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*New Year
Edition*

NEWSLETTER



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Sanfort Group of Schools



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Dear Reader,

Greetings!

We are pleased to tell you that our initiative of publishing this newsletter has taken off incredibly well. The feedback on the quality, relevance, and presentation of the periodical has been quite overwhelming. Our heartfelt gratitude to all for your continued support and patronage.

Raising kids has certainly become more challenging in this new millennium. Over the two decades, Entab has worked with more than 1,500 schools to help them improve their productivity, efficiency, and reputation. We have observed that several schools still follow an archaic, exam-centric education system, focused on rote learning. Our mission is to transform good schools into the best schools. With the CampusCare Newsletter, we seek to empower educators with the right knowledge and tools, enhancing the quality of education.

At Entab, we believe that the purpose of education is to develop and nurture the uniqueness of every child and preparing them for jobs of the future. From helicopter parenting to population education, we bring you diverse, insightful articles penned by accomplished educators and school heads of India's leading schools. We express our gratitude to all the dignitaries for sharing their wealth of knowledge, best practices, and expertise with our readership of 1.5 million. They have been extremely supportive and have worked closely with our editorial team to produce this multi-faceted newsletter.

In this issue, you will find 21st-century pedagogy for schools and exceptional ways to accommodate special children into a regular classroom. We have meticulously and consciously incorporated intriguing, high-quality content that K-12 educators around the globe can adopt and use in their school settings. Moreover, there is an emphasis on the newfangled, modern pedagogical approaches for engaging students and enhancing cognition, confidence, knowledge, and other vital life skills.

We place on record sincere appreciation to the entire editorial team for their diligence and zeal in producing this compelling ready reckoner. We are confident that this instalment of CampusCare Newsletter will be useful for all the stakeholders in school education and will enable them to raise the little ones into responsible global citizens.

Best wishes,
Team Entab

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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**



Central Board of
Secondary Education



Anurag Tripathi
Secretary, IRPS



The Draft National Education Policy envisions an education system that contributes directly to transforming our nation into an equitable, all-inclusive community, right from early childhood. It also focuses on building a nurturing educational environment to empower each child to be ready for the future and stand strong in the face of global challenges. India aspires to be the third-largest economy by 2030. This is the same period during which this policy will bring about the most significant transformation. Knowledge resources will drive our economy. To do this, we will need an education system, which would have the attributes required for the challenges of the outside dynamic world.

Learners of today need to be empowered to be value-oriented citizens equipped with competencies and skills to face real-life challenges and be successful. Studies in India and abroad have also given similar conclusions. In this backdrop, what we require to be future-ready is a focus on acquiring 21st-century skills.

The skills are as follows:
Global Skill Requirement of the 21st-Century

Learning and Innovation Skills	Digital Literacy	Career and Life Skills
Critical Thinking and Problem Solving	ICT Literacy	Flexibility and Adaptability
Creativity and Innovation	Information Literacy	Initiative and Self-Direction
Communication	Media Literacy	Social and Cross- Cultural Interaction
Collaboration		Productivity and Accountability
		Leadership and Responsibility

The National Curriculum Framework 2005 also recommends providing opportunities for learners to question, enquire, debate, reflect, and arrive at concepts or create new ideas. It further maintains that an element of challenge is critical for the process of active engagement and learning various concepts, skills and positions through the process. This all would certainly help in inculcating 21st-century skills in our students.

All the above requirements necessitate our educators to remain updated with the changing world and adopt such practices which can develop these skills to make our students future-ready. The task is huge, and the preparation to accomplish this task is already on.

The Central Board of Secondary Education (CBSE) has taken steady and trend-setting measures to promote real-life skills among learners. Introducing arts-integrated pedagogy, mandating one period per day for Health and Physical Education, thrust on Experiential and Active Learning pedagogy are a few such steps. Even teacher capacity building programmes have been extensively taken up. Hubs of Learning (a group of 5-6 CBSE schools) have also been envisioned and created by the board to be transformational towards this goal.

Another step in taking education to a new dimension forward, towards making students future-ready, will be having competency-based learning in our classrooms. Competency means demonstrating knowledge, skills and attitudes/ability needed to do something successfully or efficiently on repeated occasions, naturally, without thinking consciously. Competency-based learning model focuses on the demonstration and application of learning, rather than on the temporal aspect of taking a course. This means unbinding learning with 35-40 minutes in a class. Learning takes place at its own pace, and a student is able to follow his/her own pace.

Thus, this form of learning enables students to demonstrate their knowledge. Students can participate in meaningful conversations and decide how and when to demonstrate what they have learned. This model of learning also allows the teacher to strategise and plan interventions where students need maximum help while also ensuring they learn what is required by them to advance to the next level of learning.

This will be a win-win situation for all—students, teachers and overall education scenario. Let us work in this direction collectively to enable our students to be ready for the future.

Making Students Future Ready

This Encourages Students to:



**Embrace
their mistakes**



**Navigate their
own learning**



**Experiment in
the classroom**



**Free natural
curiosity**



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.

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.”* —



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.

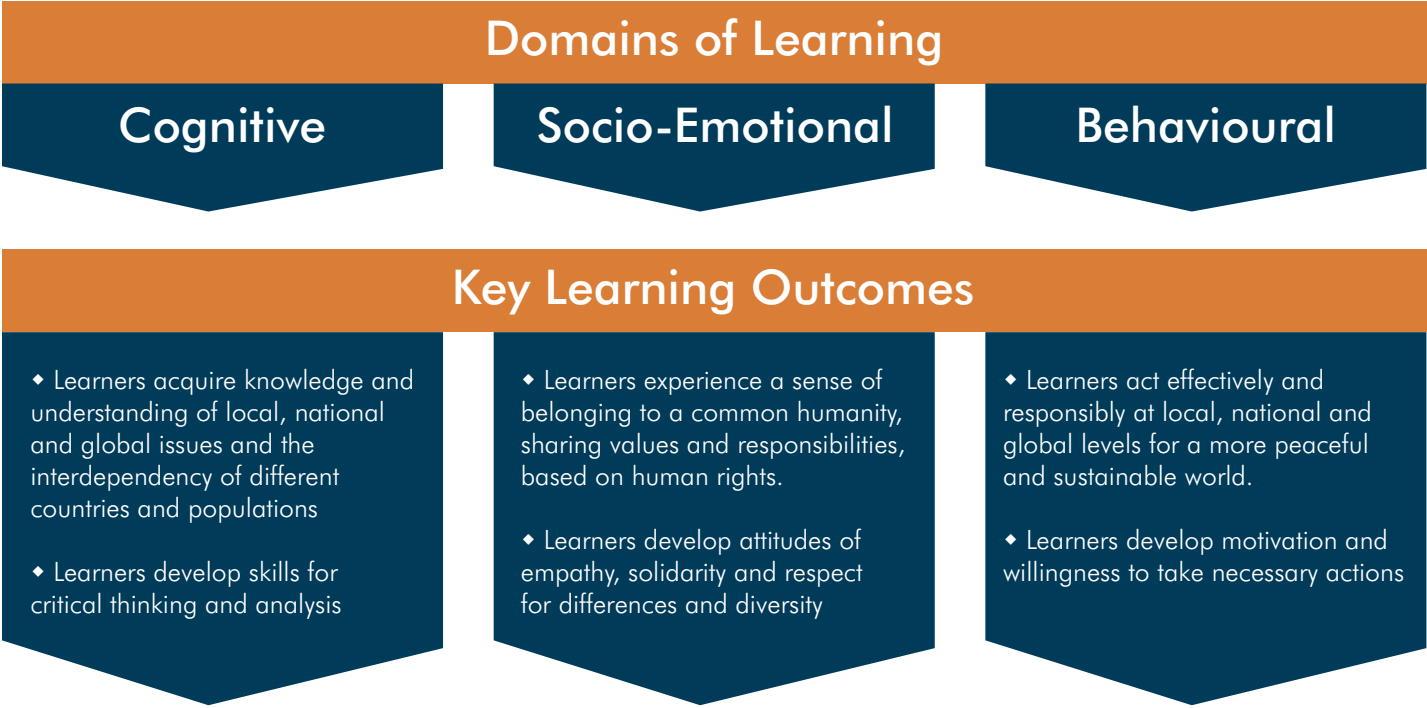
Global citizenship should be the vision for each of us on this planet. And the good thing is that global citizenship can be cultivated. Therefore, global citizenship education should be the agenda of educators. The United Nations has accorded an essential place for global citizenship as target 4.7 of 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.

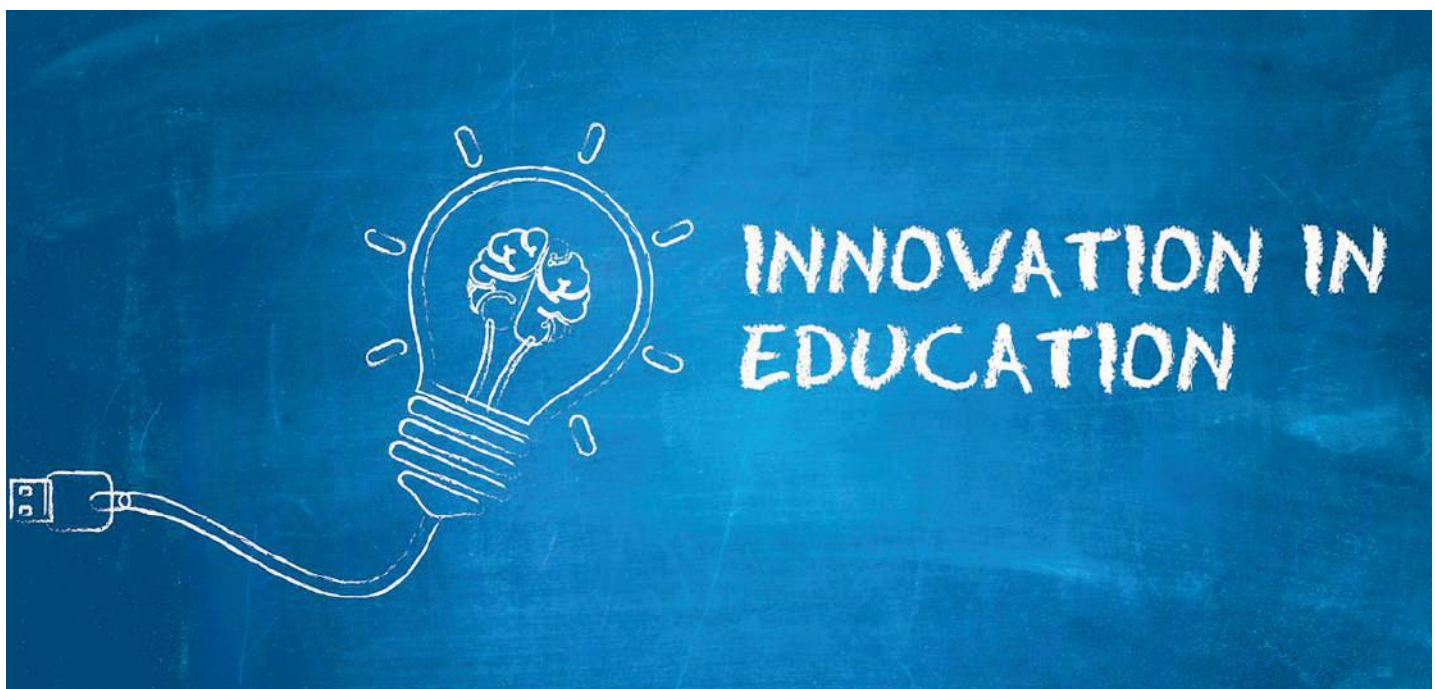
Global Citizenship Education



**Satluj Group of Schools
(Satluj Public Schools
& Satluj World
Schools)**



Reekrit Serai
Managing Director



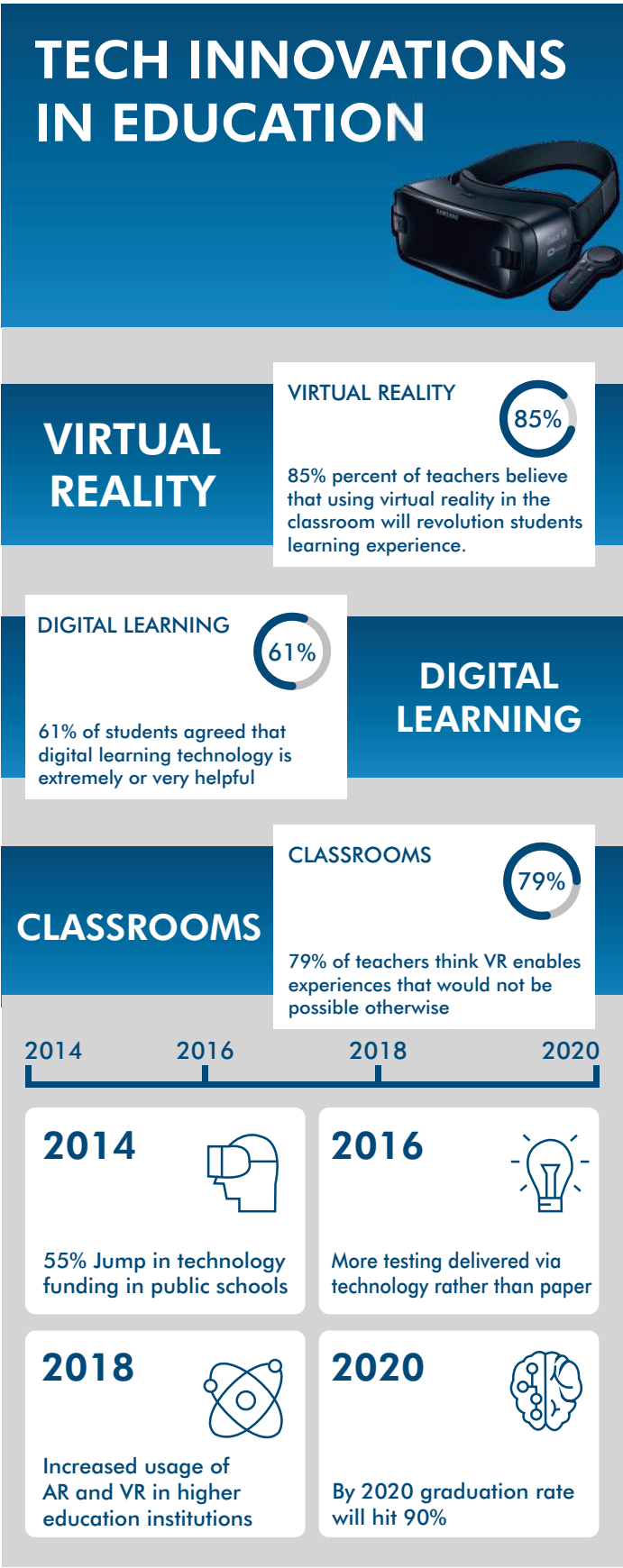
When it comes to innovation in education, we must remember that learning is no longer dependent on the teacher alone. People still learn and teach in ways invented during the Industrial Revolution, and they do not work anymore. Innovation in education is doing what is best for students. A curriculum 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.

Seth M.R. Jaipuria
Group of Schools



Kanak Gupta
Director



PEDAGOGY

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.

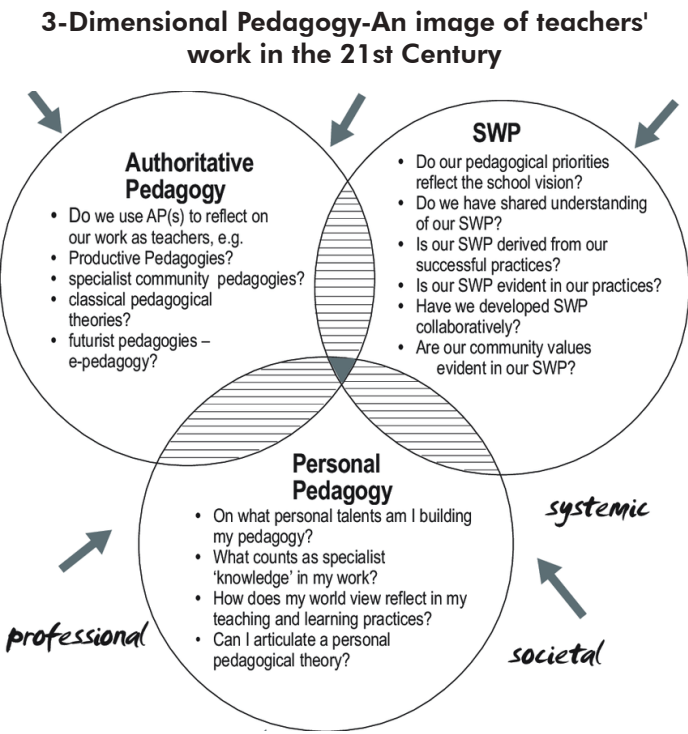
TEACHER-CENTRIC LEARNING



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.**

The Mann School,
Delhi



**Commander V.K.
Banga**

Principal &
Former Chairman IPSC

PRAGMATIC APPROACH TO EDUCATION

The Indian education system has its roots deepened to the ancient ages where Gurukul system prevailed which today has been christened as Boarding Schools. It was a system of raising the students by the teacher in his abode until the teacher felt that he has imparted all that he could and the students have turned refined. The subjects taught varied from Sanskrit to Scriptures to Mathematics to Metaphysics and the knowledge attained was passed on to the future generations.

However, this system lost its significance during the Colonial era when the British set up schools that followed a curriculum confined to subjects such as Mathematics, Science etc.

It's been decades the education system is being reformed and newer ideologies are being infused in, to make it more incredible and praise-worthy. Ironically, the purpose of education and imparting knowledge seems defeated.

Wishing to be more student-friendly, the modern education system has become more classroom - oriented and less interactive.

Schools play a vital role in shaping a person's social and



professional growth. The conventional schools in India focus on nurturing the children to face the competitive world outside. Examinations and assignments are encouraged by them as tools to assess the capability of the students. The knowledge of the child is measured by the marks s/he scored. Students are put into the practice of rote- learning and not understanding by doing.

Pragmatism and Education

Approach: Learner-centred

Method:

- Give learners adequate freedom of choice, interact with their environment, discover, solve problems, use their intelligence, hypothesize, test and develop ideas.
- Learners to practice democratic ideals; cooperation, sharing and respecting ideas and opinions, share materials in learning.

It seems Lord Macaulay farsightedness to cripple India's old and traditionally value-based education is still alive and laughing on us.

He mentioned on seeing the prosperity in abundance in India and its rich values and culture that, "I have travelled across the length and breadth of India and I have not seen one person even who is a beggar, a thief, such a wealth I have seen in this country, such high moral values, people of such calibre, that I do not think we would ever conquer this country unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation."

It is a well-accepted fact that majority of the young graduates adopt the teaching profession not by choice and calibre, but after facing refusal from all other job opportunities in the market.

Moreover, the desired requirement by recruiters to be a teacher is B.Ed. Ironically all by compulsion or by choice are incorporated into noble profession which is responsible for building a nation.

It's the need of the hour to bring changes in the Education Policy which are pragmatic and firmly grounded. The responsible key-persons i.e. **TEACHERS** should be selected on the parameters which have a scientific and analytical approach. They must be tested on their communication skills other than professional knowledge. One who is dedicated has a sense of responsibility, committed, possess able listening skills and passionate to pursue changes should opt for the teaching profession, else the results will be parrots not eagles.

The desired change is not herculean but the outcome will be humongous. Keeping in mind that the Bachelor of Education (B.Ed) is no longer a reliable indicator of a professionally qualified teacher, it should be abolished completely and the teachers must be assessed on Aptitude/Psychometric tests so that their psychology can be tested and resultantly the best in the lot can be designated as teachers on whom the society can rely upon for a strong and secure future.

The Education Policy need not to be vote-centric, but in favour of the future of nation. Since India is a diversified country with a variety in terms of caste, creed, religion and status, the criteria of imparting knowledge should be Merit cum Means. Both the government and the private schools should be motivated to compete for sustenance and follow the ideology of 'Survival of the Fittest'.

A scrupulous change in the policy is what the society calls for and without further loss of time, it must be inculcated because the damage done to the nation for years is unfathomable and an add-on to it would further jeopardise it completely.

Pragmatism and Aim of Education

- Pragmatists don't believe in pre-conceived aims of education.
- Education becomes the laboratory of life.
- What to consider while forming aims
 - Creation of new values (for experience & values)
 - Activity and exercise (to create new values)
 - Personal and Social adjustment (cope up)
 - Reconstruction of experience (providing social setting)
 - All around personality development

Thakur
International School,
Mumbai



**Shunila Joy
Chauhan,**
Principal

Population Education in School Curriculum



From 1 billion in 1800, the world population ballooned to 7.61 billion in 2018. In fact, in 1960, the global population was 3 billion. This means that the worldwide population exploded by more than 120% in a matter of six decades.

Today, the world is facing a population crisis as the resources are depleting at the same rate as the increasing demands of the growing population. Unchecked population growth is the root cause of several serious problems such as stress on the environment, infrastructure and resources. A worldwide shortage of natural resources due to climate change and global warming has resulted in exacerbation of population problems.

The idea is to have a multi-level approach in dealing with this crisis. We need to educate our young ones and at the same time spread awareness amongst adults. It is necessary to empower developing countries with informative and practical mechanisms to tackle the population crisis. The increasing problems of world hunger and poverty can be reduced to some extent, with positive and inclusive population control measures.

In 1951, India implemented the National Family Planning Program and went on to become the first country in the developing world to create a state-sponsored family planning program. The primary objectives of this program were to lower fertility rates and slow population growth as a means to propel economic development. **The program was based on five guiding principles.**

These principles were as follows:

- a) The community must be prepared to feel the need for the services, so that, when provided, these may be accepted.
- b) Parents alone must decide the number of children they want and their obligations towards them.
- c) People should be approached through the media they respect and their recognized and trusted leaders and without offending their religious and moral values and susceptibilities.
- d) Services should be made available to people as close to their doorsteps as possible.
- e) Services have greater relevance and effectiveness if made an integral part of medical and public health services and especially of maternal and child health programs.

Arguably, the biggest achievements of these principles were shifting birth control methods from 'rhythm' to intrauterine devices and sterilization. The government has implemented the program with consistent results that have achieved the objectives to a large extent. It is estimated that close to 17 crore births were averted. However, a lot of work remains to be done. Educating the young ones and youth is a crucial part of tackling the population crisis.

Threat to Sustainable Development

The worldwide rise in population has resulted in increased demand for supplies. This demand has led to the depletion of natural resources, thereby endangering the sustainable model of development. The replenishment of natural resources is happening at a much slower rate than usage. The model of sustainable development is ideal if the human population wants to live in harmony and share the resources. Sustainable Development Goals of the UN are getting threatened by increasing population.

According to UNESCO, "Population Education is an educational program which provides for a study of population situation of the family, the community, nation and world, with the purpose of instilling in the student; a rational and responsible attitude and behaviour towards that situation."

A perilous combination of escalating climate impact, rapidly growing population and unchecked industrialization are putting tremendous pressure on India's food security and ecosystem.

What should be included in Population Education

Elementary Level

- Growth of population in cities.
- Over crowded situation.
- Economic development and population.
- Social development and population growth.
- Importance of good health.
- Factors responsible for personal hygiene.
- Life in Slums.
- Control of diseases.

Objectives set out by UNESCO

UNESCO explicitly sets out objectives for population education in schools. All the schools are expected to align their respective curriculum with UNESCO'S objective.

Objectives of Population Education

- 1 To enable the students to understand that family size is controlled.
- 2 That population limitation can facilitate the development of a higher quality of life in the nation.
- 3 That a small family size can contribute materially to the quality of living for the individual family.
- 4 To enable them to understand that the small, compact families preserve the health and welfare of all the members.
- 5 To give accurate information to the students about the effect of changes in family size and a national population.

Why population education in schools?

Schools not only educate our children but impart lifelong lessons to them. Young minds can be ignited positively with scientific thinking and rational thoughts. Here are some valid reasons why population education is needed in schools.

Important to educate children as they are the next generation.

Children will inherit our world. We would not want them to commit the same mistakes which our generation and our predecessors committed. Therefore, it is imperative to educate them by making them aware of the pitfalls of overpopulation.

Merits of small families

The smaller population will lead to a reduction in the consumption of resources. This would mean that fewer individuals would experience shortages. A larger proportion of such a population will be able to secure access to various opportunities and thus improve their standards of living.

*Our population mostly depends on **EDUCATION**, which in turn leads to control in **POPULATION**.*

Bridging gap between urban and rural

The stark difference between urban and rural lifestyle has resulted in reliance on a big family for creating a workforce. In a village, families are large as manpower is needed to work in the fields. Bridging the gap between the urban and rural way of life will have a positive impact on the mission to reduce population growth.

Sex education to be conducted in a sensitive and mature manner

Sex education is an important part of education on population. The method of delivery needs to be sensitive and mature in order to develop a healthy and rational understanding of the minds of children.

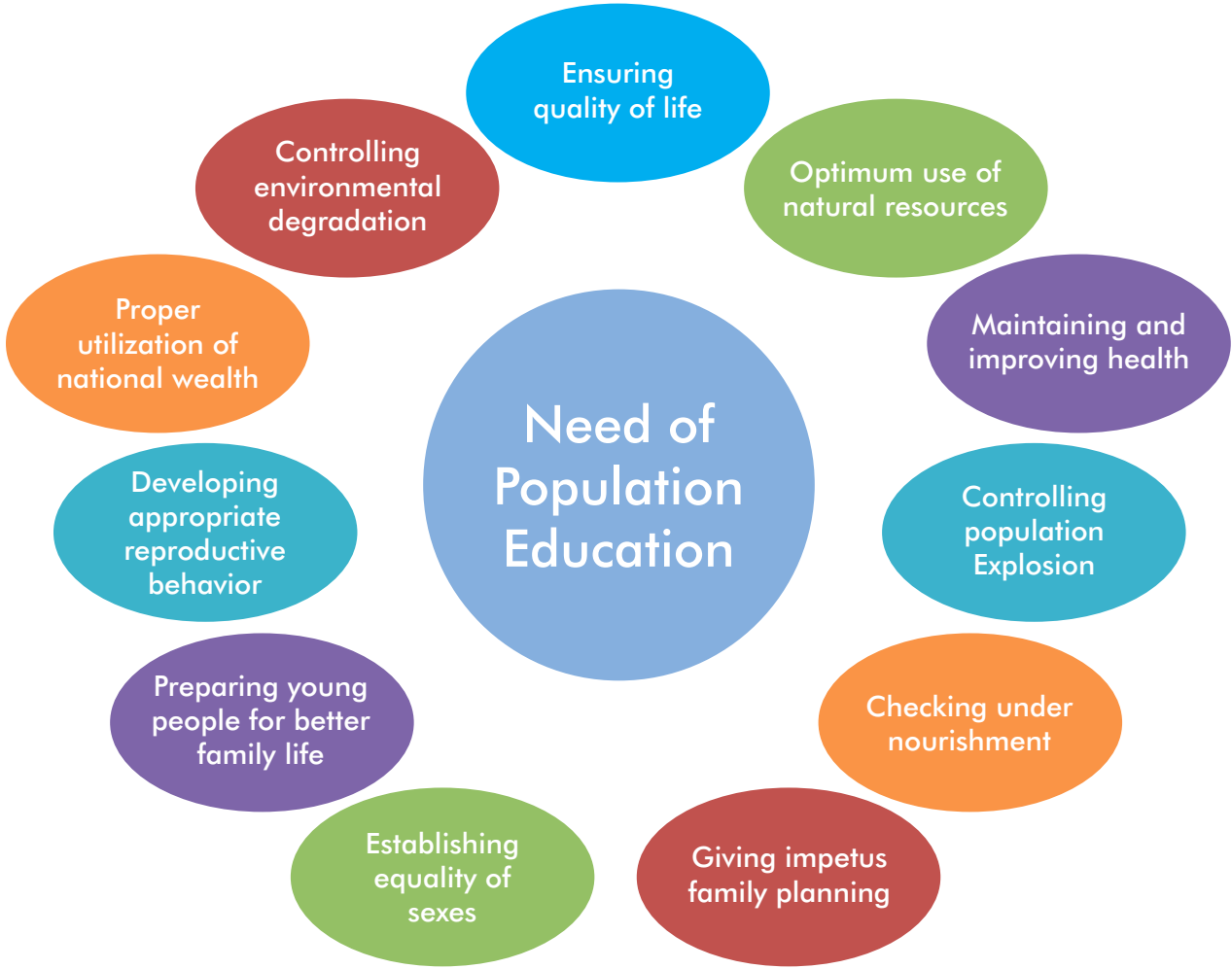
Population control or reversal can be achieved faster

Population education coupled with sex education during the

crucial school years of a child’s life will definitely help in achieving the objectives defined by UNESCO. The aim is to control and reverse the unprecedented growth of population to secure a healthy and sustainable future. The need for population education in schools is felt more than ever because of the challenge of a population crisis faced by all the nations in the world. The UNO through UNESCO has set out ideal objectives for imparting population education in schools. Now the most important task is to develop and maintain a sensitive approach and teach children the importance of restricting population growth through effective measures. Let us hope for a future with reduced poverty and hunger along with a more democratic distribution of development.

Indian households may be conservative about discussing such topics

Indian households avoid discussions on topics such as sex, safe sex, needs for a partner, and family planning. When parents will learn that their children have been taught all this in a scientific and rational manner, it may lead to a positive change in the conservative mindset.





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.



Delhi Public School,
Ranchi



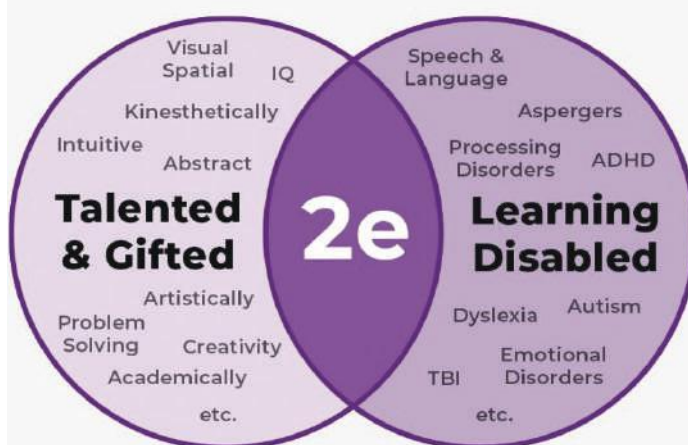
Dr. Ram Singh
Principal

Gifted Students: *Struggles, Expectations and Support*

*“Gifted students don’t need more work;
they just need more meaningful work.”*



What is a 2e / Twice-Exceptional Student?

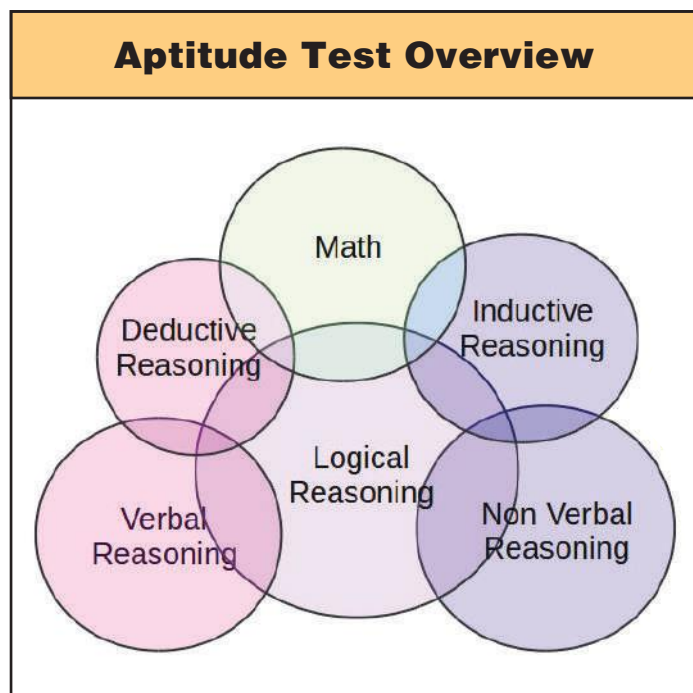


Source: sethperler.com

Before we begin, we must understand one thing that gifted is not better; it is just different. What makes a child gifted or talented may not always be good grades, but a different way of looking at the world and learning. An exceedingly talented student can, in theory, make a terrible one. Some children have a particular skill, be it scientific or mathematical or artistic, which more readily and naturally comes to them than it would to another. The question is if they are so good at understanding things, then why would they take school seriously when they feel that they can outwit their teachers? These students certainly need a little extra content, a little more and a little ahead of their time.

In a school set up where the curriculum and syllabus are according to a child’s grade, it is essential that they should be sought and polished. We should realize this that *“If a child can’t learn the way we teach, we should teach the way they can learn.”* In simple technical language, we call this up-gradation. We cannot keep the content the same for the entire class. Gifted children struggle with a lack of sufficient content served in a regular classroom. An effortless way to meet their require-

ments is by giving them what they need. The concept of additional tutorial classes for high-level aptitude exams can be given as support from the school's side. These enhancement classes can immediately boost their interest level and give momentum to their aptitude enrichment. School syllabus and classroom lectures are never a big deal for them.



We have to understand the fall-outs these kids face by understanding their psychological state of mind. These kids become accustomed to succeeding in certain areas of their lives, whether in sports, arts or academics. The problem is that talented children will, at some point, come up against something that they might find hard. It is at such junctures that our schools must give them the resources to deal with this. We must take responsibility, as institutions, for building their determination and resilience. At school, a separate arrangement can be made simultaneously to provide challenges to these children as they get bored very quickly and remain understimulated. So, to stimulate their intellect, creative, physical and spatial skills, they must be challenged so that they learn to work hard. Executing all this, we have observed great results in a range of fields like in Olympiads (*reputed ones*), national-level sports and cultural programs, quizzes and even in mind games like Chess.



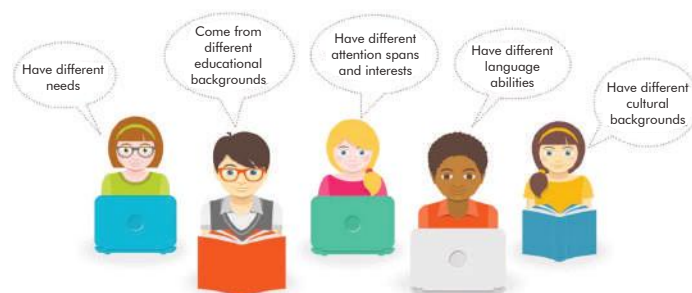
School teachers must also enrich their knowledge reservoirs and learn new and exciting methodologies of imparting lectures in the classroom. Overworking and over scheduling should be avoided. These kids must know about their gifts and should not be overburdened by the responsibility of performing. It is okay to fail and be a learner at times. They only need to be a little more intellectually stimulated in comparison to the students of their age.



It is a myth that gifted children do not need help and can do fine on their own. Many advanced learners in our country go unnoticed because of our lackadaisical attitude. There is a need for differentiated learning for such students so that they remain motivated, and their areas of difficulty can be recognised.

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



Gifted children have the advanced capacity to learn specific subject areas. As schools, we should try to meet their unique learning needs. They must be given opportunities to maximize their potential. So a fully-developed gifted education program requires a commitment to provide an appropriate curriculum to them. This may also include teacher training and capacity building programs for teachers so that they can constantly think of ways to design smart education strategies in schools. We must realize that giftedness is not forever, and if talent remains untrained, it loses its life.

At the end of the day, **"Everybody has a talent, but it is what you do with it that makes you great."** We should not just teach our children to dream of winning as they have got that unique ability in them, we grow according to their capacity, and we train them for it.

Vagad Pace
Global School,
Mumbai



Monika Kapoor
Principal

IMPORTANCE OF *BONDING* *AND* *TOGETHERNESS* FOR TODAY'S YOUTH



Life has evolved so much for most of us. With the advancement of technology, changing cultural norms, new priorities, and new forms of communication fueled by the internet, it is natural to wonder what the importance of family, friendship and bonding is. Is there no place for these values and relations in modern life? Certainly not! The human to human bond is just as relevant as it ever was, and no matter how much life changes in the future, it will probably continue to be needed in one form or another.

If we only define togetherness the way it was defined, we might as well say that togetherness, in a word, means oneness. When there is togetherness, there is likely to be more power in opinion, more power in action, and more power in character. This is a very simple and obvious fact that, if one person tries his/her hands

on some job, he/she will manage much less than what a group effort will achieve. This is simply what unity is all about.

Let us peep into different spheres of our existence, and we can

judge the truth of this statement. Let us discuss the core unit of our society "*the family*". If all members of a family go on divergent roads, the very semblance of a family is lost. A family indicates togetherness, they live together, they work together they enjoy together, and this is the basic strength of the unit, each member pumping in vigour and confidence in all others, all this on the simple basis of being one. When we lose this

togetherness, as of today, we break the family, i.e. the very edifice of our foundation.

From this smallest unit, we go to the holistic picture of our society. Where is our society today? It is broken into various



fragments, and each segment, i.e. a nuclear family just looking after itself, as if we sternly believe in the agenda, *“everyone for himself, and God for all.”* This has become the motto of society at large. This has led to the loosening of the ties of society and is one of the causes of the growth of so many social evils. When there is no strong bond in different segments of a society, it is bound to break into fractions, and thus lose its strength, both moral and social.



Now, let’s understand the cons of losing human bond and togetherness and its impact on our youth. In a recent study by Robert Winston and Rebecca Chicot from Imperial College, London, UK, it was found that 40% have less emotional bonding among real-life relations because people concentrate more on virtual ties. To develop a human bond and to belong to a group or society is one of the vital innate nature of a human being and recently due to the boost in virtual usage, the effort to bond with others has reduced right from the early childhood which in turn has led to various physiological and psychological concerns.

If we look in retrospect, childhood and early adolescence were full of outdoor games, group games and make-belief games which practically helped us to develop cognitive, social, emotional, interpersonal and effective communication skills. In contrast, in the last five years, the scenario has drastically changed; we have witnessed that parents promote the use of virtual games and videos right from infancy. When the baby cries, I have seen parents handing over the phone with some video playing in it to calm the child and right from there the kid starts developing an unhealthy coping mechanism and poor interpersonal skills or bonding skills right from the developing years.



Now that we are well versed with the problem and its impact on the new generation, we need to look for sustainable interventions. There are various options put out in the market,

but I personally feel that they are not sustainable. There is a splurge of social media detox centres and workshops to educate on cybersecurity and appropriate social media usage. But all these solutions are not completely effective in eradicating the problem. According to me, we collectively have to address the concern at the grass-root level. The first step is of the family; parents need to spend quantity as well as quality time with their kids and inculcate effective communication skills and instil progressive family values and traditions in them, so the kid develops belongingness right at a young age. The second pivotal step has to be taken up by the school. The school plays a crucial role in shaping the child as the child learns most of the life skills in school through a multitude of activities.

According to research conducted in 2014, it was found that students of residential schools have strong peer bonds, interpersonal, cooperation, empathy and social skills. Students from residential schools are used to sharing their space with other peers of the same and different age groups and thus develop adjustment and cooperation skills right from a young age. Residential schools are inclined to create a home away from home for the kids. Therefore, their plan is meticulously designed to occupy the children with productive group activities, limiting and monitoring screen usage, including mobile phones and computers. And most importantly fostering the vital value of bonding and being together with one another.

Let us consider and understand that unity is the answer which heals all bruises big and small. It is this that helps us enjoy a handful of happy moments in life. In good moments, in the sad moments of sickness and death, it is the unity of the well-wishers that makes the pleasure great and despair less. This is a special power of unity. An individual or community can achieve nothing and neither can they enjoy the fruits of achievement. The secret potential of unity is the strength, which is built up by mutual trust and faith and love for one another, and the oneness of a single well-formulated goal.

6

Advantages of Residential School for Students

1. It teaches children to be self-dependent. To take care of themselves and also others. In short, what is good for health, and what is harmful, diet, exercising etc.	4. Students studying & living here are often exposed to a wide range of activities that help in broadening their learning.
2. Students learn to be more social here.	5. students live and attend classes with other fellow students coming from a variety of cultures.
3. It teaches to take care of their belongings, which otherwise students hardly do when they are living with their parents.	6. They also learn time management and money management.

Delhi Public
School,
Gwalior



Neha Sharma
Principal

Repositioning Teacher Observation in Student Assessment

Observation is a powerful means of collecting information about student learning. It is one of the primary methods by which teachers can assess and provide evidence of student performance in formative assessments.

Teachers, who observe their students while learning, come to know about the strengths and weaknesses of the students and use this information to build an 'image' of what students know and can do. Based on this information, teachers are then able to provide better classroom learning experiences.

The teachers' observation is critical in the early years of pupil learning because they cannot generally produce written scripts. The results of the teachers' observations become a legitimate source of information that is used to record and report the achievement of students.

However, as students' progress into higher classes, teachers' observations are often not considered as important as the formal testing procedures and hence, these formal procedures are given priority. Teachers' observations have not received the kind of recognition as they should have. However, the truth is that it is the observation that validates the formal test. Teachers effectively know what their students are going to score on their tests from the observations and assessments they make daily. On most occasions, the formal test aligns with the teacher expectations.

One of the criticisms against using teacher observations is that others can perceive them to be subjective and biased judgments and are not necessarily supported by evidence. As a result, observations are sometimes not considered valuable when marking the work of students and formally reporting their

progress. It is also argued that teachers are not always able to make dependable and valid judgments of student learning outcomes in their natural settings. As stated above, this is generally not the case. In most cases, the teachers are very good at predicting examination results, and this is because they know what the student knows and can do through the multiple observations that they make of the students in a class. The students perform in accord with these expectations in the majority of cases.

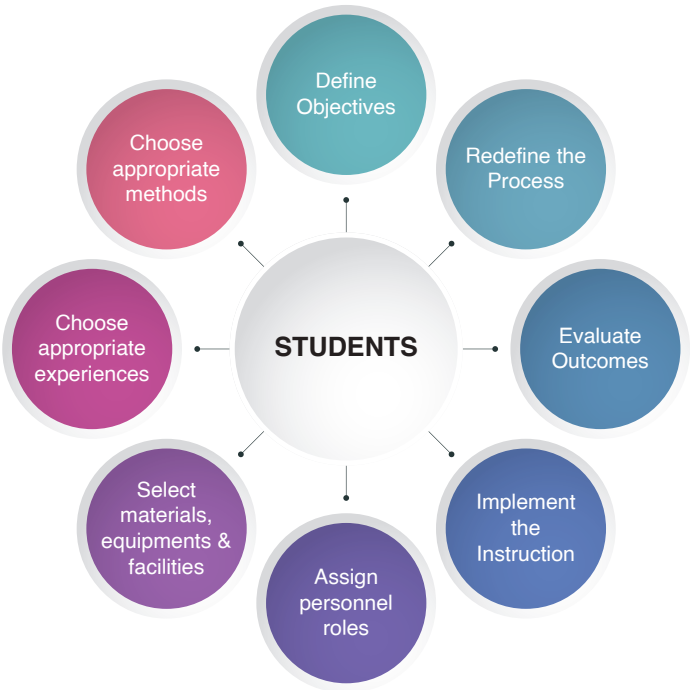


More and more educators have been arguing that the paper-pen tests are not the sole way of assessing students and those school-based assessments should ideally include a range of assessment techniques. Observation as an assessment tool has started to receive a lot more exposure in the literature. In fact, in several situations, like practical laboratory activities, performance tasks, etc. teachers observations are the best means of collecting evidence on student performance and learning outcome.

	Formative Assessments	Summative Assessments
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions. Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays etc. Target setting	Tests Exams Essays in controlled conditions

Undoubtedly, schools are a hive of activities where formal and informal events take place simultaneously and consistently during school hours. These various activities are spread over a period (e.g. a day, a week, a month, or an academic session). On many occasions, teachers observe what students do in class/school/during the learning process, and then often ignore or do not document their observation(s) immediately. As a result, they are uncertain most of the time about what to write about a student’s progress. This results in an obscure image of students. Practically, it may not be possible to observe and record every single relevant activity in the classroom; but it is possible for teachers to adopt a systematic approach regarding what to observe and for how long to observe in order to have an insightful understanding about the progress of students. Both positive and negative incidents should be noticed and where appropriate, recorded.

SYSTEMATIC APPROACH TO TEACHING



Observation can be embedded into routine practices of the teachers from the moment the students enter the school or the classroom. If these observations are made consistently and documented or appropriately recorded, then they can be used to locate students' positions on a developmental continuum of learning. Observations can contribute to a purposeful, informative and concise report which captures students' areas of interest, strengths, and weaknesses. This information can then be used to help teachers to plan ways to encourage students' strengths; act on their shortcomings; and, build an accurate image of each student. Observation during formative assessments is an assessment practice for documenting students' progress in scholastics and co- scholastics areas and helps in providing information on the students’ learning outcomes.

TYPES OF OBSERVATION

Observations can be put in three categories: planned and unplanned, direct and indirect and participant and non-participant observation.



Planned observations revolve around a plan and usually involve the teacher a priori identifying what is to be observed and recorded. The planned observations may also focus on Higher Order Thinking Skills. Unplanned observations, on the other hand, emerge out of sudden incidents or occurrences that occur during activities inside or outside the classroom. The teachers have the oppor-



(B) Direct and indirect observation:

Direct observation involves the teachers being physically present to monitor the students when learning is taking place. This is the first-hand information; a factual account collected and noted by teachers. The students are well aware of being observed in the process. The direct observation may be called an overt observation. This is a relatively straightforward method when compared to indirect observation.

Indirect observation involves the analysis of the evidence collected or recorded through various means like peer or staff members' observations, video recordings, etc. where there is no direct involvement of teachers with students. The students are unaware of being observed, and perhaps they would be more likely to show their natural behaviour. This observation uses the covert technique to build the image of the students.



(C) Participant & non-participant observation:

Participant observation allows teachers to fully participate and interact with students in the exercise/activity. It is associated with exploratory and interactive experiences of the students and the data collected is often free-flowing, and the analysis is very interpretive.

Non-participant observation occurs when teachers observe events from a distance without interacting with the students who are being observed covertly. For example, watching students during the lunchtime- whether students get home-made food or use the school cafeteria; do they eat their lunch inside or outside their classroom; do they share or prefer eating alone; do they finish their lunch or waste/ throw food in the bin, etc.

Assessment, especially assessment for learning and instruction go hand in hand throughout the learning process, and the focus is on the students' learning outcomes. Teachers need to be clear about what kind of learning objectives need to be

measured to make observation assessments more dependable, accurate, and reliable, as well as how the evidence will be recorded. Teachers should ensure that observations fit seamlessly into the instructional process and become an integral part of the learning. Hence to conclude, we can say that learning to closely observe students and to see beyond assumptions and predictions is very important in assessment.

Teachers should use well-structured teacher observation sheets for the recording of student performance characteristics and providing feedback to students. As an essential part of assessment strategies undertaken by teachers, systematic and purposeful classroom observation and feedback have a tremendous potential to enhance student performance. For educators, it is useful in identifying their instructional problems and improving their instructional practices for an effective classroom teaching-learning process. It ensures the collection of the right evidence for accountability of assessment remarks.

How to nail your CLASSROOM OBSERVATION

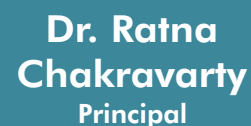
#1 STICK WITH WHAT YOU KNOW

CREATE BACK UP PLANS #2

#3 LET STUDENTS DO THE WORK

SHOW OFF YOUR CLASSROOM
MANAGEMENT #4

#5 BE YOURSELF !



“Strength lies in differences not in similarities”

— *Stephen R Covey*

The composite scenario of modern classrooms demands that they are designed to welcome diversity and to address the individual needs of all students, whether they have disabilities or not. To address this need of the hour, regular and special education teachers must work together to address the individual needs of all of their children. As per the Persons with Disabilities Act, 2016, *“inclusive education”* means a system of education wherein students with and without a disability can learn together, and the system of teaching and learning is suitably

adapted to meet the learning needs of different types of students with disabilities.

The rationale for inclusive education for students is as follows:

- Children with special needs have the right to be educated in the least restrictive environment.
- They deserve the same learning opportunities as typical learners.
- They can learn appropriate (social) behaviour from the typically developing peer models and classmates.

- They spend their entire lives in a typically developing world and learning beside their neighbours and friends is a more natural environment.
- Children without special needs need to understand how to learn and eventually work alongside special needs students, who will live with them in their community. Inclusion provides this opportunity as well.

These statements are all true, but the exposure alone is not enough to teach children with special needs. Learning opportunities need to be planned, lessons need to be structured, and the learning style and needs of the learners must be considered. Accommodations for learning styles, academic requirements, sensory and social issues must also be addressed.



To live up to the vision of inclusive education as defined in the Persons with Disability Act. Teachers consider a wide range of learning modalities (visual, auditory, kinesthetic, etc.) in designing instruction. Certainly, this enhances how educators provide support and accommodations for students with disabilities, but it also diversifies the educational experience of all students.

Personal Support and Accommodations

Different children require different kinds of support to participate fully in school. Some children need physical assistance such as help with personal care, changes in seating arrangements, alternate forms of communication (for children who do not speak), and extra help to participate in activities which would not otherwise be possible.

There is a wide range of possible accommodations that are available to children with disabilities.



1 Academic Support

To ensure that every student is addressing the appropriate standards and objectives across the curriculum, they are provided with academic support (modified question papers, extra time for examination, one on one tutoring and assistance with reading and writing) that creates a supportive environment for all the learners. Teaching Learning aids/Assistive devices like blinders and window trackers are also provided as an accommodation to assist students with reading, writing and concentration issues.

2 Behavioural Support

Another critical factor in effective inclusive education is the implementation of consistent behavioural support throughout the learning environment. This consistency is essential for the success of students with emotional or behavioural disabilities in the general education environment, but school-wide behavioural support and counselling sessions also help to establish high expectations throughout the school community as a whole.

3 Parental Support

Parents and caretakers know their children best. Because each child's diagnosis can be so different from another, ideas and knowledge of the child are critical to designing an Individualised Educational Program that tailors learning and the educational placement to child's strengths and needs. Parents have a lot to contribute, and the reward of their involvement is the progress the child makes academically, behaviorally, and socially throughout the school years.

*All Kids need is a little help,
a little hope and somebody
who believes in them.*

Ensure that inclusion is not viewed just as an approach but also as a philosophy and a mindset to promote growth and development of all students. Learners are able to understand their learning styles and overcome academic, physical and socioeconomic barriers when the school they attend promises a disabled-friendly environment.

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.”

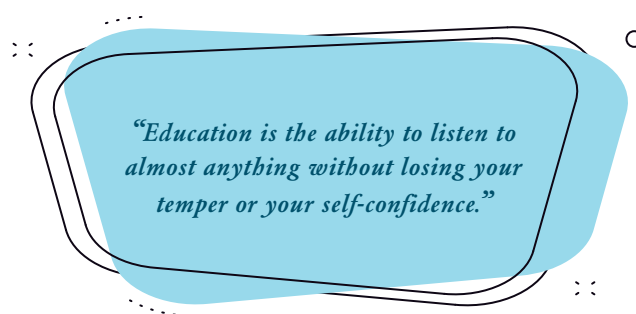
What is the most significant aspect of setting the stage, so a school is successful? The answer is one simple word: **RELATIONSHIPS**, yet it is complex. The key to a successful school is to build positive, effective relationships between all stakeholders. Relationships between all the people within 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.

Kristu Jyoti Vidya
Niketan,
Changanassery,
Kerala



Thomas Martin
Principal



We are in a fast-moving world where we cannot frame a specific period as present and plan everything exclusively for that particular period. Though we live in the present, everything we do is future-oriented. Education is no exception.

The 'twenty-first-century skills' in education is a buzz phrase nowadays. In fact, it is not something new at all, maybe a new formulation. We need to reflect and reinvent the educational system for new world order. We have several educationalists with the wisdom to reflect on education. Jiddu Krishnamurthi's thoughts on education are relevant even today. For him,

education is learning in a non-competitive and non-hierarchical ecosystem and discovering one's true passion without any sense of fear.

The saddest part of the educational system is the influence of sociopolitical changes in society. Educational policies are market-driven and not for nation-building these days. The petty interests of the people who make these policies are short-sighted. For example, India retains its top position in remittances with \$80 billion according to the World Bank report. We neglect the fact of brain drain, which affects nation-building. People and government are after these chunks of money and never thought of the future where human resources are the real wealth. The nation is known for its human resources and not for money alone.

Some other Factors Affecting Curriculum change

1. Socio-political factors

- As the state's policies change, they have an influence on the educational policies and schemes that they undertake.
- It also takes into consideration the social needs and demands and changing trends in the society with respect to various other issues and contemporary developments.

2. Economic factors

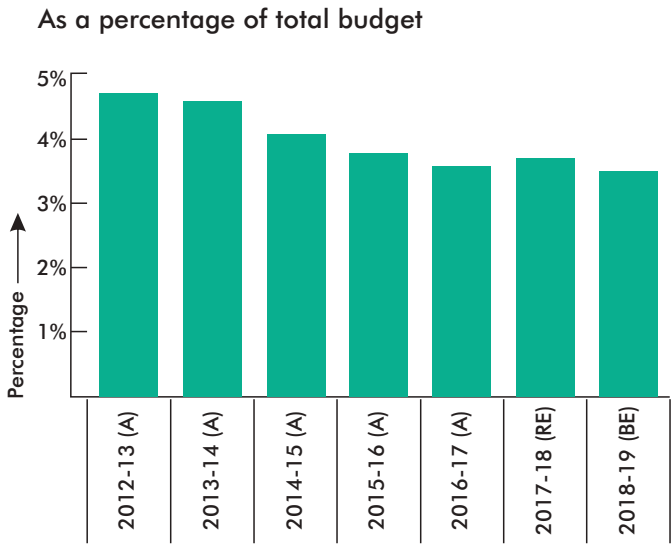
- Economic status of the people and the state plays a role in the curriculum change. The aspirations of people, their demands and expectations from particular courses or curricular inclusion at various stages of education, all depend on economic status.

The migration spree is, in the long run, a threat to nation-building. We need an education system that prompts the stakeholders to create a better situation in India, where the future generations can live with happiness. Though we consider data as the new oil, which produces vast amounts of money, our attention must be on the humans who make this data. So, we need data from people who have wisdom. Education is required in order to transform people to wise to create data that in turn, give prosperity and happiness.



The Kothari Commission in 1968 visualized an expenditure on education by about 6% of national income. In 2013-14 an estimate of 0.3% of GDP was spent on education, but by 2018-19 it became merely 0.2% of GDP. That's a sharp decline from Rs. 645 billion to Rs. 412 billion. The Center must consider education as a public good and not a commodity to be purchased.

Dropping Budget for Education



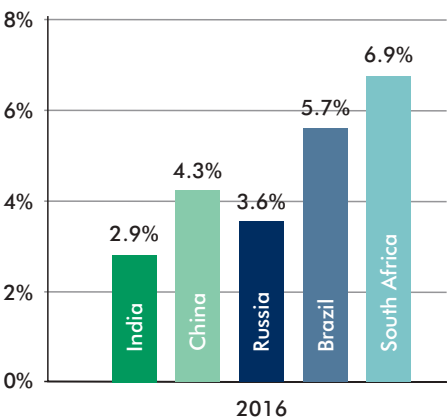
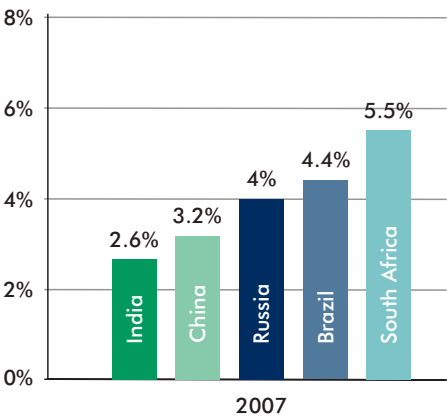
Source: Open Budgets India, Centre for Budget and Governance Accountability

Again, considering education as a commodity has to be changed. It's a public good indeed. The Center must fund education, and proper measures must be taken to check its utilization too. The United States spends more than 5% of its GDP on education. The Indian government is pumping millions into the aviation, oil and telecom sectors, but not much into education. Even China is surpassing many other countries with its research output with impact factors.

The proposed plan of pan India educational policy with centralized execution is not ideal for a culturally diverse country like India. It is not the political ideology, but the wisdom of educationalists to be the foundation of educational policy. We need a system to unify people and not to divide them. Unity does not mean any uniformity.

In the wisdom of Jiddu Krishnamurthi, we need people with a non-competitive attitude in a world of competition. The other is a threat in the world of competition. An approach of cooperation is essential in education. India has a tradition of a decentralized power-sharing attitude. It must reflect in the implementation of education too. One has to unfold one's passion for learning. It has to set an individual free from all kinds of fear, and that is the beauty of real education.

Public Education spending as a percentage of GDP in BRICS Economies



Source: BRICS joint statistical publication, 2017



Augmented and Virtual Reality in School

I was recently asked what I thought about the use of augmented and virtual reality in school. My immediate response is that any and all learning opportunities should be welcomed and for young people to experience new technology, it is essential for them to project and build in these possibilities into the toolboxes of their imaginations while young. I did see and work on some projects when AR/VR products first began to appear for use in schools. The possibilities they brought to the classroom were amazing – being able to simulate situations that young people would not normally be able to experience; being able to see locations as they had been; stimulating their senses far better than the use of the animations and simulated labs we previously used, and so on.

Unfortunately, as I have, in recent years, been working in schools that needed to spend their financial resources in developing elsewhere, I am not in the position to discuss details or which product compares to another. However, the question did remind me of the warning often heard before using other innovations in education: 'If the technology is being used to replicate what you already do in your teaching then you're not using it well.' So, two



Robert Thorn
Head of Academy

thoughts came to my mind:

- 01 If your learners and teachers are lucky enough to have the chance to use AR/VR, have they thought through in what ways it can be used to enhance learning and, more importantly, develop the attributes (habits, skills, dispositions) of learners?
- 02 If you don't have the opportunity yet to use AR/VR in your school what attributes would your young people need to have well-developed in order to be able to make the most of it when they do eventually encounter this technology?

To answer this, consider the following:

How will you use AR/VR (or any other tool) to provide your learners with the opportunity to develop: different ways of thinking; care, compassion, empathy and perseverance; where are the opportunities to improve their ability to notice, be curious, develop their powers of inquiry, reflection, to test out their open-mindedness and define more clearly the landscape of their values; how will it enable your young people to develop their belief in themselves – that they too could not only master such technology but one day be part of creating and extending it? How will this technology help them become collaborative, independent, communicative learners who can engage and innovate with this technology rather than simply be in awe of it or be remote from it?

And, if you don't have access to such technology yet, what are you currently doing to create opportunities for your learners to develop the attributes mentioned above? There is an approach we can take to any curriculum you currently use that enhances the opportunity to develop learner attributes as well as fulfilling the needs of the said curriculum. I call this a '**learner-development-centred approach**' and, if you want to know more about that, then I am happy to explain for sure.

Delhi Public
School,
Ghaziabad



Jyoti Gupta
Principal



Making *Learning* Authentic Through *Experience*

Education has traversed a diverse path over the years, and educational reformers have time and again advocated new pedagogical practices to bring authenticity to learning. Researchers have been challenging the existing practices on the grounds of their efficacy in making learning meaningful and significant to actualize goals of education. This article seeks to explore the potent aspects of experiential learning, as the most superior form of learning, irrespective of age and grade level of learners. John Dewey, American philosopher, psychologist and educational reformer, once quoted “*All genuine learning comes through experience.*”

Decoding this statement by Dewey is an important parameter to determine the worth of learning. Genuine learning which can be put to practice by the learners, which can stimulate thinking (*both cognitive and affective*) and which can be applied to new situations is learning in true sense. Experiential learning can be defined as a student-centred learning approach where learners construct knowledge by reflecting on their experiences. Therefore, experiential learning, as a pedagogical practice, emphasizes providing students with an array of opportunities to experience, make connections with their past experiences through critical reflection and reasoning,

theorize concepts and apply them to new situations in their personal contexts.

Experiential learning covers both cognitive (*thinking*) and affective (*feeling*) aspects of learning and comes naturally to learners. Since childhood, all living beings, human beings and animals alike, learn to walk, eat, communicate and act through their experience (*in the form of observation and hands-on engagements*). These experiences then get implicitly translated into their learning, and it is a never-ending process. John Dewey, in his theory of experience, expressed it as *“human experiences – past, present and future, influence the capacity to learn.”* This understanding substantially validates experiential learning as the most effective and authentic pedagogical approach.

Some of the significant classroom experiences that lead to learning are field trips, visits, simulations, role plays, expert talks, peer tutoring and presentations using visual and performing arts.

Characteristics of Experiential Learning

01 Connected to the real world



Over the years, educators and researchers have emphasized making learners connect with the learning process, and numerous strategies have been proposed to achieve the same. When learners engage with things, processes and practices in the real world, they naturally get connected to the experience at hand and learning takes place. Even a child travelling in a train and looking outside the window learns a lot about the places, structures, buildings, events, anything and everything that comes into view, even for a short while. As a humanist, Rabindra Nath Tagore believed that nature is the best educator and we all learn from our experiences and engagement with nature. Nature, in this respect, encompasses the real world in its entirety in which learners live, observe and get involved with. The National Curriculum Framework (NCF) 2005 also recognized *“connecting knowledge to life outside the school”* as one of the paramount guiding principles of education.

02 Continuous on-going process



Children, as natural learners, are constantly engaged with the world around them, observing, inventing, creating and working things outside the classroom. Children construct knowledge in their own unique ways as outcomes of their engagement with an array of experiences. As stated in NCF 2005, such informal learning in society builds on learner’s natural ability to draw upon and

construct their own knowledge. In a classroom, it is, therefore, the responsibility of the teacher to structure learning experiences in a manner that intended learning outcomes can be achieved, resulting in their mental, social and emotional development.

03 Thinking as well as feeling



One of the crucial stages of learning through experiences is recollecting the feelings associated with the experience. In other words, learners’ own reflection on the experience constitutes an essential dimension of learning through experience. In the initial stage of experiential learning, when learners engage in the experience for the first time, they feel the experience using one or all of their senses (*sight, touch, smell, hearing and taste*). These senses provide them first-hand exposure to the experience. The feelings invoked by these sensory encounters may vary from one learner to another but are important to set the foundation for future learning. On the other hand, once learners feel the experience, their cognitive abilities start functioning as they conceptualize their learning, thereby assimilating knowledge in the form of concepts and processes. In this way, Experiential learning finely blends both behavioural as well as cognitive theories of learning, without compromising one for the other.

04 The core of the experience



While learning through experience, it is a reflection on the experience that shapes actual learning. As discussed in NCF 2005, *“making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.”* Reflection is the response of the learner to the experience, based on which learner makes deliberate choices to explore further about the experience and engage in active experimentation. Reflection on the experience marks the processing stage of experiential learning where learners recapture the experience, consciously contemplate over it and evaluate it.

Based on the above characteristics, a teacher may facilitate providing interactive, intuitive, exciting experiences in the classroom to attain their learning objectives.

10 CHARACTERISTICS OF LEARNER-CENTERED EXPERIENCES



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?

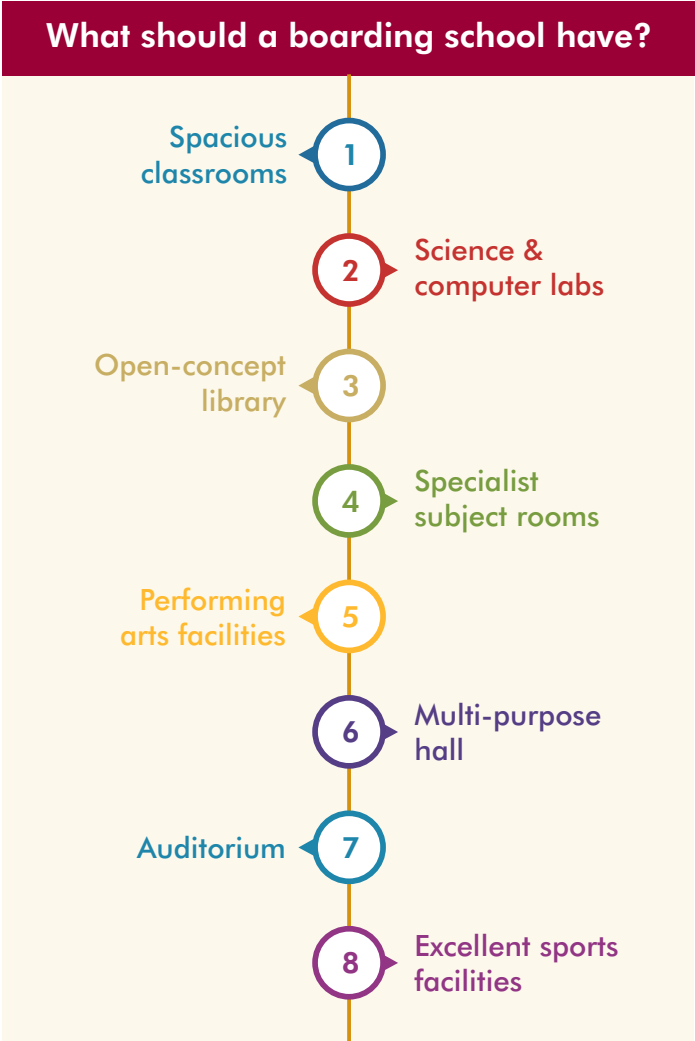
And the questions rage on...

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.



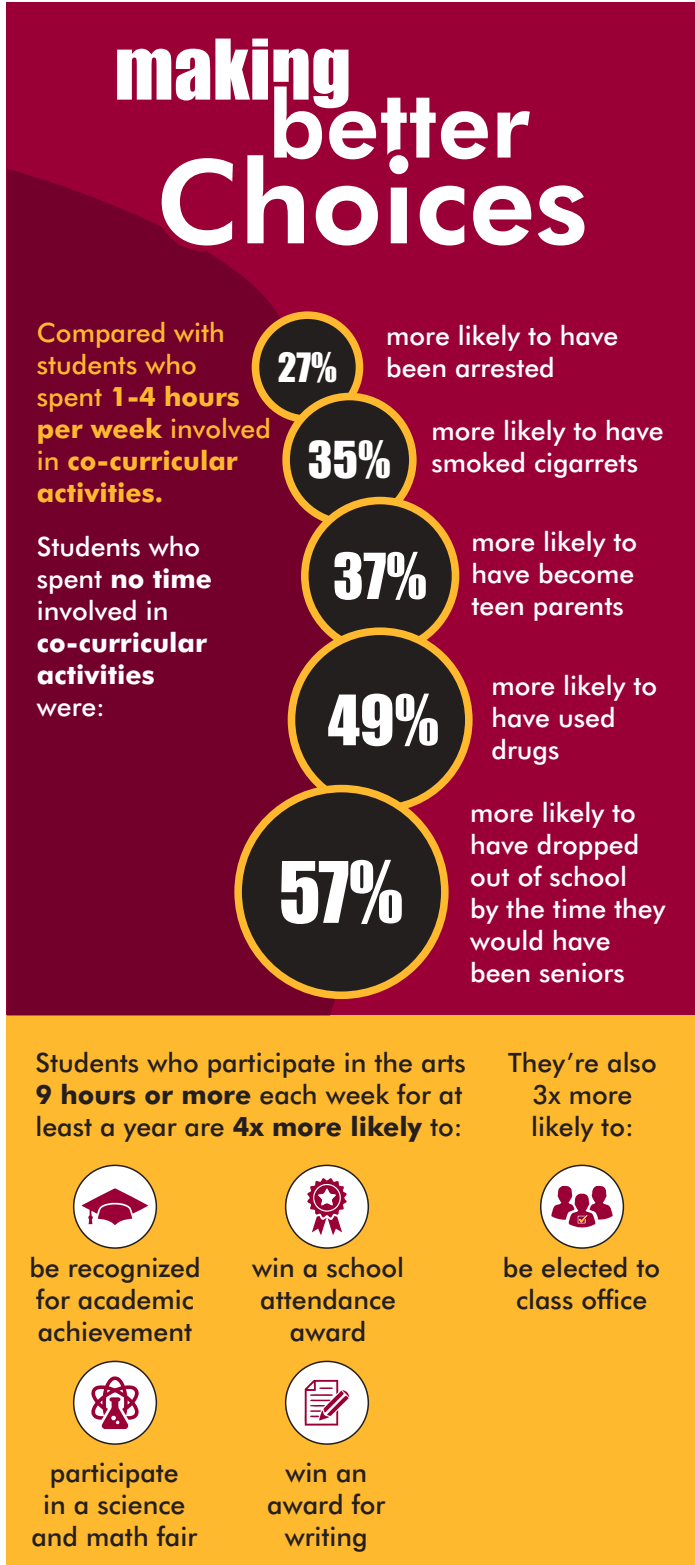
Teachers must ensure that standards are maintained year after year. Teaching and learning take various forms with a focus on skills to drive the content. To raise independent thinkers and future global citizens, concepts should be acquired along with critical and creative thinking, collaboration, and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



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.



Entab Infotech
Pvt. Ltd.



Entab & Frank Anthony Public School: 20 Years & Beyond

Entab's journey began in 2000 when the concept of school ERP software was obscure and tiresome paperwork was the norm. One of our first clients was **The Frank Anthony Public School (FAPS), New Delhi**, who we will be forever grateful to. They showed faith in us when we needed it the most. We owe them a huge part of our success. Allow us to shine a light on our lesser-known, two-decade-long association with this prestigious school.

To begin with, it was quite challenging to approach FAPS due to their stature. We tried our best but did not succeed until 2000 when we met **Mr. Stephen DaCosta**, Principal of The Frank Anthony Public School, New Delhi. Initially, he was not keen on our school management software as his institution already had a mechanism in place. Although he appreciated some parameters, he did not give us a chance to work. Soon after, we got in touch with **Mr. A.K. Rai Chowdhury**, who had recently joined as the financial advisor to the school. He had retired from Thompson Press, a renowned company, with an experience of 35 years. We learnt that he was looking for some new technology to be implemented in the school. This was a ray of hope for us. **Mr. Sreekumar**, an initial member of our business development team, further helped us strengthen our connection with the school.

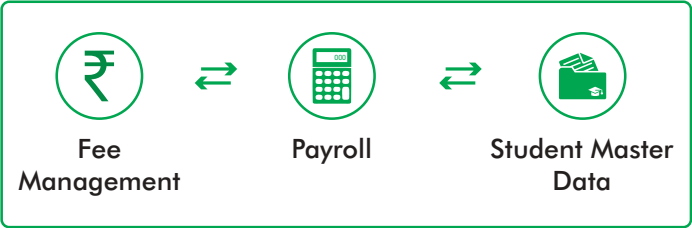
Mr. Chowdhury invited us to show the software multiple times and shared his valuable inputs and experience, which helped us immensely, especially with fees and payroll modules. While preparing various reports in the fee module, we once more incorporated his inputs and turned in improved versions on a regular basis. Again with the payroll module, Mr. Chowdhury was curious about the process and how PF calculations were being done in our software. Whenever our system produced erroneous reports, we always made it a point to rectify them

immediately. The day came when he was satisfied with the payroll module and gave us an opportunity to test with his data. He wrote a letter, which was not a work order, stating we could begin the implementation of the fees and payroll modules. It took us nearly six months to get the approval for data collection and take the process forward.



Mr. Stephen D'Costa was responsible for all the financial parameters and legal formalities. He signed the first order, which hailed as a milestone in our 20-year journey. We successfully implemented the fee module. However, the major problem we faced was that the majority of the school staff did not possess the technical know-how to use a computer and hence could not use the fee module smoothly. Then, the school employed **Mr. Ashok**, who was computer-literate with B.Com (Hons.), as an assistant accountant.

Our three modules—fee management, payroll, and student master data ran incredibly for two years.



The demands were continuous, and we diligently worked to fulfil them. The school recorded a loss of more than ₹5 lakh in the previous year before the implementation of the software. The following year, our software quickly decreased it to ₹64,000 due to generation of proper reports and management of tasks. It increased transparency and accountability. Moreover, the number of people working for the fee collection reduced to just two for a school of 2,800 students, saving money, saving parents from the trouble to submit the cheques, and making the lives of the school, staff, and parents simple and comfortable. On understanding the benefits, Mr. DaCosta took the initiative to automate the other areas such as examination, report card, library, among others.



The Frank Anthony Public School has always wanted to grow. They want to use the software to the next level, which, in turn, motivates us to get better and better, allowing us to meet the needs and demands of enormous schools. We are driven with the philosophy of ‘What is New, Next and Better!!’

In 2003, Mr. D’Costa came forward and inquired about the examination module. He asked, "Could you prepare an examination module for us because we need an efficient examination system, wherein marks could be easily converted into grades and report cards can be neatly printed?"

Earlier, FAPS used a small, simple, preprinted sheet for report cards. We designed and generated beautiful report cards for them with their logo at the top, emblem embossed in the background, and a detailed performance graph of the child.

It was lauded by many parents and teachers, giving us new inspiration. The result analysis reports assisted the school to make quick, wise decisions, spot performers and non-performers, as well as take corrective measures.

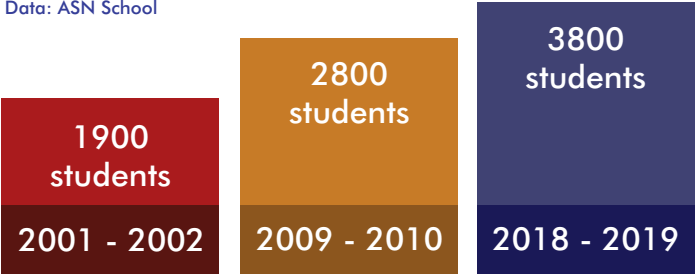
In the process, we encountered several problems. Teachers did not understand how to enter the marks on a desktop. Besides, computers malfunctioned due to power fluctuations, corrupted Windows, and viruses introduced by floppy disks. Unreliable machines and unavailability of remote desktop handling facility added to our agony. All of these were major challenges back in the day.

With due training, we equipped the teachers to do the data entry. The data was ready by the afternoon. We printed the report cards and handed them over to the teachers for verification. By 8:30 PM, the schools gave their approval for printing. Mr Ashok had taken responsibility for the printing, but he called up to inform us that the report cards were not generating correctly. Then, **Mr. Zacharias and Mr. Augustine** visited the school to resolve the issues and printed the report cards overnight. Printing continued until 6:45 a.m. The report cards were printed on time and were given to the teachers post the consent of the principal. The PTM went well.

In 2004, the principal felicitated us with a letter of appreciation for designing the report cards very well. We rolled out our time-table module for FAPS in 2007. Mr. Zacharias personally took care of the time-table module running in the Frank Anthony Public School, which is known for having one of the trickiest time-tables. In 2011, Mr. Zacharias handed over this responsibility to **Mr. Mohsin Khan**, Manager-Deployment.

In 2009, the Calcutta branch of FAPS started using our school ERP software, and two other branches in Bangalore followed suit. Meanwhile, we also collaborated with other schools, who also shared their feedback and helped us enhance our system. Every three years, we reinvent and upgrade our system to the next level. FAPS successfully implemented our online fee payment module in 2015. In 2018, they also opted for Entab’s parent portal, online registration, as well as all the communication means. In a nutshell, they are now using the full-fledged ERP to manage their administrative, academic and financial tasks & accounting. Today, they are a completely automated school with exemplary productivity and high student enrollment.

Data: ASN School





Birthday	Hometown	Zodiac Sign
8 th December	 Delhi	 Sagittarius

Mr. Ajay Gupta
CEO

Academic Heights Public Schools &
Bachpan Play Schools

Alma-mater

School
Ramjas Public School
Role Model
My Grandfather

Favourite subject as a child...



So, did you have strict parents?



No, my parents were very friendly.

Professional

You have guided so many students over the years; one mantra you would like to pass on to every teacher.
Do not just teach and deliver speeches. Act as a facilitator to make the early education years wholesome and worth remembering.
An all-weather tip for parents...
Get your child adjusted to a routine, which has exercise and healthy meals 3 times a day.

One lifetime lesson every student should learn and practice...
Only books cannot lead to holistic child development. Every child must have a hobby, which may later turn into a skill.

The other you:

What de-stresses you...
Cooking and being in kitchen de-stress me.

Excited for a vacation to...
Roof-top of my house

Favourite Cuisine:
Indian Cuisine



Favourite pass-time:
watching shows on
NETFLIX

Book that you are reading...



Most & More
by T. T. Rangarajan

A social media platform you are stationed at regularly...
Facebook, Instagram, YouTube and LinkedIn.



What do you feel about tech-enabled education?
Tech-enabled education is the very first step in the upliftment of kids from traditional ways of learning to modern-age tools.
Your initiative to make your school a "better school".
I constantly endeavour to align technology to aid learning and making the school a better learning space for students.

One practice that helps you maintain focus...
I maintain a checklist of my work to be done. I do a lot of paperwork and strategize as to how to go about my work. This keeps me focused.
A catch-phrase that you often use...
"Do it as and when you think fit".



Motivational
Session

OUR CULTURE



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EdTalks

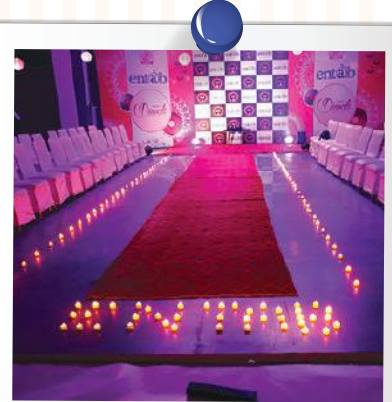
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Independence Day



Annual Day



Diwali



Women's Day



Head Office



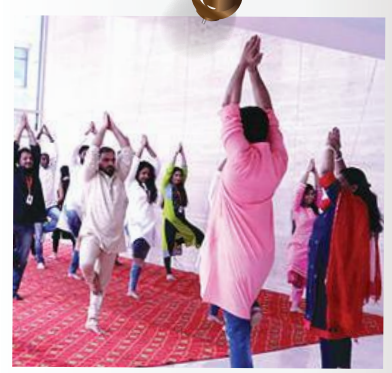
Holi



Christmas



New Year



Yoga



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