

CampusCare[®]

NEWSLETTER

Spring
Edition



MANAGEMENT
DURING A
CRISIS

RYAN PINTO,
CEO, RYAN
INTERNATIONAL
GROUP OF
INSTITUTIONS



HOW TO
ENCOURAGE
QUESTIONING IN
CLASSROOMS?

ANIRUDH GUPTA,
CEO, DCM
GROUP OF SCHOOLS



A ROADMAP
FOR REVAMPING
SCHOOL
EDUCATION

CHANDRA
BHUSHAN
SHARMA,
CHAIRMAN,
NIOS



THE
WAY
FORWARD

ARCHANA GOENKA,
TRUSTEE,
C.P. GOENKA
GROUP OF SCHOOLS



COVID-19
EDUCATIONAL
DISRUPTION AND
RESPONSE

GAGAN JYOT
MANN, MD,
DOON
INTERNATIONAL
SCHOOL



SELECTING
A GOOD
PRE-SCHOOL

DR. AJAY SHARMA
CHAIRMAN
ST. JOSEPH'S
GROUP OF SCHOOLS



CAMPUSCARE INSIGHT: EXCLUSIVE INTERVIEW

FATEMA AGARKAR
FOUNDER
AGARKAR CENTRE OF EXCELLENCE (ACE)



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Director's Desk

Dear Reader,

We hope you and your loved ones are keeping safe.

During a crisis, it is imperative to be calm, practical, and patient. We thank you for trusting and allowing us to simplify many of your tasks via various software technologies. We are at the end of the Financial Year 2019-20. It was great to learn that we could help more than 1,500 schools during this Covid-19 lockdown. Our clients could make use of our online solutions such as mobile apps for releasing their report cards and conducting online PTMs smoothly to practice social distancing. Now, it is evident that technology can be utilised to the next level to bring a smile on the face of our end customers—parents.

Also, we cordially invite you to be a special guest on CampusCare EdTalk, a YouTube live series hosted for the benefit of students, teachers, and the entire humankind. A special thanks to all the educators for continually supporting and appreciating the CampusCare Newsletter. I request you to keep sharing your insightful articles. This, along with our other endeavours, will help us in transforming the face of education in the country.

We look forward to your sincere feedback and assistance for an even better 2020-21.

Thank You,
Lawrence Zacharias
Managing Director

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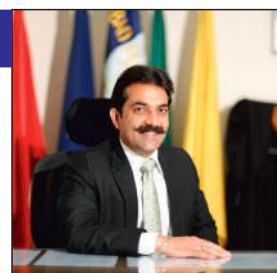
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A Roadmap for Revamping School EDUCATION

**Prof. Chandra B. Sharma | Chairman
National Institute of Open Schooling (NIOS)**



The school sector has remained neglected since independence. The complete focus has been on higher education (HE). A significant portion of the budget was also spent on HE, whereas there were very few schools available compared to the demand. The implication was that most children who should have been in school remained out of school. Most children who joined school dropped out due to one reason or the other. School quality remained abysmally poor, and as a consequence, the participation in higher education was low, and the competition was negligible. Our education system became elitist. The key reason for this was that planning was lopsided. Those at the helm of affairs graduated from elite schools and public universities and their perception was that schools are good, but the public sector universities are not functioning well. Unlike school education, private participation in HE was not allowed. Soon, elite higher education institutions like the Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), and similar universities and colleges for social sciences and humanities were established to serve those who received good schooling, mostly from private schools.



A massive number of adults who were illiterate realised the importance of education late in life and wanted to attain it. Open schooling was established in India to reach out to such adults who missed the first opportunity. Today, it has become the first choice of relevant age group children, i.e. ages 14 to 19.

India is on the verge of a significant transformation. The demand for education, and more than that for skilling, is on the rise. We need to create opportunities for all those who wish to get skilled and start their enterprise. A substantial number of children from highly-educated families want to pursue their passion and excel in the area of their choices like photography, painting, dance, and drama.



Schooling is considered a rigid, monolithic process. Open education or distance mode schooling has brought good news to countless children and adult learners in the last three decades of its existence. The traditional schooling and training methods are no longer adequate. We need to create more opportunities as the demand has suddenly grown. We need to combine skill areas with academic subjects like economics and political science with dance, painting, photography, among others.

We need to analyse why a sector, which should be more dynamic than any other industry, is so static and opposed to change. We established the University Grants Commission (UGC), a professional body to plan and monitor higher education, but no equivalent professional organisation is in place for the school sector. Those who manage and understand schooling are nowhere in the decision-making process. Principals are subservient to school owners, bureaucrats and army and police officers who head the apex committees of schools. The principal must be the head and key decision-making person.

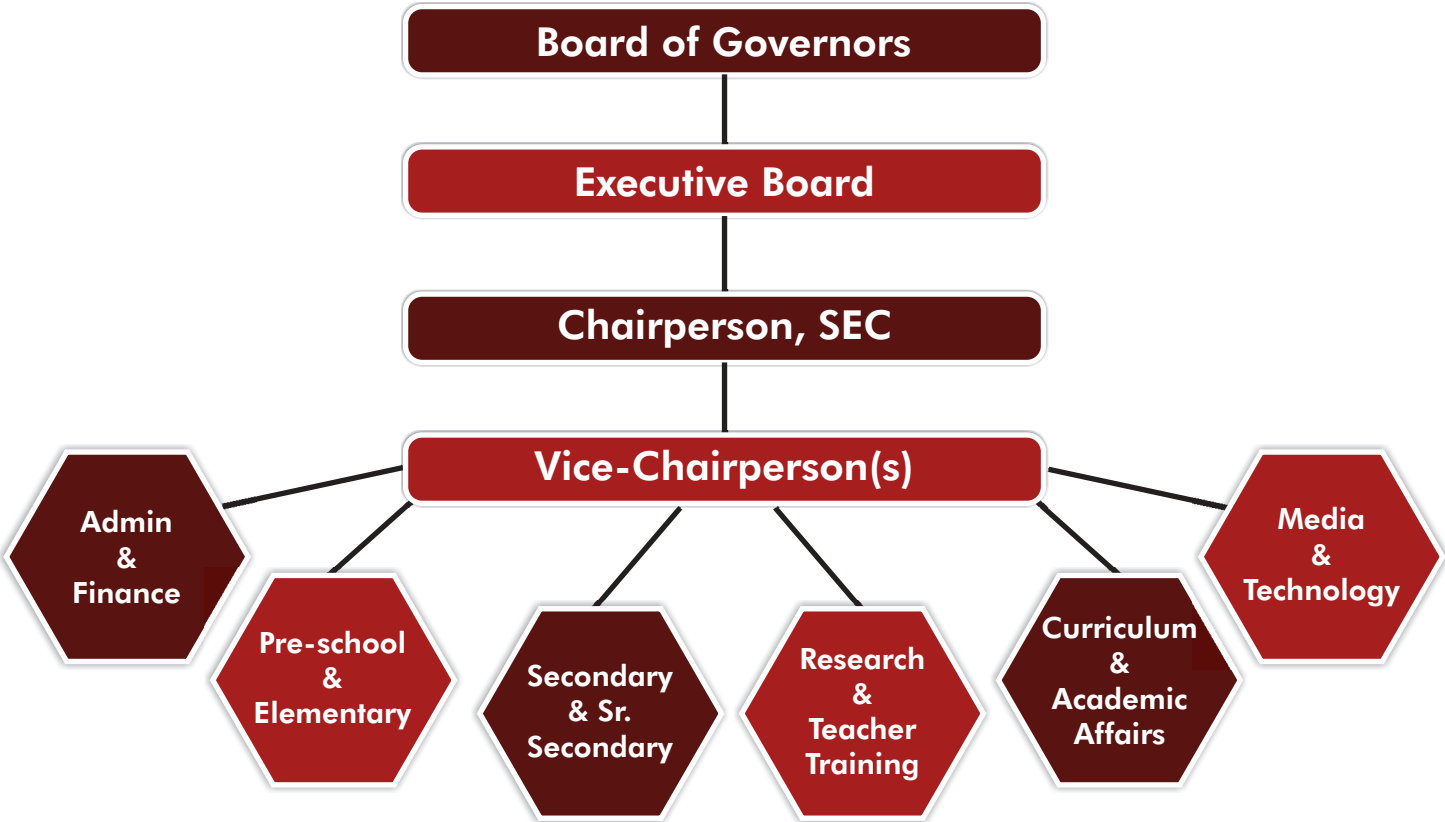


The government should establish an autonomous body to plan for schools. The education of the differently-abled is still nobody's concern. Schools have not become inclusive. An independent body of professionals where school principals, educationists, and central and state government representatives make decisions, can lead to a dynamic school system. Those who are in the profession of teaching or running schools or researching on education should be making policies and implementing them and not those who have never been in education, namely the government education departments. Students aged 3 to 18,

teachers, and teacher education will all fall under the umbrella of this statutory body, which may be named the School Education Commission.

SCHOOL EDUCATION COMMISSION (SEC)

A statutory body (to be) created through an Act of Parliament
ORGANISATIONAL STRUCTURE





Ryan Pinto
CEO

**Ryan International
Group of Institutions**

MANAGEMENT DURING A CRISIS

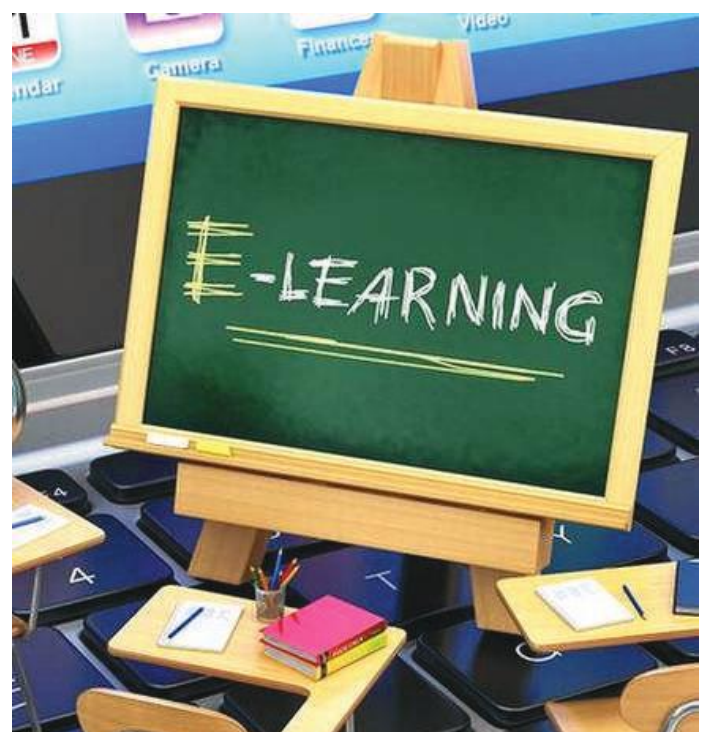
health crisis has got almost all organisations scrambling to address the current needs of their stakeholders rapidly, they should focus on the aspects beyond the immediate present. Organisations should be reviewing ways of making the organisation more responsive, solid and robust. This has led several schools to build further capacities in e-learning, online resources, and remote training.

The current coronavirus crisis is unprecedented as never have so many countries brought everything to a grinding halt. Many cities and states are under complete lockdown. It has also been a leveller as the virus does not distinguish between the rich or poor, rural or urban, male or female.

Almost all organisations have undertaken the “work from home” format, which has pushed individuals to learn new skills to cope with the situation. Countries have faced crises before this. While this is a pervasive one, with a severe impact on the economy, this too shall pass. Leadership must understand the difference between managing – which is about dealing with the present – and leading – which is about taking a larger view of the situation and drawing lessons from it.

While there are routine crises like connectivity breakdowns, cyberattacks, and traffic disruption, there are active response plans for such events. It is the crises like the current Covid-19 one, which test the tenacity of an organisation.

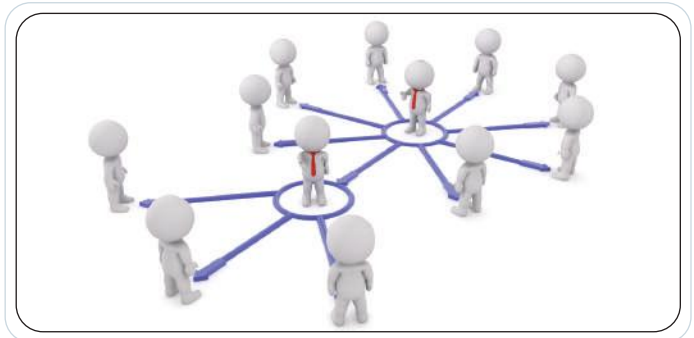
For me, a crisis presents an opportunity to learn and build strength and resilience in the organisation. While the current



I also take strength from the Holy Bible, and this particular verse from Isaiah 41:10 stands out: *“Do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous hand.” “Therefore do not worry about tomorrow, for tomorrow will worry about its own things. Sufficient for the day is its own trouble. Matthew 6:34.”*

While thinking about this whole issue, these words of Eric J. McNulty & Leonard Marcus from their article in Harvard Business Review, *“Are You Leading Through the Crisis ... or Managing the Response?”* came to mind – *“Addressing the urgent needs of the present is the work of management...Leading, by contrast, involves guiding people to the best possible eventual outcome over time...”*

Since crises, by their very definition, are unforeseeable, it is crucial to be able to have some predefined modes of various operation:



PRESET CHAIN OF COMMAND:

When a crisis hits, the designated teams should put on their respective crisis hats and get down to work. Just like in a fire drill, there are floor marshals who direct people to the fire stairs and in general perform other functions to ensure safety, so should this team activate itself. There must be senior members in this with direct links to senior management or the board with the requisite authority.



COMMUNICATION:

to all key stakeholders – they must know what happened, what is happening, and how we are handling the issue. Communication with management is also included.



A “WAR ROOM”:

In today’s times, this can be a virtual room. Specified individuals with responsibilities should be part of this and must remain on call.



FLEXIBLE AUTHORITIES:

A crisis demands rapid responses to defuse situations and act with swiftness to minimise potential damage. This requires that that team in charge has all the authority needed to deal with the situation.



RESOURCE BANK:

While the war room will have key decision-makers, there needs to be a set of resources available on tap to deal with the situation. This can be in-house or outsourced.

I earnestly pray that the current issue passes over quickly and normalcy is restored soon. I also hope that all of us can grow from this experience and emerge stronger to build promising futures for our students and the generations to come.

Inculcating Lifelong Learning in Children



Dr. Vandana Lulla

Director/Principal

Podar International School

I believe in what John Dewey (1859-1952), the American education reformer, once said, **“Education is not a preparation for life, education is life itself.”** Real-life application of knowledge and skills are the hallmark of the education revolution, and unless you are a passionate educator and recognise every child's spirit, the path to this revolution cannot be defined. Every school must have a soul, and a soul is what distinguishes us as a pioneering and progressive school.

Education is a life-long learning process which takes place not only at school but outside its boundaries and at home as well. And for this reason, an effective home-school partnership is essential for a child to flourish. Shaping young minds is a huge responsibility, and we need to empower them with the confidence to try, to make mistakes, learn from these mistakes, and achieve.

Lifelong Learning Benefits:

- 1 Improves the mind.
- 2 Boosts your self-esteem.
- 3 Creates opportunities for a better job.
- 4 When you get older, you will keep up with a constantly changing world.
- 5 Helps you be aware of things in life.
- 6 Creates a hunger for more knowledge.

A quote from Barack Obama's speech: “Hillary, as part of her journey, has made mistakes just as I have, just as you have. But she never stopped trying or caring. She kept trying and prodding along because she had a clear vision. And dreams are possible when people dare, take risks, and have support.”

I urge every educator and every parent out there to help our students evolve into caring, empathetic, and clear-sighted members of society so that they blossom into responsible, global citizens. Let us continue to dream more and achieve more for each of our children.

“Self-education is, I firmly believe, the only kind of education there is.”

– Isaac Asimov



Anirudh Gupta, CEO
DCM Group of Schools

How to Encourage Questioning in Classrooms?

Curiosity is the energy that drives the engine of learning in a student. Questions guide the thinking process of a child.



Use them as a teaching and learning tool to enhance the cognitive process of children. Students display inquisitive behaviour by putting across questions to their educators to clear their doubts, understand better, or at times solely for mischief. If enquiries, howsoever frivolous, are answered appropriately, real learning starts taking place. Therefore, teachers should design their lessons in a manner that **encourages meaningful questioning for active learning**.

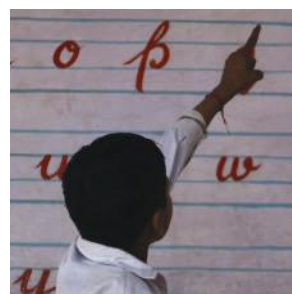
Questioning makes learning enjoyable. It encourages a deeper understanding and perception. Teachers need to go beyond the traditional one-way communication channel, where only the teacher speaks, and students listen. Learning systems across Indian schools do not encourage students to ask questions in class. They may spend the entire period, listening to the teacher's lecture without ever really engaging. If they are confused, they may not even know where to begin with the questions they have to ask. Much of the question-asking process also depends on teachers. Probing helps everyone learn, explore the unknown, and adapt to change. Yet, we do not seem to value questioning much. In workplaces too, it is the answers that are rewarded while the questions are barely tolerated.

So, how does one foster a learning where students feel their questions are accepted, no time is a wrong time to ask a question? Here are a few activities to encourage questioning in the classroom, without the dreaded 'hands-up' approach.



MAKE IT ANONYMOUS:

Occasionally, a teacher can create an activity where students ask questions anonymously by using sticky notes. There is something about sticky notes that seems to encourage everyone to write on them. Use this to your advantage. Provide students with sticky notes and get them to write down a question about the lesson. Questions could be about the tutorial, such as a definition, or anything else.



SETTING UP A WONDER WALL IN THE CLASS:

This encourages curiosity in the classroom and allows students to record the things they are curious about. When a random question about a topic pops up in their mind while learning or they are pondering something that sits a little outside the lesson plan, they can add to the wall.



THE QUESTION IS ...ACTIVITY:

This is a super simple way to encourage students to come up with questions. As an icebreaker activity, you can ask students to write an answer on the white-

board. Other students can then write a possible question. This activity gives an excellent opportunity for children to brainstorm and lose the hesitation to pose questions and learn how to frame questions.



QUESTION TIME /BOX:

Sometimes, a student puts up their hand and asks a question which is not related to what you are teaching. Do not dismiss such questions; let yourself and your

students write down the problem for another time. For this activity, all you need is a shoebox! Take an empty shoebox and turn it into a question box. In this box, students can place questions they may have. Every Friday, as a class, go through the questions and try to find answers.



MAKE SIMPLE QUESTIONS AN INDISPENSABLE PART OF YOUR LECTURE:

Ask numerous open-ended questions and encourage discussions. This will encourage more creative, critical thinking, make students more confident in their answers, and allow the shy ones to speak up.



PLAY THE 'QUESTION' GAME:

Can you turn that answer/statement into a question? Can you open your closed questions and close your open ones? There are countless ways to inject a "game" element into questioning. You may even try unusual, speculative, or even ridiculous questions to challenge pupils' thinking & approach. Due to its inquisitive nature, it is an excellent way for kids between elementary & middle school ages to be social.



MAKE QUESTIONS PART OF CORRECTION OR FEEDBACK PROCESS:

Instead of telling a student what to do, how to think, or correcting their work, the teacher can use questions to lead the students to the correct way of doing something.

Asking a question can be a scary step into the void. It is also an admission to the world (and more terrifyingly, to classmates) that one does not know the answer. Teachers must somehow "flip the script" by creating an environment where questioning becomes a strength; it is welcomed & desired. Questioning makes the teaching-learning process interactive and helps achieve the learning outcomes of a lesson plan effectively.

DCM GROUP OF SCHOOLS



COVID-19

Educational Disruption and Response

Gagan Jyot Mann
Managing Director

Doon International School



Over 130 countries have had nationwide closures due to COVID-19, affecting nearly 80 per cent of the world's student population. School closures have far-reaching societal and economic consequences. Some of the reasons listed below will help you understand the gravity of school closures and why it should matter to each one of us.

“Education is the most powerful weapon which you can use to change the world.”
– Nelson Mandela

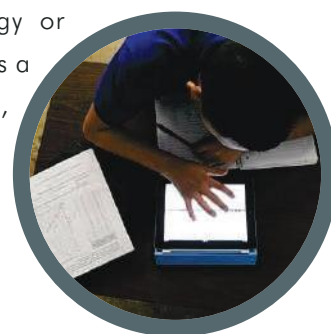
01. Disruption in learning



Schooling provides essential knowledge, and when schools close, children and the youth are deprived of opportunities for growth and development. Underprivileged learners have even fewer educational opportunities beyond school.

03. Inadequate access to digital learning

Lack of access to technology or functional internet connectivity is a hindrance to continued learning, particularly for underprivileged students and sometimes for students with special needs.



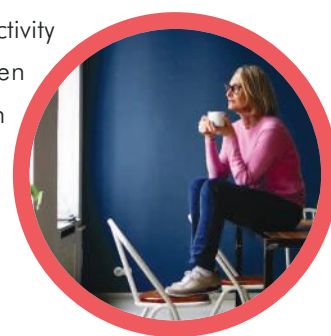
02. Parents unprepared for homeschooling



When schools close, most parents struggle to facilitate the learning of children at home. This is particularly true for parents with inadequate education and means.

04. Social isolation

Schools are centres of social activity and human interaction. When schools close, children/youth miss out on contact that is essential for their development.

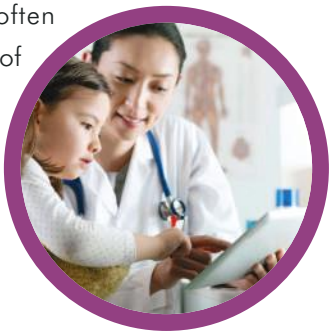


05. Nutrition



Many children rely on free meals provided at government schools, and their nutrition is compromised during school closures.

06. Pressure on the healthcare system



Female healthcare workers often cannot go to work because of childcare responsibilities due to school closures, which further strains the healthcare system during a health crisis.

There is an urgent need to start structuring our capability to deliver reasonable services during school closures. We should stop assuming that continuity of education outside of a typical classroom cannot occur. Distance learning solutions are the only way to continue teaching and learning in today's unprecedented times. Schools can find creative ways to face such disruption positively by providing printed learning materials and technology-based virtual instruction to ensure that student learning does not suffer. The learning resources listed below facilitate student learning and provide interaction during periods of school closure.



It is undoubtedly challenging for teachers, parents, and students to shift from classrooms and schools to distance learning at home. However, several EdTech companies have developed tools and materials to enable a smoother transition. Also, many of these are free, with a wide reach, and have evidence of impact. Schools will have to experiment and decide on multiple platforms that can be integrated to provide an effective and stimulating virtual learning environment for their students.

Technology and Child Behaviour: The Positives



Tijay Gupta
COO

Bachpan & AHPS Schools

When we talk of technology and behaviour, looking at the parents and teachers, tell the child their over-dependency on gadgets. The era here for the nation to grow but to get ready with the workforce so good in befriending technology when it only brings you a bagful of positives? Let us look at some of the positives that 'rendering a child technologically sound in education' brings.

its subsequent relationship with child positives is of utmost importance. We, as to be bereft of the technological aids, fearing keeps us informed that the advancement is not just that shoulders the nation like never before. What is not

01 Be future-ready.

The technological advancement in education facilitates positive learning outcomes. It makes the child future-ready with the know-how that the school and parents provide. Technological tools aid the cognitive capacities of the child and prepare them for tomorrow.



02 Build confidence.

Children become enthusiastic whenever they get access and control over tech tools. Allow them to be free in using learning stuff, which develops the inherent qualities of learning by doing. This confidence is necessary for building a child as a mentally-strong individual.



03 Technological advancement.

When a child is technologically advanced, they are bound to give back to technology. Someone who can augment and understand the tech world can develop it to the best at a later stage.



04 Educational advancement.

A tech-savvy child understands things well and advances educationally. Not only the curriculum-related development, but the ECAs are also well taken care of by e-learning tools. Today, modern techniques have replaced contemporary education.



05 Instil self-fulfilment.

When a child is working on e-learning tools from the initial years of learning, they develop self-belief and self-fulfilment. Schools should embrace learning through tech tools like smart classes and tablets.



06 Maintain the nation's good worth.

Children equipped with e-power at an early stage tend to make the nation proud and increase the country's good worth in terms of human resources. A more technologically-advanced nation and workforce can easily compete in the international market.



When children have access to the internet and internet-compatible hardware, they tend to refer to it for evaluating and handling the situation scientifically. If you tell the child that crayons they need are unavailable in the market, they can easily order the same online without second thoughts.

Dr. Amrita Vohra

Director Education – GEMS India

Executive Principal – GEMS International School

DO NOT QUARANTINE LEARNING



The world is changing rapidly. We are caught amidst one of the worst global emergencies of our time. This is a war against an invisible enemy. The microscopic enemy has brought everything to a standstill and made the human race reflect and rethink. While we engage in news and grapple with the pandemic, we often forget that our children are listening to all the panic-stricken conversations. We are busy working from home. Additional domestic chores have been added to our usual engagements. We have already been mercilessly infected with the social media virus. It kills precious time cells and eats into our thinking brain cells, creating amygdala hijacks with WhatsApp rumour-news tools and trolls. We keep combating it, but it is helplessly addictive.

Our children are listening, observing, wondering. They are alone at home, away from friends and social engagement with their age-group.

They are alone, away from work-routines and engaging tasks. Social distancing has made it necessary, but the fact remains, humans are social animals.

We need social interaction. It is an integral aspect of our very survival. We need routines and organisations to continue the healthy sanity of our minds.

We need all of this to stay normal, to remain calm, and to stay de-stressed. Our children need schools more than ever and thus. Learning cannot be quarantined, even as school staff and buildings are.

Technology has thankfully made it possible for this generation of teachers and young learners to engage with positive learning amidst the pandemic. It is indeed amazing to see how teachers have adapted and reinvented their teaching styles to virtual teaching platforms. Yes, necessity is the mother of invention and what we are witnessing today is not just an invention, but compassionate engagement with real learning blended into the present environment.

Teachers are training themselves to use virtual tools and resources, design plans for virtual lessons, align students sitting at home to school routines through scheduled lessons and work-plans. Not just academic subjects, our children are also enjoying dance, music, art, yoga theatre and sports lessons through blended learning. In the magical hands of passionate educators, the world-wide-web also turns into a vast pool of marvellous resources and children are actively engaging in exploration and learning like never before.



Everyone is trying. There are endless conjectures and various versions, but no one seems to know how long? For how long would this war against the virus continue? For how long would children have to stay isolated and confined to their homes? For how long can children be told just to read and binge-watch videos or isolation games?

What we now know is that educators will continue their work uninterrupted. This year will not be wasted for our learners. From life skills to science, technology, literature, and music, our children will continue the balance of life and learning. This crisis may leave us with learning beyond measure as educators and learners. It may make us rethink the systems that bind and restrict school education. The 'weapons of mass instruction' may finally emerge as constructive harbingers of an enlightened tomorrow. The future is different, and it calls for change. It calls for metamorphosis, and this is happening.

It is one thing to have **remote learning programmes** in schools under normal circumstances, while it is, in fact, quite another when each educator is also ensconced in a work-from-home lockdown situation with similar challenges as parents. Amidst this crisis, teachers have shown their sheer love for children. Pure compassion is making them reach out to each child and make a difference.



————— *“Learning never exhausts the mind.”* —————

—Leonardo da Vinci



Reekrit Serai

Managing Director

**Satluj Group of Schools
(Satluj Public Schools,
Satluj World Schools &
Little Satluj Pre-Schools)**

**IF STUDENTS
CANNOT GO TO
SCHOOL, WHY NOT
BRING SCHOOLS TO
THEM?**

TRANSITIONING from Traditional Classroom to E LEARNING



When the world has almost come to a halt due to the adverse effects of Covid-19, we are looking for possible solutions to cope with its repercussions. Life, economy, education, and society at large have been gravely affected by this life-threatening virus. Africa experienced a similar situation in 2014-15 with the outbreak of Ebola, with reports of more than 11,000 lives being lost. Schools remained closed for more than eight months. **COVID-19** is taking a similar toll on us. Schools in China, Iran, France, Italy, Pakistan, Japan, the United States and India have been closed for the past weeks. The education of 290.5 million students worldwide has taken a hit, as per The New York Times reports. We need to, therefore, find alternative solutions to minimise the effects of this disaster.

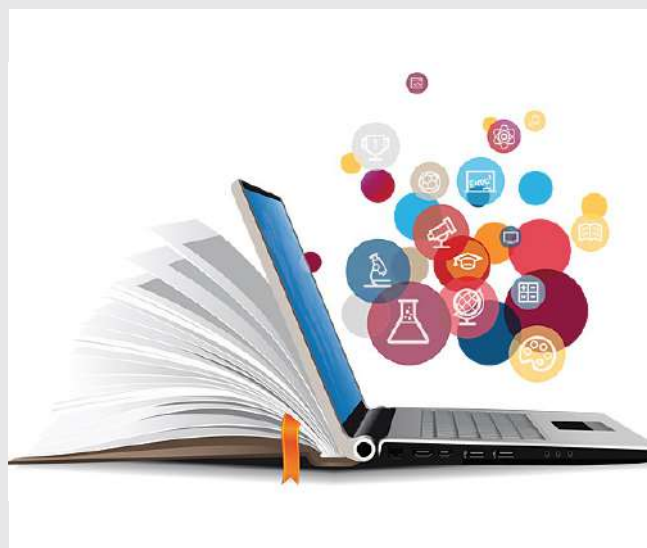
21st-century technology enables teachers to create a virtual classroom and continue with lessons. Distance learning/e-learning is an obvious option.

Schools and government officials have found ways to keep students occupied at home. The Italian government has created a webpage to give access to video conferencing tools and ready-made lesson plans. In Mongolia, television stations are airing educational classes. Iran's government has made all the children's online content free. China and Abu Dhabi are offering online classes and free educational apps to continue with their curriculum.

E-LEARNING



Education and technology go hand-in-hand in the 21st century. As a result, distance learning has gained momentum as a useful tool, even in the remotest places. Research by Logic Earth Learning Services has shown that 67 per cent of people use mobile phones to access learning content. Data by Online Learning Statistics and Trends suggest that e-learning market will reach \$37.6 billion by 2020. Students can use learning apps as they contain excellent and attractive learning materials on various subjects that they study at school. Central Board of Secondary Education (CBSE) has its own official learning app MyCbseGuide which contains multiple interesting subjects and topic-wise videos with detailed questions and answers, explanations, and even online tests to assess learners' progress.



E-learning can use all forms of technology, which may include radio, television, audio-video conferencing/broadcasting, computer-aided instruction, online learning et al. Radio stations and television stations can broadcast shows on various educational topics. The content can be varied based on the educational boards that are offered in that area. With easy internet accessibility, teachers can offer audio and video conferencing options and reach all students at a given time. Live streaming/pre-recorded audio and videos can be used. Students can use the comment section to clarify their doubts. Skype and other

forms of video chats too can be used to conduct classes in real-time wherein students can simultaneously talk to the teacher to clear concepts. Computer-aided instructions can be of immense help as well. Massive open online courses (MOOCs) are available to enhance learning at all stages of education. Online chat helps in real-time interactions and instant feedback. EdTech startups have come up with innovative strategies to engage learners of all ages. It ranges from the knowledge of core subjects to vocational and life skills. With immersive learning, educators have created augmented reality (AR) tutorials.

With 250 million school-going students in India alone, health protection is as paramount as uninterrupted education. UNESCO has suggested that all these learning platforms can be of great use to avert this crisis. Keeping the recent situation in mind, many platforms are even providing free access to students. If a solution is available, why not use it to our advantage? With e-learning, we can easily ensure that education never comes to a standstill, and every child receives the knowledge that they so rightly deserve.

Benefits of E-Learning

- ☐ Live Lectures & Less Paper Work
- ☐ Easy Communication with Students & Parents
- ☐ Support by Audio, Chats, Videos and White Boards
- ☐ Students can record lectures and can use later
- ☐ Build self knowledge and self learning
- ☐ Easy approach to online study material



Helping Kids Think Outside Gender Binary

The gender-neutral word 'hen' was proposed in 1966, and again in 1994. However, it did not receive widespread recognition until around 2010, when it began to be used in some books, magazines and newspapers, and provoked media debates and controversies over gender neutrality and parenting. In July 2014, it was announced that 'hen' would be included in the official glossary of the Swedish Academy. As nations and societies have evolved over the past few decades, the use of gender-specific language has become a thing of the past. Although the extent of this may still vary from country to country, it is now more common and acceptable to use gender-neutral terms when writing and speaking in English. Deliberate research reveals that writers and speakers of the English language are showing a marked shift in vocabulary usage. People are using more gender-neutral equivalents, such as:

What Was Said Earlier...	What Is Said/ Written Now...	What Was Said Earlier...	What Is Said/ Written Now...
Airline Stewardess	Flight Attendant	Girl Friday	Aide, Assistant
Boss Man, Boss Lady	Boss, Supervisor	Governess	Child Caretaker
Bridesmaid	Bride's Attendant	Headmaster	Principal
Brotherhood	Fellowship, Camaraderie	Horseman, Horsewoman	Rider, Equestrian
Businessman, Businesswoman	Businessperson	Housewife	Homemaker
Cabin Boy	Cabin Attendant	Maid	House Cleaner
Cameraman, Camerawoman	Camera Operator	Maiden Name	Family Name, Birth Name
Career Woman	Career Professional	Man Of Letters	Scholar
Chairman, Chairwoman	Chairperson, Chair	Manhandle	Rough Up
Common Man	Commoner	Mankind	Humanity
Congressman	Member of Congress, Congress Person	Mother Earth	Planet Earth
Cowboy, Cowgirl	Cowhand	Mother Tongue	Native Language
Craftsman	Artisan, Craftsperson	Office Boy	Messenger
Doorman	Doorkeeper, Door Attendant	Showmanship	Stage Presence
Fatherhood	Parenthood	Uncle Sam	United States
Fireman	Firefighter	Watchman	Security Guard
Forefathers	Ancestors	Young Man	Youth, Teenager



Manjit Legha
Director, Academics and Training
Little Millennium Group of Schools

Some interesting studies and research on **busting gender stereotypes** have been done in the last couple of years. I happened to read one such research, which talked about **Sweden and its recently coined gender-neutral pronoun, "Hen"**. Let me explain this a bit more elaborately.

Hen is a gender-neutral personal pronoun recently introduced in Swedish language, intended as an alternative to the gender-specific **hon ("she") and han ("he")**. It can be used when the gender of a person is not known or when it is not desirable to specify **them as either a "she" or "he"**.

“ Every child is a different kind of flower, all together they make this world a beautiful garden. ”



Schools and gender-neutral language

The whole point of discussing the coining of the Swedish word 'Hen' is that many schools and teachers in Sweden have consciously started using gender-neutral terms as they believe that it aids in diminishing gender stereotypes. In simple words, it leads to a marked decrease in young kids making gender-specific assumptions. E.g. Sam is a boy, and he works in the fields. Jane is a girl, and she cooks food in the kitchen. The emphasis here is on the assumption that Sam is a boy and hence that is why he works in the field.

School practitioners believe that stress on gender specifics reduces opportunities available to children due to gender specifications. Why should Sam, the boy, be assumed to be working in the field and Jane, the girl, be cooking in the kitchen? Instead, we could say: I am Sam, and I work in the field. Such a verbal tone opens up infinite possibilities for Sam. Sam works in the field, but he could work anywhere else too!

By simply de-emphasising the gender differences, we open up a whole world of possibilities for our young children.



Gender-neutral language and parenting

Several surveys and studies also reveal that parents' behaviour towards children is traditionally gendered. For instance, when greeting three-year-old Sam, you are more likely to shake hands with him, and while greeting three-year-old Jane, you are more likely to pick her up in your arms and greet her with a kiss. Involve all children in gender-neutral activities, beginning right from kindergarten itself, such as:

- ✦Doll washing
- ✦Car washing
- ✦Roleplay around kitchen chores

Motivate parents to encourage their child to participate and enjoy each activity at home too. Do not curtail their natural responses by bringing in gender stereotypes. If it is a car-washing Sunday, involve Sarika in the entire process. Talk to Sarika about changing engine oil, flat tyres etc. If Sarika has to drive a car, she better know all that goes along with it. If it is clothes-washing Sunday, involve Shiv. Teach Shiv the importance of keeping clothes clean and crisp.

Continue the process after they step out of Kindergarten as well. Do not delay putting Sarika behind the wheel and hasten to put Shiv instead. Driving is a skill; it is not gender-based. It is necessity-based. The later you learn it, the more difficult it becomes. Do not laugh off Shiv's passion for baking as a joke in the family. Nurture it. Remember, language influences thought patterns and thought patterns determine responses. Responses form behaviour and behaviour define personality.

Do not confuse gender-neutral coinage with feminism or chauvinism. It is not a battle nor a war of sexes. It is about evolving and paving a world of limitless possibilities for our children, be it a boy or a girl.



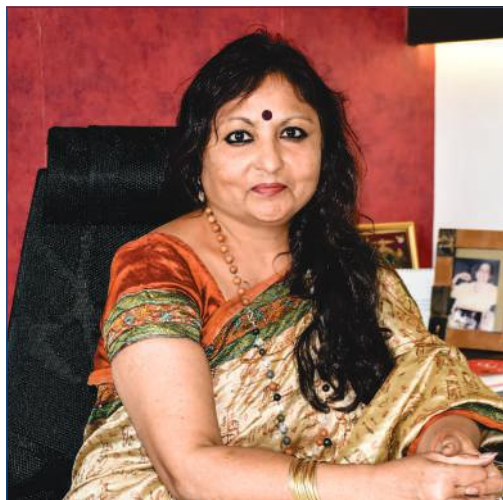
Skand Bali | Principal
The Hyderabad Public School,
Begumpet (Telangana)

Smart Tips on Managing a School

Over the years, schools have evolved significantly. Managing schools is more challenging than ever as they are expected to categorise and fit together a plethora of programs, plans, and promises to determine what actually works and what is critical for the success of the school and its students. As the cause is so noble, this complex process becomes simple as I share with you a few smart tips from my experience to manage a school efficiently.

- 01 Create a culture which aligns with the vision of the school. It is like setting a tone. Once it is done, the school will work as a unit towards a common goal.
- 02 Observe the importance of responsibility, let whatever be the job; each one has to own its responsibility and should be accountable for its outcome.
- 03 Assign heads of every department and have clear guidelines to record academic progress and report the same. Encourage them to use technology to do the same as it can save a lot of time and energy.
- 04 Integrate technology for internal communication and feedback, and have a department who vigilantly handles it.

- 05 Involve all stakeholders into major decision-making.
 - 06 Incorporate new learning technologies—be aware of which one fits their particular school and which one does not, which ones are worth stretching a budget for, and which one will be outmoded in a year. For example, the integration of online classes. With almost 20 per cent of the schools opting for it, many school leaders are facing the question of whether and not to provide it in their schools, should it be only for staff professional development or get it tailored for their students too.
 - 07 Be well-informed about and sensitive to the array of social support and services in which their students from the most disadvantaged to the most privileged may be connected and understand how to balance them all.
 - 08 Research the needs of staff before selecting an appropriate professional development programme for the school.
 - 09 Encourage staff to be well-read with the latest publications on and the latest research reports in their respective areas of expertise and incentivize them for it.
 - 10 Schools have no shortage of challenges, but when people feel heard and know that their school leader values their voice and opinion, a culture of mutual trust and respect develops giving authentic solutions to all the challenges. Thus, involve all stakeholders in critical decision-making.
 - 11 Have a road map for ten years for the school growth; this should not only be financial growth but also in terms of academic progress, professional development of staff, infrastructural improved facilities and impact to society.
 - 12 Collaborate with organizations that are field experts. Education is dynamic, and so are schools. Continuous up-gradation is an inevitable part of school growth.
- Schools are now beyond the idea of just centres of learning and are responsible for bringing holistic development in children. This paradigm shift has ramified the entire process of functioning of schools, making it a complex process. The steps mentioned above will undoubtedly increase the efficiency and reputation of your school.



Neelam Malik

Director

Arya Gurukul

Incorporating Reggio Emilia Approach

Designed for early childhood education, Reggio Emilia is a pedagogy based on self-learning and self-discovery. The reigns of learning are in the hands of children with teachers being facilitators. Self-learning is closely linked to the concept of 'learning by doing'. But in the Reggio method, this is taken to the next level.

History and Philosophy

This method of teaching has its roots in the Italian town of Reggio Emilia, devised by Loris Malaguzzi, an educator. The Reggio Emilia method of teaching revolutionized the approach to early learning by shifting the focus from the teacher to the taught, giving importance to respect, freedom, responsibility, and self-learning.

It is a child that leads the learning experience; they decide what activity to do, which tools to use. In the process, they learn concepts in a way they will never forget. Plus, children get in touch with their explorer side, which

Takeaways from Reggio Emilia Teachings

01 Self-learning



Every child possesses immense potential. All the materials are available to the children in the classroom. Children decide what they want to explore. They keep the material back in place after playing. No instructions are given by teachers, which builds responsibility and ownership.

02 Self-discovery



Self-learning leads to self-discovery. Alongside selecting what to learn and how to learn, children understand their interests and abilities. Learning is child-directed and not teacher-directed. When a problem is presented to children, they find the solution themselves. Some may find the solution in a month, others may take two months, but they are allowed to think.

03 Learning through interaction



Children also learn through various interactions—social, technological, and nature.

04 Hundred languages of children



Children possess a 'hundred different languages' in to express themselves. Painting, sculpting, dancing, singing, pretend play—each of these languages is important. It speaks of the importance of play in learning.

05 Adult as mentor



Teachers or adults are mentors and only support the child. They do not dictate what the child learns.

Schools can incorporate some of the Reggio practices. Focus on observing the children. For instance, the Annual Day should be child-driven with minimum teacher intervention. Arrange activities like "My Perfume Garden" to tingle their senses. Decorate outdoor space with different seeds, flowers, oils, leaves, plants, and stones. Children can visit each booth to touch the seeds, feel the leaves, smell the flowers and the oils and play with mud and build clay models.



Respecting children and their happiness is essential. Train teachers in the Reggio Method of teaching. The Reggio philosophies can be applied at home too so that the child feels valued, respected, and comfortable.

Relevance of Technology

& Sports Education in School

In the present scenario, the two most important pillars on which the whole edifice of schooling is based are adoption and assimilation of the latest technology along with the inclusion of sports as an integral part of the curriculum. The use of technology not only provides confidence to students but also makes them susceptible to it in their life. Realising the importance of technology, classes should be equipped with smart boards which facilitate digital learning. Technology helps make teaching and learning more comfortable, more meaningful, and enjoyable. Through technology, students with special needs can learn via different learning styles at their own pace. It keeps them engaged and interested, along with enhancing their creativity and receptivity. Technology has the power to turn the mundane into marvellous if it is used wisely in the classroom. STEM classes provide children with the facility of research, where they can design models as per their choice and imagination. The purpose is to bring out the hidden scientist among young people.



Anil Rawal | Pro Chairman
Rawal Educational Society



Sports are necessary for a robust, healthy, and enduring body and also for developing qualities of success like discipline, leadership, and respect for hierarchy can only be taught through team sports. At school, students should get specialised coaching of professional level in sports in athletics, archery, boxing, kho-kho, volleyball, handball, cricket, basketball, among others.

Initiating unique events such as **“Raw Challenge”** should be organised for the sports students and their coaches in schools. The challenge can include activities to test the skills, stamina, intelligence, leadership, team spirit and courage with a cultural understanding of the participants.

In years to come, schools can go for even more advanced technology in classrooms for teaching and learning. New games and sports can be incorporated to develop the students as the best versions of their inborn personality.

“What we learn with pleasure we never forget.”

—Alfred Mercier

THE WAY FORWARD

As educators, we have seen a paradigm shift in the way education is imparted. Never before has it become as pertinent as it is today to emphasise skill-building over marks. Since information is available at the click of a button, learners should learn how to differentiate between credible & non-credible information.

Archana Goenka Trustee & Director

C P Goenka &
Swami Vivekananda Group
of Schools, Maharashtra



We are preparing them for an unknown future and 21st-century jobs with the skillset that will help them succeed. As with the advancement in technology, a lot of existing jobs are becoming redundant. Therefore, we need to empower children with skills that will help them adapt and succeed in an ever-changing scenario.

21st Century Learning Skills



We need to provide spaces and opportunities within our curriculum design that ensure that every child is exposed to and acquires the said skills to make him a confident and adept adult. We should be extremely motivated and committed to our goals and float some innovative and creative programs that address this need.

The journey to ensure that every learner understands this starts with the parents. As educators, it is our responsibility to bring together the parent, the vision, and the need of the hour. This allows all stakeholders to be on the same page. These efforts see a two-fold increase when parents & school work together.



Fun activities for the holistic development of a child

- Organise **DO IT YOURSELF** activities to teach a structured grade-specific skillset.
- Form student clubs for debating, dance, music, sports, among others.
- Conduct student exchange programmes and Model United Nations

Every child has the potential to achieve and be successful in a field that they truly enjoy. We all know through our life journeys that this is the gospel truth. An academically-bright child will only climb the ladder of success. It is a myth that we need to tell that to our learners too. We should teach them to believe in themselves and introspect to understand what their strength is and what interests them. Encourage and support them wholeheartedly towards realising their dreams.

If you have not tried, you have already failed. Motivate students to participate in every opportunity that they get at school. You will see incredible success stories with all these efforts. Make a difference in a child's life and help them achieve happiness and success in whatever they wish to do.





Dr. Ajay Sharma | Chairman
St. Joseph's Group of Schools

Selecting a Good Pre-School

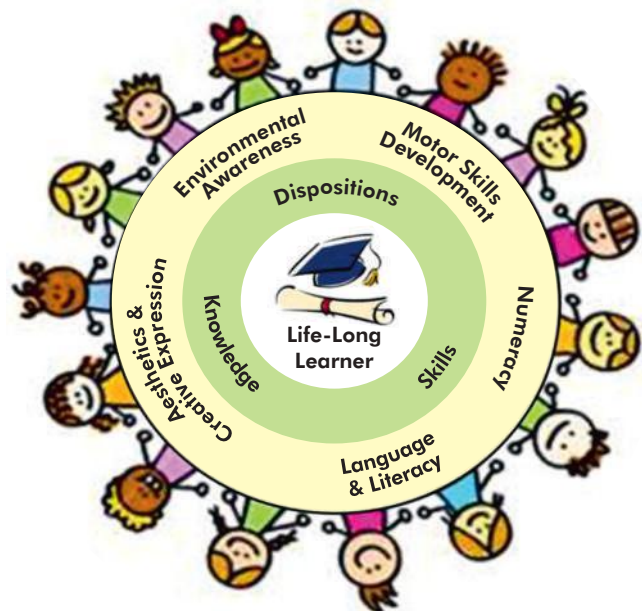
Admission season is round the corner. Parents spend a lot of time selecting the right Pre-School for their child. With my experience of two decades, I may suggest a few key factors which can be taken into consideration while choosing the school. This may help the school leaders to have an eagle's eye view of their own school.

In my opinion, values which are imbibed during their formative years of a child play a vital role in growth and future of any society and thus the value-added education shall be an integral part of any guidance curriculum, for example, Vedas may be the guiding benchmark.

The high Happiness Quotient is a must for a school. The curriculum of the Pre-School should have developmentally appropriate activities to build your child's knowledge and boost his/her confidence. A Pre-School that practices values in daily life provides practical learning experiences that make learning fun and celebrate childhood.

Your Pre-School has to be near your home and convenient for you to visit, as you would be going there every day to pick and drop and anyway, you need to be in close cognition with the faculties of school. Pre-Schools in the neighbourhood should be given a priority.

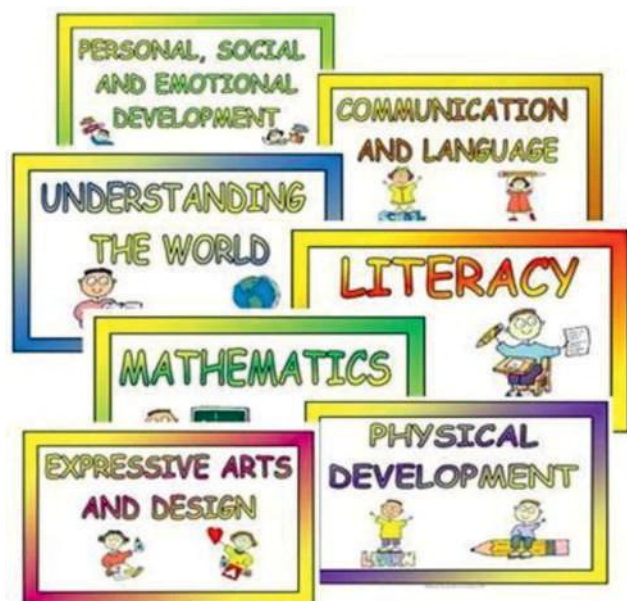
The school should mention the safety and security measures adopted by the school. CCTV vigilance, security personnel guarding the gates and interiors of the schools should be designed keeping child safety in mind and teachers and support staff should be trained to take **Child Safety Measures**.



Good Hygiene Standards should be maintained by the school. Washrooms must be equipped with child-friendly toilets and washbasins. Inculcate key hygiene habits in kids such as:

- Washing hands after playing, before and after eating
- Bathing (specially for day boarders)
- Oral hygiene
- Brushing teeth.
- Nails, hair and skincare
- Toilet hygiene
- Sickness hygiene
- Personal hygiene
- Healthy food habits
- Good sleeping habits





The **Selection of toys and books** by the school reflects its preparedness to deliver the curriculum in the right spirit.

- The toys should be realistic and challenging like puzzles, pegboards, blocks, etc. Give children toys that enhance creativity and foster language skills in students like dress-up clothes, props and puppets, etc.
- Large and small balls which may engage the kids and help vent out their energies.
- Tricycles are the best toys that foster their gross motor development.
- Legos foster creativity and imagination and skills.
- Toys made up of wood, ball jumbo crayons, chalk, and finger paints help in developing reading and writing skills. Books should be round-edged as they are easy to flip. Consider books with large pictures which are easily visible. Themes, concepts and stories should be age-appropriate and with a happy ending.

The ecosystem thus created should prompt your child to be an explorer. Stem (Science, Technology, Engineering and Mathematics) focused pedagogy is the need of the hour and quite relevant in Pre-Schools too. Counting orally, sorting, grouping/classification and small scientific concepts will develop the scientific aptitude in the kids.

Pre-Schools which aim to develop reading and writing based on phonics will ultimately develop the lingual excellence in your child. Parents play a pivotal role in the future personality and spoken English excellence of your ward.

Last but not least, the school must include different activities in its curriculum which ensures the development of human values like empathy, love for all, and appreciation of fairness, sharing and caring and thanksgiving as part and parcel of their personality.

How to choose the right pre-school for your child?

Safety and Security



Parent-Teacher
Interaction

CCTV Surveillance



School Counselor

Classroom Environment

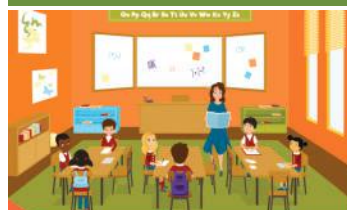


Interactive



Well-Equipped

Latest Tools



Audio-Visual
Learning Experience



Contemporary
Technologies

Crisis, Opportunity and Children's Future

Aditi Goradia, Managing Director
Billimoria High School, Maharashtra

Academics are essential but raising well-adjusted adults with respect, empathy, and compassion is the end goal. When our children step outside our circle of protection, we want them to be able to take care of themselves and the future of our world. Critical thinking and curiosity must be encouraged, not trampled. We are raising our children for a world that they have yet to create. And the current global crisis of the COVID-19 pandemic is a major wake up call. Everything is closed. And this is perhaps the hardest on parents. Schools are closed, and there is so much we want our children to learn.



Let's take a deep breath. And acknowledge that learning is an amalgam of the formal and the informal. While formal education is on hold, let us focus our energy on teaching our children the things that we did not always take the time for. This is a great time to touch base on value-based learning, life skills, empathy and respect. For years we have worried about what the capacity of the future generations for values will be.

It is alright if schools have decided to take a little break from traditional academics. Let us reconnect as humans instead. Let us practice physical distancing. But let us learn how to connect better at a humane level. Some ideas to inculcate this kind of learning in the entire family are:

- **COOK MEALS WITH YOUR KIDS.** Use online resources to look up simple recipes that you find interesting.
- **EXPLORE FAMILY HISTORY.** Call up an elderly relative and ask questions. Introduce your children to their roots. Look things up online. Use an app or website to chart it all out.
- **LEARN A NEW LANGUAGE.** There are great free apps and websites for this.
- **GET CODING.** Free apps like Bitsbox are a great way to learn basic coding. All age groups can do it.
- **EXPLORE THE INTEREST.** If there is a topic you have always found fascinating, now is an excellent time to look it up.
- **CREATE MEMORIES.** Do artwork together. Take a video

or a photograph of it.

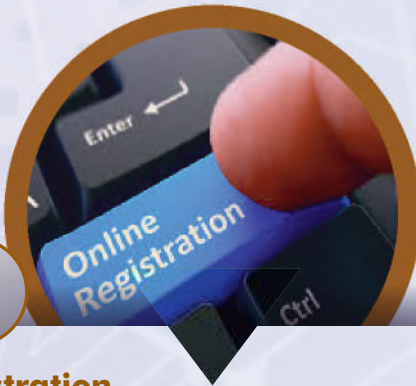
- **PLAY.** Enjoy classic board games, antakshari, and charades. There are so many options.
- **TALK.** Spend time together. This is a great time to get to know each other as this was something we never really took the time to do.



You can follow pages and groups on social media that post new, exciting activities/suggestions to engage young learners. Spread positivity and make the most of this time with your children.

ENTAB INITIATIVES During Covid-19

01



Online Registration

When we are all strictly advised to practice social distancing, parents cannot stand in long queues to fill out admission forms. Entab has come up with a solution. We let parents apply online through our artificially-intelligent mobile apps. Schools can then accept and shortlist students as well as communicate their final decision to parents on our app.

02



Digital Report Cards

The government has imposed a nationwide lockdown; one cannot visit the school to prepare or collect report cards. Well, we bring you digital report cards at the click of a button. Teachers can easily upload report cards only, and parents can view them using CampusCare mobile apps at the comfort of their home.

03



Assignments and Homework

With coronavirus safety measures closing many schools indefinitely, you might be worried about children losing their precious time. Well, we got you covered. Many schools are using our advanced school ERP system to share assignments with students. Students upload the completed task for the teacher to review it.

04



CampusCare Live

From innovative ways to engage young learners to new home activities for students, our playlist will not disappoint you! To beat this lockdown, we have joined hands with eminent school leaders who hold invigorating, informative sessions on our YouTube channel every day.

05



SMS Credit

There is no denying that communication plays a pivotal role in a child's development. Since schools are now shut, there is a sudden increase in the parent-school interchange via messages. We have updated the SMS credit for faster, seamless interaction between all stakeholders in a school.

06



Online Classes

Since learning should never be quarantined, we help educators conduct online classes for students. With the help of our user-friendly software, teachers are no longer limited by the walls of the classroom. They can smoothly deliver lessons and lectures by sharing the video link with their students.

07



Digital Fee Payment

There is no need to be physically present at the school counter for fee collection. Use our secure and reliable school management software and mobile apps to send reminders, receive fees, and view payment details instantly.

08



Automated Session Change

This is a crucial time for teachers when they have to compile results and promote children to the next grade. To ease their burden, we have made the entire result compilation and session change process digital. Staff can generate report cards and change the session at high speed through our next-level school ERP software.



Shakuntala Jaisinghani

Director

Trinity International School
and Junior College

*"If you want something new,
you have to stop doing
something old."*

-Peter F. Drucker

At the heart of all the learning is the way we process our experiences, especially our critical reflections on our experiences. **Experiential learning** engages students in critical thinking, problem-solving and decision-making in contexts that are personally relevant to them. It makes content suitable and arouses interest in the subject.

In education, **scaffolding** refers to a variety of instructional techniques used to move students progressively towards stronger understanding and ultimately greater independence in the learning process. It also means to provide contextual support through the use of simplified language, teacher modelling, visuals and graphics, cooperative learning and "hands-on learning".

Generation Z is looking for a 180-degree change in their education. The focus needs to shift to the top three levels of Bloom's taxonomy: **Analyze, Evaluate, and Create.**

5 WAYS TO MAKE CLASSROOMS MORE INNOVATIVE AND CREATIVE

01 Teacher's mindset

regarding how to design and deliver content is

critical. Most teachers were trained to educate from the teacher's point of view. To change this delivery style, they should treat students as leaders, act as guides, and not ask them to spill out information on a standardized test. Conscious incorporation of metacognition helps teachers change teaching strategies and students develop learning skills.

02 Self-reflection

offers teachers an opportunity to see what worked and what failed

in their classroom. Reflective teaching can be a tool to analyze and evaluate teaching practices, helping educators focus on what works.

03 Use problem-finding

Instead of problem-solving, students

should be encouraged to look at the world and find the gaps to fill. Problem-finding equals to problem discovery. Using this strategy, teachers enable students to think deeply, ask critical questions, and apply creative ways to solve problems.

04 Let students take risks and fail

Edwin Land said, "An essential aspect of creativity is not being afraid to fail." A pedagogy based on discovery and inquiry is much more exciting than remembering dates, information, and taking tests. Predetermined answers on an exam in a traditional setting can hold pupils back in ways we cannot measure.

05 The design thinking process

is a set of structured strategies.

Five Phases of the Design Thinking Process

- 1. Discovery:** I have a challenge. How do I approach it?
- 2. Interpretation:** I learned something. Now, how do I interpret it?
- 3. Ideation:** I see an opportunity. What can I create?
- 4. Experimentation:** I have an idea. How can I build it?
- 5. Evolution:** I tried something new. How do I make it evolve?

Make time for creative thinking activities. For example, use a flipped-classroom approach where learners prepare content and do written exercises in advance at home, allowing teachers to plan higher-level creative thinking activities during class time. Create an environment that supports innovation. Schools that are successful in stimulating creative learning value celebrate learners' creative and innovative contributions.



Alka Kapur

Principal

**Modern Public School,
New Delhi**

Community Service for Student Development

In today's materialistic world, it is the need of the hour to usher in a fresh breath of joy and brotherhood and spread the brightness where the darkness of discrimination distorts the light of creation.



Roti Bank, an initiative by a self-group dedicated to feeding the poor and needy in India, has started a campaign to make the society free from starvation by providing daily food. My own school is deeply associated with this cause. Motivating students to make a difference in the lives of the less-fortunate fellow beings will inculcate the spirit of community service in them. For instance, encourage students and teachers to bring chapatti and dry vegetables from home to ensure that the underprivileged section of the society in the neighbourhood gets a square meal a day, thereby turning the idea of the right to food into a reality. This kind gesture gives them not only heartfelt pleasure but also peace of mind. A gloomy day becomes a cheerful one for the needy. The endeavour to help them forget grief and hardship and celebrate life nurtures the values of empathy, caring, sharing, and humanity amongst students. Such gestures help students make a positive contribution to society and reduce the gap between the rich and the needy. The overwhelming participation of one and all in the institution upholds the fact that the best way to serve God is to serve humanity.



A school leader should consistently ignite a spark in staff and students to work for such noble causes. Moreover, schools must give a clarion call to the students to share and donate clothes, utility items, and kitchenware, and make a difference in the world of the underprivileged section of the society. Children must learn that the joy of giving is far greater than the joy of receiving. Students will feel satisfied by indulging themselves in a soul-touching social event. School leaders must ensure that the management keeps working relentlessly for the vision of giving the best of available resources to the underprivileged children. Schools should pledge to organize donation drives and rallies regularly. They should look forward to such human gestures to inculcate the sense of giving amongst the leaders of the future, which will lead to a better world for everyone.

PURPOSE OF LIFELONG EDUCATION



Swami Supradiptananda
Principal
Ramakrishna Mission Schools,
Gwalior

Education is indispensable for the progress and growth of an individual. It makes a person human. Unfortunately, formal education is often restricted only to career-making and acquisition of working skills for earning a livelihood. This approach also leads to mushrooming of schools and colleges where the purpose of all activities is only to make students score high marks or grades, overlooking other aspects of life. Students thus do not know how to face life or solve the problems of life. They end up becoming depressed, confused, and anxious, leading to many social and psychological issues. The real purpose of education should be to create the right type of human beings. *“Men, men, these are wanted,”* said Swami Vivekananda. Indeed, ‘men’ or ‘women’ who are skilled in work and strong in character is what is wanted. How do we achieve it? Through personality development.

Learning starts right when one is in the mother's womb. Mother's thoughts and activities shape the growing child. Various researches have confirmed the prenatal influence on human personality. And as a child, one learns by watching and observing his parents and others around. One learns to co-relate the things that one observes, right or wrong, and thus one's personality begins to develop.

Further, formal education and interaction with others develop the individual's personality. Education, however, is much more than formal education. Whole life itself is a learning process. Sri Ramakrishna said, *“As long as I live, I learn.”*

EDUCATION AND DEVELOPMENT



While a nation may be rich in natural resources, it is the human resources that are most important. To have the right kind of humans or proper 'human resource management', therefore, is vital for a nation's growth and development. This means taking care of the education given to an individual. It is the key to do nation-building.

DEVELOPING A WHOLESOME PERSONALITY

According to Indian tradition, human personality has three dimensions—physical, intellectual (and emotional) and spiritual. Education should deal with all three. Let us briefly understand them:

1 PHYSICAL DIMENSION



The first dimension of a man's personality is his body. It is the physical dimension. It refers to man's physical needs and growth. One should learn how to be physically active and healthy. Right education should help in developing strong stamina and healthy habits. A robust physical constitution helps one accept and face challenges of life. One

should also learn the importance of right eating habits. Food is the source of energy for physical growth. One should also learn the importance of physical exercises and games. They should become part of one's life. Yogasanas and simple forms of pranayama also are of much value in this context.

2 INTELLECTUAL DIMENSION



Intellectual growth refers to a person's thinking, logical and memory skills. Reading books and articles, watching movies, visiting places, and interacting with men of intellectual eminence—all these go a long way in one's intellectual growth. Exposure to rich literature and a proper approach to learning help develop intellectual faculty. If one is given the right

direction at the primary level itself, it goes a long way in making one intellectually strong. Lessons in concentration and self-discipline play a key role in developing one's intellect. Along with intellectual development, one must develop the strength of mind and steadiness of character.

An intellectually well person uses the resources available to expand one's knowledge in improved skills along with expanding potential for sharing with others. What we do, how we do it, and whether we will succeed — is influenced by many factors, 2 of which are : self-regulation and habits.

3 MORAL AND SPIRITUAL DIMENSION



Unfortunately, the moral dimension is given the least attention in modern society. With an overemphasis on money-earning and career-building, the moral training of an individual is neglected. Mere intellectually bright people, without moral and spiritual discipline, turn out to be a burden and a threat to society.

Morality is the basis of character building. The training in moral principles begins at home, early in life, while the growing child observes and interacts with his parents, siblings, friends and others. But there are many contemporary challenges to this aspect of early training in moral refinement. Changing socioeconomic situation keep the parents busy with their profession and personal issues, and they leave the whole thing to the schooling system, which itself lacks in many ways. Added to it is the rise of information technology.

Today, the world has become small, thanks to instant communication and information technology. While it has a bright side, there are many darker aspects to it. Easy access to the Internet and entertainment has exposed the young minds to all kinds of low, obscene, and negative thoughts and they become prey to many wrong things at an early age.

Parents and elders should spend quality time with children and also make them aware of the life-building ideas of great personalities, including Swami Vivekananda. Students should be encouraged to read and discuss Swamiji's life and teachings through forming Vivekananda Study Circles. The Study Circles should hold regular reading classes and also encourage the young minds to understand Swamiji's teachings through interactions with knowledgeable persons. Moral education cannot be given by books only. One needs an example in order to develop faith in moral principles. Hence, the teachers of moral tenets should themselves practice what they preach. Values cannot be taught, but they can be caught—by observing the life of an exemplary person. Complete education means harmonious development of all faculties of man—physical, intellectual and spiritual. Swami Vivekananda (CW, 6:49) succinctly placed the ideal of such an education. Thus, we want a person whose heart feels the miseries and sorrows of the world intensely. And [we want] an individual who not only can feel but can find the meaning of things, who delves deeply into the heart of nature and understanding. [We want] someone who will not even stop there, [but] who wants to work out [the feeling and meaning by actual deeds]. Such a combination of head, heart, and hand is what we want.

“Be yourself, express yourself, have faith in yourself, do not go out & look for successful personality & duplicate it.” -Bruce Lee

How Classroom Assessments Improve Learning



The ultimate vision of any school is to empower the students so that they seamlessly embark on their future journeys, be it towards higher education or on another challenging path. To achieve this goal, stakeholders engage in educational enrichment processes, integrate various teaching pedagogies in the curriculum for enhancement of learning objectives, and general wellbeing of the students. This also means preparing them to be responsible with social media and digital technology, training them to make the right choices, and shunning undue distractions. In a healthy and conducive environment, each child realises their full potential, imbibing the right balance of self-discipline, confidence, and positive attitude in life. **This is a massive challenge for educators and calls for the need to prioritise curriculum requirements to map the changing needs.**

Even the existing assessment process needs to undergo a sea change with the emphasis on designing assessment tools that test different layers of learning domains within the framework of **Bloom's Taxonomy** from the learners' perspective. A well-balanced assessment would move from lower-order thinking skills like remembering and comprehension to intermediate-order skills like application and analysis, ending finally with high-order thinking skills that require evaluation and synthesis. A facilitator can organise her teaching and assessments according to the learning objectives that she wants to assess.



Prachi Grover

Chairperson

Vidya Bharati School

The guiding principle for a facilitator, regardless of the emotions it conjures, is to adopt immersive learning set up that is consistent with frequent regurgitation, timely feedback, and encouragement.

To make the learning goals achievable for these students, learning tools focusing on the one-to-one approach, along with parental support, is the best solution.

Based on IQ testing data, customised learning material can be formulated and implemented. This may involve the blending of different teaching-learning instructions, constant evaluations and monitoring of learning outcomes until

they exceed or meet their expected learning potential. Preparedness and patience of the teacher to address diverse learning needs will help in creating pleasurable learning experiences and kindle interest to learn and achieve their learning goals. A teacher must regularly motivate, be succinct and clear with her instructions with an optimum dose of care and concern.

There is no denying the fact that meaningful learning depends on quality teaching, assessment analysis, and improvisations that a facilitator embraces to reach out to students in a class, constantly refocusing and re-experimenting. **Learning for a facilitator never stops, whether it is a new session or new ideas.**

*“In learning, you will teach,
and in teaching, you will learn.”*
—Phil Collins

Jyoti Arora | Principal

Mount Abu Public School, New Delhi

IMPARTING EDUCATION TO 21ST-CENTURY LEARNERS



Education is a unique tool that aids in the manifestation of ideas. It allows the person to explore the world with a passionate urge. I believe the process of education turns mirrors into windows, which ultimately brings new vision and builds a strong character to realise the true worth of being human. An educator must cultivate curiosity and discover a world of endless wonder and ceaseless opportunities for learning.



Being an educationist is bliss. When one thinks about the term education, it immediately takes me to the world of fantasy, where the capabilities

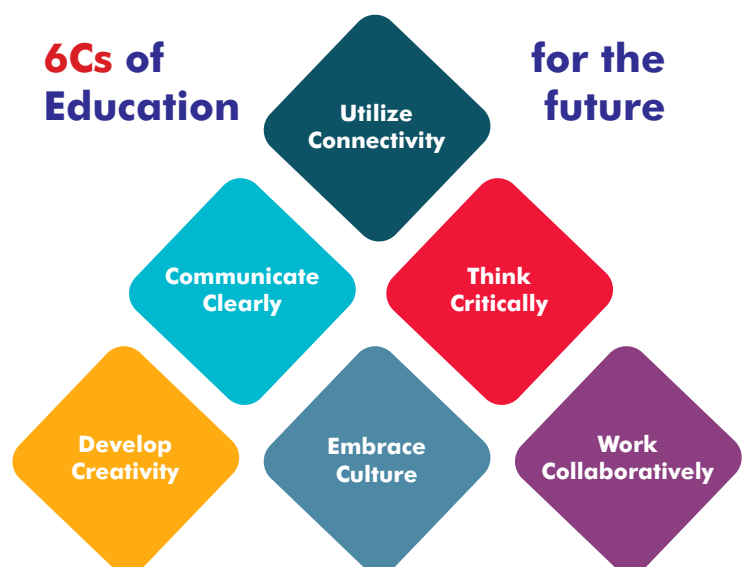
are chiselled, minds are nurtured, and thoughts are refined. In fact, a feeling of absolute satisfaction and self-confidence crops in. There has been a paradigm shift in the system of education since its inception and today, we live in a technology-driven world. We have a plethora of ways to impart knowledge. The essence of education is to open up new vistas for complete development. Our motto should be to ignite a spark for providing the worth to human life. When I talk about education, it not only comprises the academic division but also broader aspects like developing confidence, enhancing abilities, boosting up the morale, and thus giving a perfect design to the personality of humans. Schools are primarily working to bring the new revolution into the curriculum to inspire learners to get the light of knowledge. The real function of education is to teach one to think intensively and critically. Moreover, knowledge, along with the character, is the true goal of education. After all, one should always keep in mind that education is what remains after one has forgotten everything learnt.

“Education is not the learning of facts but the training of mind to think & react.”

—Albert Einstein

**6Cs of
Education**

**for the
future**



One has to pursue something wholeheartedly in order to achieve something worth having. So, one should always try to promote education in such a way that it percolates down to the roots and builds the character. Among the greatest of all services that can be rendered by men to Almighty God is education and training of children, so that they can foster grace in the way of salvation, growing like pearls in the divine bounty in the shell of education and will one day be the jewel in the crown of abiding glory. To conclude, I would say our greatest natural resource is the minds of children. Let them explore and satiate their senses.

Ranjoo Mann

Pro-Vice Chairperson

Delhi Public School, Sonapat



Life Skills for National Development

It was a flight from London to India that inspired me to write this article to bring the reader's attention to some spillover phenomena of development and responsibility of teachers in educating children of today. After checking in, I was almost drawn to my boarding gate by the thriving energy surrounding that area. Children were playing, parents on their phones, speaking loudly saying their final goodbyes and general chaos. What struck me was the Indianness in that gathering; typical sight—big families, elders sitting together; leaving their children to play with each other.

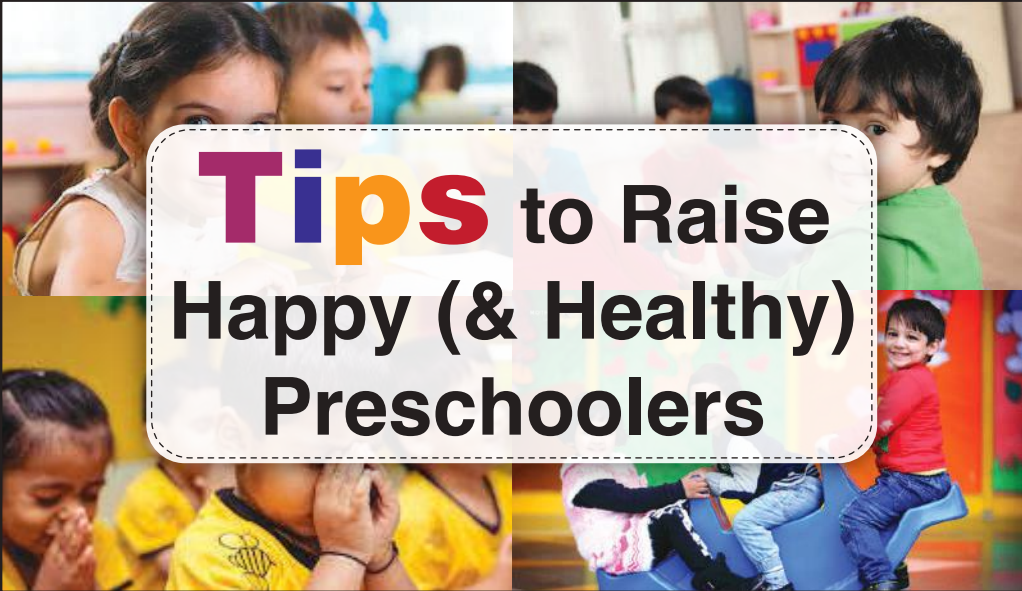
The incident at the airport and the subsequent journey set me thinking about the Indian education system. I saw the system as one whose role was changing now with changing times. India is a country of colours, languages, rebirth, and religions. It is a country that prides itself on its long history, its cultural importance and finally, its diversity and boasts of secularism and unity within diversity. This diversity in race, language, religion, colour, customs, and ethnicity is rampant in a country often becoming a victim of political manoeuvres. It becomes crucial to mention here the nature of this diversity.

This diversity is intramural to this nation. It has, over a long time, become so internalized that further foreign elements are looked upon an alien. An example of which would be the stares any foreigner is subjected to, who looks different from what India is used to seeing. How many foreign nationals do we see not only in schools but also universities? Most universities abroad recover all their investment from overseas admissions. In India, we often only see one-off international students. Why? Is it because India is a scary place to live in, or is it because the universities are just too obsolete not only in infrastructure but also in teaching techniques.

Life skills in a powerful nation as ours is imperative. This includes activities which the school should undertake to teach children how to protect themselves from the several threats that they are exposed to daily, respect for different communities and different cultures, a different lifestyle which includes awareness of inherent sexuality, LGBT right, understanding crime, and rights assigned to them in the constitution, caring deeds, words of care and resolution, the importance of chores, standing up for oneself, and how can they be of service not only to their respective households but also to the community. Apart from these, schools are known to be citadels of discipline propagating a disciplined routine, which holds equal importance but falls in fascist purview if not coupled with the mentioned issues. Addressing these issues through activities is more important than imposing a personal moral code which is more common in schools. This aspect must be included in the teacher training programme.

The Purpose of Life Skills





Tips to Raise Happy (& Healthy) Preschoolers



Kanika Aggarwal,
CEO
Dolphin Kids

Preschoolers (3-5 year of age) begin to show personality traits and intellectual development such as:

I EGOTISM

A preschooler is the centre of the world. Your child believes that everything in the world revolves around her.

I INDEPENDENCE

A preschooler will want to dress by himself and help you with household chores. Be patient as your child practices these skills.

I CREATIVITY

Imaginations are always "on." Your child's world is full of magical things at this time.

I "WHY?"

Preschoolers are trying to learn all about their environment; they will constantly ask "why"! Take the time to help your child learn about what causes the events happening around him.

I SOCIALITY

Preschoolers are learning to be a companion to other children their age. Preschool, daycare, playdates, or playgroups provide excellent opportunities for your child to learn essential social skills.

I LISTENING

Preschoolers must also learn to listen to others with interest. Model appropriate listening behaviour for your preschooler by actively listening when she tells you about her day, friends, and discoveries.

I MOTOR SKILLS

Preschoolers are also learning complex movements such as hopping, climbing, & skipping.

I ADVENTUROUS

Children can be very active during this period. Make sure to provide helmets when riding tricycles and do regular safety checks on equipment.

I LANGUAGE

Pronunciation improves during this time. Don't be alarmed if your child leaves out word sounds occasionally.

I PRINCIPLES

Preschoolers are learning the difference between right and wrong. You can help by setting firm and consistent limits for your child.

I REALITY VS FANTASY

Preschoolers must learn the difference between reality and fantasy. By the end of the preschool years, your child will have a better understanding of past, present, and future.

I PHOBIAS

New fears, especially to unfamiliar sights and sounds, are common at this age. Be supportive while trying to ease irrational fears.

I POOR SPORTSMANSHIP

Preschoolers learn to follow simple rules in the games they play, but will always want to win and be in the "first place." Playing "fair" will come later in your child's development.

I HIGHLY IMPRESSIONABLE

Preschoolers are heavily influenced by what they see. It is essential to actively supervise what your child is exposed to on television and in the real world.



Academic Leadership and 21st-Century Challenges



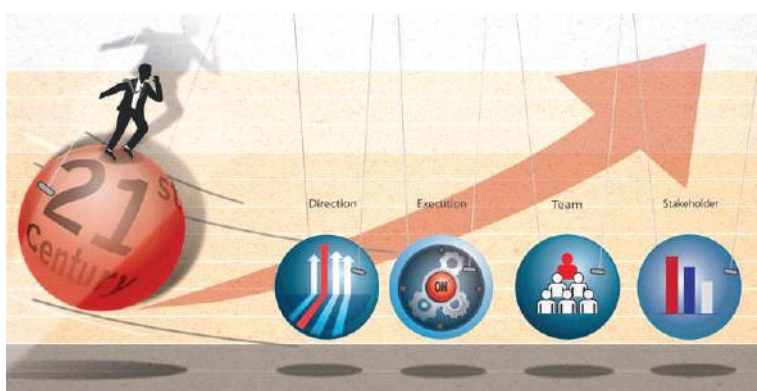
Dr. Raavee Tripathi
Principal
Sumitra Modern School
Uttar Pradesh

Although the expectation of 21-century has solely focused on communication skills, both written and oral, the reality of the K-12 curriculum remains firmly rooted in the traditions of the past centuries. Communication is as primordial as our biological existence. Today is more about the trend of presentation and promotion than the number of certificates and medals a candidate has. The three essential challenges for education leaders grappling with the challenges of fostering 21st-century skills are enhancing team-building and collaborative environments, the teaching gap, leadership quality, innovation network, and envision strategy. Children do what they observe. It is not only a teacher's but

principal's action within the social, institutional, and personal contexts that affects the instructional process and institutional climate. Students' outcome and school climate are proportionate, and the principal contributes most of the percentage. Visualising the emerging problems and future challenges and adopting innovative strategies for both academic and administrative context is the prerequisite. To wear the hat of all responsibilities is never appreciated. It calls for delegation of duties, decentralisation of activities, the building of team spirit, trust, and ensuring accountability. leader is not only a decision-maker. He needs new skills and the ability to develop a shared vision. He must foster a more systematic pattern of thinking. Teaching has become the most challenging profession. Respecting the uniqueness of every child is an essential step towards uplifting the entire youth. We need to follow six 'E' approaches to education: **Engage, Excite, Explore, Explain & Evaluate.** Successful school requires a clear educational vision and shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas of development, and developing plans to change educational activities and programs effectively with an active partnership of parents as critical stakeholders.

Teaching has become the most challenging profession. Respecting the uniqueness of every child is an essential step towards uplifting the entire youth. We need to follow six 'E' approaches to education: **Engage, Excite, Explore, Explain & Evaluate.**

Successful school requires a clear educational vision and shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas of development, and developing plans to change educational activities and programs effectively with an active partnership of parents as critical stakeholders.



In the era of **artificial intelligence** (AI), it is crucial to realise the importance of reach oneself in order to prove human teachers are better than machine teachers.

Indian Education: What Needs to Change?

Madhu Hora
Dean, Junior College
The Bishop's School,
Maharashtra



The Indian education system has proved to be successful around the world with Indian students being sought after by the best universities and corporates. Vast syllabus, stringent examinations, and competitive spirit prepare students to cope with challenges and manage time, instilling work ethics necessary for becoming successful individuals.

However, there is enormous scope to better our system while retaining its well-established strengths. Our policies can be more accommodating by permitting a broader mix in the choice of subjects. Such choices would help students pursue subjects they have an aptitude for, as well as breaking the rigid notions that science is for the intelligent, while other streams are for the lesser ones. Interdisciplinary choices would make students better informed, empathetic, and well-rounded citizens of the world.



Skill development is a much-neglected area, which requires immediate focus. Students must be encouraged to work with their hands from an early age. At school, every student must develop at least one skill—be it carpentry, farming, masonry, handicrafts, cooking, electrical/electronics, plumbing, etc. It will not only make them complete individuals but also break the prejudice about skilled workers. Many students would also find their calling by exposure to these skills.

Life skill education and sex education should also find a place in our curriculum. We seem to churn out students capable of scoring 100 percentiles but are incapable of doing the simplest everyday tasks. These

topics would sensitise youth to gender equality as it would break down the age-old notions of stereotypical gender roles. It would also help in viewing and appreciating the opposite gender with greater respect.

The quality of student life can be significantly improved if we make changes to our system of examination, which is dependent on rote learning. Rote learning leads to stress, with many students succumbing to this pressure as they do not have the tools to cope with it. Open-book examination and application-oriented testing need to be adopted to test knowledge and not the ability to memorise and recall. Work has begun on this front, but we need to make the change quickly and efficiently.

Technology has begun to play an important role in classroom teaching. We must be careful that this does not weaken one of the greatest strengths of our education, namely the personal equation between the teacher and the taught. The Indian education system, built on the guru-shishya heritage, moulds not only the mind but also the overall personality of the taught with close interaction with the teacher.

Abhijeet Banerjee, Satya Nadella, Sundar Pichai, who are world leaders in their respective fields, are products of Indian education. To be relevant in a rapidly-changing world, our education system must adopt changes quickly.

Dr. Seema Negi | Principal
Sanjeevani World School, Mumbai

A School with a Difference



In an age where Artificial Intelligence (AI) is trending, students are not monitored by invigilators but by CCTV cameras. The 'No Invigilator Examination' initiative is our endeavour to foster and imbibe in our learners the value of 'integrity' and 'honesty'.

01 "No Bag Day"



This one day gives students a respite from carrying books to school. It breaks the monotony of the same rigmarole in the school. Teachers get a chance too to tap their creative side by

implementing activities in class pertaining to their own subjects and make learning fun, both for students as well as teachers.

02 Achiever's Day

We incorporate Achiever's Day to undo with the mundane way of handing over report cards at the end of the academic year. We believe that every child is an achiever because he / she is moving on to the next level. The very term 'Achiever' gets our learners motivated and it boosts their morale and self-confidence to aspire for more.



"Intelligence plus character that is the goal of true education."

03 Library Leisure



Library Leisure is an innovation that was brought about and incorporated by our Language teachers. English, Hindi and Marathi teachers take up library

sessions where students don't just read that happens usually in most schools, but they enact a book, have activities pertaining to the book and various games too are conducted. We also have a few bean bags in the library and a child has to earn the leisure of sitting on it. He / she earns it by giving a gist or summary about the book that respective child has issued.

04 PTSA (Parent Teacher Student Alliance)

The PTSA is an initiative of our school with the maxim "My voice counts". Our students are an integral part of our school. So, our belief is "For the students, by the students, with the students",



Hence with the PTSA being formed it's not just parents and teachers who come together for planning and decision making in a healthy way for the development of the school but the students of the senior most grade too share their perspective. Since our goal is to craft Indian souls with global ethos, we are preparing children to be the voice of tomorrow.

05 Principal Ki Padhshala



The name itself suggests that this session is taken by the principal Dr. Seema Negi herself. A 'session with the principal' automatically sets in fear and has its own inhibitions but this one is

special. Learners look forward to this one session called 'PRINCIPAL KI PADHSHALA'. It's that one session when learning is beyond academics. This is the time where there's a special connect and bond, a wonderful rapport created by the Principal to change the mindset that a session with the Principal too can be fun and enjoyable. This is the time there's discussion and a talk with the principal related to any topic under the sun. Dr. Seema believes 'in an era where a child longs to be heard and has no one to talk to, this is a small initiative by her to let children know that she is always available and is all ears to whatever a child wants to speak or convey'.

06 Exhibition - Gyan Manthan

Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family quoted by Kofi Annan, and in Sanjeevani World School this quote comes to



life. Our maxim comes to life with a two-day exhibition held in our school which we fondly call 'Gyan Manthan'. The name itself suggests that there's knowledge churned to get the best result. The entire school comes together for this exhibit. Students and teachers along with non-teaching staff get together to ensure the exhibition is a huge success. The exhibition particularly revolves around a theme 'and each child then displays all that he / she has learned to the audiences. Learners learn in the most unique and innovative way, and by this we prove that learning through our 'Gyan Manthan' is not restrained within the four walls of the classroom.

07 "Dil se DilTak" - Parent Connect Initiative



Direct Dil se diltak – Is a parent-connect initiative for the holistic development of our learners. Our Educators spend quality time connecting with parents after school hours to lend their

ears and listen to the concern's parents have pertaining to each child and how the school along with parents can be a catalyst to enhance positive growth in our learners.

08 Rakshabandhan

Since we go by the maxim 'Do things differently, our celebrations are different too. Rakshabandhan is about love and bond between brothers and sisters. Our learners tied tied rakhis to the trees to



metaphorically pass on the message to the society around us that we are there to protect them always. We celebrated Vrikshobandhan.

09 Deshobandhan

Rakshabandhan for us is also a time to express our gratitude towards all the armed forces, reserved forces & police forces. We are safe & secure, because they are vigilantly protecting us.



We visited Dahisar Police Station, Mumbai, to tie the sacred thread of our love, appreciation & gratitude to the police personnell's. Our grade IV students were overwhelmed by the response & the kind gesture at the police station. We prayed for more power, health, happiness and a good life for the police & their family members.

*“If you are not willing to learn no one can help you.
If you are determined to learn, no one can stop you.”*

10 Teachers' Day



Parents are the first teachers, to take this forward, Sanjeevani World School carved a niche once again by sending across this message to all parents that we are teachers because of our students

& parents are the first teachers. The school stands convicted with this belief 'When we work together it will be symphony. It will build strong emotional & social connect, a child will have secure space, positive eco system.' In an endeavour to express our gratitude to all the parents for their never-tiring spirit and selfless love, the school paid visits to some of the homes of students to venerate the teacher in every parent.

11 Appreciation Day

We believe 'Recognition is a reward in itself. Any form of appreciation, even a small word, is important.' 1 May is celebrated as 'Appreciation Day' where all the staff members: teaching and non-teaching are praised for their sheer dedication and commitment, in the presence of their family members. The celebration culminates with a gala lunch or dinner; we eat together to be together.



12 Digital Literacy



With technology taking over the world, we have Cyber Ambassadors in our school. These are the children who are computer wizards. Our ambassadors ensure that

everything related to computers will be secured, information wouldn't be hacked and every data will be protected.

“Education's purpose is to replace an empty mind with an open one.”

13 Global Citizenship

Our Gen Z are tech savvy and are no less than any IT expert, however, we also enhance them to be citizens of the globe. Out of the seventeen goals of Sustainable Development Goals



we have each grade working on goal hand in hand with our educators to equip them and to make them globally ready.

14 Empowering School Leaders



Great leaders harness personal courage, capture the hearts and minds of others and empower new leaders to make the world a better place. – Maxine Driscoll, Founder Think Strategic. We

ensure our educators are learning and growing because leadership and learning are indispensable to each other. Our educators attend various workshops, seminars, related to their subjects and also workshops on Life Skills, 21st century skills, technological integration not only to get equipped and empowered but to fulfil our vision: we are preparing students to become irreplaceable human force of the uncertain future.



All in all, with great delight, we can say without a doubt or inhibition that the vision we had in mind before the inception of the school and shortly we will be stepping out of the gestation stage, we have well managed to keep our promises. Our pursuit to 'do things differently with a purpose' at Sanjeevani World School is a quest that will continually be explored until we break the cliché that education is only for attaining higher grades. Education is for LIFE & learning is a lifelong process.



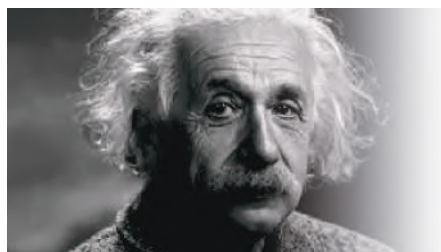
Neelu Sharma | Principal

Imperial Heritage School, Gurugram

Preparing Students for 21st Century ■

Our children belong to the 21st century so their learning must help them succeed in work and life, and prepare them to be active participants in our dynamic global community. As educators, we are responsible for preparing young learners for careers and challenges that do not exist yet. The existing curriculum needs to be fine-tuned to meet tomorrow's reality. Schools are incorporating innovative technologies, such as **artificial intelligence, virtual reality, and augmented reality**, to make learning more engaging, compelling, and practical.

In traditional classrooms, our primary focus was on the 3 Rs—**Reading, Writing, and Arithmetic**—but with 21st-century children, we need to master the 4 Cs too, namely **creativity, critical thinking, communication, and collaboration**. To implement the 4 Cs and the 3 Rs, the teacher needs to take up the facilitator's role and provide opportunities that would excite and motivate students. Today's students are self-learners; they need an environment conducive to learning. They should develop healthy relationships with technology and be safe, confident explorers of the digital world. To be future-ready, they need a holistic education, including practical vocational and communication skills, and leadership development.

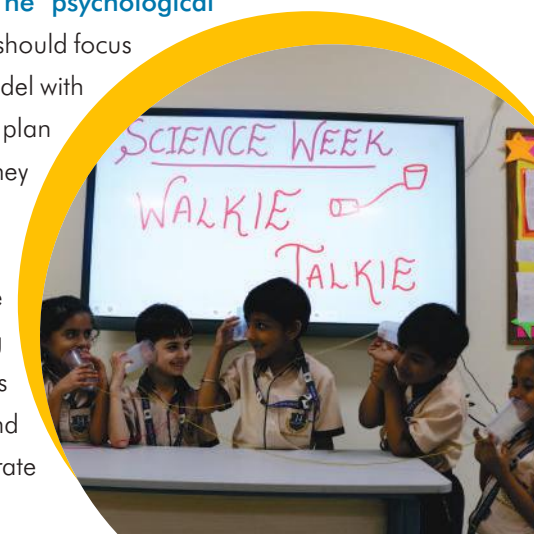


*“I never teach my pupils, I only attempt to provide
the conditions in which they can learn.”*

—Albert Einstein

The teacher's role is pivotal in making learning more inviting and positive. The teacher needs to focus on the **physical environment** of the class. For instance, bright posters, organized space and cooperative learning arrangements strengthen learning. Schools look for classroom layouts that boost creativity, collaboration, and flexibility. **The psychological environment** is also an essential factor. A teacher needs to be calm, patient and should focus on helping students learn both intellectually and socially. She should be a role model with values. Another crucial aspect is the **instructional environment**. Teachers should plan what to teach and how to teach, as differentiation is the key to active learning. They must adopt the best-fit learning style to cater to students' different learning abilities.

Beyond tools and technology, students must develop new skills to solve severe problems, collaborate effectively, and express ideas in new ways. Incorporating **problem-solving, coding, and STEM subjects** into pedagogy will work wonders for them. Teachers are essential in making classrooms lively with an air of fun and excitement. They build a community of learners, make learning relevant, incorporate active learning, and help students feel secure.





K. Krishna Rao

Principal

Delhi Public School, Andhra Pradesh

Reflective Teaching: Boosting Classroom Effectiveness

The new education system has changed the role of teachers. In the past, teachers were a major source of knowledge. They were the authority in the class and often took over the parents' role. Nowadays, teachers have become more of a facilitator than a teacher. They should be updated with the latest in teaching-learning activities. They have to be learners rather than being teachers and should think critically about their teaching practices so that their students maximise their learning. This is possible through **reflective teaching**. Dewey believed that teachers should take time to reflect on their observations, knowledge, and experience so that they can effectively nurture each child's learning. Reflective teaching plays a big role in a teacher's professional development.

What is Reflective Teaching?



According to Julie Tice, "Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works—a process of self-observation and self-evaluation."

It is a systematic reflection on teachers' practices within the classroom. It is a personal tool that teachers can use to observe and evaluate the way they behave in the classroom.

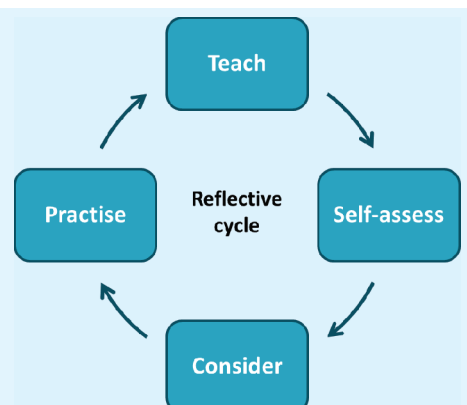
Why Reflective Teaching?

Reflective teaching plays a major role in the professional development of a teacher. It informs that a teacher is in charge of the teaching-learning process and that they have a major contribution to make towards its success. It helps teachers have a deeper understanding of their own teaching styles, beliefs, and identities. They think continuously over their teaching practices, analyzing how something was taught, and how the practice might be improved, or changed for better learning outcomes.

The Process of Reflective Teaching

► The process of reflection is a cycle which needs to be repeated.

- Teach.
- Self-assess the effect your teaching has on learning.
- Consider new ways of teaching which can improve the quality of learning.
- Try these ideas in practice.
- Repeat the process.



How to be a Reflective Teacher?



01 Record your own teaching – Audio/Video

Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. Many significant classroom events may not have been observed by the teacher, let alone remembered. Recording helps to assess:

- a) Your communication skills
- b) Students’ engagement in the class
- c) Resource management
- d) Efficiency
- e) Movement in the class
- f) Students’ dynamics

02 Students’ Feedback

Getting feedback from your students is invaluable. Instead of waiting for delayed feedback from end-of-course surveys, get your own student feedback! Students will feel more involved in their own learning and help shape the class, increasing motivation and engagement. At the end of each week, ask students to give anonymous feedback that can be put into practice immediately. Guide them by framing the feedback in the form of sentence prompts, e.g. I’d like more..., I’d like less..., My favourite aspect of this week was..., My least favourite aspect of this week was... Build an environment of trust before taking feedback.

04 Personal Teaching Diary

Keep a daily diary to record your thoughts on the day’s lesson reflecting on various areas of interest (e.g. What went well? What could I have done differently? How will I modify my presentation of that language in the future? Were there any problems and did I deal with them effectively?). By spending time thinking and reflecting on each day, the diary-keeping process raises self-awareness, which is the first step in improvement.

03 Peer Observation

Invite a colleague to observe your class and provide you critical feedback. Peer observations work best if there is a positive, encouraging, friendly atmosphere amongst you and your colleagues. Such activities foster a team spirit that is conducive to continued professional development.

14 REFLECTION STRATEGIES

To Help Students Retain What You Just Taught Them

- Pair-Share
- 3-2-1
- Layered Text
- Tweet
- Exit Slips
- Podcast
- Jigsawing
- Sentence Stem-Based Responses
- Write-Around
- Collage
- Sketch
- Brainstorming
- Journaling
- Prezi
- Vlog

If you take time to reflect on your teaching, how different parts of what you do work well, aspects which you can improve, that is bound to help you to improve your teaching. You are regularly going to come across the need to make decisions, but the results of your reflective practice will help you make those decisions in a more informed, thoughtful and objective manner.

P New-Age Parenting Tips

"There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings." -Johann Wolfgang von Goethe



Heemal H Bhat, Principal
Hansraj Model School, New Delhi

Bequething these two priceless legacies is not less than a challenge for modern Indian parents in the era of the virtual world, mounting materialism and the disintegration of the joint family ideology. With countless distractions and baits at play, the child might lose track of his priorities and fall prey to foolish daredevilry and herd mentality. Parents find it hard to encourage children to uphold traditions in the contemporary world. Instilling a sense of belonging to roots and preparing them for a dynamic world keep the new-age parents engaged. To avoid the child-parent gap, they must promote holistic growth. Parenting is more about good judgement than fulfilling a child's basic needs. Understand when to help and when to back off. Do not force your opinions. Focus on the child's wellbeing and strengthening the bond.

KEY ATTRIBUTES OF PARENTING



- ~ **Meeting the child's basic needs:** Watching over your child's safety and health. Participate actively in his schooling, aiming at fostering positive intellectual growth of the kid.
- ~ **Nurturing skills:** "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a

lifetime." Give parents children the freedom to learn, experiment, and cultivate new skills.

~ **Acknowledging passive learning:** Passive learning has a long-lasting impact on a child's mind. Kids are like a mirror, what they see and hear is what they do. Be a good reflection for them. Avoiding harsh language and aggression in their presence.

Learn to see things from a child's perspective. Positive reinforcement and infrequent use of strict punishment develop a child's autonomy, enhancing their psychomotor skills. Parents often believe in quick action and immediate results. Parenting is an ongoing process and not a consequence of instant efforts.

PRACTICAL GUIDELINES FOR PARENTAL



~ **Begin with yourself:** Do you model the behaviour you want your child to adopt? Anger and frustration feed misbehaviour. Love and logic inculcate value-oriented thoughts.

~ **Making time:** Why not have some gadget-free time at home? Spend quality time with your child.

~ **Rules and routines:** Simplify rules for clarity and a cheerful atmosphere. Flexible and dynamic rules make the children self-reliant.

~ **Reasoning:** Avoid asking "why?" instead ask "what did you think would happen?" If the child understands the meaning behind any kind of behaviour, there is a greater likelihood to change future actions.

~ **Get to "Yes":** We wish our children to seek permissions every time. Don't you think it is draining to always be the voice of "No"? Set rules to be followed at home and get them to hear "Yes".

~ **Focus on the positive:** Recognise positive behaviour and appreciate them for every positive action.

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents,"



Rachna Pant, Principal
Ramjas School, New Delhi

Developing Effective Teaching Skills

Essential teaching skills involve knowledge, decision-making, and action. The distinction between these three elements underpinning skills is crucial because skilful teaching is as much a thinking activity as it is observable actions.

A blueprint for developing these skills:



Planning and Preparation

- ▶ The lesson plan has clear and suitable aims and objectives.
- ▶ A lesson to link up with past and future lessons
- ▶ Materials, resources and aid are well-prepared.
- ▶ Take into account the pupils and context.
- ▶ Designed to elicit and sustain the pupil's attention.



Lesson Presentation

- ▶ The teacher's manner is confident, assured, relaxed, and self-assured
- ▶ Questions include a variety of types and range.
- ▶ A variety of and appropriate activities to be used.
- ▶ Results in active involvement and equal opportunities.
- ▶ To show respect and encourage their work.



Lesson Management

- ▶ Beginning of the lesson to be smooth and set up a positive mindset.
- ▶ Pupil's interest, attention and involvement are maintained.
- ▶ Pupil's progress during the lesson is monitored.
- ▶ Constructive and helpful feedback to be given.
- ▶ Transitions between activities to be smooth.



Classroom Climate

- ▶ The climate is purposeful, task-oriented, relaxed and with a sense of order.
- ▶ Pupils are supported and encouraged to learn.
- ▶ Teacher-pupil relationships are based on mutual respect and rapport.
- ▶ Feedback from the teacher contributes to fostering self-confidence and esteem.
- ▶ The appearance and layout of the class are conducive to positive attitudes.



Discipline

- ▶ Good order is based on the positive classroom climate based on proper lesson management and presentation.
- ▶ The teacher's authority is established and accepted by the pupils.
- ▶ The teacher conveys clear rules and expectations regarding pupil behaviour at appropriate times.
- ▶ Pupil behaviour is monitored, and appropriate actions are taken by the teacher to pre-empt misbehaviour.
- ▶ Confrontations are avoided and skilfully diffused.



Assessing Pupils' Progress

- ▶ The marking of pupil's work is thorough and constructive and not delayed.
- ▶ Feedback to be diagnostic, corrective and to encourage further effort.
- ▶ Feedback to boost self-confidence and involve follow-up comments.
- ▶ A variety of assessment tasks are used, covering both formative and summative purposes.
- ▶ A variety of records of progress are kept.

THE SECRETS TO SCHOOL SUCCESS



Ashok Thakur, Founder
Muni International School, New Delhi

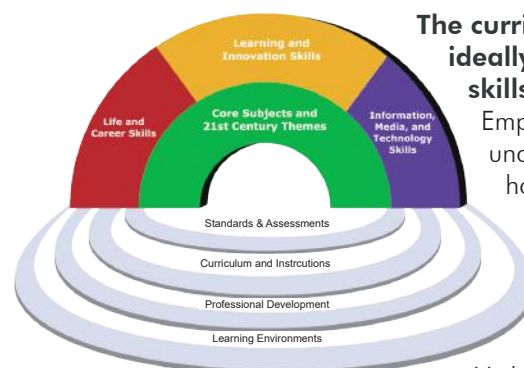
Human being translates to 'Vyakti' in Hindi, which means something that wants to express (vyakt) itself. In the current education system, students do not get opportunities to express themselves, resulting in a lack of joy, and later leading to uninterest.

Every student must get a chance to express themselves. Through Group Reciprocal System/Group Responsibility System (GRS), **encourage children to take other children's responsibility.** It inculcates a feeling of co-operation in their behaviour.

Self-discipline is far more joy-giving than imposed discipline. Start a children's parliament, wherein children elect other children among them. For a month, they can decide and execute various operations of their class and school. Every month, the duties should be rotated among students. This way, each child contributes their maximum, and their contribution makes them happy because maximum happiness can be gained by compassion in relationships and proper understanding rather than from physical objects. Develop good habits in children through activities and by giving special time.



A person asks a question freely only when the other person is supportive and does not ridicule. Children do activities by being useful and complementary to each other. "*Khag bi jaane khag ki bhaasha*" (only a bird knows the language of another bird) is a famous Indian proverb. Similarly, children are better able to solve the queries posed by other children. So, a teacher should play the role of motivator, facilitator, supervisor, and partner for the child. Students should feel comfortable to put forth their questions backed with logic before the teachers and management.



The curriculum should ideally comprise skills and values.

Emphasise correct understanding and habits. Equip students with critical skills like entrepreneurship, shorthand, the Vedic math, and

acupuncture. Teach them foreign languages such as Japanese, French, Spanish, German, or Arabic to make them multilingual. In addition, teach students Bharat Bodh, which would make them more aware of Indian history and traditions, thus making them proud of their own country. The book addresses legal and resource implications.

Human values, in the form of correct understanding and habits, should be made an integral part of the character-building of children. Include both the ancient and the modern pedagogies. The ancient principles have been listening, comprehension and application. These have been modified according to today's times, and UPLC has been created as an inseparable form of education.

The ancient methods of education can be used in the form of Group Reciprocal System/Group Responsibility System (GRS), where a student becomes a mentor for other students. Make students aware of social responsibilities by adopting a system called Half Kilometer, in which students take responsibility for the education and health of people in the half-kilometre radius from their homes.

STRATEGIES TO HELP SCHOOL SUCCEED



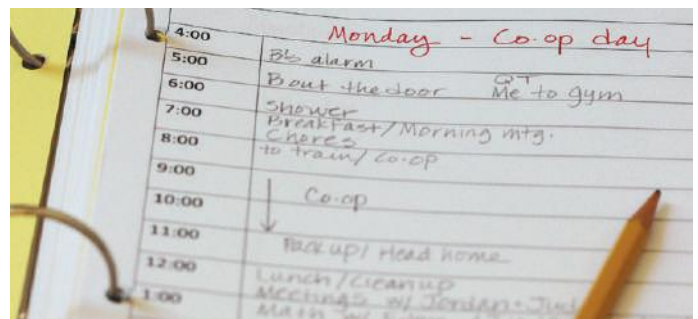
1. DEVELOP YOURSELF EVERYDAY

A good teacher should keep up with the latest 21st century trends. Find a way to integrate modern methods and ideas into your teaching if you want to fully engage students and stand out among your peers.



2. SET THE BAR HIGH

Set high but achievable expectations for your students. Push them to achieve more through praises and occasional pep-talks. Remember to always give room for second chances. This education system profile provides an in-depth overview of the structure of India's education system, its academic institutions, quality assurance mechanisms, and grading practices.



3. CREATE STRUCTURE

Create an effective and consistent routine for students to follow. This doesn't mean "be boring" but an established routine will pay off and help you pay attention to individual student success.



4. INSPIRE STUDENTS

Students need to be constantly motivated to be in the right frame of mind to learn. Give them a feeling of recognition that helps them do more. Find out their hobbies and interests and incorporate that into part of your lesson too.

To keep one's own body healthy is each one's responsibility. Each child can be given the training to use their own home's kitchen like a health laboratory so that by using various spices and other ingredients, they keep themselves and their family members healthy.

Form a student research team to keep track of the current events in society to predict future events and possibilities, thus making the required changes in the school syllabus. Saturdays can be planned as a Celebration Day when everyone appreciates each other's good work and inspires each other. In contrast, Thursdays can be celebrated as a Revival Day in which a knowledge festival can be hosted. Goodness flourishes on the foundation of goodness. PTMs can be designed as a Gratitude Day when teachers and parents together appreciate the excellent work of children. Adopting these practices will facilitate schools to improve their enrolment, attendance and quality of education, leading them to become the best academic institutions.

"Teaching is a very noble profession that shapes the character, calibre, and future of an individual." -Dr. A. P. J. Abdul Kalam

CampusCare Insight

FATEMA AGARKAR

Founder, Agarkar Centre of Excellence (ACE)



Birth Date

24th
December

Hometown

Mumbai

Zodiac Sign

Capricorn

An all-weather tip for parents.

Be patient and 'park' your anger, however, justified it is...it goes a long way!

One life lesson you want every student to learn.

You have to be accountable and there are consequences for your inaction that you will regret, so be smart. Balance!

The social media platforms you are stationed at.

Facebook, Instagram, and LinkedIn

QUICK FACTS



Alma mater
Queen Mary's School



Fave subject in school
History



Your role model
My Dad



What de-stresses you: a "cutting chai" or freshly brewed coffee?
Typical cooked masala tea

How do you feel about tech-enabled education?

Strongly for it!

Your initiative to make your school a "better school".

Blended, personalised learning and 'beyond the textbook' learning environment that makes education relevant.

One practice that helps you maintain focus.

Reading. All the time.

Did you have strict parents?

Blessed to have supportive parents. My mum went to the same school, and unlike her, I was a geek, but she always encouraged me to explore more, beyond grades. I had parents who constantly told me to 'enjoy' everything and therefore I was privileged. Also, both my brother and I were always encouraged to take risks, explore, and set our own goals. I am fortunate to have them as my parents.

Professionally, you are...

A veteran of three educational startups and currently the founder of ACE along with my husband Ajit Agarkar.

Since you have guided numerous students over the years, one mantra you would like to pass on to every teacher.

Take risks, stand up for students, and match their innate pace.

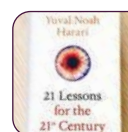
A catchphrase that you often use.

Get the blinkers off! Start thinking...the brain cells need constant exercise!!



Fave cuisine
Japanese

Excited to vacation in...
Gstaad. Love the place.
Can't wait to go back!



A book that you are reading

21 Lessons for the 21st Century by Yuval Noah Harari



Your fave pastime

Catching up with friends over a cup of chai



Motivational
Session

OUR CULTURE



CampusCare
EdTalks

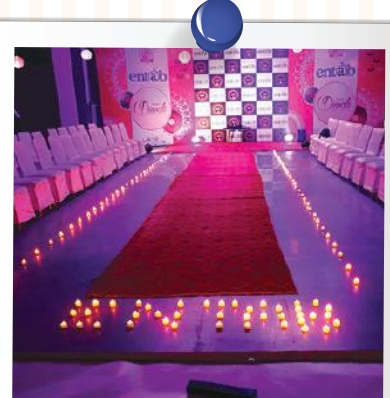
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Independence Day



Annual Day



Diwali



Women's Day



Head Office



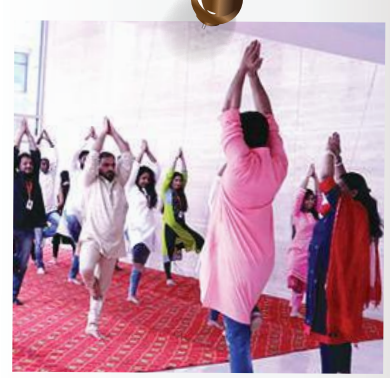
Holi



Christmas



New Year



Yoga



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