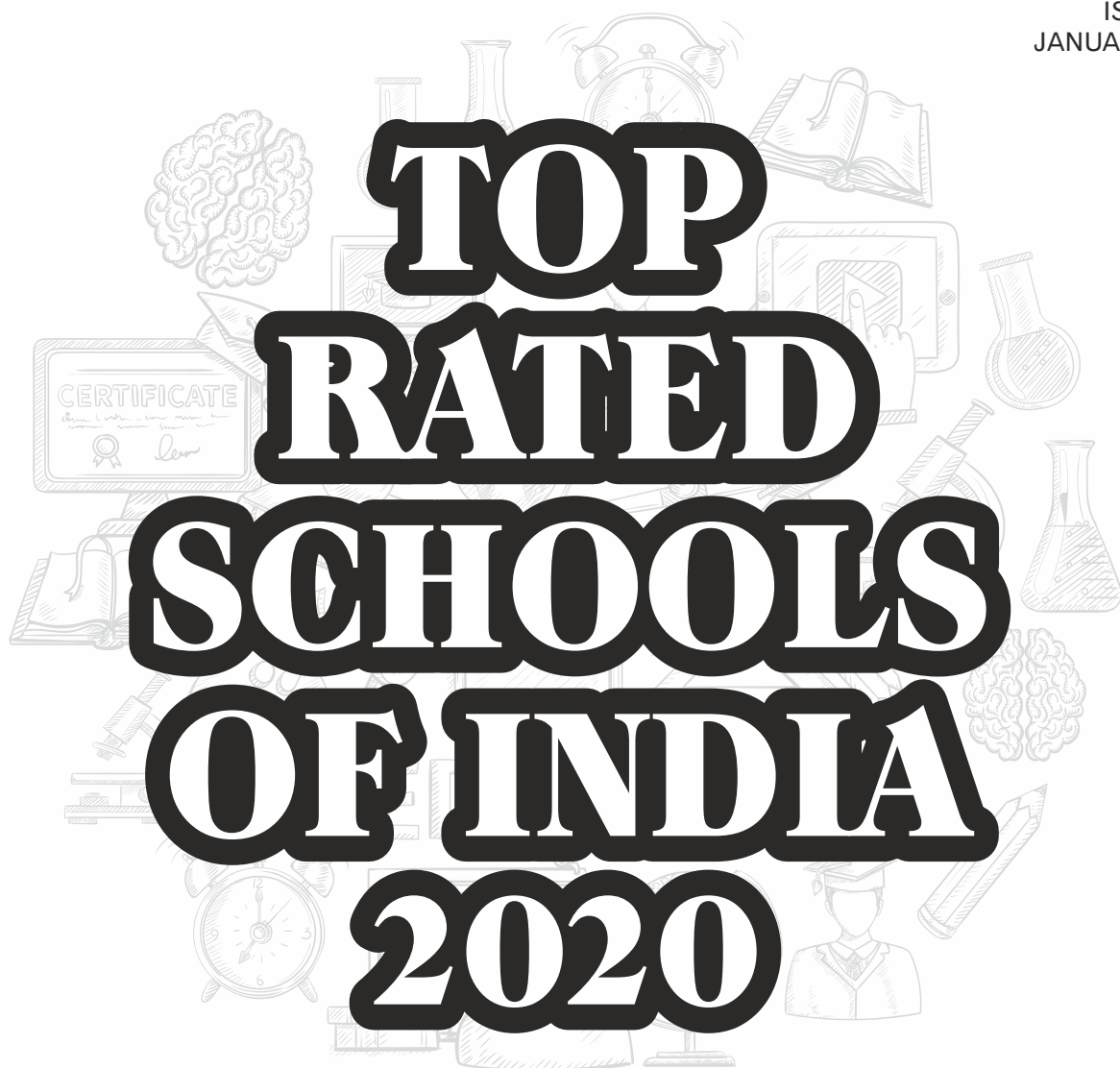


touchEDUCATION

AN EDUCATORS MAGAZINE

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JANUARY 2021
Rs. 200



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6th

CONCLAVE

27th January | The Leela Ambience

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THEME :
**FUTURISTIC
TRENDS
IN EDUCATION**

“ You cannot change your future but you can
Change your habits and surely your habits will change your future ”

DR. APJ ABDUL KALAM

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.

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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

WE ARE INVITING ARTICLES FOR THE NEXT ISSUE. THE THEME OF THE NEXT ISSUE IS

BALANCE-IMBALANCE : 'NEW NORMAL' AND NEW EDUCATION POLICY

Summit your article on or before 30th March at educatorsmagazine.2020@gmail.com

Selected Articles will be published in the next issue of the Educators Magazine "Touch Education"

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- Efficient System and Policy Platforms for Profitable Delivery.
- Commitment to the mission, shared values, cultural alignment – this is what drives performance
- Organization Development and Recruitment

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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.

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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

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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.

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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.



GLOBAL TALK EDUCATION FOUNDATION 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 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 GTEG 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....



AI Correction of Descriptive Handwritten answers

Handwritten Answer >



Extracted Answer >

Monroe, the president of USA, came up with his famous Monroe Doctrine which declared that if Europeans interfered anywhere in America north or South it would amount to waging a war against the united states. By 1830 the whole south America was free from European [Cannot Parse].



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FROM THE EDITOR

Celebrating the Legacy of School Education during Pandemic

Greetings from the educators magazine “touch EDUCATION” !!

Being educated in the present times has adorned a much broader meaning than it was about a decade ago. Today the growing role of innovation and technology in education sector is too overwhelming for mentors of any progressive society to ignore it. It is not only serving as a useful tool to help our schools, colleges and universities deliver the information and knowledge effectively.

In this light, the touch EDUCATION magazine's latest cover story focuses for New Era of opportunities highlights the growing charm for school Education among youngsters as an important aspect of life. With the new education system a major transformation in the wake of global demand for skilled educators is expected after the existence of New Education Policy 2020.

This issue has therefore considered the ideas ‘whether the schools should address to the “Happiness levels of the Children” through their curricular, co- curricular and other support systems in the schools. It also raises the issue – whether happiness should be considered as a value in school systems and the challenges in dealing with this dimension in the school curricular architecture.

This also highlights the eduleaders who keep coming up with latest innovative solutions, enabling school and other educational institutions to offer finest learning experience. Keeping the requirement of modern – day smart classrooms and tech savvy students in mind, there are various firms who seek to introduce most updated gadgets or methodologies for the same. It will also focuses on the Teacher Ambassador Ceremony which recognized school educators on the National stage virtually.

While all of us are ready to usher in the New Year 2021, we have tried to touch upon issues that are set to matter to one and all in a distinct way.

We look forward to our readers' invaluable feedback on our latest endeavour.

Dr. Priyadarshi Nayak

Editor-in-chief

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Founder, Global Talk Education Foundation.



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DR. ABDULLA RASHEED AHMED
Minister of State, Ministry of Education - Maldives

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Principal
Global Indian International School,
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Teachers and Education play a big role in transforming the major revamping of curriculum, pedagogical and examination reforms as per NEP 2020. Honoured on 27th December, 2020 to these teachers for their outstanding contribution in the field of education.



MS. ARCHANA NARAIN
Principal
The Indian Heights School
Sector-23, Dwarka, New Delhi

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EDUCATION IS MEANT FOR MENTAL WELL-BEING. ISN'T IT?



DR. RAHUL KAPOOR
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E LEARNING PRACTICES: COMPLEMENTING CONVENTIONAL TEACHING PRACTICES

Compiled by: Prof. Dr. Asif Mahbub Karim, FCGIA, Founder and Honorary Chief Adviser, Global Academics Research Academy (GARA)



Need to train students, teachers for NEP to succeed: Union Education Minister



Ramesh Pokhriyal 'Nishank' on Thursday stressed on the need to train students as well as teachers for the successful implementation of the National Education Policy (NEP) 2020. He emphasized that NEP 2020 is revolutionary in all aspects, as it focuses on multiple aspects like promoting one's native language at primary level education, imparting vocational skills training for students at the secondary level and other innovative reforms.

JEE Advanced 2021 exam to be held on July 3; IIT Kharagpur to be the organizer

New Delhi: The Indian Institute of Technology (IIT) Kharagpur today announced that it will organise the Joint Entrance Examination (JEE-Advanced) in 2021 on July 3. IIT Kharagpur is the organiser for this year's JEE exams. The exam decides admissions in 23 IITs all over the country. Around 250,000 students (including all categories) from JEE (Main) exam have been selected to appear for the tougher JEE (Advanced) in 2021.

Delhi govt asks schools to submit innovations done by teachers for ensuring education in COVID times

New Delhi: The Delhi government has directed schools here to submit the innovations done by teachers and management committee members to ensure education in the wake of the coronavirus pandemic and the practices undertaken by them for COVID-19 management. Schools in the national capital are closed since March last year. Though several states have partially reopened schools, the Delhi government has announced that schools will reopen only after a vaccine is available.



69 per cent parents want schools to reopen from new academic session in April: Survey

New Delhi: At least 69 per cent parents are in favour of schools reopening in April, when the new academic session begins, according to a survey. The survey, in which over 19,000 parents across the country were interviewed, also found that only 26 per cent of them approve of their children receiving the COVID-19 vaccine by April if it is made available by then.

"Sixty-nine per cent parents said given the current trends and situation with COVID, schools in India should start from April 2021 or after, when the next academic year begins, as many feared to send their children to school amid the outbreak. Further, 23 per cent said it should start from January," the survey conducted by online platform LocalCircles said.



CBSE board exams to start on 4th May; practical exams to begin in March

Thursday announced the date for commencement of Central Board of Secondary Education (CBSE) board exams for class 10 and 12.



The board exams will begin on 4th May, while practical exams will start in March, the minister said. He added that the exams will be finished around 10th June, and the results of the board exams will be announced by July 15th.

Odisha Govt. Reduces Tuition Fee in All Private Schools for 2020-21 Academic Session

New Delhi: Giving a big relaxation to students and their guardians, the Odisha government on Wednesday announced reduction of tuition fees in all aided and unaided private schools for the 2020-2021 academic session. The move comes in wake of the prevailing COVID-19 pandemic situation.



Moreover, the Odisha government has asked private schools to implement the school fees waiver for the period of COVID-19 lockdown.

Issuing a notification, the School and Mass Education department said that the tuition fee reduction will be made in seven different slabs. While there will be no waiver for schools charging Rs 6,000 per annum, those charging between Rs 6,001 to Rs 12,001 will reduce the tuition fee by 7.5 per cent.

Chief Minister Naveen Patnaik had earlier this month announced waiver of examination fees of Class 10 students, who would appear at the board examinations in 2021. The decision would benefit six lakh students. The government would bear Rs 27 crore towards the exemption, Patnaik had said in a statement.

CBSE board exam 2021, JEE Main, JEE Advances, NEET 2021 syllabus, exam dates and latest updates

New Delhi : Due to the outbreak of novel coronavirus 19 pandemic, the schedule of all the major examinations held across India including CBSE Class 10, 12 Board Examinations 2021, JEE Main and JEE Advanced 2021, NEET 2021 and many state board exams have been rescheduled.

Students, who are entitled to appear for these examinations, have requested the government to postpone all these exams until June citing lack of classes, coaching and lack of time to prepare for the examinations. Some of the students and parents have also requested the government to release the datesheet of these exams.

Karnataka Education Department recommends 30% cut in school fee

The department of public instruction has submitted a report to the government recommending a cut in school fee by 25% to 30% for the current academic year and a final order on the matter expected to be issued in a day or two.

Following the report, Primary and Secondary Education Minister S Suresh Kumar had also convened a meeting with the department officials. The file recommending fee cut has reached the minister.

Sources in the department confirmed this to DH and said, "There is also a recommendation that the schools, which have collected full fees from parents for this academic year, should adjust the same during the next year's fees following the government order."

The sources said, "Some parents have already paid the full fee. For such parents, the schools must give concessions during the next year of the same percentage recommended by the government for this year. At the same time, there are schools which have already considered parents' plights and reduced the fees up to 30% and for such schools, this fee cut won't apply," they added.

The commissioner for public instruction had recently convened a meeting with representatives from parents' associations and private schools managements where the parents made a request to the department to reduce fees in a slab-wise manner based on the number of students enrolled. Yogananda, secretary, RTE Students and Parents' Association, said, "We had requested the department to fix a slab and reduce fees based on the number of admissions. For example, we said no fee concession is needed for schools with less than 250 students and for schools charging Rs 15,000 to Rs 25,000 we have requested for 10% cut in the fees."



Department of Public Instruction likely to recommend 25-30% cut in school fees

The fee reduction is likely to be recommended to all private schools - State syllabus as well as central board schools - as the issue of fee structure falls under the purview of the State government.



After receiving representations from parents and parents' associations, the Department of Public Instruction (DPI) is likely to recommend a fee cut in the range of 25 to 30 % for the current academic year.

The department has also decided to submit a report to the State government after a meeting last week with representatives of parents' associations and private school managements regarding concerns over the fee structure for the current academic year.

The fee reduction is likely to be recommended to all private schools - State syllabus as well as central board schools - as the issue of fee structure falls under the purview of the State government.

Recurring expenditure

While parents alleged that private school managements were collecting fees even for recurring expenditure they were not incurring this academic year due to the pandemic as the schools were shut, school managements were anxious that majority of the parents had not paid the school fees and hence were unable to pay salaries to their staff.

A senior official of the department said that after the meeting last week, they realised that many school managements were collecting fees for infrastructure, transport, and other fees that were unnecessary.

"We plan to list out subheads under which schools can collect fees and also want to list out fees that

schools need not collect this year as physical classes for most grades have still not resumed," an official said.

While a section of private schools affiliated to the State syllabus have decided to cut fees by 25% for this academic year, many schools affiliated to the Central Board of Secondary Education (CBSE) have decided to waive fees for a section of parents. This comes in the backdrop of several parents undergoing financial crisis due to the pandemic as many have lost jobs and faced salary cuts.

B.N. Yogananda, general secretary of RTE Students and Parents' Association, welcomed the intervention of the department and said that several school managements were fleecing parents in the name of online classes and were restricting access to these classes if parents had not paid the fees. He said that they wanted reduction in the percentage of fees based on the student strength.

Delhi: Attendance thin as schools reopen for classes X and XII with distancing measures in place

The attendances registers on Monday showed how many students of classes X and XII were held back from school by their parents

New Delhi: Ravi Sahoo finally got to meet his classmates after 10 long months when his school reopened on Monday. The Class X student of a government school revealed that his

mother was reluctant to send him back to school for fear of Covid-19, but he had urged her to talk to his teachers. When she finally acquiesced, the 17-year-old hurried to school with two masks and a bottle of sanitizer in his bag to be greeted by a cheery school gate adorned with marigold flowers.

Sahoo's isn't the exemplary case, however. The attendance registers on Monday showed how many students of classes X and XII were held back from school by their parents. In Sahoo's institution, Kautilya Sarvodaya Bal Vidyalaya in Chirag Enclave, only 20% of the 700 class X and XII students were present on the day. School principal C S Verma said, "We hope more children will return soon. Seeing other students, parents will begin to feel confident."



Ayush Sharma, Class XII student of Mount Abu Public School, Rohini, was impatient to return to school. Welcomed warmly by their institution, Sharma and his friends were strictly advised to remain in their classroom bubbles. At Sardar Patel Vidyalaya in central Delhi, though just eight students reported for their preboard exams, those who did observed a few new things. Class XII student Amitoj Singh found spots marked where students could stand to converse, sanitiser machines and wash basins at regular intervals and the Covid operating regulations pasted prominently.

Government Boys' Senior Secondary School, Ghitorni, too had dismal attendance with just six of 84 Class XII students present on Monday. Class X had a better day with 36 of 162 students returning. To ensure not more than 15 students sitting in a classroom, the three sections of Class X were divided into nine groups. One of the Class X students, Himanshu Vishwakarma, said, "I had missed my friends a lot and was happy to come back to school."

Government Co-Ed Sarvodaya Vidyalaya, Sector 8, Rohini, was a happy contrast, with 60% of the s classes. "Resumption of classes is good because students of government schools don't have the kind of facilities to persevere with online classes," ruminated school principal A K Jha.

Megha Thakur, Class X student, exemplified such access-denied students. When her parents left for work every day, she didn't have a phone to log in for classes. "I was so excited when the government announced that schools would reopen," she laughed.

However, many private schools will reopen a few days later Springdales School, Pusa Road, was one of them. Principal Ameeta Mulla Wattal explained, "Some students requested to be excused because they had applied to sit for JEE in February and wanted to prepare for those exams. Their parents are fine with them returning to school and are confident about the precautionary steps we have taken."

IS IT THE END OF THE ROAD FOR INDIA'S PRESCHOOLS AND DAYCARES?

— Amrita Ghosh

India, like most of the world, is in the throes of a pandemic that has led to an unprecedented disruption in lives and rising unemployment. With Covid-19 devastating millions of lives and impacting the global economy, it is not surprising that the lethal virus has led to the closure of about 55 percent of

preschools across the country in the past four months.

"There is still a dichotomy about who the preschools come under – the education ministry or the women and child welfare department. But a notable point here is that it was the ministry to impose a ban on online learning for preschools; so why are they reluctant about taking a decision on their reopening?" asks Dr. Swati Popat Vats, president of Early Childhood Association (ECA).

Vats has urged the ministry to take a call soon on the matter so that children can start going back to preschools and working parents can start relying on the indispensable child-support services of the daycares.

The standalone preschools are mostly the ones to shut shop during the pandemic rather than those associated with well-established brands. This is because they have been left without any support as they don't have the means and skills to shift to virtual learning.

With the global Covid 19 pandemic, preschools across the country are staring at an uncertain future. So how does the prolonged closure of playschools impact children and working parents?

Keeping children out of schools have severe implications, according to Vats. "With neighbourhood schools having closed down, parents will have to make the child travel to a longer distance to get quality preschools. Secondly, children who had just begin to get comfortable with preschools before lockdown would now have to be admitted to another one and make a whole new set of adjustments which is going to be extremely detrimental to their socio-emotional development," she says.

Daycares have also shut down. Getting the children to stay in a quality daycare while the parents go to work will also be challenging and negatively impact children.

Vats adds, "Women have also been impacted adversely. All the teachers who work in these schools are women as a result of which women employment has been affected in preschools."





MESSAGE

DR. ABDULLA RASHEED AHMED

Minister of State, Ministry of Education - Maldives

It is a great pleasure and privilege to participate in the 6th Annual Conference organized by Center for Education Development, India. The theme of this conference is Futuristic Trends in Education. I believe that this is a very useful topic for every educator across the globe. Conferences of this nature provide a platform for educators to share their research findings and exchange their knowledge and experience with participants of the conference. I take this opportunity to express my heartfelt gratitude and appreciations to Dr Priyadashi Nayk and his team for organizing this important conference in the right time of the year. CED is a very active professional body which provides professional development for school leaders and teachers in a very effective manner. I have the pleasure of witness to see how CED organizes webinars, courses and training sessions for educators across the India. Once again, I would like to thank Dr. Nyke and his team for the wonderful work they do to enhance the quality of education by means of upgrading the educators.

The main purpose of education is to prepare students for future. Therefore, Futuristic Trends in Education should be the cornerstone of the teaching and learning process. We should prepare students for future jobs which will need different skills and knowledge. When the present students join in the workforce, they may need to use different technologies, skills and knowledge. It is high time to provide 21st century skills to students to better prepare them for life and jobs. When we talk about the futuristic education, excellent communication skill is highly important. Besides, critical thinking and problem solving are much needed for present students. Apart from this, collaboration, creativity and innovation skills are



core competencies students need to lead a bright life.

As far as futuristic education is concerned, we can see impressive activities from different teachers. Practical and hands-on teaching and learning strategies are popular and effective among students and teachers. Present generation students want freedom and flexibility in the classroom. When they are given this opportunity, they can construct their own learning. Our students need to have choice. They can choose their preferred learning styles, time, content and space. In such a situation teachers' job is just to help a student as a facilitator once they need a help. Learning environment should be pleasant and positive for students to learn collaboratively and cooperatively. In a learner-centered classroom student can take the responsibility and ownership of their own learning. With futuristic perspective learning should be holistic and it does not just focus on academic progress. As a means of providing holistic education teachers should focus students' overall development including cognitive, physical, social, emotional, spiritual and academic progress. As we need to prepare student for their future skills and values should be given the highest priority. Our students will not be creative nor imaginative through rote learning and just memorizing without understanding. Therefore, the theme of this conference will be a new beginning for all of us to transform education system by including the ingredients of futuristic trends in education. I wish the conference will be very productive, enjoyable and helpful for every participant. I am sure you will take new knowledge and happy memories of the conference with you and you will share this with your students as a means of providing better education to your students.

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MESSAGE



MARIYAM NASIR
Director General
Quality Assurance Department
Ministry of Education

I wish to convey my heartiest felicitations to the CED Foundation for assessing the growing needs for education, conducting various teachers empowerment programmes and publication of quarterly Educator Magazine TOUCH EDUCATION.

A good educator can inspire to observe, ignite the imagination and instil love for learning. Therefore, it's largely the efforts of a genuine teacher that shapes the personality of students. Though every educator is important, but it's befitting that the best among them are duly recognised for their outstanding services, sincere endeavours, selfless commitment and dedication. Such acknowledgement of our worthy teachers in grooming the

generation, arming them with the virtues of responsibility, values of humanity and the celestial weapon of knowledge will definitely encourage them to scale greater heights.

Teaching profession today is highly challenging because of the changing paradigms of teaching learning process brought about by advancements in technology that has been constantly redefining how the present generation kids prefer to learn & explore. Media today has become an essential & integral part of everyone's life. This all-encompassing source of information & new stories which is impacting an average individual's life in many ways. Digital media has the advantage of bringing information from all corners of the world into our living rooms within no time and has created enormous power to improve human life on this planet. Media is nowadays a tool to share knowledge all around the world.

I extend my heartfelt gratitude to all the stalwarts holding high the beacon of excellence in the field of Education. I am sure that the fragrance of their talent will spread which will surely inspire others to strive for excellence.

With best wishes to the foundation.

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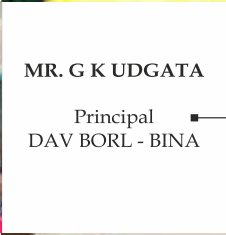
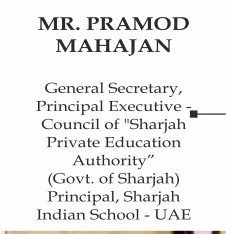
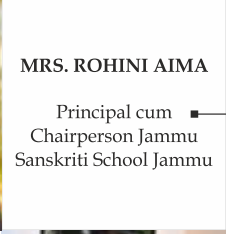
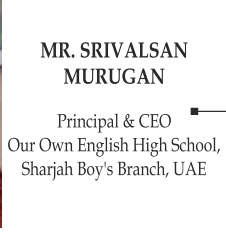
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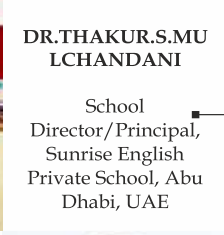
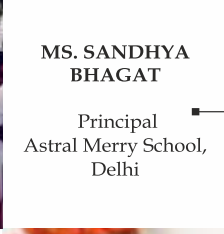
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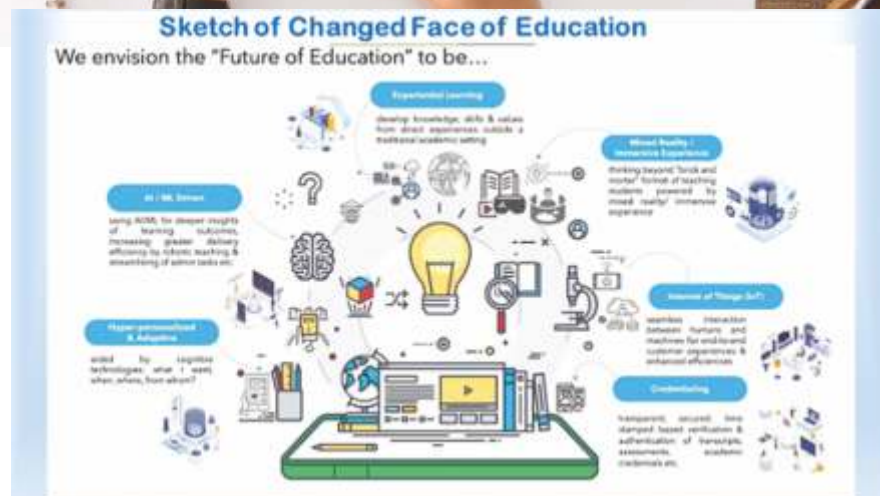
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FUTURISTIC TRENDS IN EDUCATION



MR. PRAMOD MAHAJAN

Principal/Director
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It's one technique for providing personalized, effective and customized learning paths to engage each student. It use a data driven approach to adjust the path and pace of learning. It is aided by cognitive technologies that is what, where, why, when from whom and hoe learner wanted.

Self- Paced Learning: Allow Learners the flexibility of anytime and anywhere learning experiences.

Competency Based Progressions: Enhancing learning and teaching outcomes through Hyper Personalized Learning Framework.

Provides Focused Remediation: Helps Learners to focus on/ work on the learning gaps with effective and joyful remediation.

Artificial & Multiple Intelligence Driven Trends:

Using AI/ML for deeper insights of learning outcomes, increasing greater delivery efficiency by robotic teaching & streamlining of admin tasks etc.

Through the power of machine learning based hyper personalization, AI systems are being used to develop a custom learning profile of each student and customize the training materials for each student based on their ability, preferred mode of learning and experience.

Learning Insights: Enhances the learning experience through personalized adaptive learning and intelligent insights.

Avatar Teachers / Virtual Buddies: AI powered avatars acts as a virtual teacher's assistant.

Virtual Buddies interacts with students and act as lifelong learning companion.

Cognitive Automation: Automates time consuming repetitive back office school operations reducing human errors and creating timesaving efficiencies.

Experiential Learning:

Develop knowledge, skills & values from direct experiences outside a traditional academic setting.

Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hand-on laboratory experiments, internships and field exercises, study abroad, undergraduate research and studio performances.

Real-world Learning Experience: Allows learners to apply what they've been taught to solve real-world challenges.

Real-time coaching and feedback: Allows learners to receive feedback and coaching from experts and fellow team members.

Accelerated Social Skills: Promoters teamwork, creativity collaboration and effective communication skills.

FUTURISTIC TRENDS IN EDUCATION

CAPTAIN(DR) DINISHA BHARDWAJ SINGH

Principal
Global Indian International School,
Kuala Lumpur - Malaysia



"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

We are in a dynamic era with rampant advancement in technology in every sphere of life , so much so that that today , in the pandemic phase our entire education system is placed on the pivot of technology and thus we can clearly see emergence of futuristic trends in education.

Instead of rote learning and submerging into piles of books , students today are elated diving into the ocean of opportunities by the means of E-learning be it on their phones, tablets , VRs and much more. They now can visualise as well as analyse the concept taught. "Amidst all such advancements and cutting-edge tech inclusions, the education sector is destined to evolve".

Given below are a few postulates that are futuristic trends catalysing the revolution in the field education

Emphasis given to practical learning:

In any field of work, excellence cannot be achieved if there exists a dearth of practical skillset. A practical knowledge and hands on expertise is sin qua none of success today. Hence evidently enough we see a drift in curriculum from that of traditional rote learning to that of inculcated practical aspects such as self-development assessments, internships, etc.The New Education Poilcy in India too clearly emphasises on the same aspect.

The concept of edutainment:

The amalgamation of entertainment with education not only breaks the saturation being suffered by students but also kindles innovativeness and becomes a site of brainstorming along with genesis of great ideas and a zeal for learning more.

Holistic Development:

An all rounder personality is quintessential for

keeping up with the fast pace of development and thus clearly it is visible my the means of inclusion of holistic activities such as public speaking, soft skills, sports, fine arts, coding and what not!, which a recent decade ago was not quite in existence.

Becoming technologically friendly:

We have swiftly traversed from chalk boards to smart class, from handwritten projects to the technologically friendly ones, from heaps of papers to online, paper free assignments and most importantly in the current situation , from physical classes to online classes courtesy to which even in pandemic the spread of knowledge has not been hindered. The education system has definitely moulded itself into the new technical realms.

Discern the Competencies of the students:

If you judge a fish by its ability to climb a tree and a tiger's ability to climb a tree both will live rest of their lives feeling worthless whilst the fish is meant to swim and the tiger to climb a tree. It is their field, where they actually ace. Hence an apparent change in the older approach of judging every student merely on their results rather that their key interest areas are evident. There now exists ample guidance and support to the students to choose their career, also the curriculum is framed in such a manner that basic knowledge of all fields is present and accordingly the students can identify their area of interest

Adaptive Learning Platforms:

"Teachers are now being trained to bring in an adaptive learning curriculum which is in the best interest of the learning fraternity. It is through such innovative platforms that teachers can improve student engagement when they begin to impart education using adaptive courseware."



DR. THAKUR.S.MULCHANDANI

School Director/Principal,
Sunrise English Private School,
Mussafah, Abu Dhabi, UAE

FUTURISTIC TRENDS IN EDUCATION

Education is the passport to the future, for tomorrow belongs to those who prepare for it today. We are nearly one-fifth through the 21st century. With the pace of technological change, we could start to question if measuring change every 100 years is appropriate. Currently, education is poised at a tipping point, with one foot still firmly rooted in the Industrial Revolution of the 1800s, when a teacher stands at the front of the classroom and students sit on chairs behind rows of desks, learning in the same way to be educated and eventually, take their place in the workforce. However, the workplace is no longer just the factory floor or the office building. It is in the boardroom, in the outdoors, a collaborative hot-seating worktable, or the cafe on the corner. How has education shifted to meet these new opportunities? Time we think about re-shaping and re-designing the educational strategy. At this moment we might share some space to contemplate on innovative and ground breaking education.

Futuristic Education

Technology is affecting education in revolutionary ways, and the momentum towards these changes is irreversible. Making education

exciting and sensible is the goal of the school administration. For this to happen, our educational institution adopts and makes arrangements for the teachers to learn and be part of all the latest developments in the field of Information Technology, which in turn would benefit the students and encourage them to update themselves in improving the skills. We are facing unprecedented challenges – social, economic and environmental – driven by accelerating globalization and a faster rate of technological developments. At the same time, those forces are providing us with myriad new opportunities for human advancement. The future is uncertain and we cannot predict it; but we need to be open and ready for it. Schools can prepare them for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated. It will be a shared responsibility to seize opportunities and find solutions. To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with

failure and rejection, and to move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet. Education can equip learners with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. Obviously the need of the hour is to ponder on these worthwhile musings.

What knowledge, skills, attitudes and values will today's students need to thrive and shape in future?

How can instructional systems develop these knowledge, skills, attitudes and values effectively?

In answer to the above challenging questions working group members and partners should no doubt co-create and "design principles" for changes in curricula and education systems that will be relevant in different countries over time. The curriculum should be designed around students to motivate them and recognize their prior knowledge, skills, attitudes and values. The following points should be borne in mind in the futuristic Education.

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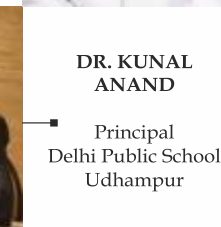
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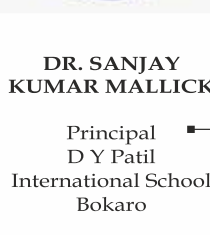
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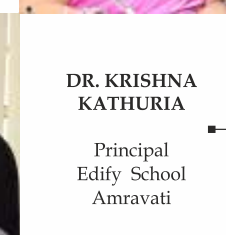
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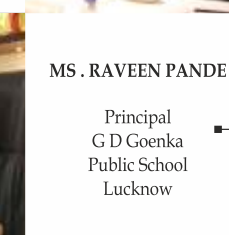
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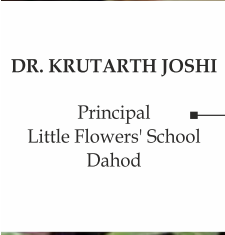
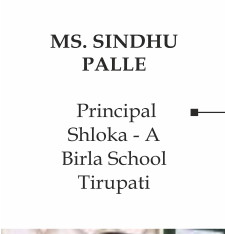
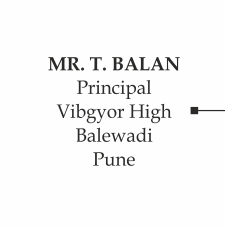
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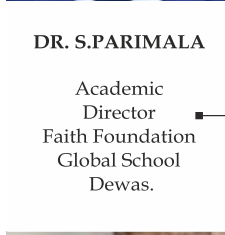
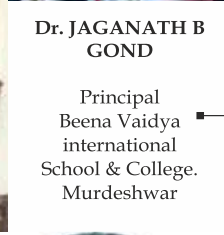
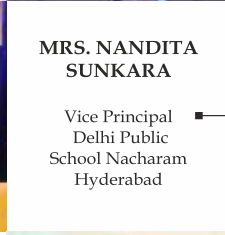
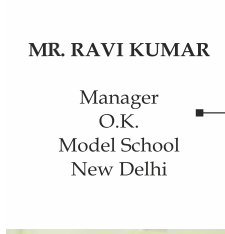
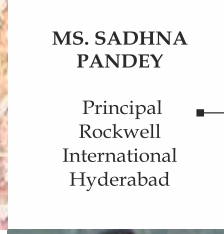
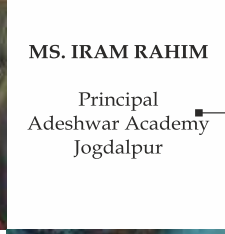
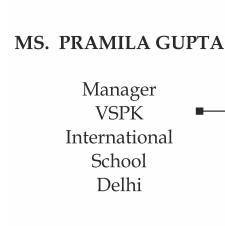
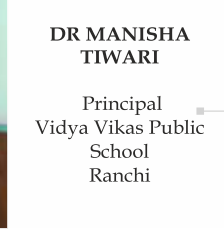
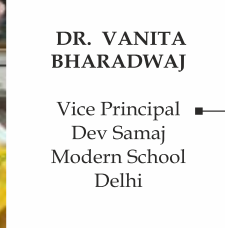
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॥ संस्कार विद्या ॥

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Dist - Darjeeling, West Bengal, India

**OLIVIA ENLIGHTENED
ENGLISH SCHOOL**
Affiliated to CBSE | Code - 2430165

TO LIVE IS TO LEARN

Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.

It is not the learning of facts but the training of mind to think.

Accolades





SUTAPA NANDI
Director
(Olivia Enlightened English School)

VVPS

VIDYA VIKAS PUBLIC SCHOOL
MORHABADI - BOREYA ROAD, RANCHI-834006



VVPS

Little
PLANET

Affiliation No : 3450297 M^o young super heroes are cute little kids.

Let us remember: our hands, our pen, our child & our teachers can change the world.

- Malala Yousafzai





Dr. Manisha Tiwari
Principal VVPS
Resource Person CBSE COE Patna




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A renowned educational institution with a long and fruitful association with one of the country's premier schools, Delhi Public School, celebrates its first 20 years. They have been working in the capacity of Vice Principal and has contributed effectively to Academic and Administrative.

Dr. Manisha Tiwari, who has contributed a lot in the field of education. In a resource person she conducted many workshops for the members on the subject like classroom management, the skills, Gender awareness program etc.

For work in the field of academics, co-curricular activities has been rightly recognized with several accolades like the "Best State Teacher Award in Jharkhand" given by Science Department Headquarter and Best Teacher Award given by Dr. P. Datta Tripathy, Bihar Sahitya Akademi, Darbhanga.

Bodhi, University of...





Muni International School

We refuse to accept limitation



Vision

A school for a brave new world, where every child is a changemaker, who is universally versatile and can afford to participate, develop, experience and express his or her true purpose of life in creative ways for harmonious co-existential living.



Mission

Muni International School believes in building human potential by being a partner in the possibility of every child and hence wishes to impart its unique, transformative learning methodology to every school in the country.

Muni International School was established in 2002 as an experimental school by the Founder to understand the validity and approval of BHARTIYA DARSHAN for establishing synergy in the world by producing global citizen with universal order.

Muni International School evolved unique learning system by questioning the self and society. We believe that the true meaning of education is to impart knowledge, to keep our body healthy, mind curious, to explore, to be a partner in social systems, to be prosperous, to have justice in relationships, innovate and invent. To be compassionate and to be full of dreams.

A RESEARCH AND DEVELOPMENT (R&D) division exists since the inception of the school in 2002, to monitor stumbling blocks or learning obstacles that a student might face as well as teaching methodologies. It also works to find the future needs of our society, our country or the world at large within their respective cultures and traditions.

Muni International School has demonstrated the capability of imparting quality education to children from low-income neighbourhoods at minimal costs. The main motivations driving our unique pedagogical framework are the 'Aiklavya' framework and **Guided Discovery methodology**.

The 'Aiklavya' framework positions the teacher as an enabler and facilitator for learning. It also empowers students for self-study and taking up peer-to-peer teaching and learning. The school has designed systems that create conditions for every child to reach their full potential by taking on shared responsibility for learning, school improvement and community action.

The 'Aiklavya' framework re-imagines every student to be both, a learner as well as a teacher, encouraging creation and sharing of knowledge within the classroom. The method of guided discovery fosters imagination, enquiry and self-exploration among the students who learn the curriculum through dialogue and peer support facilitated by the teacher.

This has contributed immensely to the teaching profession, firstly **channelling the high energy of children into an inspired learning and teaching activity and secondly providing the teacher an opportunity to work very creatively on facilitation and guided discovery of the child with focus and energy.**

While the model effectively decentres the role and scope of the teacher in classroom learning, it sustains due teacher responsibility by linking teacher appraisals to student performance. Linking teacher appraisals with the efficacy of student learning also ensures teacher initiative.

Each child knows how to give CPR while heart disease is on the rise, CPR can help save lives. More than this each child takes the responsibility of health of their community with acupuncture, Ayurvedic and home remedies. Each child is efficient in Vedic Math, act with values and subjects are also value based.

Key Accolades ([link to download a longer list of accolades https://bit.ly/2PuNY4a](https://bit.ly/2PuNY4a))

1. Change Maker School recognition by Ashoka Foundation (U.S.A.)
2. Muni International School is the only one in India with which Japan has partnered
3. Methodology highly appreciated by UNESCO
4. India's No. 1 School at city, state and country level announced and awarded by Education World Magazine for years (2015, 2016, 2017, 2018, 2019 and 2020)
5. India's No.2 School for the year 2018 & 2020 and No.1 for Delhi and No.1 for NCR awarded by Education World Magazine.
6. "Ambassador of Education" and "National Excellence Award" by NIER
7. "Excellence in Education Award" by Eureka Global Assessors

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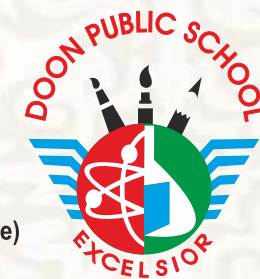


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- ✓ Thematic and integrated learning approach.
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- ✓ Experiential Learning through 5 E's (Engage, Explore, Explain, Extent and Evaluate)
- ✓ Specialised Physical Education, Yoga and Art Curriculum



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www.doonpublicschoolhathras.in email:- principal.priyadarshi13@gmail.com / principal.doonpublicschoolhtrs@gmail.com





Ms. Archana Narain
Principal
The Indian Heights School
Sector-23, Dwarka, New Delhi

Education is meant for mental well-being. Isn't it?

Education is a catalyst for development and a health intervention in its own right. A good quality education is the foundation of health and well-being. For people to lead healthy and productive lives, they need knowledge to prevent sickness and disease. For children and adolescents to learn, they need to be well nourished and healthy. Well-being is also connected with teaching and education, and with learning and achievements. Indicators of well-being are divided into four categories: school conditions (having), social relationships (loving), and means for self-fulfillment (being) and health status. 'Means for self-fulfillment' encompasses possibilities for each pupil to study according to his/her own resources and capabilities. 'Health status' is seen through pupils' symptoms, diseases and illnesses. Each well-being category contains several aspects of pupils' life in school. Thus, there are several organizations along with the schools that are taking into account certain comprehensive development programs to take great care in this regard, for the students to make them lead a happy and educated life ahead. Increasing a person's opportunity and choices in life, promoting mental health and wellbeing as a core role in education helps students:

- flourish in their education journey
- build resilience against adversity
- develop protective factors from mental ill-health
- provide them with skills and confidence to self- seek help for early intervention.



Dr Manisha Tiwari
Principal
VVPS (Vidya Vikas Public School), Boreya Road
Ranchi Jharkhand, India

How much of a role do the training and Assessment Unit play like CED?

The New Era has called for Vital changes. The Classrooms are now the 'Learning Spaces', the students are the 'Learners' and Teachers, instead of being instructors, are now 'co-learners' in the Learning process. A Successful teacher is an ever evolving learner and the Training and Assessment Units, like CED play a crucial role in helping a teacher to achieve that goal of becoming successful co-learners.

Training units like CED, offer a platform for healthy discussions among the learned educationists and academicians. Platforms like these, bring the education world together and help in bridging the gaps in the system. Teachers adapted to the ancient methodologies, get a chance to revisit their teaching techniques, replan their strategies and become well equipped to cater to the needs to today's changing and demanding education system.

The Assessment units like CED, help in analysing and assessing our patterns, techniques, methodologies, strategies and approach towards the learning process of a child. These analyses prove to be the back bone of an error free education system. People welcome changes, but do not wish to be changed, and these platforms function as eye openers and motivate us for successful and positive adaptation of changes.

The current situation of the world has come out as a blessing in disguise, where we have had the opportunity to participate, interact, learn and be a part of programs and training courses run by institutions like CED, which otherwise would have been challenging.



Ms. Bhavna Singh Principal
Principal
Delhi Public School, Etawah

Where do we begin the process of change in the field of education?

"Be the change you wish to see in the world"-

'Mahatma Gandhi'

Change is inevitable which should be there and will be there if we want the world to progress.

Education is deriving the best in a student that is innate in him. The process of teaching and learning in modern times which is oriental and occidental needs change in the mind set of the teacher and the taught.

The teacher who works in moulding the student must be passionate about his or her job, must keep himself updated with the latest trends, must be willing to bring a change in the mind of the child. The teacher must influence the child to such an extent that the child feels obliged that the change that was brought in him by the teacher was only because of his teacher's effort. Every teacher must strive to be a brand in himself or herself.

A person should not take up the profession of being a teacher out of compulsion, must become a teacher only if he or she is passionate about the profession. Teaching is a noble profession, where we are changing minds, improving the spoilt, giving direction to the distracted, the one who can do justice with the above must become a lifelong teacher.



MR. AKULA BAPANNA NAIDU
Chairman
Vidyanidhi Iit Talent School-Amalapura

What is the role of books in the age of internet?

In this contemporary world, internet can be a boon or bane. We feel happy the way world is progressing due to evolution in technology but at the same time we also feel low due to misuse of technology.

Keeping this in mind, due evolution of internet, percentage of population who read books have significantly come down. People are addicted to mobile phones and they do not have time to focus on what is important and what is not important in life. Nevertheless, we have lot of information available in internet which brings ambiguity at times. We are not very sure of what is right and wrong.

Even though, there is a digitization of books happening around the world, but "readers" truly believe paperbacks are effective and comfortable.

Many people are unaware of why we have to read books. When we are in school, we read books because we get a reward in terms of marks but when we read books (fiction or non-fiction) we

don't get any rewards or gifts from anyone, so people are less bothered about reading books. When we watch any entertainment on internet dopamine is released so we feel happy, whereas when you have read a book, you feel it as a task, there is difference between how we look at watching an entertainment and reading books.



Dr. Rahul Kapoor
Principal,
Mount Litera Zee School,
Tarore Bridge, National Highway,
Distt, Samba (J&K UT)

How would you Describe Finland Model in brief?

Finnish education is of high quality and more of a data driven tactical and social policy towards education.

Finland has vastly improved in reading, math and science literacy over the past decade in large part because its teachers are trusted to do whatever it takes to turn young lives around. In 2018 PISA Survey ranked Finnish

15 year old among top performers in reading literacy in OECD countries. This makes sense, technologically advanced countries that apply the latest findings in international research tend to do well in educational rankings.

FINLAND EDUCATION MODEL:

- Finnish classrooms are typically described as learner-centered - As the emphasis on student self-assessment
- Students are expected to take an active role in designing their own learning activities
- Students are expected to work collaboratively in teams on projects, and there is a substantial focus on projects that cut across the traditional subject or disciplinary lines.

Summary

Differences in the learning results of different schools are small and nearly all students complete comprehensive school within target time. Preschool education, comprehensive education and upper secondary education is free of charge and also higher education is for the most part free of charge. The goal is for everyone to have an equal opportunity to receive high quality education regardless of the family's income and to grow up to become active citizens.

The education system includes early childhood education, preschool education, comprehensive education, upper secondary education and higher education. Adult education is intended for adults and it includes a multitude of alternatives from comprehensive to higher education.

1. Starting school at an older age

Students start school when they are seven years old. They're given free reign in the developing childhood

years to not be chained to compulsory education. It's simply just a way to let a kid be a kid. There are only 9 years of compulsory school that Finnish children are required to attend. Everything past the ninth grade or at the age of 16 is optional.

2. No standardized testing :

All children throughout Finland are graded on an individualized basis and grading system set by their teacher. Tracking overall progress is done by the Ministry of Education, which samples groups across different ranges of schools.

3. Cooperation not competition:

Finland's educational system doesn't worry about artificial or arbitrary merit-based systems. There are no lists of top performing schools or teachers. It's not an environment of competition – instead, cooperation is the norm.

4. Make the basics a priority:

The program that Finland put together focused on returning back to the basics. It wasn't about dominating with excellent marks or upping the ante. Instead, they looked to make the school environment a more equitable place.

5. Finnish educators have focused on making these basics a priority:

- Education should be an instrument to balance out social inequality.
- All students receive free school meals.
- Ease of access to health care.
- Psychological counseling,
- Individualized guidance,
- Beginning with the individual in a collective environment of equality is Finland's way.

6. Providing professional options past a traditional college degree

In Finland, there is the Upper Secondary School which is a three-year program that prepares students for the Matriculation Test that determines their acceptance into a University. This is usually based off of specialties they've acquired during their time in "high-school"

Next, there is vocational education, which is a three-year program that trains students for various careers. They have the option to take the Matriculation test if they want to then apply to University.



Prathiba.V
Principal, Chinmaya Vidyalaya, Vaduthala

HOW ARE INDIAN TEACHERS DIFFERENT FROM THE EUROPEAN OR GULF TEACHERS ?

Indian education system was par excellence when it functioned under Gurukula patter/scheme. It was child centered wherein practical implementation of ideas was done without diluting the spirit and purpose of true education. In fact, the modern methods we follow now surely must have originated from the practices we followed in ancient India. With the spread of English education, the ultimate motive of the British wiped away the last traces of the goodness, the power and potency our educational concepts carried. In its place they left for us what was rudimentary that deprived us of our power to think and breathe freely.

Indian teachers are more knowledgeable and passionate about teaching than their counterparts in other foreign lands. But they need to evolve and embrace the sweeping changes to excel.

It is paradoxical that learning through engagement that started in our Vedic times is now practiced fervently in European schools under the banner of Experiential Learning. It is just old wine in new bottle.

The devious plans of Lord Macaulay seem to have achieved a fair measure of success. A thinking generation of intelligentsia was reduced in.

Teachers are paid more salary in the Western and Gulf countries, but remuneration is very less for Indian teachers.

Indian teachers are revered by the society for the nobility of the profession they represent. The western teachers share a closer camaraderie with the students. They don't expect them to be viewed as figments of nobility or spirituality but as ordinary humans who live in the practical work a day world.



DR. SANJU MISHRA
Quality Head (Hindi & Sanskrit)
Whitefield Global School,
Bangalore.

What Makes you a Progressive Teacher:

Maria Montessori said- 'Education cannot be effective unless it helps a child open up himself to life'. A Progressive Teacher is a teacher who takes his/her student to the path of progress. Instead of giving the solution, the teacher leads students to the path of journey of learning. In modern era the word 'Teacher' is taken over by 'Facilitator'. I as a Teacher, focus on learning by doing. Through Experiential and competency based pedagogy, students are forced to think and connect their learning with their practical life. When I try to connect the concept with other disciplines, then learning becomes burden free and more effective for the future life.

Best Teaching Methods, practices and Strategies:

Learning should be according to the need of learner. We need to use multiple intelligence in teaching-learning to make it effective and useful.

I use different teaching and learning techniques in my class according to the class component to achieve learning outcomes. In my class I act as a Facilitator. I use ancient Monitor system i.e. 'Flip Class' for Peer Learning where I play the role of Moderator. Learning through doing (Experiential Learning) is the best way to achieve the desired goal. I make sure that students should have natural joy of learning. As every child is unique in nature and blessed with some unique traits, qualities and interests, Art Integrated Learning is the best take out the inner strengths of the child where he/she can present their learning according to their talent. Through Competency Based Learning I prepare my students to use their learning in the given situation.



SCHOOL EXCELLENCE REPORT

School is more about warmth than an A - class infrastructure, is believed by Quality Governing Council of CED Foundation.

To conduct the 2019-20 online survey & statistics, the jury and board members of CED Quality Assurance Unit tried to collect database of major A Class cities Private, Public, State & Budget Schools involving the city coordinators, state & National heads, parents and even students across the country.

Moreover to rate **3 star, 5 star & 7 star Rated Schools**, the school leaders were interviewed.

The 10 parameters designed by the governing body of CED-QAU on education excellence were strictly on 10 point grading scale.

All parameters were given equal weightage which includes scholastic & Co Scholastic activities, achievements and the school board results. Moreover this year 576 schools applied in the selection process of star rated schools 2020.

Training and Assessment Unit is concern regarding the professional development of teachers which occupy a prime place not only in schools but also at

the national level as low learning outcomes are mostly ascribed to poor quality of teaching and learning in the classrooms across the nation.

Right from the Kothari Commission to NCTE (National Curriculum for Teacher Education), teacher has been proclaimed as the most important variable leading to effectiveness of education system. Therefore, a lot of emphasis has always been placed on the pre and post teacher education. The education system is continually evolving to adapt to changing socio-economic realities of the twenty-first century world. Thus, the need to regularly update and train teachers has assumed far more significance to get high Star Rating in the CED QUALITY ASSURANCE UNIT. It is increasingly being felt that teachers should assume the responsibility of their own learning through constant self-assessment and enhancement of knowledge, skills and attitudes.

The best performing Futuristic schools 2020 will be felicitated and awarded at the forthcoming annual Conference & Award Ceremony programme on **27th January to be held in The Leela Ambience Gurgaon.**



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ACHARIYA SIKSHA MANDIR PUDUCHERRY	★★★★★★
BCM ARYA MODEL SR. SEC. SCHOOL LUDHIANA	★★★★★
ST. XAVIERS' ENGLISH HIGH SCHOOL THANE	★★★★★
DELHI PUBLIC SCHOOL RANCHI	★★★★★
SAI INTERNATIONAL SCHOOL BHUBANESWAR	★★★★★★
BGS NATIONAL PUBLIC SCHOOL KARNATAKA	★★★★★★
DAV PUBLIC SCHOOL PUSPANJALI ENCLAVE DELHI	★★★★★
SANJAY GHODAWAT INTERNATIONAL SCHOOL ATIGRE	★★★★★
ARMY PUBLIC SCHOOL MATHURA	★★★★★
DAYAWATI MODI ACADEMY MEERUT	★★★★★
DELHI PUBLIC SCHOOL FARIDABAD	★★★★★
N.L.DALMIA HIGH SCHOOL THANE	★★★★★
ST. COLUMBA'S SCHOOL NEW DELHI	★★★★★
BAL BHAVAN PUBLIC SCHOOL DELHI	★★★★★
CHILDREN'S ACADEMY MALAD	★★★★★
CHINMAYA VIDYALAYA VADUTHALA	★★★★★

CED - Star Rated School of the Year 2020

Schools are assessed on the basis of 10 parameters as per the CED - Quality Assurance Unit



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MODERN PUBLIC SCHOOL BHIWADI	★★★★★
MOTHER DIVINE PUBLIC SCHOOL, ROHINI NEW DELHI	★★★★★
PODDAR BRIO INTERNATIONAL SCHOOL THANE	★★★★★
VENKATESHWAR INTERNATIONAL SCHOOL DELHI	★★★★★
BHAVAN VIDYALAYA PANCHKULA	★★★★★
RUKMINI DEVI PUBLIC SCHOOL DELHI	★★★★★
BAL BHARATI PUBLIC SCHOOL DELHI	★★★★★
MODERN PUBLIC SCHOOL DELHI	★★★★★
MONTFORT SCHOOL DELHI	★★★★★
KAMAL PUBLIC SR. SEC. SCHOOL NEW DELHI	★★★★★
SANSKAR SCHOOL JAIPUR	★★★★★
DRV DAV CENTENARY PUBLIC SCHOOL PHILLAUER JALALANDHAR	★★★★★
ADARSH VIDYA KENDRA NAGERCOIL	★★★★★
JAMMU SANSKRITI SCHOOL JAMMU	★★★★★
NAVY CHILDREN SCHOOL PORT BLAIR & NICOBAR ISLAND	★★★★★
APEEJAY SCHOOL JALANDHAR	★★★★★

CED - Star Rated School of the Year 2020

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PRESTIGE PUBLIC SCHOOL INDORE	★★★★★
ANAND NIKETAN MANINAGAR CAMPUS AHMEDABAD	★★★★★
M M PUBLIC SCHOOL DELHI	★★★★★
EDIFY SCHOOL CHITTOR	★★★★★
WOODLEMPARK SCHOOL AJMAN	★★★★★
VSPK INTERNATIONAL SCHOOL DELHI	★★★★★
RPM LOVELY PUBLIC SR.SEC.SCHOOL DELHI	★★★★★
SUNBEAM SCHOOL GHAZIPUR	★★★★★
MANSUKHBHAI KOTHARI SCHOOL PUNE	★★★★★
JAIPURIAR SCHOOL MUMBAI	★★★★★
DON BOSCO HIGH SCHOOL SIWAN	★★★★★
THE INDIAN HEIGHTS SCHOOL NEW DELHI	★★★★★
MOUNT COLUMBUS SCHOOL NEW DELHI	★★★★★
LITTLE FLOWER HIGH SCHOOL HYDERABAD	★★★★★
S.E.C.RAILWAY HIGHER SECONDARY SCHOOL CHHATTISGARH	★★★★★

CED - Star Rated School of the Year 2020

Schools are assessed on the basis of 10 parameters as per the CED - Quality Assurance Unit

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July 2020

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

Mr. Maszlee Malik
Former Minister
of Education, Malaysia.
(Currently MP of
Simpang Renggam)

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



Prof. M. Abubaker
Principal
Scholars Indian School
RAK, UAE

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

Mr. Anand Prakash Sharma
Principal
Birla Public School
Doha Qatar



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

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

Mr. T. Premkumar
Principal
Indian Educational School
- Bhavan Kuwait



Mr. Arun kumar Sharma
Principal
New Millennium
School - DPS
Kingdom of Bahrain

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

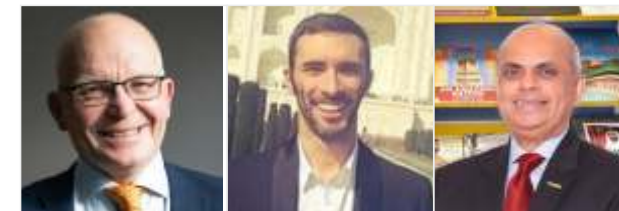
Dr. Thakur.S. Mulchandani
School Director/Principal
Sunrise English Private School,
Abu Dhabi, UAE

INTERNATIONAL VIRTUAL CONFERENCE

November 2020

Foundation core philosophy gets very well with the need of strategies for schools.. I would not say we are different, but yes ,we try to guide the way they should to be done for a quality driven school..We very strongly believe that schools are institutions that are prone to complacency because at the

end of the day it's the same lesson that the same teacher has to give to different set of students year after year .It's a teacher's strategy that needs innovation, for which the whole organisation has to get together and excel.



Dr. Ari Pokka
Expert & Education Policy Maker
Finland

Mr. James Martin
President & CEO
Global TALK Education
CANADA

Mr. Sreevalsan
Chairman & Principal
Sharjah Boy's Branch
Sharjah



Ms. Abhilasha
Principal
Shining Star International School
Abu Dhabi

Manisha Joshi
Member of Education Board
Shree Hindu Mandal Schools,
Dar-es-Salaam Tanzania
East Africa

Ms. Meenal Bakshi
Principal
DPS Monarch
International School
Doha, Qatar



Ms. Prema Muralidhar
Educational Affairs
Director & Principal,
Woodlem Park School
Ajman - UAE

Mr. Hasan J. Al Sawwa
Partner, Co-Owner
New York Academy Egypt

Dr. Asiyath Mohamed Didi
Principal
Hithadhoo School, Maldives



Mr. Ashish Bhatnagar
Principal
International School of Seychelles
East Africa

Ms. Venice Irving
CEO Happy Teachers Jamaica
Caribbean

Ms. Uzoma Ihedirimadu
Abudu Ambassador for
Education Africa
Executive Director Pyramid of
Excellence Schools Abuja Nigeria



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CELEBRATING THE LEGACY OF SCHOOL EDUCATION

BRAIN INTERNATIONAL SCHOOL NEW DELHI	★★★★★
BHARATIYA VIDYA BHAVAN'S VIDYASHRAM HYDERABAD	★★★★★
RAMACHANDRAA PUBLIC SCHOOL KOTTIVAKKAM	★★★★★
DATTA MEGHE WORLD ACADEMY MUMBAI	★★★★★
BALUNI PUBLIC SCHOOL AGRA	★★★★★
THE KALYANI SCHOOL PUNE	★★★★★
THE CAMFORD INTERNATIONAL SCHOOL COIMBATORE	★★★★★
INDIRAPURAM PUBLIC SCHOOL GHAZIABAD	★★★★★
SKV VIDHYAASHRAM SENIOR SECONDARY SCHOOL NAMAKKAL	★★★★★
BRILLIANTS CONVENT SR. SEC SCHOOL DELHI	★★★★★
ACHARIYA BALA SIKSHA MANDIR PUDUCHERRY	★★★★★
SHRI SANATAN DHARAM SARASWATI BAL MANDIR SR SEC SCHOOL NEW DELHI	★★★★★
KANAIYALAL RAVJIBHAI PUBLIC SCHOOL & SR SECONDARY NANDURBAR	★★★★★
INFANT JESUS SCHOOL AMBERNATH	★★★★★
G D GOENKA PUBLIC SCHOOL AGRA	★★★★★
ISHWAR SINGH DEV SAMAJ SCHOOL CHANDIGARH	★★★★★

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DHRUV GLOBAL SCHOOL SANGAMNER	★★★★★
ST. PETER'S CONVENT NEW DELHI	★★★★★
VIDYA VIKAS PUBLIC SCHOOL RANCHI	★★★★★
VIDYANIDHI IIT TALENT SCHOOL AMALAPURAM	★★★★
THE HIGH RANGE SCHOOL MUNNAR	★★★★★
IDR. PILLAI GLOBAL ACADEMY BORIVALI	★★★★★
JAIN HERITAGE A CAMBRIDGE SCHOOL SHAMIRPET	★★★★★
BANYAN TREE SCHOOL CHANDIGARH	★★★★★
DELHI PUBLIC SCHOOL UDHAMPUR	★★★★★
GANGOTHRI INTERNATIONAL PUBLIC SCHOOL BANGALORE	★★★★★
INDUS PUBLIC SCHOOL,DIPKA CHHATTISGARH	★★★★★
THE ROYAL GONDWANA PUBLIC SCHOOL NAGPUR	★★★★★
PANKAJ GLOBAL PUBLIC SCHOOL JALGAON	★★★★★
DEV SAMAJ MODERN SCHOOL NEW DELHI	★★★★★

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NATIONAL VIRTUAL CONFERENCE

August 2020

Digitisation is important from school education perspective. Along with it, skilling the youth and training the teachers appropriately are required to refine the school education practices in India, says all the eminent educationist in the platform of CED FOUNDATION. NCERT has digitised all its material that is available online for students as per New Education Policy.

One of the major challenges is to have good teachers in schools. Teachers are the fulcrum and we are committed to help the schools. This is an ISO CERTIFIED Training and Assessment Unit Registered Under MSME Govt of India helping every educator to provide pre-service training and regular course training too.



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Secretary CBSE

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

Shri Sanyam Bhardwaj
Controller of Examinations
CBSE



Major Harsh Kumar
Secretary, NCERT

Shri Vineet Joshi
Director General, NTA,
MHRD, Govt. of India.
Former Chairman, CBSE

Shri Shekhar Dutt
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Mr. Anil Swarup
Former Education Secretary
MHRD, Govt. of India

Prof. C.B. Sharma
Former Chairman - NIOS, India

Shri G. Balasubramanian
Former Director Academics,
CBSE



Mr. P. Ravi
Former Regional Director, NIOS

Mr. A.K. Sharma
Former Assistant
Commissioner, KVS

Ms. Anubhuti Mehta
Former Asst. Commissioner, KVS

NATIONAL VIRTUAL CONFERENCE

September 2020

In our webinars & workshops all the Resource Persons have focused on use of blend of learning approaches in their strategies to get the ability to use knowledge effectively. Blended learning programs may include several forms of learning tools, embedded within the curriculum environment and knowledge management systems.

Flipping and blending with videos, game based learning practice as homework alternatives, discussion beyond the school day are some of the ways to use technology to blend or flip were asked to follow during learning.



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

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

Shri Atul Kothari
National Secretary,
Shiksha Sanskriti Utthan Nyas
New Delhi



Dr. Haneet Gandhi
Deputy Dean
Delhi University - Delhi

Dr. Shankar Goenka
Chief Architect &
Managing Director Author,
Coach & TEDx Speaker

Dr. Jitendra Nagpal
Program Director,
Expressions India -
The National Life Skills,
Community & School
Wellness Program



Mr. Manish Agrawal
Regional Officer, CBSE - Noida

Dr. Sanjay Malpani
Director
Malpani Group of Industries
Chairman
Dhruv Global School
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Dr. Swati Popat Vats
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Podar Education Network
Early Childhood Association-
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Dr. Chinu Agarwal
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ARYANS INTERNATIONAL SCHOOL MORADABAD	★ ★ ★ ★ ★
VARDHAMAN UNIVERSE ACADEMY CBSE ENGLISH SCHOOL	★ ★ ★
DOON PUBLIC SCHOOL HATHRAS	★ ★ ★ ★ ★
KOTHARI INTERNATIONAL SCHOOL PUNE	★ ★ ★ ★ ★
ASHWINI INTERNATIONAL SCHOOL PUNE	★ ★ ★
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LAKSHMIPAT SINGHANIA ACADEMY CHURU	★ ★ ★ ★ ★
EDIFY SCHOOL AMRAVATI	★ ★ ★
MUNI INTERNATIONAL SCHOOL DELHI	★ ★ ★ ★ ★
D.A.V PUBLIC SCHOOL NEW DELHI	★ ★ ★ ★ ★
THE VILLAGE INTERNATIONAL SCHOOL IDUKKI	★ ★ ★ ★ ★
TRINITY INTERNATIONAL SCHOOL PUNE	★ ★ ★ ★ ★
SAMSIDH MLZS VELLORE	★ ★ ★ ★ ★
THE MANN SCHOOL HOLAMBI KHURD, DELHI	★ ★ ★ ★ ★

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2020 APPROVAL STAR RATED SCHOOLS

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MOUNT LITERA ZEE SCHOOL AGRA	★ ★ ★ ★
LAXMAN GYANPITH MADHYAMIK SHALA AHMEDABAD	★ ★ ★ ★ ★
GYANDA ACADEMY MORADABAD	★ ★ ★ ★ ★
T.K.S.SENIOR SEC. PUBLIC SCHOOL THENI	★ ★ ★ ★ ★
DELHI PUBLIC SCHOOL SAHIBABAD	★ ★ ★ ★ ★
RAM RATNA INTERNATIONAL SCHOOL THANE	★ ★ ★ ★ ★
INTERNATIONAL DELHI PUBLIC SCHOOL KATHUA	★ ★ ★ ★ ★
DELHI PUBLIC SCHOOL MEHSANA	★ ★ ★ ★ ★
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VISHWAKARMA EMPROS INTERNATIONAL SCHOOL, TALEGAON PUNE	★ ★ ★ ★ ★
MOUNT LITERA ZEE SCHOOL SAMBA	★ ★ ★ ★ ★
KNOWLEDGE ACADEMY SCHOOL CHENNAI	★ ★ ★ ★ ★
THE CATHEDRAL VIDYA SCHOOL LONAVALA	★ ★ ★ ★ ★
DELHI PUBLIC SCHOOL ETAWAH	★ ★ ★ ★ ★
THE OXFORD SCHOOL KALLATTUMUKKU	★ ★ ★ ★ ★

CED - Star Rated School of the Year 2020

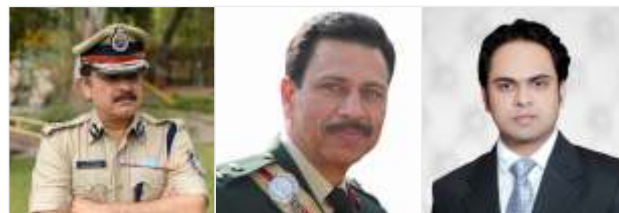
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NATIONAL VIRTUAL CONFERENCE

October 2020

The optimal development of children is considered vital to the society and so it is important to understand the social, cognitive, emotional and educational development of children. The Foundation pledge to explore, advocate and impress upon the emerging national policies and practices.

Learning, not teaching should be the key to education in 21st century. Teaching long learning abilities makes young people better equipped to face the challenges of global society. Today we have created a curriculum that will help students to connect with the real world spoken by Secretary, CBSE Shri Anurag Tripathi addressing school leaders.



Dr. Varun Kapoor (IPS)
ADGP
Rustamji Armed
Police Training College, Indore

Maj. Gen. Vikram Dev Dogra (AVSM)
First serving Army officer
and only general in the
world to do ironman twice.
India

Dr. Saurabh Maheshwari
Edupreneur, National Trainer,
Career Mentor & Life Coach,



Dr. Dheeraj Mehrotra
Teacher Coach,
TEDx Speaker, Academic
Evangelist, President of
India Awardee,
Author & School Auditor

Prof. Dinesh Singh
Former Vice Chancellor
University of Delhi

Ms. Mansa Pande
Education Coach &
Master Trainer



Dr. Radha Singh
Education Consultant

Mrs. Vinita Kher
Former Director
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Dr. Anita Sharma
Member Curriculum
Committee Mathematics
(CBSE & CBSE I)



Dr. Urmila Prabhu
International Story Teller

Ms. Meena Kumari
Academic Director
Indian Public School

Ms. Aruna Bharadwaj
Founder Director & Principal
Alliance International School,
Banur, Punjab

NATIONAL VIRTUAL CONFERENCE

December 2020

The emergence of knowledge society has unleashed newer domains of knowledge and skills. Hence, there is increasing irrelevance of domains of knowledge which had dominated the learning universe over the last few decades. So, how can schools explore future

relevance of curriculum to social needs were highlighted in the sessions

The curriculum should be developed in a way that helps the students to acquire the ability to innovate, think differently and solve problems critically.



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THE SCIENCE OF LEARNING

Prof. M M Pant

Former Pro-Vice Chancellor,
IGNOU

AIEd Supremacy: Recently China announced that it had achieved Quantum Supremacy. Google had made the same claim in October 2019. The phrase 'Quantum Supremacy' was used in 2012 by the Caltech Professor John Preskill to describe the situation when a Quantum Computer could solve a problem that no classical computer of the day could solve in a reasonable time.

In a similar spirit I have made a phrase "AIEd Supremacy" to denote the situation when the AI technology of the day in conjunction with a human educator will achieve learning outcomes that no traditional teacher with traditional technology could achieve. We may achieve AIEd Supremacy in about 5 years.

The 2018 book by Anthony Seldon "The fourth Education revolution" explains how AI will fundamentally transform education. He says that so far education has been the Cinderella of the AI story.

Terrence Sejnowski, Francis Crick Professor at the Salk Institute for Biological Studies and Director of the Computational Neurobiology Laboratory, says that "Education is going to be the killer app for deep learning".

Sir Anthony Seldon illustrates how each of five traditional factors in teaching will be transformed by AI over the coming decades:



1. Preparation of material will be done by 'Curation specialists'... whose job it is to work with AI machines to author and identify the most appropriate material for particular student profiles.'

2. Organisation of the learning space: 'Separate classrooms will disappear in time and replaced by pods and wide open, flexible spaces which can be configured for individual and flexible collective learning. Sensors will monitor individual students, measuring their physiological and psychological state, picking up on changes faster and more accurately than any teacher could.'

3. Presentation of material to optimise learning/deeper

understanding: 'The flexibility of visual representation with AI allows material to be presented to students which renders much teacher exposition redundant.'

4. Setting assignments and assessing/self-assessing progress: 'Advances in real-time assessment enabled by AI will virtually eliminate this waiting period [the time lag between students being assessed and them receiving feedback on their performance] and ensure feedback comes when most useful for learning.'

5. Preparation for terminal examinations and writing summative reports: 'All this will be swept away by AI... In its place will be attention to continuous data reporting, and real time feedback that will help students discover how to learn autonomously and how to address any deficiencies on their own.'

Will we need teachers in the future? Seldon is clear 'We do not believe that it is either possible or desirable for AI to eliminate teachers from education' but he goes on to point out that 'the application of AI places more responsibility for learning in the hands of the student, for how their time is spent and on what, even from a young age.' AI will change however the job of the teacher forever. By supporting teaching in all their five traditional tasks, AI will usher in the biggest change the profession has ever seen.'



Interestingly Seldon recognises that remote teaching is a distinct possibility: 'Imminent advances in virtual technologies will mean too that teachers no longer have to be physically present to offer their services.'

In addition to the help that AI will provide to facilitate the tasks of a teacher, there are a few more results that learning analytics will provide that enhance the teaching quality and the learning effectiveness. For example when the learner is transacting the content, data will automatically be recorded for the time spent at various sections. With permission granted to record facial expressions, there will be very useful data that indicates the level and nature of engagement with the content. The qualities of grit, perseverance etc. referred to by Paul Tough in his seminal work "How children succeed" can now be observed and analysed quantitatively. Drawing on groundbreaking research in neuroscience, economics, and psychology, Tough shows that the

qualities that matter most have less to do with IQ and more to do with character: skills like grit, curiosity, conscientiousness, and optimism.

To help with his class the spring of 2016, a Georgia Tech professor Ashok Goel, hired Jill Watson, a teaching assistant unlike any other in the world. Throughout the semester, she answered questions online for students, relieving the professor's overworked teaching staff.

But, in fact, Jill Watson was an artificial intelligence bot.

Ashok Goel, a computer science professor, did not reveal Watson's true identity to students until after they'd turned in their final exams.

With more human-like interaction, Goel expects online learning could become more appealing to students and lead to better educational outcomes.

Just as professors may use AI as teaching assistants, students could use a chatbot to facilitate individual mastery learning, the

technology that Bloom suggested in his 1984 research...the two sigma problem. It would have taken about 40 years to realise Bloom's vision.

In about a decade from now, the impact of the science of learning empowered with Artificial Intelligence will be seen on many features of the present educational landscape that we take for granted. Every student would have access to the best education in the field of choice, in a time schedule that is optimised for the learner. The various School leaving Board examining bodies will become irrelevant, as will the entrance examinations such as the various incarnations of the JEE-IIT, NEET, CAT, LSAT etc. Just like the technologies of CAT-scan, MRI or PET did not replace doctors, but made them more effective, the science of learning with technologies of the 4th Industrial Age will help educators to be a very important element of the success of the country and its people in the emerging knowledge economy.





STATE 

TOP SCHOOLS
OF INDIA

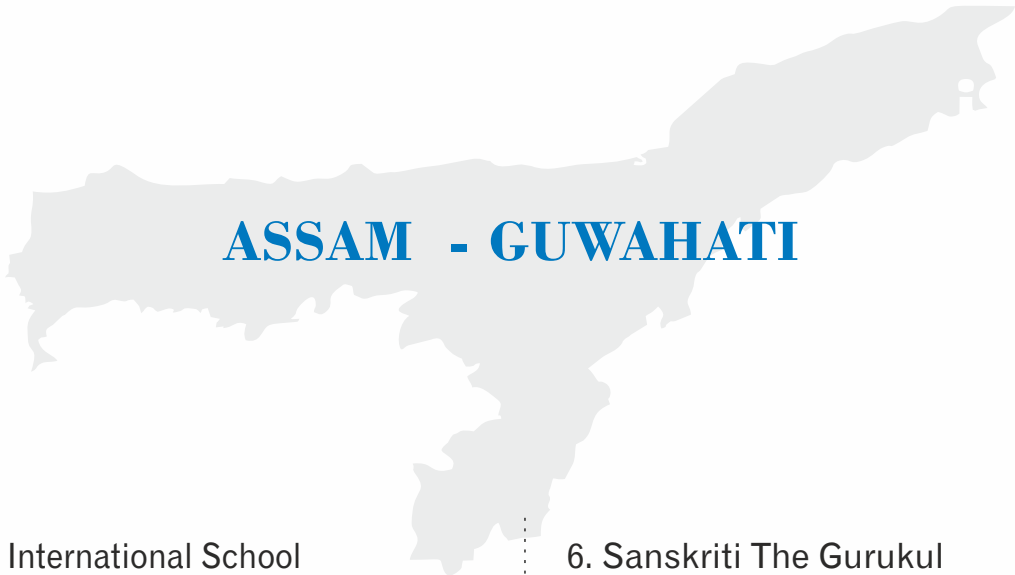
ONLINE SURVEY STATISTICS



STATE 

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ONLINE SURVEY STATISTICS



ASSAM - GUWAHATI

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1. Army Public School

2. Miles Bronson Residential School

2. International School Guwahati

3. Assam Valley School

3. Kendriya Vidyalaya, IIT Kamrup

4. Delhi Public School

4. Maharishi Vidya Mandir Public School

5. Royal Global School

5. Spring Dale International School
6. Sanskriti The Gurukul

6. St. Francis De Sales School

7. Don Bosco School

7. Kendriya Vidyalaya, Borjhar

8. St Mary's Highier Sec. School

8. Kendriya Vidyalaya, Narangi

9. Axel Public School

9. Kendriya Vidyalaya, Khanapara

10. Faculty Hr Sec School

10. Kendriya Vidyalaya, Maligaon

CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council



ANDHRA PRADESH - VISHAKHAPATNAM

1. Timpany School

1. Oakridge International School

2. The Presidential School

2. Delhi Public School

3. Balaji Highfields International School

3. Visakha Valley School

4. Ameya World School

4. Pollocks School

5. Sri Gayatri Vidya Nilayam

5. St. Joseph's High School
6. Narayana E - Techno School

6. SFS High School

7. Sacred Heart School

7. Stella Maris School

8. Oxford Public School

8. Sri Chaitanya Techno School

9. Jawahar Navodaya Vidyalaya

9. Silver Oaks International School

10. Ravindra Bharathi Global School

10. Kendriya Vidyalaya No. II, Shri Vijaynagar

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E LEARNING PRACTICES: COMPLEMENTING CONVENTIONAL TEACHING PRACTICES

Compiled by: Prof. Dr. Asif Mahbub Karim, FCGIA, Founder and Honorary Chief Adviser, Global Academics Research Academy (GARA)

E-learning practices has a long history in the academic world. During the surge of the COVID 19 cases globally and the announcement of Pandemic by World Health Organization on March 11, 2020 the importance of e learning has taken a new shape and dimension globally. Educators, students and even parents have to have a minimum attainment and tech savvy to be competent enough during the ongoing pandemic as no better alternative is possible to substitute the face-to-face conventional learning.

Many organizations and institutions are using e-learning because it can be as effective as traditional training at a lower cost. Developing e-learning is more expensive than preparing classroom materials and training the trainers, especially if multimedia or highly interactive methods are used. However, delivery costs for e-learning (including costs of web servers and technical support) are considerably lower than those for classroom facilities, instructor time, participants' travel and job time lost to attend classroom sessions.

Moreover, e-learning reaches a wider target audience by engaging learners who have difficulty attending conventional classroom training because they are:

- * geographically dispersed with limited time and/or resources to travel;
- * busy with work or family commitments which do not allow them to attend courses on specific dates with a fixed schedule;
- * located in conflict and post-conflict areas and restricted in

their mobility because of security reasons;

- * facing difficulties with real-time communication (e.g., foreign language learners or very shy learners).

E-learning can offer effective instructional methods, such as practising with associated feedback, combining collaboration activities with self-paced study, personalizing learning paths based on learners' needs and using simulation and games. Further, all learners receive the same quality of instruction because there is no dependence on a specific instructor.

Most e-learning courses are developed to build cognitive skills; the cognitive domain is the most suitable for e-learning. Within the cognitive domain, thinking skills may require more interactive e-learning activities because those skills are learned better "by doing". Learning in the interpersonal domain can also be addressed in e-learning by using specific methods. For example, interactive role playing with appropriate feedback can be used to change attitudes and behaviours.

Since e-learning is not ideal for all purposes, it is unlikely that it will replace classroom training completely in an organization. The most cost-effective application of e-learning may be to complement conventional training in order to reach as many learners as possible.

E-learning approaches

There are two general approaches to e-learning: self-paced and instructor-led. Self-paced learners are alone and completely independent, while

facilitated and instructor-led e-learning courses provide different levels of support from tutors and instructors and collaboration among learners. Learners are offered e-learning courseware (also called Web-based training (WBT)), which can be complemented by supplemental resources and assessments.

E-learning content is developed according to a set of learning objectives and is delivered using different media elements, such as text, graphics, audio and video. It must provide as much learning support as possible (through explanations, examples, interactivity, feedback, glossaries, etc.), in order to make learners self-sufficient. However, some kind of support, such as e-mail-based technical support or e-tutoring, is normally offered to learners.

Electronic simulations

Simulations are highly interactive forms of e-learning. The term "simulation" basically means creating a learning environment that "simulates" the real world, allowing the learner to learn by doing. Simulations are a specific form of Web-based training that immerse the learner in a real-world situation and respond in a dynamic way to his/her behaviour.

In conclusion we can say that e learning platform can be reached to a great audience on real time which indeed has a great impact. Like zoom platform, up to 50,000 attendees can be gathered to deliver a single message. Certainly, in the new norm during the pandemic e platform traffic has shoot sky high and will ever increase as we keep on adapting the new way forward.



DR. ADITI HAZRA

BEST TEACHING METHODS BEST PRACTICES AND STRATEGIES IN BIOLOGY

Best methods for teaching biology are through experiential learning where students get hands-on experience through Lab classes, internships, research opportunities and service work. These provide students a chance to learn through practical situations.

They derive valuable and relevant work experience much ahead of their future working life, amidst group activity, networking and classroom community development.... creating a base for cultivation of divergent biological thinking.

As a biology teacher, in depth knowledge of the curriculum and its continuous check through a performance criterion is of primary need. Added to it should be proficiency on medium of instruction, thorough understanding of National Education Policy 2020, responsibilities and core learning skills through day to day activities.

Crosscutting concepts and related competencies for biology are coupled with several concepts and practices in other disciplines of science. As Biology teachers we are expected to display knowledge and skills in the inter disciplinary Sciences to meet the expectations of the 21st century learners.

Biology as a subject must include and develop laboratory and field skills. We also have a co-operative education option available for Biological Science students. The co-op option gives students an opportunity to observe theoretical (classroom based) and practical (lab based) concepts in real-world situations.





ARUNACHAL PRADESH - ITANAGAR

- | | |
|--|--|
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| 1. Kungcup Public School | 6. Jawahar Navodaya Vidyalaya, Yachuli |
| 2. Kendriya Vidyalaya Dirang | 7. Kendriya Vidyalaya ZIRO |
| 2. Vivekanand Kendriya Vidhyalaya | 7. Francis D Assisi School |
| 3. Kendriya Vidyalaya, Roing | 8. Gyan Ganga Vidyapeeth |
| 3. Green Mount School | 8. Holy Cross Higher Secondary School |
| 4. Jawahar Navodaya Vidyalaya, Seppa | 9. Holy Mary International School |
| 4. Donyi Polo Vidya Bhawan | 9. Huto English School |
| 5. Sainik School, Niglok | |
| 5. Don Bosco College | |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



BIHAR - PATNA

- | | |
|--|---------------------------------------|
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| 1. Dr YD Patil Pushpalata Patil International School | 6. Patna Central School |
| 2. St Michael's High School | 7. Radiant International School |
| 2. DAV Public School | 7. Litera Valley School |
| 3. Don Bosco Academy | 8. St Xavier High School |
| 3. Dolphin Public School | 8. Blue Bells Academy |
| 4. Notre Dame Academy | 9. Carmel High School |
| 4. Bishop Scott Girls | 9. St Paul's High School |
| 5. Shri Ram Centennial School | 10. Ambika Bhawani Public School |
| 5. Baldwin Academy | 10. Ishan International Public School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

WHAT MAKES A PROGRESSIVE TEACHER

Teaching is a profession which makes all the other professions .



ANUPAMA GILOTRA
ST. XAVIERS HIGH SCHOOL,
BILASHPUR CHHATTISGARH

The Goal of teaching is personality development through proper stimulation direction and guidance .The teacher has to identify the innate quality of a student and groom and appreciate the child for whatever the child wishes to do. A teacher is a second parent to the child in every stage of life . Teachers are the Role model for the students and so the teachers have to play a very important role to empower the students . A progressive Teacher does not follow the traditional format of Teaching Learning process .A progressive teacher is not confined to the classroom He teaches even when he is not teaching because the students take life lessons from childhood to an Adult. A progressive teacher always feels proud on the success of his students and the progress of the student is the progress of the teacher .The well said phrase **‘LET THE SILENCE SPEAK’ So, Is the WORK OF THE TEACHER THAT SPEAKS**

Progressive teacher always looks for innovative ideas ,Its very important to try new things to add to our Pedological Bag of tricks .A Teacher should always try something new . The teacher should clarify the purpose and learning goals and provide explicit criteria on how student can be successful .A teacher need to step off stage and facilitate entire discussion .This allows student to learn from each

other. It's also a great opportunity for teachers to formatively assess through observation how well students are grasping . Teacher need to provide whole group feedback on pattern they are in the collective class ,growth and areas of need .Teacher need to assess frequently and routine when students are in relation to the unit of students learning Teacher gives an opportunity to plan and organise where student should be provided with time and space to be aware of their knowledge so that students ownership increases. A Progressive Teacher leaves no opportunity to learn for the progress of the youth. for the progress of the country .

BEST TEACHING METHODS, BEST PRACTICES AND STRATEGIES

(IN COMMERCE)

ALOK SINGH
DALIMSS SUNBEAM SCHOOL,
VARANASI, PGT COMMERCE

Motivation is the catalyst of teaching. According to my opinion without motivation of students teacher can't teach students in new teaching scenario.

Teacher should not compare the child with other. If the students are motivated in proper legitimate and effective way then result could be prodigious and incredible.

Following are the best practices of teachers during teaching

- Show keenness in child interest.
- Help child to explore and research to select a subject as per his/her interest.
- Provide the students with new and latest types of learning methods
- Celebrate the students triumph, be it big or small
- Let students participate in class.
- Do not make fun of the students for giving incorrect answer
- Let the student experiment, learn through trial and error and then come to the solution-this



will help the students to retain the concept for long time.

- Forster and stimulate curiosity in the child.

I am PGT Commerce in our school. I teach Accountancy and Business studies.

Specially in this subject following methods/Strategies/practices should be followed for effective teaching and learning

Basically teaching of accountancy and business studies must include two major components debiting and crediting transactions and dealing with share market, e-business, e-commerce have become part in this globalised era.

The use of effective instruction methods to improve and empower students strength and to achieve the human development in educational institution.



CHHATTISGARH - RAIPUR



- | | |
|--------------------------------------|---|
| 1. Ambuja Vidya Peeth | 6. The Aditya Birla Public School |
| 1. Dronacharya Public School | 6. Holy Cross Senior Secondary School |
| 2. The Radiant Way School | 7. Tata Dav Public School |
| 2. Brahmavid – The Global School | 7. The Great India School |
| 3. N.H. Goel World School | 8. Maharshi Vidya Mandir |
| 3. Delhi Public School Raipur | 8. Jawahar Navodaya Vidyalaya |
| 4. J R Dani Govt Girls Hr Sec School | 9. Holy Hearts Educational Academy |
| 4. Mothers Pride School | 9. Shri Gurukul Higher Secondary School |
| 5. Krishna Public School | 10. Amity International School |
| 5. Disha School, Raipur | 10. Ryan International School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



DELHI



- | | |
|---|--|
| 1. Ahlcon International School | 6.Venkateshwar International School Dwarka |
| 1. Vasant Valley School | 6. Apeejay School, Sheikh Sarai |
| 2. DAV Public School , Sreshtha Vihar | 7.M.M. Public School Pitampura Delhi |
| 2. Delhi Public School , R K Puram | 7. D.A.V. Public School R.K. Puram New Delhi |
| 3. Amity International School , Mayur Vihar | 8. Modern Public School Shalimar Bagh Delhi |
| 3. Ryan International School , Mayur Vihar | 8. Mother Divine Public School, Rohini New Delhi |
| 4. Bhatnagar International School | 9. Kamal Public School, New Delhi |
| 4. DAV Public School Puspanjali Enclave Pitampura | 9. Rukmini Devi Public School, Pitampura, Delhi |
| 5. VSPK International School, Delhi | 10. Montfort School, Delhi |
| 5. St. Columba's School, New Delhi | 10. Bal Bharti Public School Dwarka, Delhi |

**CED - State wise Ranking as per online survey and statistics.
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AMRUTHAVALLY M
ONGC Public School, Neravy
Karaikal, Puducherry



PERSONAL PHILOSOPHY TO HOLISTIC DEVELOPMENT OF A CHILD

The holistic development in childhood includes: cognitive, social, physical, emotional, linguistic, spiritual and moral development, etc., from the prenatal stage at the age of 8 years old.

We know that children differ from each other. Even though they share the same age, a certain development type might develop early in some children, while others may develop another type. We notice in the environment we live that a child

may walk earlier than another child, while the latter may speak earlier. The fact that which child skills will be earlier developed, and how advanced a child may be in each of the skills, depends on the time we stay with them and how successful are the ways we try to encourage them to explore new knowledge and identify new things about their surrounding environment until they grow up. So the teacher must act according to the needs of the children to bring them holistically a developed child.

Teachers help for a better adaptation of children - Practical advices:

- Make sure that activities are appropriate for children's development; interesting, challenging and tangible activities help children to feel comfortable in the new environment.
- Try to be familiar with every child separately and as soon as possible; Parents may give information about special likes and dislikes, and interests of children.
- Be open to suggestions from families, especially from the families of children with special needs. Parents may give specific advice they have used and which have been effective for their children, as well as about modifications to be made in the classroom.
- Familiarise with children, as well as with their families: at first, you can create small groups with children and parents in order to know each other better.
- Create awareness about kids safety, abusive in the society at the time of outside movement.
- Bear in mind: Like adults, children need some time to adapt to the new situations. Experience may help in facilitating transitions, but changes may still be stressful for children. Personal motivation is essential. Teachers should be passionate and encourage them by understanding their individual capacity. Sometimes, Teachers friendly movement with the students is required so that they feel free always with the teacher.



ANURADHA DHOUNDIYAL

Ans-Success of my students makes me a progressive teacher. I have been teaching since last 12 years and taught almost hundreds of children. The best thing as being at each eris when your student achieves success and give a bit credit to you as well. That is the only thing I love to earn as a teacher. Being a teacher is also very responsible job because somewhere you are preparing the future of our country. Society, student's family and our country they all are depended on the good education of this generation. "The art of teaching is the art of assisting discoveries" I feel proud to be a teacher.

Q-2- Best teaching Methods, best practice and strategies?

And- Every child has a different capabilities and talents. My prior responsibility is to identify the correct form of teaching to every individual. There are many students who learn quickly on the other hand there are some who take time but it does not mean that they can not learn. I spend more time on them so they can also compete and if they are not understanding the chapter then I change the way of my teaching process according to these individuals. I believe every student has the different capabilities so if one is not good in studies may be he is good in something else like sports, craft, singing etc. So my priority would be to call one's parents and approach them to take this forward as per his preference. Somewhere study is also important for them so I never ask them to avoid studies as well and prepare him as per the need. Always remember to motivate every individual, never let them down. Only their confidence will lead them to their preferred journey. Always change your strategies as per the requirement. We never taste the same food every day we need changes and this also follows here. Be familiar with student so they can ask you every

THE MANTRAS OF PROGRESS TEACHER

doubts without the situation, best rectify some times of they can maintain the discipline as well, be funny so they can have rest in between during studies, be patient when someone is not getting your points properly. "One child, one teacher, one book and one pen can change the world".

Q-3- Personal Philosophy to holistic development of a child.

Ans-3- Education is the most important part that seeks to engage all aspects of the learner, including mind, body, and spirit. Its philosophy, which is also identified as the way of teaching that each person finds identity, meaning, and purpose in life through connections to their local community, to the



natural world, and to humanitarian values such as compassion and peace.

Holistic education aims to call an intrinsic reverence for life and a passionate love of learning, gives attention to experiential learning, and places significance on relationships and primary human values within the learning environment".



DELHI

- | | |
|--|---|
| 1. Briliants Convent Senior Secondary School Pitampura | 6.K R Mangalam World School , GK 2 |
| 1. Gyan Bharati School , Saket | 6. The Indian Heights School Dwarka New Delhi |
| 2. Hillwoods Academy, Preet Vihar | 7.Birla Vidya Niketan |
| 2. Sneh International School | 7. RPM Lovely Public Senior Secondary School Krishna |
| 3. Somerville School | 8. Salwan Public School, Mayur Vihar |
| 3. St Andrews Scots Senior Secondary School | 8. Muni International School Delhi |
| 4. National Victor Public School | 9. Ramjas School |
| 4. Brain International School, Vikaspuri New Delhi | 9. Shri Santan Dharam Saraswati Bal Mandir Sr. Secondary School |
| 5. Sapphire International School, Anand Vihar | 10. Apeejay School, Saket |
| 5. Mount Columbus School New Delhi | 10. St. Peter's Convent New Delhi |

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GOA

- | | |
|---|--|
| 1. Jawahar Navodaya Vidyalaya | 6. Mount Litera Zee School |
| 1. Kendriya Vidyalaya No. 1 Vasco Da Gama | 6. Manovikas English Medium School |
| 2. Jawahar Navodaya Vidyalaya | 7. Mushtifund High School |
| 2. Don Bosco High School, Panjim | 7. Kendriya Vidyalaya INS, Mandovi , Goa |
| 3. Kendriya Vidyalaya Bambolim | |
| 3. Kendriya Vidyalaya , Ponda | |
| 4. Navy Children School | |
| 4. Sharada Mandir School | |
| 5. Manovikas English Medium Public School | |
| 5. Loyola High School | |

**CED - State wise Ranking as per online survey and statistics.
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BEST TEACHING METHODS, BEST PRACTICES AND STRATEGIES (IN MATHEMATICS)

Mathematics is all around us may it be number system or geometry. Generally mathematics is perceived to be a difficult subject. But with little changes in the way it is taught and studied, the subject can be made easy and can easily be mastered by the students. Maths is a subject of practice, the more you practice the more you will become perfect. So, repetition is the key to master the concepts. Generally the students are able to do sums based on one concept but when sums from miscellaneous topics are given they get confused. More worksheets on 2-3 concepts at a time can be given for practice.

Mostly students are good at computation and number system. They found geometry more difficult. For geometry, visualization is the key. Rather than drawing the figures on the board, real objects can be shown to them and students should be asked to bring the objects or to identify the objects around them. Students should be asked to make the models of the 3D objects themselves. Incorporate hands-on-learning i.e. learning by doing. This will help the students to retain the knowledge for their life time.



APARNA BHATIA

Instead of cramming the formulas, they should derive the formula themselves. Instead of giving them the solution to each sum, let the students brainstorm and find the solution themselves. This will help the students to sharpen their memory and also reasoning skills.

Group discussion and peer learning should be incorporated in day to day teaching of mathematics. These two methods will help the students to have a better understanding of the concept.

Integrate mathematics with other subjects : It will help the students to reinforce mathematical thinking

in other learning areas.

Real-life application of mathematics: Students should be able to apply the knowledge of mathematics in their day-to-day life. Patterns , symmetry, shapes , numbers are all around us and can easily be found in nature. For example : Shape of bee hive , Taj Mahal is a symmetric figure, patterns found in flowers , leaves , use of large numbers in daily life – mobile number , aadhar card number , credit /debit card number etc.

These strategies will help the students to overcome the fear of mathematics from them.

TOWARDS A PROGRESS WORLD

The real great teacher is the one who is still learning. Kenopanishad (vedic Sanskrit text) rightly says: 'He knows who says, I do not know'. Education is not knowledge building alone but an act or experience which has a formative effect on the mind, character, or physical ability of an individual.



MS. BALJEET KAUR VIRDI

M.A.-English Literature, History, Political Science, Sociology, M.Ed., pursuing Ph. D. in Education)

Teaching is a vocation and not mere a profession which is progressive and demands for the on-going learning. A progressive teacher needs to be just like a living text book and must go above and beyond his/ her jurisdiction just to ensure that each child is successful. Such progressive teachers are real innovators, communicators and educators. They are not only creative but even smart who know the skill of seeding the curiosity in the young minds that may grow them into endearing, empathetic and charismatic intellectuals. They are adaptive, prepared and proactive. And it is these qualities that over the years I have tried to imbibe in me to be a progressive teacher.

When I go into the flashback around a decade ago, the time when I had decided to adopt this vocation not by chance but by choice I really feel proud of my decision. It is not because in this passage of time I have established myself as an innovative teacher

who understands her students but because I have decided to be a life-long learner. A learner who spends her vacation focusing on self-development as a teacher because she has realized that each school day, each school year is different.

I know that until and unless I do not have the basic knowledge of the subject I will not be able to make things practical and easier for my students. And that is why I continued with acquiring knowledge of different fields ending up doing Masters in five subjects and presently pursuing my doctorate. This is not the end. I am going to continue this saga of learning till my last breath so that my children do not go with unquenched thirst to know something.

I agree that a progressive teacher always seeks out for professional development opportunities and skill development. And that is why I assure that I undergo minimum 100 hours of professional learning per year by actively participating in



workshops and seminars. These seminars have helped me to enrich my teaching skills to an extent that now I have started undertaking capacity building workshops for the teachers as a resource person where I not only help them to build their skills but ensure that at the end of every workshop I too learn a new skill and carry its takeaways to my classes.

We cannot deny the fact that teachers learn best by studying, doing and reflecting. There should be a learning kindling

environment. And for this I am very thankful to my institution to provide such an environment to grow.

Igor Ivanovo, the greatest Russian educationist, once said, 'Like the queen on a chess board, the teacher with the most moves has the most options and the greatest degree of influence'. And that is what I have inherited in my life in the form of adopting new teaching strategies, being multi-disciplinary, and by being a lifelong progressive learner.



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OF INDIA

ONLINE SURVEY STATISTICS



STATE
TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS

GUJARAT - AHMEDABAD

- | | |
|------------------------------------|--|
| 1. Delhi Public School Bhopal | 6. Shanti Asiatic School |
| 1. Vedant International School | 6. St Xavier School |
| 2. Eklavya School | 7. Anand Niketan School |
| 2. Sheth CN Vidyavihar | 7. Zydus School for Excellence |
| 3. Calorx Public School, Ghatlodia | 8. Laxman Gyanpith Madhyamik Shala Ahemdabad |
| 3. Sattva Vikas School | 8. Podar International School |
| 4. Lalji Mehrotra Loins School | 9. Amrut School |
| 4. Redbricks School | 9. New Shayana International School |
| 5. Delhi Public School Mehsana | 10. Global Indian International School |
| 5. HB Kapadia School | 10. JG International School |

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Schools are Ranked on the basis of online survey & statistics

GUJARAT - SURAT

- | | |
|---|---------------------------------------|
| 1. GD Goenka International School | 6. Ryan International School Dumas |
| 1. Atmiya Vidya Mandir | 6. Vibrant International Academy |
| 2. Ryan International School Kotyark Nagar | 7. Tapti Valley International Academy |
| 2. RSM Poonawala Sarvajanic Experimental School | 7. S D Jain Modern School |
| 3. Delhi Public School | 8. JH Ambani High School |
| 3. T M Patel International School | 8. Singhanian Public School |
| 4. Ryan International School | 9. Essar International School |
| 4. Ryan International School Masma | 9. Lancers Army School |
| 5. Euro School | 10. Metas MCD School |
| 5. LP Savani Academy | 10. Agarwal Vidya Vihar School |

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Schools are Ranked on the basis of online survey & statistics

DIVYA BHATNAGAR

LET'S EXPAND THE HORIZON LEARNING

I believe teaching is more of a passion than a qualification. I am a hardworking, dedicated teacher who truly believes in child centric approach. For a teacher, communication skills are as important as his/her subject knowledge. Other than possessing good communication skills, I have the ability to adapt, evolve and change to cater to the needs of the child in terms of 21st century education to enable the child reach his/her highest potential. According to me, the role of a teacher is like a facilitator who facilitates learning and guides the students in the right direction. To inculcate 21st century skills in my students, I always prepare SMART objectives

for my class to make teaching learning more interactive and effective. I always try to make my students understand the context rather than content of the topic taught. I always give them real life connect to the concepts taught. I believe in learning by doing, they should be creating, making things and applying their knowledge as it develops their critical and analytical skills. I always go beyond the textbooks and learn a lot from my students. I continuously upgrade my knowledge and information so as to suit my students' needs and make teaching learning more interesting and effective. All these attributes help me to be a progressive teacher.



SOME OF THE METHODS AND PRACTICES WHICH I DEEM TO BE EFFECTIVE



DIVYA C.D

It is good that a teacher especially science teacher should provide hands on experience –through visuals, experiments, demonstrations and dissection of dead organisms- to students so as to promote their kinesthetic skills as well. It is absolutely right that the teacher has a concept map of the lesson and devise suitable teaching strategy. A science teacher's teaching method ,without brainstorming as a technique , is inappropriate .Teacher should facilitate and promote observation, experimentation and threadbare analysis and a brain storming session to arrive at conclusions based on inferences ,

It is very essential that science teachers promote students analytical and synthetical skills for research based projects and encourage them to participate in school level, inter school and collegiate science fairs and seminars

It is utmost important that teachers take keen interest and pain to form creative learning groups of children -each one of

them would share ideas-based on their ability and entrust them with suitable assignments

It is always good that students inquisitiveness is given priority over cramming of facts .Inquiry method shall be the appropriate method for this. Teacher can pose a question in the beginning and its inquiry shall proceed through out the session. The teacher can end the session with another question of inquiry as well as critical thinking which would trigger their inquisitiveness and curiosity ultimately leading to a lively class in the next day.

Teacher shall adopt both synchronous and asynchronous mode of technology including smartboard,virtual lab and simulation for an augmented content

It is absolutely necessary that teachers take extra efforts to relate the concept of science lesson with every day life and its implication on the community life .The prime task of the teacher is to instill scientific temper,

rational thinking in children and make them understand that science is for individual as well as the community.

It is desirable that a science teacher often take

periodicals and reference books to keep himself or herself resourceful

Some of the memorization or memory retaining techniques like mnemonics, first letter



children for field visit and create a different learning environment.

Frequent visit to Library which is considered to be the repository of knowledge and information is indispensable to a science teacher who is supposed to browse through the pages of science

strategy ,schematic representation, flowchart e.t.c shall be handy teaching aids for the teacher

Teacher should collect feedback from students directly or indirectly for improvisation after proper reflection on the omissions and commissions.



HARYANA - GURUGRAM

1. The Heritage School
1. Shikshantar School
2. Suncity School
2. Amity International School
3. Lotus Valley International School
3. DAV Public School
4. Ajanta Public School
4. Shalom Hills International School
5. Salwan Public School
5. Manav Rachna International School

6. Amity International School
6. Ryan International School , Sohna Road
7. Manav Rachna International School
7. G D Goenka Public School
8. Blue Bells Model School
8. The Millennium School
9. Delhi Public School, Sushant
9. The Shri Ram School, Moulisari
10. Summer Fields School
10. Delhi Public School

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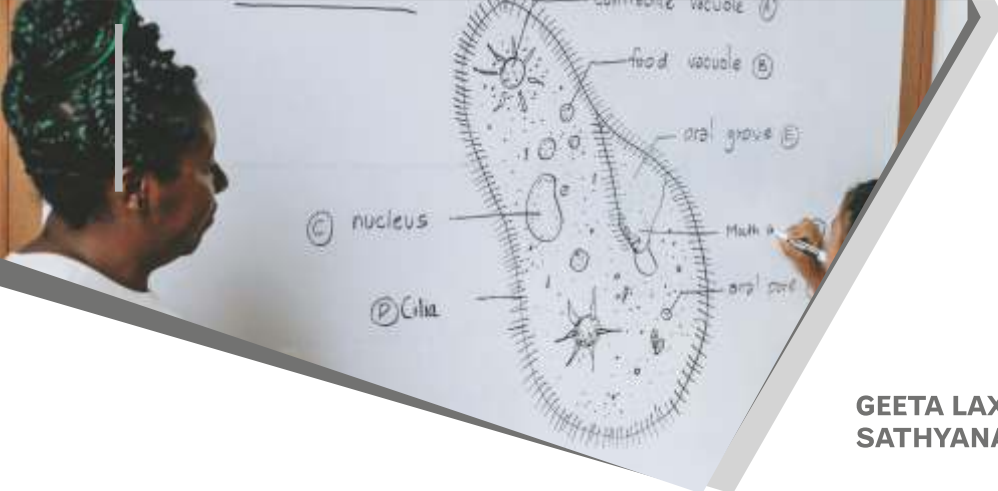


HIMACHAL PRADESH - SHIMLA

1. Convent of Jesus & Mary High School
1. Bishop Cotton School
2. DAV Public School
2. St. Edward's Schoolhood
3. Chinmaya Vidyalaya
3. Loreto Convent
4. Auckland House School
4. Shimla Public School
5. Dayanand Public School
5. Indua Global School, Mandi

6. Cambridge International School , Mandi
6. Pinegrove School , Dharampur
7. Chapslee School, Elysium Hill Shimla
7. D A V Public School
8. Delhi Public School, N J P C Jhakri
8. H.P.University Model School, Summerhill Shimla
9. Hainault Public School, Choota Shimla
9. Hill Grove Public School
10. Jawahar Navodaya Vidyalaya, Theog
10. Mount Shivalik Public School, Vpo- Juberhatti

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GEETA LAXMI
SATHYANATHAN



PERSONAL PHILOSOPHY TO HOLISTIC DEVELOPMENT OF A CHILD.

Holistic development of child, focuses on all domains of human development. And approach simultaneously addressing the physical emotional relational intellectual and spiritual aspects of a child's life. All these skills complement each other and also interact among them.

My philosophy is to see each child as an individual with his or her own dreams, aspirations, expectations etc. As an educator One has to develop the skills to understand the learner. Our ultimate aim must be to help the child to dream and to support him or her to visualize and then realise the same. Learning needs of a child differs so the learning outcome also to be designed accordingly.

The learning experience and the environment during the formative years have a great impact on a child's later life. The moulding of Personality takes place in the early childhood care. We shouldn't call it early childhood education, It's actually the care inspiration and love a child receives will have great role in he saw her personality development.

A child is a source of abundant energy and enthusiasm our duty is to direct them to use the energy to make the right decisions at the right time.



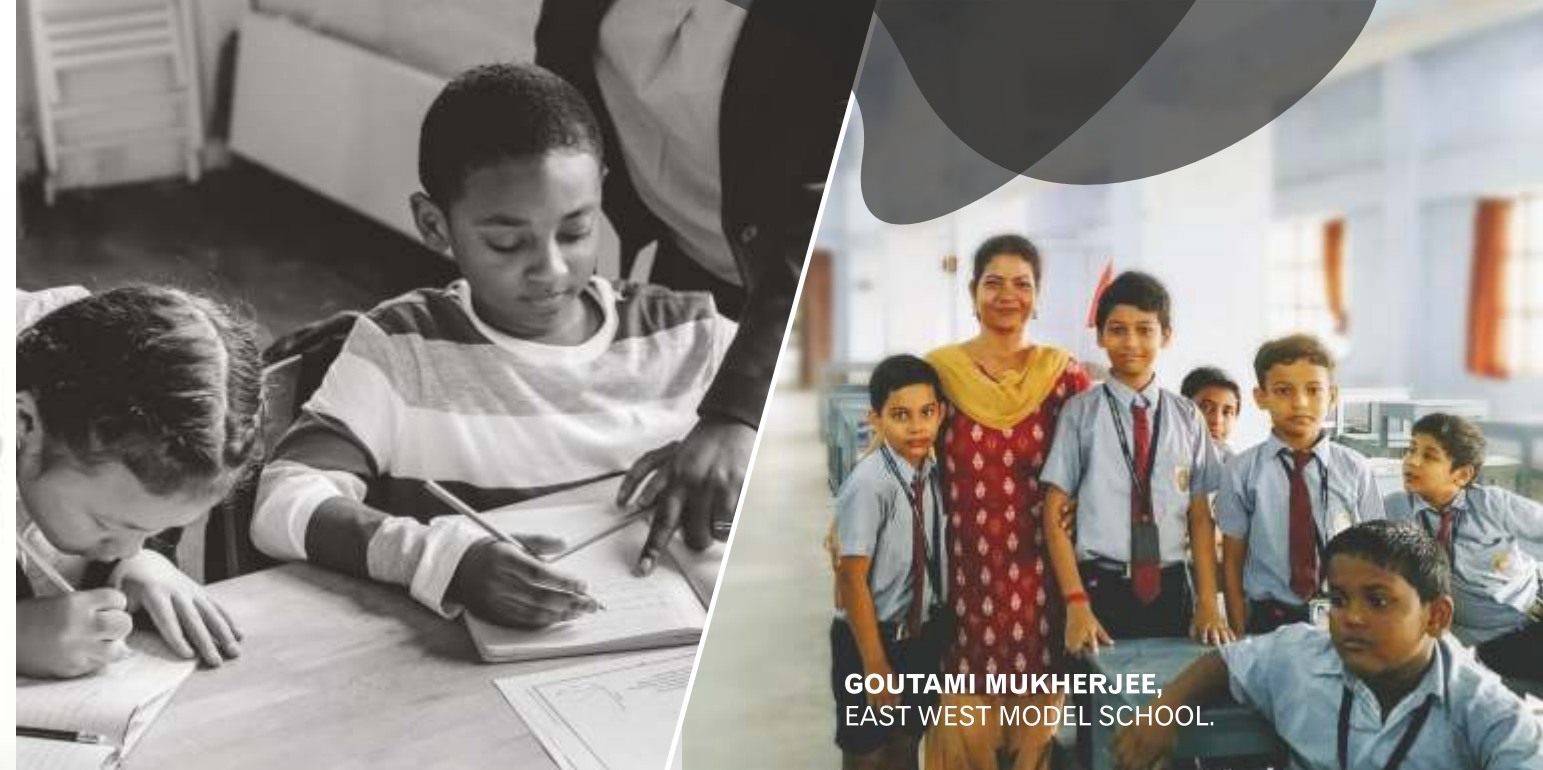
To mention the new visions and expectations in the new education policy it emphasizes on value addition skill development and acquisition of life skills. From grade 6th onwards the child will be exposed to skill courses and will undergo internship. This is a very good initiative as the students will be exposed to different professions

This will definitely help them to acquire knowledge related to all professions And later this

information will definitely help them to make wise career choices.

The overall development of a child depends a lot on the parental involvement and the right learning environment.

I feel all the schools should make it training schedule for parents also. A good communication among all stakeholders will definitely result in a better approach towards the students.



GOUTAMI MUKHERJEE,
EAST WEST MODEL SCHOOL.

VALUE OF A HAPPY TEACHER

As a teacher my aim is to 'plant the seeds of knowledge with love and nurture tomorrow's dreams. Being in this profession since 2007 I am an adaptive, focused mentor. I would like to be remembered as a Mentor rather than a "Teacher". An educator has to be a facilitator, a role model who will set the tone of his/her class. For effective teaching the Mentor should be CLEAR, ACTIVE, PATIENT and FAIR.

"KISS" or "KEEP IT SUPER SIMPLE". This principle should be followed while planning the lessons for the Students. This will maximize the learning outcome. Effective teachers can explain complex ideas in SIMPLE ways. We should not forget that students may not have prior knowledge of fundamental concepts. So effective demonstration with visual aids, diagrams, drawings, charts, slides, etc should be practiced in the teaching learning process. The visual aids should be large enough to see, neat enough to

read clearly. For imparting long lasting knowledge, class room activities should be considered as more effective than lecture-based process of teaching. Problem solving exercises in groups will enhance communication and peer group learning. Hence students will be more ACTIVE. Students should be made aware of the fact that it is fine to make mistakes. By trials and error, they can learn new concepts. Effective teaching methods gives more time to process the information to the class. So, teachers have to be more PATIENT. Because TO ERR IS HUMAN. So, lessons should have the flexibility of TECHNOLOGY as well. Peer instruction which usually happens in small group activities or paper response assignments allows LEARNERS to get feedback at their own level of discussion and understanding. A Holistic approach to learning and development starts with establishing a strategic plan for creating the mindset where students not only have a strong desire to learn but also want to

share. This approach develops students to be critical thinkers, confident and independent. So, in my opinion learning and development should be tightly aligned with talent and behaviour management. We should allow children to develop strong internal values and confidence.

Thank you CED for changing my mindset within this short span of time. Last but not the least I am extremely grateful to CED for this wonderful opportunity.





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STATE 

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ONLINE SURVEY STATISTICS

JHARKHAND - RANCHI

- | | |
|---------------------------------------|-------------------------------------|
| 1. DPS Sail Township, Ranchi | 6. Cambrian Public School |
| 1. Bridgeford School | 6. Army School |
| 2. Oxford Public School | 7. DAV Kapil Dev Public School |
| 2. Gautam Buddha International School | 7. Tender Heart Sr Sec School |
| 3. Sapphire International School | 8. St Anthony's School |
| 3. Ascot International School | 8. Vidya Vikas Public School Ranchi |
| 4. St Xavier School | 9. St Thomas School |
| 4. Jawahar Vidya Mandir | 9. Surendranath Centenary School |
| 5. DAV Public School, Hehal | 10. Sacred Heart School |
| 5. Kairali School | 10. J N Vidyalaya |

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JHARKHAND - JAMSHEDPUR

- | | |
|-------------------------------------|--|
| 1. Sacred Heart Convent School | 6. Delhi Public School |
| 1. Mount Litera Zee School | 6. Motilal Nehru Public School |
| 2. Loyola School | 7. Little Flower School |
| 2. Vidya Bharati Chinmaya Vidyalaya | 7. Tagore Academy |
| 3. DBMS English School | 8. Valley View School |
| 3. Hill Top School | 8. Carmel Junior College |
| 4. DAV Public School | 9. JH Tarapore School |
| 4. Narbheram Hansraj English School | 9. SDMS School for Excellency Sidhgara |
| 5. St Mary's English High School | 10. Gulmohur High School |
| 5. Convent School for Girls | 10. Kasidih High School |

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IF YOU DON'T CHANGE WITH TIME, TIME WILL CHANGE YOU.

hi seed

HOD COMPUTER SCIENCE/I.P.
ABU DHABI INDIAN SCHOOL, ABU DHABI

Well, no quotes- unquote this is my belief. Progressive education is the best way for students to experience real-world situations. Bisque firing your sculpture will transform it from fragile piece of dry clay to be ready to be glazed. A child goes through the same phases in school, their critical thinking s must be catered to enhance their learning experience.

I prefer scaffolding, where I apply variety of instructional techniques and help my students to move progressively toward stronger understanding and ultimately, greater independence in their learning process. For me, a child should be prepared to think, rather than taught to become a rote learner. I believe in comprehensive development of a learner and not just academically topping a pen and paper based exam with 90+%. One of the most important aspect of teaching is the teacher- learner bonding, Once a class is assigned to me , I make sure I creep in and feel the beating of each and every student's heart which helps me understand to which level I need to facilitate them rather than lecturing.

As Computer Science teacher, I teach python and MySQL programming to grade 11 and 12. In every class I facilitate my students with the topic and provide an open platform to think, discuss and apply their findings to real life applications. Initially I start with the fundamentals of a programming language where they learn to write algorithms and codes of simple mathematical problems and apply them to develop a program in python to generate a marksheet of student for which they are be assessed. Each concept of programming in curriculum and syllabus in every class is delivered to develop a program which helps every learner to think critically and solve their problem. I don't give a defined solution to any problem because with numerous brains working to get the output there is always varied solutions. Over a period of two years of critical thinking and logical problem solving mentoring, to real life applications like generating payslips of employees or calculate grades of students. In these times of pandemic, Information technology has aided to continue teaching and learning with various distance learning software and easily available laptops and tablets. This

has helped to replace paper-based tests with computer-based versions of the same thing like google forms.

I deliver my programming topic using MS Teams Thonny platform and share the screen with my students to code and execute the problem. During the class the students can also surf the internet to support their solutions. MS Teams has numerous features to upload assignments and worksheets which is easily accessible to the students, although the assignments can be timebound.

I am coordinator of Outreach club which offer a platform for students to share their ideas, opinions, experiences, skills and interests through blogs, articles, and other literary media. Effectively manage the school website by showcasing events conducted by the school and informing students about the numerous activities taking place within and outside of our school. As an educator I aim at preparing students for life, both inside and outside of school, both for the present day and a truly unknown future! In real-life you need to be successful not only academically, but also socio-emotionally and physically.



VISION TO BECOME A JOYFUL TEACHER JYOTI GHAI

Teaching is one of the biggest professions indeed, in almost every developed and developing country in the world. Great teachers are great leaders who are masters of translating mission, vision and strategy into action. A progressive teacher is not just an expert in his field but also invited towards making the students see and experience the lesson for themselves. A good teacher sees the students as more than just vessels to be filled up with knowledge..

So I always act as a guide in the classroom rather than the centre of learning and always try to stimulate

students to initiate, plan and carry out their own projects. I am always attentive and flexible to the needs of my students. It is not enough that the students get a "high" grade but also that there is genuine learning and growth and I am sure these all virtues make me a progressive teacher.

I have worked as an International School Award (ISA) Coordinator and many projects were undertaken by my colleagues and students under my guidance. We collaborated with many schools in India and in other countries for the projects approved by BRITISH COUNCIL. like Russia, Sri Lanka, Bangladesh, Nepal, Pakistan, Egypt, Romania, Greece and Lebanon.

Our students interacted with other students of foreign schools through Skype and other social sites and exchanged their views. We have also sent our Students' activities work to schools in other countries. Students' work was acoladated a lot by the Principals, teachers and students of foreign schools and I have received many appreciation letters for these collaborative projects.

Received many appreciation letters from Principals and teachers from schools situated in other countries and no. of other achievements/awards for my excellent performance in education sector.



JAMMU & KASHMIR - JAMMU

- | | |
|----------------------------------|--------------------------------------|
| 1. Delhi Public School | 6. Shemrock International School |
| 1. Banyan International School | 6. St Peter's High School |
| 2. K C International School | 7. Doon International School |
| 2. Army Public School, Gangyal | 7. S O S Hermann Gmeiner School |
| 3. Heritage School | 8. Kendriya Vidyalaya Sangathan |
| 3. Jodhamal Public School | 8. Jodhamal Public School |
| 4. G D Goenka Public School | 9. DPS Udampur |
| 4. JK Public School | 9. International Delhi Public School |
| 5. Dolphin Internatioinal School | 10. Banyan International School |
| 5. Jammu Sanskriti School | 10. Army Public School, Akhnoor |

**CED - State wise Ranking as per online survey and statistics.
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KARNATAKA - BENGALURU

- | | |
|---|--|
| 1. Indus International School | 6. Mallya Aditi International School |
| 1. Sishu Griha Montessori and High School | 6. Jain International Residential School |
| 2. National Public School , Indiranagar | 7. Canadian International School |
| 2. Sri Kumaran Children Home School | 7. Euro School , Whitefield |
| 3. Delhi Public School, East | 8. The Valley School |
| 3. BGS National Public School, Karnataka | 8. Bishop Cotton Boys School |
| 4. Sarala Birla Academy | 9. Inventure Academy |
| 4. Delhi Public School , North | 9. Greenwood High Inyernational School |
| 5. Vidyashilp Academy | 10. Vidya Niketan School |
| 5. The International School | 10. National Public School , Rajajinagar |

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DR KHALID SYEED UDDIN

IN BUSINESS STUDIES AND ECONOMICS BEST TEACHING METHODS, BEST PRACTICES AND STRATEGIES

In my subject Business studies and Economics the best practices and strategies I use are as follows: Experiential learning – In my classroom emphasis is on learning by doing through hands-on projects and active, expeditionary learning then Emphasis on lifelong learning and skills to use the knowledge of Business studies, economics and apply it in real life scenario– I always try teaching students how to be engaged, active, and responsible to develop the skills and habits of mind that make learning both accessible and fun. Collaborative and cooperative learning – By focusing on community, responsibility, and group participation, progressive classrooms help students develop the emotional intelligence and social skills they need to work in groups. Emphasis on problem solving and critical thinking – We help students build higher-order skills (investigating, evaluating, problem-solving, and communicating) and encourage them to frequently reflect on their learning and follow their own questions so that they gradually fit knowledge into a meaningful whole. Most of the topics in my subject requires practicing collaborative learning and project based learning by doing and learning method.



BEST TEACHING METHODS, BEST PRACTICES AND STRATEGIES (IN BIOLOGY)

DR. JYOTSANA RAI
(PGT Biology)
BCM Arya Model Senior
Secondary School,
Ludhiana (Punjab)

In classrooms we have to teach students from different backgrounds with various abilities and personalities. Innovative teaching strategies are required to meet students individual needs. In my teaching subject Biology, I try to follow following teaching methods:

lecture come demonstration method: concept clarification is followed by experimentation. Use of chalk and blackboard, plasma, powerpoint presentations, charts, models etc. is being done. Use of both English and Hindi language is done so that the concept is being understood by all students.

Hands on learning: Various experiments like testing of biomolecules, section cutting of ovary, flower, root, stem and leaf etc., physiological experiments, slide observations are being performed in lab and classrooms.

Active participation of students in this will help them to clarify various scientific concepts.

#Group activities like role play are being done with students. These activities not only clarify concept but also develop leadership qualities in them.

Students are being involved in various activities like model making, painting and project making in groups. This will enhance cooperative learning in them.

Various games and Quiz are being played in the classroom which help in developing thinking skills in the students

Stress is even being laid on problem based and inquiry based learning. Students are exposed to high order thinking questions as well.



ROTE LEARNING VS EXPRIENTIAL LEARNING

Since I first started teaching Class 6th students in 1995, I've seen teaching and creativity as synonyms, they blend into each other crafting a beautiful tapestry of knowledge and wisdom that deserves to be experienced, rather than being mugged up by our students. Rote learning has plagued our classrooms for years but it makes me proud to observe such sweeping changes being made to our education system through the National Educational Policy 2020 which has opened doors for dynamic teaching methods. Having been around and amidst youngsters for more than 2 decades, I strongly believe that education shouldn't come at the behest of their interests and hobbies, and restricting them from using social media is neither conducive nor practical during our current times. On the contrary, social media not only provides them entertainment, its constructive usage can also prove beneficial to them creatively as well as academically. For instance, creating instagram accounts where they can post their writings, art, etc. provides them an outlet to express themselves,

but it also provides them with an opportunity to interact and grow as a community. Teachers can utilize this tool by sharing educational content in the form of short, digestible posts which present otherwise difficult theory-based subjects and topics in a way that is fun and stimulates the student's mind. Teachers can also incorporate e-journals and magazines into their teaching by relating them to the study material provided, inculcating in the students a keen sense of curiosity and appreciation for knowledge. Mental gymnastics have to be emphasised upon when dealing with the current generation, and as someone who has been a Class 12th Chemistry teacher herself, I've used puzzles, quizzes, role-playing exercises and even storytelling to teach concepts ranging from reverse osmosis to Raoult's Law. The key to making students be involved in your class is challenging them; pushing their intellect to explore new ideas, or approach old ones from a new perspective. Teaching is ever-evolving and multidimensional, and thanks to NEP, we can now also incorporate performing and visual arts into the coursework,

giving our students the opportunity to experiment with more avenues and career choices than ever before. This is liberating for the students as it would provide them with a much-needed creative outlet, simultaneously improving their emotional health which has become an increasingly important topic in modern education. It's also a boon for the future, one that would help them prosper in a world that demands dynamic individuals.

I'm a staunch advocate of education for all and while I have faith in the system, I also have faith in my students and their capability to improve it. Lastly, as APJ Abdul Kalam once said, "Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model," it's important for us to note that students are not mere benefactors in the teaching-learning relationship, they are partners in education and as teachers, we must strive towards making them involved and creating a holistic and multidisciplinary learning environment.



KERALA - KOCHI

- | | |
|--|--|
| 1. Chinmaya Vidyalaya , Vaduthala | 6. Saint Peter's Senior Secondary School |
| 1. Rajagiri Public School | 6. Gregorian Public School |
| 2. Rajagiri Christu Jayanthi Public School | 7. Bhavans Vidya Mandir , Elamakkara |
| 2. Vidyodaya School | 7. Vimalagiri Public School |
| 3. Bhavan's Vidya Mandir, Girinagar | 8. Nirmala Public School |
| 3. Matha Nagar Public School | 8. Viswajyothi CMI Public School |
| 4. Chinmaya Vidyalaya, Kannankulangara | 9. Cochin Refineries School |
| 4. Guardian Public School | 9. Gangothri International Public School Bangalore |
| 5. Bhavan's Varuna Vidyalaya, Thrikkakara | 10. Global Public School |
| 5. Bhavan's Adarsha Vidyalaya, Kakkanad | 10. TOC H Public School |

**CED - State wise Ranking as per online survey and statistics.
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MAHARASHTRA - MUMBAI

- | | |
|---|---|
| 1. Jamnabai Narsee School | 6. Gundecha Education Academy |
| 1. Hiranandani Foundation School, Powai | 6. Ram Ratna International School Bhayander |
| 2. Smt Sulochanadevi Singhanian School | 7. Lilavatibai Podar Senior Secondary School |
| 2. The Cathedral & John Connon School | 7. Sanjay Ghodawat International School |
| 3. Bombay Cambridge School, Andheri | 8. Champion School |
| 3. PG Garodia School, Ghatkopar | 8. Birla School, Kalyan |
| 4. NL Dalmia High School, Thane | 9. St Mary's School |
| 4. Jaipuria School off Palm beach | 9. Billabong High International School, Santacruz |
| 5. R N Podar School | 10. GD Somani Memorial School |
| 5. St. Xaviers English High School & Junior College | 10. Radcliffe School Navy Mumbai Maharashtra |

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BEST TEACHING METHODS, SPECIALLY IN MY SUBJECT – ECONOMICS



ROHIT MEHRA

ADIANT STARS ENGLISH SCHOOL, ALIGARH.

I always focus first to prepare the students for the lecture. For this When I enter in my class , I never start with lecture. I start with a little conversation with the students like discuss about some current news may be related to topic or not. Then Start the lecture, my aim behind this to make them comfort for the lecture .

My preference must be on first why we study. As in Management it has been taught that Replace ‘I ‘ with “We” , So I always start with lets we are going to discuss/learn I never use the word-I . as we all are the team , No difference between a student and a teacher . Benefit? It create a sense of belongingness among the students and encourage them that they are the part of discussion / learning process not merely a tool of learning .

I always insist on practical implication of each and every theoretical aspect by giving them real examples of Past as well as from Current life situations.

PERSONAL PHILOSOPHY TO HOLISTIC DEVELOPMENT OF A CHILD.



NATASHA SHARMA

Arwachin International School
Dilshad Garden Delhi

Aristotle said- “ Educating the mind without education the heart is no education at all” and I completely agree with this. I personally feel that a teacher having an ownership of her students can do wonders with them. That feeling of owning the students as her own babies compels a teacher to give her best to them in every aspect possible. There is so much that needs to be done with the children. They don't need to just learn to study and gain academic knowledge, they need to develop various other aspects of their personality in order to face the world, like develop reasoning skills, technical skills, moral values, maintain a balanced mind frame and much more. All this can not

be done within the four walls of a classroom. Therefore, I feel that in order to enable the children to grow in all dimensions, we must allow them to step outside the classroom and understand the world in real terms. They need the real exposure and practical experience instead of bookish knowledge. Hands-on, mutli-sensory teaching is the need of the hour. For this, I really feel that the new NEP will be great. It has all the key points which will help the teachers to take care of the holistic development of the children. It will focus not only on one aspect of their personality it will present them will a large number of opportunities where they can grow in real terms.



LAKSHMI KRISHNAN

Manipal International
School- Bangalore

TEACHING METHODS, BEST PRACTICES AND STRATEGIES-(IN ENGLISH)

We stimulate our students to connect our curriculum with the wider outside world. They contribute the News, a Thought and a Word for the day during Interaction time. This simple innovation achieved multiple objectives. Our students learned, in a fun way, to express relatively complex concepts in the English language that they had just started learning. They were stimulated to connect with the wider world, and started forming their own individual views and opinions. For example, they themselves cited news of the Kochi airport solar energy initiative in our class on different forms of energy, and spoke on the UK – France Channel Tunnel during our Evolution of Transport theme. Thus we are able to draw out the best in students, enhance their confidence and coach them to continually keep exceeding themselves. They learned to speak in a group setting; disadvantaged children grew in confidence and started feeling more a part of our school. Best of all, children started connecting news and general awareness with our curricular

teaching. This intervention is thus delivering multiple long term benefits in both skill and behavioural aspects of human development. 10 minutes a day may seem short but when multiplied by 170 working days across the school will definitely make a lot of difference. The Covid 19 pandemic has not deterred us from connecting with all our stake holders. We have taken this as an opportunity and through digital and online methods we have asked them to make a note of every detail on a day to day basis and record them like a historian. We have communicated to them that they are creating history and their record can be used by people in the future to learn about our lives during this crisis from their unique perspective! We teach language through sound and music; we read and sing prose, rhymes and songs together, and they thus learn through listening and speaking, just like they learned their mother tongue. Expressing

and repeating simple instructions in popular Indian languages helps them to understand and learn the new English language quicker through association. We have innovated in the teaching of grammar concepts using the Venn diagram mathematical tool. We create and upload teaching videos which students can view with their parents at home. We ensure that our school building itself acts as a learning aid with attractive and informative displays. We help disadvantaged children to compete on an equal footing with their more fortunate peers by investing time and effort in every child, including conducting remedial classes for students. Thus the Government, along with educational institutions such as ours, are universalizing elementary education and ensuring that no child is left behind. The transformative effect of this initiative will surely be felt over the coming decades. I embrace a flexible, holistic and child centric pedagogy with children, parents as our co- partners in learning.



MAHARASHTRA - PUNE

- | | |
|---|---|
| 1. The Bishop's Co-ed School | 6. Army Public School Klrkee Pune |
| 1. Sahyadri School Pune | 6. Mansukhbhai Kothari School, Pune |
| 2. Indus International School Pune | 7. Loyola High School Pune |
| 2. Mahindra International School Pune | 7. Symbiosis International School Pune |
| 3. Elpro International School | 8. Riverdale International Residential School |
| 3. St. Mary's School Pune | 8. Trinity International School, Pune |
| 4. Dhruv Global School, Sangamner | 9. BK Birla Centre for Education |
| 4. The Kalyani School Pune | 9. Kothari International School Pune |
| 5. Army Public School Southern Command Pune | 10. Pawar Public School Pune |
| 5. Delhi Public School Pune | 10. Ashwini International School Pune |

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MAHARASHTRA - NAGPUR

- | | |
|---|---|
| 1. New English School, Nagpur | 6. Lalita Public School |
| 1. International School of Scholars | 6. Delhi Public School Kamptee Road |
| 2. Kendriya Vidyalaya School | 7. M.K.H. Sancheti Public School & Junior College |
| 2. St Xavier's High School | 7. Podar World School |
| 3. Edify School | 8. Montfort School |
| 3. Somalwar High School | 8. Bharati Krishna Vidya Vihar |
| 4. Modern School | 9. Jain International School |
| 4. Bhavan's Bhagwandas Purohit Vidya Mandir | 9. K. John Public School |
| 5. Central India Public School | 10. Centre Point School, Katol Road |
| 5. Royal Gondwana Public School | 10. NEERI Modern School |

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NANDITA SUNKARA

Sr. Vice Principal, Delhi Public School, Nacharam

GIVE WINGS TO THE ASPIRATIONS

'I believe that education is like an instrument. Whether that instrument, that device, is used properly or constructively or in a different way depends on the user...' - Dalai Lama

As educators our Philosophy of Education has always been meeting the needs of the individual child in a holistic manner. Twenty four years as a teacher-educator in different schools across India has made me realize every child is unique with tremendous potential. A lot of responsibility lies on the environment that is created around children.

Students acquire skills and knowledge early if the surrounding is stimulating and purposeful. In this era of competition, it is of paramount importance to impart an integrated education to the future citizens of the nation for successfully facing the challenges ahead of them. For this we need to lay extra emphasis on both co-curricular and extra-curricular activities providing our students the skills to be leaders of tomorrow.

Our goal is no doubt to provide an enriching, engaging and challenging curriculum that will prepare students for success while

at school and for the years that follow. And for this both parents and teachers play a vital role in helping students reach their greatest potential. Even as we impart quality education to match the advancement of today's world, we must ensure they march with moral values and principles.

What we make of our education will decide nothing less than the future of this country. What our students learn in school today, will determine whether we as a nation can meet our greatest challenges in the future. And for this it is imperative for every educational institution to enhance students' knowledge with problem-solving skills, creating insights into critical thinking skills, encourage creativity and ingenuity which will always remain as an asset for years.

The effort of every educator is to unlock the full potential of its students to realize their dreams. Schools have to identify the full potential of every student and their hidden talents and thus leave no

stone unturned in nurturing them to the fullest. The activities conducted and the opportunities provided to the students stand the test of time enhancing the analytical, creative and application skills. For this schools need to create a wide scope for the students to explore, experience and experiment without compromising the academic ethos. Exclusive programmes thus initiated would provide a wide platform for showcasing myriad talents ranging from leadership to communication skills, greening initiatives to community service, performing to visual arts, speakers to singers, poets to painters, and so on. End of the schooling it is these special talents laden with moral values and conscientious spirit that will emerge a student, ready to face the wide world.

Let us together give wings to the aspirations of our students so that they soar through all times making their flight successful.



PAWAN DUBEY

International Public School, Bhopal

THE TEACHER ACTING AS A GUIDE

I believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as an educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that I believe are conducive to establishing such an environment, (1) the teacher acting as a guide, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students access to hands-on activities and allowing adequate time and space to use materials that

reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and interests. Developing a curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. One way to take learning in a direction relevant to student interest is to invite student dialogue about the lessons and units of study. Given the opportunity for input, students generate ideas and set goals that make for much richer activities than I could have created or imagined myself. When students have ownership in the curriculum, they are motivated to work hard and master the skills necessary to reach their goals.

Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, and environment evolves where students feel free to

express themselves. Class meetings are one way to encourage such dialogue. I believe children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

For myself, teaching provides an opportunity for continual learning and growth. One of my hopes as an educator is to instill a love of learning in my students, as I share my own passion for learning with them. I feel there is a need for compassionate, strong, and dedicated individuals who are excited about working with children. In our competitive society it is important for students to not only receive a solid education, but to work with someone who is aware of and sensitive to their individual needs. I am such a person and will always strive to be the best educator that I can be.



MADHYA PRADESH - INDORE

- | | |
|--|---------------------------------------|
| 1. Daly College | 6. Global Indian International School |
| 1. Choithram School , North Campus | 6. Sica Senior Secondary School |
| 2. Delhi Public School | 7. IPS Academy |
| 2. Indus World School | 7. Delhi International School |
| 3. New Digamber Public School | 8. Vaishnav Public School |
| 3. Annie Basant School | 8. National Public School |
| 4. Vidya Bhavan Public School | 9. Mount Carmel Hr Secondary School |
| 4. Prestige Public School | 9. Sanmati Higher Secondary School |
| 5. The Shishukunj International School | 10. Sri Sathya Sai Vidya Vihar |
| 5. Laurels School | 10. Pushpdeep International School |

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MADHYA PRADESH - BHOPAL

- | | |
|---|--|
| 1. Delhi Public School | 6. Holy Family Convent Sr. Sec. School |
| 1. Billabong High International School | 6. St Joseph's Co Ed School |
| 2. Champion School, Bairagarh | 7. Gyan Ganga International Academy |
| 2. St Mary's Convent Sr Secondary School, Tulsi Nagar | 7. GVN - The Global School |
| 3. Sagar Public School, Saket Nagar | 8. Red Rose School |
| 3. Ryan International School | 8. Bal Bhavan School |
| 4. Navnidh Hassomal Lakhani Public School | 9. Mansarovar Public School |
| 4. Sagar Public School, Gandhi Nagar | 9. All Saints School |
| 5. Asnani School | 10. Mount Carmel School |
| 5. IES Public School | 10. World Way International School |

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PERSONAL PHILOSOPHY TO HOLISTIC DEVELOPMENT OF A CHILD.

When the focus is on process of living, that indicates learning begins at birth where the child gains knowledge unconsciously and primarily through touch and feel and then gradually acquiring knowledge through exploring and experiencing. Hence, it is necessary that education has two layers which are psychological at the base and the sociological. School education ought to help children be more aware of their abilities and teach life skills that are often foundational to true learning and helping them form self-identities and create self-awareness. When we say holistic education, it must prepare children for their future and help them tackle any of life's uncertainties. The School is the only place where this type of holistic education can be inculcated. The lack of holistic education is the major reason why students are not able to face failures or rejections which may lead to engaging in antisocial activities, choosing destructive behaviours out of guilt and anger, or taking the ultimate step of ending their life, etc. Education fails, if it doesn't prepare the child for community living.

Training children to use their kinesthetic (body) tools like ears, eyes, legs and hands and learning to use their discretion to make decisions in adverse conditions is the primary objective of the education system. Teachers and school management are instrumental in making this happen. As we all know, knowledge is a social condition and imparting knowledge in children via right pedagogical structure is the core responsibility of any education system. Education must focus the child as a whole - which means, the pedagogy caters to the physical, emotional, social and

cognitive development of children. This in turn creates progressive thinkers. Change is inevitable. Progressive thinkers are those who can handle change using positive ways and means using the traits such as flexibility and adaptability. Holistic education must help the child to develop and nurture 21st century skills like active learning, out of box thinking, critical thinking, effective communication, collaboration, technological skills, knowledge on life skills and career personality, etc. These are some of the core attributes of progressive thinkers.

We cannot deny the fact that each student must be good at the content of the core academic subjects, but teaching essential skills that are required for personal growth and successful living is what makes students confident and progressive thinkers. Each child learns best by using predominant learning style by constructing his/her own understanding based on natural instincts, knowledge gained and life experiences and not mere testing or consuming knowledge through normative standardized practices. Hence, adopting an integrated curriculum using experiential and expeditionary learning that has elements of problem solving, critical thinking, scope to develop leadership skills emphasizing team spirit and collaborative work is the need of the hour. Children must be given a chance to achieve individual goals through highly personalized learning and at the same time contribute towards the upliftment of the community and commit to social responsibility. This ought to be the essence of education, which, in turn, will create progressive thinkers and eventually fulfill the goal of school education.



LAKSHMI KRISHNAN
Tiny Tots School, Ayodhya



RAKESH VERMA, BIRLA PUBLIC SCHOOL, DOHA- QATAR



TEACHER - THE GREATEST INNOVATOR

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. To teach is to learn twice. Teachers should guide without dictating, and participate without dominating. The critical factor is not class size but rather the nature of the teaching as it affects learning. I would like to highlight my INNOVATIONS that I implement in the teaching-learning process towards becoming a creative teacher with a multidisciplinary approach, thereby effectively reaching out to the student community. Every subject is equal importance for the development of the child. Each topic is directly or indirectly related to every subject. So it is very important to integrate every subject, and have multidisciplinary approach in teaching. And I inculcate various ways of teaching - learning methodology in my class to achieve this. Some examples of quick and easy Interdisciplinary Activities

1. News Analysis – I start my class with this minds-on exercise that provides real-world interdisciplinary problems. To launch the exercise, I play a news clip that discusses a local, national or international topic. Then, I give students a related question as homework, to solve either individually or in teams.
2. World Traveller - I ask students to plan vacations. It helps to build research skills while touching on

core subjects. The students work to create week-long travel itineraries to their ideal destinations. The project, for example, shall include information about:

- Languages or dialects spoken in the area or country
- Popular foods, dishes and the predominant cuisine
- Landmarks and their historical significances
- Cultural events that take place in the area or country

This interdisciplinary activity lends itself to second-language classes. For example, students could write itineraries in French for a trip to Paris or Montréal. To wrap up the exercise, I can ask them to explore some destinations using technology such as 'Google Earth'. Page 13. Reinforce Life Skills into my teaching : With the fast life of the parents, it has become very important responsibility of the teachers to look into the field of Life-Skill. Students look upon us as 'second parents' and expect us to empower them with qualities like decision-making, problem solving. So, I include some of these in every class :-

- Using positive praise-phrases
- Advising them to use 'Instant Stress-Busters' like slow breathing, positive self-talk, etc
- Ask them to Maintain 'Gratitude-Journal'
- Giving them a 'silent-treatment' when they show their bad behavior.

TEACHING WITH SENSE OF HUMOUR
Laughter is a natural, universal phenomenon, with beneficial

effects, both physical and psychological.

Everyone loves a teacher with an infectious sense of humor. Cordial relationship. Ability to relax people and reduce tension. Advertising strategy. Cartoon. When there is a willingness to change, there is hope for progress in any field. Students enjoys humor in forms of funny anecdotes

Impact of innovative teaching methods in my school

During the current pandemic, the students could cope up with their learning even when schools are closed.

Benefits of using innovative learning at school

Adapt to latest technology and build world-class teaching force at school which was not even contemplated few months ago.

Challenges faced during the implementation of these methods

- Create Relevance. Students must become personally invested in curriculum.
- Build Skill Levels.
- Make Mobile Learning Tools Available.
- Meet Individual Student Needs.
- Set Goals.
- Make Content and Instruction Clear.
- Create Challenging and Authentic Tasks.
- Reach Out to Disengaged Students



MANIPUR - IMPHAL

- | | |
|-------------------------------------|--|
| 1. The Imphal Valley School | 6. Little Millennium - Imphal West - Manipur |
| 1. Don Bosco School | 6. Trinity Public School |
| 2. EMA Civil Services Aspirants Hub | 7. Kendriya Vidyalaya |
| 2. Slopeland Public School | 7. Maria Montessori School |
| 3. Shemrock Prime | 8. Kendriya Vidyalaya, Lamphelpat, Imphal |
| 3. Herbert School | 8. Mega Manipur School |
| 4. Alpha Omega School | 9. Kids Foundation School |
| 4. Unacco School | 9. R.K. Sanatombi Devi Vidyalaya |
| 5. St. Joseph's School, Imphal | 10. The K.M. Blooming Hr. Sec. School |
| 5. Shishu Nistha Niketan School | 10. Little Flower School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

MEGHALAYA - SHILLONG

- | | |
|-------------------------------------|---|
| 1. Loreto Convent | 6. Pine Mount High School |
| 1. St Edmunds School | 6. Holy Cross Secondary School |
| 2. St Marys Higher Secondary School | 7. Sacred Heart Girls High School, Shillong |
| 2. St Anthony s High er Sec School | 7. APS. School |
| 3. B K Bajoria School | 8. Arya Kanya Vidyalaya Secondary School |
| 3. St Peters | |
| 4. St Margarets | |
| 4. Seven Set Higher Sec School | |
| 5. St George Higher Sec School | |
| 5. St Xavier Sec School | |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

PHILOSOPHY TO HOLISTIC DEVELOPMENT OF A CHILD

NEERU DHIR

DIVINE LIGHT INTERNATIONAL
SCHOOL, SIRHIND



DR.S.ANNAMARY
The Green Planet School

CHALLENGES BEFORE SCHOOL A LEADERS

"The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole."

Any approach to education must ask itself what is the goal of education?

Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning, gives attention to experiential learning and places significance on relationships and primary human values within the learning environment. Holistic education aims at helping students be the most that they can be. Abraham Maslow referred to this as "self Actualization". So accordingly holistic development must be concerned with the development of every child's intellectual, emotional, social, physical, creative and spiritual potential. Idea of self Actualization has always motivated me as per Need Hierarchy theory every person strives to be finally at point of Self Actualization at one point of his life. So why not every child should be given this perspective of life. As it believes that there are no deficits in learners just differences.

"How can a teacher support a child's holistic development?"

Every child should be taught the basic three R's.

Relationships, Responsibility and Reverence for all life.

First children need to learn about themselves. This involves learning self respect and self esteem.

Second children need to learn about relationships with others, there is a focus on social literacy and emotional literacy. Community is an integral aspect in holistic education. As relationships and learning about relationships are keys to understanding ourselves. In holistic education the class room is often seen as a community.

Third children need to learn about resilience. This entails overcoming difficulties facing challenges and learning how to ensure long term success.

Fourth children need to learn about aesthetics. This encourages the students to see the beauty of what is around them and learn to have awe in life.

Teachers role: In holistic education the teacher is seen less as person of authority who leads and controls but rather is seen as a friend, a mentor, a facilitator or an experienced travelling companion. Schools should be seen as places where students and adults work towards a mutual goal. Open and honest communication is expected and differences between people

are respected and appreciated Competition should be replaced by Cooperation. So assigning grades to the students and judging and placing them over one another should be discouraged. Curriculum should be designed in such a way that help the child bring out what lies within oneself. Take a child's passion and turn it into a learning opportunity create a comfortable and safe environment for children to connect and be themselves in.

One way to promote holistic education is to take account of a diversity of progressive traditions and discourses in education that are yearning towards connectedness with others, the natural world, not virtual, so that the human consciousness is looked after by education. There is no single best means to accomplish this goal, there are many paths of learning and the holistic educators should value them all. There needs to be an understanding that what is appropriate for some children and adults, in some situations, in some historical or social contexts, is not the best for others. More deliberations are needed between the areas of education and holistic education. There is a need to find collaborators in analysing the existing situation of broken paradoxes and to develop models of education guided by more holistic approach.



Dr. Abdul Kalam once said, "Dream is not that which you see while sleeping it is something that does not let you sleep."

AWAKE, CREATE, and FACILITATE children to live their dreams.

My passion for teaching, day in and day out is that, the rich learning experience I face makes me more and more challenging to continue my service in the field of Education. I strongly believe each and every individual child is unique with lot of potentials and limitations. In particular the so called 'The special need children' who need recognition, support, an unbiased guidance and encouragement. I am a learner and a giver till the end. I am most privileged to be a TEACHER.

Some of the best teaching practices in English could be; Kinesthetic learning where children love to explore and have hands on experience. Teaching poetry, drama can be encouraged in an open air.

Audio Visual learning through which children could be introduced to learning grammar which is considered to be a dry

area of learning.

Inquiry based learning where in students are taught for independent reading, comprehension to present a prose or a drama in groups and in pairs where their social, reasoning and questioning skills are automatically learnt and developed.

Personal Philosophy

'Feelings are real and legitimate; Children behave for a reason even if adults cannot figure it out.'

So as an educator our ultimate aim should be to give importance to acceptance of human nature, to cultivate a value based education to produce good and virtuous citizens.

The approach to educate an individual differs from one another. Therefore our education system need to be more insightful to provide holistic education including facts, skill, physical discipline, music and art.

I think the New Education Policy 2020 will meet the present need of children perfectly. We are the creators of tomorrow's world.

Jai Hind!



MIZORAM - AIZAWL

1. St. Lawrence School
1. Kendriya Vidyalaya, Aizawl
2. Mary Mount School
2. Greenland Higher Secondary School
3. Rosebud School
3. Helen Lowry School
4. Lalmalsawma Memorial School
4. Gospel Centenary School
5. MICE High School
5. Mount Carmel School

6. Home Missions School
6. Noah's Foundation School



**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

NAGALAND - KOHIMA

1. St. Lawrence School
1. Don Bosco Higher Secondary School
2. G.Rio School
2. St. Paul Institute of Education
3. Assam Rifles Public school
3. Little Flower Higher Secondary School
4. Merhulietza High School
4. Jawahar Navodaya Vidyalaya, Kohima



**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



RUPALI
TRANSLAM ACADEMY,
MAWANA

HOLISTIC APPROACH MOTIVATES CHILDREN TO LEARN

Holistic Development is the key to learning in the early years of childhood. Parents play a very important role in the development of their child as well as in their learning path to success. Starting in the early years, the holistic approach to education is about a balance between the home, the environment and the growing child. The early years are the vital years that lay the foundation of a healthy and happy lifestyle. According to me, there are these five key elements are helpful to holistic development:-

Personal and physical growth

- Social skills
- Emotional understanding
- Intellectual development
- Environmental values

The biggest benefit of a holistic

approach is not just about mental development but it encompasses psychological, social and emotional growth. A holistic approach motivates children to learn about a subject. The result is a child who develops better communication, social skills and better confidence.

Holistic development refers to complete development. It includes body, mind and soul. Children grow and develop rapidly in their first 5 years across the four main areas of development. These areas are motor language and communication, cognitive and social/emotional.

Parents are the first educators of their children. A school has a duty to help children to learn how to make moral decisions, to foster a sense of values and to prepare students for the college and the workplace.



DATTA MEGHE WORLD ACADEMY

Sector-16, Airoli, Navi-Mumbai-400708

www.dmworldacademy.edu.in

Education is not learning of the facts but training the mind to think. We can't solve our problems by using the same kind of thinking and tools we used when we created them- Albert Einstein.

The children of today are gearing up to become adult citizens of tomorrow; the growth is parallel to the future of our country which is reflected through the quality of the present education system.

Datta Meghe World Academy, Airoli, Navi Mumbai is not only a centre for learning but it also shapes the personality of the students for a bright future. Our success depends on the steps taken by our school teachers to encourage children to pursue imaginative activities. They stimulate the curiosity in the young and impressionable minds and equip them with the tools to become better human being.

DMWA strives hard for the optimal development of the students; it identifies the needs of each child and respects the individual needs of children. It fosters a caring & creative environment to tap & nurture the creativity of each child & emphasizes on the social, emotional, physical & intellectual development of each child - the essential ingredient for success.

DMWA is the avenue of socializing of the students; here students are exposed with versatile activities in a natural, stress free, safe and caring environment to avoid stagnancy in teaching learning process. At DMWA each stakeholder carries forward the duty with utmost care keeping in mind about the needs of present generation.

At DMWA, we firmly believe that for a better tomorrow our curriculum and pedagogy must evolve to embrace technology education and hence Artificial Intelligence has become a part of our school curriculum besides integration of other digital platforms to encourage technology interventions that promote student creativity. Our instructional strategies are carefully selected to include: hands-on learning, content enriching projects, progress monitoring and data-driven instruction, so as to develop students as problem solvers and critical thinkers.

The school combines classroom education with life skills which will help students become future leaders and make the world a better place. Pursuing excellence in all its myriad dimensions is a relentless passion at DMWA.

We all at DMWA are very well aware about the need of core values for nurturing the culture of education. Embracing Indian values, students are encouraged to develop themselves as individuals while learning to become contributing members of their classrooms.

Our fun filled activities are thoroughly enjoyed by the students, also teachers creativity reaches to the pivotal point while creating the activities. These activities are planned with a strong focus on competencies attached with them. Also with the positive involvement of the parents these activities are carried forward. Happy & promising parents readily help their wards for the same. We firmly believe that together, our investment of time with our children will pay great dividends.

DMWA has won various accolades in the field of education. These accolades narrate the story of the efforts put in by teachers and parents. We believe in the theory of 'Learning by Doing'. The teachers make sincere efforts to keep the momentum of education at the constant pace which helps to achieve fabulous results from the higher grades.





ODISHA - BHUBANESWAR

- | | |
|---|---------------------------------------|
| 1. SAI International School | 6. Mother's Public School |
| 1. Sainik School | 6. DAV Public School Chandrasekharpur |
| 2. ODM Public School | 7. Loyola School |
| 2. Shree Krishna International School Bhubaneswar | 7. Kendriya Vidyalaya |
| 3. DAV Public School Unit 8 | 8. St. Joseph's High School |
| 3. Buxi Jagabandhu English Medium | 8. Central School |
| 4. DAV Public School Sailashree Vihar | 9. BJEM School |
| 4. Prabhujee English Medium | 9. Guidance English Medium School |
| 5. KIIT International School | 10. St. Xavier School |
| 5. G S Residential School | 10. Doon International School |

**CED - State wise Ranking as per online survey and statistics.
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PUNJAB - CHANDIGARH

- | | |
|---|---|
| 1. Carmel Convent School | 6. Ryan International School |
| 1. St John's High School | 6. Bhavan Vidyalaya |
| 2. Strawberry Fields High School | 7. St Joseph's Senior Secondary School |
| 2. St Anne's Convent School | 7. Saffron City School |
| 3. Chitkara International School | 8. St Stephen's School |
| 3. Sacred Heart Senior Secondary School | 8. Shivalik Public School |
| 4. Delhi Public School | 9. St Xavier's Schools |
| 4. Banyan Tree School Chandigarh | 9. Ajit Karam Singh International Public School |
| 5. St Kabir Public School | 10. KB DAV Senior Secondary Public School |
| 5. Vivek High School | 10. Stepping Stones Senior Secondary School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



PUNJAB - AMRITSAR

- | | |
|---|--|
| 1. DAV Public School , Lawrence Road | 6. Sacred Heart Senior Secondary School |
| 1. Holy Heart presidency School | 6. Ajanta Public School |
| 2. Spring Dale Senior School | 7. Bhavan's SL Public School |
| 2. Delhi Public School | 7. Indus World School |
| 3. St Francis School | 8. Alpine Public School |
| 3. DAV International School | 8. Sri Guru Harkishan Senior Secondary Public School |
| 4. Shri Ram Ashram Public School | 9. Mount Litera Zee School |
| 4. The Millennium School | 9. Manav Public School onal Public School |
| 5. BDS Public School Ajnala | 10. Jagat Jyoti Model High School |
| 5. Ryan International School, Sector 39 | 10. The Junior Study School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

RAJASTHAN - JAIPUR

- | | |
|--|---|
| 1. Jayshree Periwal High School | 6. Maharaja Sawai Man Singh Vidyalaya |
| 1. Cambridge Court High School | 6. Rukmani Birla Modern High School |
| 2. Sanskar School | 7. St. Anselm's Pink City Sr. Sec. School |
| 2. St. Xavier's Senior Secondary School | 7. SRN International School |
| 3. India's International School | 8. Bhartiya Vidya Bhavan Vidyashram |
| 3. Tagore International NRI School | 8. Maheshwari Public School |
| 4. St. Angela Sophia Senior Secondary School | 9. Army Public School |
| 4. Rajasthan Open State School | 9. Mayura School |
| 5. Neerja Modi School | 10. Delhi Public School |
| 5. Maharani Gayatri Devi Girl's School | 10. Seedling Public School |

**CED - State wise Ranking as per online survey and statistics.
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RAJASTHAN - UDAIPUR

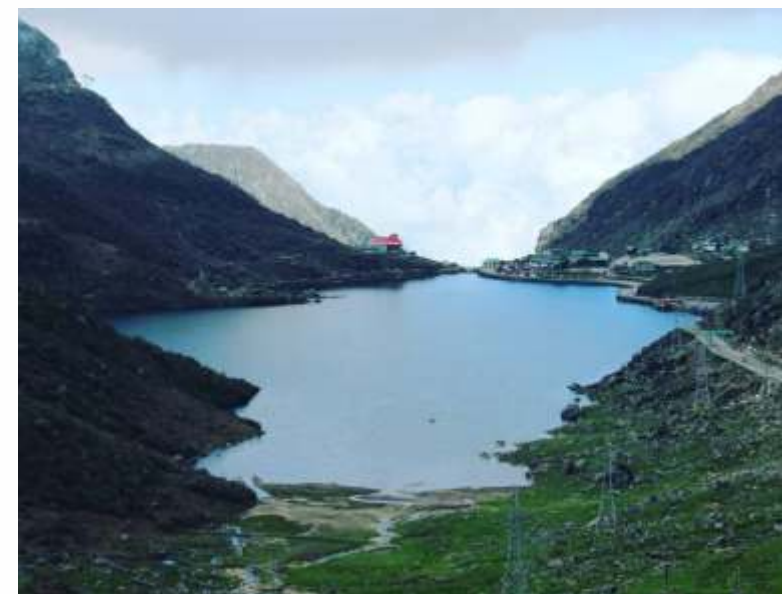
- | | |
|--------------------------------------|--|
| 1. Heritage Girls School, Udaipur | 6. Jawahar Navodaya Vidyalaya |
| 1. Delhi Public School, Udaipur | 6. Swami Keshwanand Shikshan Sansthan |
| 2. Seedling Modern Public School | 7. Step By Step School |
| 2. Ryan International School Udaipur | 7. ST. Matthew's Senior Secondary School |
| 3. Rockwoods High School Udaipur | 8. St George Secondary School in Maharana Pratap |
| 3. GD Goenka School GDGIS Udaipur | 8. Indie Genius Progressive School |
| 4. Maharana Mewar Public School | 9. Semari Public School in Semari, Udaipur |
| 4. Mahaveer Public School | 9. Shemford Futuristic School |
| 5. M D S Public School | 10. St Gregories Senior Secondary School in Bhupalpura |
| 5. Witty International School | 10. Semari Public School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



SIKKIM - GANGTOK

1. Holy Cross School, Tadong
1. Greendale Senior Secondary School
2. Taktse International School
2. Baha'i School
3. Tashi Namgyal Academy, Zero Point, Gangtok
3. Enchey Senior Secondary School
4. West Point Senior Secondary School
4. PNG School,
5. Kendriya Vidyalaya Gangtok
5. Sir Tashi Namgyal Senior Secondary School



**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



STATE
TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS



STATE
TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS

TAMIL NADU - CHENNAI

- | | |
|---|--|
| 1. Sishya School | 6. Vael's International School |
| 1. Abacus Montessori School | 6. Knowledge Academy School |
| 2. Bharatiya Vidya Bhavan's Rajaji Vidyashram | 7. The School Krishnamurti Foundation India |
| 2. Vidya Mandir Senior Secondary School , Mylapore | 7. Bharatiya Vidya Bhavan |
| 3. Chettinad Vidyashram | 8. Lalaji Memorial Omega International School |
| 3. Chinmaya Vidyalaya , Taylors Road | 8. Vael's Billabong High International School |
| 4. SBOA School & Junior College | 9. Gateway The Complete School |
| 4. The PSBB Millennium School | 9. Good Shepherd Matriculation Higher Secondary School |
| 5. Chettinad Hari Shree Vidyalayam | 10. MCTM Chidambaram Chettyar International School |
| 5. Kola Perumal Chetty Vaishnav Senior Secondary School | 10. Padma Seshadri Bala Bhavan School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

TELANGANA - HYDERABAD

- | | |
|---|---|
| 1. Johnson Grammar School | 6. Chinmaya Vidyalaya |
| 1. Glendale Academy | 6. Oakridge International School , Newton Campus |
| 2. Gitanjali School | 7. Pallavi Model School |
| 2. Chirec International School , Kondapur | 7. Indus International School |
| 3. Dream Indian School | 8. Oakridge International School, Einstein Campus |
| 3. DRS International School | 8. Open Minds - A Birla School |
| 4. Kennedy High - The Global School | 9. St. Joseph's Boys' High School |
| 4. DAV Public School | 9. Little Flower High School |
| 5. Akshara International School | 10. Suchitra Academy |
| 5. Sreenidhi International School | 10. International School of Hyderabad |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



UTTAR PRADESH - GHAZIABAD

- | | |
|---|------------------------------------|
| 1. Delhi Public School , Indirapuram | 6. DAV Public School |
| 1. Seth Anandra,m Jaipuria | 6. Holy Child School |
| 2. Delhi Public School Ghaziabad | 7. Mount Litera Zee School |
| 2. DLF Public School | 7. National Public Schoo |
| 3. Bal Bharati public School | 8. Cambridge School Indirapuram |
| 3. Amity International School | 8. Silverline School |
| 4. Dr. K N Modi Global School | 9. DAV Centenary Public School |
| 4. Ryan International School | 9. Shri Guru Ram Rai Public School |
| 5. Indra Puram Public School Pratap Vihar | 10. Khaitan Public School |
| 5. G D Goenka Public School | 10. Ingraham English Medium School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

UTTAR PRADESH - NOIDA

- | | |
|--------------------------------------|--|
| 1. Delhi Public School | 6. Billabong High International School |
| 1. Amity International School | 6. Shiv Nadar School |
| 2. Apeejay School | 7. Indus Valley Public School |
| 2. The Millennium School | 7. Global Indian International School |
| 3. Pathways School | 8. Khaitan Public School |
| 3. Lotus Valley International School | 8. Indraprastha Global School |
| 4. Gyanshree School | 9. Cambridge School |
| 4. Somerville School | 9. Sarla Chopra DAV Public School |
| 5. Kothari International School | 10. Mayoor School |
| 5. Ryan International School | 10. Fr Agnel School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**



STATE  

TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS



STATE  

TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS

UTTAR PRADESH - LUCKNOW

1. La Martiniere Girls' College

1. Seth MR Jaipuria School

2. St Francis College

2. CMS Aliganj Campus 1

3. Loreto Convent College

3. La Martiniere College

4. Cathedral Senior Secondary School

4. CMS Gomtinagar

5. Jagran Public School

5. Scholars' Home
6. LPS, Rajajipuram

6. St. Agnes' Loreto Day School

7. Study Hall

7. Christ Church College

8. Spring Dale School Gomti Nagar

8. G. D. Goenka Public School, Lucknow

9. DPS Eldeco

9. Mount Carmel College

CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council

UTTAR PRADESH - VARANASI

1. Sunbeam Lahartara

1. Delhi Public School , Byepass Road

2. The Aryan International School

2. Sunbeam School , Varuna

3. Sunbeam English School , Lanka

3. St. John's School

4. Rajghat Besant School, Varanasi

4. Army Public School, Varanasi

5. CHS Varanasi, Varanasi

5. Glenhill School, Varanasi
6. St Atulanand Convent School

6. Dalimss Sunbeam School, Rohania

7. Little Flower School

7. Delhi Public School , Kasi

8. Mount Litera Zee School

8. SD Public School

9. Happy Model School

9. Kendriya Vidyalaya No. 4

10. Children's Academy

10. Dr Amrit Lal Ishrat Memorial Sunbeam School

CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council



STATE 

TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS



STATE 

TOP SCHOOLS
OF INDIA

ONLINE SURVEY STATISTICS

UTTAR PRADESH - KANPUR

- | | |
|--|---|
| 1. Seth Anandram Jaipuria School Kanpur | 6. Swaraj India Public School Kanpur |
| 1. Delhi Public School Kalyanpur Kanpur | 6. The Chintels School Kanpur |
| 2. Jain International School | 7. Puranchandra Vidya Niketan |
| 2. Sir Padampat Singhania Education Centre | 7. Allen House, Khalasi Line |
| 3. St Mary's Convent High School Kanpur | 8. Seth MR Jaipuria School Kanpur |
| 3. Sheiling House School | 8. St Thomas School Kanpur |
| 4. Methodist High School Kanpur | 9. Mother Teresa Mission Higher Secondary School Kanpur |
| 4. DPS, Azad Nagar | 9. Mercy Memorial School Kanpur |
| 5. G.D. Goenka Public School | 10. Army Public School Kanpur |
| 5. Dr Virendra Swarup Education Centre | 10. Mantora Public School Kanpur |

**CED - State wise Ranking as per online survey and statistics.
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UTTARAKHAND - DEHRADUN

- | | |
|--|---|
| 1. Kasiga School | 6. Convent of Jesus & Mary |
| 1. Welham Girls' School | 6. Oak Grove School |
| 2. The Doon School | 7. Puranchandra Vidya Niketan |
| 2. DAV Public School | 7. Allen House, Khalasi Line |
| 3. St Joseph's Academy | 8. Mount Litera Zee School |
| 3. St Thomas' College | 8. Welham Boys' School |
| 4. Vantage Hall Girls' Residential School | 9. Delhi Public School |
| 4. Doon International School , Riverside Camopus | 9. Hopetown Girls School |
| 5. Unison World School | 10. Ecole Globale International Girls' School |
| 5. The Asian School | 10. Scholars Home School |

**CED - State wise Ranking as per online survey and statistics.
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UTTARAKHAND - MUSSOORIE

- | | |
|--|--|
| 1. Wynberg Allen School, Mussoorie | 6. Convent of Jesus & Mary |
| 1. Woodstock School, Mussoorie | 6. Kendriya Vidyalaya, Mussoorie |
| 2. Mussoorie International School, Mussoorie | 7. C J M Waverly |
| 2. Oak Grove School, Mussoorie | 7. Outdoor Leadership School |
| 3. St. George's College, Mussoorie | 8. Manava Bharti Indian International School |
| 3. Waverly Convent School, Mussoorie | 8. Garhwal English Medium School |
| 4. Guru Nanak Fifth Cent. School, Mussoorie | 9. St Thomas School |
| 4. Tibetan Homes School, Mussoorie | 9. St Lawrence School |
| 5. St Clare's Convent School, Mussoorie | 10. Apollo Public School |
| 5. Mussoorie Girls & Boys School, Mussoorie | 10. New Horizon International School |

**CED - State wise Ranking as per online survey and statistics.
This Ranking is done as per 10 Parameters of CED Quality Council**

WEST BENGAL - KOLKATA

- | | |
|-----------------------------------|---|
| 1. Modern High School for Girls | 6. The Heritage School |
| 1. La Martiniere for Boys | 6. Delhi Public School, Ruby Park |
| 2. La Martiniere For Girls | 7. Calcutta International School |
| 2. Don Bosco School , Kolkata | 7. Birla High School |
| 3. Garden High School | 8. Calcutta Boys High School |
| 3. St. Xavier's Collegiate School | 8. South Point High School |
| 4. Calcutta Girl High School | 9. St James School Kolkata |
| 4. St Joans' School | 9. Mahadevi Birla World Academy |
| 5. Loreto House , kolkata | 10. Ashok Hall Girls' Higher Secondary School |
| 5. Julien Day School | 10. Mahadevi Birla World Academy |

**CED - State wise Ranking as per online survey and statistics.
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SAROJA SAHADEVAN

Director Principal

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- ♦ Recommended as one of the finest academicians in India and Abroad.
- ♦ Letter of appreciation from ADEC.
- ♦ Associated with world class Chinmaya Education Cell which fosters skills for academic success in students.

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Rich Experience of MNC
in India & Abroad.

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OUR PHILOSOPHY
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eb-jaipurischool.org



COMMONWEALTH VOCATIONAL UNIVERSITY

P.O. Box 3444, Makaunga, Hahake, Tongatapu, Kingdom of Tonga.

CONVOCATION CEREMONY

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CONVOCATION DATE

27th February, 2021
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Dr. Priyadarshi Nayak



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