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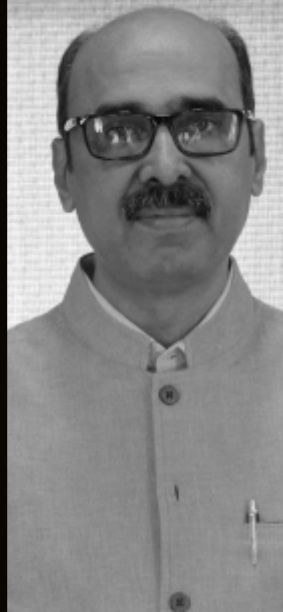
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School **Network** Initiative

Global Talk Education Foundation is an educational forum framed by academic and technical experts across the country. GTEF endeavors to empower School Educators and all Stake Holders by addressing their needs and concerns.

Empowering Principals and Educators with the new trends of education. A mission to empower all educators of the country, the new methods and practices of learning.

GTEF is an endeavour of like-minded professionals working for enrichment of schools and seeks to empower and support the teaching fraternity to enrich school environment and redefine the national guidelines for a better future of our empowered children.

The Training and Assessment Unit is registered under MSME, Govt. of India and approved by National Institute of Education, Maldives.

A unique body developed and run by School Principal's and Educationists, who have been into School Education for more than two decades. A premium platform for the passionate and those desirous of building a Brand.

MISSION

The core areas in which GTEF is working upon first leg of recommendation are.....

- Effective Learning Outcomes in Elementary Education
- School standards, assessments and system management
- Comprehensive inclusive Climate for schools in India
- Child and Adolescent Health, safety and Wellbeing including Mental Health Promotion
- Life Skills paradigm, ethics, Arts, Physical Education
- Innovative revamping of Teacher Quality systems
- Examination reforms which are stress free

VISION

GTEF steps towards the Vision of child Friendly Schools of India

- Quality learners: Healthy, well-nourished, ready to learn, and supported by their family and community.
- Quality content: curricula and materials for literacy child Development and skills for lifelong learning
- Quality teaching-learning processes: child-centered; (life) skills-based approaches, technology
- Quality learning environments: policies and practices, facilities (water, sanitation), services (safety, physical and psycho social health) & Positive Behavior and Gender Sensitive throughout

OUR SERVICES

CURRICULUM AND PEDAGOGY

We develop the school's Academic Model. We plan for implementing the Academic Model. We conduct regular Academic Audits and also do students' Evaluation.

We put the curriculum into operation with experience resource team.

FRANCHISE ASSISTANCE

Our ability to roll up our sleeves and get into the trenches with franchisees when required shows our in-depth knowledge of the system.

We help to start Franchise Model of the clients' school and at the same time help Schools looking to franchise themselves with their plans. We provide end to end assistance with franchise negotiations & procedures.

PROJECT FINANCE

We help in Determining the Feasibility of the Project

We help in preparation of a detailed bankable Project Report for the project and help the client raise the requisite funds from the Bank and the NBCs. The DPR takes into account all the requirements of funds in detail and a phase wise requirement of funds.

We will guide schools as well in creating School Budget

EDUCO LEGAL ADVISORY

We help client understand the Government directives regarding 'Not for Profit' entity and in the formation of Sec 8 Company/ Society/ Trust with complete legal help & compliance for running of school. We get all the details regarding the laws applicable in education in the different states for the clients

ORGANIZATION DEVELOPMENT AND RECRUITMENT

We provide assistance in Recruitment and Selection of Teaching & of Non – Teaching Staff. We also helps schools with the Human Resource Manual, Staff Policy, Induction & Orientation Programs & Organization.

We Develop, improve, and reinforce strategies, structures, and processes to get best results.

TRAINING AND WORKSHOPS

Teacher quality being the strongest- school related factor, it is vital for all the veteran educators to have continuous and sustainable opportunities to enhance their skills and competencies

We help clients with complete Teachers' Training Modules which will help them understand modern pedagogical approaches and use of the new techniques. GTEF also helps with the training of the Non – Academic Staff.

ARCHITECTURAL ASSISTANCE

We help clients discover architecture with School Designing experience or help the existing architect design the plan with the knowledge of the affiliation boards' guidelines and our experience gained from our different projects.



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REVISITING ISSUES IN SCHOOLING POST NEP 2020

25th – 29th May 2021



DR. PRIYADARSHI NAYAK

Founder President
Global Talk Education Foundation

MODERATOR



PROF CB SHARMA

Former Chairman - NIOS

KEYNOTE SPEAKER

The National Policy of Education 2020 (NEP 2020) emphasises on the Indian education system being revamped on the lines of Bhartiya Gyan Parampara (Indian Knowledge Tradition). The policy again and again reiterates that our content and process should look at the great tradition that we had developed and reinstate that without losing sight of the modern developments made in other parts of the world. At the core of this Policy is to provide world class education to each and every individual. To achieve this overall objective we will have to focus on many areas of school sector but during the next series of discussion we will take up the five major areas mentioned below for discussion.

Our presentations will focus on the recommendations made in the NEP 2020 and the loopholes in the existing practices. The Policy is clear in its vision that the teacher has to be at the centre of planning and reforms and that all children from all sections of society and all geographical areas are given equal attention. We wish to make pragmatic suggestions so that implementation of the Policy becomes easier.

For all the sessions our Mentor Professor C.B. Sharma will be with us as the Keynote Speaker. However, we will also have a Co-Chair for each session who will give us a thematic introduction to the topic of the day.

25th: Regulatory and Governance Mechanism

(Co-Chair: Prof. Amruth Kumar, Central University of Kerala, Kasargodh, Kerala)

- Public Private Partnership in Schooling – Making Philanthropy work
- How to make school complexes/cluster work?
- Making Schooling Inclusive – Both Public and Private
- Promoting Education of Arts, Sports, etc. esp. twinning of schools and through Bal Bhawans
- Suggestions for SSSA and Need for National School Regulatory Authority/ School Education Commission (SEC)

26th: Examination and Assessment Reforms

(Co-Chair: Dr. Aabha Sharma, Head Department of Education, GD Goenka University, Gurugram, Haryana)

- Making Assessment System Objective and Developmental Oriented
- Designing Learning Outcomes and Conducting National Assessment Survey (NAS)
- Ideas for PARAKH
- Reflections on NEP Recommendation on Assessment
- How to make Peer and Internal Assessment A Success

27th: Role of Language in Schooling

(Co-Chair: Prof. Awadesh Mishra, EFLU Shillong Campus)

- Education in Mother Tongue – The concept
- Language and Cognitive Development (reflect on the importance of Foundation stage/ECCE)
- Teacher Requirement for Teaching in Mother Tongues
- Designing Relevant Language Learning Content for Foundation Stage
- Importance of Developing A Reading Culture: Print and Digital

28th: Reforms in Teacher Education

(Co-Chair: Dr. Tania Gupta, Principal Army Institute of Education, Gr. NOIDA)

- The Four Year B.Ed. Program – Role schools can play
- Revamping Regulatory Framework
- Challenges of Teacher Preparation for Aanganwadis/Aashramshalas (Read Section 1)
- Continuous Professional Development (CPD) – How to make it work
- Promoting Action Research and Publication amongst school teachers and Principals

29th: Making Bharat Centric Schooling

(Co-Chair: Ms. Anshul Kharbanda, Academic Division, National Institute of Open Schooling, NOIDA)

- Understanding Bharat Centric Schooling
- Promoting Vocational Education
- Promoting Girls' Education
- Re-Centring Teacher for a Bharat Centric System
- Developing Bharatiya School Culture



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OBJECTIVES

OBJECTIVES





GTEF is one of the India's leading Education Foundation in the field of School Management, Training, Assessment and Accreditation. We specialize in setting up and management of educational institutes with new age activities and Integrated Academic Curriculum.

Schools have an unprecedented opportunity to improve the lives of young people. As nations have moved toward a commitment to universal education, school are finding it necessary to expand their role by providing health services including mental health services to deal with factors interfering with school.

Education is an important contributor to well-being and critical force for driving success. The dynamics of education and its role in national development and social transformation make it essential that educational programs keep continuously renewing in order to maintain its relevance to the changing societal needs, personal needs of learner and to the emerging national development priorities.

Global Talk Education Foundation is an endeavor of like-minded professionals working for enrichment of school and seeks to empower and support the teaching fraternity to enrich school environment and redefine the national guidelines for a better future of our empowered children.

The Holistic development of the young ones depends on several interactive and complex factors. They includes the socioeconomic circumstances in which they are born, the environment in which they grow up, their inter-personal relationship within the family, peer group pressure, values of the community in which they live and the opportunities for education and employment.

Therefore with increasing technological complexity, the burden on youth in terms of societal adversities is increasing at an unprecedented rate. There is a need to look beyond symptom relief and focus on recognizing parameters and attitudes that can be taken care of at the prevention level itself. Therefore there is a need to understand the concept of resilience.

Emerging trends in and wellbeing of children, opine that it a set of inner resources, social competencies, and cultural strategies that permit individuals to not only survive, but recover, or even thrive after stressful events, but also to draw from

the experience to enhance subsequent functioning. If the purpose of education is to prepare young people to thrive in their futures, then we are committed as Edu Leaders to think about the global drivers of change.

The aims of Edu Leaders is to enable school to become future ready by taking a fresh look at the National Curriculum, pedagogy assessment, training and learning technologies and by acting positively in their redesign. This is an ambitious but critical task, and our children futures depend on our willingness to rise to the challenge. That is why education has the aim of producing global learners so that our forthcoming generations could develop all the skills and courage to make this world a better place to live in.

GTEF has the vision for Healthy & Happy Children of India where making a holistic difference in the wellbeing of their lives will be the guiding force.

- ✓ It is with the philosophy that Every Child Matters for the Nation, that GTEF shall focus on
- ✓ School Ethos Enrichment
- ✓ Supportive Environment
- ✓ Leadership & School Management
- ✓ Multi --- Agency working & community partnership
- ✓ Pedagogy professional Management
- ✓ Life Skill Approach to Child Centered Wellbeing in School

GTEF March towards the vision of.....

Child Friendly Schools of India

- ✓ **Quality Learners:** healthy, well-nourished, ready to learn, supported by their family and community.
- ✓ **Quality content:** curricula and materials for literacy, child Development and skill for lifelong learning.
- ✓ **Quality teaching:** – learning processes: child centered; (life) skills based approaches, technology
- ✓ **Quality learning environments:** policies and practices, facilities (water, sanitation), services (safety, physical and psycho-social health) & positive Behavior

And Gender – sensitive throughout....

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FROM THE EDITOR



Dear Readers,

If school closures and alarming headlines are making you feel anxious, you are not the only one.

In fact, that's how you're supposed to feel.

Psychologists have long recognized that anxiety is a normal and healthy function that alerts us to threats and helps us take measures to protect ourselves.

Your anxiety is going to help you make the decisions that you need to be making right now — not spending time with other people or in large groups, washing your hands and not touching your face.

Those feelings are helping to keep not only you safe, but others too. This is also how we take care of members of our

community. We think about the people around us, too.

While anxiety around COVID-19 is completely understandable, make sure that you are using “reliable sources [such as the UNICEF and the World Health Organization's sites] to get information, or to check any information you might be getting through less reliable channels.

If you are worried that you are experiencing symptoms, it is important to speak to your parents about it.

Keep in mind that illness due to COVID-19 infection is generally mild, especially for children and young adults.

It's also important to remember, that many of the symptoms of COVID-19 can be treated. Do let your parents or a trusted adult know if you're not feeling well, or if you're feeling worried about the virus, so they can help.

There are many effective things we can do to keep ourselves and others safe and to feel in better control of our circumstances: frequently wash our hands, don't touch our faces and engage in physical distancing.

Dr. Priyadarshi Nayak

Editor-in-chief

Touch EDUCATION MAGAZINE

Founder

Global Talk Education Foundation

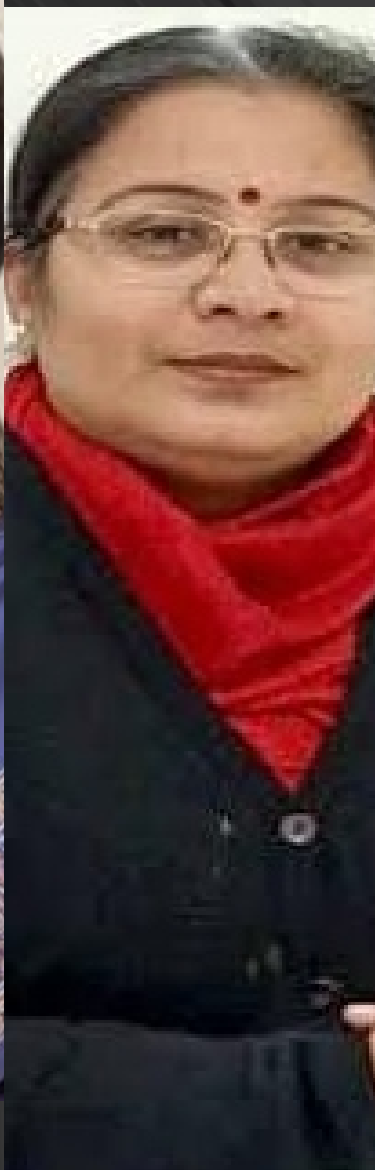
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**IN RECOGNITION OF OUTSTANDING SERVICES IN THE
FIELD OF EDUCATION DURING COVID 19**



AI Correction Of Descriptive Handwritten Answers

Question - What are the functions of heart ?

The human heart is a organ that pumps blood throughout the body via circulatory system, supplying oxygen and nutrients to the tissues and removes Carbon dioxide.

Context Statistics
50 Students

Context

0

1-25%

26-50%

51-75%

76-100%

Attended

13

12

15

06

05

Point 1 - the cardiovascular system

The heart pumps the blood around the blood vessels. Functions of blood and circulation:
Circulates OXYGEN and removes Carbon Dioxide

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The Deep Reports

Answer Analysis 50 Students

	Attended	Marks	Avg
1 The cardiovascular system	12	2	1
2 Pumping oxygenated blood	19	1	1
3 Pumping hormones	15	1	0.5
4 Receiving deoxygenated blood	04	1	0.5

— You are here

Spell Check

Grammar error

Mistaken word	Correct Spell	Message	Replacement
oxyjen	oxygen	'Use "an" instead of 'a' if the following word starts with a vowel sound, e.g. 'an article', 'an hour'.	an

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- Student Health Management
- Alumni Management



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- Employee Information System
- Employee Leave and Attendance

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- Face Recognition Based Thermal Scanner

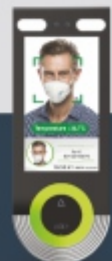


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ASIA PACIFIC EXCELLENCE AWARDEES

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**Cancel Class 12 CBSE
Board Exams As Well:
Delhi Education Minister
Manish Sisodia To Centre**



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**CBSE Class 12 Board Exams
2021 Latest Update: Kerala
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Nishank - check all details here**



PROF CB SHARMA
FORMER CHAIRMAN - NIOS



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FORMER DIRECTOR ACADEMICS, CBSE

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MINDFULNESS
A CATALYST TO WELL-BEING



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INTERNATIONAL STORYTELLER
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TO INCREASE
HAPPINESS
QUOTIENT IN THE
CLASSROOMS**

ASIA PACIFIC EXCELLENCE AWARDEES

2020 will be remembered for two big milestones by Indian educator's, the pandemic and launch of national education policy 2020.

Global Talk Education Foundation organised National Conference of School Leaders on NEP 2020--It's proper implementation in school education.

School leaders across the country attended the conference and 150 School leaders among them were honoured as Asia Pacific Excellence Award 2020 at Le- Meridien, Goa.

While the Jury may be out on the pros and cons of NEP-2020, but one thing that everyone does agree is that it is forward thinking and lays down strong foundation for elevating our education standard in India.

This National Conference on National Education Policy was attended by former Director NCERT, Dr Hrishikesh Senapaty, Former Chairman NIOS, Professor CB Sharma, Eminent psychologist and psychiatrist Dr Chinu Agrawal & many other eminent speakers given their best inputs on implementation of policy in school curriculum.

This event was collaborated with Sahodaya School Complex North Mumbai headed by Mr Rajeev Garg and 4 of the educational partners Smartail, Brainwonders, Edunext Technologies and Fliplearn supported to Organise successfully this National Conference at Goa





Delhi: No online teaching in private schools during summer vacation*



The Delhi Government on Wednesday directed private schools to suspend all online and semi-online teaching and learning activities during the summer vacation from April 20 to June 9.

In view of unprecedented surge in coronavirus cases, the government today decided to postpone the NEET-PG medical entrance exams. The National Eligibility cum Entrance Test (NEET) exams was earlier scheduled for 18 April.

Earlier today medical aspirants and graduates took Twitter to campaign for NEET PG 2021 postponement using the hashtag #postponeneetpg. A few days ago, a group of candidates had written to NBE seek of the PG medical entrance exam.

ADVERTISEMENT

A total of 1,74,886 candidates have registered for NEET PG 2021 exam. Out of the total, 24,360 registered for doctor of Medicine and 12,690 for master of surgery and 922 PG Diploma seats. Several celebrities have also raised their voice with students on the postponement of the NEET PG 2021 exam.

In Video: NEET PG Exam 2021 postponed due to rise in COVID-19 cases, Harsh Vardhan tweets

Cancel Class 12 CBSE Board Exams As Well: Delhi Education Minister Manish Sisodia To Centre



Deputy Chief Minister of Delhi Manish Sisodia on Wednesday welcomed the Centre's decision to cancel Class 10 CBSE board exams and appealed that the same decision should be taken for Class 12 students as well.

Delhi Education Minister Discusses 'Model Virtual School'

The Delhi Education Minister Manish Sisodia held a meeting today to discuss the new education model proposed by the state government to streamline virtual classes.

New Delhi: The Delhi Education Minister Manish Sisodia held a meeting today to discuss the new education model proposed by the state government to streamline virtual classes. It will be soon launching a "virtual model of education" which is an outcome to the online classes conducted last year due to pandemic. It was also mentioned during the Delhi annual state budget.



Time to Push Children's Wellbeing into Domains of Learning, Mainstream Subjects: Manish Sisodia

New Delhi: Delhi Deputy Chief Minister Manish Sisodia on Sunday said it was time to push the overall wellbeing of children into domains of learning and mainstream educational subjects.

Speaking at the Harvard Social Enterprise Conference on mental health and socio-emotional learning, Mr Sisodia emphasised on the impact of teaching children to be mindful and resilient for their overall wellbeing. "I believe that wellbeing needs to be made as a mainstream subject in education.

One of the initiatives we have taken, to develop resilient children, is the entrepreneurship mindset curriculum. Irrespective of what children pursue, we want our students to think...One of the initiatives we have taken, to develop resilient children, is the entrepreneurship mindset curriculum. Irrespective of what children pursue, we want our students to think like an entrepreneur -- willing to dream big, try new and challenging goals, be able to recognise opportunities around, and then plan and execute to bring them to fruition," he said. He added that through the "happiness curriculum" of the Delhi government, they have been able to "encourage our ecosystems to think about long-term approaches to mental health".

"The objective of our happiness curriculum has been to develop self-awareness and mindfulness, inculcate skills of critical thinking and inquiry, enable learners to communicate effectively and help children to apply life skills to deal with stressful and conflicting situations around them. Almost 3-4 lakh students who practised mindfulness and different activities helped their homes to be strong and emotionally sound," the Minister said.

The Harvard Social Enterprise Conference has brought together top leaders, practitioners and students to engage in a virtual dialogue, debate, and expression around social enterprise. The theme for this year's conference was "Resilience and Reckoning" with "Innovations in Mental Health" as the agenda for this panel discussion.



Delhi Government Honours 98 Government, Private School Teachers, Principals For Outstanding Contribution

New Delhi: The Delhi government on Friday honoured 98 teachers and principals from government and private schools here for their contribution to school education. "We are here exactly a year after the complete lockdown was imposed for the first time in our country. Our education system was badly hit by the pandemic as school closures left everyone clueless about the teaching-learning during the COVID times," Deputy Chief Minister Manish Sisodia said at the award ceremony. "But, our teachers and school principals really stepped up to the occasion and showed unparalleled grit and determination in responding to this situation," he added. "They learning never stops by reaching out to their students through innovative means. Teachers who did not know how to use a smartphone equipped themselves with the knowledge of how to use it. Teachers went above and beyond to ensure that children were learning daily. Their efforts are really praiseworthy," the deputy Chief Minister said. Imploring teachers to rethink strategies on assessment and learning, Sisodia said, "We need to build correct approaches and develop 360-degree assessments for our students. The premise of rote-learning evaluated through an end-of-year three-hour exam is an injustice to our students and teachers." "The challenge is to eliminate rote-learning practices and this is why we are at the juncture of establishing the Delhi Education Board," he added. Of all the teachers and school principals who were honoured, 69 awardees were from Delhi government schools, 18 from private schools and 11 from Municipal Corporations of Delhi schools. The awardees comprised special educators, arts and music teachers, librarians, mentor teachers, sports teachers, and vocational teachers. In addition, the Delhi government also awarded 11 teachers and officers for their exemplary commitment in executing semi-online teaching-learning activities and COVID relief work. Continuing the tradition from previous years, two special awards were given to teachers doing exemplary work based on the observations of Deputy CM Sisodia during his school visits.





Government postpones NEET-PG 2021 exams



NEET PG Exam 2021 postponed due to rise in COVID-19 cases, Harsh Vardhan tweets

Synopsis

Earlier today medical aspirants and graduates took Twitter to campaign for NEET PG 2021 postponement using the hashtag #postponeneetpg.

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JNU extends date for thesis submission by M Phil, M Tech, Ph D students

The Jawaharlal Nehru University (JNU) on Thursday announced extension of the last date for submission of thesis by M Phil, M Tech and Ph D students. The university in December last year had given an extension of six months till June 30 for submission of thesis by the research scholars.

In a notice dated April 9, the university announced that all the terminal M Phil, M Tech and Ph D students will be able to submit their thesis by December 31 this year

Vaccinate teachers on priority basis to enable school opening in July: Lancet report



Recommending priority vaccination of teachers and school staff, a Covid task force has said that a safe opening for the education sector can be done by July.

The Lancet COVID-19 Commission India Task Force said in a report, "We strongly recommend that teachers and school staff are vaccinated on a priority basis."

"We recognize that in states with high rates of infections, it will not be possible to open schools immediately, especially in the context of clusters of infections in and around hostels. However, we believe that the next two months can be used to prepare the education sector for a safe opening in July 2021 for the next academic year," it added.

AIIMS postpones INI-CET 2021 amid rising COVID-19 cases

The All India Institute Of Medical Sciences (AIIMS) has decided to postpone the Institute of National Importance Combined Entrance Test (INI-CET) July 2021. The exam is for seeking admission to postgraduate (PG) courses. The exam was scheduled to be held on May 8, but now it has been deferred until further notice.

"In view of the evolving situation related to COVID-19 outbreak, the competent authority of AIIMS has decided to postpone the conduct of following entrance examination scheduled in May 2021: INI CET PG JULY [MD/MS/DM.

CBSE Board Exam 2021 Latest News Updates: Demands for RT-PCR tests for students when 12th class practical exam restarts

While speaking to The Times of India, Deeply Dabli, president of CBSE Staff Welfare Association mentioned that a letter demanding mandatory RT-PCR tests will be given to both the Nagpur Municipal Corporation and the district collector ate. The virus is spreading at a rapid speed which can affect both the teachers and the students. To ensure the safety of the students and the teachers, RT-PCR tests are absolutely necessary.

Incidentally, the Central Board of Secondary Education (CBSE) had declared the cancellation of Class 10 Board Exam 2021 and the postponement of Class 12 Board Exam 2021 last week. The CBSE written exams for the Class 10 Class 12 Board Exam 2021 candidates were supposed to commence from May 4, 2021, and continue till June 14, 2021.

The CBSE practical exams had started from March 1, 2021, and were being conducted by the respective schools as per their schedules. In Nagpur, the CBSE schools started their CBSE practical exams from April 1, 2021. However, now the exams have to be stalled due to the strict restrictions imposed.

Following CBSE's announcements, the CISCE and various other state boards have also decided to either cancel or postpone their board exams. In the state of Maharashtra, the Class 10 Board Exam 2021 has also been cancelled and the Class 12 Board Exam 2021 has been postponed till the end of May.



Karnataka comes up with promotion evaluation system for classes 1 to 9



With COVID taking a toll on the academic activities of students this year, the Karnataka government on Tuesday came up with a promotion evaluation system for the students from classes one to nine. "Continuous and Comprehensive Evaluation Programme will be the deciding factor for promotion of children of classes One to Ninth Standard," Minister for Primary and Secondary Education, S Suresh Kumar said. There will be summer holidays for students from class one to class seven from May 1 to June 14, while June 15 will be the reopening of schools, the Minister said, adding there will be summer holiday for high school students of class eight and nine from May 1 to July 15. umar said the SSLC exam or the 10th class exam will be as per schedule from June 21 to July 5. According to the minister, the academic year 2021-22 for high schools will commence on July 15. He, however, clarified that this circular will be subject to revision as per the directions of the state government from time to time on Covid protocols. The directions came in the wake of various states giving general promotion to the students as the academic activities were paralysed in the state due to COVID induced lockdown throughout the academic year.

Class XII exams delay may hit JEE, NEET

The decision to postpone CBSE Class XII exams is likely to have a cascading effect on admissions to engineering and medical colleges this year. While the Centre plans to review the Covid-19 situation on June 1 to decide on the exam dates, students are worried JEE (Advanced) for admissions to IITs and the National Eligibility cum Entrance Test (NEET) for medical exams may be pushed further too, in a repeat of the 2020 scenario. Last year, JEE (Main), JEE (Advanced) and NEET were all held in September due to the pandemic and the resultant lockdown. With academic session starting late last year, this year's entrance tests have already been affected. JEE (Advanced) 2021, usually held in May, is scheduled on Jul3, while NEET is on August 1. With the Centre's decision to postpone Class XII board exams by over a month, parents are worried all these entrance exams will be pushed further, leading to a delayed start to the academic session this year too.





COVID-19: CICSE says reviewing situation, will soon decide on conducting class 10, 12 board exams



The Council for the Indian School Certificate Examinations (CISCE) Wednesday said it is reviewing the COVID-19 situation and will soon take a decision on conducting class 10 and 12 board exams. The CISCE announcement comes following the CBSE's decision to cancel class 10 exams and postpone class 12 papers in view of the surge in COVID-19 cases. "We are reviewing the situation and will soon take a decision in this regard," CISCE Chief Executive and Secretary Gerry Arathoon said. He, however, did not delve in to what the was board contemplating. The class 10 exams are scheduled to begin from May 5 while class 12 exams have already begun from April 8.

Delhi schools to remain shut for all classes in view of Covid-19: Arvind Kejriwal



Arvind Kejriwal made the announcement amid rising cases of Covid-19 in the national capital, which has been registering record fresh infections in the last week.

The Delhi government said on Friday all schools will remain shut amid the rising cases of the coronavirus disease (Covid-19), which has affected nearly seven lakh people and killed

11,157 in the Capital, as the country has been hit by the second wave of the pandemic.

CBSE board exam 2021: How will class 10th marks be evaluated? Big update students must not miss

New Delhi: Amid rising cases of coronavirus in the country, the Central Board of Secondary Education (CBSE) earlier this month announced cancellation of class 10th board exams and postponement of class 12 board exams.



Following the decision from the CBSE, several state boards also postponed and cancelled board and other competitive exams. Moreover, the ICSE class 10 board exams have also been cancelled in view of the worsening COVID-19 situation and the option for students to appear later has been withdrawn. However, the Council for The Indian School Certificate Examinations (CISCE) announced that class 10 students will get an option to either write the exams later or get evaluated on the basis of alternative criteria. The CBSE board is planning to release class 10th result on the basis of objective criterion. Like last year, this time too the board has decide to prepare the result of students on the similar basis.

Here's the new Examination/Assessment pattern:

According to the new composition of year-end or Board exams for Class 9 and 10 students, 30% marks will be allocated for Competency Based Questions. These can be in form of MCQs, Case-based questions, Source-based Integrated questions or any other types. Apart from this, 20% marks will be for Objective-type questions and the remaining 50% marks for short or long answer questions as per the existing pattern. For Class 11 and 12 students, Competency Based Questions will make up for 20% marks, 20% for Objective-type questions and the remaining 60% marks for short or long answer questions as per the existing pattern. Meanwhile, the CBSE has asked schools to adopt NCERT Learning Outcomes and made changes in the examination and assessment practices. The Board has written a letter to heads of all affiliated schools recommending the new practices that are in line with the National Education Policy 2020. "The National Education Policy 2020 has affirmed the need to move from rote to competency-based learning in order to help in developing creative and critical thinking capacities of students to meet the challenges of the 21st century," the letter from CBSE said. Students of these classes were also promoted by CBSE last year. Last year, students of class 9th and 11th were also promoted in the next class. Students of both these classes were promoted on the basis of their performance in internal assessments, project work and class tests. According to the CBSE board, 91.46 per cent of students were successful in class 10th board examination last year. At the same time, the merit list of 10th was not released by the board and the topper was not announced.

CBSE Board Exams 2021: Class 12 New Date Sheet, Competency-Based Questions | Big Updates Students Must Know

CBSE Board Exams 2021 Latest News Today: Looking at the rising cases of coronavirus in the country, the Central Board of Secondary Education (CBSE) has earlier this month cancelled its class 10 board exams and deferred the class 12 board exams. Following the decision from the CBSE, several state boards have also postponed or cancelled their exams too. Moreover, the ICSE class 10 board exams have also been cancelled in view of the worsening COVID-19 situation and the option for students to appear later has been withdrawn. However, the Council for The Indian School Certificate Examinations (CISCE) had announced that class 10 students will get an option to either write the exams later or get evaluated on the basis of alternative criteria. Also Read - CBSE Board Exams 2021: Class 12 New Date Sheet, Competency-Based Questions | Big Updates Students Must Know

CBSE Class 12 new date sheet: Soon after postponing the CBSE Class 12 exams, Union Education Minister Ramesh Pokhriyal Nishank said that the new date sheet for CBSE class 12 board exams will be out after June 1. While saying so, the Education Minister ensured that the students will be given a notice of at least 15 days before the start of class 12 board exams 2021. Also Read - CBSE Board Exams Have Little Value in Life: 15-Year-Old Student Pens Emotional Letter to PM Modi

Students must note that the CBSE class 12 revised or new date sheet 2021 for Arts, Science and Commerce will be released in June, and the subject wise dates will be updated accordingly. Also Read - CBSE Makes Big Announcement on Changes in Assessment, Evaluation For New Academic Session | Major Update Students Must Know

On the other hand, the new date sheet for CBSE class 12 practical exams, which were supposed to be held in March 2021, will also be released in June and will be updated accordingly.



CBSE Class 12 Board Exams 2021 Latest Update: Kerala CBSE Schools Association writes to Ramesh Pokhriyal Nishank - check all details here

CBSE Class 12 Board Exams 2021 Latest Update: The unprecedented rise in the number of COVID-19 cases in the country has made it impossible to conduct the CBSE Class 10 Class 12 Board Exams 2021 as per the schedule.



The uncertainty over the CBSE Class 10 Class 12 Board Exams 2021 is raising a lot of concerns among the students as well as the guardians. As per a report by india.com, the Kerala CBSE Schools Management Association has written to the Union minister of education Ramesh Pokhriyal Nishank highlighting this concern of the CBSE Board Exam 2021 candidates and their guardians.

In its letter, the association has asked the ministry to ensure that the admissions to degree courses and various other professional courses should not be held until the declaration of the CBSE results so that the students do not lose opportunities in pursuing higher education. The letter signed by TPM Ibrahim Khan, President of Kerala CBSE School Management Association said, "The CBSE board examination of Class 12 happened to be postponed due to the Covid-19 pandemic situation. Consequently, the publication of the result also may be delayed. In the meantime, state governments are proceeding with the senior secondary examination and the admission to degree courses will be commencing after the publishing of the results." It further stated that if the admission process is completed prior to the declaration of CBSE Class 12 Board Exam 2021 results, it will deprive the CBSE students of their prospects.

The association has also requested the education ministry to clarify over the uncertainty of conducting the exams and the evaluation scheme. In its letter, the association has also expressed its concern over the fact that if the promotion of CBSE Class 10 Board Exam 2021 students get delayed, there is a chance of the CBSE students migrating to the state boards.

The CBSE has already informed that the CBSE Class 10 Board Exam 2021 has been cancelled and the results for the Class 10 Board Exam 2021 students will be prepared on the basis of an 'objective criterion' to be decided by the board. The CBSE Class 12 Board Exam 2021 has been postponed and the decision regarding the Class 12 Board Exam 2021 will be undertaken after a thorough review of the COVID-19 situation in the country on June 1, 2021.





After Covid-19 surge, all schools in Delhi closed



It was, however, not immediately clear if the order will affect the CBSE board examinations for Class 10 and 12 students that are scheduled to be held next month.

In the wake of a sharp spike in Covid-19 cases in Delhi, chief minister Arvind Kejriwal on Friday announced the closure of all schools and colleges in the city, suspending all in-person academic activities until further orders.

It was, however, not immediately clear if the order will affect the CBSE board examinations for Class 10 and 12 students that are scheduled to be held next month. While the board's controller of examinations could not be reached for comment, a senior CBSE official who asked not to be named said it was too early to comment on any potential changes to the examination schedule. "We have said before that schools must comply with state guidelines and Covid-19 protocols. If the Delhi government has asked for the closure of schools, the orders should be followed. The decision on practicals and other matters [including board exams] can be taken later."

वर्ष 2021-22 के लिए CBSE ने बदला एग्जाम पैटर्न, क्लास 9 से 12वीं तक के लिए जरूरी अपडेट

सीबीएसई क्लास 9 से लेकर 12वीं तक के स्टूडेंट्स के लिए जरूरी जानकारी आई है। बोर्ड ने शैक्षणिक सत्र 2021-22 के लिए परीक्षा पैटर्न में बदलाव किया है। जानिये अब कैसा होगा सीबीएसई एग्जाम पैटर्न?

एकेडेमिक सेशन 2021-22 के लिए सीबीएसई बोर्ड ने नया असेसमेंट और ईवैल्यूएशन पैटर्न तैयार किया है। बोर्ड के ट्रेनिंग एंड स्किल डेवलपमेंट विभाग के निदेशक विश्वजीत साहा ने बताया कि 'नई मूल्यांकन प्रक्रिया कंपीटेंसी बेस्ड एजुकेशन को बढ़ावा देने के लिए बनाई गई है। इसमें परीक्षा के ओवरऑल मार्क्स और समय में कोई बदलाव नहीं है। केशन पैटर्न बदला गया है।'

विश्वजीत साहा के अनुसार, 'वर्तमान समय में जब होम स्कूलिंग और

ऑनलाइन एजुकेशन सिस्टम से बच्चे पढ़ रहे हैं, ऐसे में मूल्यांकन के पारंपरिक तरीके व्यर्थ हो जाते हैं। अगर हम उसी पुराने पैटर्न को फॉलो करते रहे, तो वह स्टूडेंट्स और टीचर्स दोनों के लिए उचित नहीं होगा। इसलिए नये पैटर्न में कंपीटेंसी बेस्ड केशंस की संख्या बढ़ाई गई है।'

क्लास 9-10 के लिए -

क्लास 9 और 10 की परीक्षा में कंपीटेंसी बेस्ड केशंस की संख्या 20 से बढ़ाकर 30 कर दिये गये हैं। इसमें मल्टीपल च्वाइस, केस आधारित और कोर्स आधारित इंटीग्रेटेड केशंस पूछे जाएंगे। वहीं, प्रश्नपत्र के 20% सवाल ऑब्जेक्टिव टाइप होंगे (पहले की तरह)। जबकि शॉर्ट और लॉन्ग आंसर टाइप सवालों की संख्या घटकर 50% रह जाएगी।

क्लास 11-12 के लिए -

क्लास 11 और 12 की बात करें, तो पिछली बार की तरह कंपीटेंसी बेस्ड सवाल 20% होंगे। जबकि ऑब्जेक्टिव टाइप सवालों की संख्या 10% से बढ़ाकर 20% कर दी गई है। वहीं, शॉर्ट और लॉन्ग आंसर टाइप सवाल 70% से घटाकर 60% कर दिये गये हैं।

Status of Pre Primary Education

Most countries failing their pre-school children

The COVID-19 pandemic has seen a series of inequalities rise, but one group of people who seem to have been particularly harshly affected are pre-school children.

Fast becoming known as 'Generation C' – pre-school children are being deprived of early years education, which extensive research has proven is key in preparing them for primary and secondary schooling and eventually university.

But with parents hesitant to send their children to school and governments focusing more on older students, the Generation C children are fast becoming the biggest victims of the pandemic due to a lifelong impact on their education and well-being.

A study by UNECO published earlier this year on the right to pre-primary education, found that only 51 of the 193 countries they surveyed have adopted pre-primary education as a compulsory level in national legal frameworks.

"We are concerned about the status of pre-primary education from a legal rights perspective and the fact that too few countries have established pre-primary education as a right," says Borhene Chakroun, Director of Policy and Lifelong Learning Systems at UNESCO.

Despite the low take-up of legal frameworks, the study shows that enrolment in pre-primary education has been increasing since 1999 worldwide, with an acceleration since 2010. Yet, 1 out of 2 children still does not receive pre-primary education today.

UNESCO stresses early childhood education is increasingly recognized as an essential element in realizing a wide range of educational, social and economic rights. It enables all children, including the most vulnerable, to start school on an equal footing with their peers and improve overall educational achievement and enhance social equity.



MESSAGE TO SCHOOL LEADERS

Dear School Leader,

I have a few concerns about schooling to share with you which I don't want to share through an article or essay so decided to write a personal note. Please spare me some time and read it through.

Good school system has to be the first priority of any nation if it desires to be a progressive, developed and a happy nation. India that is Bharat had a very scientifically developed system of schooling as long back as at least five thousand years i.e. 3000 BC. We gave the world texts like the Vedas, the Upanishads and epics like the Ramayan and the Mahabharat besides thousands of such texts and corpus of knowledge which is known as the Bhartiya Gyan parampara. However, in the last one thousand years we have not been able to contribute anything significant which the nation can be proud of. I am concerned about it and wish to share my thoughts with you.

If our schools have not produced world class students, if a large number of children are out-of-schools, there is rampant illiteracy then who is to be blamed and what should change. A few of the most important reasons, to my mind are presented below. The most obvious reason is that the teachers have been pushed to the margins.

If for some reason schools, teachers and the school leaders have not got the attention and regard they deserve then what can be our role. The Prime Minister, Sri Narendra Modi while speaking in the Parliament reminded that he had been given the responsibility by the people of India to lead and also decide on crucial national issues. This statement of his made me think – If the teachers and the principals have been appointed and given the responsibility to shape the future of the children and

ultimately the nation then why are we shy of taking the reins in our hands? Most of those who have never been trained to be a teacher, never been to a classroom, never managed children, curriculum, assessment, decide on what and how we should be teaching. This has happened because we never asked the decision makers about their competency to decide on schooling. We must tell them “you are ignorant and not qualified to decide on the issues in schooling”. Let us start telling we are the qualified professionals and the practitioners and we will decide not those who have not been part of the process.

In democracy number matters. I wonder if you know that there are more than fifteen million (one crore fifty lakh) school teachers. School teachers are often the think tank and the opinion makers of most villages and towns. We influence each household's decision making through our pupils. If we all together decide that we will manage our own system and develop norms and standards through discussion and consensus no government can thrust upon us norms and standards decided by fly-by-night decision makers. Political masters have the only objective to be in power and they often make political decision with regards to education as well. Our objective is just one – to prepare world class students who think for the nation first. Decision making for schools must be out of the hands of the political masters and the bureaucrats. Am I saying this because I have to gain something? No, we the teachers often teach our own children well and they settle in better places than us. I am saying this because we are not just concerned about our own children but the children of the nation. If we demand and press for a sound decision making we are doing this in the national interest. Our professional objective is nothing but to think for the nation. So, if we generate ideas for better service condition for teachers, if we press for a system where teachers decide; we are talking in the larger national interest. Let's start doing this. This is our professional responsibility and national duty as well.

Would you be surprised if I tell you that there are nearly thirty five crore children in the schools and after we add the three Foundational years for the children between the age of 3 to 6 there would be nearly forty crore children in the schools of the nation. There are nearly eight crore learners in the colleges and universities of India. To decide on the norms and standards of higher education there are nearly one dozen Statutory bodies. By Statutory body is meant a body created by an Act of parliament or State legislature. Such bodies get legal powers so norms prescribed by them will have to be followed by all institutions. In school education there is not a single statutory body. All decisions are taken by the government officials and the political masters. Bureaucrats propose and decide as per the wishes of the political bosses. And, with the change in the political masters they also change their stand. I have many examples but for paucity of space I won't mention here.

Let us all together propose to establish a professional body for school education through an Act of parliament which will have representation from all bodies concerned with schooling – government, private and give it the status of a body like the Election Commission. Let us name it School Education Commission (SEC). The Chairman of the SEC be appointed by the same committee that appoints Chief Election Commissioner. If we care for a system which will design and manage a world class schooling then we must establish SEC.

I hope you will agree with me and propagate this idea of establishing SEC. Let's together work to reach quality and affordable education to all and not just the rich and the elite. Please feel free to write to me and ask if you have any queries.

Together we can create a world class school system for our nation.

With best regards and high expectations from fellow teachers.

Sincerely yours,

PROF CB SHARMA
FORMER CHAIRMAN - NIOS

M E S S A G E

DR. MADHU VED

DIRECTOR - JPS

MANAGER - SBM SR. SEC. SCHOOL, DELHI



Touch Education Magazine denotes and justifies its name as it evolves.

Every time I read, it transforms me as a new progressive leader in education.

GTEF is an educational platform created by academicians and technical experts across the country. It tries to empower all stake holders by addressing their needs from time to time.

During pandemic they appeared as ANGELS and gave opportunity to all leaders to share their concerns on zoom,. In my knowledge they are probably the pioneers who consoled feeble minds during disappointing and dark hours when suddenly lock down happened. They even tried to hand hold the EWS category n disadvantaged group not to be left behind whether there was internet connection at their home or not.

It gives me immense pleasure in becoming a part of this wonderful family who are focused to change educational fraternity with their current topics and contemporary issues.

Let's join hands for flipped and blended learning n Touch magazine reach all corners of educational platforms..

BEST WISHES !!!!

CEDx SPEAKERS

POST COVID CHALLENGE & DESIGNS FOR SCHOOLS

VIRTUAL INTERNATIONAL EDU LEADERSHIP CONFERENCE

Date : 21st March 2021 | Time : 11:30am - 01:00pm



Prof. M M Pant
Former Pro Vice Chancellor-IGNOU
Brand Ambassador
CED Foundation-India



Mr. Anurag Tripathi
Secretary CBSE



Mr. Ameer Ahamed
CEO & Principal
Consultant FranklinCovey
Education Sri Lanka,
Maldives & Bangladesh



Mr. Kris Bhatt
Principal
Secondary School,
NPS International School,
Singapore



Dr. Thakur S. Mulchandani
School Director/Principal
Sunrise English Private School,
Abu Dhabi, UAE

Date : 21st March 2021 | Time : 01:30pm - 03:00pm



Dr. Priyadarshi Nayak
Founder & President
Global Talk Education Foundation
INDIA



Prof. Dr. Asif Mahbub Karim
FCGIA Honorary Chief
Adviser, GARA Global



Dr. Biswajit Saha
Director
(Vocational & Training)
Central Board of Secondary
Education (CBSE, Delhi)



Dr. Ruby Bakshi Khurdi
Award Winning Innovative
Educationist, TEDx Speaker
Author & Expert Trainer



Dr. Konstantin Rybachuk
Deputy Director of the
Testing Board,
Ministry of Health of Ukraine

Date : 21st March 2021 | Time : 03:30pm - 05:00pm



Dr. Abdulla Rasheed Ahmed
Minister of State,
Ministry of Education
Maldives



Dr. Bijay Kumar Sahu
Founder & Mentor
SAI International
Education Group



Dr. Peter Kent
Headteacher,
Lawrence Sheriff School
RUGBY - UK



Mr. Edward Mondol
President, GARA
Chapter - CANADA



Mr. Pramod Mahajan
General Secretary,
Principals Executive Council of
"Sharjah Private Education Authority"
Govt. Of Sharjah, UAE

M E S S A G E

DR. USHAVATI SHETTY

PRINCIPAL

NAVODAYA ENGLISH HIGH SCHOOL & JR. COLLEGE,
THANE - MAHARASHTRA



You have the creativity and determination to do whatever you can dream. I hope you feel proud today and confident in your ability to rise to your next challenge.

Today we live in a world where change is moving at a great speed and catching up with the speed trying to know the latest updates Touch Education magazine is a great help !!!! I am pleased to learn that your magazine completed has successfully completed 5 years. I extend my heartiest wishes to ...

It is appreciated that this initiative will be extremely useful to the educational fraternity to obtain latest information regarding their field.

Sending you heartfelt congratulations today and wishing you all the best on your next project.

M E S S A G E

MS. ARCHANA NARAIN
PRINCIPAL
THE INDIAN HEIGHTS SCHOOL
SECTOR-23, DWARKA



Please accept my heartfelt congratulations for successfully completing the 5 glorious years. It is indeed a matter of joy and success. In such a short span of time, the Magazine has gained popularity in all major cities of India.

Touch Magazine truly encompasses all the aspects like mentoring, upskilling and honouring required for a steady progress in the educational arena. Every issue of the Magazine speaks volumes about how to enhance the horizon of learning. A fresh approach is required to fulfil the needs of 21st century learners.

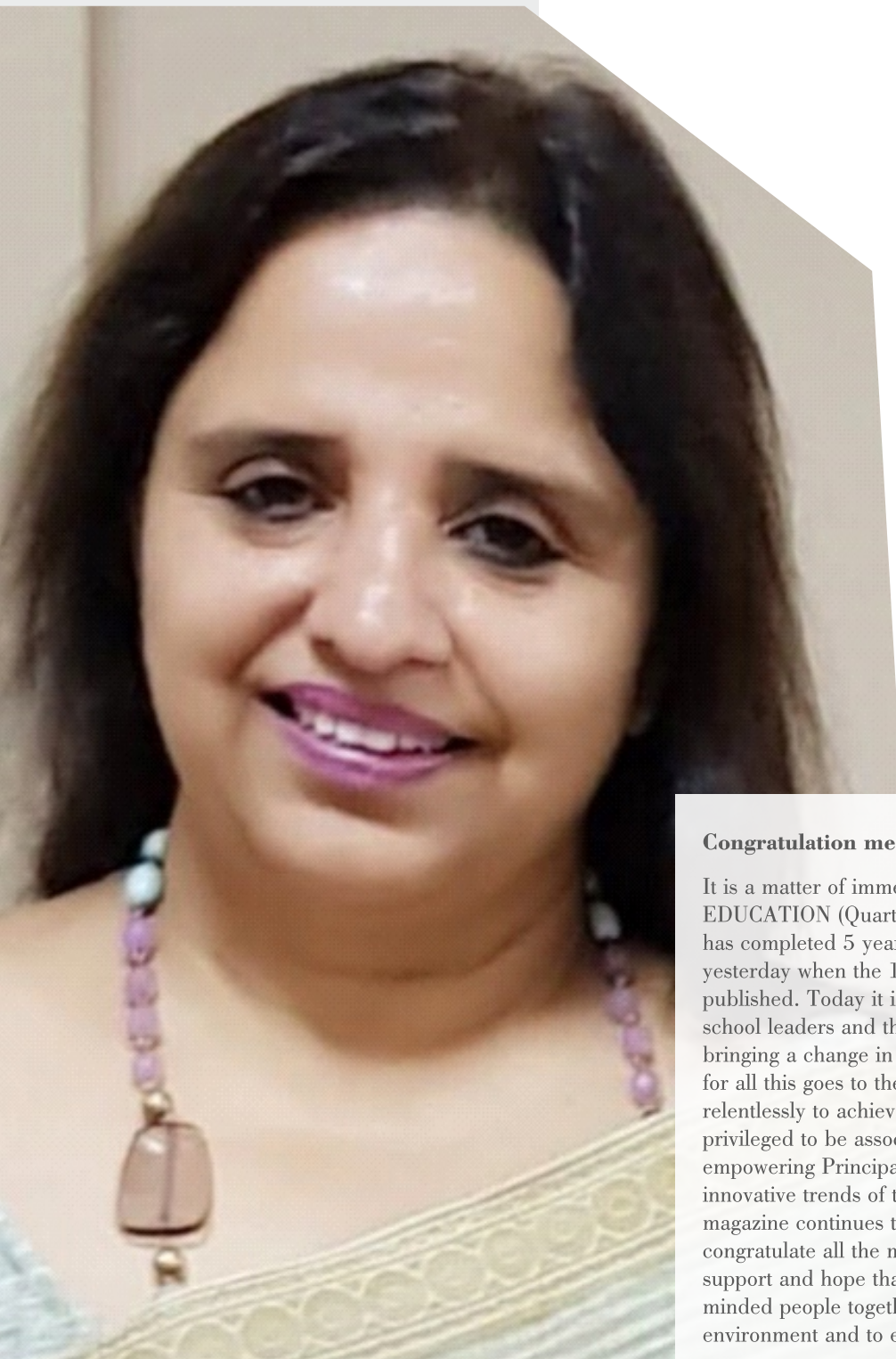
Valuable Articles published on important topics by school leaders draw a road map for the educators to carry on their educational journey with confidence & innovation. The entire team deserves a big applause for catering a refine and up-to-date information to educators. May your Magazine reach great heights in the years to come.

M E S S A G E

DR. ANURADHA MEHTA

PRINCIPAL

RED ROSES PUBLIC SCHOOL, SAKET - NEW DELHI



Congratulation message for CED Magazine

It is a matter of immense pleasure that Touch EDUCATION (Quarterly school educators magazine) has completed 5 years of it's glory. It seems just like yesterday when the 1st edition of this magazine was published. Today it is the first choice of Educators, school leaders and the people who are passionate about bringing a change in educational techniques. The credit for all this goes to the working staff who worked relentlessly to achieve this great success. I feel privileged to be associated with CED which have been empowering Principals and ted teaching fraternity with innovative trends of teaching. I sincerely hope that the magazine continues to touch greater heights. I also congratulate all the members for rendering all the support and hope that it will bind more and more like-minded people together to improve the school environment and to empower the children.

M E S S A G E

MR. VIVIDH GUPTA

PRINCIPAL

BAL BHAVAN PUBLIC SCHOOL,
MAYUR VIHAR, PHASE-II, DELHI



The team of Bal Bhavan congratulates Touch Education Magazine, for their successful journey till this point. Your initiatives have been ground breaking for every edition released by you, touched upon the actual essence and the very spirit of education and educational institutions. You emerged as the voice of those who did not give up, even in midst of the world-wide pandemic, in ensuring the overall development of the children.

Your team's arduous efforts are reflected through the pliancy of expression and diversity of efforts they give space to. Every edition is thus a marvel, not only highlighting but inspiring too. For the biggest strength of your work lies in the fact that it believes in sharing the reserve of potential, our society and the world of education holds. Being an Eduleader myself, I realize, how important is it to supply people with hope, even in the darkest hour and you have been doing exactly the same.

We feel privileged to have received your collaboration during your journey and hope that it will continue in the future. At the same time, we once again extend our heartiest congratulations to you on your magazine's 5th Anniversary and wish that this journey takes you to yet new soaring heights in future. All the Best for the adventures to come in future.

MINDFULNESS

A CATALYST TO WELL-BEING

SHRI G BALASUBRAMANIAN

FORMER DIRECTOR ACADEMICS, CBSE



“You cannot stop the waves, but you can learn to surf” is a common saying. We live in a world which is full of action, each action impacting the entire environment in which it is happening both directly and indirectly. It also sends ripples all around thereby influencing other actions and reactions in the dynamics of a vibrant world. While it is indeed difficult to insulate oneself from all that happens around, one cannot also become a victim of all the influences in the immediate universe of one’s existence, both of positive and the negative influences. In the spell of the influences from all around, one tends to lose one’s own identity and uniqueness, thereby developing shadow personalities of many others. In trying to emulate one or the other, our urge to ‘become’ dominates to that of one that lets one ‘Be’. This exercise to ‘become’ forces one to focus more on the future than the present, analyse the past and be in remorse than enjoying the worth and beauty of the present. Thus, the whole life becomes a process in which the mind is actively and continuously engaged in dealing with the waves, rather than employing one’s own surfing skills to remain victorious and jubilant always. “Our life is shaped by our mind, we become what we think” said Buddha.

Mindfulness, has been, interpreted by many in their own ways and styles, though most of them have a common nucleus. They deal with:

- a. Living in the present
- b. Being own’s own self
- c. High degree of self-awareness
- d. Consciousness of time, space and energy
- e. Enjoying a state of Bliss

All these and a few more, identified as parameters that define mindfulness basically deal with experiences and skills that can hardly be taught, but can only be facilitated. Many of them are learnt more in an informal way and through concerted personal efforts rather than any inducements or catalysis of external sources. Yet, it is

important that an awareness about Mindfulness needs to be brought so that people are conscious of the same and actively engage in enhancing their personal responsibility about being mindful of their life.

In a world which is increasingly becoming consumerist, where there is insatiable desire for possessions, material and emotional, concepts of mindfulness would relieve their stress for assimilation, acquisition, possession and provocation. The practitioners would be free from the impacts of success and failures, growth and decay, name and fame, power and play. It would help conscious disengagement from external exuberance and help in focusing on the management of latent energy as wealth.

The concepts of mindfulness have to be developed right from the childhood as a practice so that the learners slowly become aware of their extensive cosmic relationship and its management. Exercises like focusing on breath, dispossession attachments, being a witness to one’s own self were some of the suggestions one can draw from the rich heritage of the early Indian Mind. The deliberations on “Sthitha Pragna” in the ancient literature could bring a lot of vitality to the healthy growth of mindfulness.

Self-awareness is not necessarily a contradiction to any meaningful relationship with the dynamic universe. It is possibly positioning oneself adequately so that the Self is not swept away in the turbulence of distractions. It is an exercise in feeling the Present, being at the Present and experiencing the quality of one’s Being. It is a dynamic engagement with one’s own existence. It is experiencing an undivided divinity that prevails in the Self. It is indeed a realization that triggers the power of giving thus establishing the supremacy of the unlimited wealth one can draw from the universe from time to time. This learning would indeed help in producing positive human beings who would be compassionate, confident, contributive and caring.

Consciousness of time, space and

energy is a vital aspect of any meaningful living entity. In normal consumerist lifestyle of modern times, all these three vital components are marginalized and most of our needs, actions, engagements become irrelevant to the above. Hence pursuits become unproductive, insatiable and disappointing eternally. “Begin by what you want to do now. You are not living in the eternity. We have only this moment sparkling like a star in our hand and melting like a snow-flake” says eminent essayist Sir Francis Bacon. Mindfulness is an exercise that positions us within the parameters of the above. This helps in improving our self-worth and enriched at all times with better productive engagements with the immediate universe of our Being. This also eliminates the dissipation of our latent energy to wasteful domains of universal actions and conservation of energy as our personal wealth.

Mindfulness helps to focus and rest on the core of our chosen competencies. This indeed helps to differentiate between our strengths and weaknesses, and thus being selective in our productive engagement with the world and our own vision of life. “Wherever you are, be there totally” said Buddha. One would not need any better suggestion for maximizing the productivity during our existence. With mindfulness, one becomes a leader of his own and develops the competencies of self-leadership.

There is no inadequacy in the state of mindfulness. One doesn’t suffer from wants or excesses. One feels like being born with every breath and dying with every exhale. “Conscious breathing is my anchor” says Tich Naht Hanh, the eminent Buddhist scholar. Thus, one deals with life and death during every breath. Hence there is neither fear, nor greed, no success and no failure. One is eternally rich. That possibly is the best state of Bliss.

Education, has to focus on developing mindfulness in young generation so that every country can maximize and capitalize on the wealth of the human resources it has.

MS. ALKA KAPUR

PRINCIPAL
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HAPPINESS INDEX IN SCHOOLS

Being happy is very essential for every individual. However, as we grow, we forget to be happy under the influence of many ups and downs that we go through in our lives. It is incorrect to say that happiness is elusive. The fault is ours as we equate happiness to our capacity to acquire and accumulate wealth in abundance. Since our childhood, we are trained to see life as a race and money as our winning trophy. We run too fast but in vain. In this race, we forget that there is more to life and that is to live life to the fullest and be joyful. But this realisation happens too late.

Happiness is when you feel ecstatic or overwhelmed by a sudden rush of emotions, when you witness a situation in consent with what you wish for or desire. Happiness triggers when you are surrounded by a positive environment. But the question arises, how can one be happy? How to find that perfect positive environment? Like any other skill that one acquires in the process of learning, learning how to be happy and feeling joyful is also one of the essential life skills which should be taught and inculcated in children in the early years of learning.

In the early years, when a child steps into a school, the school should emphasize not only building the intelligence quotient of the child but also try to give equal importance to structure the happiness quotient of the child. For this, schools need to work upon enhancing the emotional intelligence of the child. Emotional intelligence refers to the ability to understand, use, and manage emotions in positive ways. It is not suppressing emotions rather it stresses using or expressing the right kind of emotion at any moment to overcome challenges and defuse conflict.

The happiness Index of students can be raised and measured in schools through various practices that a school can adopt in its curriculum. Having a

curriculum induced with fun and happy elements makes learning a highly productive and enjoyable exercise and experience for students. Happiness is not quantifiable. However, we make an effort to improve and measure happiness through the following three factors.

1. Environment- “Each wall has something to say”. Yes, our walls talk. When students enter the school, they not only enter a building made of cement and mortar rather they get so much to learn from the inspirational and knowledge-infused quotes posted all around the corner. These prompts become part of their everyday learning experience. From the classrooms to the playground, students are exposed to a prudent mix of scholastic and co-scholastic life-enriching activities that help them enjoy multiple aspects of learning so much that coming to school every day is like an exciting journey for them.

2. Curriculum- We are a progressive school and so is our curriculum. We have a comprehensive and meaningful curriculum, carefully constructed syllabi that provide enrichment opportunities, including self-learning, peer-learning, and group learning, to further engage students. Our students enjoy the open house session- Circle Talk, conducted every week which gives them a chance to ponder and express themselves on any social, ethical, or environmental issue. It also emphasizes on the joy and satisfaction of contribution towards social causes and the role of gratitude.

3. Faculty – Teachers are the difference makers. They are the medium through which we nurture happiness in our students. Our students best enjoy and learn moral values in the wonderful storytelling sessions. Our faculties help to initiate and conduct donation drives, special visits to old age

homes, orphanages, etc. Such engagements keep the students apprised and as sensitised towards their responsibility towards society. We focus on teaching children to build healthy relationships with peers, parents and teachers. Building positive relationships should be an important goal as one has to work and live in the company of many kinds of people.

Besides the indicators mentioned above, we affirm that our students are naturally engaged and thereby happy. We frequently take feedback from students and parents. Parents are welcomed to share their concerns with much comfort and ease and can communicate directly with the authorities. We have also started a students’ helpline- Muskurahat-a ray of hope during the pandemic which has developed a sense of security in the young minds. High academic performance and high level of participation in school activities is also an indicator that ensures we are going in the right direction.

The children come to school from a variety of backgrounds and school is a place where they derive their personal experiences by indulging in collective activities with others. This is also the time when children learn to adapt and make sense of their connections with people and situations. Children are also profoundly affected by places and atmosphere of the school. We believe in treating every child as a distinct individual with a unique personality and possessing talents. In nurturing happiness, we are nurturing learning. Our children should leave school more confident in their overall abilities to tackle new events and experiences that might come their way. If we are successful in providing a safe, friendly and bully free environment to children then we are also successful in making responsible human beings who have a balanced intelligence and emotional quotient.



DR. NAMRATA MAJHAIL

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CREATING A HAPPY SCHOOL

Which encourages questioning and investigation
Which inspires the child to be his/her best version
Which supports inquiry and exploration
Which promises care and protection

Students sprinting towards the school.
Teachers looking forward to use her new teaching tool.
Where leadership is firm but cool.
This is a place called “a happy school”!

How to do is more important than how much to do;
How to write is secondary to what to write;
How to speak is as important as the art of listening;
How to develop mindful reading is core of the teaching

Respect for rule and the processes ;
Respect for efforts and the outcomes;
Respect for saying “I don’t Know.”

Respect for requesting “ Please, explain more!”
Where parents feedback is constructive.
Where teachers’ methodologies are innovative.
Where the both the vision and the mission are progressive.
Where opportunities to learn are collective.

When parents are partners in this pursuit of child’s learning.
When each day is of experiential and hands-on blending .
When mentors respect and caters to the differential learning .
When students express themselves without the fear of shaming.

What then matter are the skills and life learnings.
What then created is happy child through collaborative
yearning.
What then crafted is a happy class of collective learning.
What finally is shaped is a happy child through happy
schooling!

YOU HELD MY HAND WHEN I NEEDED THE MOST.....

As a Senior Coordinator of the school, one question I always ask from parents seeking admission is, “what do you want from the school?” It won’t come as a surprise that every parent wants their child to be happy in the school. Well, as a parent, even I would want my child to want to go to school every day - without someone having to drag them to the bus stop. However, for the child to be happy, it is crucial that the school is happy as well.

School is not just a concrete building with tables and chairs and empty corridors. It is the human touch that brings it all alive. After all, dedicated, satisfied, and stimulated teachers make dedicated, satisfied, and stimulated students. This might sound like a simplistic way of seeing things but a welcoming smile and caring demeanour of the teacher is all it takes to make the child feel safe, noticed, and recognised; it is crucial towards building the foundation on top of which the child grows into a fully-formed individual. By creating a positive and supportive environment for learning, the teacher actively moulds the children’s morals and worldview.

A word of motivation, a word of encouragement by the teacher is enough for a child to complete his task. Teachers don’t need to spend money to give happiness to children, their words of appreciation value more than money. I remember a young boy in grade 11 in my school. He would miss school very often and parents always had

excuse of him not being well. As a dyslexic child, he was taken care of by our special educator. That year, our special educator left, so the class teacher informed me about the child’s long absence from school. We sent a letter to the parents to come and meet school authorities immediately. Within three days a medical certificate of the child was sent to school stating that the child is ill and needs rest. Finding something amiss, I, along with his class teacher, went to his house. To our surprise, parents were not aware that child was not going to school, as he would dress up early morning and come back come at usual time in the

in the afternoon. As the child had missed out on a major chunk of the syllabus, special classes were arranged for him in all the subjects with counselling sessions. As the child had commerce stream, the teacher of accountancy taught him Business Studies as well. Because of extra efforts of all my teachers the child who was once fatigued and careless was now filled with the motivation to study – and study well. I remember him asking the accountancy teacher if she could teach him other subjects also. He had faith in his teacher. The teacher explained to him that in class 11&12, teacher has to specialise to teach that subject. A

change which I saw in him was that he had started taking part in sports; he came to school even on Saturdays when it was off for students. One day I asked him, “Why have you come to the school today? It’s an off, you know that right?” and he simply replied, “Ma’am, I enjoy coming to school so I came”.

As a teacher my task was done, that was a real milestone in my professional life – that I could bring a change in the life of my student. This child went on to pass class 12 with flying colours, scoring 100% marks in Painting and above 90% in other subjects. This achievement was not just his but the collective efforts of all my teachers who motivated the child, inspired him and held his hand when he needed the most. I knew “The first happiness of a child is to know that he is loved and cared by all his teachers”



MS. MEENU MATHUR JHA

AMITY INTERNATIONAL SCHOOL, VASUNDHARA – UP

afternoon. Finally parents agreed that they will themselves drop him to school in the morning and will take him back

know that he is loved and cared by all his teachers”

HAPPINESS INDEX FOR SCHOOLS

POOJA BHASIN

SR. ACADEMIC CO-ORDINATOR, THE BRITISH SCHOOL, MOHALI



Before having tete a tete on the happiness index of the school, I tried, walked, prosecuted conviction, back into the lane of my memories as a child. I could see, endure that my nerves, channel to excitement, few moments that breathe new life into me and left me giggle, aha! moment, when I appreciate my position, me the by-product of my school of former age. Ancient as to when I compare to contemporaries, though convents at its peak of those times, a structure modelling, a paradigm of discipline, could see my teachers smiling on my master stroke.

Now as an educator, more of a facilitator, I can understand the value of a touch, a smile, an honest complaint, and finally the schools have made their way from the achievement gap to education debt. Schools diagram their index of contentment ranging from executing unanalyzable creative power to a brilliant mixture of scholarship and a story telling. What matters most is school's efforts to work with unique strengths a child brings to the classroom. The schools are dream keepers, challenging the world to envision intellectually rigorous and culturally relevant classrooms that dare to improvise every life that is premier for them.

The schools aim at designing necessary scaffolds and playing unique role in supporting student's enquiry. The designs are refined through cycles of implementation, analysis and revision that have documented epistemic practices that students engage in. The teaching practices applied in the school articulates support to the student of enquiry-based applications, paving its way to fantasies converting it to realism. Realising the fact that this generation teachers are the first unprecedented investors to capitalize their expert pedagogy in ed-tech cluttered with big players, schools have tried spark a ray of hope for upcoming start-ups. Entire support system to overcome stumbling blocks, to put the kids at ease, to impart knowledge to students and to organize webinars coaxing the parents not to set high standards for their kids were the harmonious efforts of every school during novel corona times.

Schools and teachers can never be replaced by any technology, I read it somewhere, which presided in, an imposition in my mind, an exhilarating expression, that we as teachers and schools have made our identity in the domain of the life of stakeholders, highly respected, by schools as well.

Struggle of the schools is to drive away the shallow learning by restructuring the classrooms, making it more structured to stir thinking and excite vigour and motivation in the students. Understanding the truth that academia is a vast expanse of learning, practicality, realism, ethics, values, schools owe highest challenge. Thus, faced it and overcame it by all means.

Novel corona has logically and authentically proven, directing experts to raise bows and arrows against the odds of sea and schools providing them guidance to tackle students, engaging them in multidisciplinary projects till the epitome of satisfaction is touched by parents and the students themselves, taking online webinars to guide students play every string of the guitar, the musical chord, further recited to them and a new ornamented way of teaching embellished the lives of the society.

NEP 2020, announced during the covid times accelerated the dreams of the schools further more. The promising reforms redefined the ways for future generation to learn and work. Schools, though were pushed at one corner, in confines, readily ushered in extensive changes. Schools again ready to marshal in the age of hybrid education are still confident and getting ready with every new required technology to implement NEP 2020. Schools at their end are trying to balance future and livelihood. Acting as pioneers of gatekeeping, school commands a lot of praise and appreciation from the society.

HAPPINESS INDEX FOR SCHOOLS



MRS. NIKITA KOTHARI

PRINCIPAL

ARUNODAYA PUBLIC SCHOOL, THANE – MH

Happiness means knowing, believing in and loving what you're doing. With happiness as the cornerstone of everything we do, the students learn to love not only school but also lifelong learning.

The teacher should believe that no matter how relevant the curriculum might be, students need to be happy to learn in the schools.

The learning in class rooms should develop empathy, counting on support and dealing with negative-worry, stress, and anxiety. Schools should endeavour to orient parents to the concept of 'freedom of life choices' as in India parents tend to dominate the decision making for education, career and life partners.

The framework of looking at people, place and process and understanding the key elements of happiness, for it is often argued that happiness can be subjective and personal, would play a pivotal role in promoting a happy school and a happy nation.

Measuring happiness

Among various parameters used for measuring the Happiness Index, psychological wellbeing of people is considered a prime factor. Schools play a significant role in developing the right attitudes, perspectives and emotional stability among the growing children.

While happiness may be both relative and subjective, it's not unquantifiable. Because the teachers should strive to ensure optimal happiness at their schools, it can be measured according to the following factors:

A questionnaire through which the happiness index is computed

Feedback from students

A questionnaire through which the happiness index is computed

- Feedback from students
- Testimonials from parents
- Regular attendance
- Positive referrals and sibling admissions
- High academic performance

Schools are often perceived to be knowledge centres with just the bare minimum time for addressing the psychological, social and emotional needs of the students. Psychological well-being starts with one's health. Schools should emphasise a robust and dynamic physical education programme. It should not compromise on time that is made available for sports and games, club activities, other programmes that cheer up the school environment.

Moreover, policies that affect the morale of the students who don't fare well in academics should be revamped. The curricula should be supporting ability-based education cultivating five

major abilities of students – social, moral, academics, physical and emotional.

Young children should be valued and respected.

Goal setting, scheduling, force field analysis, cause and effect diagrams, self-awareness activities, time logs, delayed gratification response are some practices that can be adopted by schools in order to help students utilise time effectively. Schools should undertake action research on time use and management of their activities during school hours and use the data available for preventive and corrective actions. Teachers should also learn how to optimise time for what we treasure as educational goals and demonstrate the same to students.

Schools should have a strong multi-cultural policy and bring in value, respect, tolerance and celebration of all these cultures. Learning about different religions, languages, morning assembly themes, home stay experiences, special day observances are some small steps in this journey of learning co-habitation.

A multi-cultural curriculum in teaching language arts and social sciences could highlight the unity in diversity. Group discussion on seeing different points of view should be a regular feature in the school. The dual purpose of learning should be reiterated in order to draw attention to cultural perspectives and associated values. Education through art, music, dance, drama and craft will easily achieve these goals.

We need to first develop positive teacher attitudes and attributes and improve teacher conditions. Education should move from exam based to

learner-based approach. The curricular framework should give equal importance to physical, social and emotional development curriculum just as there is a well-defined curriculum for core subjects. Large numbers of people have to be trained in these areas so that it does not exist as an exclusive subject in the hands of a few experts.

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HAPPINESS INDEX FOR SCHOOLS



PRATHIBA V

PRINCIPAL

CHINMAYA VIDYALAYA VADUTHALA, KOCHI

Happiness Index has marked India in the 122nd position among the countries across the globe. Some pertinent questions arise in this context. Why are many countries not so economically stable and culturally diverse as India faring much better than her? Can education initiate constructive changes?

The Happy Schools framework brought out by UNESCO envisions happiness policies and sea changes in school development plans to create emotionally, socially and spiritually refined citizens of future. If we can create a learning environment that is conducive for free thinking and expression and also one that is free from stress we can be rest assured that our schools will be a cut above the run of the mill institutions. Stress-the biggest joy clipper of grownups and children alike can be replaced with equipoise and calmness only if the temples of learning enshrine creativity and non-conformist methods of learning. A positive indicator of the same is already evident as some educationists gearing up to embrace meaningful changes have adopted Happiness Curriculum to make learning a coveted process.

Antoine de Saint Exuprey in the second highest selling book *The Little Prince* tells the gripping story of an adorable character who takes a pilot on an adventurous cosmic journey. Yes the journey that symbolizes the imaginative flights undertaken by every child, which

sadly is seen to come to a grinding halt with interferences from a pattern of education that seeks to conform and not evolve. We as educationists come across Little Princes every day in classrooms, who represent open-mindedness and inquisitiveness that is the key to understanding and happiness. A school system that does not cater to the sensitivity of children who cherish a sense of wonder at the mystery and beauty of the world, can churn out only factory made goods and not creative and thinking humans. An educational system that promotes material culture, one that can never make investments on intrinsic values of empathy, compassion and trust can create only technically skilled barbarians. This explains why those high end schools that fund heavily on infrastructural facilities and beautifying the campus and never bother to edify the inner mental edifice eventually cater to a generation for whom happiness remains elusive even after procuring plush jobs, money and luxuries.

A shift in the accent from what is transient to what is abiding can convert our schools to havens of happiness. As in Keats' *Endymion*, our schools will keep 'A bower quiet for us, and a sleep

Full of sweet dreams, and health, and quiet breathing.' Why can't we emulate the Finnish schools where the imaginative pursuits of children are celebrated, curiosity and incessant questioning by the young minds and their life choices are never criticized? Happiness being a state of mind should not be confused with competitive happiness. Bertrand Russell in his brilliant work on *The Conquest of Happiness* reminds us that if life's primary aim is competition, it will end up only in fatigue and tension. It syncs well with the state of youngsters caught in a mire of competitions to excel, to outsmart and to have an edge over even one's best buddy. This is especially true of students pushed into pressure chambers of entrance examinations that robs them of their youthfulness and vigor when they realize that their

interests are not suited for their misguided professional goals.

A curricula that supports the interests of students in the social, academic, physical, emotional and spiritual domains can cultivate their inherent strengths and result in holistic development of their personalities. Goal setting, time management, self-awareness activities, delayed gratification responses are some ways to induce respect for time, one's integrity and enhance self-worth. The pandemic has brought into focus new perspectives of life, the need to adopt simple living and high thinking and above all the need to have unified outlook. A curriculum that caters to inclusiveness and multi-cultural needs of the society can create tolerant and prudent community. No doubt cultural diversity and resilience are indicators of a happy society. Respect for diverse faiths, celebration of global festivals, cultural exchange programs can definitely go a long way in removing our tunnel vision.

True progress can be ensured only if we aim at happiness equality and not just economic equality.

Let our classrooms spread the effervescence of joy to the world outside Then can we sing along with Keats who dreams of a state wherein.....

"All lovely tales that we have heard or read;

An endless fountain of immortal drink,

Pouring unto us from the heaven's brink"

Let our school system cater to training of the mind and culture of the heart and let us delve into the true meaning of Happiness as observed by Sri Buddha when he said

"To enjoy good health, to bring true happiness to one's family, to bring peace to all, one must first discipline and control one's own mind. If a man can control his mind he can find the way to Enlightenment, and all wisdom and virtue will naturally come to him."

THE DAWN OF A CENTURY OF HUMANISTIC EDUCATION



Education makes us free . . . It is through education that we are liberated from powerlessness, from the burden of mistrust directed against ourselves. The individual who has been liberated from self-doubt, who has learned to trust in him- or herself, is naturally able to believe in the latent capacities of others. Education enables us to look beyond superficial difference to perceive the great earth, the great sea of life that sustains us all."

Humanity is at an impasse. We confront an entirely new reality un renewed. In a world of rapid change, we have yet to develop the new ways of living, new ways of thinking, new ways of relating to one another that meet the needs of the new era. This is the central challenge facing the world today. This can be thought of as a demand, a call for action, echoing back to us from the twenty-first century. The word dharma of course has many meanings, including truth, justice and virtue. The poet-sage Rabindranath Tagore said that dharma was the word closest to the real sense of civilization. Mahatma Gandhi, father of India's independence, used the Gujarati term sudharo, meaning "good conduct," as suggesting appreciate and develop the unique character and potential of each learner.

Efforts to personally interact with students are an example of the spirit of this approach. As well as exchanging correspondence with students, speaking with the students and taking time to listen to their problems. Also goes to great effort to create opportunities for students to interact with the many high-profile guests that they receives from around the world.

The simple power of the interpersonal interactions through which the ideals of humanistic education are given form: "It is vital for teachers to speak sincerely with students. Even a few simple words are enough . . . 'What a good job!' 'Don't give up!' 'I have high expectations for you,' and words of appreciation such as 'Thanks' and 'I'll never forget this'--simple phrases of this sort can make a young person very happy. I still cherish memories of words like these from my own teachers." An emphasis on the quality of the interactions between teacher and learner is perhaps the key, defining characteristic of education in practice.

DR. SHELLY BHUTANI

PASSIONATE WOMAN, EDUCATIONIST /
LEADER / ADVISOR / MENTOR / AUTHOR /
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HAPPINESS INDEX FOR SCHOOLS

SIMRAN KAUR

PRINCIPAL, PODAR INTERNATIONAL SCHOOL - CBSE, CHAKAN, PUNE

India is presently slated to be in the 122nd position in the Happiness Index over the world.

UNESCO has brought out a manual on Happy School Framework- Asia Pacific and it throws light on some Happiness policies of different countries.

Education plays an important role in creating a strong social foundation for the future generation and it can also help in fine-tuning it. Happiness can act as a catalyst for building social trust and healthy living amongst students and this is gained from knowledge-based and experiential learning.

To improve the Happiness Index, the school curriculum plays a very important role. It concisely infuses a daily school program with special opportunities that brings about an understanding about the Happiness Quotient of each and every child.

Students love doing things when they know what are they doing and they are doing it for what purpose.

If we will start believing every child as a distinct individual having numerous qualities, their personality can be molded to achieve great heights. Schools play a very important role in nurturing the innate strengths of a child.

Each and every school campus works on various dimensions of student's life, so that they enjoy their childhood in school life on a daily basis. For this we need to cultivate the environment which maximizes the development and the light among the students on over arching, learning outcome. The physical infrastructure of a school has a different dimension and is the first and

foremost factor that provides a sense of security to the child. For this, at Podar, we cultivate the school environment in the school which maximizes the development of student's life. On the other hand, the child feels secure and is unafraid to explore all vistas for hands-on learning. The learning outcome is thus naturally achieved, blending conceptual and experiential learning. Bright colours, comfortable seating, green lawns and open spaces which are conducive to individual and group work are present as well.

The learning in classrooms is developed based on empathy and various other supports where the children are not dealing with stress anxiety, and worry. Positive attributes like mutual respect, trust and care dominate the classroom scenario.

The academic syllabus at Podars is based on NCERT syllabus and adapted according to the ever-changing need of learners and technical advancement. Activity-based learning, multi-disciplinary projects, experiential learning and hands-on experience enrich the learning experience and results in happy learners who learn for a lifetime.

The third most important aspect of Happy Learning is the teaching faculty at the school. A bond based on identifying and nurturing the strengths of the learners, understanding the unspoken emotions and needs of the learner and being a constant source of motivation, encouragement and constructive analysis seals the bond between the learner and teaching faculty and makes it a lifelong cherished memory.

The fourth dimension for improving the Happiness Index among learners is to offer the right combination of scholastic

and co-scholastic learning. A happy mind leads to happy learning. The New Education Policy aims at the broadening of learning horizon with vocational, interest-based and skill-based learning.

School plays a very important role in developing the correct attitude, perception, emotional stability, social adaptability, body language, behavior pattern and overall personality development among the growing children.

As an Educationalist, I have observed and concluded that a lot of factors interplay in the life of students – domestic, educational, social, peer pressure and the expectation to achieve academic brilliance. The concept of Happiness Index is a breath of fresh air in the field of education. It is a very powerful and apt tool for the holistic growth of students, paving the way for a future India with citizens who are filled with life values and a strong, flexible mindset to take up challenges in life head-on.

In Tagore's words: "into that heaven of freedom My Father, let my country awake..."



TRICKS AND TIPS TO INCREASE HAPPINESS QUOTIENT IN THE CLASSROOMS

“Happiness is not something readymade. It comes from your own actions.”
- **Dalai Lama XIV**

|||||

The unique 75 year longitudinal Grant and Glueck studies led by George Vaillant and Sheldon Glueck has treasure on ‘Happiness’. I have adapted their study in our daily classroom transactions.

1st key is ‘Happiness is love’. Love is the primary need of a human. Security and Self-Worth emanates from the unconditional love the child gets from his immediate surrounding and important people in his life. By creating a safe and non-judgemental environmental in the classroom, a teacher can facilitate emotional, psychological, mental and physical growth. Keep the maxim in mind, “There’s no good child or a bad child we have good act or not good act.” Try avoiding snapping a child for a wrong answer instead ask the child to think on why did he think that particular answer was right. Accepting the child as s/he is irrespective of her/his looks, colour, race, religion, gender, talent, IQ or financial background. Acceptance is a great stimulus of being comfortable into our own skin. From comfort comes ease and then learning becomes easy.

2nd Key is ‘Happiness is in Helping others’ or ‘Doing good for others.’ Contributing is one of the reasons for feeling worthy. This is a driving force of a human to look forward to every single morning. This applies to a small child too. Dividing the class into several groups, giving age-appropriate tasks and responsibility will make a child look forward to coming to school with enthusiasm.

Seeing every child is accountable for one’s task like organising a visit to an orphanage or old age home, making placards for traffic crossing for young children, volunteering time at specially aided institutes or whatever is needed in their locality. Having a purpose in her/his life will give a big boost to his self-esteem.

3rd key is ‘Happiness is individualistic’. Happiness has direct correlations with enhancing ones innate skills/talents. Every teacher has a chance to allow every child to explore, exploit and experiment with one’s talents and give opportunity to grow and bloom. Here, teacher can give diverse project work based on the interests, likes and aptitude of the children. Let ‘Individuality over Conformity’ be the maxim. This will reduce the cases of bullying, bunking or discipline. Instead, a teacher will have a desirable chaotic class!

4th Key is ‘Happiness resides in cooperation over competition’. When a teacher emphasises cooperation over

competition then a child realises the importance of team work, team spirit and team morale. S/He will develop qualities like delegation of work and negotiating skills which will help children to handle failures and rejoice the success of his teammates and more importantly dividing the tasks and respecting dignity of labour is inculcated effectively.

5th key is Happiness is in small wins! By breaking every task into smaller small tasks makes it easy and doable to maximum number of children. Hence greater opportunity to increase Happiness Quotient of the class!

6th Key is Happiness is infectious. A Happy teacher instantly transforms her class into a Happy zone. She increases the energy and vibrations of her class which has direct co-relation with the productivity of her class. Hence every teacher should be intrinsically happy!!!

To be happy is a skill and a choice. Every teacher can make an informed choice to be happy, to remain happy and help their students cultivate the most important skill that’s ‘Happiness’.



URMILA PRABHU
INTERNATIONAL STORYTELLER
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A HAPPY TEACHER MAKES A HAPPY CLASSROOM

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What is Happiness?

Happiness is the fundamental objective of all human effort and activity, in all cultures and societies. The study of happiness has long been under the purview of philosophical speculation. There were no proper empirical measures of happiness which made it an area of speculation and uncertainties. Researchers, psychologists, however, in recent years, with the development of reliable and valid measures or questionnaires of happiness, helped to make significant evolution of the knowledge in the field of happiness and positive psychology. Now, it is increasingly becoming a stated policy goal of world governments, with the gross national happiness of the country rather than its gross domestic product (GDP) as the primary quantity to be maximized (Stiglitz, Sen, & Fitoussi, 2009).

Professor Ed Diener defined subjective well-being (SWB) also known as happiness as -

Subjective well-being = Satisfaction with life + Affect

Subjective well-being = High positive emotion + Low negative emotion + high life satisfaction

A happy person is someone who is frequently cheerful, only occasionally sad, and generally satisfied with his or her life

Discover what makes you happy:

Every teacher must know about herself or himself. Self-awareness is important because when we have a better understanding of ourselves, we can experience ourselves as unique and separate individuals. We are then empowered to make changes and to build on our areas of strength as well as identify areas where we would like to make improvements.

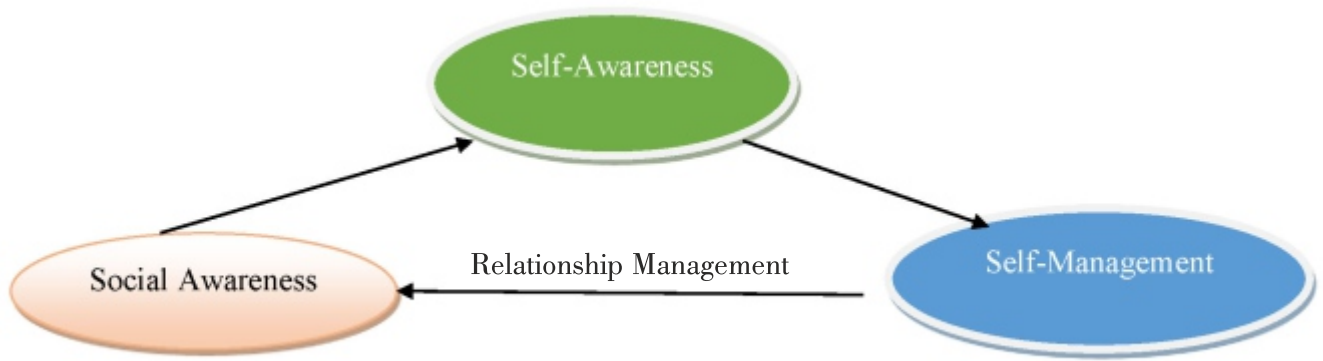
Make a list of things that makes you happy and share it with your colleagues and students so that they know, support, and understand you well.

Identify your positive and negative emotions. Do work on your emotions. An emotionally intelligent teacher can create a happy environment in the classroom.

How can you become a happy teacher?

Studies show that highly extroverted people—that is, who are more socially outgoing and exhibit more sensitivity to rewards—tend to experience higher levels of a positive emotion such as joy and enthusiasm, even when they are alone. On the other hand, introverted people are prone to experiencing more anxiety, guilt, and depression. Every teacher must work on his or her personality traits that make them a happy teacher. Extrovert teachers make a happy classroom. They can develop this trait in students, and making a vibrant environment of learning.

Most importantly – “Commitment to be happy what is required”.



Happiness is all about how you manage your-self and your relationship with your fellow teachers and students

What are the essentials for a happy classroom?

A happy classroom cannot be built in a day, it needs sustainable and continuous efforts by all stakeholders. Management and teachers should understand that a Happy staffroom is essential for a Happy classroom.

Practice Mindfulness in the classroom. Mindfulness interventions can help student reduce their stress, & anxiety, and create positive emotions. Teach students kindness and forgiveness. The best way to spread kindness is to be kind yourself. Teachers who use kind words are polite, respectful, patient, and well-mannered have students who emulate them. We at school must emphasize and practice empathy and compassion at all levels which, will help us to feel what another is experiencing and can be incredibly helpful on the path to forgiveness leading to happiness.

Develop a classroom environment to foster creativity, openness, and respect for all.

How happiness in the classroom enhances the teaching-learning process?

Happier students work better, healthier, do well in assessments, and are generally more successful. School leaders, parents, and you if thinking focusing on student happiness detract from serious learning, all could be wrong. The evidence also shows that schools that work on developing student wellbeing not only have happier students but that they do better academically and their behavior improves at the same time. Researches have proved that children don't learn when-

- They are under stress.
- They are fearful in the class
- They are not having fun in school.

“Let’s together make the world happier and start it from the classrooms”



ETHICAL GROUNDING FOR HIGH- QUALITY LEARNING



It is pleasure to share a few information which will create an enthusiastic day long learning among our children. It may be a remote learning, on-line teaching or off – line teaching, let us start the class with basic yoga exercise, breathe in, breathe out, hold the breathe – these words when uttered by us, it is sure our voice will invoke the student’s presence of mind to adhere to the instructions. It will take six to eight minutes for our children to do it as general learning, from next minute the teacher can get into his / her specific subject and start the active teaching / learning. As our New Education Policy 2020 insists on holistic and multidisciplinary Education, in order to ensure equitable access and opportunities for all students with different learning abilities, We can encourage and preserve our tradition of pedagogical style of integrating with yoga and brain oriented practices with regular learning schedule. Though all school libraries have adequate reading materials about health practices, Precaution of diseases, Protection from diseases etc., at present children could not avail the opportunity to empower themselves. Hence our DIGITAL AGE OF TEACHING and LEARNING can bring the basic steps before starting their respective class which will enable harnessing of the natural talent and unique potential of students. Further it will enhance cooperation and positive synergy among school and parents. Henceforth, a child and child’s family will come to know the method of maintaining the basic health, improving the vision through exercise (because nowadays child is looking at the e-screen for a long time), identifying the steps to increase the oxygen level, retaining the right amount of oxygen in the body. Let us all work together for enriching learner’s community in a healthy and progressive way.

**MRS. ANGGAYARUKANYEE
SUBRAMANIAM**

PRINCIPAL
GRACE INTERNATIONAL SCHOOL, ERODE

BLENDING LEARNING - THE PRACTICAL APPROACH TO THE NEW NORMAL

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The present pandemic situation has brought in a sudden sea-change in the field of education. The 2020 crisis literally forced institutions to rush into a digital era as this was the only way left for teachers and educators to reach out to the housebound students. Everyone suddenly turned to laptops and smart phones, turning literally every possible tool at their disposal be it instant messaging apps earlier used only for personal chats, or hard-core corporate resources like video-conferencing software and office suites or popular social media that was earlier frowned at by the elite teaching fraternity into new-age teaching-learning material.

2020 really was the year of experimentation, challenging the otherwise inexorable teaching community to shed all existing beliefs, and start a fresh journey on a road that never existed. The journey therefore was not only a quest to reach the destination but to pave the entire way in the process.

Regular or classroom teaching enables students to interact with each other or with the teacher making learning much more interactive and hence engaging, which is comparatively limited in the virtual learning set-up. Online teaching on the other hand is much more flexible and can take place totally as per the learner's individual learning style and pace, which is otherwise a great challenge in a heterogeneous classroom.

Traditional classroom teaching has been in existence for thousands of years. The traditional method does have its own advantages including face-to-face interaction, developing interpersonal skills and encouraging collaborative learning, which are essential skills for the overall development of a student irrespective of the society they are part of. However, in the context of the present scenario, one must acknowledge that technology, when used judiciously, can play a powerful role in the teaching-learning process. So, instead of replacing formal education with online education, the most advanced Boards, Institutions and Educators are putting their brains together to create a more

effective, efficient and interactive learning experience blending the two processes. Blended learning combines teaching and learning methods from both face-to-face interaction, mobile and online learning and that it includes both elements of synchronous and asynchronous online learning style.

Some teachers describes blended learning as what they had been doing traditionally and successfully over the years, using a range of resources and activities to provide customized, student-centered learning experiences for their students. To some, blended learning represents a challenge. They are not comfortable with nor do they fully understand the technologies and media that their students use every day, or apprehend the rich potential that these can offer their learners.

The real difference today is the unparalleled access to the internet with its unending sources of information and services. It has the ability to create online communities and support networks and connect students and teachers across the globe. Moreover, with the growing use of mobile technologies and GPS devices extending learning happens beyond the classroom walls.

Thus Blended Learning refers to the integration of modern technologies and online media and will prove to be highly effective in helping schools meet the expectations of 21st century learners while addressing the challenges of limited resources and catering to the special needs of many students. This will also lead to increased access to educational opportunities, flexibility of workforce deployment and so on.

Three Basic lessons of Blended Learning:

- Education is no longer about memorizing facts and answering test questions, but knowing where to find reliable information about applying knowledge to real-life situations thus leading to competency-based learning.
- Teachers in a blended learning environment are there to act as facilitators or moderators, provide

guidance and support and give feedback to student in the process of learning, but are no longer the only source of knowledge in the structure.

- School is not the only place where you can learn, educating yourself is a continuous process that follows you everywhere and anywhere you wish to learn.

Six basic Models of Blended Learning:

The Face-To-Face Driver Model

In this type of blended learning, technology is used alongside traditional teaching to increase success in educational outcomes. The main mode of delivery in the classroom is Face-to-face communication between the teacher and the students and technology is used by the teacher to supplement learning.

This model suits best for diverse classrooms wherein students are functioning at various levels of ability and mastery. Students who are below their grade levels are given proper skill remediation to accelerate their learning similarly students who are above their grade levels may proceed at a more rapid pace resulting in reduced classroom boredom for highly capable students.

The Rotation Model

In this type of blend the students move between learning stations. Different groups are formed and while one group of students is engaged in independent online learning, the teacher may be busy facilitating activities for another group. Different activities such as, group projects, individual or group tutoring, small-group instruction, or independent practice may be used by the teacher. This is a form of traditional teaching which teachers have been using or years.

A schedule is set for the students to have face-to-face time with their teachers and then move to online work as per needs and requirements. This model is used best in Elementary classrooms where teachers are comfortable with traditional learning

stations. Teachers provide need based assistance to students and are able to give more time to struggling students.

The Flex Model

In this type of Blended learning, the Learning material and instructions are given online and the lessons are self-guided and the teachers are available on-site. The student work and learns independently and create new concepts in a digital environment and receive help from teachers when needed. This model is an online instructional delivery model. This model suits best for alternative school settings where majority of the student population is at-risk or students involved in work-study program or part-time schooling. However, the grade level for this model is secondary.

This model is used for teaching students who are non-traditional learners. The teacher is available on-site. The students are made to work independently and learn to develop and create new concepts in a digital environment.

Online Lab School Model

This type of blended learning involves the use of computerized distance learning for all, or almost all, of its course content. The content is available remotely, if not mostly as compared to online learning where students gather in a traditional setting to access the computers. No face-to-face teachers are required.

This model permits differentiation in education because each student in the classroom can be learning different things at different levels. The course options are also not limited to available teaching staff resulting in, students having access to nearly unlimited options in learning and staffs are limited to those needed to supervise the facility. This model is very useful in rural areas especially when schools have limited resources. This model eases classroom size issues

Self-Blend Model

In this type of blended learning model, students take online courses in addition to their traditional face-to-face learning. This model also makes use of online educational content, which can be delivered through a plethora of digital devices. However, the teacher support for the online content is limited. The students progresses either through remote engagement with their tutor or through suitable educational resources, both online.

Generally, under this model the students participate in traditional classes but then enroll in courses to supplement their regular programs of study. This model suits best for students who are highly motivated and fully independent learners.

The Online Driver Model

This type of Blend model relies on technology as the primary means of delivering course materials. Mostly, if

not always, instruction takes place remotely in this model. Students can work from remote places and receive all of their instruction via online platforms. Teachers provide necessary guidance and support and act as a resource for students in times of need. However, they do not usually have face-to-face contact. In fact, teachers become facilitators of learning. This model offers immense flexibility because teachers and students can work from their homes, in different locations with an internet connection at anytime.

This model is contrary to the traditional face-to-face instructional environment. This model suits best for students who are highly motivated and who want to progress much faster than would be allowed in a traditional school setting.

Since Hybrid or Blended Learning is the 'new normal' utilizing both e-learning and classroom learning to the benefit of students, it is the greatest opportunity that this global pandemic has presented us with, we must ensure that the necessary steps should be taken to make the option available to all. As of now it is gradually becoming clearer by the day that the future of education will be epithetical to blended classrooms, career-oriented education, and lifelong learning in which online learning will be the most predominant mode of satiating the urgent global craving for emerging 21st century skills.





🙏 Shradhanjali 🙏

Demise of **Dr. Anuradha Govind** is really heart breaking. Can't find words to express our grief. May God take her to his abode in peace and attain eternal moksha. Heartfelt Condolences to the bereaved family. Prayers for wellbeing of mankind.

SINCERE APPEAL TO EVERYONE



Wear a Mask



Wash Your Hand



Contactless



Avoid Crowds

PLEASE GET VACCINATED

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