

touchEDUCATION

INDIA ONE EDUCATORS MAGAZINE

VOLUME XV
ISSUE II
JUNE-AUGUST 2022

VISUALISING 21ST CENTURY TEACHING



IN THIS ISSUE



Dr. C.B. Jadli
Principal
Gyanda Academy
Nepal



**Ms. Shanthi
Seetharaman**
Principal
Vishwa Vidyapeeth,
Bangalore



Ms. Saumya Pandey
IAS
CDO, Kanpur Dehat



**Dr. Ushavati
Shetty**
Principal
Navodaya English
High School
Thane



Ms. Bindu Joseph
Principal
MKH Sancheti Public
School & Jr College
Nagpur

INDIA'S MOST TRUSTED TRAINING & ASSESSMENT UNIT





touchEDUCATION

India One Educators Magazine

The theme of the next issue is

TRANSFORMING THE FUTURE OF EDUCATION

We are inviting articles for the next issue on or before 30th October 2022
at email : educatorsmagazine.2020@gmail.com



DR. C B JADLI
Principal
Delhi Public School
Gajraula, Amroha



DR. MANOJ MADAN
Principal
Dev Samaj Modern School
Delhi



MR. RAJEEV GARG
Principal
Datta Meghe World Academy
Airoli, Navi Mumbai



MR. RAJEEV GARG
Former Assistant
Commissioner
KVS, Govt. of India

School Network Initiative

Centre for Educational Development Foundation is an educational forum framed by academic and technical experts across the country. CED Foundation 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.

CED Foundation 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.

The ultimate aim and critical role of education is shaping human behaviour. It is committed vision of CED members to take care of the well-being of the earth. The present day society needs to formulate an innovative Education Policy aimed to evolve a "Complete Man" with three major goals; Academic Excellence, Moral and Spiritual Values and Social Sensibilities. We promote in developing the basic premises and guiding principles for environmental education curriculum development. We also aim to develop environmentally literate citizens who have the knowledge and skills to take responsible action with regard to natural environment.



**MS. ANUPAMA
RAMACHANDRA**

Principal
Delhi Public School,
Electronic City
Bangalore



MS. NIVEDITA MADHIKAR

Director
Lokseva School, Pune - MH



DR. VIKESH KAUR

Principal
Doon International School,
Jammu



DR. SHAHNAZ AHMED

Chairperson
Springdale High School,
Jorhat

MISSION

The core areas in which CED 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

CED 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.

Objective



GTEF is one of the Global 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, schools 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. 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.

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

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

GTEF March towards the vision of.....

Child Friendly Schools of India

- **Quality Learners:** healthy, well – nourished, literacy, child Development and skill for lifelong learning.
- **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...

School Strategic Consultancy & Training & Assessment Unit
Registered Under MSME (Govt. of India)



- iBtions is focused on creating value and enhancing growth for all the stakeholders associated with the education chain with a student centric approach through their solutions – SchoolStuff, SchoolStore & ClassOne
- With 1 lakh+ customers and over 900% average revenue growth in 2 years, the founding team is actively associated with the education domain, and thereby understand the practical problems of all the stakeholders of the education ecosystem



SchoolStuff

www.schoolstuff.co

Centralized School Management System

covers data and process automation of the entire journey of a student, right from admission enquiry to exit



SchoolStore

www.school-store.in

An eCommerce Platform that offers all

academic resources – books, stationary, uniforms and more, delivered at the door step with good discounts and



ClassOne

www.classone.live

Technology adoption made easy with a **Single Login application to access digital resources** from multiple publishers. Further plans to offer financial literacy content.

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Dr. Manoj Madaan

SUB EDITORS

Dr. Vikesh Kaur
Ms. Anupama Ramachandra

FOR EDITORIAL QUERIES

info@cedindia.in
For Subscription related queries
educatorsmagazine.2020@gmail.com

CHIEF EXECUTIVE

Dr. Vanita Bhardwaj
Dr. Lyla Jacob

EDITORIAL OFFICE

Mr. Aman Kumar
439, GA Colony, B-1 Bharatpur
Bhubaneswar, Odisha -751003
Mob.: 9068566220

REGISTERED OFFICE

Ms. Firdos Khan
A-38, Sector 67, Noida - UP
Email : info@cedindia.in
Mob.: 9068565220
Website : www.cedindia.in

PRINT AT

Design Aart, Delhi
Email : designaart1990@gmail.com
M.: +91-8178311914

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FROM THE CHIEF EDITOR



Dear Readers, Greetings of the festive season and greetings to all!!

It is a proud moment for the teaching fraternity that school leaders magazine is coming up with another issue of "touch Education" on the theme 21st Century Skills.

The modern approach to education has to be student oriented rather than teacher oriented with a focus improving, learning, retention, accumulation of valuable knowledge and skill along with Hands-on activities, student led Discover, and group activities as

to meet current needs and aspiration of society and industry.

The contributing factors and measures of Quality in Education have undergone several deletion, addition and modification since then, but the concern for Quality has always been there. There is huge Literature and research has been conducted to seek the factors contributing to School Education and Quality / measure of School Quality and Education.

The theme of the Conference "Visualising 21st Century Teaching" will empower all school educators to provide Quality Education & prepare their learners to reach the next level of intellectual.

21st Century Skills are the skills today's children need to thrive in school, in college, University etc.. This has been asked by our experts to have improved 21st century skills. Without these skills, they will not be able successfully participate in the global economy. So we have to reconceptualize education and fill in the global achievement gap by imparting 21st century skills to the new generation.

I complement the efforts of the editorial board in bringing this issue and invite your views on the theme for the next issue is "Teacher Student Relationships".

Greetings of the month September to all our readers and Happy Teacher's Day!!.

With best wishes,

Dr. Priyadarshi Nayak

Editor-in-chief
touchEDUCATION India One Magazine

Our Services

SCHOOL CONSULTANCY

We develop the school's Academic Model. We plan for implementing the Academic Model. We conduct regular Academic Audits and also do students' Evaluation. We put the curriculum into operation with experience resource team.

FRANCHISE ASSISTANCE

Our ability to roll up our sleeves and get into the trenches with franchisees when required shows our in-depth knowledge of the system. We help to start Franchise Model of the clients' school and at the same time help Schools looking to franchise themselves with their plans. We provide end to end assistance with franchise negotiations & procedures.

PROJECT FINANCE

We help in Determining the feasibility of the project. We help in preparation of a detailed bankable Project Report for the project and help the client raise the requisite funds from the Bank and the NBCs. The DPR takes into account all the requirements of funds in detail and a phase wise requirement of funds. We will guide schools as well in creating School Budget.

LEGAL ADVISORY

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

ORGANIZATION DEVELOPMENT AND RECRUITMENT

We provide assistance in Recruitment and Selection of Teaching & of Non – Teaching Staff. We also helps schools with the Human Resource Manual, Staff Policy, Induction & Orientation Programs & Organization. We Develop, improve, and reinforce strategies, structures, and processes to get best results.

TRAINING AND WORKSHOPS

Teacher quality being the strongest- school related factor, it is vital for all the veteran educators to have continuous and sustainable opportunities to enhance their skills and competencies. We help clients with complete Teachers' Training Modules which will help them understand modern pedagogical approaches and use of the new techniques. CED also helps with the training of the Non – Academic Staff.

ARCHITECTURAL ASSISTANCE

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



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Brand Ambassador, CEDF



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Principal, MKH Sancheti Public School & Jr. College, Nagpur



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Minister of State,
Ministry of Education, Maldives

Shri G. Balasubramanian
Former Director Academics, CBSE

Shri Shekhar Dutt
Former Governor, Chhattisgarh

Major Harsh Kumar
Secretary, NCERT

Dr. Biswajit Saha
Director, Training & Skill Education CBSE

*Highlighted on the theme
"Education For A Long Fulfilling Life"*





Mr. R.P Singh

Joint Secretary, CBSE, New Delhi

Dr. Indu Khetarpal

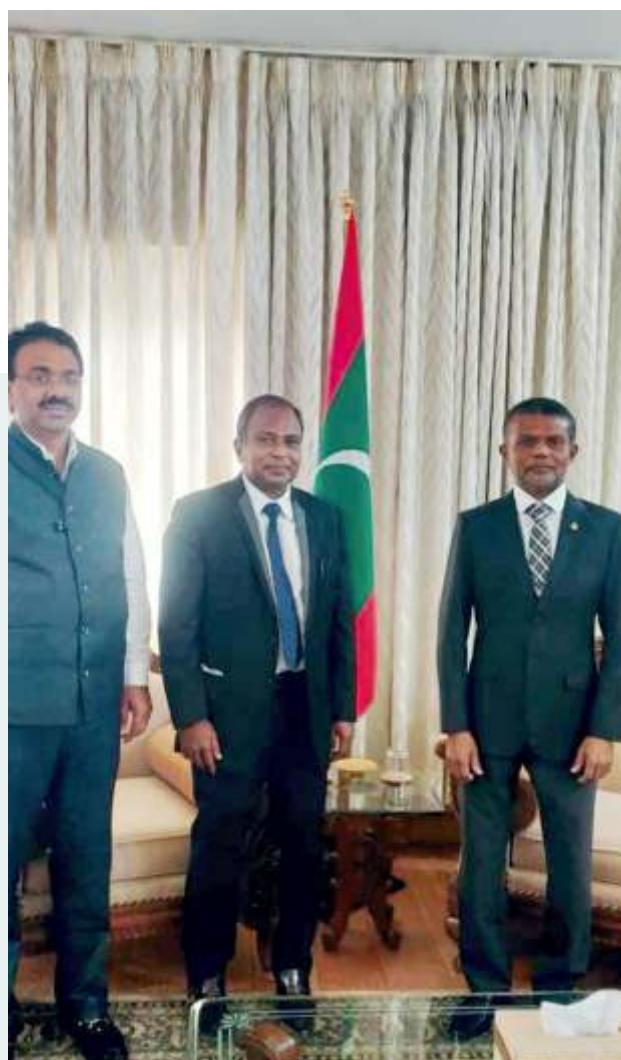
Former Principal, Salwan Public School, Delhi

Drawing a host of leading thought leaders and change leaders from across India to a common platform, Centre for Educational Development Foundation organized its seventh Annual Star Rating Conference at New Delhi on 12th March with a special focus on schools that have an agile mindset, that want to 'get better all the time' and relentlessly find new and better ways of improving school quality education. Dr Biswajit Saha Director Training CBSE, impressed upon the fact that as the rate of change of outside education continues to speed up, school leaders must develop strategies, cultures, and tools to enable educators to innovate and create learning that is more personalized, collaborative and experiential. The one day conference saw participation from over 250 Top School leaders across country.



MEETING AT EMBASSY OF MALDIVES

Dr Priyadarshi Nayak and Hon'ble Minister of State for Education **Dr. Abdullah Rasheed Ahmad** in the Embassy of Maldives and had a discussion with the High Commissioner of Maldives. A delegation of School leaders were invited for a conference on Sustainable Development Goals - Chapter 4 - Quality Education during July 2022.



THE ART OF LIVING CENTRE

MALLESHWARAM, BANGALORE

Dr. Reshma Ganesh
Founder Principal & Campus Director
Sri Sri Ravishankar Vidya Mandir, Bangalore
National Coordinator, CED FOUNDATION

organized a meeting with the team with Guruji and discussed in creating a climate for creativity. Guruji advised to visit his idle school situated at Bangalore. The children were just amazing.

The team appreciated the talents.

PRAJÑĀ YOGA SENIOR PROGRAM



Bhavani Dinesh
SSRVM
South Bangalore



Nitya Patel
SSRVM
South Bangalore



Naman Malhotra
SSRVM
South Bangalore



Keshav Khorana
SSRVM
South Bangalore



Prof. M.M. Pant

Former Pro Vice Chancellor, IGNOU
Brand Ambassador, CEDF



Prof. M.M. Pant is a Ph.D. in Computational Physics from IIT HB Roorkee and an academic with 50+ years of post-doctoral teaching and research experience both in India and abroad. He has been a Pro-Vice Chancellor, Indira Gandhi National Open University (IGNOU) and faculty at IIT, Kanpur, MLNR Engineering College, Allahabad and Visiting Faculty, University of Western Ontario, Canada. He has been a visiting scientist at European research centers in Italy, England, Germany and Sweden. He has taught in leading Institutions in face to face, distance and online modes including with

MOOCs. He has now established WhatsApp delivered lifelong learning for future readiness as a framework that is named "Learning 321", that also uses blogging, Twitter, YouTube, accessible with mobile phones, to be future ready and aware of Quantum Technologies.

Prof. Pant's current mission is to develop the new educational paradigm that will help achieve Goal 4 of the UNESCO Sustainable Development Goals, by fostering self-learning and the deployment of Artificial Intelligence and allied technologies.





LIFETIME ACHIEVEMENT AWARD 2021

CED FOUNDATION honour **Prof. M M Pant** with Life Time Achievement Award 2022. He was honoured by a galaxy of Eminent Personalities from Education Industry across the globe which includes **Dr. Abdullah Rasheed Ahmad** Hon'ble Minister of State for Education, Republic of Maldives in presence of School Leaders across the country.





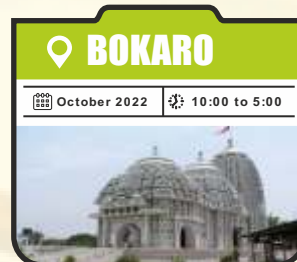
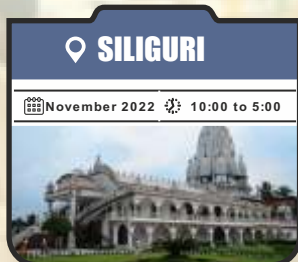
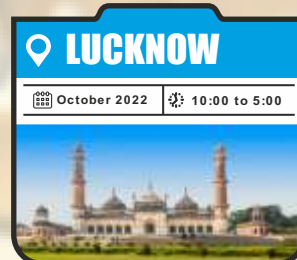
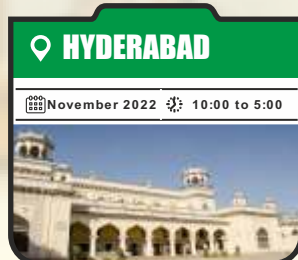
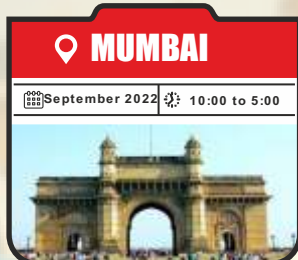
PROGRAM CHAIRPERSON

Dr. Priyadarshi Nayak

Resource Person
CBSE
Founder & President
Global Talk Education Foundation
India

Transforming your School to NEP Complied Smart School

You're Invited to Round Table Conference - Fundamental Guidelines to Adopt Implementation of NEP



Media Partner



Knowledge Partner



Co - Organizer





INDIA'S BIGGEST EVENT ON EDUCATION FOR A LONG FULFILLING LIFE

LEADERSHIP ANNUAL CONFERENCE 2021

Hon'ble Education Minister of State from Republic of Maldives, **DR. ABDULLAH RASHEED AHMAD** emphasized that we school leaders to focus on teacher empowerment and as such we do not need to necessarily force children to learn in our way, rather we can experiment with unique and different ways to make learning joyful.

Teacher Training is the mandate :Way forward to Success.

Teacher are guiding souls and they have a great mission to make the students self dependent, confident and noble citizens of the nation. A teacher's job is not limited to just completing the syllabus according to the prescribed curriculum but to ignite the minds of the young generation. We have developed a structured teacher training schedule with targets which infuses the ability to perform better with innovation to raise the standard of imparting education. Our objectives are to develop high level professional competencies and upgradation of knowledge.



CRITICAL THINKING SKILLS

SHRI G BALASUBRAMANIAN believes that different children possess different skills and abilities and they should be groomed with critical thinking levels. He also believes that a teacher need to unlearn and get prepared for the new things to be in sync with the students of the present times. The teacher should not be just the information provider rather should be proactive to trigger thought processes of the child.



SHAPING YOUNG MINDS

SHRI SEKHAR DUTT, Former Governor Chattisgarh, the Chief Guest was the keynote speaker of the conference. In his address he said Learning is a life long process. It must be remembered that every great teacher was once a student, every winner was once a loser, every expert was once a beginner, but all of them have crossed a bridge called 'learning'. He praised the good work of the school leaders and acknowledged that Nurturing and mentoring of committed and passionate school leaders for the growth of the school is necessary to compete with 21st century schools.



THE JOURNEY OF LEARNING

MAJOR HARSH KUMAR Former Secretary NCERT spoke about the four C's in the process of learning i.e, creativity, collaboration, communication and critical thinking. He emphasized that children should be given enough freedom to raise questions and teachers should resolve all issues and queries raised by the students.



Learning is an exciting life-long journey of discovery, full of wonder and awe inspiring. It begins at birth and ends in death, albeit many people are of the view that learning begins within foetal consciousness and continues post death, as we make the transition to complete enlightenment. I have always considered myself to be a facilitator of learning: a teacher, an educator, a trainer, an instructor; it does not really matter what term we use to describe what we do, we are those individuals who weave the magic that happens for each individual in the interface between teaching and learning.

I have always been first and foremost an educator, someone who relishes the opportunity to share knowledge, skills, experience and the cumulative of all these, wisdom. I have always seen this not only as a privilege but also a gift, I have considered what I do as a vocation, making a difference to the lives of others by enabling them to acquire knowledge, to develop an intellectual understanding which in turn leads to a seeking of truth in all aspects of life. This not only empowers human kind but is the fulfilment of our noblest human endowment, the power to know. This should not just be applied to our periods of formal education but in every facet of our life and work. We are always learning and should encourage everyone to learn, 'to be the best that they can be', to realise their potential and to use their informed human reason to act morally in the interests of others.

When I was at school a great teacher gave me a book entitled 'Discovery' one he had written describing his love of learning and how his pursuit of truth had translated into a love of others, into selfless action and a life of dedication to education, and to making a difference to the lives of the poor, the marginalised and the vulnerable. In the front of the book he wrote a personal message to me, it read "Ian may you always remain among those who aspire to be greater than the great and better than the best" and as a lifelong learner and educator I have tried to do this.



Being an educator not only enables us to be great, it also encourages others to be the best they can be as a result of gaining knowledge and understanding. It does actually change lives and has the potential to change the world, if humbly taught and willingly received. Whether we see our interventions as a vocation borne out of a love for others or whether we are just accepting what we do as a gift to be shared, it will always be great.



SKILL EDUCATION

A STEP TOWARDS HOLISTIC DEVELOPMENT OF CHILDREN IN FORMATIVE YEARS

A skill-based education system ensures that students are not just learning theoretical knowledge, but also different soft skills and life skills. This advanced system will also help them learn how to manage themselves and be productive informed by **DR. BISWAJIT SAHA**
Director (Skill Education & Training) CBSE.



TEACHERS ARE BRAIN CHANGERS

Prof. M M Pant

Former Pro Vice Chancellor, IGNOU
Brand Ambassador, CED Foundation



I would like to begin with the opening words in the preface to Prof John Ziman's book 'Principles of the theory of Solids'. "The frontiers of knowledge (to coin a phrase) are always on the move. Today's discovery will tomorrow be part of the mental furniture of every research worker. By the end of next week it will be in every course of graduate lectures. Within the month, there will be a clamour to have it in the undergraduate curriculum. Next year, I do believe, it will seem so commonplace that it may be assumed to be known to every schoolboy".

The story is told of how Albert Einstein one day gave his students a final exam that was a year old. In fact, Einstein had given his students the exact same final exam the year before. His teaching assistant noticed the "error" and timidly made the famous physicist aware of his mistake. Einstein looked closer at the newly distributed sheet and answered: "You're right, these are the same questions as last year – but the answers have changed."

Both these examples draw our attention to the rapid rate of expansion of human knowledge, and the resulting obsolescence if we are not fast enough in learning new things. Alvin Toffler had said "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

And more recently the futurist Thomas Frey made an important observation that if we continue to insert a teacher in between ourselves and everything that we need to learn, we cannot possibly learn fast enough to meet the demands of the future.

Much of human progress in the last centuries has been by the evolution of observation and practice into a Science. Thomas Kuhn (1922-1996) argued that scientific advancement is not linear, but rather it is a "series of peaceful interludes

punctuated by intellectually violent revolutions", and in those revolutions "one conceptual world view is replaced by another". It may come as a surprise to many that medicine became a science just about a hundred years back. In his book "The youngest Science", Dr Thomas Lewis narrates how from the 1920s when he watched his father, a general practitioner who made housecalls and wrote his prescriptions in Latin, of his days in medical school and beyond, he saw medicine evolve from an art into a sophisticated science. The Youngest Science is Dr. Thomas's account of his life in the medical profession and an inquiry into what medicine is all about—the youngest science, but one rich in possibility and promise. To many people, Data Science may seem to be the youngest Science.

But the Science of Learning is taking shape before our eyes, and teachers are giving it shape.

We now have a better understanding of how the brain learns, works, changes, and thrives. Yet, formal education systems have changed so little as a result of what we now know. Now is the time to change that. We need to take the most promising research- and evidence- backed strategies and share that knowledge with every educator to transform him or her to a brain-changer. Every educator would have a toolbox of strategies informed by the best of what we know works as well as the skill and confidence to adapt them to their particular context.

Norman Doidge in his famous book "The brain that changes itself" which is a remarkable and hopeful portrait of the endless adaptability of the human brain shares the discovery that our thoughts can change the structure and function of our brains—even into old age.

For many years scientists thought that the brain was fixed and couldn't adapt or change after childhood.

This neuroplasticity and neurogenesis are perhaps the most important recent breakthroughs in neuroscience and have huge implications for human learning.

Our brains alter over time in reaction to our environment and experiences. Brains are never "set"; neurons are always being formed, connected, and pruned throughout our lives. It means that all teachers must see themselves as "brain changers" and that every student, regardless of race, class, or gender, can learn through deliberate practice, scaffolded support, and positive relationships in school. With repeated and direct attention towards a desired change, we all have the ability to re-program our brain.

In 2017 itself Sir Anthony Seldon had predicted that by 2027 robots and AI will replace human teachers :Will robots replace teachers in the future? | K-12 Dive

Rishi Sunak promises Artificial Intelligence in Schools to reduce teachers workloads : <https://www.independent.co.uk/news/uk/politics/sunak-truss-education-artificial-intelligence-conservatives-b2139853.html>

In 2015 the UNGA adopted SDGs of which goal 4 is regarding education, and is in the same spirit as above. The targets for 2030 of this goal can only be achieved by an AI driven teacherless education model suggested by Thomas Frey

: <https://youtu.be/E3bUn9-j0yo>

AI will soon replace traditional human teachers standing in front of a class of about 20-40 students and transacting a prescribed (often obsolete and irrelevant) curriculum designed by an 'authority'.

We have to prepare ourselves for a future with driverless cars and teacher-less learning or what we may better call as SmartLearning. The learners will of course make this transition relatively easily as bots and recommender systems are already part of their environment.

But erstwhile educators/ teachers will have to make conscious efforts to transform to their new roles of mentors, coaches and cognitive development facilitators. This is more easily understood as "brain-changers".

Carol Dweck's work shows the power of our most basic beliefs, strongly "affect what we want and whether we succeed in getting it." Much of what we think we understand of our personality comes from our "mindset." This both propels us and prevents us from fulfilling our potential. The main role of the educator in future will be of changing minds, not just metaphorically, but as neuroscience informs us, quite literally as well. And AI will give them a helping hand by taking over the dull and repetitive tasks.



MEDIA COVERAGE

Centre for Educational Development Foundation is setting a new paradigm in training & assessment.



जयपुर ॐ आनन्दक जनाता। सेंटर फॉर एजुकेशनल डेवलपमेंट फाउंडेशन द्वारा सीखने के नए तरीकों और प्रथाओं के साथ स्कूलों को सशक्त बनाने और प्रोत्साहित करने के प्रयास में वार्षिक स्टार रेटिंग स्कूल अवार्ड होटल 'ले मेरिटियन' नई दिल्ली में आधिकारिक रूप से चर्चित स्कूलों का एक वार्षिक सम्मेलन और पुरस्कार समारोह का आयोजन किया गया। फाउंडेशन द्वारा वर्धमान इंटरनेशनल स्कूल को 'पर्यावरण संरक्षण एवं सतत वैश्विक विकास' श्रेणी में उत्कृष्ट प्रदर्शन करने के लिए नामित किया गया। कार्यक्रम के मुख्य अतिथि सालदीव के राज्य शिक्षा मंत्री डॉ. अजय कुमार शर्मा अहमद ने पर्यावरण संरक्षण एवं सतत वैश्विक विकास श्रेणी में उत्कृष्ट प्रदर्शन के लिए वर्धमान इंटरनेशनल स्कूल के अध्यक्ष डॉ. कजल सोनिया को पुरस्कार से सम्मानित किया। कार्यक्रम में छात्रसम्मेल के मूल्यांकन सेक्टर दत्ता, सीओएसई के मूल्यांकन डॉ. एम.वी. प्रसाद राव तथा कई गणमान्य अतिथि उपस्थित थे।



कोरबा, 14 मार्च (देशबन्धु)। नई दिल्ली में आयोजित सीईडी एजुकेशनल एनुअल कॉन्फ्रेंस से सर्वश्रेष्ठ स्कूल में से श्रेष्ठ खतराकुड़ा मंडलावली में संचालित नितेश कुमार मेमोरियल तारपस पब्लिक स्कूल को सेवन स्टार रैंक का अवार्ड से सम्मानित किया गया है।

यह अवार्ड सालदीव के शिक्षा मंत्री डॉ. अजय कुमार शर्मा अहमद एवं सीओएसई बोर्ड नई दिल्ली के ज्वाइंट सेक्रेटरी पुष्कर चौधरी के हाथों प्राचार्य बीमती डॉ. प्रियंका गुप्ता ने प्राप्त किया। प्राचार्य डॉ. गुप्ता को लाइफ टाइम अचीवमेंट अवार्ड से नवाजा गया। इस उपलक्ष्य पर विद्यालय के बेयरमैन राजकुमार अग्रवाल ने प्राचार्य सहित विद्यालय के स्टाफ एवं अभिभावकों को बधाई दी है। प्राचार्य डॉ. प्रियंका गुप्ता ने बताया कि राष्ट्रीय अंचल में संचालित नितेश कुमार मेमोरियल तारपस पब्लिक स्कूल जिसने इसी वर्ष सत्रास 12वीं तक सीओएसई मान्यता मिली है, कोरेना काल में बच्चों को ऑनलाइन कक्षा के माध्यम से जलत पद्धति से शिक्षा प्रदान किया गया। उसके फलस्वरूप स्कूल को नई दिल्ली में सेवन स्टार रैंक से सम्मानित किया गया। शिक्षकों एवं अभिभावकों के सहयोग से राष्ट्रीय अंचल में बच्चों का उत्कृष्ट प्रदर्शन अनुकरणीय एवं सराहनीय है। विद्यालय के बेयरमैन योगेश्वर राजकुमार अग्रवाल ने कहा कि यह सफलता सिर्फ स्कूल ही नहीं बल्कि सभी छात्रों, अभिभावकों, शिक्षकों की है जिन्होंने इतना प्रयास कर आज इस मुकाम को हासिल किया।

शिक्षा व स्पोर्ट्स में उत्कृष्ट प्रदर्शन के लिए आरआर पब्लिक स्कूल को मिला 5 सितारा श्रेणी के स्कूलों में स्थान



नई दिल्ली में सोशल बलूनी पब्लिक स्कूल के प्रिंसिपल प्रकाश नौटियाल को स्टार रेटिंग अवार्ड देकर सम्मानित किया गया।

सोशल बलूनी को सर्वश्रेष्ठ स्कूल का पुरस्कार

खतराकुड़ा। सोशल बलूनी पब्लिक स्कूल को शिक्षा विकास केंद्र (सेड) फाउंडेशन ने स्कूलों में उत्कृष्टतापूर्ण उपलब्धियों के लिए देशभर में सर्वश्रेष्ठ स्कूल चुन है। नई दिल्ली में हुए भव्य समारोह में प्रिंसिपल प्रकाश नौटियाल ने मासट्री के शिक्षा मंत्री डॉ. अजय कुमार शर्मा, सीओएसई निदेशक डॉ. विजयजीत साहा और छात्रसम्मेल के पूर्व गवर्नर सेक्टर दत्ता से यह पुरस्कार हासिल किया।



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शिक्षा विकास केंद्र ने महर्षि पतंजलि विद्या मंदिर को किया सम्मानित
सातवें वार्षिक रेटिंग सम्मेलन में महर्षि पतंजलि प्रयागराज पुरस्कृत

प्रयागराज: महर्षि पतंजलि विद्या मंदिर, प्रयागराज को आज सम्मानित कर विट्ठल मिश्र स्टाडेंट्स वॉल ऑफ़ ग्लोरी में शामिल करने के लिए सम्मेलन में शिक्षा विकास



केडीएमएफ को वेंज मेकर इन स्कूल का अवार्ड

काठनूर: केडीएमएफ को वेंज मेकर इन स्कूल का अवार्ड दिया गया है। यह अवार्ड शिक्षा विकास केंद्र द्वारा प्रदान किया गया है।



Successfully completed 7th Annual Conference at Delhi on 12th March 2022 We had Honble Education Minister from NIE, Republic of Maldives, Shri Sekhar Dutt, Former Governor, Chattisgarh, Dr Biswajit Saha, Director, Training and Skill Education, CBSE, Shri R P Singh, Joint Secretary, Skill Education CBSE, Major Harsh Kumar, Secretary NCERT, Prof M M Pant & G Balasubramanian. 200 Star Rating Schools of India were honoured.



शिक्षा व स्पोर्ट्स में उत्कृष्ट प्रदर्शन के लिए आरआर पब्लिक स्कूल को मिला 5 सितारा श्रेणी के स्कूलों में स्थान



एस. बी. पाटिल पब्लिक स्कूल को 'सीईडी स्टार रेटिंग' पुरस्कार
नई दिल्ली के कार्यक्रम में मुख्याध्यापिका डॉ. बिंदु सैनी ने पुरस्कार स्वीकार किया

विपरी, 19 मार्च (आ.प्र.)

पिंपरी-चिंचवड एजुकेशन ट्रस्ट (पीसीईटी) के राबेत स्थित एस. बी. पाटिल पब्लिक स्कूल को दिल्ली स्थित सीईडी (सेंटर एजुकेशन ऑफ़ डेवलपमेंट) संस्था द्वारा 'सीईडी स्टार रेटिंग' के-12 स्कूल अवार्ड-2021 से सम्मानित किया गया। नई दिल्ली में हुए कार्यक्रम में छात्राध्यक्ष के पूर्व राज्यपाल शंकर दत्त और भारतीय के शिक्षा राज्यमंत्री डॉ. अब्दुल्ला खान अहमद के हाथों एस. बी. पाटिल पब्लिक स्कूल की मुख्याध्यापिका डॉ. बिंदु सैनी ने पुरस्कार स्वीकार किया।

इस अवसर पर इंदिरा गांधी नेशनल ओपन यूनिवर्सिटी के पूर्व कुलपति डॉ. एम. पंत, सीबीएसई के संचालक



डॉ. विश्वजीत साहा, सीबीएसई के पूर्व संचालक जी. बालसुब्रह्मण्यम, एम. बी. प्रसाद राव, एनसीआईटी के सचिव मेजर हर्ष कुमार, सीबीएसई के सहसचिव आर. पी. सिंह आदि उपस्थित थे। इस पुरस्कार के लिए पिंपरी-चिंचवड एजुकेशन ट्रस्ट के

अध्यक्ष ज्ञानेश्वर लांडगे, उपाध्यक्ष पद्मा भोसले, कोषाध्यक्ष शांताराम गराडे, सचिव विठ्ठल कालभोर, कार्यकारी संचालक डॉ. गिरिजा देसाई ने मुख्याध्यापिका बिंदु सैनी तथा सभी शिक्षकों व कर्मचारियों को बधाई दी है।



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Suggestions for Existing Teacher Education Program:

School leaders have often expressed that freshly trained teachers are often not job ready. They have to be retrained or prepared afresh for the school job. Senior teachers and school leaders are rarely consulted on the curriculum of teacher training. We will like to make very precise suggestions on what the schools expect the training programs to include to make newly trained teachers to be prepared for. The suggestions can be on (i) what are the shortcomings observed (ii) what changes be made to teacher training programs, and (iii) how can schools and school staff be involved in pre-service training.

Process of Assessment and Progression of Teachers:

Like every profession, teachers must also be assessed for their performance. The ideal situation would be that teachers be responsible enough to perform. The issue is who should assess the teachers. Should teachers do self-assessment and put their own assessment in public domain, should senior teachers assess them, should students assess them or can there be any other method of assessment. We would like to suggest a scale of assessment which could become the format for performance of teachers as they grow in the profession. Assuming a trained teacher will only be allowed to enter the classroom who has been rigorously trained and prepared for the job. Professional standards will be to help each teacher keep assessing oneself and grow in the profession.

Elements of Bhartiya Culture in Professional Development:

The NEP 2020 emphasizes on making Bharat Kendrit education for which it is important that our teachers must know and understand what will be Bharat Kendrit shiksha. A major malaise of our system is that neither the students nor the teachers are aware of the great Indian contributions to the world of knowledge. There can be various types of knowledge of Bharat. One can be general about our ancient tradition and culture and also about each area of knowledge like architecture, dance, agriculture, metallurgy, chemistry, surgery etc. Which elements are still relevant and which can be included in our education as well as professional development of teachers?

Continuous Professional Development Process

Considering that a teacher will be in the profession for an average of thirty years we need to design a scale on which every teacher will assess oneself and the system will also objectively assess the teacher. As has been already said the school teachers will have to choose from the three areas namely Foundation (teaching to age group 3 to 8), Middle (teaching to age group 8 to 14) and Secondary (teaching to age group 14 to 18) and continuously grow in the same sector. The teacher of all the three sectors will grow in position and salary in their own sector. The Secondary teacher will not get more salary or for that matter more respect because one is teaching to higher classes. Foundation classes are as

important rather more than the senior classes. What should be the process to assess the teachers at every stage of one professional career.

Defining Teacher Autonomy

Autonomy of the teacher is the backbone of a good education system. Teachers and experts feel there has been a continuous effort to control the teachers. If Bharat could produce

much knowledge and become socially as well as economically global leader it was because the teacher was autonomous and at the same time accountable without being controlled through any administrative set up. What should be the process to reinstate autonomy to the system along with making teachers accountable to oneself. What should be process to reinstate autonomy of the teacher so that our system again starts experimenting leading to innovations



॥ न हि ज्ञानेन सर्वशं पवित्रमिह विद्यते ॥
Indian Institute of Teacher Education



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www.ipf.org.in

Hybrid LEARNING

Dr. C B Jadli

Principal
Delhi Public School
Gajraula, Amroha



Technology has made a profound impact on the field of teaching and learning. Hybrid learning is a crucial development in the field of education that has only been possible due to technology.

Hybrid learning -

With the rise of education technology, schools have adopted teaching methods that diverge from the typical classroom environment. Distance learning is being used at a global scale, and many educational institutions are starting to implement hybrid learning models. Hybrid learning describes an educational model in which students spend at least half of their time learning online and the rest of their time learning in physical classrooms.

In the simplest of terms, hybrid learning can be defined as teachers taking both online and offline classes simultaneously for the students. Some students attend the classes in person while some attend virtually.

However, hybrid learning is more than just tossing half of your syllabus into a virtual classroom. Instead, it's a comprehensive approach to combining the best parts of face-to-face and online learning to create the ideal learning experience.

Three distinctive features to categorize hybrid learning:

Time (when): which can be synchronous (at the same time, also known as "real time") or asynchronous (sequential, at different times) or it can have a bit of both.

Space (where): which can be in person (also known as face-to-face, sharing the same physical location) or can be remote (two or more people in different physical locations).

Interaction (how): which can be unpacked in terms of the direction of the communication (one-way; bi-directional or multi-directional) or type of engagement, from no-participation (an individual is learning alone without interaction with others), limited participation (where the

interaction with others is limited, structured or controlled) and high participation (active and dynamic exchange with others is regular and essential).

Time, space, and interaction should be well-thought-out when designing what subjects, topics and approach need to be considered for teaching and learning in person and remotely.

Benefits of Hybrid Learning:

1. A flexible learning experience
2. Synchronous communication opportunities
3. The freedom of independent academic exploration
4. More efficient use of resources
5. Instant Feedback

Hybrid learning is an approach to teaching & learning that combines face-to-face classroom instruction with online activities. Although mostly used interchangeably with 'blended learning' (including in the first line of this write-up), there is a subtle but important difference between 'Hybrid learning' and 'Blended learning'. In a blended learning environment, online

learning is meant to complement the in-person classroom learning through additional resources like videos, articles etc that are meant to create an enriching learning experience. In a hybrid learning environment, online learning is meant to replace an element of the in-person class. The online material is designed as an alternative to in-person material and is meant to bring in flexibility to the learning experience.

Though hybrid learning has its own challenges like lack of internet for students & less tech savvy educators yet these challenges can be overcome for a seamless experience.

INNOVATION IN TEACHING

Ms. Shanthi Seetharaman

Principal

Vishwa Vidyapeeth, Bangalore



**“TEACHING SPECIFIC TOPICS OR
SKILLS WITHOUT MAKING CLEAR THEIR
CONTEXT IN THE BROADER FUNDAMENTAL
STRUCTURE OF A FIELD OF
KNOWLEDGE IS UNECONOMICAL.”
-JEROME BRUNER**

In creating a good design for the curriculum assessment and instruction, we focused on developing and deepening the understanding of important ideas.

A Curriculum is more than a traditional program guide. Hence, beyond mapping out the topics and materials, it specifies the most appropriate experiences, assignments, assessments and subject enrichment activities that might be used for achieving the goals. Just think it over as to how often have we asked our students, “my goodness didn’t I teach you that in Grade 10?” This clearly indicates that we are yet to prepare a student for a higher order work that require transfer from near to far. While choosing a topic, it is not the content that matters but we make deliberate choices and set explicit priorities. We have to help the learners to see the priorities within what we ask them to learn. Our designs should signal these priorities so that students are able to reflect: What is most important here? How do the pieces of puzzle connect? What should I pay most attention to? So, we chose “Big Idea”. Big Idea maybe thought of as a Lynch pin. It is one that is essential for understanding. Infographic images on a topic presented to students leads to curating the initial thoughts and streamline the students’ attention. While delivering the core concepts to students, giving examples or using an analogy will make an indelible impression on the Learner’s mind – just like a photographic memory.

For example, according to the Indian almanac, during the month of Karthik we light the earthen lamp (akin to red blood cell –RBC) to light with the multiple wicks (nerve cells)

It was a full moon day (egg cell) and had dinner with family followed by cleaning the teeth using the toothpick of (cilia of

epithelial cell). We came back home using the key (root hair cell) to open the lock on the door (palisade cell) and left the footwear (guard cell) in the shoe rack.

When finished narrating the scenario the Learner’s burst with laughter and this was the “Aha” moment in the class.

Flipped learning in which the topic is sent earlier to students to read through, research and using diversified method to show us the learning your understanding via multi-disciplinary linkages has led to sessions were active learning is seen. This year we are taking this one step ahead of teachers recording their session and sending it to students to come prepared for discussions. Also this helps when a teacher is on leave as the learning still continues and no sessions are missed. Important points are taken down by students which will be clarified by either the peer or from the teacher in the next session. Communication, as one of the important 21st century skill is well developed in such scenarios where collaboration, peer learning and exchange of ideas take place as opportunities and autonomy are given to students for self-directed learning.

Another unique method used to cater the diversified needs of students is differentiated instruction based learning. Sharing customised cliff notes, & worksheets benefits the student groups. Therefore every teaching movement is a unique learning experience to remember and to put to practice. Also, a sense of satisfaction among learners having achieved their learning outcomes is understood by the teacher using nonverbal communication expressed by the students.

How to make **SOCIAL STUDIES** Interesting!!!

Dr. Ushavati Shetty

Principal

Navodaya English High School
& Junior College of
Commerce & Science, Thane



Teachers today face a monumental task. As educators, they are responsible for and challenged to prepare children for life in the next century. The problem for teachers today lies in developing a curriculum that will make students capable of thinking critically, solving complex problems and participating effectively as citizens of a democracy in an information age. Their main obstacle to reaching this goal is that the traditional classroom is typified by a fragmented curriculum that rarely addresses these issues. Unfortunately, Social Sciences get a bad reputation for being boring which is the farthest from the truth. Gone are the days of independently reading the textbook and silently writing the answers in your notebook.

Foundational Level

VR Field Trips- students can be engaged with a virtual reality (VR) field trip. Then they can walk around the room and view the location in 3D as if they are really there.

- Simulation Activities- The subject lends itself nicely to simulation activities – examining rocks, dirt, minerals, soil. The teacher can give each student a chocolate chip cookie and a toothpick. Students must extract the “minerals” (chocolate chips) from the mountain (cookie), usually only a toothpick. They have to be careful not to completely destroy the mountain (cookie).
- QR Code Vocab- Text books can be created having QR codes which is more tech-focused and can have students review and learn new vocabulary and concepts using QR codes.
- Geoguesser is a fantastic website where students can put in a location around the world and have to use geographic clues (landforms, trees, vegetation etc) to guess where they are. This is an interactive way to teach as the whole class can participate.
- Connect across the globe- The internet has connected teachers all around the world. Teachers can make connections with another class and set up a time to have a Skype, Zoom or Google Meet. Each student in both classes gets 1 question they can ask the other class. After all of the questions, students have to guess where the other class is located.
- Maths integration with History- From the Pre-Historic Era through the Middle Ages and in modern times, math has been a part of history. An engaging activity can consist of creating a historical timeline of math advances, discoveries, and historical figures. A math timeline will provide students with an overall sense, along with a visual representation, of math throughout history. Students could create a timeline made of long strings of paper taped onto a wall.

Challenges In Early CHILDHOOD EDUCATION

Dr. Jagdish Sankhla

Principal

Ajit Vidya Mandir, Sirohi



The early childhood education is the fundamental education for higher studies. Someone said, "strong foundation strong building." It's 100% true. If basic education is given in proper way to a child or his/her foundation is made strong at this pre level of schooling, he /she will never feel any problem in higher studies. But a lot of challenges come in the way who teaches these classes or who wants to enter in this industry.

As we know early childhood education starts at the age of 3 years, and at that age a child doesn't know to read and write. Even though he /she doesn't want to attend school. Some of the children cry, laugh, play and run out from class. To teach these toddlers is really a challengeable task.

- These children even don't know how to hold a pencil. To teach them in a friendly manner is really a difficult task. A teacher has to hold his / her hands and write.
- These teachers have to handle a class full of toddlers means there is no particular teacher- student

ratio found which is very difficult task at this stage of beginning.

- Generally, it's found that these faculties won't get full resources to teach their students. Sometimes they get only board and chalk to teach. They have to prove themselves a good teacher without teaching -learning resources.
- Generally, these teachers are not paid handsome salary which is also a big challenge to meet out their daily needs, most of them are not satisfied themselves and they usually keep cursing themselves for being in this profession.
- A lot of admin work such as maintaining register, diary, checking copies etc. has to be completed daily and in time, otherwise they have to be ready to listen from management or higher authority.
- To coordinate among parents is also challenging task because at this level parents have more expectation from teachers. They

want their ward to learn everything in a day only, therefore they ask teacher what does their ward is learning and why he /she is not learning?

- Instead of these deficiencies, there is lack of chance of getting recognition in school or anywhere else. As everyone sees and admires the beautiful building, no one admires the brick which is laid down in the foundation of that building. Everyone appreciates senior faculties but don't admire preschool teacher.
- They have to feel undignified in front of the senior faculties of the particular workplace because senior ones are considered superior in every respect.
- Finally, I want to say a lot of challenges are there in the way of early childhood education. Despite of these a person accepts these challenges and does his / her duty honestly. I humbly salute this noble profession and the candidate who accomplishes it.

CREATE A SCIENCE CLASSROOM WHERE CURIOSITY, CREATIVITY AND CRITICAL THINKING THRIVE

Ms. Bindu Joseph

Principal

MKH Sancheti Public School
& Jr. College, Nagpur



Create a Science classroom where Curiosity, Creativity and Critical Thinking thrive. Being a science teacher are we really trying to create such classrooms? Are we looking forward to invoking "Scientist's in our science classrooms"? A science teacher is someone who carefully guides students to explore, to investigate, being careful not to dominate the conversation rather allowing them time to develop responses. But very often we come across classrooms wherein the teachers are reluctant to teach in a way that is problem based, where students have opportunities to investigate a topic. Letting kids be Scientists is a messy business. It takes time, takes materials and it definitely takes clean ups. Of course we do practice "Inquiry-based science teaching" in our classes by being in front of the classroom, giving directions to inquire or investigate or by demonstrating how to do so. Even then we are failing to create those inquisitive minds. The key to inspiring children to pursue science lies in 3 rules LOOKING (Curiosity comes first)

DOING (Trial and Error must be an informal part of what we do every single day in class)

CONCLUDING (Practice reflection)

As a science teacher lets include some Masti along with Morality & Wisdom in our teaching strategies to achieve our classroom goals.

INNOVATIVE & EFFECTIVE STRATEGIES IN SCIENCE TEACHING

STRATEGY: Storytelling in science

In the communication of science there is an obsession with seriousness. Science communication has taken up the idea of 'The tyranny of precision'. As science educators, teachers are expected to be more technical and serious rather than be storytellers. The immersive power of a good story to capture a

child's heart and mind has long been used as an effective tool to support learning in the domains of language, arts and social studies, but it is not always a strategy that comes to mind in the realm of science learning. Children sense the world through socio logic and narrative mode. In the context of science learning, presenting new information in the form of stories about scientists and scientific discoveries can support a natural way of information processing for many learners. Let's bring that change in our science class and start by saying "Listen let me tell you a story...."

LEARNING OUTCOME: Immediate connection & relatability to concepts.

Resource Link: <https://www.tess-india.edu.in>
<https://youtu.be/EpurWxblyLk>

STRATEGY: SPORTS BASED LEARNING

Sports and physical activity can improve learning and memory. Through sports students learn the principles of science in a creative way. In a classroom a student learns about the trajectory of a golf ball without connecting this principle with the actual practice of hitting a golf ball. A game of football or cricket can help them to learn about the percentage, average or probability which helps them in physics. Some prompting questions like "Which three laws apply during every play in a football game?", while playing will prompt them to think about Newton's laws of motion and it will have a lifelong impact of learning. Why confine the scientific laws and concepts inside closed walls of classrooms... Teachers let students step out into open spaces and grounds to explore science while playing.

LEARNING OUTCOME: Immediate connection and relatability to concepts.

Resource link: <https://www.chevronstemzone.com>

STRATEGY: HANDS ON LEARNING

It involves active participation of students to experience scientific concepts. In the simplest sense, hands-on learning is learning by doing. It involves teaching the students how to observe everything around them, plan a process to test their hypothesis, put the process into motion and get the result. At the end they should be able to explain the results they have obtained from the process.

LEARNING OUTCOME: inquisitive approach and self explorations

Resource link: Educational resources information center (ERIC),

Promising and exemplary programs and materials in elementary and secondary school science, Hands on science and Math by Beth R Davis

STRATEGY: SCIENCE TEXT CARDS

Text card is a good strategy to help students look at the word and understand the meaning. It's a science vocabulary strategy that helps students identify a concept & put a meaning with it. While using this strategy the teacher needs to be prepared with the text cards related to the topic and distribute it in small groups of students. Students discuss the concepts written on text cards with their partners. A TRUE/FALSE reading text card can be used while teaching a unit on plants, using statements like "Plants use light from the sun in the process of photosynthesis" or "Plants must depend on animals for food". For more value-laden or controversial topics, reading cards of 'AGREE', 'DISAGREE' or 'NOT SURE' can be used followed by discussion on it. Apart from this MATCHING PAIRS, SEQUENCING, CLASSIFICATION cards can be used by a science teacher in class.

LEARNING OUTCOME: identification of concepts with their meanings

RESOURCE LINK: <https://www.sciencea-2.com>

STRATEGY: WORD PARTS

Science textbooks are usually full of crazy terms which distracts a child as it becomes really hard for a student to learn science effectively when such words come. Many science words are combinations of two or more word parts. Scientists combine root words when they need a new word. Understanding the meaning of science terms becomes easier when it is broken down into smaller components. A science teacher while introducing new scientific terms must reinforce the structure of words. Ask your students to identify and understand prefixes, suffixes and base words in science terms along with relating their meanings.

LEARNING OUTCOME: Well presented concepts find acceptance

RESOURCE LINK: <https://www.victoria.ac.nz>, <https://www.teacherspayteachers.com>

STRATEGY: ACTIVITY BASED LEARNING

I feel that activity based learning helps students think before they act, with a sense of enjoyment. It tests their grasp, reaction time and understanding of a concept in addition to giving them a hands-on learning experience. It involves the active participation of students to experience scientific concepts. In the simplest sense, hands-on learning is learning

by doing. It involves teaching the students how to observe everything around them, plan a process to test their hypothesis, put the process into motion and get results. At the end they should be able to explain the results they have obtained from the process. As a learning outcome of this strategy, we will be able to see students absorbed in tasks which they can explore on their own.

RESOURCE LINKS: Educational Resources Information Centre (ERIC)

Promising and exemplary programs & materials in elementary & secondary school science, Hands on science and Math by Beth R Davis.

STRATEGY: INSTRUCTIONAL CONVERSATIONS

Carpenter et al, (2004) proposed that students who only know what has been taught to them, without any relevant connections or meaning, will not have the capacity to apply what they have learned in new situations. When children are allowed to talk in between the lectures about the experience they had with an application related to the topic it promotes dialogue construction. Building instructional conversations is a key method to teach science vocabulary. Therefore we must provide an environment where students are willing to engage in conversations that allow them to communicate their ideas. The student to student and student to teacher interactions that take place during science talk not only support science learning, but also lead to the development of language.

LEARNING OUTCOME: Expression and exchange of ideas.

RESOURCE LINK: <https://www.exploratorium.edu>

By adopting different teaching techniques, we can expect an excellent response from the students. As teachers we must always seek challenges and overcome our fear of trying something new. Let us get prepared to adopt different classroom dynamics so as to get surprised to note how these strategies have helped out students. As it has been rightly said, "Education keeps evolving and every student learns differently". It is up to the teachers to keep the students engaged in the classroom. So, let's take charge as teachers that we will make our classrooms a place to do, explore and learn.



Innovation In Teaching

CREATIVITY IS THINKING
UP NEW THINGS.
INNOVATION IS DOING
NEW THINGS
-THEODORE LEVITT

Ms. Neeta Bhalla

Vice Principal
Vibgyor High School, Lucknow



Education cannot be defined by four walls, limited resources, examination and achievements. The students' performance or achievements is always measured on the yard stick of scores. The learners are guided only to score for admission in best universities and colleges but the practical application of the knowledge is not achieved. The young brigade needs innovative teaching methodology, trust worthy and comfortable atmosphere for holistic development. The criterion for authentic learning in a positive class room culture will identify the true potential of themselves, pave their path and envisage the bright career.

Growth mind-set of the educators will renovate the teaching methodologies. Skill development and subject specific training to design and deliver content will enhance the innovative learning process. The teacher student

association in teaching learning process, utilizing novel strategies will provide better opportunity for career growth.

Pattern of assessment has to be redesigned and parameters to be redefined. Reflective methodology will provide the opportunity to analyse and evaluate their own practises and accordingly modify as required. Open ended collaboration and conversation between learners of both ends will yield desired outcome. Learning spaces should provide flexibility to support one-to-one learning, collaboration, independent thinking, and group discussions.

The constructive approach will provide an equal opportunity to all kinds of learners as per VAK model of learners. Active learning with constructive blend will challenge students by questioning them, requiring problem-

solving and critical thinking. Change is necessary to explore and invent new ideologies and to make our young generation future ready.

The entire concept of experiential learning will be unsuccessful unless it is mapped with the learning outcome and achievement of set objectives. Using a smart board or merely showing a video to the students will never be effective if the reflection result is negative. By providing different learning initiatives, we increase the chances of the person assimilating the information effectively and helping them develop insights.

I would just like to conclude with 3 precious words of our national anthem Bharat Bhagya Vidhata which will definitely become true with the visionary ideas of our self-sufficient youngsters who will ensure that India creates future for the world.

- Problem solvers or problem finders? Do your own research on how you can integrate a current problem in the immediate environment in your topic. In the class ask students to brainstorm on any one problem which



they are aware of and come up with solutions of how it can be resolved. This not only helps critical thinking by finding solutions to the problems they also develop civic awareness when they brainstorm on a problem they see in their society, neighbourhood or environment. This makes them responsible social citizens who are not only problem solvers but also problem finders who take up challenges and come up with innovative solutions for it. This is again a great strategy to develop the 4C skills in students. This can be done even by giving the students an incorrect answer and ask them to find why it is wrong and how the error can be rectified. All these are strategies to kindle their minds and make them think intellectually and imaginatively to find the problems and then the solutions.

- Every student matters! When planning a lesson, a teacher should ensure every student is engaged in the activities that are planned every student is thought. Every student, brings his/her understanding to the class. So, engaging all students effectively is important or it can lead to some students who feel left out. Students can be given an option of choosing the group they join with a few mandatory requirements to ensure that there is a parity in the grouping. This helps students feel important as they make their choice and will be participative in the group. A teacher can make a change if she/he feels a group is overtly leaning towards a particular group of students. This makes it imperative that every teacher should be aware of the students in her class for achieving the expected

learning outcomes. Teachers can use the Thinking Routines which are various strategies and provides a choice to students to choose from as per their ability. Choice Boards are a good option for teachers to add open ended questions and ask students to answer any three or two as per the requirement.

- Assessments are an important part and parcel of teaching and learning. So, teachers can use innovative methods to assess students for learning during classes. Technology can be used



effectively for assessing students. Projects can be given for research and the findings can be presented by students either through a video recording on Flipgrid, Sway or as a slide show on PPT. Quizzes, Nearpod, Kahoot are

- some of the ed tech tools that teachers can use effectively in class to measure students' learning. Google



Forms or Microsoft Forms are another effective tool to prepare either a MCQ based question paper or questions for long or short answers. Gamification is an innovative methodology to teach in class. Students enjoy it hence engage better in the learning. It brings out the creativity among students. It all boils

- UDL – Universal Design Thinking is another innovative strategy for effective learning. It is a structured strategy where students are allowed to identify the challenges, gather information through research, brainstorm plausible solutions, reflect and refine the solutions and present

their hypothesis to test the solutions. Design thinking has 5 phases namely the process of identifying, interpretation, ideation, experimentation and evolution. A teacher has to facilitate all five phases by allowing students to ask questions like how should I approach this challenge? How will the info gathered help me understand it better? What can be done differently to create or innovate? How can I work on my ideation? How will my end product evolve? A teacher with a growth mindset provides these opportunities to students in class to learn, unlearn and relearn as many times as required.

- Innovation in teaching is a topic which one can write on pages after pages, but the actual magic happens in class when teachers take risks of trying new innovative methods of teaching to enhance students learning. As I started with the quote above, I once again fall back on the same that as long we are afraid of taking risks and try something new, we will never be able to develop that skill in our students. If we ourselves are afraid of failure, then how do we tell our students, that it is ok not to get all the answers at one go, as long as we don't give up and try again.

Education is an ongoing learning journey and as a teacher our work is to kindle their minds and show them where to look and leave them from there on their own. A little planning can go a long way to make an ordinary class an innovative and creative class where the magic happens!

- Innovation is not an option but a necessity in education and the sooner we embrace it the better for the students who are at the threshold of going into a world to face life as it comes. down to the planning a teacher does before her class.

**“Education is
not preparation
for life; Education
is life itself”
by John Dewey**

Hybrid LEARNING

Ms. Anindita Das

Teacher

Global Academy For Learning, Bangalore



Last two years have been a transitional phase for the entire world especially the education system across the globe. It can be said everything comes with a cost, though in this case the cost was severe, but we successfully are able to fight and if not yet win but able to stand against all odds.

The Education World definitely have its bit of struggle, wherein teachers were learning and evolving to meet their students' requirement through an entirely new platform. The Online Mode of Education was a big challenge which the teacher community took in a very positive spirit and enhanced themselves accordingly. And with passing time, its very much visible that online mode has its own advantages and disadvantages. The time has come to enter the Hybrid Model of Teaching, where it is the right blend of physical and virtual learning.

Hybrid Model is the future of new

education system, it will help teachers to not only access resources, videos, content as per our learners' requirement but also develop and share, which is what NEP 2020 guiding us towards, collaboration and globalization. Hybrid learning will not only help teachers but also give equal opportunities to students to be creative and collaborate with their peer group and evolve as confident and successful learner. Hybrid learning will help school districts maintain budget and helps students to access more cost-effective courses online. Hybrid learning staples like digital textbooks are not only a more cost-efficient solution but looking at the ecology one of the best solutions to many worldwide environmental problems. It's also one step towards real and experiential learning approach, in other words, blended learning will enable the student to access the materials from anywhere at any time while enjoying the benefits of face-to-

face support and instruction. It will enhance leadership qualities and help learners' gain the required skills that they need to meet today's challenges thrown by the world beyond classroom.

As every new change takes its sweet time to be understood and proliferate, hybrid model may also take some time of its own as it will not be as simple as it looks for the educationalist as well as government to change. There is no doubt about the huge budget involved with these changes, for

instance smart boards in every classroom, internet access for schools. A recent study by the World Bank, in April 2022,

pegged the poverty rate of India at 10% shows that we Indians will have our own struggle to uplift ourselves and compete with the world. But with the right intention and mindset it is achievable.

Hybrid LEARNING

Ms. Nidhi Kapoor

HOD Science
LVIS, NOIDA



Need of Hybrid learning

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. As per UNESCO, over one and a half billion school & college students were stuck at home in the midst of the ongoing pandemic, representing close to 90% of the global student population (c. 1.38 bn students) at a point in March 2020. In this scenario, technological advancement in both computational, as well as telecommunication, enabled schools worldwide to bring learning opportunities to students.

This crisis has surely stimulated innovation within the education sector. Innovative approaches in support of education and training continuity have come forward in large numbers. To mitigate the potentially devastating consequences of the COVID-19 pandemic, governments and stakeholders were encouraged to move from traditional a face-to-face style of teaching to innovative modes of imparting education via technology. In the words of Charles D. Morrison, a facilitator had to overnight progress "From 'Sage on the Stage' to 'Guide on the Side' As per the article in 4 research topic by Frontiers (<https://www.frontiersin.org>) on Covid-19 and Beyond: From (Forced) Remote Teaching and

Learning to 'The New Normal' in Higher Education, a large number of effective teaching practices were developed based on existing theories

Hybrid learning, though not a new approach definitely helped in gradually transitioning from complete online mode to offline mode of transaction.

At its most basic, hybrid learning is a mode of education that combines in-class and online learning. By amalgamating traditional classroom experiences, experiential learning objectives, and digital course delivery, hybrid learning provides educators with the opportunity to utilise the best option for each learning objective.

Benefits of hybrid learning include:

- **Accessibility-** With hybrid learning, students can access lessons no matter their physical ability or location, and virtual learning is a more cost-effective option for many learners.
- **Engagement-** Hybrid learning presents a new way to engage students in class— using live video conferencing platform features like polls and quizzes, interactive virtual games, and a blend of synchronous and asynchronous learning.
- **Cost Efficiency**
- **Safety-** Hybrid classrooms provide the flexibility and safe option for teachers and students to stay home when they are sick, reducing the spread of infection.
- **Combat teacher shortage-** When sufficient in-person educators aren't available, virtual instruction is a live learning option that is more accessible to certain school districts.
- **Personalised learning.**

Cons of Hybrid Learning

- **Non-availability of resources-** all students have access to the devices and high-speed WiFi they need to be successful with online learning.
- **Non focussed approach-** many students prefer to be engaged in-person only
- **The flexibility provided by this approach may be misused.** In online learning-only scenarios, students with learning disabilities may also lack their in-person tools, specially trained classroom aids, games, or other devices that are available in the classroom.
- **Socio-economic equality may affect learning** During the COVID-19 pandemic, hybrid learning and virtual learning provided an option for continuing education when, for a majority of the world, there was no alternative.

The Future of Hybrid Learning

A more flexible school day with a combination of in-person classes and virtual learning that better matches up with teens' circadian rhythms might be an answer to better engaging high school students. At the same time, the Edtech industry will witness an escalated demand for tools to enhance learning in future. It surely means more job opportunities and optimum utilisation of talent. Though, its implementation may encounter a few challenges due to a lack of training and appropriate attitude it will surely be one of the most used learning transactional practices in future.

Innovation In Teaching

Ms. Anita Singh

Education Influencer



This is a beautiful quote which encapsulates the very essence of innovation. The past two years have seen the most disruption in the field of education which no one ever imagined. One of the key takeaways from those years has been that educators with a growth mindset made a smoother transition from the traditional teaching to innovative teaching. So, what is the growth mindset? It is exactly what the above quote says; seeing a change as an opportunity and not a threat.

In this VUCA world, we need to prepare our students for the careers which were a distinct reality a decade ago and the unknown challenges that life may throw up in their lives. So how does one prepare one for this? The only way is to ensure the teaching in class supports the 4Cs; Creativity, Collaboration, Communication and Critical thinking. These skills can be developed when educators move away from teacher centered approach to learner centered classes. So, what can be done to make regular classroom teaching and learning more innovative and creative.

To begin with, a teacher should start making a change in approach with a growth mindset which helps students take some risks and not be afraid of mistakes. When a teacher displays an open mindset with no answers branded as wrong, children

are willing to experiment more and come up with innovative solutions. This helps to unleash the innate talent which promotes creativity among students.

Questioning skills of a teacher matter most to kindle a student's mind. Close ended questions; the what questions basically require a child to remember and answer. Thinking takes a backseat when a teacher asks such questions. So, based on the topic, create open ended questions which require students to think out of the box or think different. As an educator, I have been surprised many a times with the answers that students come up with when thrown with an open-ended question where all answers are considered right as it is up to one's own perspective. In the process we get to learn something new as shared by students from their own thinking. So always prepare a few questions well in advance when planning a lesson and see the magic happen in class.

When we move from a teacher centered class to a learner centered approach, this gives the educators too an opportunity to grow. This happens when we do a self-reflection after a class. Self-reflection is key to know what worked well in class and what didn't go as expected. It helps the teacher plan better for her next class. This can be done with the students

before ending a class. General feedback from the students on the class taken gives an insight to the teacher of what students liked learning and doing in class. This further helps make planning more effective for the next class

Use of Flipped classes is a very creative strategy and promotes communication, creativity and critical thinking in classes. Students do the research on the topic given by the teacher and in school explain their understanding of the topic. Peers help one another thereby promoting collaboration. Every student interprets it as per their understanding so this promotes critical thinking and when they explain it enhances their communication skills. It is known as a flipped class because, teachers facilitate and students teach each other..



Experiential LEARNING Is An Art Project

An Introduction to Handcrafted Toys of Channapatna.

Ms. Smita.A.Bhangale

Value Educator

Sri Sri Ravishankar Vidya Mandir, Bangalore



My Subject taken for this Article and Research Abstract on Experiential Learning is an Art Project: An Introduction to Toys have an elemental role in shaping one's childhood. They are not only meant for entertainment but also to educate children by improving their Observation skill's, Creative skill's and fulfill their physical, social and emotional need's.

The Wooden toys are hand crafted from the artisans of Channapatna (Karnataka). Handcrafted Toys of Channapa

These toys have a history of over 200 years originating from Persia and was introduced by Tipu Sultan.

The toys are made from soft wood/ Ivory wood using all Traditional Lacware toy making techniques and using natural dyes.

The colors are derived from plant-based sources such as Turmeric, Indigo, Kumkum, Acacia Tree extract etc

From January 2022 I have taken the responsibility with Dimasu of Spreading Awareness regarding the Nontoxic, Organic Nature of Wooden toys combined with their environmental benefits thereby increasing demand for wooden toys- Nurturing our Root's, which would not only safely guard children from

potential hazards but also, would preserve the Culture Heritage and our Indian Traditional Craft of making toys. A Special session was conducted by me for children aged 6-10 year's where the above information was shared to them.

Experiential learning is the process of learning by doing things, engaging students in hands on practice experience, and then the reflection about it. As they are better able to connect to things learned in the classroom. It is more focused on gaining knowledge first in hand instead of simply hearing or reading about a topic. In other word's use of our Sensory organs

All these are essential to learn in the Foundational stage itself. And can be continued in primary level grade too. It

helps to Increase knowledge, Develop Skill's, clarify their doubt's, Values they learn from particular activity., Develop children's capacity to think out of box. Boots up their Self Confidence and Gives wings for their Creativity Few Experiential Learning Activities can be included in the classroom are as follows.

- Field Trips
- Art Projects
- Science Experiments
- Role Play
- Interactive Class room Games, Group wise Open-end Discussion.
- Group-wise Project work.

One session during Summer Camp for children regarding Our wooden handcrafted Toys of Channapatna (Karnataka)



200 TOP SCHOOLS OF INDIA WERE HONoured IN THE CED ANNUAL CONFERENCE

THEME :
EDUCATION FOR A LONG
FULFILLING LIFE





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Innovation In Teaching

Innovative Teaching Practices & Strategies

Ms. Sumita Ray Chaudhury

HOD (Maths)

Sri Sri Ravishankar Vidya Mandir, Bangalore



It has been a difficult year for all of us. With the onset of this pandemic, we found ourselves with a new set of challenges where most of our regular believe system had to be looked with a new lens. We as the teaching community who are the torch bearers for building a nation rose to the occasion and adopted the following to ensure seamless experience for the students.

The journey began: We (me & teachers at SSRVM south) got into a huddle on how best we can leverage the technology. At the beginning it was not easy to teach through online. But many teachers and I we accepted the situation and started exploring the technology. Technology helped us enhance teacher engagement with students, through improved access to content, data and networks which helped teachers better support student learning.

Continuous Learning: I started attending workshops which will enhance me to teach students effectively in online platform. As a maths teacher I am using different tools to make my teaching more interesting and interactive with the students.

Activity Based learning-Using of different tools: Introduce the topics should happen through hands on activities so I am making them do hands on activity using virtual platform which was quite interesting, we all felt that we are seating in real class room. Explaining different concepts using power point presentation and also videos will be shown. Creating an effective environment that is open for discussion using Zoom breakout room. Making assessment interesting and joyful through google form and kahoot. GeoGebra is an interactive tool for learning and teaching mathematics. There are few more tools which I am using like:

- Mindomo
- Popplet
- Swfiles
- Photomath
- Socrative

CGSE-Help: Blended learning was very good workshop organised by CBSE which trained all the teachers including me on how to be more interactive in the class.

Vedic Maths: During the pandemic I

also did a Vedic math course and now every Saturday I am taking Vedic maths classes for SSRVM students. It helps a person to solve mathematical problems many times faster. It helps in making intelligent decisions for both simple and complex problems. It reduces the burden of memorizing difficult concepts. It increases the concentration of a child and his determination to learn and develop his/herskills.

It gives me immense happiness when I see that our students are integrating Vedic maths concepts during regular maths classes.

"Teachers can be a living example to their students. Not that teachers should look for students to idealize them. One who is worth idealizing does not care whether others idealize them or not. Everyone needs to see that you not only teach human values but you live them. It is unavoidable sometimes you will be idealized -- it is better for children to have a role model, or goal, because then the worshipful quality in them can dawn." SRI SRI RAVI SHANKAR

Innovation In Teaching

Ms. Arshia Hakeem

Pre-Primary Teacher

Abu Dhabi Indian. School, Muroo, UAE



We, the teachers are responsible for educating young minds, so it's incumbent on us to be innovative and creative in teaching to make learning fun. We have had a paradigm shift in the field of education from a teacher being a lecturer to a facilitator, education being from rote learning to joyful learning, class rooms booming with excitement, trials and errors, experiments etc., schools from just a building/structure to learning centers, and a lot more. It's just not we grew up with!

Talking about "Innovation", let me first define it in the simplest way. It is any



learning that happens to engage learners, expand their creative potential, aid in problem solving and relate it with real life. It is no doubt a new strategy that is student centered which bridges the learning gaps. Being innovative necessitates the educator's creativity, builds up a conducive learning environment whereby students become active learners that stimulates learning, problem solving and enhances knowledge in the true sense.

Teachers must be well trained in order

to innovate in the classroom. Any innovative strategy requires a thorough planning: the topic selected, design, execution and implementation of the lesson, activities involved, clear rubrics, application of knowledge etc.

Besides, as I always argue, bringing innovation in class requires a good and healthy rapport between the teacher and students. The learners must love and enjoy what they are being taught and also be able to express which way suits them best. After all, they're the best judges for themselves. Be sure to take a feedback on your teaching from them. Being a Pre-primary teacher, I often ask my students to dress up as their favorite teacher or teach the subject they like the most. This simple trick impacts positively on learners. Now, this reminds me of another important feature – the classroom's atmosphere. It needs to be conducive enough to cater to the learner's needs. amplify their thinking skills apart from promoting critical thinking and problem-solving abilities. When students are having fun, they no doubt, learn more effectively. Hence, the gamification approach is applied in the classroom by linking together the enjoyable component of play with the content and concepts that students must learn. My philosophy of life was and will be, "Learning is fun, keep having fun"!

The teacher can provide the basic information and "who", "what", "why", "how" etc., must be given to the students to explore.

This is one innovative way to build up the learner's interest and help them retain it too. Any information now for that matter is explicitly available on the

net, and trust me in some cases, students know much more than the educator. In order to resolve challenges within their discipline of study, such innovative methodologies must challenge students for them to think critically, communicate clearly, and integrate broadly. Students' intellectual, ethical, emotional, and aesthetic characteristics and maturation are emphasized by successful educators. Rather than focusing on exam results, they concentrate on strategies to improve conceptual comprehension, nurture advanced reasoning, and demonstrate the ability to critically assess one's own thinking.

All in all, innovative teaching is a holistic approach to future learning that blends a qualitative design with an interpretive perspective.



Asia Pacific Excellence Conference

- The Learning Landscape



Dr Priyadarshi Nayak in a glittering ceremony at Gurgaon with Bollywood Actress Manisha Patel. Asia Pacific Excellence Ceremony hosted by Common Wealth Vocational University was a step towards encouraging and appreciating professionals across the country. Dr Priyadarshi Nayak in his address spoke about shaping young minds at school with pragmatic approaches. With proper technique of teaching schools can mould them into beautiful human beings. "We cannot build the future of our youth but we can build our youth for the future". He emphasized and urged all professionals to focus on early childhood education as this is the first stepping stone towards holistic development.



Competency BASED LEARNING

Ms. Shabnam Fatima

Educator, Abu Dhabi Indian School, Muroor. UAE

“Good teachers know how to bring out the best in students. It is not what is poured into the student, but what is planted that counts.”

Competency based learning is a research action and question-based learning. The word competency is a set of skills, abilities and knowledge that helps an individual perform a given task in real life. Every learning should go into the imbibing of skills that will help the individual to perform tasks or take actions that lead to a productive and joyful life.

Competency based education is an outcome-focused approach that concentrates on the mastery of skills at the learner's pace rather than within a specific period of time set by the educator. Competencies with different contexts may require different bundles of skills, knowledge and attitude in essence. The whole concept of competency-based learning is a process, not a product.

Nowadays, competency-based knowledge has become skill-based, self-paced, inexpensive and student friendly. This caters to the wide range of students. It provides clarity of focus - means that everything that teachers do must be clearly focused on what they want students to know, understand and to be able to do.

In other words, CBL (Competency-Based Learning) allows the teacher to focus on helping students to develop the knowledge, skills and personalities that will enable them to achieve the intended outcomes that have been clearly articulated. This teaching method further helps in designing down the curriculum with clear definition of the intended outcomes that students are to achieve by the end of the program. Once this has been done, all instructional decisions are then made to ensure that students

achieve the end result that is desired by them.

The outcome of competency-based learning is clearly focusing and organizing everything in an education system around what is essential for all students to be able to do successfully at the end of their learning experience. It is different from Outcome-Based Education where the latter is the process that involves the restructuring of curriculum, assessment and reporting practice in education to reflect the achievements of high order learning and mastery rather than the accumulation of course credits.

The learning objectives of CBE usually depend on the following features:

- Unambiguous language
- Behavioural activity
- Measurable outcome with desired performance criteria.
- Link to teaching and learning methods assessment and evaluation aligned with overall competencies mentioned in the framework developed by NCERT.

Thus far, this method of education has imbibed high expectations means that teachers should establish, high challenges that challenge the standards of performance in order to encourage students to engage deeply in what they are learning. Teachers are also made to strive to provide expanded opportunities for all students. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same pace, as each has their own unique grasping capabilities. However, most students can achieve high standards, if they are given appropriate opportunities.

This mode of learning has also focused on minimum required core content. It specifically defines competencies to be attained after a certain time interval



in which a specific part of the curriculum has been covered. It is contrasting to the traditional learning approach which keeps increasing the content by following the inconsistent principle “Greater the content, greater is the achievement of students.”

Criteria for the assessment measures the attainment of the learning outcomes are essential features and it involves objective as well as performance assessments. Objective assessments have predetermined correct response items like MCQs, oral responses based on short answers, written responses on what students know and how to do. Performance assessment focuses on what learners can do with the knowledge involving assessments of critical thinking, synthesis and affective and psychometric skills. Reporting of assessment is done like a motor-skills reporting of assessment - on the basis of rubrics and student must be able to demonstrate required level of competency in order to progress to higher grade.

Competency-based education (CBE) is an approach to teaching, learning, and assessment that focuses on the student's demonstration of learning outcomes and attaining proficiency in particular competencies in each subject. Teaching which uses a CBE methodology works to empower students and provide them with a meaningful and positive learning experience. It places the learner at the center and actively engages them in the learning process. It emphasizes real-world applications of knowledge and skills and the authenticity of the learning experience, and it can be the foundation for the future of education.

A Brief Explanation On EXPERIENTIAL LEARNING

Ms. Arshya

High School Coordinator & English Teacher
Ashok International Public School, Bangalore

As the name suggests, experiential learning involves learning from experience. The theory was proposed by psychologist David Kolb who was influenced by the work of other theorists including John Dewey, Kurt Lewin, and Jean Piaget.

Experiential learning is an engaged learning process where by students "learn by doing" and by reflecting on the experience. Hands-on learning can be a form of experiential learning, but does not necessarily involve students reflecting on their product. Hands-on learning better engages both sides of the brain. Listening and analyzing processes occur in the left hemisphere, but visual and spatial processes are handled on the right. By combining multiple styles of learning, the brain forms stronger overall connections and is able to store more relevant information.]

There are types of experiential learning:

Ex: Case studies. ...

Team Building...

Field experience. ...

Interactive simulations. ...

Experiential learning enables children to pursue their own areas of interest and to work through problems as they arise in a real-life situations. Students learn through student- rather than instructor-centered experiences by doing, discovering, reflecting and applying. Through these experiences students develop communication skills and self-confidence and gain and strengthen decision-making skills by responding to and solving real world problems and processes. Experiential learning brings self-confidence and leadership skills to the children. They perform tasks with their critical thinking skills. And execute them with their abilities. All this gives them a better understanding of the concepts and brings out self-confidence in them.

When children have real experiences they find out much more about how things work, the complexities of cause and effect and other scientific concepts. And the bonus? This experiential learning often inspires them to become scientists or astronauts or marine biologists. Generally speaking, experiential education in higher education refers to curriculum options that recognize learning experiences outside the classroom, and which integrate these off-campus experiences into an academic program.

Experiential learning activities to include in the classroom are field trips, art projects, science experiments, mock cities and trials, role playing, interactive classroom games etc. Experiential learning offers a fun alternative to traditional classroom teaching that can improve the following areas of growth and learning: Memory retention: Children gain a deeper understanding of content when allowed to act on it, and when they are fully interested in the content.

Kolb described the four stages in the cycle of experiential learning as:

Concrete Experience – (CE)

Reflective Observation – (RO)

Abstract Conceptualization – (AC)

Active Experimentation – (AE)

One example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Increases students' engagement, by encouraging collaboration and



scaffolding between learners. Assists in memory retention, by building strong relationships between feelings and thinking processes. Students have the capacity to learn successfully when the information is associated with values and feelings. Experiential learning opportunities offer students assignments and activities based on real-life situations or primary research that engages them in reflective problem-solving with multiple potential avenues of inquiry. It is a holistic framework that orients the many different ways of learning to one another. The process of experiential learning can be viewed as a process of locomotion through the learning regions that is influenced by a person's position in the learning space.

Experience is important because it allows you to grow and evolve. When you are presented with a new environment, you will learn how to adapt to the situation to succeed. You may also develop brand new ideas and strategies as a result of your experience with different things. In conclusion, experiential learning allows students to gain real-world experience while also exposing students to challenges that will help them grow. Students also learn to think more critically, develop more ideas, and take action. Research shows that experiential learning contributes to student engagement, deeper learning, improved academic outcomes and enhanced work and life skills.

200 TOP SCHOOLS OF INDIA WERE HONoured IN THE CED ANNUAL CONFERENCE

THEME :
EDUCATION FOR A LONG
FULFILLING LIFE



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Experiential LEARNING

*I strongly believe in the following lines:
I hear I forget, I see, I remember, I do I understand.*

Ms. Jaya Mukerji

PGT-Biology

Sadhu Vasvani International School, Gandhidham Kutch



This adage exemplifies the true meaning of Experiential learning, I am a firm believer of this model of learning so I always try to provide Hands-on experiences to my students, as in this the child learns by doing and gathering experiences through his/her own way and so retention capacity will be more than comparatively in other didactic way of learning where the teacher is playing the authoritative role and student's role is passive.

The following four major components are achieved during experiential learning:



I want to share my two experiences one of class 9th bio 'Diversity in living organism' chapter in which I gave the students to explore Monocot & Dicot plants to identify by themselves through the study of their leaves, roots, seed cotyledons and number of petals in the flowers and they came up with very clear knowledge of their differences based on the specified facts.

They were able to differentiate between Reticulate & Parallel Venation, Tap & Fibrous roots, one & two cotyledons in their seeds by their attachment also three or five number of petals, how these characters can help to identify Monocots & Dicots.

My second example of class 7th Science 'Nutrition in Animals' chapter when students tested Presence of Starch in Potato, Boiled Rice and rice water with Iodine solution by themselves, I witnessed their happiness when there was change of color to blue black so they concluded the presence of starch can bring the change of colour.

In these both examples of my teaching students were able to follow these steps of learning:

DO

- Experience: Participants engage in learning activity

REFLECT (skill focused)

- Share: Participants review what occurred during the activity
- Process: Review how the activity was performed

APPLY (activity focused)

- Generalize: Make connections between activity and life skills
- Apply: Relate new skills to everyday life.

So Experiential Learning gives ample opportunities for learners to apply the knowledge in real life situations.



Hybrid LEARNING

Technology has made a profound impact on the field of teaching and learning. Hybrid learning is a crucial development in the field of education that has only been possible due to technology

Ms. Babita Sehgal

HOD English
VSPK International School
Rohini, Delhi



WHAT IS HYBRID LEARNING?

In the simplest of terms, hybrid learning can be defined as teachers taking both online and offline classes simultaneously for the students. Some students attend the classes in person while some attend virtually. It mostly depends on the students to choose the way they wish to attend the classes.

Hybrid learning, also referred to as blended learning, is an approach to education that combines online educational materials with traditional in-person classroom methods. It's not fully virtual nor is it fully digital. It requires the physical presence of both teacher and learner while providing the learner some control over time and pace.

Hybrid should not mean an in-person lecture followed by hours of digital homework. Hybrid learning allows for a unique reimagining of how we do corporate training or provide academic experiences.

Hybrid learning is a great way to make virtual meetings more fun. When we were forced online in March 2020, many of us experienced virtual learning fatigue. It was so impersonal to try to conduct conversations while sitting at our home desks looking at a screen. Many of us turned our cameras off and experienced a brief moment of relief. With the camera off, we can

stretch, grab a cup of coffee, and shake out the blues. But the big downfall to this is engagement.

The temptation to check our phones in virtual meetings is a hard one to resist. How many of our learners are engaged when their camera is off? Even when it is on? Going purely virtual was a strain for many and left us craving something a bit more interesting.

The Solution

Instead of having everyone log in to a Zoom or Google Meet platform, with hybrid learning methods you are free to explore creative alternatives.

Many sites provide support, lessons and other resources for educators using a hybrid learning approach. These are typically designed as online resources where educators can create fun and interactive lessons, share Q&A results, and come together virtually as a community. Some hybrid learning sites have the option to add a gamification element. Even adults can enjoy some online games while learning at the same.

The creation of hybrid learning environments allowed educators to teach in-person and remote learners simultaneously, and it is important to try to grasp the benefits of hybrid learning as it is more likely and frequently used in months and years to come

Challenges

Hybrid courses are a specific mode of learning that may not suit every student.

Some students procrastinate more than others; some are satisfied with barely passing a course. If you are this type of person, you may find that a hybrid course is much more time consuming and difficult for you.

Here are some common challenges students come across:

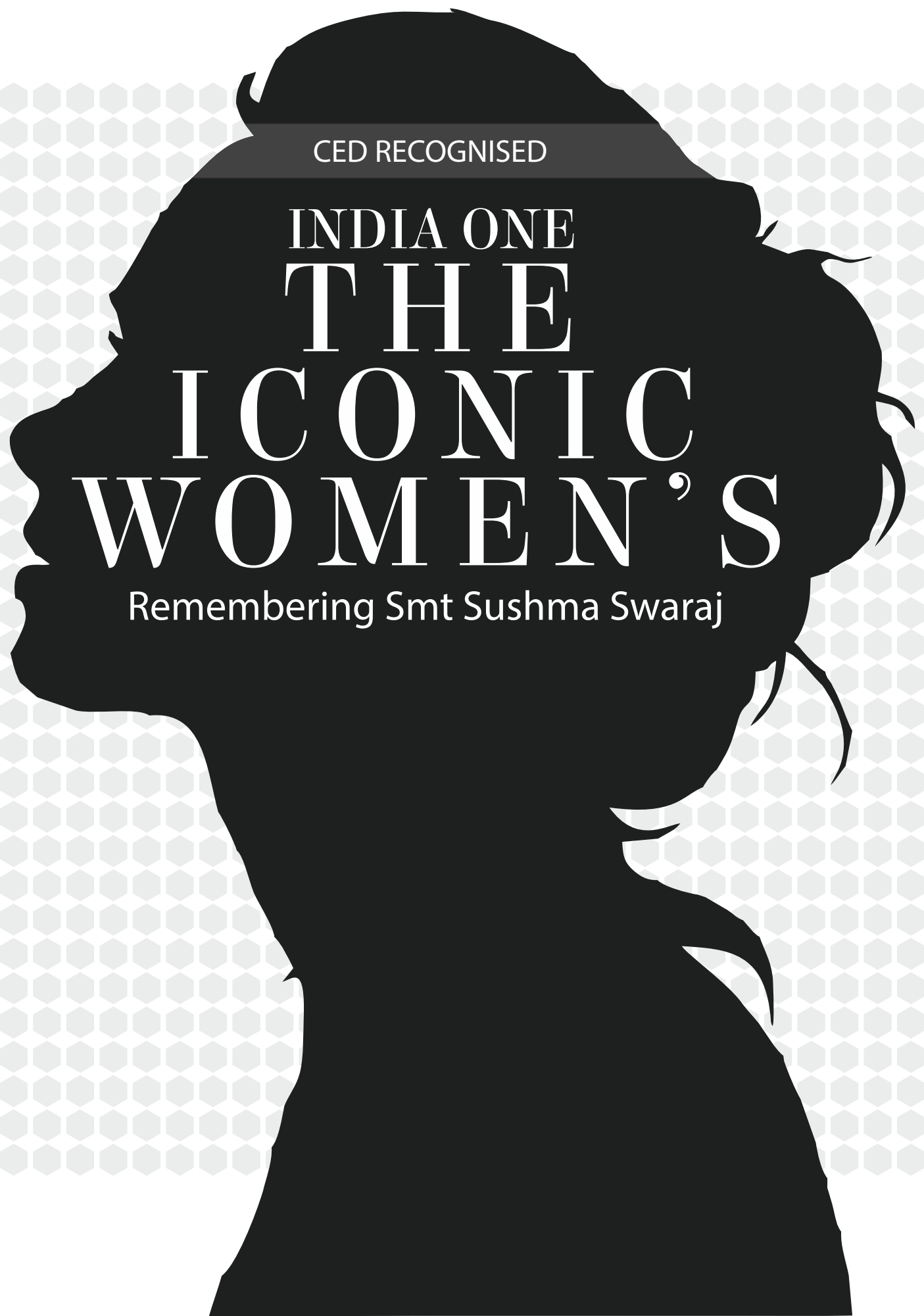
Procrastination

Procrastination can become magnified when online work adds up. If you tend to put things off or try to do things at the last minute, hybrid will present you with serious difficulties.

Online Temptations

Online Temptations can distract you when you set out to do your hybrid work. Minimize your time with social networking, gaming, etc. Set a timer and allow yourself limited time on these other sites.



A black silhouette of a woman's head and shoulders, facing left. The silhouette is set against a background of a repeating pattern of light gray hexagons. Overlaid on the silhouette is a dark gray horizontal band containing the text "CED RECOGNISED". Below this band, the text "INDIA ONE" is written in a small, white, sans-serif font. The words "THE", "ICONIC", and "WOMEN'S" are stacked vertically in a large, white, serif font. At the bottom, the text "Remembering Smt Sushma Swaraj" is written in a white, sans-serif font.

CED RECOGNISED

INDIA ONE
THE
ICONIC
WOMEN'S

Remembering Smt Sushma Swaraj

Ms. Saumya Pandey

IAS

CDO, Kanpur Dehat

Class 10th and 12th CBSE BOARD TOPPER OF NORTH Zone and District Prayagraj in 2009 and 2011 respectively with 98.6% and 98.4%. Golf medallist in electrical engineering from Motilal Nehru NOT allabad with 9.8 cpi, IAS TOPPER WITH AIR 4 in first attempt, gold medallist in pol science at LBSNAA IAS TRIANING ACADEMY, Youngest basketball player in school, ALL KNDIA WINNER KATHAK CLASSICAL DANCER, President Bal shree award finalist in classical dance ,NCC B and C certificate cadet, physics and maths Olympian finalist , CHOSEN as best IAS officer as asst secretary in Ministry of defence , and respected in front of HON PRIME MINISTER OF INDIA,, Awarded by Hon Raksha Mantri ji in nov 2019 for works in defence ministry, Awarded as SDM MODINAGAR , FOR works in swachta survekshan 2020, as CDO in kampir dehat, worked for women livelihood and gave employment to more than 3000 women in rural areas.



Dr. Vikesh Kaur

Principal
Doon International School,
Jammu



- "The Arch Of International Education Excellence Award at Bangkok by the Deputy Prime Minister Of Thailand"
- "Best Educationist Award at Delhi By International Business Council"
- "Indian Educator Award By CED Foundation"
- "National Super-100 Intellectual Award By CT University"
- "Progressive Educator Award By Centre For Educational Development Foundation"
- "Persistent And Passionate Educator Award By Abraham Lincoln Shiksha Society"
- "Acharya Chanakya Shikshavid Award By Fun2Learn along with being recorded in the UK Book Of World Records"
- "Indian Humanitarian Award By Global Talk Education Foundation"
- "Sankalp Sammaan Award By MLZS"
- "Shikshak Sammaan Award By Global Association Of Intellectual And Ignited Minds"
- "Global Award-2020 For Academic Excellence By Global Edu Leaders Forum"
- "Vishva Shikshavid Sammaan Award By Fun2Learn"
- "Effective Global Leader Award By CED Foundation recognised by Ministry of MSME"
- "Doctor Of Letters (Hons) By The University Of South America"
- "Special Certification From Helpage India For Social Contribution"
- "Portrayed On The Cover Page Of The Reputed Magazine 'The Art Effect' as Best Women Educationist."

Ms. Jasjit Kaur Jaggi

Principal

Doon International School

Chandigarh

Ms. Jasjit Kaur Jaggi is Principal of Doon International School, New Chandigarh.

She was the founder Principal of The Mukat Trust International School, Rajpura.

She is an alumni of Carmel Convent School, Rourkela and Ravenshaw College, Cuttack, from where she pursued her Post Graduation in Econometrics.

Having a total experience of 21+ years, she has spearheaded Cambridge International School for Girls, Jalandhar.

She is a Certified IB and C.I.E. Educator, has worked as Diploma Program Coordinator during verification and authorization of IB, is a registered Auditor for Education and has been conducting Internal and External Audits.

- She has received appreciation letter from Smriti Irani, Minister of Human Resource & Development.
- Awarded Best Principal by Association of Indian Principals in March 2022.
- Awarded COVID CRUSADER by Rishihood University in 2021.
- First position for most innovative suggestion in a round table on the theme Restarting Education – innovative Strategies for the new session 2021
- She was awarded with the 'Inspiring Educator Award in 2019'.

She has in-depth experience in developing and monitoring of best practice implementation that promotes a holistic, forward-thinking learning environment in schools and encourages student and teacher development. As a Principal, Jasjit has been instrumental in creating communication channels between colleagues, students, the parent community and the wider education society that promotes a dynamic learning ecosystem. She leads curriculum development and instructions, management of school-wide programmes and extracurricular activities. Training, mentoring and counselling of teachers is her forte. She is adept at critical thinking, problem solving and solutioning.

Jasjit has been able to build strong corpus of goodwill with students, parents and colleagues to inspire a shared commitment to quality future-forward education.



Dr. Bhavna Chibber

Principal

Laburnum Public School

Gurugram

Dr. Bhavna Chibber has effortlessly transitioned from a teacher to a leader during her 25 years in the field of education. She has played a key role in developing and implementing the curriculum. She is a CBSE and NCERT trainer. She is a Microsoft Innovative Educator, a Google Certified Educator, and a Cyber Security expert. She has several books to her credit as an author. She donned the hat of a school principal to make learners Sakshar, Saksham, and Samarth citizens. She has received numerous awards, including the Guru Dronacharya Award 2021, the DIAL Award 2021, the Acharya Chanakya Shikshavid Samman 2020, the Nari Pratibha Samman Global Teacher Award 2019, the Dr. Saravpalli Radhakrishnan Teachers Award 2019, the Best Teacher Award 2018 SOF, and the National E-Innovation Winner 2017. She believes that educated people can make a difference in the world.



Ms. Sapna Agarwal

Principal
Radcliffe School
Navi Mumbai

I am a Certified Master Trainer, soft skill and motivational trainer, Life coach and passionate educator with around 20 yrs of experience. I am currently pursuing my Phd in Education from Pune university after completing my M.Phil, M.A, M.Ed with Outstanding division. I am a Dynamic result oriented professional with an extensive experience as a founder Principal of reputed CBSE and ICSE schools. Started a school for underprivileged. Awarded as top Progressive Leader, Outstanding Principal, Best Teaching Practices and CENTA National Rank Holder,



Dr. Shakila Banu N

Principal

Malnad Primary School

Bangalore

Dr. Shakila Banu.N serving as a principal at Malnad primary school is a dedicated hard working,sincere determined person with more than 30 years of experience as an educator worked in different capacities.

Born and brought up in a village,education till degree in a town ,after marriage continued post graduation in a city,started working as a nursery teacher by chance and right now enjoying this field which has earned many laurels in the form of rewards and awards even have been conferred Doctrate.



Ms. Sangeetha R Shenoy

Principal

Sri Chaitanya Future Pathways Global School
Bangalore



My passion for education and supporting the success of all students has been shaped over the past two decades years as an academician. Being open minded, flexible and a caring person, I have been a continuous learner. A post graduate in English and a Special Educator, I enjoy being with students and help them understand that they can achieve what they dream of. An empathetic person, I enjoy being their mentor, guide and counsellor. As a leader and an able administrator for all at our school, Sri Chaitanya Future Pathways Global School- Kudlu Branch I have been able to lay down good processes. My work towards the growth of the school and to make it a learning community is well appreciated by all stakeholders. I have been able to successfully include several activities to collaborate with all schools of Sri Chaitanya, giving students various learning and self-exploratory platforms. I have also included several activities of the CBSE at school ensuring teacher participation and student participation at all forums. My ability to mentor my team and inspire them for growth has led to several teachers move on to new roles and their professional growth. Through my work I have been able to influence the parent community to support the school at all fronts and have been instrumental in taking the team forward through all challenges and grow together.

AWARDS & RECOGNITIONS

- Recognized as The Accomplished Educationist Award by Dayanand Sagar University
- NELTAS Educations- Best Principal Award (For being topper's in South Zone for Grades 3 and 6)
- Leading The Integration of International Learning in the School- IDS Award
- Bestowed with Kalki Gaurav Samman for service in the field of Education during the Pandemic Year-2020.
- Effective 50 Principal's Award by Times Education
- Best Principal-CBSE by Karnataka Education Awards for the year 2020
- MIE Certification and Change Maker Certification from Microsoft and Knowledge Lavenir

Ms. Lucky Sadrani

Principal
Podar International School,
Nagpur

My name is Ms Lucky Sadrani and I hail from the famous Coal City Chandrapur, MS. Born in a middle class family with five siblings, I grew up in a healthy atmosphere where I was always pushed towards pursuing excellent academics. I am a Passionate learner having M.A degree in 05 subjects i.e English, Education, Psychology, Public Administration, Political Science and currently pursuing History. I have also done LLB and M.Ed. I am into Education field from the last 19 years wherein I started my journey as a kindergarten teacher in the year 2003. I have bagged six Prestigious awards i.e Commitment to Excellence Award for two consecutive years, Creative Principal Award, Dronacharya Award, Peak Performance Award, Kalagaurav Puraskar and Principle award.



Ms. Anuradha Ramesh

Principal, National Public School Agara, Bangalore

AWARDS & RECOGNITIONS

An experience that spans over thirty five years comprises a wide range of responsibilities and experiences in the field of education.

Conducted online radio lessons and interactive sessions for students of SSLC (Gyana Vani of IGNOU) ,editing content for English and Science based e-learning products and for scrutinizing voice-over scripts for animations in different subjects at Sudarshan Vidya Mandir Junior College.

Was an Academic Advisor at SG International School. and was responsible for the overall development of the school by training the Principal and the teachers in Planning, Designing and implementing a holistic curriculum.

Was the Regional Academic Head at Pearson Education Services, Bangalore, and participated in the audit of the schools apart from Training and Evaluating Principals and Teachers pan India at all the Pearson Schools.

Worked as a Senior School Coordinator at Little Flower Public School, Bangalore, and was involved in Co-coordinating with external Academic / Social Organizations like ASSET, CMCA, BALA JANAGRAHA and various Theatre Groups for extracurricular activities - apart from being an Active Member of the Committee for Curriculum Selection and the creation of a 360 degree report card.

Working as a Principal at National Public School Agara, Bangalore from 2017 till date.

- Influential Women's Award 2022
- Change Maker in School Award 2022
- International Perficio Award for the Best Principal - instituted by DHS Foundation, Malaysia



Dr. Joy Josephine

Principal

Good Shepherd English School
Melakasakudy, Karaikal

I'm a optimistic person with B.R.Sc, MA,M.ED,M.PHIL as educational qualification and hailed Honorary Doctorate from world Tamil University. I'm proudly being a Principal , Educator for the past two decades. Our school is in a rural area, while starting up my career as a Principal-I'm first woman Principal , I'm a torchbearer for the women in my locality. Feel proud to be motivator and inspiration for my Teachers and to my Parents. I'm well known for my determination and willpower towards the well being of the students community. Always enthusiastic in empowering my teachers. Professionally I'm the District Coordinator of CBSE-COE CHENNAI. I'm Vice President of Rock city Sahodhaya and a Executive member in Puducherry Sahodhaya. I received Vidhya Shiromani Award in 2018, Best Teacher Award 2020 from IIHM, Bangalore and proud recipient of International Chinthana science Examination Best School Award.

Nari Tu Narayani Samman Award 2019 by Fun 2 Learn.

National Creative Teacher Award - 2019 by CED Foundation Trust



Ms. Poppy Roy

Principal

Aksharam International School

Coimbatore

I worked as coordinator for ten years and from last five years am working as Principal in Aksharam International School.

We started our school with 90 students today we reached to 1000+

I was received award for producing state rank and centums in my subjects

Apart from that I have received excellence in leadership award and best principal award from goal awards.

We are known for innovation in curriculum, zero anger zone campus.

We are providing free education those who lost their parents in covid.

- The School was ranked among the Top 10 Emerging High Potential schools by the Education World Grand Jury award committee.
- The school was ranked among the Top 10 Career Counselling schools in India by the Education World Grand Jury Awards 2017
- The School's Project for the Design For Change School Challenge 2017, 'SELF WORTH LEADING TO EMPOWERMENT' has been selected as one of the 100 most inspiring stories from 1700 stories of change from 26 states
- The school has been ranked no 1 in City ICSE schools as per a survey conducted by Education Today, under India's School Merit Awards 2017.
- School received School Excellence Award from Brain Feed magazine 2017 in the category of Best ICT Implementation / Sports Education Schools and among the Best ICSE Schools of Gujarat.
- School received School Excellence Award from Brain Feed magazine 2018 in the category of Best ICSE Schools of Gujarat
- The Club also received the prestigious Presidential Citation Award for the year 17-18
- BHIS Interact Club won the Award of Excellence for Outstanding Interact Club of the District and Outstanding Interact Club President. 2018
- Top ICSE school in the city 2020 – as per India School Merit Awards
- Among Top 20 schools of Gujarat as per Education World School Rankings 2020



Dr. Priti Shrimal

Principal

Billabong High International School
Vadodara

A progressive educationist, who believes that challenges are stepping stones and risk taking are the triggers to success. My objective is to chisel the unique genius and ignite the spark in every student and teacher to create leaders and not followers.

I have a doctorate in Education and a Masters in English and Educational Administration. A regular participant as a speaker / panellist at national seminars, Meets and Conferences on Education, I have published papers for UGC Journals and contributed articles on Learning in the 21st Century.

In my 30 years in the field of education, I have traversed different roles and profiles as educator, administrator, counsellor, curriculum designer, school auditor and currently as Principal of an ICSE school in Vadodara.

During my tenure as an Administrator and Principal the schools grew exponentially in strength and stature. I believe in the three pillars of education –being futuristic, being unique and providing excellence.

Awards received by me

- Conferred with the Acharya Devo Bhava Award 20
- Principal received the Excellence in Service Award 2019 by Rotary Club of Baroda Sayajinagari .
- 51 Most Influential Women's Award 2019 by Brajbhoomi Foundation
- Education Icon Award 2019 – Outstanding Leadership Principal of the Year
- Avantika A.P.J Abdul Kalam Award 2019
- International Teaching Award - 2020
- Asian Education Award 2020
- International Education Award – Outstanding Leadership Principal 2020
- Guruvaryar Samman by HETS
- Global Women Inspirational Award 2021
- Outstanding Leader Award in the field of Education by Human Rights Education 2021
- Rashtriya Gaurav TOP 30 Icon Awards -2021
- Gandhi Peace Award -2021 by Oxford Eduserve India
- Nation Builder Award by Rotary Club of Mumbai West Coast 2021
- Acharya Chanakya Shikshavid Award 2021
- Dr.Sarvepalli Radhakrishnan Rashtriya Shiksha Ratan Samman 2021
- Glantor X Women Leadership Award 2022
- National innovative Skilling and Leadership Award 2022
- Indo International Icon Award 2022
- Nation's Pride Book of Records Award 2022

Awards won by the school during my tenure

- Indian school Merit Award-17-18 for Exemplary Contributions to the education Field – Ranked I in the City.
- Digital Learning Magazine award – TOP SCHOOL OF VADODARA 2017



Ms. Priya Parashar

Principal

Tiny Tots Inter College,
Tundla

I am Priya Parashar, Principal of a Tiny Tots Senior Secondary School, Tundla. I have been in this profession for the past 16 to 18 years. I started my journey as a Teacher. Teaching and Management are my passions. I wanted to give the children of this area the best in everything along with sports co-curricular academics. Our school is the very first school which was affiliated by CBSE for the senior secondary in Tundla in 2004. Moreover, we are giving the best infrastructure, best academic results and the best overall development for the child along with the moral ethics with a very low budget fees.

Starting from a humble abode of two rooms and ninety odd innocent faces.

It was not then speculated that the institution would own two palatial units of school. In the beginning, the number of teaching and non-teaching staff was less than the total number of fingers in two hands, moreover it was an all male-dominated field.

The institution itself has certainly pulled a rabbit out of the hat for onlookers, but I would rather ask one to observe how much hard work, sleepless nights and restless days has been invested before a roaring infrastructure has come out of thin air. Being a principal, I have faced several hardships on a regular basis. All the principals do, but it is important to keep a positive perspective and be realistic about the facts. A Principal is not just a title but a leader who shapes and impacts young minds, cultivates leadership in others, creates a climate hospitable to education, managing the staff and data & processes to foster school improvement.

I take pleasure not only in teaching students their curriculum but also in sharing experience & holding a discussion with them starting by joining not as Principal but as a friend. Managing a school is a strenuous process, agreements, recognition & affiliations & so on. My love for Education has helped me develop an essence for making and living a joyful experience. I am trying to spread the importance of helping a child get an education which is one of the most imperative processes to make the world a better place. As a principal, I have always tried to bring the complete development of my students/pupils. Managing a school is not my profession, it is my passion.



Heartfelt Gratitude to all the Guest & Dignitaries attended National

EDU CONFERENCE

AT BHUBANESWAR

Dr. Abdullah Rasheed, Hon'ble Education Minister - Maldives, **Prof. CB Sharma**, Former Chairman - NIOS (Govt. of India), **Shri K Srinivasan**, Joint Secretary / Regional Officer - CBSE (Bhubaneswar), **Ms. Mariyam Nasir** -Director General, Quality Assurance Department Ministry of Education - Maldives and **Prof. Madhuri Suresh** Isave, Professor, Pune University.

This event would not have been successful without support of Eduleaders of Odisha.

Super grateful and happy for all educators, attended the conference.

We had this amazing time recalling all that productive work

we all did in our schools and noted all new points to be implemented in our teaching - learning process.

"National Education Policy - 2020."

Special Thanks to executive body members of **"CBSE Sahodaya School Complex - Eastern Odisha Chapter"** for their tremendous support given to organize smoothly.

#NEP2020

#EDUConference

#Bhubaneswar

#CEDFoundation

#SahodayaEasternOdishaChapter

#PriyadarshiNayak



Dr. Anjana Rawat

Principal

Smt.Sushiladevi Deshmukh Vidyalaya,
English Medium, Mumbai

My self Dr.Anjana Rawat working as a School Principal in Smt.Sushiladevi Deshmukh Vidyalaya, Airoli,Navi Mumbai, Maharashtra.I hv completed my Ph.D in Education, M.Ed, M.Sc in Environmental Science, M.A in Geography and Sociology. Having hand on 18 years of experience in various schools, colleges in academic and administration and also won many awards in national and international Awards.



Ms. Anita Mehta

Principal
Sona International School
Ambala

A portrait of Ms. Anita Mehta, a woman with dark hair pulled back, wearing a red sari and a bindi. She is looking directly at the camera with a slight smile.

Ms. Anita Mehta has been associated with this pious profession of teaching for 30 years. She has worked as PGT Chemistry in S.A. Jain Senior Model School for 16 years before taking over charge as the Principal of the School in 2005. She has been a guiding force behind the success of the institute. Now working as Principal in Sona International School, Ambala City

She has been working as coordinator of CBSE, Panchkula region at Ambala District since 2011 and as a superintendent of Examinations for the last 16 years. She has been member of the Inspection Committee for inspecting CBSE Schools. She was also selected to act as a city Coordinator for the CTET exam to ensure smooth and effective conduct of exam. She had been holding this post since 2014.

- Ideal Principal Award - 2010 was presented by Students Development Society.
- Ideal School Award 2010 was presented to S. A. Jain Senior Model School under the able leadership of Mrs. Anita Mehta.
- National Environment Search Examination presented a certificate to Mrs Anita Mehta for rendering voluntary services and Cooperation for the success of All India National Environment Talent Search Exam in 2010.
- A letter of Appreciation was presented to Mrs. Anita Mehta by Science Olympiad Foundation in 2011 for the continuous support rendered for the popularisation of Science, Maths, English and I.T. in Haryana state.
- Science Olympiad Foundation presented a letter of appreciation to Mrs. Anita Mehta for the achievement of students of S. A. Jain Senior Model School in the first International English Olympiad
- A certificate of Appreciation was rewarded by Helpage India to Mrs. Anita Mehta for showing social concern for the care of needy aged irrespective of race, religion, caste or creed.



Ms. Anitha Ramesh V

Principal

The Jain International School
Mulbagal, Bangalore

I am postgraduate with English major, MPhil and got into the teaching profession by chance. Everyday was a challenge to me as I was clueless regarding teaching methodologies and initially thought being able to communicate well could make a good teacher.

I thank all the students today for making me an enlightened teacher and grow in profession from being a mediocre teacher.

I experimented with differentiated instructional strategies and in the process started identifying the cause and effect of differential strategies.

I also sternly stood my ground when it came to RTE allotment of seats and was praised by the community for impartial and fair allocation during 2012-13.

I had students from broken homes and have lent maximum support and encouragement to them to leave a indelible mark in the society.

I have always encouraged my students to speak out and stand by the right.

I have initiated training and learning sessions from teachers and peer learning was advocated very very strongly. This brought in collaboration and team spirit among my learners. School has been a place very very close to my heart and being passionate about it, I got involved heart and soul from A to Z of school and have never felt it wasn't my responsibility. Today I work in a semi rural school and take the pride in saying my students are no less when compared to urban schoolers.

Ms. Romana Shaheen

Principal
S.R.Education Academy
Barmer



Ms. Romana Shaheen comes with a rich experience of 15 years in the field of education with English and science as her core subjects carriage spans over a considerable period in various capacities with many milestones to her credit. She completed her Bachelor in Education (B.Ed) from Satavahana University and later completed Masters in Zoology (M.Sc). Member of THE UNITED NATIONAL GLOBAL COMPACT and Pooma Educational Trust.

Born in a lovely family where she had thought to imbibed love for the nation, respect for fellow beings, and empowering people around very early in life.

Growing up with all the virtues it's not a surprise that she choose teaching as her profession to reach out to the society and contribute towards education which is meaningful.

She began her career in the schools of Karimnagar in Telangana later she has diverse horizons within the Nation, she has diverse experience working in Tamil Nadu, Haryana, Rajasthan and Karnataka. After working in Karnataka she continued to climb the ladder of success by taking over the reins of Pallavi Model School.

As an educationist she believes in empowering the facilitators and creating a lineage which would benefit the future of a country . A visionary by nature, she is in the process of mentioning and guiding not only in the school that she heads, also in the place she goes as a pedagogue. With a childlike zeal and the depth of a philosopher she has been a role model mentor to many.

Ms. Maheshwari Chougule

Principal

Narake's Panhala Public School

& Defence Academy, Panhala, Kolhapur



- Outstanding Achievement in the field of Education 2021 award supported by Ministry of Ayush & FIT INDIA.
- Change Maker of the Year- Effectively Teaching 21st Century Skills award at Principal Symposium and award 2021
- International Education Award 2020 for Contribution on International Platform for Conducting Virtual Indo-Oman Student Exchange program.
- Best Teacher Award Winner of AKS Global Teacher 2020
- 'Rashtriya Shikshak Rantna Saraswati Sanman Award 2020' organized by MVLU Global Teacher Conference 2020 for conducting National Cultural Exchange program with Choice School, Kerala.
- 'Smt. Ava Saha Award 2020' by SCHOOLFORALL Sponsored by Mr. Surojit Saha (CEO)'
- Best Teaching with Technology PowerPoint Presentation Award in 2nd Shikshak Sahitya Sammelan 2011-2012.

Ms. Monica Michael

Principal

Sree Cauvery School, Bangalore

Educational Qualifications & Years of Experience:-

With 23 years of teaching experience as a High School Science instructor and Vice-Principal, my qualification includes M.Sc. in Environmental Science (University Rank Holder), B.Ed.- Majoring in Chemistry and Biology, B.Sc. in Zoology, Botany & Geology, as well as Certification in Counselling.

Currently Principal of Sree Cauvery School, I have been passionate in my commitment to not only maximize learning and student performance but also mentor and nurture students to realize their full potential as I have been doing throughout my career.

Special Achievements:-

- a) Since 1999, I have been significantly improving student learning through an engaging curriculum and non-traditional teaching methods. For this I have been recognized by ISRO Satellite Centre (2002, 2007) and Future Cast (2001, 2003).

I have also actively worked with IISc, ISRO and VITM for organizing competitions, seminars and visits for our students and faculty.

- b) Being a strong believer of Student engagement in Community Service, I co-founded the Interact Club, in association with Rotary Club, Bangalore and served as the coordinator since 2006.
- c) Rotary club, Indiranagar honoured me with the Community Service award for my contribution towards the Interact Club as a coordinator as well as service towards society for a period of 10 years.

One key pioneering service-drive conceptualized by me was "Aki Dan, Vastra Dan, Vidya Dan" which was then widely reapplied in various schools. In this initiative, students are involved in two-fold service – First is the concept of Joining Hands for Greater Impact wherein each student contributes one fist of rice from their kitchen, 1 clothing no longer used and 1 stationary item such as book/pencil/eraser. Second is the concept of Sharing Doubles the Joy wherein students are taken to visit Slums, orphanages, government schools, etc to donate these collections and interact with them.

Other outreach programs planned throughout the year included - Polio Drives, Visits to Karunashraya Home, Rakum School for the Blind, Old Age homes, and many more.

Service-learning provides opportunities for application of academic, social and other skills together with contributing to the community.

- d) In the first year of my joining as Principal, my school got affiliated to CBSE with the joint efforts and team work of my staff members.
- e) I was awarded the Rising Star Achievement Award 2021 by DK Education for the academic year 2020-21.
- f) Under my leadership Sree Cauvery school was awarded as one of the Most promising schools 2021 by the CED group in association with Smartail group.
- g) I was awarded one of the Most promising school leader award 2021 by the CED group in association with Smartail group.



Ms. Sunita Rajput

Principal
Fellowship Mission School
Vapi

Best Innovative Principal, Gujarat.

Outstanding contribution in the Field of Education.

Indian Humanitarian Award.

Most Inspiring Principal Award

Awards and achievements

Dr. Sarvapalli Radhakrishnan award for the Best Innovative Principal, Gujarat.

Dr. A. P. J Abdul Kalam award for Outstanding contribution in the field of Education.

Indian Humanitarian award 2020 by Global Talk Education Foundation.

Most Inspiring Principal Award 2018.

Selected in 100 Inspirational Women of the Year 2021 for the Recognition in

Education on the Occasion of Women's Day.

Panelist in the SKE conclave for the discussion of Innovative Education methods and policies.

Appointed as a CTET Observer for CBSE Exams.

Appointed as an Observer for CBSE Affiliation Team.

Appointed as Head of Hubs of Learning (HOL) by CBSE.



Ms. Kavita Singh

Principal
Ram Ratna Vidya Mandir
Thane



Kavita Singh - Been an educator for 28 years and counting. Very creative, generous , extremely innovative and certainly vibrant. She is a visionary and believes in discipline, positivity and Never Quit Attitude!

About Information:

1. Principal at Ram Ratna Vidya Mandir, Residential School.
2. Former Secretary of Thane Palghar Sahodaya School Complex.
3. CBSE Resource Person
4. Member of Inspection Committee for CBSE.
5. Certified Academic Auditor
6. Certified Posh Trainer

Awards and Honours:

- Awarded as the best teacher in 2005 by Young buzz.
- Awarded as the best teacher in 2008 by Times NIE
- Awarded as an outstanding Principal by Himakshara Foundation.
- Enlisted as one of the 100 inspirational Educators by Code Bharat.
- Honoured with " Avantika - Corona Warriors Award"
- Received " the Kalpavriksha Samman -2020"
- Awarded with " Acharya Chanankya Shikshavid Samman - 2020"
- Honoured with "Naari Tu Narayani Samman 2021"
- Honoured with "Harvest The Nurturer "Guruvara Samman - 2021"
- Awarded with "The Real Super Woman " Title by "FISA - Forever Star India Awards"
- Speaker at Elets World Education Summit 2021.
- Received " Schoolie Best Principal Award -2021"

Ms. Pratima Rajgor

Principal

Gyan Ganga Educational Academy
Raipur

Total Experience in the field of Education: 30 years

Recd Best Principal Award at the district level, at the state level, Nominated by CBSE for National Award. Recently awarded the Best School of Chhattisgarh Award.

Resource Person nominated by CBSE centre of Excellence to train Principals of Odisha and Chhattisgarh in developing Pedagogical Plan. Resource Person of taking several Capacity Building Workshops. Gyan Ganga emerged as the most prestigious Coeducational CBSE affiliated Residential / Day boarding school of Chhattisgarh...



Ms. Neelam Londhe

Principal

Vardhaman English Medium School
& Junior College, Pune

Educator by profession and a poet by nature with a urge to work for the less Privileged.

Working as a principal of a school meant for lower middle class.

Trying to give the best knowledge and opportunity to these children.

Implemented ECO BRICKS project in school, to teach children and make them aware about the hazardous effect of pollution.

Conducted science fair for kids and families living in slum area.

Encouraging children for tree plantation and participant in Urban Forest project.

Winner of Effective principal's award.

Winner of Tagore honour award.

We conduct free tuition for the children of maids and driver's.



Dr. Seema Naruka

Principal

Bhupal Nobles' Public School

Udaipur

I have done my school from Ajmer Mayo School BA from Sophia College Ajmer, MA in Geography and PHD in Geography, From last 24 years I am in teaching profession now this profession is passion for me as God has chosen me to create someone future I am working as a principal From last 8 years but still in my free time I used to take classes of poor children those who can't afford tuition fees I am teaching them free of cost

I am not doing any work to show but I do to satisfy myself

In this Covid situation I used to taught children at their comfort zone according to their time and all

We conduct free tuition for the children of maids and driver's.



Ms. Khushboo Singh

Principal
AEMS, Pune

Ms. Khushboo Singh has been deeply immersed in curriculum creation, contemplative pedagogy, in-depth evaluation of several curriculums to arrive at the best practices in teaching-learning, content creation, and educational research.

Writing on meaningful topics is part of the story that defines her which was evident when she was invited by Learning Today Magazine to contribute her part wherein she dedicated an article to be published on 'Good Parenting'. Playing with words is another of her fortes looking forward to future learning, growth and opportunities in the field of education.

She is a Member of International Principal Network. Received award from Governor of Puducherry, Dr Kiran Bedi for 100 impactful leader of India. One of the panelists for the demonstration of Notebook App in the session on Global Challenges of Education. It has been a continuous, passionate attempt to delve deep into the minds of the learners and make learning a truly joyful journey. Starting from the formative years of kindergarten to high school, she has looked at learning patterns across a wide age group of students. Leading teams and creating a successful work culture has become her forte. She collaboratively created passionate teams with great visions and learnt to build budding institutes from scratch to success.



Ms. Vipin Sharma

Ex-Principal

Vidya Bharati Chinmaya Vidyalaya
Jamshedpur, Jharkhand

Started my journey as Teacher, Incharge, Headmistress, Vice-Principal, Principal and Advisor till April 30 2021.

Received National Teacher's Award from Honorable President Sir Pranav Mukherjee, Chinmaya Gaurav Award from Swami Tejomayanandajee, Head Chinmaya Mission then, Alankar Award from Sir AB Lall Plant Gead Tata Motors, Best Principal Award from IEO, Long Service Award, ISA Award by British Council and many more.

Now as Resource Person for CBSE CoE Patna, Bhuvaneshwar and Bangalore. In-House Training for teachers through Sahodaya and local Schools as well.

Would love to work for the benefit of Teachers, Students and educational institutions.



Ms. Mangala Padmanabhaiah

Director, Principal
Kidzz Bunk Pre-School
Bangalore

Myself, Smt. Mangala Padmanabhaiah, is the Director and Principal at Kidzz Bunk Pre-School, Basaveshwarnagar, Bangalore, Karnataka. I have to my credit, the qualification of MBA (HR) @KSOU Mysore and have bagged 10th Rank for the University Batch 2008. I have also hold a Certification of Training in the Montessori Method of Education at IMTC, Bangalore Batch 2010-11. I am also a Certified Handwriting Analyst from HII, Bangalore. I Started Kidzz Bunk Pre-school in 2007 and have been serving the early childhood education since 15years. I have taken up franchise from Global Teachers Training Academy and has been training the aspiring teachers into efficient and qualitative nursery teachers.. I also have the Series of certificate of participation of CPD workshops conducted by CED.

Adding to my badge, I have been awarded as:

- Top Star Rated Preschools of India Award 2021 by CED Foundation
- Certification of Appreciation by CED foundation for being the most Influential Women of the Year 2022



Dr. Ritu Chauhan

Vice President
Manipal International School
Bangalore



Dr. Ritu Chauhan is a reputed educationist with two decades (20+ years) of rich experience in CBSE, ICSE, IGCSE, GCSE, State and IB board schools. She holds a doctorate in Science and a university topper in B.Ed. (Gold medallist). She is UGC-NET and CSIR- NET qualified. She holds Certificate in School management and leadership-Leading Schools, from Harvard Business School. Her postgraduate degrees in Management, Education, Environment laws, Career guidance and counselling has benefitted many individuals and organizations. She is a certified Global career counsellor with distinction from Singapore. She is the CBSE resource person and a trainer. She has trained 1000+ teachers of various schools as CBSE trainer and in her individual capacity. She has worked on various research projects in Indian Institute of Science (IISc, Bangalore) She has successfully conducted many competitive exam, CBSE exams as Dean, NEET as deputy superintendent and has been appointed several times for CBSE evaluation for Science examination as an examiner and a supervisor.

Dr Ritu Chauhan is currently focused on carrying forward the legacy of Manipal group of institutions as Vice President (Academics) of Manipal Academy of Health and Education and guides all the principals and the staff. She is the Senior Principal of Manipal International School, Bangalore. She is also the Founder Director of Manipal Educational Global Alliance (MEGA).

Ms. Manjit Legha

Director Academics & Trainings
Millennium Group Of Schools, Noida

I am a proud educator, Teacher, coach, trainer and education management professional having recruited, nurtured and coached thousands of teachers, parents and School Heads. I believe that every teacher needs to be inspired & motivated to feel pride in all that she does. Only a proud and happy teacher can raise happy and skilled children. I continue to serve the teacher fraternity with pride and passion even after 23 years of service in the education field.



Ms. Abha Jadhav

Director
New Horizon Public School
Airoli, Navi Mumbai

Crowned as Mrs. India Icon-2021-Queen Panache, Honored Doctorate in Education Administration by Southwestern American University, and awarded as the Best Principal by Global Educators Fraternity-Global Progressive Achievers Award, Global Woman Power award-2022, Woman of Significance awardee, Author shree samman as a debutant author, Dr APJ Abdul Kalam International Award of Excellence, Mahatma Gandhi Darshan puruskar-2021, Acharya Chanakya Shiksha Vid Samman-2021, Two OMG Book of world records holder, IDYM book of world records holder Ek Bharat-Shreshtha Bharat Shiksha Padam Samman-2021 awardee, Two times winner of The International Women's Achiever awardee-2020 and 2022, The Influential women Achiever of India-Best professional of India 2020-21, Best New Youtuber 2020 (recognized by LinkedIn), The LinkedIn Top Person of the year-2020, The APJ Abdul Kalam Shikshak Samman receiver, an author of two books, "Rise and Shine-10 keys to Spectacular Success" and "My letters to parents", Certified Internal Auditor for School Management systems-ISO standards 2100:2018.

She is a certified trainer and a parenting coach, and an innovator of the "3D Parenting" concept, who has been counseling parents for over a decade. Her simple, yet effective parenting tips with an innovatively designed concept of the '3D approach,' have not only been well received by the parents but have also made parenting effective and graceful.

Abha Jadhav has also got her name registered for OMG Book of National Records for 100% attendance for consecutive three years from 2nd April 2018 till 12th June 2021, on the post of School Principal at Apex International School Surat.

She has been a speaker at TEDx-Naini women, Ted Circles, Indo-Finnish Edu Conference, Alla-Tra TV Channel UK, Inspire to Aspire Conference, ABCD International Talks, and many more.

She has received the 'Star Employee of the year' award and Dronacharya Award and has been nominated for the Best Principal award for two consecutive years on National Level.



Dr. Rashi Shah

Vice Principal
ITMA Vidya Niketan,
Indore

A PhD in the field of education. Joined as Vice-principal at ITMA Vidya Niketan School. A Poem writer, First aid certified trainer, with an experience on an international crew with Jet Airways for 8 years. A teacher for 9 years and loves to organise and coordinate events.

I'm a recipient of many awards naming a few are

Promising Teacher Award, Education Icon award in association with Thirty One Ventures, The Best Teacher Award, Nari Tu Narayani Sanman Award, Global Teachers Award and many more.

Her mantra is 'Education is all about a lifetime opportunity to learn.'



Ms. Rubina Mohammed Yusuf

Vice Principal,
Springdale Indian School, Sharjah



Education

Rubina was a bright student from here childhood. Having a deep interest in study has brought a good results of her study. Some of her major achieved degrees are:

Bachelor's degree in commerce from Mumbai (5 Years)

Bachelor of Education (BEd) from SNDT University- Mumbai

Career

She started her career in Mumbai as having mathematics teacher position in a middle school named Al Khaleej International School- Sharjah. Currently she is Vice Principal in Springdale Indian School in Sharjah (UAE). She is having 20 year of experience in Educational industry and still continuing. Her career details are:

Worked as Mathematics teacher in Al Khaleej International School- Sharjah (UAE)

Appointed as an Administrator in Omar Bin Khattab Pakistan Islamia school in Ajman

Worked as an Administrator in Springdale Indian School Sharjah

Worked as a primary teacher in Radiant School Sharjah

Worked as an Administrator in Springdale indian school Sharjah

Worked as an Administrator in Billabong High School in Mahim- Mumbai (India)

Worked as mathematics teachers to teach middle grades in Radiant School Sharjah

Promoted to Educational supervisor post in Radiant school sharjah for higher grades

Promoted as a vice principal of Radiant school sharjah

Working as a vice principal in Springdale indian School Sharjah (Currently working)

Achievements

Being a hard worker, Rubina has achieved numbers of awards and certificates. The details follows:

Leadership and management for Aspiring principal on December 2020

Dr. Sarvepalli RADHAKRISHNAN INTERNATIONAL AWAORD OF HONOUR as A Best Leadership Excellence Award on 5th September 2021 in the year 2020-21

Dr.A.P.J. Abdul kalam education excellence award 2021 as a dynamic vice principal on 15th October 2021

Most influential Women in Education Award of the year 2022 from global talks education foundation

Sushma Sawaraj Women's Icon Award 2022 for the most empowering women in education for the year 2022 from the Centre of educational development foundation in the month may 2022

Nominee for Sarvottam Bhartiya Shiksha Padak Award 2022 and won the award in the month of January 2022

Achievement of 3 certificates of continuous professional development (CPD) from government of India ministry of education and global teachers academy for digital technologies in the month of August 2021

So many CPD Certificates from Sharjah private education authority (SPEA) and from CBSE training portal for CPD courses

Passed leadership license exam test conducted by SPEA in the month of May 2021 and got the professional educational license in the month of May 2022

Ms. Pourselvi R

Vice Principal
ABS Global Smart School
Chennai



Pourselvi R... B.SC.,BCA.,MCA.,M.Phil.,B.Ed., 15yrs experience in teaching...

Served as the Head of Computer Science & Mathematics department.

International Certified Career Coach from Mindler & Career Development Alliance (USA)

Certificate of Excellence - CIT BEST TEACHER AWARD 2020 presented by Chennai Institute of Technology.

Certificate of Appreciation - TEACHER INNOVATION AWARD from ZIIIEI Innovations Movement

Passionate towards the profession of teaching, focussed more in inculcating the values & imparting the technological trends in the minds of youngsters like Artificial intelligence, Coding & Data science. Serve as a facilitator than a teacher in bringing the students community with the innovative thought to meet the challenges in their life and helped a lot in choosing their career dream path.

Ms. Khyati Nirmal Dwarkadas

PGT/HOD - Social Science

Gopi Birla Memorial School, Mumbai

A woman is an architect of society. She establishes the institution of family life, builds the home, brings up the children and makes them good citizens. Her strength in totality contributes in the making of an ideal family, ideal society and an ideal state. "Winning doesn't always mean being first. Winning means you're doing better than you've ever done before." Ms. Khyati has left no stone unturned in empowering herself and her colleagues at the National level through CPD even before the onset of the pandemic.

Being a PGT History and a CBSE RP, Ms. Khyati has always been a progressive and empowered visionary and creative leader. The Rotary Club activities have led the School to be the best 8 times in a row with 4 Rotary International Presidential Citations. Students have magnanimously donated to the Cancer Research.



Ms. Smita A Bhangale

Value Educator
Sri Sri Ravishankar Vidya Mandir,
Bangalore



Value Ambassador for International
Zenik Olympiad Value System
Health & Wellness- 2020

Best Value Mentor-2020

Influential Women in Education -
2022 - CED.

Certified Master Trainer in School
Education Practices - 2022 - CED

Gyan Ratna National Award- 2022-
CED

Certificate of Appreciation from
(Social Media YouTube channel) for
Animal Welfare, Social and
Environmental activities- Vietnam
Animal Welfare, KenzooTiVi.

Best Art & Craft Teacher. 2010-11

Heartfelt Gratitude to all the Guest & Dignitaries attended National

EDU CONFERENCE

AT PUNE - MH

We had the best of speakers which includes **Shri Ayush Prasad**, Chief Executive Officer, Zila Parishad, Pune - MH, **Prof. CB Sharma**, Former Chairman - NIOS (Govt. of India), **Mr. Mahesh Kumar Saha**, Regional Director - NIOS, Pune, **Dr. Jidapa Thavarit**, Educationist - Thailand, **Dr. Gauri Shiurkar**, VC Symbiosis Skill & Professional University, Pune, **Prof. Madhuri Suresh Isave** Professor, Pune University & many others....

This event would not have been successful without support of Eduleaders of Maharashtra.

Super grateful and happy for all educators, _attended the conference.

We had this amazing time recalling all that productive work we all did in our schools and noted all new points to be

implemented in our teaching - learning process.

"National Education Policy - 2020."

Special Thanks to executive body members of "CBSE Sahodaya School Complex - Pune Chapter" & CED - Pune Coordinators for their tremendous support given to organize this conference smoothly.

#NEP2020

#EDUConference

#Pune

#CEDFoundation

#SahodayaPuneChapter

#PriyadarshiNayak

#CEDCorrdinatorsPune



Ms. Geetha Shivakumar

HOD Social Science
Amanora School, Pune

EDUCATION LAURELS

College Topper in B.Ed in both
Economics and History

College Topper in M.A Economics

Second in Pune University in M.A
Economics

Gold Medallist in B.A Economics

Topped Arts stream K.V (B.E.G) in std. XII
in 1999

Scored the highest marks in Economics
and History in std. XII among all
Kendriya Vidyalaya's in 1999

Got an award from Central Human
Resource Ministry

Part of CBSE Board correction panel for
Class X

Assistant co-ordinator in CBSE Board
correction



Ms. Anindita Das

Teacher

Global Academy For Learning
Bangalore



I Anindita Das, by birth Bengali and mother of two children, was married to a Bihari Engineer at the very early age of 18 years. I completed all my higher education after marriage. My family was my immense support during my journey to date.

In the year 2014, I started to work for a small start-up company as an HR. But my passion and love for the field of education made me change my career path and joined Orchid International School in the year 2019 as a Public Speaking teacher and then moved to Global Academy for learning in the year 2020 as an English teacher. Teaching as a profession, I might have started very recently but as a hobby very early, at the age of fourteen to meet my own educational needs. I have received a lot of support from my teachers which definitely keeps me motivated to reflect back to my students and this field a thousand-fold more.

My journey at GAFL has been very enriching, the more challenging the situations were, the more determination was seen in both Management and the teachers to fight and stand for their students. I have worked as an IDS, Coordinator [International Dimension in School, British Council]. And during this entire project have tried to help students to collaborate our students with the German students for understanding, that all humans are the same and moving forward toward globalization. I have also tried to sensitize learners about environmental issues by taking them to KK Plastic during our Waste Management project. Learners not only should interest in taking up the challenges of changing their school to a Green Campus school by collecting waste materials and giving them to the ITC for recycling. I have been attending different webinars to keep myself updated with the new NEP2020 and to meet our learners' requirements. I have successfully completed my Master Trainer Certification in School Educational Practices from the CED Foundation. I am very happy to say today I have not only evolved as a person, but the immense love of my students keeps me motivated to work hard for them.

Ms. Rekha Chhabra

HOD, PGT Mathematics
Jaypee Public School
Noida

- Passionate Mathematics Educator and a Dedicated teacher with more than 10 years of teaching experience.
- Committed to acting not only as a teacher but as a mentor to my students.
- Master of Science in Mathematics.
- Master of Commerce.
- Bachelor of Education (First Division) with Mathematics and English as teaching subjects.
- CTET Qualified (Mathematics and Science - 70%).
- Graduation from Delhi University with Mathematics and English as subjects.
- Secured First position in Graduation in the college and received an award from Honorable Former Prime Minister Shri I. K. Gujral.
- Recipient of National Best Teacher Award presented by NCTS.
- Proud recipient of Best Teacher Award for delivering excellent result in the school, by School Management.
- Google Certified Educator Level-1 and Level-2.
- Various Certifications in different Ed-Tech Tools like Microsoft, Kami, Adobe etc.
- Received Letter of Appreciation from BRICSMATH.COM





Dr. Jayshree Singh

Associate Professor English
Bhupal Nobles' University, Udaipur

Area of Specialization: Indian Literature in Translation, Colonial/Postcolonial World Literature, European Literature

Papers Published: 56 National: 28 International: 28

Paper Presented in Conferences: National: 31 International: 48

Ph.D. Supervisor for Ph.D.: Awarded 05

Thesis by M.L.S. University Udaipur & Bhupal Nobles' University, Udaipur - 02 Ph.D. Scholars Awarded + Registered 06)

Post-Doctoral Fellowship in American Film Studies from Osmania University Campus for International Programme, Hyderabad 2011

Organised Seminars at the Harvard University Campus 2016, at the Utrecht University Campus of Netherlands through American Comparative Literature Association, Texas U.S.A. 2017

Organised Seminar at the University of Macau through International Comparative Literature Association, France and Comparative Literature Association of India 2019

Organised Seminar through Bhupal Nobles' University Udaipur India 2013

Organised English Language Teaching Workshop through RELO in 2013

Many other academic programs especially recently January 2021 Webinars Series through Virtual Platform MS Teams & YouTube Livestreaming on the theme - English Communication, Creative Content and Learning Spaces"

Books Published/ IPR's Patent 04

Professional Memberships: Indo-German Society Jaipur, SALA-USA, IACLALS, ACLA, ICLA, Lib. of OUCIP Hyderabad, ELT@I-Jaipur & Chennai RASE- Rajasthan, CLAI-India ILAW- New Delhi Academy of Well being Society -Udaipur

Awards / Achievements: 1. Certificate of Appreciation at the JGU International Literary Conference 2. "Sahitya Shree" Award by Intercontinental Cultural Association. 3. Gold Star Award at an International Achievers Summit on World Peace" . 4. Eminent Educationist Award by International & National Compendium, New Delhi, India. 5. PATRIKA IN EDUCATION, Udaipur awarded . 6. Running Shield awarded by the Modern European Languages Department

Inter-college Debates, Literary Activities and cultural shows Incharge

Curriculum Development, Content writer and developer

My Leisure interests areas are swimming, trekking, hiking, travelling, Rock climbing, stitching, embroidery, writing, reading, singing in choir, indigenous folk dancing, gardening, trimming, cooking and Cycling too, now car driving.

Ms. Sumita Ray Chaudhury

Maths HOD

Sri Sri Ravishankar Vidya Mandir

Bangalore



I am Sumita Ray Chaudhury working as Head of the Department - Mathematics, for Primary Wing at Sri Sri Ravi Shankar Vidya Mandir Bangalore south, since June 2018.

I am a qualified teacher have done M.Sc. in Chemistry & a B.Ed. Added to this, I do have a certificate from the Internationally reputed Harvard University on Leading for Understanding!

I am master trainer and also a certified Vedic maths teacher.

I have been considered as an all-rounder with keen interest in teaching Mathematics. Along with this, I am a qualified Teacher Trainer too!

I was born & brought in Bengal during Pre Internet era. This helped to be a creative person & a thinker! From childhood, my passion was to teach. I knew very well that, we learn when we teach. Later marriage brought me to Bangalore city where I enjoyed learning a new language (kannada). Here I started to explore my childhood dream of becoming a Teacher. I got an opportunity to teach Computer Science. Later, I went on to be a Mathematics Teacher for Middle Wing students. Looking into my capabilities to handle all sorts of situations at school, I was appointed as a Co-ordinator.

I love to teach my subject & make sure that all the concepts are taught with relevant activities. I make sure that my teaching is integrated with other subjects including Art, which makes learning interesting for students.

I am fortunate to have been recognised for my work. I have been awarded as the 'Best Teacher' by Global Teachers Award & have also been recognized by Educator Champion Award. Recently I got selected for Srinivasa Ramanujan National Math Teacher Award -2022.

More than any award from outside, my students is my biggest strength. I am joyous when they come out with vibrant results! Parents feedback is utmost important to me for my further learning & teaching.

Finally, I would like to say that my Motto in life is to serve students of all categories through Numbers & make them love the subject!

Dr. Rajni Arora

Head, Department of Management
Bhupal Nobles" University
Udaipur

I am working as Head, Department of Management, BNU, Udaipur. 5 students have done Ph.D under my guidance and 5 are pursuing. I have undertaken refreshers, fdp, orientations. I have authored a book. I have been awarded by Rotary meera and ICA EdU skills. i have chaired session at national seminar and have 23 publications in refereed journals . I am Part of advisory board of many Journals. I have attended more than 30 national and international conferences. But most importantly as a women i feel my biggest achievement is the sense of satisfaction that is get as a mother to my daughters and my students, the sense accomplishment when they achieve their goals. That makes me contented that yes i am going in a right direction.



Ms. Shabnam Fatima

Educator

Abu Dhabi Indian School

Abu Dhabi - UAE

I Shabnam Fatima, an educator from Abu Dhabi Indian School, UAE having experience of more than 23 years included 18 years in UAE and holding a BSc, MSc with Bed and MBA degrees.

I have attended many workshops and webinar to improve my knowledge. I have touched the young minds of so many batches through my countless and effortless work. I was rewarded with many awards and recognitions like winner of Global Teacher Award, Bhartiya Shiksha Ratan Award, Outstanding Teacher – Abu Dhabi Category, Influential woman in education, Preprimary Best Teacher, and many other laurels.

I am proud to say that in these valuable years, I had an impact on my students and made a difference in their lives, and would be continuing to do so. The success and recognition I proudly attribute to my students who have shaped me and helped me to grow, and understand the learning challenges and gaps. In fact, I wouldn't shy myself from saying that in all these years, my students were and will be my teachers in the years to come. I have the ability to identify the sign and symptoms of children with special needs and guiding them and I have catered many special need students in teaching children with special needs. I have taught children with ADHD, Mild Autism Spectrum Disorder, and Autism.





Dr. Dhvani Thaker

Coordinator
Sanjeevani World School
Mumbai

- Coordinator – Primary (ICSE)
- Head of the department (HOD) for Math and Science.
- Curriculum planning and execution.
- Done B.Ed., M. Com, MA and Ph.d in Education
- Nation Builder Award – 2015 by Rotary club of Mumbai.
- Promising Teacher Award by IITA Education Award.
- Best Teacher Award – 2015-2016 & 2016-2017 - D.G.Khetan International School
- Best teacher award – 2018 by Rashtravadi Congress Party
- Education Icon Certificate of Excellence award – 2018 by Thirty one venture.
- Nari Tu Narayani Samman Award – 2019 by Fun 2 Learn.
- National Inovative Teacher Award – 2019 by CED Foundation Trust
- Pillars of sharp mind
- Inspiring teacher – 2020 by Virtual Vinspire Awards
- Acharya Chanakya Shishkavid Samman – 2020 by Fun 2 learn
- Acharya Vinoba Bhave Shikshak Samman – 2020 By P Square International
- Sanjeevani Seed of Knowledge – 2020 by Sanjeevani World School
- Nation Builder Award – 2020 by Rotary club of Mumbai West Coast
- Best Teacher Award – Sanjeevani World School
- Gratitude Award – Sanjeevani World School.
- Virtual Youth Summit 2020 – By Global Law Thinkers Society (World Record Event)
- Nalanda the Pride of Knowledge – 2021 by Ignited Dreams for Young Minds
Foundation - MSME, Govt of India - Registration no 049148
- Harvest the Nurturer Guruvarya Samman – 2021 by 2021
- World Peace Summit, Certificate of Honour – By 3H Companion
- World Book of Records United Kingdom
- Participated in Sanjeevani World school - World Record Event.

Dr. Kinjal Jivani

Coordinator

Sanjeevani World School

Mumbai

Achievements - Sanjeevani Seed of Knowledge – 2020 by Sanjeevani World School

Nation Builder Award – 2020 by Rotary club of Mumbai West Coast

Nalanda the Pride of Knowledge - 2021 by IDYM Foundation, Ignited Dreams for Young Minds Foundation - MSME, Govt of India - Registration no 049148

Harvest the Nurturer Guruvarya Samman – 2021 by 2021

World Peace Summit, Certificate of Honour – By 3H Companion



Ms. Arpita Trivedi

Computer Teacher
G D Goenka Public School
Lucknow

I am MSc in Scientific Computing from Pune University. I am passionate about my work and seeks opportunities to upgrade myself continuously. I believe in today's era you have to set example in front of your children, show them how to dream and how to work smart to achieve your dreams. I am a Certified Ambassador of SIATP (Innovative Ambassador of the Ministry of Education, Received Certificate of Merit from CBSE & META for participating in Digital Citizenship Challenge organized by 1B1M in December 2021, Received top 30 teacher award for Sarabhai Teacher Scientist National Award 2021, to name the few.



Ms. Neelam Sharma

PGT - Special Education Teacher
Sarvodaya Kanya Vidyalaya
Delhi

I am a RCI (Rehabilitation Council of India) registered Special Educator and have been working for children with Special Needs (CWSN/CWD) since 2008.

I have done B.A (Hons.) from Delhi University. I commenced my journey in Special Education by enrolling myself in Diploma in Special Education from National Institute for the Mentally Handicapped (NIMH-Delhi) and further completed my B.Ed (Special Education-IGNOU). I am also a Post Graduate (M.A.) in History from Himachal University. I have also completed Certificate Course in Guidance from IGNOU. I am pursuing M.A (Education) from IGNOU.

I started my career back in 2008 in Early Intervention Centre of Amar Jyoti Charitable Trust-Hospital (Karkardooma), working with children/toddlers across different neurological & developmental disabilities.

In 2010, I joined Tamana Special School (New Delhi) worked for children having autism and developmental disabilities. The students enrolled in the Tamana were trainable and educable in nature but had associated conditions such as ADHD and Asperger's. I trained them in functional academics, ADL, pre-vocational etc. and made them independent in day-to-day life.

In 2012, I joined Sadhu Vaswani International School for Girls in Shanti Niketan, New Delhi and worked with students having Down Syndrome, Autism and Specific Learning Disabilities and helped them with their curricular and co-curricular skills through remedial teaching. I worked with the mainstream teachers to equip them with the important aspects and elements of inclusive education.

In 2015, I got transferred in Sv. Co-Ed.S.S. School, Nanakpura, New Delhi and worked with students having various disabilities. My students got Excellence Award in Academics in 2016 and 2021 and begged Sports medals at State Level, Para-Athletic Meets. My student also got award in drawing competitions by Department of Empowerment of PWD, MSJ & E, Govt. of India. My students also got award at State Level, IDPD and State Level Kala Utsav Award in Drawing and Dance category.

I have attended Hands-on trainings and Cross Disability trainings in Visual Impairment, Hearing Impairment, Learning Disabilities from various institutions of repute.

I got promotion as a PGT-SET and transferred to SKV, Moti Bagh-II in June 2021 and selected as an Action Researcher in SCERT Delhi in September 2021.

Besides working for students with disabilities and the Special Education Teachers, I am also actively involved with an organization namely Swarnim Pag, located at SRJJ Camp, Nanakpura and working with under-privileged children and parent group. I have also initiated for making Disability Certificates of CWSN and personally visited hospitals with parents for it.

I have bestowed with Prestigious Delhi State Teacher Award-2021 for my outstanding work in Inclusive Education in Delhi Government Schools.



Dr. Michelle Joseph

Coordinator

Crimson Anisha Global School

Pune

Ms. Michelle Joseph is the Coordinator for the Secondary and Senior Secondary CBSE section as well as the Event Coordinator at Crimson Anisha Global School. It is her dedication and determination that got her to transition from a teacher to an Educator with over 13 years of experience. The implications of her passion are multi-fold. Exploring various dimensions, she divulged into being a Writer, Blogger, Anchor/Host, Moderator, Trainer, and Founder of her chat show Ray of Hope - Where Hope is not lost but built, bringing out her real persona. She has worked as a teacher for over a decade with various boards (SSC to IGCSE, CBSE, and ICSE). This experience has expanded her horizon in the field of teaching. As an English Teacher Expert, she did not restrict to the subject per se. Her approach has always been working towards the holistic development of a child. Feathers to her hat include:

- Women's Indian Chamber of Commerce & Industry (WICCI), Maharashtra – Council Member
- Influential Women in Education of the year 2022 – CED
- Golden Women Power Award 2022 – IDYM Foundation
- Rockstar Teacher Award 2021 - Rockstar Teachers
- Acharya Vinobhabhave Shikshak Samman 2021 - PSquare International
- Global Teachers Award 2021 – CED
- Acharya Chanakya Shikshavid Samman 2021 - Fun2Learn
- World Education Summit 2020 - Teachers Glory Award
- APJ Abdul Kalam Teachers Glory Award 2019
- EduStar Award 2018 - Top10 (PAN India)
- Education Icon Awards, Sanjeevani Seed of Knowledge Awards 2018 – Host
- Nation Builder Award 2018 - Pan India (Rotary Club)
- Effective National Teacher Award (CED), 2018 The maxim that she believes in is 'To teach is to touch a life forever'. As an ardent educator, she believes in creating opportunities to contribute beyond the scope of the classroom.



Ms. Sonal Gupta

Middle Wing Coordinator
KC International School
Jammu

****There are no shortcuts to success - only hardwork.*****

I started my professional career with SP Smart School Jammu in 2012 as a TGT Science. And there awarded with best teacher award also. It was a dream come true for me, that too at the start of my career. Presently I am working as a Middle Wing Coordinator in KC INTERNATIONAL SCHOOL, Jammu. I always try to become good leader for my team and enforces them to complete their tasks timely and uplift them to do quality work within an appropriate time frame. Always try to build healthy Communication with my team members. The positive and inclusive work environment, support and contribution of my team members helps me learn, grow and contribute towards creating a better tomorrow. During my 11 years of tenure; I have done lot of modifications in my teaching strategies; and implemented new teaching techniques and focused on experiential based learning. Year 2021 was truly a learning year for me; in that year I acquainted myself with multiple number of workshops and training based on different healthy and challenging topics like time management, improve technical knowledge and learn better ways to motivate the students and so on.

It is rightly said that, Self- Believe and Hard Work will always Earn you Success.'

*In the present year 2022 I was awarded with Tvesha's Tenacious trophy. Awarded as certified Master Trainer also. Also awarded with influential women in Education from CED Foundation. Now I have selected as one of the nominees for National Teacher's Award too.



Ms. Farzana Khatoon Shaikh

Secondary School Coordinator
The Universal School
Mumbai



I'm an educator with a zest to indulge myself in the education sector for the holistic development of the students. I've been in the teaching field since past 10 years. Looking at my selfless attitude towards my work and leading an excellent team as a Science HOD, I was appointed as the Secondary school coordinator within 3 years from the date I joined The Universal School. In my very 2nd batch, one of my students was declared country topper for Biology in India from CAIE. I took the initiative for organizing STEAM projects competition and Maker's Saturday- where students were involved to utilize their weekend and work upon their projects to display during SCIENCE EXHIBITION. I was also a part of the Fairtrade organization in the school. I helped to develop a sense of curiosity and building 'learning by doing' attitude amongst the students. Attended a number of webinars from Cambridge International for teaching and learning. I was selected and assigned to organize and conduct online webinar for Health and wellness for all over Universalites in India and Dubai. Organized sessions for teachers on Multiple intelligences during pandemic. Certified as a member of MAZI VASUNDHARA MITRA, an initiative from the government of Maharashtra- Environment and climate change department. I am also a certified CAT 1 and CAT 2 educator for International Baccalaureate Diploma Programme for Environmental studies and societies. I'm the active volunteer of the DHARAVI WELFARE ASSOCIATION SOCIETY- located in Asia's biggest slum, Dharavi, where children living below poverty line or underprivileged are given education, food and medicinal assistance free to them. A B.ed degree holder, aspiring to do a lot many things in the field of education to make the general z future ready, hence completed the G suite course from Google too.

Ms. Juhi Prakash Singh

Mentor and lecturer,
DEI Deemed to be University Distance Education Centre
New Delhi

Apart from teaching, I also head an NGO, Anant Naad Foundation in New Delhi, www.anantnaad.com, I am also the Delhi State Life Skills Council VP and a writer with my works published on TOI Reader's Blog, www.paperwiff.com, www.thewritershat.com and www.oneeverythingunderthesun.com



Juhi Prakash Singh

Ms. Snehlata Sharma

Teacher & Social Worker

St. Francis Inter College, Hathras

- Snehlata Sharma (Sneha Sharma)
- M.A(Hindi,Sanskrit,Polsc)B.Ed,TET
- Teacher (St.Francis Inter College Hathras)
- Social Worker (president-Rashtrabhakt veer veerangana sanstha)

समाज के विभिन्न क्षेत्रों में सामाजिक कार्यों (निर्धन बच्चों को शिक्षा, निर्धन कन्या विवाह, स्वच्छ भारत अभियान, वृक्षारोपण, जरूरतमंदों की सहायता, युवाओं में देश प्रेम जगाना, नारी सशक्तिकरण आदि) के लिए उत्साहवर्धन हेतु मिले सम्मान:

- 1) "अलीगढ़ रत्न" प्राप्त (पूर्व सांसद स्व. श्रीमती शीला गौतम जी द्वारा)
- 2) "अलीगढ़ गौरव सम्मान"(अलीगढ़ उद्योग व्यापार मंडल द्वारा)
- 3) उ. प्र. नारी सम्मान (2015 उ.प्र सरकार व अमर उजाला द्वारा)
- 4) वुमन ऑफ द मिलेनियम (एंटी करप्शन ऑफ इंडिया द्वारा)
- 5) भारत गौरव सम्मान (अखिल भारतीय पंचायत परिषद द्वारा)

उक्त विवरण के अतिरिक्त अनेक सामाजिक संस्थाओं, जनप्रतिनिधियों व प्राशासनिक अधिकारियों द्वारा सम्मानित



Dr. Pushpanali Shriram Patil

Librarian
Ramachandran International
Institute of Management
Pune

Librarian Ramchandran International Institute of Management in Pune, she constantly proved excellence in Library Field & Research and all academic work. She has started her career in the year 2006 and she is having 15 years of experience in Library filed. published 16 Research Papers in Reputed Journal, 11 National Conference and 6 International Conference Published Research Paper. Attended 4 FDP, 7 workshops, 12 National conference and 4 International Conference. She is acting as an Editorial board member in various reputed journals and as well as Chief Editor in Library Science Journal. She received 12 National Award. She is Life Member of 4 Library Association and 3 Life Member of other Academic and Research Association. 16 award recieved





Dr. Anadi Jangra

Training and Placement Officer
GD Goenka University, Gurgaon

I am a Management professional having a diversified experience into education industry. I have been taking care of Training and Placement, career guidance and counseling support for school and higher education students. I have been awarded as the best Training and placement coach and mentor by organisations like NCCN Careerhackathon and Vocal 4 Local, Artemis group Gurgaon for my services into education sector.

Working as a Principal at National Public School Agara, Bangalore from 2017 till date.

Ms. Kavitha Navale

PGT

Nagarjuna Vidyaniketan
Bangalore

Profile: Professional Educator with diverse Experience & strong track record fostering child centered Curriculum & students creativity.

Teaching Experience : 24 years in facilitating Science subject.

Got Appreciation Certificate several times during Teachers Day.

Achievements: Coordinator for Science Olympiad Exam for the past 12 years, 3 years Coordinator for Kids for Tiger, 2 years Coordinator for Putani Vigyana.

CBSE Related Experience: Assistant Superintendent for NEET, JEE, UGC-NET, X & XII Exam Invigilation in Nagarjuna Vidya Niketan from past 8 years. Appointed as an Observer for National Achievement Survey, CBSE Delhi. Attended CBSE Online Training & several Workshops Offline also.

Previous Teaching Experience: 21 years of Experience in Nagarjuna Vidyaniketan + 3 years of Experience in Chennama Memorial School in Bangalore.

Other Skills: Computer Operating in making PPT, MS Office etc, Senior Typewriting Skill.

Language Skills: English, Hindi, Telugu, Marathi, Kannada.

Hobbies: Listening to Music, Reading Books, Dancing, Cooking.



Ms. Aarti Mahey

HOD (History) & Teacher
Sanjeevani World School
Mumbai



My Belief – To be a torchbearer for students so they become responsible and thoughtful World citizens.

I am a dedicated educator and have worked with some of the reputed schools. Currently working as a Teacher and HOD(History) at Sanjeevani World School, Dahisar, Mumbai. I discovered my love and passion for education when I realized my desire to guide and counsel students to develop the nation.

I am associated with social organizations and contribute my time and efforts to make my message clear to my audience.

Educational & Professional Qualifications

Bachelors in English

Bachelors in History

Bachelors in Education

Masters in History

Ms. Mangala Siddalingaiah

Founder Secretary and Administrator
Sri Vidyalakshmi International Public School
Bangalore



I, Mangala Siddalingaiah, Founder of Sri Vidyalakshmi international Public school, completed my Law graduation in 1995. At first I, ventured as an entrepreneur in the brick industry in 1997 and later established the JNK convention hall in 2004.

Few years later, with a new wish in my heart and with a new purpose in my life I decided to establish an Educational Institution. Going forward, in 2012, I started Sri Vidyalakshmi International School and Kid-zee in Bengaluru, providing the best possible education at very low affordable fees. I have dedicated my life completely towards education now.

I have also sponsored and took responsibility of many mass marriage ceremonies.

I was recently awarded the "Influential Women in Education" award in 2022 by CED foundation.

My institution went on to attain great heights, and so we bagged at two more awards at the national level. We were awarded the 'Top Pre school of india' award and 'Five star rated school for academic Excellence in co curricular activities'.

As an educationist she believes in empowering the facilitators and creating a lineage which would benefit the future of a country. A visionary by nature, she is in the process of mentioning and guiding not only in the school that she heads, also in the place she goes as a pedagogue. With a childlike zeal and the depth of a philosopher she has been a role model mentor to many.

Dr. Namrata Agrawal

Deputy Head
Sanjeevani World School
Mumbai

Educational Qualification

M.com, B.ed, D.Pharm

Received PH.D in Education (hons) from California University

Dedicated to children's educational needs and development. To encourage creativity and higher-order thinking in a way that increases student performance

My VISION - Enhancing student knowledge, skills and capabilities.

*Hard Work and Integrity are my Means and Mission

Academic / Social Work Experience

From June 2010 till September 2015

School: D.G.Khetan International School, Malad West

HOD of Science (2012-2014)

Post held: Co-ordinator (2014-2016)

From September 2017 till date

School: Sanjeevani World School, Dahisar East

Post held: Deputy Head

Career / Professional Achievements Received National Teacher Excellence Award from CED in Agra in 2018

Received Nation Builder Award - 2020 by Rotary Club of Mumbai-West coast

Promising Teacher Award by IITA Education Award.

Best Teacher Award - 2015-2016 & 2016-2017 - D.G.Khetan International School

Best teacher award - 2018 by Rashtravadi Congress Party

Nari Tu Narayani Samman Award 2019 by Fun 2 Learn.

National Creative Teacher Award - 2019 by CED Foundation Trust



Ms. S. Malini Jain

Advisor
A.M. Jain College
Chennai

I am Malini, B.Sc (Physics), B.Ed., M.C.A., M.Phil (CS), started my career in 1995 as a Science Teacher, then elevated as Computer Science HOD, taught Computer Science for Senior Secondary Level. Received Intel School award for making the entire school as a 100% computer literate one, including the non scholastic faculty. Prepared and compiled Computer books for the entire school at the primary level. Entered into College teaching. Wrote a book on Digital Laboratory which was published by University of Madras. Then retired as school principal, now working as an Advisor of a A.M. Jain College



Ms. Rajni Mishra

PGT

Nagarjuna Vidyaniketan
Bangalore

I have done my MA B.ed in Hindi language.

I love teaching as I find it interesting....I'm young dynamic and goal oriented....

I have 13 years of experience with teaching Grade IX and X.

I have recieved a award from sahodaya for getting the most number of A1 in Hindi across Bangalore.

My students are very clear



Ms. Rishali Chauhan

PGT Biology
Kothari International School
Pune



Masters in Seed technology with specialization in genetic engineering. I am an accomplished professional educator with 14 yrs of experience as a science teacher. Working as a PGT biology teacher & school coordinator since last 2 years. I believe in project based learning, incorporation of latest development in education such as AI blended with Indian heritage & culture knowledge transfer for holistic development of each child.

I have presented paper on topics as 1.Negative Impact of Agricultural Practices on Environment.2.Innovation in Teaching & Learning. Have done Action Research certification on Research in Educational Technology from CEIT- NCERT. CBSE-School Innovation Ambassador. Shiksha Gaurav Award 2020 from CED Foundation Trust. Best district teacher award from SOF.

Ms. Salma Memon

Founder

Umeed Foundation

Mumbai

Ms. Salma Memon, Young Social Dynamic Social Worker also Known as "ANGEL" for Children from Mumbai, Maharashtra. She is Just 28 year old and is working from her Age of 10 for the cause. She is a Founder of UMEED Foundation.

By Profession she is a teacher and by passion a Social Activist. She says there are many NGO in Mumbai which works for Education support but what makes her different is She supports to those who are Average Scorers, One parent or Orphan child by Supporting them for Educational Fees and Free Coaching ,Mentoring. It has created impact in more then 1000 children across Mumbai and has 450 Children in the current academic year out of which 220 are from borivali region. Not just this she runs 2 batches free coaching centre for children which is known as UMEED ki Pathshala on regular basis in evening as her bit towards the society .For her extra ordinary service she has received Super 30 Teacher Award across India.

In this 18 years of Journey she has brought Change in thousands of Life and inspire thousands of young minds. She is everywhere to give her service whether it's a Call for Emergency in Hospital, cancer Patients, Rehabilitation Centre, Blind Home, Orphanage, Old Age Home, Madarsa, Slum Areas, Help for Marriage, Help for Education Fees and so on the list is endless in short where there is a need Salma Memon try her Best to reach and give her service Unconditionally and changed the life of thousands of people in the young age. For her dedication into Humanitarian Service towards society she has received more then 550 Accolades in National and International level.



Ms. Arshya

Coordinator and English Teacher
Ashok International Public School
Bangalore

- Attended workshop held by Oxford university which covered the key aspects of teaching language skills, grammar, vocabulary and poetry and dealt with basic issues in testing and evaluation.
- Trained by Karnataka ICSE Schools Association in English Subject.
- Attended on Developing Soft Skills conducted by Pitamber and Rising sun Publications.
- Awarded by British Council for supporting the integration of international learning in the curriculum.
- Trained by CBSE board held at Chennai which covered the topic on experiential learning.
- Certified by Cbse Board on Artificial Intelligence.
- Shortlisted for Shakespeare National English Award 2022 organised by CED Foundation, Delhi.

Capt. Dr. Anita Rathore

Associate NCC officer

Bhopal Nobels PG Girls college,

Bhopal Nobels University, Udaipur

M .A in Geography PhD Research Officer in BN University Udaipur Rajasthan

Honoured by NCC directorate Rajasthan, DG commendation card 2021 New Delhi, National cadet corps in appreciation presented by directorate general DG New Delhi, major general gold medal and commandant trophy officers like quality, first in drill company commander first in cultural first in order merit, honoured by Mrs India Priyanka Khurana Shakti, honoured by Maharana Gaj Singh mahila sashaktikaran, awarded for bhakti Shiromani Mira puraskar, awarded for maharani Padmini puraskar, honoured by Shri Rajnath Singh Ji defence minister, honoured by Rajiv Pratap Singh rudy, honoured by Gopal jayanti by Vidya prachar ne sabha 3 times, 7th state level University and college teacher honours ceremony Jaipur, best announcer of national and international labour talks in aakashvani Udaipur, best announcer 55th all India commerce conference, and so many awards and national and international conferences seminar etc..



Anita Rathore

Ms. Shaik Tajunnisa

Teacher

St. Peter's High School,
Hyderabad

I am a veteran school teacher, presently handling higher grades and teaching English, in St. Peter's High School in Hyderabad. I grew up in the family of teachers, so teaching comes naturally to me. My passion, enthusiasm and optimism led me to this prized profession. My teaching transactions are mostly linked with real life applications, and are competency based. I would very proudly attribute my success to my hard-work and inclined teaching methodologies which brings about the all -round development in a child. I would like to mention about my dedication about picking up all the low achievers from all sections and creating a class for myself. My challenge is to make these low achievers to either middle or high achievers, and I'm 100% successful in doing so.

My hobbies include writing articles for the school magazine and newsletters in the local newspapers, and they've been appreciated by the news editor. Apart from it, I do write poems and stories on my own as it works as a detox for me.

I'm sure my dedication in this profession will mold students of mixed abilities.



Ms. Sundhya Vashisht

Academic Head
Gyanda Academy, Birgunj, Nepal

I am Sundhya Vashisht. I had worked in DPS, Mathura Road for 15 years, then joined DPS, Dharan, Nepal worked there for 26 years. I got retired in 2021. But the zeal and enthusiasm to work kept me ignited, so when I got the opportunity to work in Gyanda Academy as an Academic Head I grabbed it. I started my career as teacher in Primary school and rose to become a coordinator, Academic Coordinator, Headmistress, Vice Principal and Academic Head. I am at present also the President of Dharan Toastmasters Club which is a part of Toastmasters International.



Ms. Asha R A

Activity Coordinator cum HOD Science
Sri Sri Ravishankar Vidya Mandir
Bangalore

"A teacher's success begins with the success of their students."

I'm Asha R A working as Activity Coordinator cum Head of the Department, Science in Sri Sri Ravishankar Vidya Mandir Bangalore South. I started my journey as a teacher initially and have 8 years of experience in the teaching field. Before that, I was working in an MNC company for a couple of years and I didn't get the satisfaction.

I got continuity and satisfaction after joining the teacher's profession that too when I started my career in SSRVM BS school. Our school is very special for me since I work here in peace. We do meditation or kriya and do yoga every day as soon as we reach school and I have a sense of belongingness and attachment or love towards the school and children because the school is not just concentrating on the school's improvement and academics but also it keeps an eye on the physical and mental health of every facilitator and children as well. We never feel exhausted or getting bored since our management takes care of everything. This kind of environment creates holistic development for kids.

My passion or compassion for learning and teaching drive me to this position when I started exploring new things every time. A compassionate teacher teaches from the heart. The heart knows about having a passion for the subject. The compassionate teacher teaches with gentleness and allows students to explore or discover through mistakes and revelations with patience and enthusiasm. My inspiration triggered so many students in a greater way. As a teacher, I always evaluate my success by the growth I saw in my students.

My teaching positively influenced the growth of students is my greatest reward as a teacher especially when they started calling me and saying that they have become this, that, and so on. I started concentrating on individual children. I used to teach the slow learners separately using different methods like the LSRW approach along with experiential learning and I used to assess them through joyful and fun-based activities. Children showed so much enthusiasm towards learning. My eyes started watering for happiness when I saw these slow learners giving a presentation in front of me. At that very moment, I decided that I became a successful teacher.

During the Covid-pandemic, we had learned, unlearned, and relearned. We took it as a challenge to run the school using technology and so much digital transformation has happened. We didn't give up but we continued to have an effective classroom. I got an exceptional leadership skills award and Certified Master Trainer award too because of my continuous hard-work and updating myself.

Proud to say, we are the nation-builders!! We continue to serve till our last breath.

Give a student a fish; you have fed him for today. Teach a student to fish; you have fed him for a long time.



Prof. Dr. Suraiya Bano

Asstt. Prof. In Computer Science
Bhilai Mahila Mahavidyalaya
Bhilai Nagar



Am working as Assistant professor in Computer Science since 30 years and working as social activist individual and associated with 67 international national societies as international Peace Ambassador Global India and also honoured as Education Ambassador India and being Education Ambassador am adopted a girl student of class 4 for her education responsibility life long also honoured in the field of Environment and working in the same field also.

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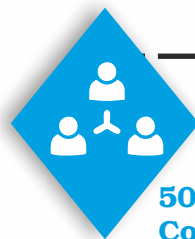
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