

'Best Practices of
School Leaders'



Principals' Digest

— 2019 —

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Happy Teachers' Day!



'Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideals: we should make them living forces. Our vision for the future should include these great principles. '

–Dr. Sarvepalli Radhakrishnan



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Transformational School Leadership

While there is considerable debate about how educational system in India should be improved, there is no doubt that leadership at the school level is the most important element in stimulating change. School Leadership is a priority, as it contributes to improved student learning. There is increasing evidence that, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur.

A large body of research on school effectiveness and improvement from a wide range of countries and school contexts has consistently highlighted the pivotal role of school leadership in making schools more effective (Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007). An important finding emerging from the research is that as school leaders work mainly outside the classroom, their impact on student learning is largely mediated through other people, events and organisational factors such as teachers, classroom practices and school climate (Hallinger and Heck, 1998). This finding underscores the powerful role of the school leader in influencing the motivations, capacities and working conditions of teachers who in turn shape classroom practice and student learning.

According to the OECD (2005a), as countries “move rapidly towards becoming knowledge societies with new demands for learning and new expectations of citizenship, strategic choices must be made not just to reform but to reinvent education systems so that the youth of today can meet the challenges of tomorrow”. At the school level, leadership is increasingly in charge of leading teachers to respond to uncertain futures and new challenges. They must continuously adapt their school to the demands of the outside world and redefine its tasks in response to a changing environment (Stoll et al., 2002). An essential role of school leadership therefore is to ensure that both students and teachers can continuously learn, develop and adapt to changing environments.

Principals work in a variety of contexts. Depending on the school contexts in which they work, principals face very different sets of challenges. School-level differences or contextual factors have important implications for their leadership practice. In the wider social context in which principals’ work, factors that impact their practices are student background, school location (e.g. urban, rural), school size, government or private school type and school level (primary, middle, secondary).

Depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. School leaders have challenges in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). School leadership is now an education policy priority around the world.

School Leadership bridges educational policy and practice and plays a major role in education reform. Much has been written about top-down versus bottom-up strategies for school improvement and there is widespread agreement that the two need to be combined and synchronised (Fullan, 2001; Hopkins, 2008; Moos and Huber, 2007).

Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates.

The Role of the Principal

Across countries, there is a common pattern in the structure of school leadership positions. Each school is headed by a single individual known as principal, head teacher, or director. This person bears the responsibility for the school operation, which depends on country governance structures. In some countries, the principal's tasks are described only in broad terms (Finland, French Belgium), loosely regulated (Denmark, Norway), or not even formalised (Netherlands). In the United Kingdom, Principals are called head teachers. connoting membership in the teaching body rather than in a separate leadership category.

Thus, there is no comprehensive statutory description of the post of the school leader – there is need for greater clarity around the principal's tasks. Traditionally in many countries school leaders have been defined as head teacher or *primus inter pares*, i.e. teachers who have just some more responsibilities than their colleagues. This is still the case in several countries and it is partly to do with recruitment of principals from the teachers' pool. Frequently only former teachers with several years of teaching experience can become principals. Hence, the role of a principal is the highest step in a teaching career rather than a separate occupation.

Some countries emphasise the importance of making school principals teach at least a few hours so that they can better understand and support teachers and keep up with teaching methods, tasks that can hardly be undertaken if the principal is totally detached from classroom life and educational experience. At the primary level, the principal is often the only person in a formal leadership role. Smaller schools also tend to combine all leadership and management functions in a single individual.

Finally, in many countries, the definition/job description of principals is changing to acknowledge that real steering and leadership of the school as a learning organisation is needed. In countries such as Sweden, England, Scotland, and Ireland, principals are explicitly asked to set long-term strategies for the school and ensure future success. They are expected to formulate the overall objectives and aims of the school and policies for their implementation and to monitor student and/or staff performance to ensure that the goals are reached.

School Leadership links schools to their environments. School leaders play an important role in strengthening the ties between school personnel and the communities that surround them (Fullan, 2001). Leaders of the most successful schools in challenging circumstances are typically highly engaged with and trusted by the schools' parents and wider community (Hargreaves et al., 2008). They also try to improve achievement and well-being for children by becoming more involved with other partners such as local businesses, sports clubs, faith-based groups and community organisations and by integrating the work of the school with welfare, law enforcement and other agencies (PricewaterhouseCoopers, 2007).

Effective school leadership is essential to improve the efficiency and equity of schooling. School leadership is now increasingly defined by a demanding set of roles including administrative and managerial tasks, financial and human resources, public relations, quality assurance and leadership for improved teaching and learning.

Source: <https://www.oecd.org/edu/school/44374889.pdf>

Road Map for Creating Future Ready Students

“The Future of Jobs Report” by the World Economic Forum predicts that 65% of children entering primary school today will ultimately end up working in completely new job types that don’t yet exist. In sharp contrast, majority of the questions asked in a board examination evaluates how well a student remembers instead of how well a student understands. The onus therefore lies on the schools to develop a road map towards creating future ready citizens equipped with the 6 C’s of education as outlined by Michael Fullan and Geoff Scott in the whitepaper “New Pedagogies for Deep Learning: Education PLUS” (July 2014)

Identification of the challenge: St. Vivekananda English Academy is a 25-year-old school which has consistently excelled both qualitatively as well as quantitatively in the board examinations with 100% results year after year. Students of the school has been the subject toppers as well as overall toppers in the state. Such an immaculate track record has helped us win the “BEST SCHOOL AWARD”, in 2014 and “CERTIFICATE FOR EXCELLENCE IN ACADEMICS” in 2018.

However, with the aim of implementing the 6 C’s as outlined by Michael Fullan, when in 2016, we introduced a section in our summative assessments, termed “PUT YOUR THINKING HATS ON...” and framed questions which were strictly not found in any section of the exercises given in the text book and which tested their understanding of a particular concept, and required creativity in some, critical thinking in the other or problem solving skills in the third, statistics revealed that only 20% of the students attempted them and on an average 10% students got them correct. The students however scored very good marks in the remaining part of the question paper which had the usual textual questions.

Need for Innovation: the performance of the students in the newly designed assessment tool, rang the alarm bells and prompted us to create a framework and charter a path whereby we could develop the competencies required in the 21st century world. Also, with the dynamics of the world changing at a break neck speed, the urge to not only train our students with the knowledge and ability to crack the board exams but also to equip them with the global competencies was listed as the utmost priority area in the school development plan that was laid out for the year 2017.

Analysis of the Problem: the superlative marks obtained were the result of repeated practice of the probable problems or question and answers. Even with a very high difficulty level of questions, the success rates were impressive as long as they were the usual text-based questions or its modified form. With the focus simply on scoring marks, the students were machines in disguise with only animated learning happening. There was hardly any individual thought process involved. The students, we realized, were diligent and intelligent. But all they did was to follow instructions to the T. They lagged behind when it came to thinking on their own.

The Action Plan and the rubrics involved

Description of the Practice: “PYTHON” – acronym of **Put Your Thinking Hats ON** has been designed as a mandatory learning strategy and assessment tool across all subjects and has been implemented from Grade 1 to 10. Assignments are customized to suit a subject and grade and are designed in a way which would require students to observe, think, analyse and create. Broadly, PYTHON has been strongly rooted to the core ideas of

1. Investigative learning
2. Project based learning
3. Experiential Learning

Open ended questions, analysing and finding solutions to real life problems, investigating a topic as a team or individually, forms the broad framework on which assignments are designed.

Objective of the practice introduced: the sole objective was to sharpen their observational skills, their analytical ability, to initiate critical thinking and imbibe the problem-solving ability of the students through meticulously planned assignments and assessment questions.

Execution in School – Planning and Resources involved:

Preparing the ground:

1. At the beginning of the session teachers design a worksheet that is used as a diagnostic tool to assess the level of understanding of the students. The criteria are pre-decided and designed as per the necessity of the subject. The teacher analyses the performance of the students and categorises them on the basis of the performance descriptors.
2. A new topic is started with a 10 minute “PYTHON” session, mandatorily conducted by the teacher where any of the following is done:
 - asking engaging questions
 - a real-life problem/situation is thrown in
 - students are asked to predict the results of a particular process or experiment

Taking off: at the beginning of the session, the action plan takes off as per the following steps:

Step 1: The BIG PICTURE is created for every subject which offers a broad spectrum of different techniques to be used in designing the assignments of PYTHON across all grades.

Some sessions listed in the BIG PICTURE of different subjects are:

- | | |
|---|---|
| • Let’s storm our brains | • Synthesise the given data and write an essay on.... |
| • Jigsaws | • Role play |
| • Contribute to the Storyboard | • Questions using keywords |
| • See through, look beyond | • Imagine if.... |
| • Ignite the Wordsworth/Newton/Ramanujan within you and create/find.... | • Investigate what will happen when.... |
| | • Be an astrologer and predict.... |

Step 2: Every teacher chooses six topics on which PYTHON assignments are designed for the entire year

Step 3: Analysis sheets are created for each assessment with the Performance Descriptors laid down in 3 broad categories

Step 4: Once an assignment has been completed by the students, the teacher evaluates it. A **PYTHON PERFORMANCE POINTER(P3)** Sheet is then filled by the teacher. This P3 sheet provides the quantitative representation of the performance of the students in the capacity building exercise that was targeted through the assignment

Step 5: 10 marks in every summative assessment is assigned to the **PYTHON** section. The capacity building exercise that the students have undergone in the classroom helps them in answering the questions in the exam. However, the following criteria are strictly followed while framing the **PYTHON** questions for the summative assessment:

- The questions should not have been discussed or done in the class directly
- The question should not be a part of any exercise that follows every chapter
- The question should invariably check how well students understood and not how well they remember

- The question should challenge the students to harness their creative and critical thinking skills and problem-solving ability.

Resources Used:

- STEM Lab
- Science Lab
- Books, websites and capacity building workshops targeted to develop the ability of the teacher to think creatively and innovatively.

Examples:

- The Teacher's Toolkit by Paul Ginnis
- New Pedagogies for Deep Learning, Michal Fullan et al
- How to Assess your Students. Andrew Chandler – Grevatt
- The British Council websites
- Mathematics: How to look like a genius Without Really Trying, Arthur Benjamin and Michael Shermer

Criteria for measuring success:

Success of the strategy is measured as follows

- For a given assignment: the Python Performance Pointer(P3) sheet with the Performance Descriptors gives an overview of the performance of all the students of the grade. The Performance Descriptors reflects the success criteria laid down for the particular assignment.
- For the summative assessments: the marks scored by a student are converted into numerical grades.
- For an individual student: a comparison of the performance of the student in the diagnostic test held at the beginning of the session vis a vis his performance as recorded in the PP sheets for various assignments measures the progress or points towards further need of progress of the student. A number code, ranging from 1-3 is allotted against performance in every assignment and assessment. Ideally a student should have the least sum.
- For whole class a synopsis is prepared at the end of the diagnostic test and every assignment there after.

This year we have plans to have graphical representation of the class performance data.

In the past two years, the performance of the students in the PYTHON section of the summative assessments have shown encouraging trends. From merely 20% students attempting these questions in 2016, we have made a successful turn around and now nearly 80% students attempt the questions of this section.

Data:

A PYTHON assignment in Science (Image 1), a PYTHON question for summative assessment (Image 2), a PYTHON term-end assignment in History (Image 3), P3 sheet with the Performance Descriptors (Image 3 & 4) are shown below.

Image 1

PYTHON for History	Grade 8	Topic: The Advent of the British	When to use: End of Term
Imagine you were on board a Time Machine. You can press a button and choose to change a historical event. You go back to 1757 and change the outcome of the Battle of Plassey. After the change, Siraj — ud — Daula has won the battle instead of the British.			
If this would have actually happened, would the history of India be different? Discuss the possible changes that could have happened as a result of Siraj — ud — Daula's victory.			



PYTHON PERFORMANCE POINTER

SUBJECT - PHYSICS

GRADE - 7

TOPIC: FRICTION

Check Skills: Observation, Analysis

PERFORMANCE DESCRIPTORS:

(* NG - Numerical Grade)

A. Analysis of the effect of change of surface

Accurately explains - NG₁

Explains with some accuracy — NG₂

Explains with limited accuracy — NG₃

B. Tabulation of data

Tabulated data with perfect clarity — NG₁

Tabulated data with some clarity — NG₂

Tabulated data with limited clarity — NG₃

C. Presentation in class:

Demonstrated accurate understanding of the procedure — NG₁

Demonstrated some understanding of the procedure — NG₂

Demonstrated limited understanding of the procedure — NG₃

PERFORMANCE DESCRIPTORS	A	B	C
ROLL NO.			



PYTHON PERFORMANCE POINTER

SUBJECT - HISTORY

GRADE - 8

TOPIC: ADVENT OF THE BRITISH

Check Skills: Critical Thinking, Analytical skills

PERFORMANCE DESCRIPTORS:

(* NG - Numerical Grade)

A. Analysis of the effect of change of event

Analyses the effect - NG₁

Describes the effect — NG₂

Lists the effect — NG₃

B. Prediction of the outcome of the event

Discusses 3 relevant outcomes — NG₁

Discusses 2 relevant outcomes — NG₂

Discusses 1 relevant outcome — NG₃

C. Understanding of historical event

Demonstrated accurate understanding — NG₁

Demonstrated some understanding — NG₂

Demonstrated limited understanding — NG₃

PERFORMANCE DESCRIPTORS	A	B	C
ROLL NO.			

Conclusion:

With creativity of our minds and critical thinking abilities and the problem solving skills that years of experience have ingrained in us, let the educators, strive with all passion and imbibe the same competencies in our students.

Mitra Som Saha

Principal

St. Vivekananda English Academy

Guwahati, Assam

Ms. Mitra Som Saha after 16 years of serving as a lecturer in Physics in St. Anne's Junior College, Malad(W), Mumbai, joined St. Vivekananda English Academy, Guwahati as the Principal in October 2014. She is also the Curriculum Director and Academic Advisor of Swami Vivekananda International School, Kolhapur, Maharashtra and has secured the National Rank 2 and National Rank 4 in CENTA Teaching Professionals' Olympiad in 2017 & 2018 respectively.

Developing English Language Skills

Speaking our native language comes naturally to us. Acquiring a second language is a much more complex as there is a form of interior mediation, to translate it from the mother tongue to a second language. While studying English as a second Language students study merely to pass the subject; while in the social dimension, speaking English, helps develop fluency and accuracy. Thus, English should become a language we not only use to communicate but also think in.

Digitisation is connecting learners with the outside world and a sound knowledge of English helps them. Students nowadays have to communicate and network on a global scale. In a world, where people are unlikely to stay in the same job for life, interpreting and using information is possible only with knowledge of English which imbibes confidence. The acquisition of 21st-century skills of critical thinking, problem-solving and collaboration is possible if students are proficient in English. Students have access to an incredible amount of English-language material online which can be utilised only if one has a strong foundation of English.

Keeping in view the necessity for a strong knowledge of English, our English Teacher inspires students to use interactive practical learning methods, involving basic aids like audio video in the classroom. This will improve the listening, comprehension and inference skills of the student. Speaking and writing activities are designed around this; for example, students are asked to review a movie or discuss the characters or change the ending. Thus they are able to utilize all four LSRW skills to advantage.

Role playing and recitation are effectively used in developing proficiency. Students are asked to write scripts of the chapters they study and develop the plot into a movie for hands on experience. They are assigned the roles of script writer, director, actor etc. Interesting games in the class like Verbola-on the lines of Tambola, Bingo etc. arouse active interest of the students in learning English.

Today it doesn't matter how strong the content is, it is how the content is presented that matters. If our students have to be successful, knowledge of English is imperative and cannot be undermined. The role of the English Teacher in developing in his/her students a love for English is immense and we as English teachers should always be aware of it and implement ways and means of learning to benefit the students.

Sreedevi Gundapani

Academic Director

Jubilee Hills Public School

Hyderabad

Telangana

Sreedevi Gundapani is a Post Graduate in English Literature and language from the North Eastern Hill University (Central University) Shillong. She is a teacher by passion. She is a Fellow of the International leaders in Education Program (US state Dept and Full Bright Association), a Cambridge International Examination and International Baccalaureate Diploma Program Facilitator, a Trainer of Trainer in CBSE Assessment Modules and a resource Person for CBSE English Core.

Go-Green Initiative

At DPS Bokaro, education is not limited to books. Education here is collaborative, engaging and emerging. We understand that learning is not complete without acknowledging the vital connection between educational development and a sustainable learning environment. They are inexplicably linked together to transform pivotal knowledge into conscious action so that students become the catalyst for future evolution.

Nurturing nature has always been our prime concern and to raise a wider perspective on social and environmental concerns in the students the school has a bird feeder, solar power panels, paper-recycling plant, rainwater harvesting, vermicompost, organic farming and a garden of medicinal plants - **Charak Vatika**.

We inculcate healthy habits by engaging students in the process of learning by setting examples for sustainable development like:

- Vermicompost project in campus has facilitated the learning that natural manure can be generated and used for organic farming. This is an alternative to conventional sewage sludge composting technology.
- Organic Farming- enables students to understand how to grow vegetations by using organic manure which provides organic outputs. These outputs are then used in the school canteen which caters to the students in a healthy way.
- Paper-recycling plant has helped the students learn the use of waste paper by turning into new paper products and thus saving trees from being cut down.
- Rain Water harvesting unit is set up in the school to educate the students to conserve the depleting resource. The school has a sprawling area with grassland which helps in the percolation of water.
- The school has its own solar power plant that taps solar energy for the generation of power which is pollution free and also combats scarcity of energy.
- Bird-Feeder is another unique initiative by the school which not only helps us to restore the balance of nature but simultaneously inculcates finer values like empathy and humanitarian approach.
- The school has its own garden of medical plants 'Charak Vatika' which has over varieties of herbs and shrubs as well as pollutant absorbing plants that provide valuable weapon in the fight against harmful toxic gases.
- Phulwari is a generous initiative to bring the student close to nature wherein they adopt plant and nurture it. The students and the teachers are also called by the names of their adopted plants on every Wednesday. Following the GO-Green initiative the school greets the guest and other dignitaries with the sapling which later becomes a part of the school garden. On their birthdays the children bring saplings to add to the Go-Green initiative. On special days the school organizes plantation drive.

Context and background of the practice to understand the ailing condition of the Earth, to meet the needs of the current generation without exploiting the resources and to sensitise the young minds towards sustainable development this initiative is undertaken by the school.

Identification of the challenge in this tech-savvy world it is very difficult to inculcate a sense of ownership among the children.

Analysis of the problem and possible alternatives

In the 21st century children have easy access to almost everything. They find it difficult to understand the concept of preservation and conservation. Exposure to the real world will create a sense of responsibility which will then instill a sense of belongingness towards the planet.

Objective of the practice introduced

To sensitize the children about the renewable sources of energy, to protect the environment and to adopt sustainable development means for future.

Description of the Practice

The school has a vermi-compost unit through which we get natural manure which is utilized for the purpose of organic farming in the school. The output from the organic farming is used in the school canteen for catering healthy food to the students.

The entire process is run by the students wherein they not only learn by doing but simultaneously understand sustainability in a better way.

Execution in School – Planning and Resources involved

The entire execution is done during the school hour and with the use of existing resources. It mostly involves students and a few capital items viz:

- Vermi-compost - Vermi Pit
- Solar Panels and battery for power back up
- Paper-Recycle Plant
- Rain Water Harvesting Tank
- A patch for organic farming

Criteria for Measuring Success

The success can be understood by the fact that the children are able to utilize the outputs from organic farming which are available in the school canteen; the solar panel saves the non-renewable energy like diesel and save a lot of expenditure. Similarly paper recycled in paper recycling plant is being used for making post cards, envelopes etc.

Awanindra Singh Gangwar

Principal

Delhi Public School

Bokaro, Jharkhand

Nationally acclaimed educationist cum academician Mr. A. S. Gangwar leads the school. He has given his 32 years of service for the upliftment of education in Rajasthan, Madhya Pradesh, U. P. and Jharkhand. He relentlessly works towards moulding students so that they emerge as future leaders with a sense of integrity.

Innovative Teaching Techniques

Students come into a classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp new concepts and information, or they may learn these concepts in order to pass a test, but revert to their pre-conceived idea outside the classroom. Divya (name changed) a student of class X, in our school found it quite difficult to understand the concepts being taught in the classroom. Given below are different approaches that were followed by the teachers to enable Divya to stay connected with what was being taught:-

Analogies — In the Social Science class she was encouraged to make comparisons for e.g. between the ancient civilization and the modern civilization.

Visual explanations — In the Science Class various concepts were made clear using visual explanations.

Dramatic Interpretations: In the Language Class she was engaged in Role Play activities which gradually boosted her confidence and led to academic improvement.

Open ended Questions: Questions were asked to grab her attention which eventually enriched her learning experience in the class.

Following instructional strategies were used:

Instructional Approach	How it Worked
Read to Think	Short texts and excerpts were read aloud as a means of introducing subject or getting students to think about it from different perspectives.
Write to Learn	Students were encouraged to write formally or Informally to discover what they know about the subject or to synthesize their learning.
Demonstrate	Students were shown what a successful performance looks like.
Simulations	Students were provided a range of roles that they can play in the classroom.
Discussion	A structured, Purposeful discussion was created in different configurations—pairs, trios or large groups.
Reciprocal Teaching	Students were asked to teach what they have learned to other students in a group or the class as a whole.
Problem Solving	Students were exposed to a problem they must solve using their understanding of the material.
Generate	Students were encouraged to be generative thinkers who come up with their own questions and problems, answers and solutions.
Reflect	Students were asked to reflect on their teaming process to increase their understanding of what they learned as well as how they learned it.

The objective of the practice mentioned above was to develop competency in an area of inquiry, students must (a) have deep foundation of factual knowledge (b) understand facts and ideas in the context of a conceptual framework (c) organize knowledge in the ways that facilitate application. Instructional approaches used to enhance the learning experience of Divya proved to be quite successful and her results improved.

Dyal Singh Public School					
Session(2018-19)					
Progress Report					
Admission No:					
Name:					
Father's Name					
Class	X C				
Board Roll No.	217XXXX				
	Unit(40)	Half Yearly (80)	Nov Test (40)	Pre Board (80)	Final Term (80)
English	37.5	59	32	69	95
Hindi	34	64.5	34	68	90
Maths	8.5	48.5	15	28.5	93
Science	24.5	46.5	33	52.5	69
S.ST	33.5	69	35.5	70	97
Computer	19	26	16.5	28	99
CLASS TEACHER					

Shalini Narang
Principal (Officiating)
Dyal Singh Public School
Karnal, Haryana

Ms. Shalini Narang is a confident & enthusiastic educator who inspires and motivates her team to use a wide range of teaching strategies and techniques to ensure excellent learning experience for the students.

Developing Good Values Early in Life

“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things” — **Ronald Regan**

I am a believer of the fact that from a tender age we should have an experience of practical learning. This helps in developing key skills. After taking charge of the institution, I initiated some practices among students to sow seeds of love, respect and moral values. Without any hesitation, I can say that those are some of the best practices I have been using to shape the character of my students and hope these will continue in the years to come.

One of the practices that I introduced in the school, encourage students to drop their contribution in a box, on Teachers’ Day, instead of buying gifts for teachers. The box remains under lock and key till Children’s Day. On Children’s Day, the school head boy and girl open the box and count the money, in front of the parents and teachers. The collected amount is then used to fund the education of economically weaker students. This practice helps students to learn about sharing and caring for the needy and thus contribute towards the welfare of the society.

Another initiative is to collect diyas (earthen lamp) and sweets from students during Diwali. We send some of these diyas and sweets to an Old Age Home along with our senior students (classes 9-12) to interact and spend time with the senior citizens. We think this is the best way to develop their feelings of love and respect for their parents and not consider them as a burden when they grow old. The remaining diyas and sweets are sent to two orphanages at Dharapur and Noonmati along with the junior students.

Education is incomplete unless it builds the character and behavior of a child. I hope such initiatives will help us in achieving our goal of preparing better citizens of tomorrow.

Sangeeta Chatterjee

Principal
Guwahati Public School,
Guwahati
Assam

Ms. Sangeeta Chatterjee is an M.Com, MBA, LLB and B.Ed and started her professional career at the age of 24 as PGT Commerce in a school.

“Learning is a never ending process”, with this view in mind she completed Ph D in 2019. She has bagged national award in 2015 and Best teacher award 9 times from different schools. At present, she is working as Principal of Guwahati Public School and is also associated with “Amar Ghar”, an old age Home, an Asha Rehabilitation center home for special Children.

Collaboration with Stakeholders

The collaboration with stakeholders was done in the previous academic year. To address the increasing indiscipline among students, parents were invited for an orientation programme with the Principal, teachers and the school psychologist Sr. Lavina.

The objective of the orientation programme was to understand if students were facing personal problems or challenges in the present times, while also understanding difficulties parents face while bringing up their children. This exercise was carried out separately so that both the students and the parents were free to speak their mind. An effort was then made to make both the parties realise the other's dilemmas so that they could mutually benefit from the exercise.

A separate orientation programme with Sr. Lavina was organised for the students. With an increasingly connected world, students are getting influenced by media, peers and others. It is quite common to see students boycotting examinations and even taking the law into their hands for both real and sometimes, imaginary grievances. Sr. Lavina guided the students on how to overcome these pressures.

Students today are given more autonomy, as a result of which they are sometimes not able to differentiate right from wrong. The possible solution to this problem could be periodic parent-teacher interactions along with the school psychologist where the parents are apprised of the development of their wards. Students should be urged to restrain from aggression and indiscipline.

This best practice can be implemented well in schools if teachers are made aware of the student's background and family environment. Also, professional help from the school psychologist is absolutely imperative. Once this is done, there is a need to keep a check on the student's performance in academics as well as co-curricular activities. This practice encourages involvement of parents and teachers. Though it takes time, one needs to be patient as the outcome is definitely satisfying. One can actually see changes taking place in the student's outlook as well as in the school environment.

Father Jyotish Kindo
Principal
Don Bosco School
Ranchi, Jharkhand

Rev. Father Jyotish Kindo belongs to the Salesians of Don Bosco who run the Don Bosco Schools around the world in 123 countries. Father Jyotish is a qualified footballer and always stays in contact with his students. The Salesians of Don Bosco believe that it is important to be a friend to the youth in order to nurture them well.

Drama as a Teaching Technique

I did not know much about creative drama when I joined as the director of Campus Nursery School, Jaipur in 2005, but, we had a theatre expert, working for the school as a part-time faculty, who would help us during the functions.

In the following years, my interest in using creative drama increased as I saw positive change in the personalities of the children through drama. The quietest in the class could be loud and bold on stage; the autistic child who was shy in class, would wholeheartedly participate in storytelling; the naughty ones in class were ready to work in teams. Children could imagine, and express, and bloomed developing their senses, motor capacities, stretching their imagination, believing in themselves and being in the moment.

I found that freedom during drama sessions helped the child to get involved and be his true self. Discipline is not forced upon and it becomes a part of the child. The sessions kept the self-esteem of the child high, as there was no right or wrong. The confidence so acquired spilt over other areas of the personality of the child. The more the child gets unconditioned, the more he/she became part of the learning. The child in this process was no longer a spectator, viewing learning as an outsider. It involved the child to be not just physically involved but also emotionally and mentally. They were now ready for formal learning.

In the period of fifteen years, we have worked with autistic children, academically weak children, children with behavioural problems, the conditioned children (whom we call normal). All of them have benefited immensely by doing creative drama. Improvisation has helped them to develop imagination, creative thinking and problem-solving.

The objectives of creative drama are to develop

- Movement and balance
- Sensorial Development
- Speech and language
- Concentration and language
- Imagination and expression

We need creative leaders for tomorrow hence we need a creative curriculum. Let us begin right. Curriculum using creative drama can be easily executed if we have trained teachers in creative drama and we measure success not in percentage and monetary calculations but also calculate happiness index, social abilities, creativity and problem-solving capacities.

Imagination is more important than knowledge. Knowledge is limited; imagination encircles the world.

-Albert Einstein

Ritu Dak

Principal
Vidhyashram Public School
Jaipur
Rajasthan

Ritu Dak is a specialist in Early Childhood Care Education. She did her M. Phil, in Human Development and Family Studies from MS University, Vadodara. Her research project for PhD is Developing a Creative Curriculum for Preschool using Creative Drama. She has been working in this area for 25 years in different capacities, as ad-hoc lecturer in colleges and university, NGOs and a school head.

Collaborative Global Classrooms

As an educationist and a principal of a reputed academic institution, it is imperative to constantly initiate interesting, relevant and useful practices in the organisation so that students' success is assured and quality education is achieved. This has been the driving force of our academic organisation. Thus the spirit of *Can I* should be changed to *I Can*.

Increasing students' engagement in learning means setting high academic and behavioural standards and enabling them to become life long learners and passionate students. One such practice which we initiated and successfully implemented is 'Teaching with Technology'. It is important that schools utilize technology to enhance the learning experience in traditional subject areas but technology itself, is an important area for study. Thus, the modern student must possess a baseline expertise with applications, digital interfaces and so on.

As an idea, it bloomed years ago, however it came into practice from past two years in a big way with our collaboration with 'Microsoft 365'.

Microsoft office includes the various helpful applications like : Word, Excel, PowerPoint, Outlook, Exchange online, OneDrive, OneNote, Publisher, Access, Skype, InfoPath, SharePoint and Teams.

Microsoft Teams is a digital hub that brings conversations, meetings, files and apps together in a single experience in office 365 education. Using Teams, teachers can move quickly and easily from conversations to content creation, continuity and transparency. It helps to manage projects, tasks and content and facilitates rich collaboration with integrated applications from office 365 like Word, Excel, PowerPoint and OneNote class Notebook.

- It creates personalised learning environments and address students' unique learning & development needs.
- Assists in developing lesson plans for different subjects and grade levels.
- One can collaborate in professional learning communities and share best practices to help shape professional development opportunities and support to peers.
- Here teachers work together to constantly create exciting and stimulating activities to encourage students to participate in these important, voluntary programmes.

Teams can be created for different class, periods, projects, activities. Individual classes can be further organized into channels that contain tabs for conversations, files, notes and more. Channels can be created based on the class' different needs, for example, by unit, subject or by project based group. Tabs enable the class to upload, review, edit files, notes and customized content such as documents, spreadsheets, presentations, videos, external links, other applications and more. This content is then easily accessible to everyone in the class. Thus these e-tools enable our teachers to be e-equipped thereby enabling students to become technology driven confident individuals.

Sway Presentations

Sway is a presentation program is a part of the Microsoft family of products. It allows users to combine text and media to create a presentable website. Such creative and informative presentations were created by the faculty members who further shared the presentations with the students.

Quizlet

Quizlet enables students to be engaged and motivated and students can learn in more fun and efficient way, taking learning beyond four walls of classroom. It is the easiest way to practice and master what one is learning. It is the leading education and flashcard application that makes studying languages, history, vocabulary and science simple and effective.

Planner/Organizer

Another useful tool of Microsoft 365 that enables to take the chaos out of teamwork. Planner makes it easy to create new plans, organize and assign tasks, share files and chat about what one is working and get updates on progress. Planner can be used to track a school project or just organise one's team effectively.

Another dimension of **Teaching with Technology** that has been successfully accomplished in our school is : SWAT – Students working to advance technology. The following two programmes are available for the students.

ART2ROBOTICS (ROBOTICS KIT)

Here the students can learn to build a robot and program it. Students can also learn to create remote controlled Robotic system have hands-on with micro-controller , motors and sensors.

ART2CODING (BBC MICRO : BIT)

BBC MICRO : BIT helps to do all sorts of cool creations, from robots to musical instruments and the possibilities are endless. This little device has a lot of features, like 25 red LED lights that can flash messages.

To sum it up,

Technology cannot replace great teachers, but technology in the hands of great teachers can be transformational. In education, technology can be a life changer, a game changer for our students. Educational Technology is not limited to access to content . It provides an active space for creation, interaction and forming connection.

Education Technology has helped us in creating Collaborative Global Classrooms.

Shali Jacob

Principal
Vikas Bharati Public School
Rohini
Delhi

Ms Shali Jacob (M.A B.Ed) has been working in Vikas Bharati Public School for the past 10 years. She has worked as a Vice Principal in the school and for the past 2 years she has been the Principal of the school.

These are few awards bagged by Ms Shali Jacob

- Guru Drona Awards 2018-19 by SRM University.
- For contribution in the field of education on the occasion of Teacher's Day.
- The Life Empowerment Awards for Schools 2018-2019, Principal Leadership for Outstanding Endeavours and Leadership Excellence Award for Promotion & Recognition of Holistic Development in Schools by Expressions India.

Poetry—A Powerful Technique for Fluency

Introduction: The school uses the technique of songs and rhymes as a tool for learning any concept as well as develop communication skills which is the need of hour.

Identification of the challenge: As many children of school were from Non-English Speaking background, it was required that they get to hear as many English words as possible.

Why Poetry’?

As nursery songs and rhymes are traditionally passed from one generation to the next through repetition and imitation, they lend themselves to retention. Songs with hand motions are especially popular, since they are the easiest to learn and remember. Poetry offers an emotional connection. It provides practice for oral language development, listening, oral fluency, and a bridge to understanding the written word.

Teachers have a plethora of poems, which they use on a daily basis multiple lines throughout the day with “Poetry Breaks”. This allows students to recite poems as they transition through various activities of the day, such as lining up and the benefit for learners is that poetry reinforces word sounds, rhymes, patterns, and pronunciation. Poetry is rich in vocabulary, and stimulates the imagination. It is a powerful reading intervention for struggling readers or English Language Learners.

We would be introducing a poetry journal to allow students to record their thinking, connections, and record their own poetry writing.

Dr. Vandana Paul

Principal

School of Scholars

Nagpur

Maharashtra

Dr. Vandana Paul is associated with Meghe Group for past 12 years. She has attended Adolescence Training Programme held by CBSE National under the Ministry of HRD, Govt. of India. She also holds Certificate of Internal Auditor of Quality Management Systems, ISO 9001-2000 International Standard. She has Received Nachiketa Award for the most innovative idea for bringing harmony through Education at the hands of honourable, Chief Minister of Maharashtra in 2015 and for generating Happy Minds-Thought behind Education at the hands of Dr. Vikas Baba Amte and Lt. Gen. (Retd.) V K Singh in 2018 during International Principal’s Conference, Nagpur

Steam Learning

DPS Aandapuram is a progressive school with a vision of nurturing our students for success in the 21st century, Our school has been a pioneer in the adopting and implementing a truly integrative STEAM (Science, Technology, Art and Maths) Program. Our razor sharp focus and commitment to providing our students experiential learning meant, it could not just be an optional club activity like robotics or swimming. It is integral to our academic calendar and mandatory for all students. The integrative STEAM Program that we have adopted provides a diverse project activities that spans from Engineering Design, Robotics, Digital Media, Arts and coding & internet of things. We believe no other STEAM Program provides that much of diversity in that academic year. Another key aspect of our program is that of design thinking is an integral in how our students develop empathy to the real-world problems, motivating them to build truly inspiring and innovative solutions using concepts from not just Science and Math but from English Language, Arts, Social Sciences and ICT. Every student of each grade experiences STEAM Projects.

The pedagogical foundation of our STEAM program with each unit that begins with guided activities, then slightly open ended challenges and full open ended capstones. It is also 360-degree assessment that combines teacher's assessment, self assessment and peer assessment. This year we are also implementing Portfolio System that captures all projects, evidences, artifacts, reflections and make them available to parents.

Every lesson is imparted with a personalized touch. While the most advanced teaching methods are used to impart knowledge, on a more humane level. A major part of this approach involves motivating the students in the last stretch of preparations and making them believe that they have in them to do well both in the boards and the competitive examination.

A country's future lies in its resources, the valuable being its human resources. The school is where that resource is chiselled into a shape that is significant. Our country is poised on the threshold of a new age filled with great hope, rapid changes and numerous challenges.

Success-Recipient of prestigious awards

- Avantika Rajiv Gandhi Memorial award for leadership in providing quality education.
- Dr. S Radhakrishnan Samman 2018 presented by Avantika Group for contribution and achievements in the field of education.
- Dr APJ Abdul Kalam Education Excellence Award presented by International Business Council.
- Award for Educational Excellence - Awarded by Indian Achievers Forum, New Delhi - Chief Patron, Sri Sunil Shastri, Lal Bahadur Foundation.
- Education Legend - 2019. Top performing leader. Presented by Former Governor of Chattisgarh-initiated by CED Foundation Trust.

Dr. Eshwari Prabhakar

Principal
Delhi Public School, Anandapuram
Andhra Pradesh
Visakhapatnam

Dr Eshwari Prabhakar M. Sc, M. Ed, Phd is a educationist of extraordinary virtues and values. She is versatile and dynamic. An academican with 30 years of experience leaves behind a tale of perseverance, professionalism and progress. Her diligence and conscientiousness besides her charismatic nature brought her many laurels.

Inclusive Work Environment

The Bottom-Up Approach

The vision, mission and objectives of the institute are achieved by adopting a 'bottom-up' approach where the students and teachers are included in all stages of decision making along with other contributors namely parents, and management. This enables the institute to have a thorough understanding of the needs and demands at the grass root level and execute the same accordingly.

Identification of the problem

I am fortunate enough to have a team of cooperative, colleagues and management. Initially, I found that there was a little friction between students and teaches as the team was almost new. Some of the parents raised this point. Our Managing Director Mr. Mayursinhji Jadeja and I, talked with those in general to resolve the matter. This was that instant, when the idea of involving everyone in the decision making and sharing responsibility came to my mind. I proposed to implement the bottom-up approach, to make it sure that no such problem arises with in the new team and let harmony be everlasting. The idea was readily accepted by the authorities and we introduced a new approach of governance.

Objectives of the practice

- Empowering the individuals or teams.
- Creating agile and responsive work culture.
- Ensure efficient functioning at all levels from the micro to macro levels.
- Enhance moral character

Administrative Process Improvements

Various academic and administrative issues are taken up for discussion and approval by the management, once brought to its purview through various stakeholders. Academics being the core objective, the issue is first discussed with teachers. Students and parents are also involved in such discussions. A strong feedback system helps us a lot. Frequent PTM is an effective mechanism for such feedback.

Academic Management Practices

Students and parents in both formal and informal ways convey their suggestions regarding curriculum, facilities and activities in the school. Student Council is a very important body, the democratic heart of the school. The council, is actually, in charge of the student centric activities. Remedial classes encourage one to one dialogue with the teachers, where need gaps are identified. The teachers are mentors and carry forward the suggestions of the students to appropriate level. To improve academics, experts from various fields are invited to interact with students. Each faculty gets an opportunity to share his/her expertise.

As the practice involves contribution from everyone from top to bottom in decision making and executing the events at the school, disagreement has reduced significantly. The school now appears as a harmonious team instead of hierarchical structure and teammates find the working fun. Many events are now initiated from students and teachers level, which were instructed from the top initially.

However high involvement of many stakeholders slows down the decision-making process.

Dr. Hetal Parikh

Principal
Greenwood International School
Rajkot
Gujarat

Greenwood International School is managed by Shri Bhagavatsinhji Trust with noble vision of enabling pupils to achieve psychological and physical potential within a secure and constructive learning environment.

Dr. Hetal Parikh has 12 years of teaching experience. She has successfully handled various academic and administrative responsibilities.

Reading Programme – Working with Parents

As children embark on their academic journey, learning to read will be at the center of the skills they will seek to acquire. Helping a child discover how to decipher letter sounds and decode words will unlock the treasures found within books and the world around them.

Context for the practice

It was noticed that many children did not come up to the expected level of reading competency in Sr. KG inspite of constant supervision and encouragement. We felt that, the time spent in school was not adequate it had to be compounded by parental help. But the two techniques had to match, our technique and the parents. We came up with the idea that the parents should also be in the class, learning how we teach.

Identification of the challenge

The challenge we faced was how to get the child to read at the expected level and also how to bring parents on to the same page. Challenge was how to make parents aware of techniques we use in class for making reading easier for children and help us to help the child read better. So, we decided to have the parents in the special class and created a video of the teacher teaching sounds. We handed it over to the parents, so that they could continue with that at home.

Analysis of the problem and possible alternatives

The problem we analyzed was that children were lagging in reading, because of the following reasons:

- Parent was unable to communicate fluently in English
- Language barrier
- Reinforcement was not happening as much it should have happened because children were slow in grasping reading skills.

The possible solution was to involve parents in the reading program and make them aware about the easy techniques of reading.

Execution in school-planning and resources involved

'Reading programme' at LWSP helped children to develop their language and listening skills. Some of the Sr. KG children going to grade 1 lag in reading skills. To help them to read and write, teachers had sessions in the class and parents were called in to attend these. Teachers demonstrated reading with phonic sounds, later joining of sounds to form words, alternate sounds and actions for children to understand the formation of words. At the end of a number of sessions children were able to form sentences and read sentences.

Teachers helped children to segment spoken words into individual sounds and blend the sounds into whole words. Videos were created and shared with parents to help them to reinforce the skills learned. Presence of parents in the class, motivated the children further. None of the children had learning difficulties but they were lagging in reading. So, our objective was to bring these children who were finding difficulty in reading to the level of other children who could easily read. So, for this purpose without impacting the regular classes, the teachers had extra sessions in small groups for the children along with their parents.

We had 3 days a week session of reading program with children and the parents.

Resources

An AV room with videography equipment, easily accessible to parents (without disturbing the rest of the school).

Criteria for measuring success

In a span of 3-4 sessions we could see the difference in reading progress of our students. They could easily form the words and were trying to frame and read sentences.

Aditi Banerji

Principal

Lodha World School

Dombivli

Maharashtra

Conserve What Our Children Deserve

During the last three decades, human behaviour has become alarming towards environmental sustainability. St. Teresa's College, Aashiana, realises the role of a school towards environmental awareness. Thus, we adopted and scheduled school environmental programmes among students.

The initiatives undertaken by college were towards the revision of teaching contents, so as to allow education systems to better respond to socio-economic challenges. School Eco-club, which promotes the participation of young students in learning about and improving their environment, is the best way of teaching the youth about the environment.

Managing an environmental club has been a challenging but rewarding experience. The establishment of school voluntary eco-club, called "*Conserve What We Deserve*". Planting new trees, waste management, prevention and degradation of landscape and ecosystems were the decided areas of focus. Another basic step was to choose the members for the club, which could be made easy by choosing one voluntary student from each department to register the interested students.

In line with the mission of the college in creating clean and green campus and introducing environmental values, various plantation drives were carried out at different occasions where students could feel the pleasure of planting new saplings and seeds and wait for them to grow and nurture. The students and the staff actively participated in these intensive plantation campaigns. 50% of the college is under intensive plantation area. The activities turned a large area of college into green bed. At the same time it helped to create awareness and sense of responsibility amongst the upcoming generation.

Save the Bird Campaign, 2016

The common house sparrow is one of the most ubiquitous birds around us and a familiar winged companion of humans. At one time a very common sight but in the past few years these birds have been on the decline. This is an indicator of the degradation of the environment. Thus, every year at the onset of the summer season, we organised Save the Bird, Save environment and Save Water Campaigns.

We have been doing this for the last eight years where students make bird feeders with the help of a potter. They are encouraged to feed birds and put water bowls for them during the summer vacations to help birds to rehydrate. The waste plastic bottles are used to make water bowls and are tied around the trees in the campus. Students are motivated and informed how we can save the sparrows by these small easy steps.

World Earth Day, 2016

The goal of Earth Day, April 22, 2016 was to bring attention and action to the need for environmental and climate literacy. As schools educate children and young adults about the impact of climate change, citizens and students will become more knowledgeable about the environment and also learn to think of solutions to environmental issues that currently affect our society.

Keeping this in view, our college held a go-green drive in order to advance our goal of Global Environmental Literacy and sensitise the children to become the crusaders for environment conservation. The programme included various activities as tree plantation, poster making, essay writing etc.

Plantation drive on Kargil Vijay Diwas, 2017

On the occasion of the Kargil Vijay Diwas our school made a modest attempt to launch a plantation programme. The students brought plant saplings and planted them in pots, ensuring that all the empty spaces in school were decorated with pots. The main objective of the programme was to contribute to the movement to restore the ecological balance. Thus the drive was conducted with seriousness and enthusiasm.

Save River Campaign, 2017

Ganga, Krishna, Narmada, Kaveri- many great rivers are depleting fast. If we do not act now our legacy to the next generation will be lost. With this message, our college participated in Rally For Rivers Campaign.

Children and teachers showcased their awareness about the importance of rivers through a plethora of activities like poster making and slogan writing, poem recitation and speeches. The campaign was a great success in promoting the need to save and create water resources, for the maintenance of ecological balance in order to save the life of future.

Contagious Diseases: Preventions and cures 2019

One of the most basic responsibilities of schools is to prevent the spread of communicable diseases. This is accomplished through a comprehensive program of immunizations, screening and referral, education, and exclusion, if necessary.

Apart from conservation of environment, our college also took initiative to create awareness about contagious diseases, their preventions and cures. In the ongoing drive against contagious diseases and their preventions, our college held a special assembly followed by a morning procession in order to create awareness among people to keep their surroundings clean and healthy.

Dr. Geetika Kapoor

Principal
St. Teresa's College
Lucknow
U. P.

Dr. Geetika Kapoor, Principal, St. Teresa's College has been imparting knowledge for past twenty-five years. She believes that to be a true 21st century citizen, students need to be imbued with the core life skills to be able to sustain themselves.

Emphasis on Co-Curricular Activities

Co-curricular activities are significant for enriching students on an emotional, cognitive, physical, and social level. They can be included as additional activities that are in alignment with learning outcomes and skills.

JUSCO School, Kadma conducts co-curricular activities (CCA) to enhance a child's creativity, innovative expression and personality. To encourage and motivate students, the school has a process of rewarding students immediately for their good performance in different co-curricular activities.

JUSCO School, Kadma has 6 outdoor activities (sports), 5 indoor activities (performing arts) and 7 Clubs in which students are able to showcase their talent. All students from Class 1 are expected to compulsorily participate in one indoor and one outdoor activity which they can choose from the available array of activities provided by the school. The outdoor activities include archery, taekwondo, table tennis, chess and cricket. Indoor Activities include singing, dance, drawing, drums, synthesizer. These activities are incorporated in the time table of all the classes. Every student is assessed in indoor and outdoor activities by the activity teachers at the end of each quarter and their performance is recorded and shared with their parents through the Progress Report Card following CBSE grading system.

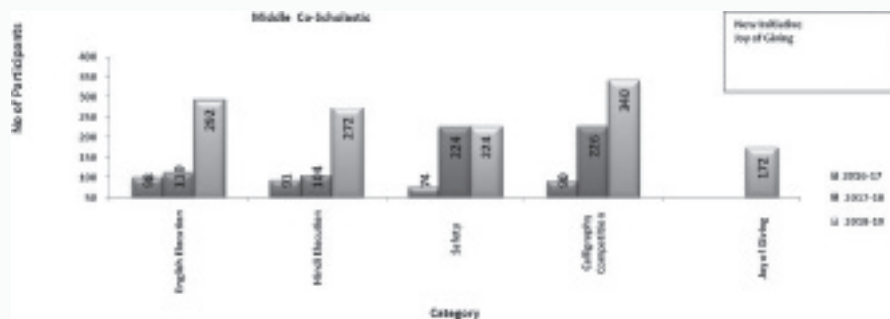
Apart from this, to find out and develop the talent of students in various other areas JSK started a systematic way of conducting Co-Curricular Activities (CCA). The CCA Coordinator conducts the activities segment-wise (Pre-Primary, Primary, Middle). The activities are planned before the session begins through brainstorming considering the performance level and interest of the students.

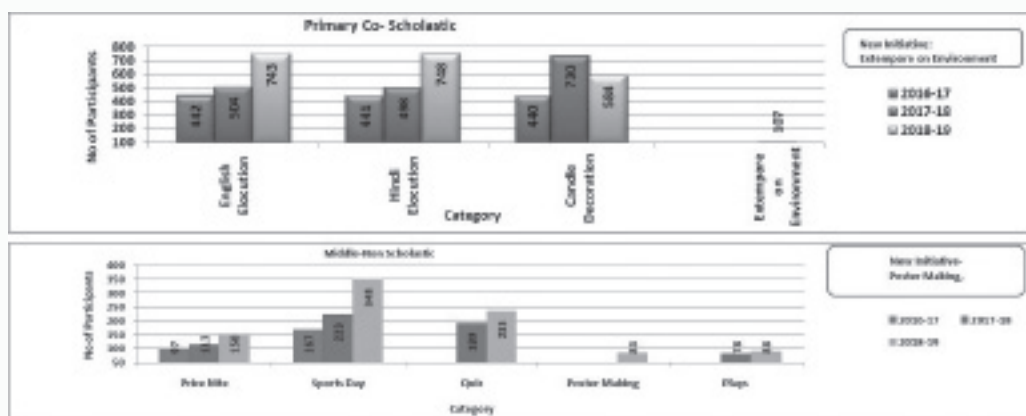
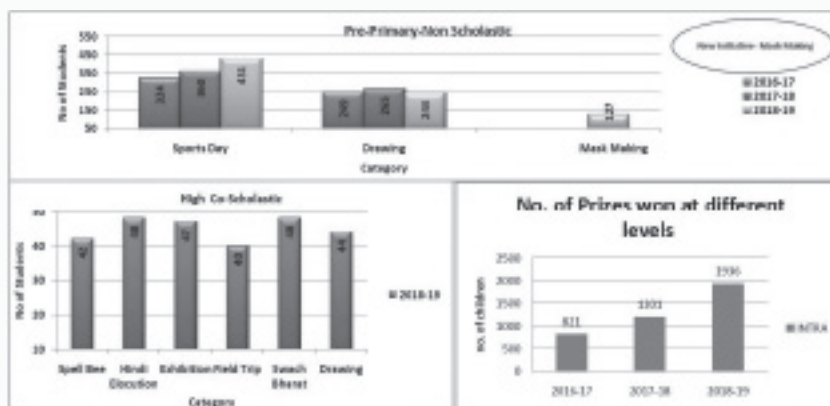
Despite there being a range of interesting co-curricular activities, some students do not want to take part in them. But the importance of co-curricular activities cannot be undermined. The lackadaisical attitude of some of the students and parents had to be transformed with positivity. And what could be better than APPRECIATION! It was decided, after many meetings, that we should appreciate the enthusiastic students with prizes/certificates as immediate gratification upon completion of the activity.

This initiative worked wonders! Even the students (and parents), who had not shown any interest in co-curricular activities earlier, began to participate with great enthusiasm. The desire to win accolades motivated the students and ensured their 100% participation in CCA.

Impact:

- Students who are talented in various fields are identified and get encouragement.
- Parents are happy to see that their wards are talented in one or other area.





All schools conduct activities but the uniqueness of JSK is firstly in the wide range of activities and secondly in the systematic manner in which these are conducted and assessed. The winners in these activities represent the school in inter-school competitions and we have seen students becoming more confident about participating in these competitions.

Anindita Roy
Vice Principal
JUSCO School,
Jamshedpur
Jharkhand

She possesses over 27 years' experience in the Teaching Learning Process, Curriculum Coordination, Excellence in Education and School Administration.

She is an M. Phil in English Literature and has a degree in Fine Arts. She has won several awards for Innovative Usage of Technology in Education from India Today, Educomp, The Best English Teacher's Award from NDTV and Educomp in the Eastern Region. She has also won two awards from the British Council for Core Skills Development and presented a paper on Innovative Teaching at the International Teachers' Conference, New Delhi organised by The British Council.

Interdisciplinary Teaching

Students usually look at learning 'subjects' and not learning in an integrated manner – as a result they are not able to link subject matter to real life. We wanted our students to develop real life skills so that they become thinkers and productive citizens.

Communication is a basic need for survival, vital for obtaining, sharing, creating and disseminating information, knowledge, skills, values and perspectives. Collaboration in academics is an effective tool, as it encourages brainstorming and problem solving while working in a team. With this premise, our teachers decided to plan for lessons especially catering to 21st century learners.

The objective of teaching in a new integrated way was to allow learners to incorporate reasoning in their ways of learning and work with their classmates as a team. In the long run this would equip learners with interpersonal skills required in personal and professional life.

Execution in school

Interdisciplinary teaching of English poetry with History was taken up by the teachers with encouraging results. Lesson planning was done to integrate topics of History with English for better understanding of the poetry in the curriculum. English and History classes were merged to give the learners a different perspective of the idea. Visuals were incorporated from History books and the background summary of poem explained in the classroom by teachers of both of History and English showing how literature is influenced by society. Based on the visuals, they were asked to create presentations on the relevance of the overlapping of History and poetry using critical thinking and questioning techniques.

The teachers teamed up to collaborate on different subjects and build various quizzes for the students of each class. These quizzes included topics from language and science, social science and science, maths and language, etc. These quizzes were attempted by the students and made them aware of the idea of connecting different subjects.

This skill of viewing concepts in an integrated manner bore fruit when the students were given the task of collaborative writing in an international competition, the World Scholars Cup. The Radiant School won many prizes and the top position bagged by our students proves that the practice of subject collaboration, critical thinking and problem solving has been a good idea.

Some teachers are nominated to take part in various workshops to update and upgrade themselves with newer and better methods of teaching effectively. In turn, they come back and hold workshops for the other teachers and disseminate their learnings across all levels in the School.

Criteria for measuring success

Students have fared well ever since the new approach has been adopted across different levels in the school. Better results in the In-house examinations, Inter-School Competitions, World Scholars Cup, IIMUN, MUNs, etc. are some of the areas where the teachers saw the difference in their students.

Inderpreet Kaur

Principal
Radiant International School
Bihar
Patna

Ms Inderpreet Kaur, teacher of English, an effective facilitator has been integrating English with other subjects, incorporating technology, and using questioning techniques to build critical thinking and stimulate creativity in learners. She believes in experimenting with newer methods of teaching-learning in order to better engage her students and believes in learning along with the learners.

Assessment of Linguistic Proficiency

The most important factor which promotes language acquisition is extensive exposure to language. In the wake of globalization, being able to communicate in just one's native language is not enough. English is one of the most important languages in the world and is an official language in a large number of countries including India. Being a dominant business language, most of the content created on the internet is in English and most computers operate in English.

In Indian schools, English is learned as a second language. The present case study focuses on one of the problem areas of English language learning in the school system-Spoken English and pronunciation. The case study reveals the positive effects of language activities on communication skills of students.

Analysis of the problem

For a second language learner or foreign language learner, rigorous and constant practice is required to be proficient. In Indian education system, children are exposed to the reading and writing aspect of the language while listening and speaking are neglected.

There are various factors that lead to lack of desired excellence in the spoken English of students in our school.

- Most students come from a background where they have no/limited interaction in English with family, peers or neighbours hence, they lack the confidence to speak in English.
- Most of the teaching of English happens by the grammar translation method which limits extensive use of English for communication.
- Even when taught by direct method, the total time the students spend in an English-speaking environment is very limited.

This case study aims at encouraging students to use the language confidently and to develop proficiency in the spoken language.

Planning

Students of classes 8 to 10 took up activities that gave them the opportunity to use English language and to boost their confidence in expressing their ideas in English.

Dramatic representation of the prose chapters given in the text books and staging of skits

Students of each class were divided into various groups. They were asked to choose their favourite prose from their English textbooks and recreate lessons in the form of drama. The students managed to complete the task satisfactorily and displayed high level of enthusiasm in dialogue delivery.

Some students were also selected to participate in the recreation of Shakespeare's play Hamlet. The script selected for the play was written by Thomas Stoppard. The title of the play is 'Fifteen minutes Hamlet.' Although the script attempts to show the play in a comic manner, the students tried to grasp the original mood of the play. The play was stage before of a wide audience.

Organizing class seminars

Many opportunities were provided to the students to speak in English. The Literary Club of the school organised a seminar titled 'Nature and Literature'. Students came forward to participate in the seminar. It was a huge success as students learned to coherently present their ideas on a topic that gave flight to their imagination. The students also linked it to environmental causes and felt a sense of responsibility as well as satisfaction in speaking about the issue.

Glimpses



Poetry Recitation

Poetry is one of the highest expressions of linguistic proficiency. To read poetry in its true spirit is an art in itself. Students were encouraged to participate in poetry recitation for an audience. This activity made students confident in expressing themselves in English with adequate intonation and voice modulation.

It can be concluded that activities like poetry recitation, plays and seminars, enhance linguistic proficiency. It was observed that after completion of each task, students exhibited an elevated self-esteem and a desire to perfect their pronunciation and other aspects of spoken English.

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Col. Prem Prakash (Retd.), Sena Medal

Col. Prem Prakash (Retd.), Sena Medal
Principal
Radiant International School
Bihar
Patna

Col. Prem Prakash(Retd.) SM comes from a highly prestigious institutions, The Indian Army. His commitment and devotion to his work is par excellence. With a vision to inculcate discipline and philanthropy among students, he strives to implement best practices in the school. His educational qualifications include M.A., B.Ed., MBA, CTET etc. Under his leadership the school has taken great strides of success and continues to do so.

Flexibility in Curriculum

I have been touching the lives of the children for the last 40 years. It is a great experience to nurture young minds till they complete their AISSE or AISSCE course in our institution. It has been an enriching journey with my dear students. Even at a very young age some of them have strong determination and self-confidence. These children are self-sufficient and all they need is a little push to excel in every discipline.

Our best practices focus on our most talented students who are not limited by the four walls of a classroom. Some need to be with Nature to learn, some need smart boards to understand and enjoy lessons, while some are curious and questioning.

Through counselling sessions, we try to know about the students' interests and a platform is provided to them to go forward for the fulfillment of their dreams. Here we silently watch the growth of budding professionals – future doctors, engineers, scientists, professors, teachers, singers, dancers, debaters, film-makers Children who are extremely creative have to spend a lot of time on cultivating their interests, for such children, we plan out restricted syllabus. This allows children to have more time for practice and with less academic pressure they are able to perform better.

It is a great experience to see the achievements of our students not just in academics but in sports too. In our institution, we encourage, promote and lay importance on sports and games as much as we lay emphasis on Mathematics, Science etc. Our Physical Instructors help them to develop good habits to lead a healthy life. The huge involvement of the children in this activity has generated positivity in our school environment. Children feel happy in school and do not want to miss the sports activities of the school. The school is ready to conduct re-test if their sports competitions coincide with their test schedule. The school is ready to grant them extraordinary leave for attending national competitions and international competitions. By following this strategy, we could produce players from our institution to represent India at the international arena.

We create different sets of question papers for our children with different abilities and the students get evaluated on the basis of their abilities. This has produced a good results as confident learners s have emerged even from the ones who were lagging in studies with the 'one size fits all' question papers.

The main aim of education is to make the children ready for life. Towards this aim, we are trying to teach foreign languages seriously in school. Our children are often visited by the professionals, ambassadors of the foreign countries and sports personalities from different walks of life. The Alumni of our institution often address them to motivate them and share their experiences with their juniors who all dream to be like their successful seniors some day.

Life is a beautiful journey and our aim is to make every child enjoy the journey.



Mira Bhattacharya

Former Principal, Chief Academic Co-ordinator
Techno India Group Public School
Siliguri
West Bengal

Hands on Learning

I strongly believe that students should actively examine their surroundings & the universe practically through trial and error, practically testing theoretical hypotheses. Learning takes place very naturally and normally if a suitable ecosystem for it is developed. From time immemorial learning by doing has been the best practice in gaining knowledge. This enhances both physical and mental skills.

Students should not just be prepared for the examinations rather they should be educated in a manner which enables them to solve their day to day problems and add purpose to their lives.

In our school, we have devoted four periods in a week wherein students of different classes with similar like sit together and discuss their common interest. Experts and teachers are allotted to the group to supervise and facilitate them in putting their thoughts into realities. Every Saturday, they practice and enhance their interest through projects, brain storming, role play, group discussion, debates, etc.

This has given many impressive results. To quote few of them:

- Students have developed 'Li-fi' in which the data is transferred using light, very safely & at a high speed.
- A group of students have started organic farming on a plot of land.
- Students have developed many Robots for different functions, some highly complex.
- Students learn how to repair vehicles & home appliances.
- Students enjoy and have won at national levels (Dance & Drama).
- Students actively celebrate festivals with the underprivileged. They volunteer to work with different social groups in smooth maintenance of traffic and environmental campaigns.

This type of teaching – learning keeps the students and teachers engaged and involved. Students are excited in what they do as per their interest. Most of the resources needed for implementation are available in the school. However, in some cases experts are hired. The experts under my guidance develop assessment tools and techniques for different activities. In many such brain storming sessions students come up with amazing ideas. This breaks the monotony. Moreover to solve the present problem the different skills of students must be developed through:

- Entrepreneurial skills development.
- Learning through STEAM skills.
- Open innovations ecosystem developed.

To sum up, I would state that with the changes in different fields education needs to be modified to make it suitable for the 21st century students. Our education system should be child – centric and students should be encouraged to think out of the box. The role of teachers and parents will be very crucial.

Let's lay strong foundations for a better tomorrow.

Dr. Bijay Kumar Sahu

Principal
Leeds International School
Patna
Bihar

Dr. B.K. Sahu is a dynamic and visionary educationist, a leader who believes in producing leaders. He has completed his M.A. (Eng.), M.A. (Edu.), B.Ed., PGDBA and Ph.D. He has served in schools & colleges of high repute for more than two decades. He is a philanthropist and believes in innovations & open minded teaching learning.

Assessment of Learning Outcomes Using Specific Measures

Assessment is an integral part of instruction. It affects decisions about grades, instructional needs, curriculum etc. It inspires us to ponder upon certain imperative questions like: *“Is our teaching catering to the needs of all our learners?” “Are students’ being able to achieve the intended learning outcomes?” “Is the pedagogy in sync with the assessment to make classrooms more engaging?”*

However, the reality of today’s assessment practices is far from the proposed ordeal. It has been observed that students’ do not exploit assessment to improve their learning nor view it as a feedback of their work in the future reference. Simple reason for the same is that, assessment is more teacher driven, non-flexible, based on one size fits all concept and focused only on correct responses.

To bridge this gap between current assessment practice and the preparation for lifelong learning is to allow students to have a valued choice in the classroom dynamics.

Context/background for practice the linguistic shift from the term integration to inclusion was introduced in the **National Curriculum for school Education (NCFSE 2000)** brought out by NCERT. It recommended to create a learning environment that is child centered, flexible and conducive to the individual styles of learning’

This calls for periodic audit of academic processes and fine tuning of assessment methods to suit the needs and demands of a particular generation of learners. Keeping this larger perspective in mind, **assessment for learning** stands out to be a positive strategy for classroom transactions. In simpler words, it is an assessment that makes the learners familiarize and comfortable with the activities through which they are to be assessed. This student choice in assessment explores the idea of equivalent ways of demonstrating learning outcomes where students can use different methods to show their understanding.

Need for innovation our current assessment system is disengaging and primarily focuses upon pen and paper tests. Under this regime, two sets of assessments are required to be made - Periodic Assessments and the term assessments. The periodic assessments include subject enrichment activities and notebook evaluation. There is a considerable confusion amongst the teachers about the conduction of the subject enrichment activities. Since the teachers themselves have not been subjected to such activities when they were studying, it is imperative that they are trained and guided for the same.

Analysis the problem and possible alternatives creating flexible learning spaces in the assessment requires maturity and self-knowledge of learning style on the part of a teacher. All said and done the ultimate floor test that a teacher needs to take and also pass day in and day out is what we in the teaching jargon call **“Student Engagement”**. To enhance the student involvement and engagement levels, teachers must constantly ponder upon

- What should learners know and be able to do?
- What cognitive, affective and meta-cognitive skills should they demonstrate?
- What concepts or principles should be applied in performing types of problems or tasks?
- What are the reasons for assessment?
- What should be the effective and meaningful strategies of assessment?
- Am I flexible in aligning assessment with pedagogy?

Objective of the practice introduced

The present paper presents a case study on the effective assessment strategies administered by a group of teacher educators of Middle Section in Ahlcon International School, Delhi for the last three academic sessions. It focuses upon the **strategies of effective assessment** that can be embedded in the teaching learning process, the modelled role of a **flexible teacher** to provide learners with an autonomy to choose a favorable mode of assessment.

Execution in school – planing and resources involved

- **Diagnostic Assessments:** a series of diagnostic tests and ice-breaking sessions in different subjects are conducted, to identify the competencies and learning achievements, and gaps of the students'. The class performance, averages, medians, and modes are considered to assign for each child the expected learning outcomes. A combination of assessments for testing reading, writing, and comprehension are administered to map the core strengths and weaknesses and accordingly the customized plan of action is designed for each student.
- **Interdisciplinary Assessments:** this student driven, project-based assessment associates with the originative classroom pedagogy, through cross curricular rich performance tasks. A myriad of assessments can be designed by the educators on topics involving global issues, SDGs, environmental concerns, real life implications etc. A central theme could be chosen by the educators and all the subject based assessments can be woven around the theme to foster deep learning amongst the students'. The interdisciplinary assessment practices lead to in-depth subject knowledge, increased efficiency, deeper assessment literacy among students and teachers, and the challenge of reporting. For example, a theme like 'Archaeological Retreat' can be woven across different subjects to help achieve the desired learning outcomes. Students can be assigned a variety of tools in different subjects like brochure designing in English, preparing flash cards based on a symmetrical archaeological site in Mathematics or designing a lap-book in Social Studies. This interwoven activity helps students realize the larger objective while achieving the intended learning outcomes in each subject.
- **Flexible Assessments:** the flexible assessments aim at designing activities that allow all students to choose the format of assessment that will enable them to express their ideas in the most equitable way". The flexibility in the assessment can be offered in terms of tools used, style of assessment, timeline of submission, content or topic, type of evaluation and feedback. For instance, the traditional assessment format in the chapter Percentage consists of all students demonstrating a coherent, well-structured critical argument on the given topic "To study the economic growth trends in India" through a project file. An alternative format can be that this task may be accomplished using a Power point presentation for tech savvy learners, a collage for students interested in art and craft work, TEDx Talk for the orators and project file/scrap book for the researchers'.
- **Peer and Self Assessments:** peer assessment and self-assessment are two important strategies to increase student engagement and self-directed learning. Peer assessment can be effective because students can clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other students work. Once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves.

- **ICT based Assessments:** use of ICT in assessment involves the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback. **Customized applications** like *popplet, one note, sway, smore, GeoGebra, ICT games, video making* etc. can be used to design assessments that allow the learners of different capacities to understand and engage at their own pace.

Assessment and Feedback

Assessment serves as a reflective tool for both students' and teachers. The most important reflective feedback for a teacher is to embed assessment in the teaching learning process- as we teach; we assess and based on the results, we modify the teaching to ensure effective learning. It also builds our understanding and responses to the varying learning needs of the students, their level of readiness, areas of interests.

Feedback obtained from students on the practice of flexible assessment on the Padlet Wall

A good assessment environment raises students' expectations, encourages them to participate and ensure that no student feels left out. Each tool of assessment has specific strengths and limitations. We need to assess students using different activities and tasks, to make assessment stress free and stimulating for students.

Ashok Pandey

Principal

Ahlcon International School

Mayur Vihar, Phase-1

Delhi

Mr. Ashok Pandey is working in the school sector for the past three decades. He holds a degree in post-graduation in Physics, Consultancy Management and Education. He is currently heading Ahlcon International school in Delhi. Author, speaker, SDGs activist, he is a recipient of several awards including one by the President of India. He is an action partner for UN's #Act4SDGs. Widely travelled to over 20 countries, he participated in the Global Peace Convention, held in Seoul, earlier this year, he participated in the UN festival for Action on SDGs held in Bonn, 2018 and Indo-Australia dialogue, Melbourne, 2017.

Experiential Learning

The demand for quality education in India is extremely high and every year millions of parents join the race for school admissions. *The Foundation School* (sister school of the renowned *The Indian School*) was started as the afternoon shift in the same premises as The Indian School in 2011, to judiciously utilise the existing space and resources. In a populous country like India, with resource constraints, a double shift schools offers opportunities of learning to greater numbers utilizing existing infrastructure. 'Delhi having limited open spaces to set up new schools and with the RTE Act in effect, the afternoon shift is a ready option.' says - Vice Chairperson, Ms. Brinda Shroff.

The school is recognised up to senior secondary level with a strength of around 600 students. It uses the same resources as the morning shift and there is no difference between the two shifts except the timing. To flourish in the global world, today's children need creativity with problem-solving abilities, a passion for learning, and a deep rooted value system. The Foundation School develops all this.

Experiential learning through hands on activities enable a shift from rote learning to critical thinking and innovation. A specially designed **Sanskaara Syllabus and the SDGs (Sustainable Development goals)** woven into the school activities keep the students anchored in a fast flipping environment. While the Sanskaara syllabus resonates with timeless Indian values, at The Foundation School it extends to inculcating empathy for every entrant in one's physical and emotional space, including Mother Earth herself.

Project based learning goes beyond textbooks and helps students to be driven by authentic real-world problems that require focused thinking. On campus including solar energy, rainwater harvesting, composting and energy conservation are invaluable learning experiences and make for excellent case studies. The School eco-park with an urban forest and life sized science models, gives student a live interface with nature beyond the bustling city. At the park, teachers explain the process of farming to the children who are doubly delighted to get a chance to pick fresh produce off the beds! The children also test basic scientific principles with hands-on experiments on the science models.

The **Citizenship programme** orients the children about their rights and responsibilities as future citizens. Through discussion, nukkad nataks, climate strikes, cleanliness drives, plogging, online projects, audits, surveys, campaigns and shramdaan, our children are taught to be intolerant of injustice around them for themselves and their fellow citizens.

Susan Thomas

Development Advisor Associated
The Foundation School
Delhi

Ms. Susan Thomas is the Development Advisor associated with The Foundation School, with a basic degree in Biological Sciences from the University of Madras, a professional degree from Osmania University, Advanced climate change pedagogy from The Climate Reality Project (by Former President Al Gore), she additionally completed an advanced Fellowship programme from Australian Conservation Foundation.

Collaboration with Parents

We all are aware that a child's learning can greatly be enhanced by successful parent-teacher collaboration. Neither can succeed in the task working in silos. Concepts are taught within the four walls of the classroom using new age pedagogical support, but learning goes beyond it. A child who spends six hours in school needs reiteration and reinforcement at home too. Then how does a parent who was taught in yesterday's classroom do it? And thus was born the idea of teaching the 'student-parent' so that the parent may help his child learn.

As teachers we face challenges in early literacy as English is not a phonetic language and is not the primary spoken language in an Indian home. It was observed that students were facing problems in blending of letters and decoding of words which were hampering their reading development. For example, the child was learning the sound 'sssss' in school but the parent was recapping the letter 'ess' at home. What was required was the parents to clone the teacher for proper reinforcement.

We organised 'classes' for the parents and shared with them phonic rules by taking them through Phonic drills using rhymes to understand the sound of each letter and word. The parents were taught by teachers through hands-on activities, teaching resources in the form of flash cards, puppets, real life objects, hand-outs, presentations and videos. This eventually paved the way for correct spellings and enhanced early reading skills and pronunciation of the students.

The biggest challenge in the implementation of our strategy was the availability of the parents. Keeping in mind that they would be available on weekends only, these classes were organised on Parent-Teacher Meets wherein the parents were engaged in hour long sessions to update them with pedagogical approaches and equip them with knowledge and skills so that they could effectively teach their children at home.

The objective of introducing this practice was to enhance reading skills ensuring that all children could read effortlessly. We slowly succeeded in bringing out the best in our students and the concept of parent engagement and involvement in the learning and teaching process helped us to achieve our objective.

This practice has been in existence for over three years now and its impact is palpable. We have succeeded as data evidences it. The yard stick for measuring the success of our initiative was the feedback from the parents and the happiness on the faces of the children as they confidently read from their books.

Parents Workshop



Feedback forms of Parents' Workshop

K.R. Mangalam World School, Gurugram
Workshop Feedback
Name of workshop: Phonics Workshop Date: 10/05/2018
Name of parent: Mrs. Sunita Nagpal Mobile: 98100 12345

1. How useful was the workshop? Very useful
2. How much did you learn from the workshop? Very much
3. How much did you learn from the workshop? Very much
4. How much did you learn from the workshop? Very much
5. How much did you learn from the workshop? Very much
6. How much did you learn from the workshop? Very much
7. How much did you learn from the workshop? Very much
8. How much did you learn from the workshop? Very much
9. How much did you learn from the workshop? Very much
10. How much did you learn from the workshop? Very much

Sunita Nagpal

Principal

K. R. Mangalam World School
South City-1, Gurugram

With over 27 years of experience as an educator, Ms Sunita Nagpal has to her credit a vast range of teaching and administrative experience. A postgraduate in English Literature, she is an alumna of lady Shri Ram College for Women. She has been a recipient of the FACE International Women's Leadership Award 2017 for initiating media literacy in her school.

Jigsaw Group Activity as a Critical Thinking Tool

I honestly believe that educationists are meant to shape the destiny of a nation by tapping the potential of the students. Given a platform of teaching and administrative role, I am associated with the twenty first century learner community. These bundles of energy have to be harnessed to generate tremendous horsepower without curbing their innate passion. The humdrum of chalk and talk is not exciting for evolving grey matter.

As an administrator, my favourite instructional tool is the Jigsaw group activity which I adapt as per need. Home groups regroup as Expert groups. However vast the Social science topic or English Prose is, this tool comes handy and is useful for whole class engagement.

Recently my large class completed a three-part lesson '*Glimpses of India from Language and Literature*' as a time bound activity. So, the expert group absorbs the content, in turn briefs and enlightens the Home group. The Expert group prepares a master card and displays their summary of learning and graphic organisers. The other group surveys the presentation and reviews the work. A teacher executes this group activity as a facilitator and enhances autonomous learning.

Real education has to equip students to work individually as well as in a team. This demands various roles to be assumed as Time keeper, Trouble shooter, Reference making, Compiler, Proofreading, Graphic designer. Collaboration of more than two subjects such as Literature, Science, Art makes the project multi-dimensional.

NASA project was the first attempt by students, who had raw ideas. My role was to provide reliable sources of information. The biology lover made the mitochondrial model for the space settlement. A nomination specialist attributed the various units and topics. The wiser lot searched the sources to refer and stated the bibliography. The computer savvy ones made 3D animations. Proofreading was nightmarish for the 12 year olds. However finally they sent the dossier in and won a prize. I was a proud chaperone who watched my boys receive the award after "Infinity", the oral presentation on their thesis on *NASA Ames Space settlement*.

Sky is the limit for innovative teachers who give scope for flipping the class and provide motivation and inspiration to learners. Thus, students become lifelong learners. Beat the boredom, shun tuitions through vibrant innovation in classroom!! With CBSE setting new norms such as Artificial Intelligence the need of the hour is to stimulate both sides of the brain by accruing critical thinking, multitasking and logical reasoning.

Mrs. Kanchanamala

M.A. B.Ed., M. Phil

Principal

Velammal Vidyalaya Annexure

Chennai

Tamil Nadu

Being a member of ELTAI, Mrs. Kanchanamala has a passion for motivating 21st century learners.

Problem-based Learning

There are many problems confronting our society – no health coverage, old-age insecurity, gender discrimination, lack of sanitation and hygiene, food wastage etc., the list is endless. As aware citizens, undoubtedly, we have a role to play, real need is to provide a platform to our children, to think, analyze and provide solutions to these problems, thereby creating change agents. To achieve the same, children need to step out of the classroom; venture into the real world, think, analyze, face challenges, seek solutions and implement them at their level.

Problem-based learning (PBL) is a regular practice for students of classes VI to VIII of Choithram, for the past 7 years. In PBL A real life problem is identified, linked to subjects. For execution, the class is divided into five groups with six to seven students in each group. The teacher acts as a facilitator and is the guardian of the process, but not the outcome.

Owing to increasing crimes and disrespect towards the female gender, this year we decided to take up the issue of 'Gender Inequality' in class VI, young students but strong and vocal, they were aware and ready to play their part in combating the same.

Problem Statement:- Gender equality is not a woman's issue, it is a human issue, it affects us all.

Punch line: - Achieving gender equality requires the engagement of women and men, girls and boys, it is everyone's responsibility.

Objectives

- To develop right attitude and moral values among students
- To sensitize them to gender discrimination
- To make them aware that they can bring a positive change now and in the future
- To develop their creativity, communication collaboration and problem solving skills
- To make them understand the responsibilities of an individual
- To enhance their critical thinking, and research skills

Week one

- Discussion on 'Role of father and mother in the house'
- Declaration of the topic
- Interaction on the problem of discrimination in our society
- Grouping of students
- Questionnaire from each group

Week two

- Identification of areas to be worked upon (Peers/Teenagers/Adults)
- Framing of final questionnaire with students' inputs
- Collection and analysis of data
- Allocation of the activities to each group
- Development of the tasks to be carried out

Week three

- Giving time for reflection on the problem
- Organization and presentation of ideas
- Feedback of children

Activities conducted (Each group was allotted an activity through chit system)

- Street Play: (date of conduct-August 3 and 4, 2018) two situations, one in Hindi and one in English, time limit-3-4 mins. To be concluded with a message.
- Poetry recitation/Kavi sammelan: (date of conduct-August 3 and 4, 2018) each member of the group recited two poems in English and two poems in Hindi.
- Collage and Poster: (A4 size sheet, pictures and messages) each member of the group to submit individually.
- Scrap Book: Condition in ancient times to be written in Hindi and the present scenario in English; to be concluded with the steps required for improvement.

Questionnaire

The students prepared 12 questions for a peer group (yes/no/sometimes) and analysed the data. Some of the questions were

- Have you ever felt that you/your sister (if you are a boy) are not given the same love and rights?
- Are the boys in your house taught household work?
- Do your parents protest if somebody expresses sorrow on the birth of a baby girl?
 - » Who takes the responsibility of household jobs (cooking, cleaning, laundry, etc.) in your house?
 - » In the last month, did your father help your mother in the household work? How?

Criteria for measuring success

A self-assessment learning tool was designed.

Checklist (some statements are given below, response is based on calculating the average)

Sr. No.	Statement	Yes	No
1	During the process, I realized the difficult situations the girls face due to gender inequality.	95%	5%
2	I encourage my family members to do household chores so that my mother is alone not burdened.	90%	10%
3	I believe that women empowerment will strengthen the nation.	95.6%	4.4%
4	We were able to divide our PBL work equally in group irrespective of boys and girls.	91%	9%

A follow-up activity was conducted, where the students wrote about how the PBL had changed their mindset and the steps they would take to reinforce their learning. The problem is still existing in the society, but definitely when young minds are influenced, the future can change.

Rajesh Awasthi

Principal
Choithram School,
Indore
M. P.

With an experience of 28 years, Principal Mr. Rajesh Awasthi believes in 'Change is Constant'. He educates students about learning strategies and involves them in planning and implementation, to enhance their skills. He focuses on reviewing the conducted innovative practices, which helped us to identify the success and failures and plan the upcoming lesson that addresses all the issues. Thus, every lesson learn in school is a lesson with a difference.

Empathy for Students

"The Child who needs kindness the most, demands for it in the most unkind ways."

We at St. Mary's English School believe that every misdeed of the child is a cry for help. So, we never punish or ignore the wrong deeds of the students. We stop them from moving further until the issue is critically analysed and resolved by the student with the help of his/her teachers and sometimes with help of his/her parents.

During these past years we have given extra time and energy to care for our students, to listen to their point of view. They are first comforted and made to feel accepted and loved, then they are gradually led to see the need to give up negative behaviour patterns.

It is necessary to erase wrong belief systems in the students. A dialogue thus facilitates students to resolve emotional, social and behavioral problems. We are filled with joy and satisfaction to notice positive changes in our students. The student who was once violent, using unkind words, disobedient, dishonest, rebelling and out of track has now found his way back. They are more settled, self motivated, happy and improving in academics too.

This paradigm shift is what education is all about. We are committed to help our students discover themselves and to grow.



Sr. Rashmie

Vice Principal
St. Mary's English High School
Jamshedpur, Jharkhand

Thinking Differently—Focus on Objectives

A traditional practice that has been going on in my school and in various other schools is the holding the Annual Function also known as Parent's day or Founder's Day celebration. It is an important annual event in our school, and is usually organized in the month of November or December during evening hours. In the Junior Section (Nursery – class V) of our school, there are around 1000 students, so the audience is almost 2500 people which includes parents and a few grandparents as well. The programme went on for 2 hours and included skits, group songs and dances, in addition to Principal's report.

The scale and decorations in a huge open ground looked amazing and we got quite a bit of media coverage and appreciation. It is also important to review efforts and challenges that went into putting up this grand show.

We had a few concerns as below

- With a strength of 1000 students in Nursery to V, how could all of them participate and perform on stage within the time limit of 2 hours.
- Ensure proper stage time and stage visibility of all participants.
- Make proper seating arrangements of the audience of 2500 people. Ensure hygiene and quality of hired costumes.
- Manage transportation of the participants in the evening time during final stage rehearsals.
- Make sure that the young participants were comfortable and well rested, especially in the chilly winter season.
- Very few parents sat through the entire two hours programme, and as soon as their child's performance was over they would demand to take away their child. This caused disturbance.
- Most difficult part was the handing over of participants. After verifying the parent's identity. The process took time and parents often got annoyed.
- School bus timings were changed during evening time rehearsals and parents got confused. Little ones fell asleep in buses and reached home very late due to traffic jams.
- Many parents gave their feedback that they couldn't even see their child, or they didn't realize when the child came on stage or their child got very less time on stage etc.
- Well, these were a few of the many problems (besides Parking, untimely rains, noise, food and water management etc.) that I used to face and then I always wondered if it was all worth it?

Upon reflection, I made a note of the objectives of an annual function:

Participation of maximum students in order develop the child's overall personality

Updating parents about board results and other achievements through Principal's report

Felicitating the prize winners

With these three objectives in mind, I designed the concept of Tarang and Goonj. And I take pride in admitting that I have been able to achieve all the above three objectives and many more without the chaos, discomfort and confusion of grand annual functions.

TARANG

First rule of changing any system is to assess the available resources. We are lucky to have a grand air cooled auditorium, fully equipped with high quality light and sound system, big projector screen and a seating capacity of 500 people. I decided to put it to use for our series of mini annual functions of the Junior section and called them Tarang. Our Junior Section is divided into 3 blocks with the strength:

Pre-primary-200 students, Grade 1 & 2-350 students and Grade 3 to 5-500 students

Each block gets 7-10 turns to perform in Tarang in the auditorium during the academic session.

Few advantages of Tarang over traditional annual function are:

- Only 50 participants perform on stage in one Tarang - 2 sections at a time.
- Regular studies go on in rest of the classes without any disturbance.
- The program is of 30 minutes only and includes 3-4 performances.
- Parents of these 50 participants are invited and made to sit right in front so that they can watch their wards clearly and closely. Rest of the seats are occupied by students of the same block.
- Parents are informed beforehand about the kind of costumes required, so they arrange the best possible dress for their ward on their own.
- The program is conducted during daytime within school hours and always on Saturdays for the convenience of parents.
- No handover problem as after the program, students have regular classes and their lunch break, so they go home systematically.
- Students are made to practice for Tarang in their regular Activity periods which are scheduled once or twice a week.
- The annual report of the school goes to parents in the annual school magazine, Prism.
- Through Tarang, it is ensured that every single student of Junior Section performs on stage. That is 100 percent participation.

No amount is charged from parents for hiring dresses. The comfortable and happy faces of the participants make them look attractive and beautiful naturally.

Surprisingly, parents became much happier after watching Tarang. Teachers were relaxed and students were excited to perform in the comfort of auditorium.

GOONJ

Another concept that I introduced and found extremely effective in achieving the objectives of annual function is Goonj.

We are blessed to have spacious, well ventilated and lighted class rooms fitted with CCTV cameras, speakers, high quality interactive touch screen boards and a nice raised platform.

Goonj is conducted in all classrooms only. It is an academic colloquium in which students of each class are divided into 4-5 groups. Each group is assigned a subject and a topic. The students have to explain their assigned topics to the audience using the following techniques: Role Play method, Quiz, Experiment, Group Discussion and Drama. The purpose is to ensure that every single student gets a chance to improve his/ her communication skills. The audience is either the parents or sometimes the teachers and other students. The best part about Goonj is:

- Practices can easily be taken by the teachers in their respective classes only.
 - The bookish concepts are better understood when students explain practically.
 - Students easily learn and understand their topics and their peer's topics as well.
 - Voice modulation is greatly improved.
 - Even the shy students start speaking in Goonj.
 - No hiring of dresses. All the props and captions, placards are prepared by teachers and students.
- There is a sense of achievement after Goonj, especially amongst the teachers because they feel they're able to achieve the true goals of education by ensuring that every single child speaks, performs and understands. It is observed that students become very confident, learn time-management, become good orators post Goonj.

The above two systems were introduced in our school, considering the availability of resources, the objectives we wished to achieve by annual function and these became hugely successful. Of course, initially I faced lot of resistance and criticism for bringing about such a major change in the existing age-old systems. But I chose to focus on the students and the learning outcomes. The immense support that I got from my teachers, parents and students, I felt.... Yes, it is worth it.

Timsi Rai

Director

Advanced Academy

Indore, M. P.

Being the product of a public school, Scindia Kanya Vidyalaya, Mr Timsi Rai understands the importance of well-established systems in schools. These systems become more productive when the staff, students as well as parents share the same vision. Such a school becomes instrumental in bringing about a great positive change in the society. Be it workplace or home, he has always been curious about the purpose of everything he does. This attitude has greatly helped him in managing his own school, Advanced Academy efficiently.

Building Discipline Through Morning Assembly

In our Deogiri Global Academy Aurangabad, the morning bell rings at 7.45 a.m. It is a call for students to assemble on the ground.

Objectives of this practice of morning assembly

- Develop cooperation, confidence and leadership
- Pay respect to our country as well as constitution
- Reinforce good social behaviour.
- Motivate students through positive reinforcement in assembly.
- Develop secularism among the students.

The assembly begins with the National Anthem, the student who is conducting assembly, instructs students to greet teachers and then they recite the prayer 'Showers of Blessing' with the choir group. A thought for the day is presented by one of the participants to refresh the mind. After completion of prayer, one of the participants recite a civic pledge in different Indian languages, for students to be aware of their duties towards the Nation. This is followed by the planet pledge and the students read news headlines to update the current knowledge of students, followed by GK questions and amazing facts.

A birthday is a special day of life so everyone wishes the students whose birthday it is that day. At the end of the assembly the Principal of our school Mrs. Smita Shinde addresses the students on discipline, responsibility and moral values.

All classes are given an opportunity to conduct assembly. Time table for assembly is displayed on the notice board on the very first day of every month. Every time new students are selected, so that every student gets a chance to perform on the stage and teachers can help them prepare for assembly. If students do not become ready to take part in assembly, teacher diagnoses the problem and finds out a remedy to overcome it.

Conclusion

The morning assembly is a very eventful time of the day, where we get complete knowledge and develop our moral values within ourselves, to develop good and strong citizens for our nation. In morning assembly was a time of strictness as well as fun. It strengthens work of the school and gives a good start to the complete day.

Simta Shinde

M.A. M. Ed

Principal

Deogiri Global Academy

Aurangabad

Maharashtra

Leadership Within the Classroom

Quality education for all, whether we can afford it or not. The ultimate goal of a school is to 'Build our Nation through Education' and to groom responsible global citizens equipped with the skills required for facing the challenges posed by today's dynamic world.

With the **aim** of empowering learners with the ability to realize their full potential, 'Leadership within the Classroom' Programme was initiated for Classes VIII–XII during the academic session 2017–2018. The **objective** of the programme was to nurture leaders of tomorrow by developing 21st century skills in learners. For effective implementation of the **innovative** strategy, the following parameters that form the backbone of the school were defined:

- Academic Domain
- Co-scholastic Domain
- Environment, Culture and Belongingness for the School
- Discipline

The students were asked to identify the parameter that they wished to work upon as per their interest. In a class of forty (let us say Class XI), the students were divided into four groups. Each group (comprising of ten students) took on the responsibility to work on a particular domain.

Academics: The group, that worked on the scholastic domain focused on the following issues:

- Factors that affect academic performance of the students
- Causes for low academic achievement
- Ways of improving scholastic performance of the students

The student in-charge of the academic domain laid emphasis on 'self-directed learning' beyond the four walls of the classroom and propagated the idea – 'the World is our Classroom'.

As drivers of their own learning, the students prepared self-improvement study plans on the basis of observation, data collection, review and follow up action. They devised '**PACE**' Approach (Plan, Act, Create & Communicate and Evaluate) for academic improvement.

Plan: The students were encouraged to prepare and study the lessons, before attending the class in the school. In other words, if you fail to prepare, you prepare to fail.

Act: Stress was laid on active participation of the students in classroom interactions and activities.

Create and Communicate: The students were motivated to share their creative ideas with each other.

Evaluate: The students reviewed the effectiveness of their study plans. They discussed academic issues for maximizing the learning outcomes and for seeking practical solutions to their problems.

Collaborative Learning was encouraged for improving the academic skills of the low achievers.

Co-scholastic Domain: The group that shouldered the responsibility of the co-scholastic domain focused on physical fitness and Art Education by monitoring the following aspects:

- Participation of the students in co-scholastic club activities.
- The effectiveness of skill-development projects based on STEM Education and Artificial Intelligence.
- 100% participation of the students in school functions.

The budding leaders used Problem Solving Skills to resolve various issues. On the basis of students' feedback, some of the co-scholastic activities were reorganized as per the needs of the students.

Environment, Culture and Belongingness: The group who took on the responsibility of this domain emphasised on inculcating values of good citizenship in students. The students were encouraged to consider the school as their home away from home. A deep sense of belongingness was ingrained in the students and the walls of the

classrooms seemed to echo – “Blood relationships may be strong but the strongest bonds are formed through trust and mutual cooperation.” The school is a family, caring and sharing for and with each other.

Efforts were made to ensure that all students were engaged in multifarious activities, environmental initiatives and cultural programmes.

Discipline: The group that was entrusted with the responsibility of maintaining discipline tackled serious issues such as bunking, absenteeism, bullying, stealing, etc. through counselling and open discussions. The in-charges of this domain, constantly endeavoured to imbibe a sense of self-discipline amongst the students. They made the students aware of the school policies, rules and regulations.

A physical fitness programme was strictly followed in each class. Balanced diet plans and exercise schedules were designed for obese students.

The Criteria for Measuring the Success of the Programme – (Evidences attached – Annexure 1, 2, 3 & 4)

Feedback received from

- students
- parents
- teachers
- school alumni association
- esteemed guests who visited the school throughout the academic session
- students and teachers from other schools who visited the school under the Student-Exchange Programmes

Improvement in Overall Academic Results

Progress in Co-Scholastic Achievements

Significant decline in discipline-related problems and behavioural issues among students

To conclude, the ‘Leadership within the Classroom’ strategy had a far-reaching impact on the all-round development and well-being of the students as each student felt empowered and valued. All the students contributed wholeheartedly towards the overall progress of the school. This collaborative approach proved to be effective for developing the 21st century skills in learners as all the students worked together by sharing responsibilities to achieve common goals.

Dr. Indu Khetarpal

Principal, Salwan Public School
Rajendra Nagar
New Delhi

A PHD in (Educational Management) from Central Institute of Education, Delhi University, M. A. (English, History), M. Ed. Dr (Mrs.) Indu Khetarpal is currently the Principal of Salwan Public School, Rajendra Nagar, New Delhi. She was also the Founder Principal of Salwan Public School, Gurugram.

Learning Life Skills

As teachers, we like to ensure that students inculcate moral values and good manners while acquiring an education. The youth of the 21st century, need to be emotionally, socially and logically strong. Hence, our curriculum includes courses which are scholarly and help in skill development. This enables students to face challenges with confidence and carve a niche for themselves in the competitive society of today.

Besides academic excellence – seven out of the ten district toppers this year were from our school, with our topper achieving 99.2%, we hone students' interpersonal and intrapersonal skills as well. There are many practices which help achieve this, such as holding a Model United Nation, where students train others and chair it too, the Annual day celebration, etc. The Annual Day function is held in November every year and includes performance of Indian classical as well as Western dance forms, skits in both Hindi and English, elocution, etc. This function requires tremendous teamwork, its' execution is delegated to the senior students. For effective organisation, they form different committees and are in charge of the complete programme, right from designing invitation cards to the culmination of the function. The students are inducted into different committees keeping the interest and calibre of the student in mind.

Before the Annual day practice begins, the various committees come together and discuss strategies to help transition from one programme to the other smoothly. The leaders of different troupes prepare the dance steps, select the music and record it. They also select the costumes to be worn on the final day. The same process is followed for actors of skits. The leaders shortlist final performers after taking auditions. The leaders keep in mind the time limit, number of days for practice in order to perfect the performance and the overall management of the troupe.

The MOC (Master of Ceremonies) is also a student who collects the complete programme information from different team leaders and prepares the welcome speech and the valedictory speech. One committee stays at the gate to collect passes from parents who want to take back their children after the programme. To be able to handle this responsibility of dealing with parents requires a lot of patience, politeness and communication skills. Another committee prepares a presentation based on the theme selected for the founders and displays it with immense proficiency.

I am sure one can fathom the intense planning that goes behind the execution of such a grand event when one sits as a spectator. Students benefit greatly from the hands-on experience of executing such a grand programme successfully. Children learn and hone their leadership qualities along with administrative skills in an efficient manner. They have to deal with students of different mind sets, moods and talent while also handling little tiffs during the practice. Children exhibit proficiency in applying logic, creativity and analytical reasoning to their tasks. They demonstrate the ability to work efficiently and effectively as part of team and exhibit professional and disciplinary behaviour and ethics.

Team spirit, cooperation, flexibility and patience are some of the virtues the students imbibe. They are able to make decisions on their own in the face of a challenge or crisis. A student thus emerges as a self-reliant and confident person at the end of this experience.

Subina Chopra

Director

The Aryan International School

G. T. Road Akhari

Varanasi, Uttar Pradesh

Strategic Leadership in Capacity Building of Teachers

Area of the best practice: Implementing a transformation with regards to up gradation of skill sets and level of competency among the teaching fraternity became a compulsion in the year 2017- when the school was steadily progressing forward through its inception stage..

Capacity building of teachers was focused at an unprecedented scale and teachers' orientation program was organized by the British Council. This generated a tremendous zeal among the teachers as they were exposed to technology based education which was translated to the classroom sessions.

Description of the Practice: Capacity building of teachers was strategically chosen to make the Teaching Community realize the worth of being associated with an organization.

Qualitative improvement of teachers would enforce an advanced version of learning in classrooms. Orientation program by British Council was an eye opener for teachers to groom students to evolve as a global citizen. They were trained about the importance of integrated culture that pervades the world.

Student Exchange programs were organized with the Indian school in Dubai. Teachers accompanying students were sent to the school in Dubai to gain a complete exposure to their culture, student psychology, technology based education incorporated in classroom sessions etc.

Likewise, students under the supervision of teachers from Dubai visited the lush green sprawling campus of SRGS. It was perfect amalgamation of the best educational practices followed in two schools of different countries.

Again an exchange program was organized with France. Objective behind was to give an exposure to our teachers to the Japanese culture and the best educational practices. School bagged the International School Award in the year 2018.

Context/ Background for the Practice: The Educators at SRGS based in Karnal required an up gradation with regards to conducting an advanced / technology based learning session in classroom. Hence to give them an international exposure, teachers were made to interact

globally with foreign schools. A radical transformation in teaching methodology was intended-hence the Journey from book to digitalized classroom session was initiated. It was a switch over from rote learning to 3-Dimensional teachings aids used to facilitate learning process.

A similar exchange of information, culture and educational theories took place through an online interaction with Japan. Teachers at my institute got a holistic exposure to the Global Educational scenario.

Identification of the Challenge / Need for Innovation: Main challenge that persists in Karnal region is quality of teacher's education. Degrees are ample; however the quality is substandard, which needs a radical upliftment. Hence the need to address the challenge!

Analysis of the problem/Alternatives: Giving an international exposure to educational practices, theories and ideologies would eventually bring about intellectual up gradation, promote the skill sets of teachers and inspire them to introduce innovative academic techniques to establish effective classroom sessions.

Objectives of Practice introduced: Expand the educational horizon of teachers

- **Execution/ Planning/ Resources:**
 - » Implementation of events on Inter Cultural Awareness.
 - » Addressing Global issues.
 - » Experiential learning.
 - » Outcome driven academic plans.
 - » Resources- ICT Board/ PPT / Presentation/ Organizing skits/ Debates/ Elocutions.
- **Criteria for measuring success:**
 - » Post assessment Evaluation on latest educational techniques in classroom sessions.
 - » Assessment of Presentation skills.
 - » Monitoring student's skill up gradation.

Sh. Surinder Kakkar

Chairman

Shri Ram Global School, Karnal

Using Peer Power Positively

In an age where technology can complement traditional teaching methods and help to enhance the teaching learning process, it is very important that every educational institution becomes more innovative and be accepting of change. The need of the hour is to create a generation of students who possess skills of communication, collaboration, societal living, self learning and entrepreneurship. In short, what we need is the development of life skills in students hence it should find an important place in today's school curriculum. These skills should be embedded in classroom teaching and imparted through other innovative methods.

The children of today will not accept anything without questioning especially, when it comes from elders, who they think have lived in a world very different from theirs, and hence are unable to understand their realities. But when the same things are told by their friends they are able to accept it easily. This is where peer power comes in.

Realizing the influence of peer group we decided to use this power to bring a positive change in students by inculcating in them the right attitudes and values. This is done in a very innovative way at our school through the school radio popularly called "The Bhavan's Radio- 19.90" echoing the voice of students. The impact of this innovative practice gives a "wow!" moment to everyone who experiences it. The radio goes on air during the lunch hour. The school Radio jockeys (RJ's) get started with their job of entertaining the students with various programmes which include school news, meetings and recordings with eminent personalities, talent show, quiz, music, career choices and conveying messages to the students. We have found that when the students RJs present things like self discipline, the need to be in uniform, sense of belonging towards the school, avoiding use of plastic, the need to communicate in the medium of instruction, social values, and responsibilities etc. the students are able to accept it better. This form of communication, we found, is much more effective than the teacher walking into the class and giving advice-a clear evidence of peer power. They are happy and comfortable and it's easy for them to connect when it comes from their friends. They tend to correct themselves out of realization rather than the fear of authority. This system also goes a long way in encouraging the students and passing on birthday wishes making each one feel special.

We feel we have embraced a new way to help students develop life lessons indirectly through entertainment using the power of peer influence as they are the stakeholders at both ends. Thus using peer pressure in a positive way.

Thara Krishnan

Principal

Bharatiya Vidya Bhavan

Calicut

Kerala

Mrs Thara Krishnan did her BA. Ed from the Regional college of education (NCERT) and MA from Madras university. Started her career at the age of 23 in a school in Kochi as an English teacher.

Taking teaching as a profession was not by chance but by choice and passion. She joined Bharatiya Vidya Bhavan in 1990 and has served as TGT, PGT and Vice principal. At present she is the Principal of Bhavans Chevayur. Has written an article for The Hindu in the school newspaper.

Learning Through Diary Writing

Context for the Practice: Our school is located in a Hindi speaking belt and most students come from families where English is not spoken at home. Most of the students are hesitant to speak in English as one they lack the vocabulary to express themselves and two they are not confident of their English expression. Another concern that came up was the lack of General awareness in students. This probably stemmed from the fact that they did not read newspapers daily.

Analysis of the problem and possible alternatives: This problem was analysed and suitable alternatives were discussed, such as having English Clubs, making English speaking compulsory in school etc. Out of all available alternatives, the faculty and school council decided upon diary writing to develop vocabulary and encourage discussion on factual information.

Execution in School-planning and resource involved: Diary writing and monitoring was implemented through a team of teachers and school cabinet members at administrative level. The students write five new words which they have learnt on the previous day to enhance their vocabulary. These words can be from their subject areas as well. Besides this they write one piece of news covering local, state, national and international area to make them aware of current affairs. They also write a positive thought that stays with them throughout the day. They are also using the new words learned in their day to day speaking. Teachers of all subjects encouraged students to write down new words in their diaries, the students collected snippets of news from home which they proudly discussed in class, the following day. Students were continuously motivated to do this task and after a while it became a habit for them. Every student maintains a pocket diary on a daily basis and at the time of reporting to school, the diary is checked by teachers and cabinet members of the house on duty.

Criteria for measuring success: We have seen increased level of confidence and enhanced ability to express thoughts and opinions in students. The diary material provides them with talking points and builds social skills as well. Many of our alumni come with feedback that this practice in school has helped them in college.

Praveen Rautela

Principal

Cynthia Sr Sec School

Haldwani

Uttarakhand

Mr Praveen Rautela has been working in the field of Education since 2003, he has served at different posts of Public School Association, Sahodaya Complex and Rotary Club. He has active in taking innovative steps for social causes. Received many awards and appraisals at state, National and International level.

Enabling STEAM—Readiness by Creating a Culture of Thinking and Innovation

Founded in 1996, DLF Public School is both traditional and progressive in its outlook at the same time. Our students have immense regard for their Indian roots and cultural wisdom and at the same time they question the status quo to become agents of change.

Gone are the days when you charted a safe career path for your students and guided them towards landing secure jobs. The world is fast evolving and needs awakened global citizens who can pro-actively take charge of the issues facing the world and contribute towards making it a better place. There are huge challenges to be undertaken and resolved – climate change, food and water availability, conflicts, pollution and poverty among others.

At DLF Public School, we set out to create a culture of thinking, questioning and innovating, to inculcate in our students a spirit of exploration and inquiry that can then lead them to develop an aptitude for research. We have covered a significant distance towards our mission.

We started out with a few key beliefs:

- Letting children learn is more powerful than making them learn
- The spirit of inquiry is best cultivated during early childhood
- Classrooms need to be the spaces for reflection rather than instruction
- Learning must have real life context.

Further, we put in place well structured practices that were perfectly aligned to our beliefs and created an ambience of thinking in the classrooms.

Our classrooms are now Thinkrooms where the processes are mindfully arranged to stimulate divergent thinking. THOTS Lab, Thinklines, Thinkspirations, A Thinking Question a Day and Student Led Conference (SLC) stimulates, measures and promotes thinking in every dimension. Weekly STEAM classes provide the opportunity to our learners to engage in design thinking where they think of and create solutions to the problems they see around them. These STEAM classes work towards transforming the imagination of learners into real working models with an objective to foster curiosity, creativity and imagination in young minds while also developing skills such as design mindset, computational thinking, adaptive learning and physical computing. We realise that very few Indian scientists engage in researches within India and most prefer to go abroad for their research. In an attempt to remedy this, we have initiated 'Innodome'- The Innovation Day; the seeds of which are planted in our thinkrooms during the STEAM Classes. Innodome is the culmination of months of research of our young innovators where they showcase their innovations. Our Innovation Lab – the ATAL Tinkering Lab, has augmented design thinking among our students by allowing them to tinker with ideas using a humanoid 3D printer, Do-it-Yourself kits, an ideation studio along with other essential instruments related to scientific research and innovation.

There are numerous other exciting ideas that our students are currently working on. It is heartening to see how our efforts have manifested into excellent outcomes. As a school leader, I would acknowledge the collective efforts of our students, teachers and mentors who worked together to realise our mission of creating a thinking school with a soul!

Seema Jerath

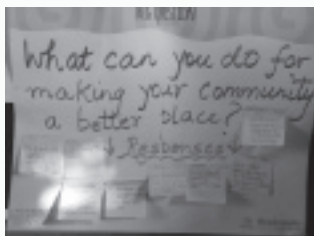
Principal

DLF Public School

Ghaziabad

U. P.

Glimpses from our Thinkrooms:



A Few Outcomes

Sr. No	Innovation	Description	Year	Award
1	Eco-Cool Adia Cool (Air Conditioner)	This innovation utilises the idea of cooling the air adiabatically by continuous expansion and accordingly has devised a model of air conditioner that does not use CFCs. The devised air conditioner is eco-friendly and cost-effective.	2012 2017	CSIR (Council for Scientific & Industrial Research) Innovation Award for School Children Award by NPSC-UNIC and Sonalika Social Development Society
2	Mission Talaash	The first-of-its-kind Mobile App 'Mission Talaash', one of the many innovations by Delfites to search for missing and lost individuals. This was later launched on Google Play Store	2015	Design for change: I can School Challenge
3	Unique Hospital Bed	The Independent Dependent Self Sufficient Automated Hospital Bed for the bedridden patient struggling with life	2017 2017-18	Sir Jagadish Chandra Bose Innovative Display Contest The Microsoft Entrepreneurship & Innovation Challenge
4	The Community Underground Storage	The project designed to address the farmer's pain of gain and food spoilage due to poor storage	2017	Sir Jagadish Chandra Bose Innovative Display Contest
5	Smart Street Light	The project is a scientific innovation of automated light and life rescue system based in IOT (Internet of Things)	2017 2017	Sir Jagadish Chandra Bose Innovative Display Contest CBSE Regional Round
6	Automated Pendulum	This thoughtful invention helps people living in hilly areas and higher altitudes to carry water with minimal effort without the use of solar or mechanical energy.	2017 2017-18	INSPIRE AWARD The Microsoft Entrepreneurship & Innovation Challenge

Boosting the Learning Outcomes

The Practice

To improve the learning outcomes, we have introduced a system of assessing all the students, judging how many students have learnt a particular concept, hold a remedial class for those who have not understood the concept, make the whole class think and convert the class to a thinking classroom. By following this practice, we have been able to achieve a marginal improvement in the learning outcomes. 90 percent have moved to the next class.

Background for the Practice

At the time of assessing the students for their knowledge on various concepts, most of the schools are facing the challenge of promoting the students to the next class, even if they are found not capable of being promoted.

Identification of the Challenge

It has been identified that the students who reach Class V are not able to even read or write a sentence in Hindi/English properly. Similar is the case in other subjects also. So, the need for innovation arises.

Analysis of the Problem

When we assessed the learning outcomes of the students, at the time of promotion, to the next class in 2017, it was found that 20–30 percent of the students in every class, comprising of 40 students each, could not perform well as the basic concepts were not clear to them. This problem can be attributed to the following reasons.

- The schools have to follow no failure policy till Class VIII and the parents being aware of it.
- The need for pedagogical changes
- Little/no cooperation from parents
- Level of understanding of the medium of instruction
- The concentration and retention of every child is not the same.
- A child lacks interest in studies if the basic concepts are not clear and she/he does not respond.

Keeping the above reasons in view, we thought of introducing some practice which could boost the learning outcomes.

Objective

Each One Learns Well

Execution

It is often found that anything taught once in the class, is not understood fully by all the students.

For example, a teacher teaches fractions to Class II students, only 30–40 percent students understand the concept. But without making the concepts clear to all the students we move on to reach decimals in a hurry to complete the syllabus.

We first test the students for each concept taught in the class. After testing, the concerned teacher assesses the number of students who are not clear with the concepts. A remedial class is held for those students. And at that time the other students are given higher order thinking questions. A retest is taken to gauge students level of

understanding. The teacher asks the students to think and raise such questions which make them think, thus developing their questioning skills. We try to convert the class to a thinking classroom to revisit the important and the concepts, after completing the whole syllabus in January, in February a complete revision is done. Again through different ways students are tested for their learning outcomes.

Criteria of Measuring Success

The learning outcomes are being assessed through different ways: oral, written, classroom discussion, group pair activities. When we started this practice, there was improvement in the learning outcomes. But, in the last session the improvement was phenomenal. This year we hope to reach the optimum.

Evidence of Success

Following are the mark lists of Class I A of Nehru International Public School. Students were tested by giving two sets of question papers to avoid copying of answers from their partners. The syllabus included Comparison of Numbers, Number Names and Addition. Each test was of 30 marks. Testing was followed by remedial classes and then retesting.

Roll No.	Before	After
1	26	28
2	20	24.5
3	28	30
4	24	20
5	23	29
6	17.5	27
7	13	15
8	28	27

Before	After
28	30
15	20.5
24	30
26	25.5
20	24
17	25
10	17.5
25	25.5

Before	After
26	27.5
17.5	22
29	29.5
22	24.5
26	28
19	29
18	24
27	28.5

Observation

Above data shows that remedial classes brought a remarkable change in the learning outcomes.

Elina Dayal

Principal

Nehru International Public School

Noida

U. P.

Ms Elina Dayal is the Founder Principal of NIPS which was established in 2003. This is her 10th CBSE school as principal. She is MA, MEd, MPhil (English), PGCTE. She possesses high level of integrity, sincerity and commitment towards her work, and was therefore as a member of the governing body of CBSE. The Board also entrusts her with the duty of inspecting schools for granting affiliation.

Building Empathy Through Action

12 August 2018 was a devastating day in the history of Kerala, one of the south Indian States when severe floods and landslides affected almost one-sixth of the total population of Kerala, killing over 500 people and damaging property worth USD 5.8 billion. About a million people were evacuated. The Indian Government declared it a Level 3 calamity. It was the first such flood over a century after the flood of 1924 known as the “Great Flood of 99” so named because it happened in 1099 (as per Malayalam Calendar) when many districts of the present-day Kerala was submerged killing over a thousand people. In one of the largest rescue operations 40 helicopters, 31 Aircrafts, 182 teams of rescue, 18 medical teams of defense forces, 90 teams of National Disaster Response Force were pressed into service along with over 500 boats and rescue equipment during the 2018 Floods.

The Grade IV and V students of Akal Academy Baru Sahib, the IB authorized world School in the North Indian state of Himachal Pradesh, were greatly moved by the sufferings following the nature’s fury after watching the footage from the Media. The students wanted to help the affected children and their family members of Kerala under the “Community Service” project. PD Mani, the PYP Coordinator hailing from Kottayam, Kerala was approached by the students to know the welfare of his family members. The students contacted other teachers who hail from Kerala and are working in the school for knowing the depth of damage. They met Dr. Neelam Kaur (Head of School) and Dr. Davinder Singh (Director) along with their teachers. The Governing body met Hon’ble Baba Iqbal Singh ji, the President the Kalgidhar Society/Trust that runs the school to do some relief or help in alleviating the pain of fellow beings.

After the discussion, the Kalgidhar Trust decided to send a team of civil engineers, plumbers, masons, electricians and volunteers of Akal Academy with the motto “Rebuild Kerala”. It was concluded that the situation was not conducive for students to be part of the project since there was complete disruption of road and rail transport due to flood and landslides. Mr. Kishore Antony, Vice Principal, who hails from Kollam in Kerala, on the advice of the Principal and the Director contacted the former staff members of Akal Academy from Kerala including Ms. Julie (Alappuzha), Ms. Shinee (Alappuzha), Ms. Jessy (Alappuzha), Ms. Joma (Alappuzha), Ms. Lovely (Kottayam) and Ms. Jaisamma (Kottayam) for coordinating with the team and providing necessary assistance.

The team leaders and other members of the team met the elected representative of the Legislative Assembly (MLA) from Paravur Mr. V D Satheeshan who provided logistical support and helped in coordinating the work. The team members rectified complaints of the people from areas like Kochangadi, Paravur and Chendamanaglam. The team visited North Paraur, Kuttanad and other parts of Alappuzha (Alleppy) District and Nedumbassery and worked tirelessly over a month. The team also focused on repair and reconstruction work at the villages of some of our former teachers in Alappuzha (Alleppy) District.

The students of Akal Academy also became part of the project in their own way to do something for the humanity at large. The students formed an action group, campaigned among students to make their parents contribute generously towards the ‘Rebuild Kerala’ project. All the staff members also contributed certain amount from their salary of the month for the relief work. The intervention of Kalgidhar Trust and Akal Academy team in the reconstruction and relief work was widely appreciated in the local and national media.

The learner profile of the PYP students surfaced and they could empathize and think beyond themselves to draw the attention of the school community and management for the benefit of the humanity at large.

KUDOS IB-PYP TEAM.

Dr Neelam Kaur
MBBS, MS (Ophthalmology)
Advisor - Health & Education
The Kalgidhar Trust, Baru Sahib
Himachal Pradesh

Akal Academy is a chain of 129 co-educational English medium low cost public schools following CBSE curriculum and affiliated the rural areas of Punjab, Haryana, Rajasthan, Himachal Pradesh and U. P. . The students are mostly from the deprived sections of society, admitted regardless of caste, creed, region, religion and social status.

Established and managed by The Kalgidhar Society, Baru Sahib.

Igniting a Change to Bring a Change

If we can engage students' heart and minds we can get them where they need to go and teach them how to learn what they need to know.

We at Bal Bhavan International School aim to imbibe in every student the value of Goodness Before Greatness. We take care to include all out stake holders–students, teachers and parents in all our endeavours to stay inspired, aspire high and strive for progress.

We believe in applying a range of strategies. To list a few–

- **Make Every Class Count** The effect of a teacher goes beyond classroom and follows the child through his future. We make sure our teachers/educators are intrinsically motivated to make a difference. Teachers exercise the liberty of developing lesson plans/teaching aids according to the class requirements. Regular workshops, development programs, trainings, counselling along with assessments has helped in achieving academic excellence.
- **Technology** cannot replace teachers in the classroom, but technology in the hands of a good teacher can indeed be transformational. The school has its own App which could be downloaded from play store. The parents can use the app for fee payment, check their wards performance and receive message. Students can check the home work that gets daily uploaded on the site till class X. Teachers use it to mark attendance, put individual student's remarks and send assessment records. The school also boasts of smart classrooms for vibrant learning.
- Some of life's best lessons are learnt in the field. Our school has a large play-ground giving the students an opportunity to get trained and learn a variety of sport activities including shooting. Well-equipped amenities and infrastructure supported by dedicated team of professionals has developed a '**Sports Culture**' in our school. We focus on wellness of teachers by organizing Yoga sessions and workshops on healthy eating and healthy lifestyle.
- Music, theatre and mass media are the talk of town for our school. Students get umpteen opportunities to learn and excel in creativity. Our theatre students have been selected for web series and have given voice voice overs as well.

Let us all be together in igniting the change to bring a change.....

Jaspreet Kaur
Vice Principal
Bal Bhavan International School
Dwarka
New Delhi

Taking Education to All

Our journey had a humble beginning in 1987 with a handful children but with a big dream of a successful tomorrow; it was motivated by a singular philosophy of right to education for all. The motto may sound a cliché, but is truly hard to achieve due to many barriers that have been created by our society - in India education is a luxury. The education movement that started more than three decades ago from a small location in old Lucknow pledged to take education to children across economic, social and religious groups and empower children to become leaders in their respective fields.

The philosophy of unity caught the imagination of people who expressed their trust by handing over their children to the unique education system that evolved in the school, through eminent educationists, qualified teachers and efficient management by professionals.

The school honored parents trust and year after year it produced excellent results. The school took pride in a fact that it picked students from the down trodden and empowered them with knowledge that brought them at par with the creamy layer of the society.

Unity School today provides all those facilities that any modern school in India Provide. It has all the modern tools that any top class school is expected to possess. It promotes e-learning, has well equipped laboratories and modern day classrooms with latest audiovisual facilities and interactive boards. What is so special about Unity? What makes Unity unique? And why do parents put fate of their children in the hand of Unity School? Answer to all these major questions could be given in one single word: TRUST!

The school has over the years earned trust of people belonging to different social strata by adopting inclusive policy where parents are actively involved in career building and knowledge empowerment of their ward. The institution implemented inclusive policy by evolving a three-way communication: teacher-parents, students and management. School acknowledges importance of communication in growth and development of a society and educational institutions are most important component of society. The school academic staff realize importance of dialogue between school teachers and students, teachers and parents and management and parents. It takes criticism in a true pragmatic spirit and accolades with all humility. Parents constantly monitor growth of their children along with teachers and teachers constantly guide students in their pursuit of knowledge beyond syllabus.

It is this trust that will eventually transform our school children into pillars of the nation tomorrow. It will be they who will create a strong and prosperous India and translate dream of school founders into a reality.

Francis Castelino

Principal
Unity College
Lucknow
U. P.

Holistic Education

Outdoor Learning Curriculum: We believe that outdoor learning is an important part of a good childhood and is also important in raising standards within the school. We have embarked on a programme to develop exciting outdoor, raised beds for planting vegetables. Teachers integrate outdoor learning within their lesson plans right across the curriculum.

English Conversation Module: English Conversation Development Module has been designed with an intention to develop the language skills of children at an early age. We focus on building each student's language proficiency and confidence, right from the beginning. The English Conversation Module includes interactive classroom activities, stage exposure, etc. This would ensure that the children develop the right language skills in Listening, Speaking, Reading & Writing.

Personality Development Module: We have designed this module to improve the Public Speaking Skills of the children. It is specially framed to endow with personal etiquettes, body language, good sense of dressing & hairstyle, attitude, behavioural pattern, feelings & aspirations, self-confidence, positive approach and a realistic attitude to face this competitive world in an effective manner.

Sanskar: Dr. Sarvepalli Radhakrishnan believed that "Merely taking a degree is not much important but to turn out as a true human being matters more". We're happy to say that our programme is based on the same vision. Through this we teach the students virtues of life. Special assemblies are conducted on special occasion to make children understand the importance of our diverse culture and their customs, and to enable children to consider spiritual, moral and social issues.

Thinking Skill Module: In our school we teach children how to think not what to think. We conduct different activities by providing worksheets. These worksheets are designed for students to think out of the box. The students are encouraged to identify their strengths and talents through different innovations which are being incorporated by the school apart from the regular teaching.

Synergy Programme: We always believe that both school and parents play an important role in the growth and development of a child and it is only through open communication, fruitful discussion and active participation that we can together lay a strong foundation for our children. Parents should always go hand in hand with the school to nurture their child. With this goal in mind, the school organizes synergy program. Under the synergy program we have parent's workshop, parent's orientation day, PTM, parents' day celebration and many more.

Robotics: We had organized Science Zone (a science exhibition) at our senior branch and the potential which we found in the students were exceptionally outstanding. It was completely based on robotics. The students were so confident they made projects such as Smart home, Smart dustbin, Sensor detector, Car which can drive without driver (showing artificial intelligence), Aurdino based projects, weather changing detector flower, Rain detector sensor roof. The Shemford stars made projects with the concept of saving electricity, keeping our country clean and a lot more.

Abacus & Vedic Maths: This is indeed a pioneering initiative by our prestigious institution reflecting our commitment to academic excellence. Abacus & Vedic Maths helps in removing the fear and phobia of Mathematics, developing concentration, improving memory, generating self-confidence & doing fast calculation. This is a practical approach to solve various arithmetic problems.

Outdoor & Indoor Games: We have various sports for physical & mental growth of our students such as Basketball, Volley ball, Badminton. We also have Chess club in our school. We provide karate classes keeping in mind the importance of self-defense. For spiritual healing, we have yoga classes which is an integral part of school's curriculum.

Digital Classroom & Computer Lab: The digital classrooms have been introduced since beginning to make learning with a difference in more elaborated form and well equipped Computer Lab.

Wow Wednesday: WOW! Wednesdays' celebration is an endeavour to give our junior children a strong value system through lots of interesting activities. Every Wednesday has a special concept associated fun-filled activities.



Co-curricular activities: Activities in school is one of the most essential factor that contribute to the overall growth of the students while their tenure at the school. Shemford is a bunch of activities, here many kind of activities are conducted for overall development of students. It develops a sense of responsibility and teaches students how to face the competitive world outside the school premises. To learn this, school is the best places after one's home and also makes student truly part of their society.

Richa Sharma

Director

Shemford Futuristic School

Muzaffarpur

Bihar

Assessment of Learning Outcomes Using Specific Measures

Teaching requires assessment, i.e., evaluating the students understanding in the light of the goals of a lesson or any particular topic. The assessment of student learning outcomes provides the information that puts student learning at the forefront of academic planning processes. The goal is that the students should be able to demonstrate their understanding by doing a combination of these things ranging from recalling the facts and figures, applying information etc. The challenge is identified with the student's class performance. If it is observed that the child is not performing repeatedly, then the time comes to think upon what methodology to be adopted.

One of the practices adopted includes taking extra classes where the child is asked to stay after school and clear his concepts. At times the school morning assemblies are skipped for these students. Another practice adopted is Music Therapy. In this the child is asked to listen to songs or music of his choice to solve mathematical problems. Music relaxes all your stress. It meets the needs of the students, for example, improves motor function, social skills, emotions, coordination, self-expression and personal growth.

The methodology depends from student to student. We cannot target all students with the same approach.

Anu Yadav

Principal

Tagore Public School

Gurugram

Haryana

Mrs. Anu Yadav is a triple post-graduate with a degree in education. She has 15+ years of experience in the field of teaching and administration. She has received many awards for her contributions in the field of education and student community development.

Creating Progressive Learners

The school motto of “A Continuous Quest for Excellence” is at the core of comprehensive and intensive co-curricular planner which is customised for Kindergarten, Primary, Middle, Secondary and Senior Secondary classes. These are designed and balanced with academic curriculum so that every student gets to learn beyond subjects. The various activities have been chosen keeping in mind the age group involved and the needs of skills in that particular age.

Content of the Practice

There is a prime need for holistic development of the students which means intellectual, physical, moral, sensible and social development and for striking a balance between syllabus, curriculum and life skills. The co-curricular activities groom the students in the art of living and working together.

Identification of the Challenge and Need for Innovation

Principles of Science, practices of Commerce, events of History, tenets of Civics, features of Geography and the nuances of languages are half learnt and understood through books. When the students make charts, models, power points, participate in group discussions, debates, declamations and quizzes make advertisements in business and science fairs they learn and understand comprehensively what they have studied. Hence, this gave birth to the idea of a comprehensive CCA planner of the school.

Analysis of the Problem and Possible Alternatives

In a class room period the child is a passive learner. He or she listens to what is being taught by the teacher. The real learning takes place when the child learns actively through making of charts, models, ppts, participation in debates, maths aptitude test, cyber quiz, role plays etc. Hence, the co-curricular activities are woven into the daily plan to enhance experiential. Each child consults the planner and plans for the co-curricular activities on the anvil. The teachers and parents extend their support and guide the students with the activities. For judging, experts of various fields are invited who also guide the students for further improvement.

Execution in School

For execution there is a separate CCA department whose responsibility is to organise, conduct the activities and maintain the records. The students are felicitated. A comprehensive planner is made for the entire academic session. A copy of which is attached.

This intensive schedule of various activities are meant to hone intellectual skills, moral values, personality progress, social skills and character building in students. The various objectives are :

- **Experiential Learning:** Activities like Science Fair and Business Fair are integrated with academics, to ensure that students get to learn effectively.
- **Cultural Values:** The school follows a two pronged approach. Each section from class I-XII holds its Annual Presentation on a pre-decided date. Its an hour long event wherein a section puts up a cultural show on a particular theme such as the history of mankind, any famous personality, moral values, states of India, a particular day or a festival. The Annual Presentation includes the daily news, thought of the day, Group Discussion, English Drama, Hindi Recitation, English Recitation, Mime, Street Play, Classical Dances, Vocal & Instrumental Music and a Motivational Video of five to six minutes on the selected theme. An expert is invited as the guest speaker who talks to the students and gives them in-depth knowledge. The other approach is celebration of all National and traditional events from different faiths including Gandhi Jayanti, Independence Day, Republic Day, Diwali, Dussehra, Eid, Christmas, Raksha Bandhan and many others. These teach them the qualities of respect and tolerance of difference faiths.
- **Personality Development:** Competitions like debate and declamation, English and Hindi Recitations develop and hone the skills of oratory and language in the students. In a uniquely planned English communication skills competition each student of the class participates in the Group Discussion. The best speakers are awarded. Reading competition develops fluency and pronunciation skills in students. All these chisel the personality of Nosegayens.

- **Physical and Mental Health:** It is mandatory for students to participate in athletics, gymnastics, yoga, indoor games such as Chess, Table Tennis, Carrom and outdoor games like Basketball, Football, Handball, Badminton, Swimming, Horse Riding, Shooting etc. School is also a SAI Centre of Table Tennis and Handball. A huge stadium has been built for this purpose.
- **Appreciation of Aesthetic Skills:** For inculcation of aesthetic skills, the students participate in art exhibition, art classes, dance classes and music classes. These train the students for participation in Annual Presentation and various competitions.

Criteria for Measuring Success

Judgement sheets are made for each competition which contain suitable parameters for assessing the student performance. A copy of the judgement sheets of few competitions are attached herewith.

Nymphaea S. Reddy

M. Com, Business Administration, M. Com ABST, B.Ed.,
Visharad (Three levels course in India Classical Vocal music)

Nosegay Public School
Sri Ganganagar
Rajasthan

Glimpses



Taking all Learners Along

Springdales Children's School is a well-known school recognized for excellence in education in Kota city. We work on the holistic development of the child through of individual attention showered with love and care. We work to develop our team through in-house trainings and workshops. During the course of discussions, we realized that some students are tagged as 'slow learners' early in age and continue to be the odd ones during their entire school life. These students are constantly under pressure of parents, classmates and teachers. They lose confidence and their performance declines. We, as empathetic mentors, began working to find alternate ways of dealing with this situation

Identification of the students

Class teachers were asked to identify 3-4 pupils who were not performing up to the mark. On scrutiny, the common situation was that these students were slow writers and had misconceptions of basic concepts in primary classes. It was further found that these children were busy in completing their tasks and not focusing on the explanation of the topic under study. A strategy was hence formulated to overcome the problem.

Remedial Classes to Speed Up Reading and Writing

Each teacher was assigned a group of four students who needed remediation. Teachers utilized the assembly time with their respective student. The task was to help them read and write in both Hindi and English. The results were positive in the first month itself. Students were able to catch up with the pace of the class.

Misconceptions Addressed

Simultaneously we started addressing misconceptions in Mathematics and English. Games period was utilised for this purpose.

Activity Based Teaching

A time table was created for activity based teaching in the regular classes. The agenda of the activities was to explain complex concepts in simple language. It was a step to make sure all eight different styles of intelligence and learning are covered.

Positive Reinforcement

Specific students were made to sit on the front benches. All our mentors and parents were instructed to appreciate every effort made by the pupils. Parents were requested to do the same. Motivation and appreciation brought commendable results.

Setting Up Achievable Tasks

Teachers were instructed to set achievable targets which upon completion boosted the self-esteem of the student. The bar was set at moderate level.

The Buddy Concept

Students were paired. They discussed and solved each others misconceptions.

Group Projects

It was ensured that every student had a say in the group projects as opposed to domination by a single person. No group heads were assigned. Group projects are conducted continually by teachers.

Participation in School Activities

Students were encouraged to actively participate or volunteer in school programmes and competitions.

In this manner, our school teachers worked as a team to help the so-called slow learners in our campus shine and excel. The programme has produced excellent results and is commended highly by parents. We conclude that slow learners can be brought into the mainstream with due efforts in the right direction by the mentors. Springdales Children's School is proud of its diligent students and meticulous teachers to have achieved the goal.

Preparedness of Staff for the program



Meenakshi Porwal

Principal
Springdales Children's School
Kota
Rajasthan

Meenakshi Porwal is an M. Sc, B. Ed, MA (Education), MPhil and has 19 years of experience in the field of education which includes, working as a CBSE observer, centre superintendent and evaluator for the class XII boards for Biology. She is a mentor to the newly appointed teachers and a club master of 'Adolescence education and life skills'. She has worked as a CCE coordinator, National Children Science Congress coordinator, academic coordinator as well as served as the Head Of Department of Biology. Ms Meenakshi has an inquisitive, optimistic and energetic personality.

Personalised Learning to Improve Outcomes

Leadership is a critical aspect of all social endeavours. In schools, leadership is essential for student achievement and impacts all facets of education: teachers' motivation, learners' performance and interaction with the broader community. The Doon Heritage School community values many of its effective practices based on child centeredness, common planning template, differentiation, collaboration and reflection.

Annually, for several days we confer on schools' best practices implementing them in our strategies for improvement. Our staff members read and review the books that are provided by the consultants. Regular meetings with individual teachers are done to work on the effective school practices. Our goal is that every child should show growth and become proficient. Anecdotal records are maintained by the teachers on regular basis. The teachers' progress as well as the areas of improvement are maintained by the team leaders, observers and lastly by the Principal.

We tailor teaching methods based upon teacher/learner needs, attitude and profile to ensure high productivity, and transferability into practice. We embrace collaborative working methods that foster mutual learning and cooperation among learners. Our focus is on learning in an interactive environment knowledge applicable to the real context and/or in the classroom.

The pedagogical methods that we use, are based upon experiential training, group and peer activities, learning by doing and best practices exchange. Students are given the opportunity to be self learners which guarantees lifelong learning. Learning being more than memorizing, students here focus on comprehension, problem solving and development of inferential skills and making judgement based on evidences and criteria.

Personalised Learning

We tailor the working methods based upon participant's needs, attitudes and professional profiles in order to ensure efficacy and transferability into practice. Our standard methodology is highly practical that comprises real job examples, case studies, examinations and stimulations. Students are given a choice between reading a short story or listening to an audio version, they are allowed to choose whether to take notes online or on paper. Students are allowed to work with peers or complete assignments solo. This allows teachers to spend valuable time with students needing extra instruction.

Personalized Growth Plan

Certain measures are taken prior to assessment of learning outcomes

- formulate clear and succinct learning goals for the students
- articulate those learning goals to the students
- what they should do if they do not meet those learning goals
- the mastery of students learning goals are based on their performances on the assessment instrument
- Reflecting on why students did not master the goals and developing strategies to help them in future

Collaboration with the Stakeholders-Parents, Affiliation Bodies, Community:

We share information about classroom activities and projects with parents who work with faculty members to plan growth and evaluation of their wards. Meeting on a regular basis is done with parents- teacher as well as the community members and the management.

Md. Ishaque

Principal

Doon Heritage School

Siliguri

West Bengal

Building a Culture of Quality

The primary focus of educational innovation should be on teaching as well as on the learner, parents, community, society and its culture. Education is indispensable for society to survive and thrive. It should not only be comprehensive but must continuously evolve to meet the challenges of the fast changing world. This evolution must be systematic and consistent; therefore, administrators and teachers need to innovate the practice of teaching and learning to ensure students are ready for to work and life.

The following two elements must be integrated and unified for effectiveness of school education.

Academic curriculum - the objective, explicit curriculum of the school.

School culture- the implicit curriculum of the school.

The above mentioned elements should be looked at, thought about, and acted upon in a unified and coordinated manner to promote students' ability to learn.

Culture is born from an organization's vision, beliefs, values, and mission. A culture must be welcoming, conducive to lifelong learning and sensitise us towards how our behaviour affects others, and our world. We believe that culture should optimize the chance to live our mission, become our vision, and fulfil our educational purpose and responsibilities.

Our school culture is focused on quality. Our mission is to align the various people inside the organization towards a common purpose. When different people are focused on different things it is difficult to arrive at consensus for quality implementation of the ideas. When there is agreement on the focus, implementation becomes easier and efforts concerted.

The mission of a school includes attention to students' communication skills, and the members of this school community agreed that writing was a need. As they honed their skills, they increased their understanding of quality instruction and were able to have some excellent conversations with one another about what worked and what did not.

Execution in School-Planning and Resources

At St. Michael's all staff follows the following steps to build commitment and amplify energy

- Understand the vision, mission and goals of the institution.
- Plan and execute the curricular programs of the school
- Provide a stimulating environment to ensure that all parents and students feel valued and welcomed in the school.
- Ensure that the taught curriculum reflects a multicultural society and world and offers students the opportunities to draw on their own experiences
- Understand the social contributions made by the different social groups and highlight the same to develop sensitivity in students
- Ensure students to show respect to other people regardless of their religion, culture, etc.

Teachers lay emphasis on practical aspects of planning curriculum, co-curricular areas, personality development and evaluation. They organize activities related to quality improvement focusing on blocks with supervision and monitoring.

We have seen an increase in student attendance rates, teacher retention and participation in collaborative decision making. Teachers use data to improve learning and conduct formative assessment for improvement in learning.

Vishakha Sinha
Headmistress
St. Michael's High School
Patna
Bihar

Engaging Students Through Technology

Teachers have witnessed a drastic change in the education system and have been pushed to the brink to adopt the various technological advancements that have revolutionised the teaching methodology adopted in the classrooms. Gone are the days when a teacher read out of a book and explained its meaning and the students learnt the answers by rote method. Today the teacher is well equipped, as the classroom consists of an audio-visual interactive smart board linked to a server that disseminates and stores vast knowledge.

Modern teaching pedagogy supports a paradigm shift from routine rote learning towards personalised learning opportunities which in turn is creative and entertaining, converting the classroom atmosphere for students and teachers alike.

A common problem observed in classrooms is a disconnect between the teacher and student due to lack of interest created due to monotonous teaching methodology during the average forty-minute period. Either, the instructors are unaware of the aptitude of the average learner or is expounding the vast knowledge by rattling off equations and verses that are already mentioned in the textbook without fathoming whether the learner is understanding the basics. This leads to disinterest in a particular subject which ultimately has an adverse effect on the results, not only in academics but also in daily life.

The out-dated “ONE SIZE FITS ALL” methodology involves a process where the teacher introduces a new chapter, followed by students burdened with piles of worksheets and finally taking a test to demonstrate their understanding skills which is erroneous. End result, teaching moves forward, regardless of knowing, how many learners actually mastered the subject. Some are left behind while others are bored because they master the subject faster than their peers. This is where technology plays a vital role as it is used to put at the beck and call of each student, knowledge in a systematic and organised manner. The teacher adds to the already interesting megabytes and gigabytes of knowledge that is portrayed in unflawed presentation that is appreciated by the teacher and the learner as their attention is completely drawn towards the chapter. The teacher can concentrate on the students who are not engrossed in studies. Personalised teaching takes into account the learning needs, abilities and aspirations of every student. Since interests are taken into consideration, more dynamic and engaging classrooms are created. High performing students stay challenged and less bored while average or below average students are also offered a chance to learn and demonstrate competency in ways that are best suited for them.

Each student having a unique personality and different capacity of grasping the age-old method of the teacher being the “SAGE ON THE STAGE” has to be done away with. The educator now has to be THE GUIDE BY THE SIDE and this was facilitated by introduction of classroom technology which in turn made it easier for the teacher to deliver student-centered lessons. The introduction of advanced technology in teaching methodology was introduced several years back in St. Dominic Savio’s High School, Patna which has enhanced the academic environment in the entire campus of the school.

St. Dominic Savio’s High School has to its credit of creating a diverse classroom as it opens its gates to every section of the society and resembles the concept of five different sized fingers forming a fist. Teachers are motivated to use technology to create, implement and measure personalised lessons. The day starts with a 15- minute meditation and motivational talk, through the PA system, stressing on the need to learn and adopt moral values, that are lacking in this modern generation, which is followed playing of instrumental soulful music rendered by famous music artists. Teachers and students alike, participate in this daily activity which help in starting the day on a non-

formal note. Short stories or videos highlighting various life skills or moral values are shown on the smart board by the class teachers. In the classes involving language subjects, students are encouraged to prepare multimedia slides or animation through the available software to convey their imagination and understanding of a topic instead of submitting the traditional essays, posters or reports. In other subjects too, detailed study material and projects are prepared from the links that are available on the server. Personal Apps have been developed that help to connect with teachers and parents, where details like regular attendance, study material, important information etc are made available on the click of a button. Students have access to the computer lab where under guidance of professionals they get an opportunity to work on projects and assignments. Each class teacher has a social media group which is used for interactions after school too. This is very helpful for the examinees who are preparing for the Board Examination to solve the last-minute queries.

Hence it can be said that technology is being used at its utmost best in this institution.

Quizzes and club activities organised on Saturdays have shown remarkable progress amongst students of various levels. The school is ISO 9001:2015 certified.

Glenda Galstaun

Principal

St. Dominic Savio's High School

Patna

Bihar

St. Dominic Savio's High School was established by the great educationists Joseph Galstaun and his wife Molly Galstaun in the year 1982. Both were great visionaries who were known for their teaching skills and this institution is a result of their dedication, sacrifice and hard work. Glenda Galstaun has been serving as the Principal since 2010 and has tremendous leadership qualities. She completed her early education at LA Martiniere College, Lucknow.

Inclusive Education as a Practice

When most of my counterparts were busy in building and improving the conventional education system in their own capacity, I dreamed to take a different challenge. Though our school has been working towards making the curriculum interesting for the kids to understand, adopting new instructional ways for teachers we have a zest for doing that extra bit for the society and this was when we decided to finally take up the challenge. A challenge that would impact the students' strength of my institution, when my competitor institutions were finding ways to improve their students strength. But somewhere in my heart I always knew that if the change I was daring to bring, would bring a mountainous difference to a few lives.

The dice rolled when we enrolled a seven year old Cerebral Palsy (30%) patient Arun (name changed) in our school even though we do not have special educators. As per norms, we should make efforts to include specially abled children in the mainstream. Extreme cases cannot be integrated but why exclude the kids in the very first phase of a social dimension, which is schooling. My aim is to absorb 5 to 7 percent of such students in my school every year, I have been relentlessly working upon this and the results and the feedback are positive, and this keeps me going.

However, there are many challenges. To make things happen the way we have visualised, maintaining a balance between both inclusivity and security of all students and teachers, is important. Our education system is both a result of external and internal forces and instrumental in alleviating various prevalent disparities around.

Internal and External Challenges

Internal challenges come to me through my support staff, my teachers and my students. These I can address in my individual capacity using my knowledge and experience. Students, teachers & support staff are all different individuals with different perspectives, moods and demands. Challenge is to align them with our philosophy of inclusivity. There are times when parents have various complaints regarding the initiatives taken up by school, sometimes kids do not react or respond to the methodology taken up by the school. A change in curriculum is most of the time questioned by parents, we have to maintain a balance between special students and others. Acceptance of these kids is a big challenge and we have to be very cautious in handling their emotional swings.

Finances are again a big challenge for a setup like ours. The special students who come to us are generally from financially average families, their recurring monthly expenses on medical therapies etc are high and they too look to us for all possible support and we have to be compassionate for such parents. Constantly changing government policies, local administration, are factors that we have to manage.

Special children cannot write well but they can type better. We use devices to help them.

Training of Teachers and support staff

To improve the quality of our teaching, regular workshops and training programmes are conducted. Special workshops on class management, behavioural handling are conducted on regular intervals.

Not just the teaching staff but the support staff also needs to be educated, after all they too play an important role in improving the atmosphere the school management endeavours to create around. They are taught to handle the special kids and their needs. They are taught the code of conduct that they need to follow when in school premises at the same time they need to be constantly monitored. As a practice they also have to be appreciated and rewarded for their work just to keep them connected with the school's needs. Our top priority is to make sure they handle the kids including the special ones with utmost empathy.

Workshops for Parents

An arduous task in modern times is to maintain healthy and positive parent teacher relation. My primary aim was to make them believe that school was a place where social discrimination has no space. Induction classes and workshops on parenting, curriculum updates, technology updates, child security etc. are conducted thus spreading awareness and keeping parents involved with the school. Parents of kids with special needs have to be kept connected with all other parents to build empathy. Group counselling sessions and one to one counselling are organised for the parents to health them to handle such issues.

Feedbacks & Suggestions

If you want to improve, you need willingness to learn. To deliver the best you need to understand the mindset and requirements of your parents, students and teachers. You cannot plan something for someone without understanding them. Whenever a decision or a change is taken up by the school, teachers and parents are welcomed with their views

The joy of doing comes when the results are sweet. Education is something that gives you ample opportunities to be happy and content. Words cannot express the feelings of these families when they come back to you with gratitude. Today we have more kids like Arun studying in our school and all students, parents & teachers support and grow together.

Namrata Panicker

Manager

Sacred Mother Junior School

Agra

U. P.

Continuous Professional Development Using Technology

Getting new teachers on board in terms of the school's culture, pedagogical practices and subject expertise requires effort, direction and commitment. Training new teachers to meet the organizational requirements, in an effective manner was challenging for us.

Our aim was to on board new recruits in a sustainable and standardized manner. It is not possible to have teachers shadowing senior teachers for a long time, hence, here is what we decided – use technology for continuous professional development and to enhance the teachers' abilities. We recorded senior teachers' effective classroom teaching and let the newer teachers use similar techniques.

These lectures have been shared on the school's YouTube Channel. New recruits view these videos at their own pace, answer questions, and attempt related tasks including viva and presentations. We trained teachers to use technology effectively as the first step to acquaint them with Google suite, blog posting, and Web 2.0 tools like blendspace, padlet, and others. Teachers got experience in using tools like Khan Academy and Google classrooms.

We have a system of 360 degree feedback in our school for all tasks. The training head at school conducts viva and presentations after the training, which ensures that a teacher is well trained to manage and teach students. Continuous feedback from students, parents, team leader, and mentor contributes to effective training.

Vardan Kabra

Head of School

Fountainhead

Surat, Gujarat

Mr. Vardan Kabra has a degree in B.Tech and M.Tech. from IIT Mumbai. After a PG Diploma in Management from IIM Ahmedabad, he took over the responsibility of academics, administration, teacher training, and leadership development program at Fountainhead. He ensures that innovative pedagogy and student-centric education is possible via constant practice, training and mentoring of teachers

Case Study of use of Technology in Class VIII Math

We at LPS realize that the students of today are digital natives, finding it easier to create and consume content on screen rather than in print. Quality of learning is no longer limited to a pen and notebook. So, it is the need of the hour, for schools and teachers to redesign the learning experiences of their students by adding the technological element to it.

We take pride in being a technology driven school, where students and teachers are empowered and have been enabled to integrate various software tools for making learning engaging and relevant.

Education is changing and even the learning process of the student has changed –today students have tablet PC / laptop / Chrome-book and are storing schoolwork in the cloud rather than a personal file /folder; students are actively participating via back channel device. It's the responsibility of the schools to ensure that student understand that the power of technology goes beyond Google search and Facebook.

The tools used by students to enhance and enrich learning can be broadly classified as:

- Enhancing learning process: (Animoto, Knewton, FunBrain)
- Planning Projects/ Building a Digital Data base. (Prezi, Google Docs, You Tube, TED-Ed, Glogster)
- For Social Networking and Collaboration (Wikispaces, Schoology, Pinterest, Edmodo, Skype)

Mathematics can be regarded as a challenging subject. Learning Mathematics involves understanding the theories and formulas to describe something. In the typical classroom, the challenge for the students is to explore complex problems. With advances in multimedia technology, learning difficulties however can be overcome.

Prezi is software that uses motion, zoom, and spatial relationships to bring ideas to life and make you a great presenter. It is used at LPS and students are able to develop long lasting understanding of Data Handling and Probability.

In today's era, students like using various interfaces to enhance their skills. Unlike PowerPoint Presentation, Prezi creates one large canvas instead of multiple slides. Students are then able to use the ZUI (Zooming User Interface) to pan and zoom to different areas of the canvas. It helps you create a more cohesive presentation.

Students develop their knowledge and thinking skills in Mathematics and other disciplines along with technology to explain real world phenomena and enrich their learning experience. For example, students collect data of temperature of different countries and analyze the results using various tables and charts using MS Word, MS Excel and digital presentations. They learn making predictions of weather of a country based on their geographical location by visiting local Meteorological Centre and learning about the tools used by scientists such as Digital Barometers, Doppler Radars and Super computers etc. Students use various types of tools for making digital presentations like Prezi, Zoho Presentations, MS PowerPoint etc.

We do a detailed impact analysis of the use of technology in teaching-learning of Math. It has been proved beyond doubt that the students' command, understanding, love and application of Math has increased substantially.



Nutan Budhira
Principal
Learning Paths School
Mohali
Punjab

Creativity in Assessment

Creativity is as important in education as literacy and we should give it the same status. Reading a lesson and completing class work is not just enough to understand a concept in a particular topic. By this, students can learn but not understand. So SVM School is providing education through projects and activities to provide students with the opportunity to synthesize knowledge from various areas of learning and critically apply it to real life situations. Project and activities based learning is better than traditional classroom learning as it focuses on developing critical thinking and problem solving skills in the students. It is the style of active learning which helps to develop 21st century skills in learners.

Activity based method is a technique adopted by SVM School to emphasize teacher's method of teaching through activity in which the students participate rigorously and bring about efficient learning experience experiences.

And to make this more effective we apply it through the particular concepts related to particular subjects which are mentioned as follows:

Languages	Grammar	Communication	Phonology	Ideas and Thoughts
Social Science	Nature	Concept	Relation with other subjects	Objective / Significance
Science	Fact	Concept	Laws & principles	Experiments / Inventions
Maths	Concept / Formula	Calculus	Steps	Practical

We conduct Formative Assessments exams in a unique way in order to give the platforms to the students to develop their inner skills and also to enhance their basic abilities.

We have designed the structure of all the subjects in three stages.


- At the first stage students have to perform subject wise which makes them feel the subjects by performing different things like singing, dancing, acting, art work, intellectual activities etc. The criteria to evaluate at first stage is very basic which inspires them to get involved in it. Students achieve marks accordingly.
- At the second stage, we select students who performed well at the first stage and train them in their areas of interest by experts and enable them to bloom. Students can achieve marks according to their performance at this stage.
- At the final stage, selected students participate and perform in front of students, parents, teachers and judges in an exciting format and the winner can achieve full marks.

Competitions:

- Languages: singing/writing/poetry/acting and handwriting
- Social Studies: poster and slogan making
- Maths: quiz contest
- Science: model and experiment making and presentation
- Art and Craft: drawing, painting, craft etc.

Internal marks are integral part of continuous assessment and compulsory for all students. It enables students to demonstrate their skills and pursue their personal interests without time limitation and other constraints

that are associated with written examinations. We have seen in almost schools that internal marks are given annually to students in other schools, but in Shree Saraswati Vidya Mandir English School, internal marks are given continuously over the year.

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															SHREE SARASWATI VIDYA MANDIR ENGLISH SCHOOL										Year :-		2019-							
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Roll No.		Student's name			C.W	Assignment	L	S	R	W	Test		ULBD		Stu. Attn	Parents Attendance		Total	Sign															
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The main objective of Shree Saraswati Vidya Mandir School is to enrich the students' inner potential, to train students to meet the developmental needs of the local community and to contribute significantly to the global, economic and technological growth

Hemang Parekh

Director

Shree Saraswati Vidya Mandir School

Jamnagar

Gujarat

Anandabawa organization was founded by a great Ascetic and Enlightened Master (Gurudev) Shree Anandabawa Maharaj 350 years ago in Jamnagar. The present Mahant Shree Devprashad Bapu himself a "Vedantacharya - Gold Medalist".

Mr. Hemang Parekh is a Certified NLP (Neuro-Linguistic Programming) Master practitioner, M.Com, M.Ed., PhD enrolled. Performing as motivational trainer, speaker, educationist, life coach, counselor for last 15 years. He is a Director of all the schools and educational institutes managed by Shree Anandabawa organization and at present is Secretary of Gujarati Education Council, Jamnagar District. He has successfully completed more than 1500 seminars and 600 training programs on different topics, based on the use of mind power techniques for students, teachers and Professionals.



Making a Difference...

Capacity Building to Deliver Results

Strategic leadership in capacity building of teachers and development of creative skills in young learners.

WeCan Schools under the flagship of an NGO WeCan Society was founded more than 12 years back with the idea of providing quality education to the underprivileged sector of the society. More than 80% of the students came from the poor sections of minority community, where education levels were quite low. Being an educationist, my passion pushed me and I joined WeCan Schools as an Academic Head almost 6 years ago in November, 2013. Accepting the challenges and limitations, my focus was towards my goal which was to enhance the level of learning and strengthen academics.

Beginning with the pre-primary level, I observed that much needed to be modified and designed to deliver a balanced curriculum to the early learners. Shifting them from Rote learning to conceptual learning with fun was a big task. Initiating with creation of complete pre-primary curriculum based on the principles of early childhood, I strived hard to execute the same with untrained staff. So began my training sessions. From yearly planners to monthly planners, every detail of the curriculum provided to them was explained and taken practically in classrooms, through demonstrations and workshops. During the training sessions, emphasis was laid in explaining them the benefits of new curriculum along with the usage of integrating fun and activities in the daily teaching schedule. Lack of interest and resistance for a change was visible initially but consistent efforts and better outcome yielded positive results. The staff not only tried following what was taught but also started providing inputs as their mind opened to creativity.

The next step was to introduce global ways of learning like Socio-dramatic plays, Montessori way of learning, usage of Audio Visual aids, etc. Appreciation, motivation and positive feedback from parents made everything easy. With almost 100 pre-primary teachers with us and over 2000 students distributed over 9 schools, the zeal to learn, explore and experiment spread all over. Regular trainings, rewards to teachers, orientation with parents and with inclusion of passionate members in the team, desired results poured in. Students enjoyed learning like never before; clear concepts with strong foundation of these early learners enhanced the level of academics in the Primary wing too.

Now for more than 5 years our pre-primary wing is functioning like any other so called upstream schools and our limited resources does not hinder from allowing us to deliver the best to the young learners meeting all standards of early childhood and care. With time our pre-primary student strength has increased to almost 2600 with 128 teachers.

Past two years we have already started working on our increasing primary and middle school strength which also crosses over 1000 students. New ways and techniques have been put into practice to achieve academic excellence.

I, Alka Luhadiya feel proud to be a part of WeCan Schools. My previous experience with some eminent schools like Subodh, Dolphins, Tree House along with my educational background has enabled me to design and implement better educational practises. I am determined to continue this journey by continuously innovating and creating techniques and environment which may help learners of all levels.



Alka Luhadiya
Principal
WeCan School
Jaipur
Rajasthan

A Glimpse of My Professional Life

Six to eight hours a day, six days a week, a teacher is the most influential person in shaping students' lives. Proud to be a teacher for the past 33 years in my life, despite being a Principal of a reputed school at All India Level. Hectic schedules, stringent planning, bureaucratic chores have never altered my role as a Biology teacher to the students of class XI & XII. I acquire great pleasure in teaching and make learning a joy to all my students.

I am truly passionate about teaching and have inspired thousands of students in my career. Have motivated my students to excel and score high marks thus enabling them to accomplish good career choices. Being a positive person myself, have exuded positivity and contagious energy to all my students. It gives me a great sense of contentment to see a large number, choosing noble profession like medicine and teaching.

Started my career as a Biology teacher in the year 1986, enjoyed every bit of my stint amidst challenges and other impediments. Derived a lot of pleasure and a sense of accomplishment, when students secured high marks in the Board Examination and cleared medical entrance exam at the All India Level from those days namely PMPD, AIPMT, AIIMS, JIPMER, NEET and so on. Cherish those memorable days when my students were awarded the prestigious DBT Scholarships for their achievement in Biology at the All India Level by the Department of Bio-Technology and the Government of India.

Its difficult to measure success in the world of academia as even a simple recognition of a student would excite me and engulf me with happiness. The simple mantras I follow, apart from being systematic include, a thoroughly dedicated forty minute regime, judiciously assigning, five minutes of testing the previous days portions, three minutes of motivation of the chapter to be taught, thirty minutes of dedicated teaching and making the concepts clear and allocating the last two minutes for homework.

Challenges that teachers face, keeps changing with the time. Today the whole world has been captivated by technology, where gadgets and gizmos have taken the entire world by storm. Relationship between people have been threatened as people living under one roof text each other or text their colleagues even while at work. People consider the art of socialising or interacting with others as a futile exercise rather interact through text messages.

Gone are the days when travellers made friends with the fellow passengers, a book or a mobile would suffice for company these days. The student community does not find sufficient 'time' to complete their homework but on the other hand cannot detach themselves from gadgets. The greatest challenge for teachers and parents is to distract the child away from these gadgets and mobile phones, at least till they complete their schooling.

Parental support and guidance to the children is an integral part of rearing children. They should shower them with love and care and make them feel important. Teachers should be their role models and superheroes and create interest in learning, eventually helping them evolve as strong personalities. As a Biology teacher, I have made the subject interesting by simplifying my methodologies to deliver the concept and ensure better understanding. Motivated them to do extra reference work and good diagram in the subject. Enabled them to persevere to reach their goal and pursue medical science.

Success comes from consistent hard work. I have experienced great moments of exhilaration when my class averages went above 90% and sometimes above 96%. As an educator, I continually keep re-inventing myself and never stopped learning as learning is an integral part of a teachers life. I also allocate time to analyse, introspect and innovate and this makes me a complete teacher.

Shanthy Asokan

Principal

D. A. V. Boys Sr Secondary School

Gopalapuram

Chennai

Mrs. Shanthy Asokan, M.Sc. B.Ed The principal of D.A.V. Boys Sr. Sec. School Gopalapuram, Chennai started her career as PGT-Biology from 1986. She holds a Post-Graduate degree from Manasagangothri- Mysore and B.Ed from Kamaraj University Madurai. Her student centric vision and passion for teaching made her serve 33 years in educating Biology to student. She was upgraded as Principal from 2014. Her idea of education is to equip students for learning throughout life

Discipline with Firmness

21st Century educators, known for their progressive mindset need to understand that there is a thin line between discipline and punishment. As teachers, we all experience days when we are disturbed by the unacceptable behaviour of some of our students. I am sure, in our teaching careers we all would have punished a child rather strictly without realising that it might have left an indelible negative mark on her/his personality.

Somewhere, down the line, we forget that physical punishment, does not beget discipline; it is the fear of punishment, that brings discipline. Whereas, discipline that comes from within, remains with one for life and one makes it a way of life and takes pride in the same.

But the question is, how to instill discipline without being overly strict and authoritative?

Here are a few suggestions from my experience

- Set the code of conduct of your class with the help of your students
Once, they themselves have set the rules, the chances of breaking them are diminished and even if they do so, they themselves would feel responsible
- Before enumerating the DON'Ts ; tell them the DOs
- Develop a personal rapport with your students and treat them as equals. Ask for their opinions in matters concerning them; including their inputs in your decisions concerning them, so that they feel involved and behave like mature individuals
- Be the change that you wish to see in the world – The teachers should act as role models for the students. The way you treat them shall determine their behaviour towards their peers, parents and you
- State clear rules and enforce them consistently – the fewer the rules, the higher are the chances of them to being followed
- Never ever humiliate a child in public. More publicly we reprimand a child, higher are the chances of him/her becoming rebellious
- We seldom understand that a child does not always need advice, but invariably needs a good listener

We, as educators should mentor students in a humane manner.

“ If there is anything that we wish to change in the child, we should first examine it see whether it is not something that could better be changed in ourselves” C.G. JUNG

Urvashi Kakkar
Principal
Gurukul Global School
Chandigarh

Ms Urvashi Kakkar has decades of rich teaching experience in progressive schools.

Nurturing Students' Climb to Success

To draw out the best in students and build their confidence, we at Central Academy Shikshantar School make students practice more to improve their skills and thus engage them in experiential learning. Students are able to take examinations more confidently and score better. No student should be left behind is our philosophy –each student has a unique talent. Our school takes care of students individually and nurtures their talent. Through hard work, consistency and passion we bring out the best.

Our institution aims at holistic development and academic excellence through teacher empowerment programmes. Capacity Building sessions are conducted to train teachers with new teaching strategies. The new teaching methodologies are incorporated by teachers that facilitate in students' learning process. Our institution focuses on development in academics and sports. Students of our school have participated and achieved success in sports. They have been selected at National level in Table Tennis and Basketball.



Central Academy Shikshantar School's foundation was led by eminent educationist, a visionary late Mrs. Maya Singh Ji in the year 1974. She paid great emphasis on girl education and holistic development of a child. Mr. Gaurav Sen Jhala, the present school leader is an amiable, sensible and a sportive person who believes in the overall development of the institution.

Gaurav Sen Jhala

Principal

Central Academy Shikshantar School

Kota

Rajasthan

Value-Oriented Education

The basis of education is wisdom, which remains the same since time immemorial. But as methods change, technology becomes more important and has a big influence on young impressionable minds. The progress of a generation or school is not based entirely upon the infrastructure or the technological equipment inside the building. The root of every success or failure is the presence or absence of values. Just as a shepherd leads his flock, teachers too have a responsibility to lead this changing generation in education.

Thus, the biggest challenge ahead is to teach the age old values as well as the benefits of technology. Without values, technology will continue to be misused. The focus of a school should lie on value education to ensure students become good human beings. These do not have to be taught from a text book. In sharing and discussing anecdotes, personal experiences and events in the classroom, teachers can reach out to their students. In winning their confidence, they show respect to their opinions, and differences in point of view without demeaning them.

The best practice for a school leader is to emphasize on value based education with sufficient exposure to technology so that children become well rounded 21st century citizens who know how to use technology in an ethical manner..

If not, we should stop calling ourselves school leaders, because without values, we are simply leading the school children like the Pied Piper of Hamelin. We are leading them to their own doom and can see dark clouds on the horizon.

Raymond Anand Prakash

Principal

St. Paul's High School

Bihar

Patna

Growing from Inside Out and Outside In

Every human has an outer world and an inner world. A child is exposed to the environment of nature, culture, religion, education and much more. He/ she is taught to make choices that build oneself and later make the same choices for himself/herself. Critical thinking and spiritual exercises cleanse one internally and enable one to be what one wants. One has to peel off those elements which stand in the way of becoming one's true self.

Just as a seed takes shoot and branches drawing the nutrients it needs, a human too selectively draws what he needs from the external world what he needs for his individual growth. Education sows the seed of service and growth in the fertile soil of a cultural milieu and helps a person to grow from outside in and inside out.

Relentless social demands and expectations corrode and tarnish the raw self and one gets limited by mundane circumstances. This can only be countered with education. Simultaneously, man is endowed with an inner world. There are traits which he has to nurture and those which he has to fight with.

Spring cleaning of ourselves from within and without has been espoused by the great thinkers of our time. Pablo Picasso's The Bull is something that once seen, leave an indelible impression in the mind. The Bull is a series of 11 lithographs made around Christmas in 1945. The drawings show the beast in various stages of abstraction. Picasso began from flesh and bones - an image of a bull, lightly sketched. Then the bull gained weight, and then gradually started to turn into an abstract animal. Picasso drew a full grown bull. The fully drawn bull of Picasso is a metaphor for pride, ego, wealth, might and authority, arbitrariness and exclusivity. He sliced it away sliver by sliver till only the bare skeletal lines remained.

Finally the bull became only a couple of lines - a great anthem to simplicity. The sketches have become iconoclastic and are one big investigation on the true 'spirit of the animal. The less you become, the more you are. How much should one reduce to make oneself big or great is the question or philosophy or theory that mankind faces.

Says Chinese poet Ouyang Jianghe in a poem about Picasso's The Bull "How less does it have to get before it becomes more?" "That depends on the name you give to more".

He echoes the philosophy of our ancient gurus who valued that which cannot be measured in terms of wealth, weaponry, fiefdoms or beauty. After all, the greatest Empire on earth, the one on which the sun never set, was brought to its knees by an unlikely saint. Our Mahatma, M K Gandhi, a bent figure, nut brown and naked except for a white loincloth, spectacles perched on his nose, frail hand grasping a tall bamboo staff cut a quaint figure. Without a doubt, he was one of the century's great revolutionaries. Truly, this was a case where 'the spirit' equalled 'the form'.

Gandhi was following a primeval tradition of using spirituality as a basis of social change. The Buddha and Jesus Christ had used them successfully. Gandhi's unique philosophy was the result of his having discovered the East and the West at about the same time, the one through the other. His education was what drew him to the conclusion that less is more and small is beautiful. As we celebrate the 150th birth anniversary of this legendary leader it is only imperative that we reinvent ourselves by imbibing even the nuances of his spirit.

In truth, the bigger or greater you become the more accessible, approachable, lighter and simpler you should be. In today's world being big doesn't guarantee survival. The secret to survival lies in downsizing, not in distending. And this is a paradox of modern reality.

All education should at first add and then subtract. Thus, as with Picasso's The Bull, as with the Mahatma, true education is that in which both the educator and the educated endure the refiner's fire to emerge as profound versions of themselves.

Fr. John Mannarathara CMI

Principal

Silver Hills Public School

Paroppady, Kozhikode

Kerala

Fr John Mannarathara CMI belongs to Kozhikode St. Thomas Province of CMI Congregation, He is founder principal of Devagiri CMI Public School. He is a graduate in English Literature from Union Christian College, Aluva. He has done his post graduation in English literature from St Joseph's College, Tiruchirappally. He holds degrees in theology and philosophy from Dharmaram College, Bangalore. Is director of Chavara Cultural Centre, Kozhikode.

He is the author of *Manassu Oru Theeram*, published by Mathrubhumi Books, Edited three volumes:

- *Chavarayachan: Kerala Adunikathwathinte Silpi* published by Mathrubhumi Books,
- *The Life and Legacy of Saint Kuriakose Elias Chavara Light on the Burnt Horizon: Chavara, A Reformer*

Strategic Leadership in Capacity Building of Teachers

The school firmly believes that the role of a teacher is transforming and becoming more crucial with the changing times. Keeping this perspective the school provides a gamut of opportunities to the teachers and ensures their capacity building through a plethora of diverse capacity building programmes and workshops such as ISA Briefing and Training Workshop organised by British Council, The Annual Conference of NPSC (National Progressive Schools' Conference), Capacity Building Programmes on Gender

Sensitivity and Classroom Management, Workshop on Creating Inclusive Classrooms and ELT Workshops, in-house seminars and orientations etc, to name a few. Such programmes are necessary in the present scenario that is prone to constant change and upgradation. The teachers are encouraged to attend workshops overseas also so that they remain updated about the development taking place across the world. This is because the teachers are the key and they need to master new skills and develop new proficiency which can revolutionize teaching methods and help improve students' learning.

The major challenge faced in the process is the difficulty to ensure 100% participation of the teachers in all the programmes relevant to them in terms of their subject and otherwise. To overcome this, the school ensures that the teachers sent for a particular workshop recreate the same through in-house workshops, for the rest of the teachers/faculty members. To complement the aforementioned practice, subject lesson plans and in-house workshops on various relevant topics like Power of Encouragement, Creating Co-operative Classroom, Teacher : A Guru, The Power of Forty Minutes, How to Resolve Conflicts, Gender Sensitivity, Teacher as an actor, Assessment & Evaluation, Power of words to mention a few, are included in the schedule. Senior Leadership Team members interact with the teachers during the workshops. The Director and Principal, also interacts with the teaching staff every Saturday and activities like Debates and Group Discussions are conducted. Every year a panel of teachers deliberate and decide the topics for in-house workshops pertaining to the latest and current trends in the teaching-learning process. Teachers from different departments are provided with the opportunity to research on the topics and are also given a chance to apply the knowledge and skills acquired through capacity building programmes in classroom teaching and innovation. The teachers undergo in house training (which is in fact learning for all including Principal and HMs). The school also ensures that the best practices adopted by the teachers are effectively implemented in the classrooms, through regular feedback and analysis of the same. The teachers use various digital resources like the smart board and creative prompts to make the workshops engaging and interactive. These workshops have topics such as anger management, Assessment, Leadership, Technology including use of digital technology, Innovation in academics, how to concentrate and have long lasting memory to name a few. The teachers themselves do the research as the topics are told in advance. All the teachers are involved through innovative activities to ensure maximum participation. Feedback taken through Google forms and feedback slips are analysed and reformative measures are taken in the following programmes. To measure the success of the skills acquired, regular inspection of the lesson plans and classroom teaching is done by team comprising of senior teachers and HODs.

B. S. Yadav

Director & Principal
Delhi Public School
Jodhpur
Rajasthan

A visionary educationist, an innovative administrator and the proud recipient of National Award for teachers in 2005 by the then President of India, Late Dr. A.P.J. Abdul Kalam, Mr. B S Yadav is the Founder Principal of Delhi Public School Jodhpur. Mr B.S. Yadav's (M.Sc. Physics, B Ed.) foray into education began with teaching in Delhi Public School R K Puram, New Delhi in 1982 and continued to Sainik School, Chittorgarh and Birla Public School, Pilani. He was the Founder Principal at General B.C. Joshi, Army Public School Pitthorgarh (UA). He has earned a Certificate of Advanced International School Leadership in July 2017 for successfully completing eight advanced components of the "Essential skills for Principal Program" at The Principal Training Centre (PTC) for International School Leadership in Miami USA.

Teachers as Mentors

Gone are the days when children used to jiggle on perceiving the teacher or would pretend headache at the time of leaving for school fearing some strident remarks to be received for non-completion of home task. Inflicting corporal punishment was a common and most effective tool in the hands of the educators of the erstwhile era. With the passage of time, the education process has undergone tremendous transitions. The school ambience has become child friendly to such an extent that the children wait eagerly for their school bus. The Central and the State Education Boards have embedded some child oriented policies in their curriculum that not only nourish intellect but also ripen the young learners into morally, physically, socially and mentally a responsible citizen and a yielding asset for the nation.

With the introduction of these innovative techniques and patterns of schooling, the job of a teacher has been remodeled and multi-dimensional. Now a days, the modern day teacher acts as a facilitator, guide, care taker and above all, a friend. The conventional concepts about the teachers of yesteryears have been vanished. The teacher today not only teaches his lesson in the classroom, but he plays cricket and football with his pupils also, he cracks jokes in his class, he browses various internet sites sitting along with his disciples, he shares lunch with them and what not. To provide personal and pastoral care to the children has become an integral part of his duties. Pastoral elements his work tend to be some of the most satisfying and rewarding aspects of his job. He becomes an ultimate role model for his students and for the society too. Only a man of character and values has the right to preach moral sermons in front of his pupils. Hence, he has to shape his prominence equivalent to that of a priest.

In an experiential learning classroom, the children aspire to find a guide in their teacher, who without any hiccups, turns into an ally. The students today have plethora of queries. Hence, patience is a virtue that a teacher needs to possess. A good teacher is always approachable to his students and appears to be a trouble shooter for them. During the period of crises, the students find a solace in him and he becomes the biggest benevolent benefactor for them.

Personal self-esteem is important for every human being. Human nature being what it is, there will always be a proportion of pupils who underestimate themselves and find themselves the victims of inferiority complex. Such a child becomes over sensitive. Here, the teachers helps their pupil identify his strengths and shows them that weaknesses are opportunities that help them grow. The teacher devises some tasks that instills confidence in their students. Young students often develop emotional bonds with their teachers easily. A modern day teacher always comes down to their level and reciprocate their feelings in equal measure.

A belief, an emotion, a bond and a commitment are the virtues that develop a true FRIENDSHIP between a teacher and his student, leaving far behind that stale concept of teacher and the taught.

Neeraj Sharma
Chairman
Rishikul World Academy
Sonapat
Haryana

For Me, My Brand For 2019-20 is Good Storytelling

Education was an easy establishment to define in the past. What is it like to be a 21st century student? Success is no longer just about what we know, but the real power lies in what we can do. Nurturing successfully the students of 21st century is the call of accountability. What abilities and traits will serve the students in a time that's changing and developing rapidly? The core responsibility of shaping a child's future lies on the shoulders of parents and teachers.

Every child is different and for the teachers every child matters. Every child in this world is born with one or the other kind of talent and it is the moral duty of a teacher to take into account that particular quality of a child and help him to nurture these qualities and to bring out the best out of the child. Every child cannot be excellent in academics but it is pretty sure that every child has some good qualities which only needs recognition and with the same thought we at Gyan Ganga International School started a new chapter and introduced a trend with a sole motive to develop confidence in our students, develop their communication skills and to remove hesitation as well as stage fear which is the biggest challenge in a student's life. This trend is to organize story telling competition in every class. It is compulsory that every child has to come forward and narrate a different story which may be from Malgudi days, Tennali Rama, Mahabharata, Ramayana, Panchatantra etc.

With the practice of this trend it was observed that children developed their creativity, thinking skill, social and emotional quotient and also their confidence level was raised up to the next level. They learnt to be presentable & to face the crowd. While crowd is listening the story, other children also got motivated. Storytelling helped the children to increase their vocabulary and critical thinking as they added something of their own to make the story more interesting which conveyed a beautiful message. Some of them developed their verbal as well as non-verbal communication. Through this activity the students polished their reading, listening and speaking skills because in the techno friendly environment the students rarely spend time in reading books or knowing about the cultures of our country. They are attracted more to mobile phones either for playing games or searching material in Google to help them in their studies. But with the introduction of storytelling competition they are able to know the glorious past of our country and the values which a person should possess in life to be successful.

Ramayana and Mahabharata like epics have lost their value in the modern world. It is very essential for a child to know about the history of the country in which s/he resides. The decision making power and truthfulness that prevailed in the chapter of Chanakya are missing somewhere in the present scenario. So to bring back the students of present generation close to their culture and to make them aware about the glory of our country and also to inculcate reading habits among them storytelling is the best possible option for an institute to follow on regular basis.

"Stories have to be told or they die, and when they die, we can't remember who we are or why we're here."

Dr Rajesh Kumar Chandel

Principal
Gyan Ganga International School
Jabalpur

Building a Value Based Culture

School is a miniature society. The lessons learnt at school should be such that the students can link them to real life and equip them to face life positively. What differentiates one institution from another? Is it academics or is it extracurricular activities? I firmly believe that what a student would appreciate after they graduate from school, will be values ,attitudes, and skills that we give them here. Quality education should be capable of preparing students to be bold, face challenges and possess emotional intelligence.

For these to happen a school should adopt good practices. A vibrant and value based culture with well trained teachers, who are ready to learn and empathize is a must. Basically, we want a happy atmosphere for the students and teachers so that more and more creative ideas will flourish in a free environment. In our school, we try to conduct many relevant programmes for students and teachers for their overall development. Wherever we sense lacunae, we consult stakeholders and provide remediation.

We believe that values are caught and not taught and assembly is a great medium through which values can be imparted. As a best practice, we conduct value based assemblies. We select values for every month and present skits, speeches and quizzes, and as an extended activity to develop kindness and compassion in the young minds, we ensure visits to old age homes and orphanages. Students are shown value based movies. It is worth mentioning that out primary kids donated the entire grocery required for one month in an old age home recently. They contributed a sizeable for the cancer patients too. These kind acts of young people make us proud. Our strong alumni is a testimony to our value based education. They started a student adoption programme and donating generously for the underprivileged students' uniforms, books and study materials. As a good practice, our students donate their books to their predecessors. They donate the books to NGOs too and celebrated joy of giving.

Respecting Nature - to sensitise the young generation to conserve our planet and natural resources, we started a nature club. Various activities are conducted under this club. Some activities are worth mentioning.

The students of our primary school learnt the art of seed ball making and donated it in nearby areas.

To reduce the use of plastic, they made paper bags and distributed in the nearby shops.

They attended the session on rain water harvesting and shared the knowledge with parents.

They conducted a Swacch Bharat rally to spread awareness on healthy practices



We at Saraswati Vidyalaya ,believe that curriculum should prepare the students for their future life, rich in ethics and morals. For the same, with the help of our Principal Shri S Prabhuraman, we collaborate with PEACE FOUNDATION-A SOCIETY FOR PROMOTING VALUES AND ETHICS IN SOCIETY - many activities are conducted every year.

Education not only gives us a platform to succeed but also to develop moral timbre, perseverance and determination. Consciousness of values must permeate the whole curriculum and activities in the school.

Rashmi Umesh

Headmistress - Primary
Saraswati Vidyalaya
Nagpur
Maharashtra

Ms Rashmi Umesh is an experienced educator and forward thinking visionary. She is a B.Sc., M.A (Education), M Ed. And NET (Education).

Instilling Moral Values in Children

Since the inception of the school we have focused on the integral growth of our school. Our vision is to develop children to be leaders and change makers who will create a better world to live in. We give equal emphasis to character formation and academic and non-academic performance of children.

Three years back, on the basis of certain studies and analysis we realized that there was a need to put emphasis on instilling moral values among children. From then on, we made it a point that every activity that is conducted within and outside the school for children should carry an explicit or implicit moral message. One of the activities conducted to instill ethics and moral values among the children is the Wall Board Competition every month.

For better results from our efforts, we provide an environment where children come up with creative ideas on a moral theme. Every month, the students of every class present a moral theme on the board, before their classmates. Groups of six students are selected from every class, to develop the Wall Board Student in consultation with the teacher in charge and present collages, drawings and tell stories. This activity gives every student in the school a chance to reflect upon a moral theme once or twice in a year. The idea is to make them reflect and imbibe good values for life.

Intellectual caliber and emotional intelligence vary among children. To get every student to actively participate in this activity is a challenge, as some students are not inclined towards such activities. The innovative method we have adopted, puts students in the spotlight and they are keen to participate. Our teachers identify shy children and give them more encouragement. Sometimes we give prime responsibility of the wall board work to the quiet students, the teachers ensure that the chosen ones do justice to the task given.

Improvement in the general discipline and the behavior of children are the two criteria we use to measure the success of our efforts. We have observed that many students have undergone positive change through this programme.

Bro. Albert Abraham

Montfort School

Roorkee

Uttarakhand

Brother Albert Abraham has been in Montfort School, Roorkee since 2003. He serves as the principal of the school since 2017.

Developing Fortitude and Sensitivity in Students

We are living in difficult times where intolerance, communalism and violence are rampant and the media further blows up this negativity. All this affects the psyche of impressionable minds. Besides this, at an extremely young age, the students are exposed to increasing competition, heavy work load and peer pressure which stresses them out. Therefore, it is important that schools become a place where children get a lot of love, care, attention and a host of opportunities to express and distress themselves.

Pratap Public School, drawing inspiration from their Guiding Light Dr. R S Bhatia, a great visionary and a legendary educator, focuses on the holistic development of the students. The school offers a wide spectrum of activities which open up new vistas for empirical learning and understanding beyond the boundaries of the school.

Today, let me share two such practices which have yielded encouraging results in dealing with psychological and behavioural problems of students.

Pratap Prayas

As a part of the community outreach initiative by the school, a comprehensive Community Service Program called Pratap Prayas has been initiated with the twin objectives of meeting the school's commitment to the society at large and instilling in students the enduring qualities of care, compassion and empathy by inspiring them to engage in social activities. As future citizens of our nation, it is necessary that children become aware of their social obligations. Prayas envisages increasing participation of students in engaging with the families and the community so as to develop social awareness, self management and interpersonal skills.

For any programme to succeed, it is imperative that there is a buy-in from the teachers who are going to implement it. Teachers were oriented, their queries were answered, doubts cleared and fears allayed. Once all of us were aligned and uni-focused, the first project was launched two years ago on Independence Day, named 'Cleanliness-essential for everyone, everywhere' The main objective of the project was to make the children aware of their obligation towards maintaining a clean, green and healthy environment. Brainstorming sessions were organized. A panel of students was selected to sensitize other students and their community members about the importance of cleanliness through street plays. They came up with innovative ideas like making cloth bags from their own T-shirts, shirts, skirts etc., paper bags and gift bags from old newspapers.

Around Diwali, Prayas plays an important role in creating awareness about the increasing air pollution. To make the community aware of the harmful effects of bursting crackers and to educate about alternative ways of celebrating festivals, Eco-friendly Diwali is celebrated in the school.

The Prayas' "Promoting Herbal Gardens in School" initiative was started to help students, teachers and families learn about and recognize the importance of herbs that are a part of our everyday life. Students are instructed and guided to set up their own herbal garden which in itself is rewarding and a great learning experience.

Pratap Prayas' initiative "Joy of Giving" is an effort to enable our students to empathize with the underprivileged people of the society. All the students, teachers and auxiliary staff overwhelmingly contribute grains, pulses, sugar etc. to bring smile and happiness to such unfortunate people.

This initiative took us to the door step of a destitute house "Apna Ashiyana". The school now regularly raises funds to help the organization.

The Pratap Prayas also conducts awareness drives so that the future generation can enjoy a vibrant blue planet and "save water bodies". Through these drives the endeavour is to sensitize the students about the depleting water bodies and alarming increase of water pollution.

To enlighten the society about the menace of noise pollution, a campaign # Honking Not OK Please!!!! is launched by 'Pratapians' thrice a year. Armed with posters and placards that highlight the evil effects of noise pollution, the students take their positions at various points in front of the school. Pratap Prayas has really made the students aware about various issues. This has also made them more thoughtful and kind. They are being groomed to become responsible citizens of the world.

Meditation

Often we hear that schools only teach students how to achieve success in life but fail to train them to handle failures which go hand in hand with success.

The humongous challenge before us is to help them grow into emotionally robust, kind and compassionate human beings. And for this, there was no better way than to go back to the ancient practice of calming the mind through meditation. Thus, from the academic year 2017, meditation has been incorporated as a part of the daily activities of the school.

The day at PPS begins with meditation. In the background of gentle music, students are encouraged to de-clutter their minds by focussing on their breathing. It creates a conducive calmness both within the child and the school and that sets the mood of the day and provides a quiet but solid start to school activities. The rhythmic breathing steers clear of negative emotions, thoughts and practices and fortifies the inner self.

With regular practice, the students have shown remarkable improvement in health, behaviour and academic performance. Students have been reported to have higher optimism, more positive emotions and stronger self identity. It has also resulted in greater self acceptance and has brought transformation in their thinking and behaviour.

The school believes that such initiatives will bring a positive change in the society. Every institution has a bigger role to play than merely imparting education. When every organization in their own unique ways pitches in to address various issues that the society faces the world becomes a better place to live in. I am of the opinion that the relevance of a school in the modern day is judged by how it responds to the changing requirements of a dynamic society.



Poonam Navet
Director-Principal
Pratap Public School
Karnal
Haryana

Mrs. Poonam Navet is a highly committed, richly experienced and a creative leader entrusted with the task of managing, inspiring and guiding a team of more than 300 staff and 8000 students across 4 schools. She is a perfectionist who leaves no stone unturned in achieving her team's targets. Her agility is contagious and she inspires high standards of performance among the faculty and students.

Child Centric Education

As Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world." Education is the **key** to eliminate gender inequality, reduce poverty, create a sustainable planet, prevent needless deaths and illness, and foster peace.

Good education creates better citizens, fosters creativity and makes lifelong learners. Further, it helps them socialize and communicate with others. Education makes us aware of the knowledge, skills, diverse opinions and ethics in the world. It helps us to progress and develop ourselves further.

What does a child desire from a teacher? Academic progress, knowledge, and skills? These are not what a child asks for. Once they are in school these are taken for granted.

What everyone wants is a 21st century education - technology and skill based.

Technology used in schools currently, works like a tool for the teacher and the learner and not as a replacement for human interface. Modern technology makes work easier but it focuses on what is provided or pre-defined, rather than what can be. It does not open up minds of learners.

To foster creativity a school must ease the schedule and timetable, some suggestions for the same are below

- **Bag less school:** provide individual lockers for students and let them carry minimum of books which are essential for lessons. We are following this learning concept since the inception of our school.
- **Stress free education:** our classrooms are designed in such a way that we involve children to joyfully participate in many activities every day. These activities are integrated in our curriculum and encourage children to think outside of the box.
- **Meditation:** we start each day with in class meditation for five minutes. Every teacher narrates a story with a moral in the class. This helps children develop good values.
- **Peer teaching:** In our student centric classrooms, children can learn lots from their peers and often study together and even assess each other which leads to greater acceptance and bonding.
- **Self Discipline :** We do not punish the children for their misbehaviour, instead we take away privileges for a limited time, like a day or two. Teachers ignore mild misbehaviour, help the child understand logical consequences. Rewarding and praising good behaviour is a part of the discipline strategy.
- **Sports** is a compulsory activity. Everyday, each child plays at least for forty five minutes in our very spacious play area. This increases the physical and mental fitness of the child.
- **Meaningful assessment** We take only two main exams - mid and final. Other examinations are simple class tests so as to allow children to enjoy learning and not fear tests.
- **Reading habit:** in each class students donate books to create a class library. During their free time our students made it a habit to read these books.

Mr Srinivas is a post graduate in Arts and a graduate in Education, having an experience of 33 years as an Administrator.

C. L. Srinivas

Principal

Da Vinci International School

Visakhapatnam Dist

Andhra Pradesh



Meaningful Education to Create Lifelong Learners

Gyan Mata Vidya Vihar is a school with a culture of playfulness, curiosity and self-reliance for learners; and where mentors feel invigorated, challenged, professionally engaged and empowered in their domains.

Parents and educators work collaboratively to establish a secure environment. The education ethos in Gyan Mata Vidya Vihar is aligned to the need of the present times and is constantly re-engineered to meet the challenges of society. It aims to develop skills, attitudes of learners and shape them into global citizens. The school demonstrated innovation in imparting education and expanding the horizons of information and knowledge.

Gyan Mata Vidya Vihar has completed 32 fruitful years - its commitment has been to ensure the overall holistic development of students as per global standards. GMVV gives equal importance to curricular and extra-curricular activities as a part of the bigger plan to keep hand, heart and head in equilibrium.

Management and staff encourage team effort among students, which is evident in the leadership demonstrated by students in the organization of school events. It is not out of place to mention that the parents also take keen interest in the celebrations and interact with teachers on Parent- Teacher Meetings who provide them with regular updates about their wards. The school opens the windows to the outside world and provides an environment to think creatively right from kindergarten. Emphasizing constancy of purpose from the formative years has helped Gyan Mata Vidya Vihar to produce good results in academics too.

Various clubs are organised to encourage the learners to hone their talents. The students of GMVV are benefitted through language lab, Maths lab, Science lab, Computer lab etc. Extensive digital technology is made available to learners for enrichment of the material required for overall development of a child. GMVV Management and Teachers attend various seminars and conferences which include quality education, effective classroom methodology and child Psychology. These seminars and conferences help the staff to be familiar and updated with new trends in the educational sector.

The dedicated school management & staff have been playing a vital role in the progress of this institution. The infrastructure & the facilities provided in the school, make the school atmosphere very conducive for efficient teaching & effective learning. The parents of the school have been a strong support to the school & have played a big role in its growth. Various departments both governmental & non-governmental, have been extending their support to our school for its smooth functioning.

The purpose of education is to turn mirrors into windows



Fr. Shijumon M

Principal

Gyan Mata Vidya Vihar
Nanded, Maharashtra

Gyan Mata Vidya Vihar is run by the missionaries of St. Francis de Sales which is a religious Society of Fathers and Brothers working in India since 1845. Today it is present all over the world. Therefore, the purpose of education is to grow in the love of God & Humanity. Gyan Mata Vidya Vihar, Nanded, from its very inception in 1988, is known for providing its students quality education & forming their personality.

Teaching–A Learning Process

I want you to imagine that we are all on a journey, and I want to paint some words for you that you may find beneficial. ‘Do your best, always’.

You have already achieved a lot of your academic potential, hence your presence makes a lot of difference in a child’s life. In this journey, however, you need sustained excellence, which is an entirely different thing. You must have a **sense of purpose** and display a need to **constantly seek** to perform your best. You can only be satisfied if you have done your best. If you are competing with someone and the other person fared better than you, be satisfied to be second, but only if you have done your best. Be open to feedback, goal oriented, and strive to make a difference through sheer hard work, determination and perseverance.

There is no short-cut to success

There is a saying that goes as follows: “There is no elevator to success – you will have to take the proverbial stairs one by one”! In this journey you may need to take the gravel road ! With hard work and striving to achieve, you sometimes need to make some sacrifice.

Never forget where you come from

Put on your “trip metre” when you embark on your journey so that you may know how far you have come, because it is only through acknowledging where one is from and what you have learnt that you will have appreciation for what you have become.

Enjoy the journey and learn to “pause”

We sometimes try to be all things to all people – we cannot always be that – so sometimes, take time out to relax and do what you enjoy. A little bit of pampering which we all deserve – whether it is sport, reading, music, drama etc, make sure that you have something where you can hone skills that will be required later to complement your academic skills.

Exceptional teachers do things differently–*strive for sustained excellence, take responsibility, make sacrifices on the way, remember the starting point and take breaks on the way!*

“I have tried not to falter. I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can only rest for a moment, for with freedom come responsibilities, and I dare not linger, for my long walk is not ended.”

Dr. Ganesh Kumar Pandidhar

Vice Principal

Wisdom High International School

Nashik

Maharashtra

No one factor can account for the success of Wisdom High International school, Nashik but one thing is for certain–without the generous spirit of our trustees, our school would not be the school as it is today.

Eco Watch Club—Making Swachh Bharat a Reality

Little Angels High School Gwalior believes in creating awareness among students by providing them an atmosphere of self realisation and reasoning.

As environment protection is one of the most important subject, the school has encouraged the students to be torch barriers, hence an ECO WATCH CLUB came into existence. This club has empowered students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their teachers, parents, friends and neighbourhood communities to promote sound environmental behaviour.

Objective of the Practice Introduced

- To educate the students about the environment
- To motivate students how to imbibe habits and life style for minimum waste generation
- To encourage students towards scientific inquiry into environmental problems
- To create a clean and green conscious among students through various innovative ideas
- Inculcating practice of using minimum resources and utilizing the thrash of the school in beautifying the school premises
- Awareness of rain water harvesting
- Encouraging students for organic farming
- Spreading awareness about Swachh Bharat Mission
- To involve the students as well as teachers to preserve environmental

Activities of Eco Watch Club

Till now the Eco Watch Club has been successful in fulfilling the actual essence for which it was establish.

The following activities have been practised and will continue :-

- Action based activities like tree plantation, herbal garden, cleanliness drive both within an outside the school campus.
- Promote ethos of conservation of water by minimising the use of water.
- Installation of a rain water harvesting plant.
- Display boards in classrooms regarding environment protection.
- Organised seminars, lectures, talks on environmental issues.
- Sensitize the students to minimize the use of plastic bag not to throw them in public places as they chock drains and provide breeding grounds for mosquitoes.
- Seed ball activities for letting the children know the importance of seed dispersal.
- Awareness programmes such as quiz, essay, painting comp, rallies, nukkad natak have been organised in school.
- Organic farming for students to let them stay connected to the soil and make them aware of the importance of healthy food.
- Awareness of manure making and bio degradable substances in the environment.
- Importance of 4 Rs -
- Happiness express programme was conducted in which distribution of clothe bags was done.

For teachers it is a wonderful opportunity to create awareness, build attitude and hep students take up activities in the real world. The practice has helped the school to extend boundaries and scope of the formal educational system encouraging creativity and improving students for constructive ideas.

Awards

- Recently our school won green mentor award for the commendable contribution made to the environment
- MHRD felicitated school for best project which was made out of waste.
- The school bagged district position in Swachh Bharat Mission.

Dr. Shabana Rehan

Principal
Little Angels High School
Gwalior
M. P.

Dr. Shabana Rehan believes that “The function of education is to teach one to think intensively and critically. Intelligence plus character-that is the goal of true education.” With her immense capabilities and experience, she has proved to be a wonderful leader for the staff and guide to the students.

Building a Positive Team

An effective management requires few principles and set rules of management to be adhered to. During the course of my career and administration, I always believed that rules should have the flexibility of being moulded according to the various situations, with justified reasons. Rules are made for the people to make their daily life systematic and easy. This belief has guided me in my day today functioning as a successful administrator.

Leaders should always be approachable to their team and consider them as an extended family. The team members must be motivated and guided by the leader to overcome any challenge. Positive and highly motivated teams are a fun to be a part of, and they accomplish far more than teams which struggle with low morale or negativity. Thus, every member in my team is given its due appreciation for the efforts put in by them for making the institution run effectively and smoothly.

Even some of the blunders can be resolved if dealt with a balanced approach as every problem has a solution. However serious be a mistake, the same should be addressed promptly to convey the message that duty and responsibility cannot be treated lightly and that commitments to the stakeholders are fulfilled.

The teaching fraternity shapes the future of students and sets an example. Right values instead of attitude must be inculcated in children, with this will come a sense of discipline and responsibility.

In the course of discharging my duties, as coordinator, vice principal and now as a principal, the above strategies have helped me immensely in guiding my team to build a strong and positive attitude towards work.

Pooja Arora

Principal
Sun Valley School
Dehradun
Uttarakhand

Macmillan Education would like to express its heartfelt gratitude to all school leaders who contributed their best practices and experiences, to share with a larger school community.

It is because of your enthusiasm and spirit of sharing that we are in a position to release this compilation.



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