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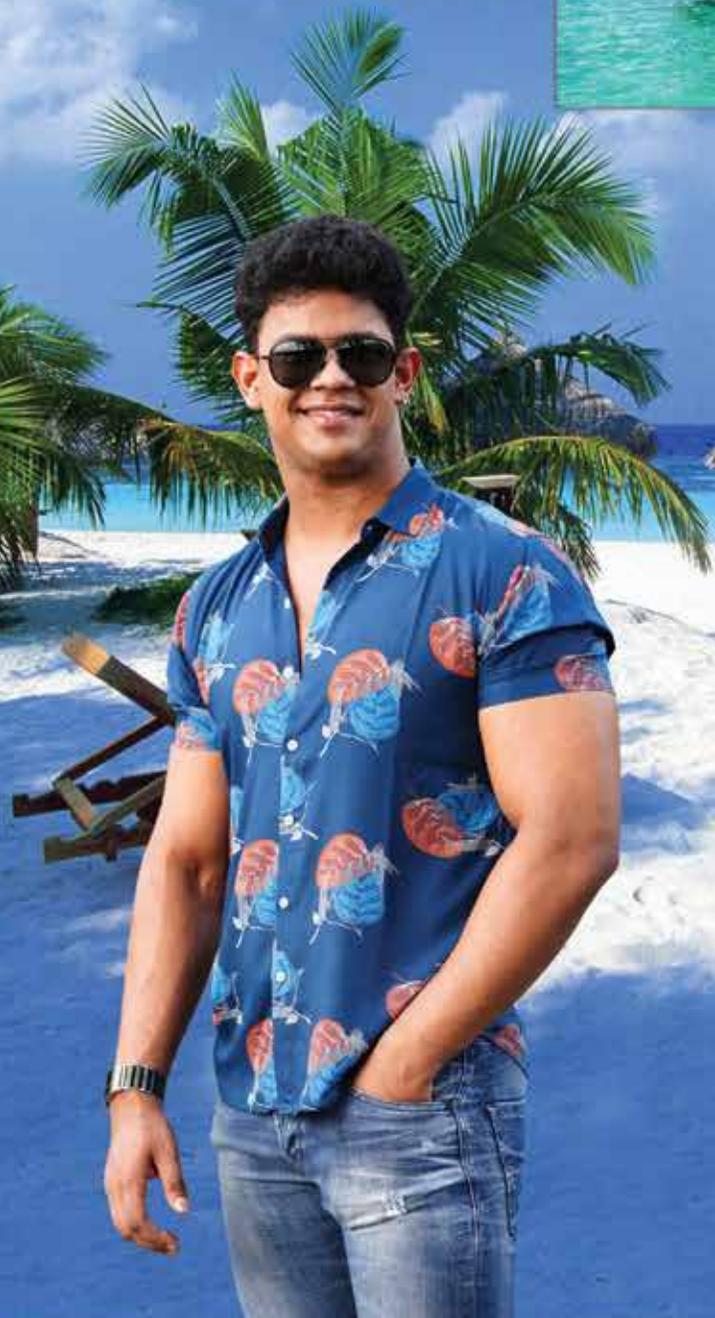
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CATCH 'EM YOUNG!

School education in the 1980s and 1990s was frustrating, to say the least. It left many students, myself included, bitter and angry. We were being forced to study subjects that most of us had absolutely no interest in. It seemed like a waste of time.

I studied in one of Delhi's top English-medium all-boys convent schools. Here, studying Sanskrit till class 8 was mandatory, as was studying Maths till class 10.

I don't know many people who have made a career out of studying Sanskrit, leave aside the Hindu priest who conducted my wedding ceremony.

About Maths, I could never understand algebra or trigonometry. It was pretty clear because I was failing the subject every single term. I still don't know how I managed to secure 33% in my class 10 board exam to forever say adieu to this horror of a subject. That was in 1996. Till date, I have never ever used algebra or trigonometry in my life for any reason.

This is not to imply that Maths is useless. I am saying, it was useless for me. It should be taught to those who are interested in it or at least show an aptitude for it.

Having said that, I was really good in English for as long as I can remember – the top of my class right from the very beginning. My point is simple: the teachers should have spotted this talent at a much earlier stage and encouraged me to focus on English – a subject that was going to make my career – instead of forcing me to waste my time and energy studying subjects that would have no use in my adult life.

This is not unheard of. China has been doing it for decades. Scouts visit schools across the country, trying to spot talents. For example,

if they find kids who are freakishly flexible, they take them out of the school and push them into gymnastics. That's it. Gymnastics becomes their focus. Why do you think China wins so many medals at the Olympics?

The Indian schooling system suggests that young kids don't necessarily know what subject might be of interest to them until they clear their class 10 boards, following which they get to choose their streams. This seems absurd. The kids may or may not know, but the teachers should. It's their job to spot talent early.

Hopefully, the new National Education Policy (NEP) 2020 will change this. The progressive and long overdue 5+3+3+4 structure, which will come into play from the new academic session this year, promises to eliminate the need to mandatorily study subjects you don't want to right from class 9.

Students will also be allowed to choose from a range of subject combinations best suited to their talents and interest instead of being forced into the rigid Science, Commerce or Arts streams.

Moreover, the Central Board of Secondary Education (CBSE) has already started offering skill courses or vocational subjects for students from class 6 onwards – a welcome move that “will keep multiple career possibilities open for each student, instead of the current situation of rigidity once the first choice is made,” says the CBSE notification.

What more? Over 10 lakh students are presently studying skill subjects at the secondary and senior secondary level.

Now that's progressive education. As they say, better late than never.

Rohit Wadhwaney
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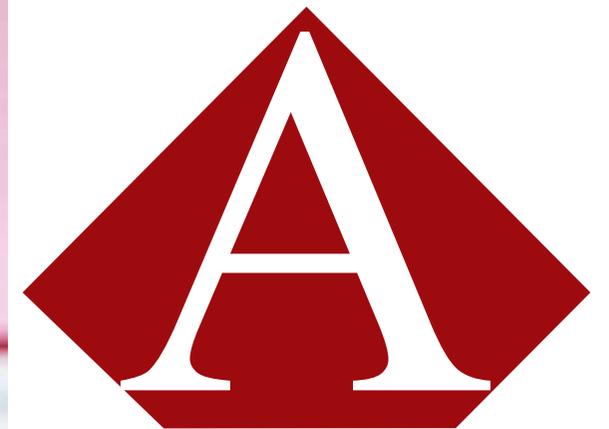


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NAGGING HURDLE IN IMPLEMENTATION OF NEP 2020 – TEACHER SHORTAGE



It has been almost three years since the Union Cabinet of India approved the progressive National Education Policy (NEP) 2020, with an aim to completely transform the country's education system by the year 2030. Education Post's **Rohit Wadhwaney** attempts to understand the challenges school authorities are facing to implement the policy at the grassroots level.



sk almost anyone in the academic world, and they'll only have great things to say about the new National Education Policy (NEP) 2020, which came into existence on July 29, 2020, with an ambitious goal of transforming India into a global knowledge superpower. But praising the policy is one thing, implementing it quite another.

Going by the India's ruling Bharatiya Janata Party (BJP), the NEP 2020 has been accepted by all and the whole country is working to implement it, unlike previous education policies which were "mired in controversies" due to ideological links.

"Normally, education policies have a history of being mired in controversies. There were two NEPs in the past and were always surrounded by controversies. Many commissions were also formed in between for the implementation of educational reforms, but they were always surrounded by controversies," Union Home Minister Amit Shah said while addressing students at the 4th

convocation of the Central University of Gujarat recently.

“But nobody could protest or make allegations against the education policy brought by Narendra Modi. In a way, the entire society has accepted it and the whole country is moving forward to implement it,” he said.

But that’s not entirely true.

A group of more than 50 noted educationalists and cultural icons in Kerala – which, at 94%, has the highest literacy rate in India – has requested the state government to abandon steps to implement the NEP 2020, saying the policy could reverse the progress made by Kerala in the field of education.

The joint statement issued by the All India Save Education Committee (AISEC) cautions that the move to make Classes 1 and 2 a part of the pre-primary education structure will lead to a “complete collapse of elementary education.”

Moreover, the statement by the eminent personalities, who include the likes of literary critics M.K. Sanoo and M. Leelavathi, writer Sarah Joseph and poet K.G. Sankara Pillai, says that the NEP 2020 aims at reducing schools and colleges into mere “vocational training institutes” that churn out workers adept at operating machines and not intelligent humans.

Similarly, the Joint Forum for Movement on Education (JFME) has issued a strongly-worded letter openly calling on the nation to “say NO to the implementation of NEP! Say NO to privatization and commercialization of education!”

“The fact that the document (NEP 2020) has been passed by the Cabinet without a discussion in Parliament shows how pernicious conditions are being introduced to dismantle public-funded education in the country,” the letter reads.

But in a country like India, the world’s most populous democracy, opposition to any new change is bound to raise its head. That, however, does not mean private schools across the country are finding it a cakewalk to implement the NEP 2020.

A survey by the Singapore-headquartered education platform XSEED Education revealed that almost 70% of schools in India are not fully prepared to implement the NEP.



Sudha P. Sridevi, Principal of Bommarasipet’s Ivy League Academy in Telangana, is a great fan of the NEP 2020. But she is certain the policy will not “reach the unique flavor expected” until and unless India rectifies a nagging problem – dearth of good teachers.

“The slow and independent phase of learning and exploring, as envisaged in the NEP, is a breath of fresh air to all the innocent little ones out there. The focus of the NEP on skill development rather than knowledge is also a unique feature that adds value to an individual’s education. Health and wellbeing is another important aspect included in the NEP, which highlights the need for mental and physical strength to accept and adapt changes in life. Teaching has become more flexible and supportive to include the teacher’s passion in creating learning environments. Sustainability is something that we will truly achieve with NEP 2020,” Sridevi told Education Post.

But a coin always has two sides, she added. “The harsh reality of our education system is that teaching is still a chance

not a choice. The required qualification and the life-long learning part is neglected during recruitment and the dark reality of losing the job anytime is also rearing its ugly head in this profession. There are many who would like to take up this profession, however, in a country where privatization is allowed without proper policy to regulate and implement professional development, I believe the NEP becomes a dream rather than a reality.

“Not even one in fifty students who pass out of school willingly choose teaching as their profession. Until this scenario changes and teaching becomes an equally respected profession, which includes the teacher safety and job security, the NEP may be implemented but is difficult to reach the unique flavor expected,” Sridevi said.

“As a school head, I have ideas and I am implementing skill-based subjects into my school curriculum, but for it to move forward I need skilled teachers, which I find difficult to recruit. The financial structure does not support the expected salaries and hence the lacuna is bigger than expected. I hope that this part can be taken care by the government and regulatory bodies to make a better childhood to livelihood transformation for our future generations,” she said.

Kendriya Vidyalayas alone need at least 12,000 teachers to be able to properly implement the NEP 2020, said Indra Mani Upadhyay, PGT Hindi, Kendriya Vidyalaya, CRPF Lucknow.

“The government’s intentions are good, but it is not walking the talk. There are several schools in remote areas that function with only one or two teachers, who teach all the subjects and also take care of midday meals as there is a shortage of non-teaching staff,” Upadhyay said.

The government “must arrange for teacher training in offline mode with proper assessment,” she said, adding, “The NEP places emphasis on the mother tongue, but there is a lack of good content in the regional languages, so textbooks in regional languages need to be provided to schools in time.”

Then there is the problem of internet connectivity, which needs to be provided to

schools in remote areas and “students must be trained to use these devices effectively. They mostly use laptops and tablets to browse the internet for entertainment or for social media. Students need the training to use these devices for educational purposes,” Upadhyay was quoted as saying in the Education Times.

According to Shehanaz Cottar, Principal of the Podar International School in Pune, the effective implementation of this mega project will require shared responsibility and ownership among key stakeholders including the private sector at all levels of education.

“Alternative and innovative education centers need to be set up for the effective implementation of (the) NEP,” she was quoted as saying.

A principal of a school in Nagaland’s Kohima city told Education Post on condition of anonymity that there are several issues in the NEP 2020 that need clarity, without which implementation is “out of the question.”

“Take for example vocational and skill-based education. Schools have been told to implement them, but we have not been told how we should go about implementing these,” he said.

“Another challenge we are facing is figuring out how to break down the boundaries between arts, commerce, sciences, co-curricular and extracurricular activities. We need to segregate them in a way that children should be able to make the choice by the time they reach class 9,” he added.

Quite rightly so, Home Minister Amit Shah believes that the NEP 2020 has “brought our education out of narrow thinking.”

“The aim of education is not to get a degree, a good job or comforts in personal life, but to become a complete human. We should always make efforts in this direction and this education policy gives full opportunity for this,” he said.

He also urged teachers across the country to especially study the NEP 2020, because only when they read the policy “between the lines” will they understand its implications.

Reading between the lines in India? Clearly, easier said than done.

MENTAL HEALTH EDUCATION MUST BEGIN AT SCHOOL LEVEL

It's high time that we stop stigmatizing visits to psychologists for counselling, says counsellor **Deepti Srinivasan**, the Director of Resilience Works. An alumnus of Bengaluru's Christ University, Srinivasan also talks about the challenges facing the study of psychology in today's day and age in a freewheeling chat with Education Post's **Tanay Kumar**.



Q You did your schooling from an all-girls school. What's your opinion on co-ed schools as opposed to gender-based schools?

The biggest advantage of co-ed schools is that it mimics the outside world environment and makes the transition easier. It can also help in building healthier relationships with the opposite gender. But unless there is active encouragement and normalization of cross-gender interaction, there may remain fear, awkwardness and lack of social skills in communicating with the opposite sex. Sexism and discrimination can also exist.

Same gender schools may help girls be more confident, explore different skills and options – academic and extracurricular. In fact, girls in mixed environments typically demonstrate lowered levels of self-esteem and motivation in Math and Science. Evidently, male engagement with traditionally female subjects improved notably in an

all-boys environment. Same-gender schools are also likely to reduce the chances of self-consciousness related to outward appearances, and distractions related to boy-girl relationships. The biggest drawback, however, is that those children often do not learn to relate with the opposite gender in a casual and healthy manner.

Your profile says that you are an “EAP & POSH Expert.” What does it mean?

Having completed my MSc in Counselling Psychology, I work in the field of EAP (employee assistance program) or corporate counselling, providing counselling, coaching and training for our client companies. The background in psychology also helps me in my work in the area of prevention of sexual harassment.

Some other branches of psychology include clinical, child, family and marriage, developmental, abnormal, social, sports, forensic etc.

The interesting thing about psychology is, that one can find its implementation in so many other areas as well – for example advertising, sales, social media, development of training programs, even design and construction.

Since completing your graduation in 2004, what changes have you seen in the study of psychology?

Psychology as a field is growing and developing and so should the construct of formal education in psychology. I was fortunate to study in a college and under guidance from teachers who always encouraged us to not just study the theory of psychology but focus on actual application of principles studied. It is heartening to see that more and more educational institutes are encouraging practical learning and application of skills by incorporating internships and practical, and even supervised counselling sessions rather than just focussing on theoretical learning.

Today, more research and studies are being done, especially in the areas of everyday stress and toxic environments and how they affect



According to the World Health Organization (WHO), Mental Health Atlas, 2017, in India there is 1 mental health professional for 51,717 Indians. This includes psychiatrists, specialist doctors, mental health nurses, psychologists, social workers, occupational therapists, speech therapists and other paid mental health workers. Certainly, there is a need for mental health, but it is as yet largely unrecognized. As conversations about mental wellness increase, counselling and therapy become a part of everyday life, and thus employment opportunities will also increase in the field of psychology.



the mind and body as a whole. Mental health is discussed more and officially recognized by various bodies worldwide. However, there is still a view that separates the mind and the body. Many illnesses are psychosomatic and need to be looked at as a whole and more research needs to be done on the mind-body connection.

Many disciplines within the field have expanded, with new sub-disciplines, areas of research, and methodologies, for example, new research on media exposure and its effects on children. Understanding of gender has developed vastly as seen by changes in the new edition of the DSM5 in 2013.

What are some of the challenges that the study of psychology is facing in India?

Traditionally fields of Medicine, Engineering, Law, Finance, and IT are considered successful careers. But as much as mental health is paramount for everyone to lead healthy lives, it is still considered as a secondary choice.

Some of the problems are not unique to this field, such as the lack of focus on practical learning. We often find that freshers are lacking in skills and ability to implement theoretical knowledge. This can perhaps be changed if educational institutes focus more on practicum-based learning – roleplays, mock-sessions, internships, case discussions etc.

Another problem is that the teachers are themselves academicians with limited hands-on experience. This further exacerbates the difficulty in transitioning from theory to practice and from classrooms to counselling sessions.

Obviously, lack of funds or resources is a problem as well because it means lack of infrastructure and facilities like counselling rooms, observation rooms, recording equipment. Perhaps even access to books and journals in some cases.

Increased access to psychological practices through education and other interactive resources will help reduce the stigma and change the narrative. It will also be extremely helpful to begin education of mental health and psychology at the school level itself.

With regards to the stigma associated with taking psychological and psychiatric help in India, do you think things are slowly improving?

In India, there are still myths that surround psychology and counselling.

In recent years, there have been a gradual improvement but still not sufficient. In fact, one of the few good things that emerged from the COVID-19 pandemic was the normalization of conversations around mental wellness. Events like World Mental Health day has also helped to propagate its importance in common people. Significant contributions have been made by celebrities to popularize topics like depression and mental health. Media coverage of celebrity suicides has also brought mental health into focus.

According to the World Health Organization (WHO), Mental Health Atlas, 2017, in India there is 1 mental health professional for 51,717 Indians. This includes psychiatrists, specialist doctors, mental health nurses, psychologists, social workers, occupational therapists, speech therapists and other paid mental health workers. Certainly, there is a need for mental health, but it is as yet largely unrecognized. As conversations about mental wellness increase, counselling and therapy become a part of everyday life, and thus employment opportunities will also increase in the field of psychology.

Please recommend some reading or viewing material for psychology students.

Well, there are many recommendations that I want to share but here are a few that I would highly recommend:

Viktor Frankl – Man’s Search for Meaning

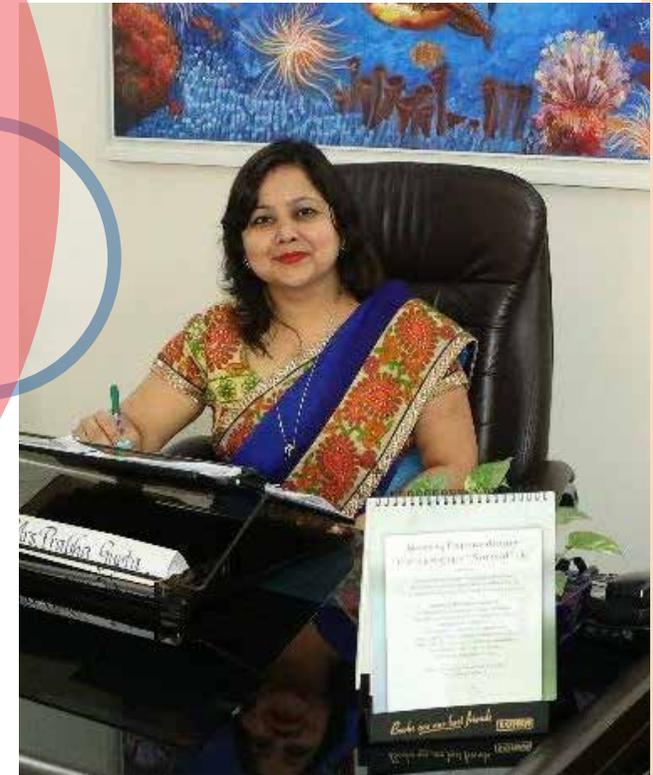
Robert Sapolsky – Depression and Other Lectures (on YouTube)

Gabor Mate - Myth of Normal (trauma, illness and healing in a toxic culture) and When the Body Says No.



VOCATIONAL COURSES FROM CLASS 6 WILL HAVE POSITIVE IMPACT ON SCHOOL EDUCATION

Prabha Gupta, Principal, Vishwa Bharati Public School, Dwarka, New Delhi feels a sense of pride and accomplishment when her students sometimes refer to her as their mother, she tells Education Post's **Tanay Kumar**.



You have an "O level" certificate in Computer Software. Did you ever consider making a career in IT?

You may be surprised, but I actually started my career in the corporate sector, working as an assistant manager in the finance department of Whirlpool India. It was a kind of job that entailed computer knowledge, and I really enjoyed my tenure there.

But after entering the field of academics, I never thought of switching back to the corporate world. Nothing can replace the love and affection you get from students.

What's your opinion on the NEP 2020 and the changes it has brought about in school education?

The impact of the NEP 2020 on school education is very progressive. It is very promising and ensures many multidimensional and versatile career options for all the students

of all classes. Offering vocational skills right from class 6 provides students with a remarkable opportunity to think beyond some conventional streams of higher education.

Experiential teaching and learning methods are surely going to help students to attain a better practical approach. They'll get to know the pros and cons of each field before actually entering it, which is really essential as you cannot learn anything completely if you haven't practiced what you have studied. Probably this is the reason that many engineering graduates are opting for other career options.

Please talk us through the challenges that Indian schools have been facing, challenges that may not have been addressed as yet?

The major challenge that any school faces is to own up the responsibility of each student in order to make them future ready. This problem largely stems from the fact that India's student to teacher ratio is skewed.

Even today, an enormous gap exists between

Vishwa Bharati Public School, Dwarka



what students learn at school and what they learn when they opt for higher education.

The resources and the environment required for the readiness of each professional course are not provided at the school level. Also, the students tend to rush towards only some conventional streams without actually knowing the scope and challenges of that field. The government should collaborate with schools and higher educational institutions so that students can be given the pre-requisite training for the particular field they wish to enter. It will further reduce the dropout rate at the college level.\

You received your education from the Haryana State Board. What's your view on the existence of different state boards with separate evaluation systems?

My school education included

the Haryana Board as well as CBSE. I had to change schools due to my father's transferable job. Coming back to the point, I don't find much difference between state board education and CBSE. Most of the state boards, including Haryana Board schools are following the same NCERT books that are part of the CBSE curriculum.

The only major difference that I found was that the Haryana State Board focuses more on the Hindi language till class 6, following which they switch to English as a second language. The evaluation system, however, is the same across boards these days – the nine-point grading system.

The ICSE curriculum is somewhat different. It offers new teaching methodologies, encourages an analytical mind, and provides global content. This has helped students pursue higher studies abroad. Since ICSE students have a firm base in English, it gives them an

edge when it comes to IELTS and TOEFL examinations.

However, after the introduction of the new National Education Policy (NEP) 2020, CBSE schools are more focused on innovative and experiential learning and trying to meet global standards.

What are some non-academic priorities for a school to function seamlessly?

Would you tell us about three 'non-academic priorities' when it comes to running the school properly?

Apart from academics, ensuring proper infrastructure and transport facilities is a top priority. Safety of girls at my school would always be an indisputable focus.



Recruitment of quality teachers and other staff members also becomes very challenging sometimes. Health and hygiene of students has always been my school's priority even before the pandemic. COVID-19 has probably enforced every organization to ensure proper sanitization of their infrastructure, which we had been doing for several years.

You've been teaching for over 20 years. You received the "Principal of the Year" award from Universal Mentor Association. You must feel extremely proud of your accomplishments.

Probably every day is a very proud day for me being at school, but yes, there are multiple occasions when I felt a sense of pride being a teacher.

The parents of a class 10th district topper from my school gave me the whole credit for her success.

I was stuck in Kedarnath during the 2013 flood along with my whole family. One of my students did not eat food for four days. He said he could not eat

knowing his teacher had probably not eaten. He was hospitalized and was discharged only when I arrived safely back in the city.

A student, whom I taught in primary school, mentioned me on national television when she was selected as a finalist in the musical reality show Sa Re Ga Ma Pa. Students hug me, calling me their mother – this makes me feel very happy. When you give love to your students and share an emotional bond, they reciprocate it and that is the proudest moment for any teacher.

Schools and higher educational institutes work differently with different methodologies. What are some of these differences?

The work processes and methodologies of schools and higher education are totally different. First, at schools, teachers own up the responsibility of making students learn and understand the concept of

repeating till it is understood completely, whereas in higher educational institutions, because of quantum of content to be taught, repetitive teaching becomes difficult.

Also, in schools, teachers tend to teach every topic from the basic level so that there are no stones left unturned and all the doubts are cleared. On the other hand, in colleges, many teachers presume that students already know about the subject and its basic concepts, which is not wrong. But we know that primary and secondary education in many parts of India is not up to the mark.

In schools, teachers keep a track record of students' progress and take remedial measures from time to time, but I doubt that such a thing similar happens in higher education institutes. Most of the times, their marksheets are the only parameter of the progress.

What kind of books or films would you list as your favorite?

I am a very spiritual person, so my prime interest is in books based on the art of living, such as The Alchemist by Paulo Coelho, The Leader Who Had No Title by Robin Sharma, and Chanakya in You by Radhakrishnan Pillai. Documentaries based on animals interest me a lot. As for movies, I loved 3 idiots, A Beautiful Mind and Life of Pi.



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CULTURALLY RELEVANT & RESPONSIVE PRACTICES HELP TEACH TRIBAL STUDENTS

SUSHANTA KUMAR SWAIN

Sushanta Kumar Swain, Headmaster at the Kalinga Institute of Social Sciences (KISS), who works not just in primary and secondary but also in adult education, speaks to Education Post's Tanay Kumar about overcoming the challenges of educating tribal youth.

fulfil it. I am making a positive difference in the lives of young people – especially the ones at the margins through quality education working under the guidance of our honorable founder of KIIT & KISS, and MP Kandhamal – **Prof Achyuta Samanta** – who firmly believes that education is a powerful tool for empowering individuals and communities.

Please tell us about the challenges you faced in the field of adult education and how you overcame those challenges.

Challenges in adult education may include dealing with learners who have different learning styles and needs, varying levels of education and literacy, and competing priorities outside of school. Especially in our context, we are a residential model. Our major challenges include:

- ◆ Indigenous control of education yet promoting modern scientific education
- ◆ Scale and scope of our work is massive, so maintaining quality is a daunting challenge
- ◆ Balance of academics and co-curricular
- ◆ Diverse backgrounds of the tribal children
- ◆ Many are first generation learners
- ◆ Language related problems and transitions

To overcome these challenges, we use a variety of teaching methods that cater to different learning styles, create a flexible and supportive learning environment, and provide resources and support services to help learners balance their education with other responsibilities. Two major pillars of our success are:

- ❖ Mentor-Mentee system
- ❖ Participation of tribal stakeholders in decision making

Being a law graduate, please share your academic journey and inspiration behind entering the teaching profession.

I was a very bright student and would have become a noteworthy lawyer, but I never wanted to practice law. I pursued it to polish my analytical skills and be aware of everything around me with a rationale. I always wanted to be a teacher, and that I am. With years of experience now, I can tell that becoming a teacher is a very fulfilling career. I enjoy sharing knowledge and helping others learn. I always had a passion for teaching and KISS is giving me ways to



Instilling education in the tribal areas of India is cumbersome work. How does your institute inspire tribal children and, more importantly, their parents, for a formal education?

To inspire tribal children and parents for formal education, we use culturally relevant and responsive teaching practices, involve the community in education decision-making and implementation, and provide resources and support services that address the unique challenges faced by tribal communities. Ours is a complete solution.

In 1992-93, India was just starting to integrate with the global economy and progress in education was missing in Odisha, let alone education for tribal children. It was a grey area where the government chose not to intervene and private organizations could not muster up the courage to create waves of change. It was at that time, with limited

or no finances, our beloved founder, **Prof. Achyuta Samanta** founded this institute with a belief that education can empower the people. It was not an easy start and he had to overcome several setbacks. The first ten years were extremely difficult for him and his team. The common man considered KISS' initiative as an intrusion. However, he continued overcoming all adversities, and the rest is history.

But his thought process was very clear and based on two important pillars

- ◆ **Procedural** – Free education from KG to PG and beyond in a fully residential campus
- ◆ **Substantive** – A unique financial model for the sustainable functioning of KISS, contributed by the stakeholders of the Kalinga Institute of Industrial Technology (KIIT) in Bhubaneswar, another institution founded by him

KISS started with 125 poor indigenous students in 1992-93 and has now grown

in scale and scope, catering to 80,000 indigenous children. Of these, 30,000 students study at the main campus in Bhubaneswar, 40,000 are alumni and 10,000 study at 10 satellite centres of KISS across Odisha. It has indirectly affected over eight million tribal children and youth. The students come from 62 different tribal groups within the region, of which 13 are Particularly Vulnerable Tribal Groups (PVTGs).

In its course of inception, evolution and existence, KISS has been promoting quality, holistic education, girl child empowerment, vocational and life skill education, healthcare, scientific temper and humanism and sustainable development. It has arrested naxalism, hunger and malnutrition, child labor and trafficking, early girl child marriage and dropout to a large extent. The contribution of KISS in the field of sports is immense. KISS has groomed around 5000 sportspersons who have participated and excelled in prestigious national and international events.

Last year, the institute won the King Sejong Literacy Prize for Mother Tongue-Based Multilingual Education (MTBMLE) model in the Kuvi language, a tribal language in Odisha. What procedures did KISS devise and follow to teach and train students in this language?

We follow MTBMLE program at KISS. It aims to tackle the challenges of poor retention of indigenous students in elementary schools due to classroom language barriers and teachers' incapacity to deal with multilingual and multicultural classrooms effectively. The program is in a hybrid format, with face-to-face and distance learning modules using low-tech solutions such as television, radio, and text messaging.

KISS was integral in bringing together members of the tribal communities Kondh, linguistic & technical experts and various other fraternity to collaborate with the Motorola Software Globalization team, to develop a keyboard for the Kuvi Language. We have developed a writing system for Kuvi in four different scripts namely Kuvi-Odia, Kuvi-Devanagari,



Kuvi-Telugu & Kuvi-Latin enabling 155000 speakers from these communities who are natives of Odisha and some parts of Andhra Pradesh - to communicate with each other via text.

This initiative sets the path for the revival of many more such languages, helping to preserve the rich legacy, knowledge and heritage that rests in the depths of our country. This is a commendable use of technology to create a truly inclusive world, where communities living on the fringes integrate into the larger world of opportunities.

All the provisions of the new National Education Policy (NEP) 2020 are splendid and have been devised after rigorous concept mapping. What are the three provisions you like the most in the policy?

Three provisions of the National Education Policy 2020 that are particularly noteworthy are the emphasis on early childhood education, the integration of vocational education and skill development into mainstream education, and the promotion of multilingualism and mother-tongue-based education. All the three are practised here at KISS.

You had visited Thailand and South Korea in your academic profession. When it comes to school education, what differences do you see between India and these countries?

At first I would like to extend my whole hearted gratitude to our beloved founder of KIIT & KISS, and MP Kandhamal, **Prof. Achyuta Samanta** for giving me such type of opportunity. The differences in school education between India, Thailand, and South Korea may include differences in teaching methods, curriculum, classroom management, and resources. Each country has its own strengths and challenges in education, and there is much that can be learned from comparing and sharing best practices.

I find that the differences are very stark. In India, we are very career oriented from beginning and there in those countries they are more learning oriented. The change is coming and it is good for us in India. Those countries explain importance of skill and let the child figure out ways whereas in India we pressurize a lot, which should not be the case. The spirit of enquiry is much higher there than in India.

You have attended workshops conducted by the Centre for Cultural Resources and Training (CCRT). Please share with us your experience of interacting with other academicians in those workshops.

Workshops and professional development opportunities can be valuable for educators like me to learn from others and to expand knowledge and skills. I am keen to learn best practices from their side. Collaboration is the key and we develop with learning at each point.

Is there anything else about the Kalinga Institute of Social Sciences (KISS) that you would want people to know?

The Kalinga Institute of Social Sciences (KISS) is a unique institution that provides education and support to underprivileged and marginalized children in India, tribal communities. Through its innovative and culturally responsive approach, KISS has been able to improve the lives and prospects of thousands of children and families, and is a model for inclusive and equitable education. Behind all the miracles there is a visionary person **Prof. Achyuta Samanta** honorable founder of KIIT & KISS, and MP Kandhamal, whose restless work, support & guidance towards the organisation makes all it possible. 🇮🇳

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Tanay Kumar

EVALUATING 'LIBRARY-PERIOD' CAN GIVE US 'READERS' RATHER THAN 'DOOMSCROLLERS'

Reading is one of those non-biological habits that is indispensable in humans' lives. In the days of 'digital distraction' posed by 15-second reels, Education Post's **Tanay Kumar** asserts how evaluating or giving minor credits for 'library-period' in schools can save people from being fall prey to fake news and can make them patient, but with one change in rules.



"I cannot live without books."

James Madison, America's fourth President, must have smiled with pleasure when he had read the aforementioned sentence in a letter, which was written and sent by his very dear friend Thomas Jefferson. In the teenage years, Jefferson used to get surprised with his schoolmates that why they were not spending their leisure time at the library! Probably, those schoolmates would have spent more time with him if they had known that one day, this teenage boy (Jefferson), will become the third President of the United States of America.

Thanks to those governments around the world who emphasize on a 'library-period' and have even introduced it in their curriculum. Union and state, both governments in India, know about the importance of spending time in the library. The newly implemented National

Education Policy 2020 categorically mentions, "Public and school libraries will be significantly expanded to build a culture of reading across the country."

Both the union and state governments have allotted certain endowment for public schools to set up libraries on the school campus. While the NEP is by the centre, states also have their own policies on the library period. In October 2021, the Uttar Pradesh Government introduced proper guidelines for promoting libraries and library hours in schools. The guidelines specifically state, "Schools must devote a minimum of two periods in a week as library period for every class." In 2019, Punjab state's education department promulgated a law that reading two books minimum from the school library would be a compulsion. Most of the private schools promote and mandate library hours on their campuses.

Now, the question arises - How to know if a student has 'actually' read the book? Merely issuing the book for the entire week might not compel students to read. Could there not be a process or some guidelines for evaluation which mandate schools to take feedback from the students on the books they read in their library hours?

Many times, in most government schools, some students go to the library or the readers' corner and just sit there for the sake of 'library's period' and no one is able to assess the importance of this vital hour spent at schools. There are some students who actually read books, but their number is small.

Jatin Mishra, a student at a government boy's school in New Delhi, says that he visits the library once a week, for 30 minutes, as per the school's rule. With his friends, Jatin visits the library and sometimes reads and sometimes has fun around with his friends in the library period. The students in his school can get issued the book if they want. Sometimes, Jatin also goes through the passages or prosodies of the books, but since feedback is not mandatory, he says that he doesn't care much about it. His elder brother, Shivam, expresses his joy if there was a process or system of knowing whether the students have sat and read in library hours as it would enlarge students' perspective.

Goldy Kumari, a six standard student at DAV Public School, Patna, expresses her viewpoints

if she is evaluated for the library hours at school. Though she expresses a little dismay that it may burden her a bit more, along with her syllabus books, but she also thinks reading non-syllabus books increases knowledge. She adds, students would hardly take the library hours seriously if there is no feedback or assessment process of the books they have got issued.

Among the private schools, it is really rare that they evade the feedback or evaluation process of the library hours. Sanghamitra Ghosh, former principal of The Mother's International School, Sri Aurobindo Marg, New Delhi, shared an easy solution that the library staff can do. Some creative and fun activities on the last week of the month could be done where students can be asked to talk or discuss for a couple of minutes about the books they have read in their library hours or act out their favourite character.

Art integrated activities like making a book cover or writing a comic strip between characters can be interesting activities for children. Sharing with the Education Post, Ms. Ghosh recalls introducing a very pleasant method of inculcating reading among students. On one day of the week, in the first hour, she introduced a reading period, when the whole school, including teachers and sometimes, the support staff in her office, would read a book on the school's premises. Students were encouraged to read silently without asking any questions. The idea was not only to inculcate in them the habit of reading but also to help build in them the skill of 'speed-reading' and understand the meaning of the passage contextually, essential skills for everyone. "Reading has to be a pleasant exercise, not a coercive one," Ms. Ghosh says.

Dr. Pardeep Rai, Senior Vice President of the Indian Library Association, shares his delight and dismay simultaneously. Dr. Rai says that there is a difference between 'ground-level provision' and 'ground-reality.' For the delight part, he is happy that at least governments are now vehemently recognizing the power of reading, but the resource-crunch, infrastructure, and absence of evaluation process come to his disappointment's part. Dr. Rai also says that giving minor credits to a

As per the Ministry of Education data, till the financial year 2021-22, a total of 87% of schools in India have a library/book bank/reading corner facility in total (government, private, govt. aided and others). Being the winner, 100% schools in all categories of Delhi, whether being government or private, have this facility.

student for the book of his choice, besides curriculum's credits, would inspire not only her/him to read books but it may also inspire other students.

Since the students choose their own choice of books, the issue of compulsion doesn't arise at all. It would be like an extracurricular activity with bestowed credits. "It is highly probable that a student can become a voracious reader if she/he gets credits for a reading habit from her/his secondary classes. There is no doubt that our reading habit and attention span have drastically reduced because of smartphones and electronic media. Nobody wanted it but it is a kind of corollary that happened with us. AND books can be the saviour in this plight," Dr. Rai says to the Education Post. Proposed by S. R. Ranganathan in 1931, he cites one of the Five Laws of Library Science, 'every book its reader,' which explains that every book must get its category of readers.

There must be a course like information literacy etc where students have to be examined and Librarians' taught this paper. Then every student bound to utilise library resources. Activities comprising discussing or speaking about the book before fellow students for three or five minutes, those books might also get

their category of readers. "A rational reader goes through some other redolent books in the library, besides those which she/he was looking for," he adds.

A retired teacher from a primary government school, Ms. Asha Pandey asserts, at any school, very few students 'actually' read a book when they take a book from the library. Dr. Pandey says that in reality it's not even mandatory that one has to read some particular type of books and it would become like a syllabus if some books (or sets of books) become mandatory for the library hours. "Further, we are all aware that teachers in the government schools are often loaded with other non-academic works. We kept on filling many google forms for other non-academic works," said Dr. Pandey.

Dr. Pandey says that she was appointed for some time for the 'library-period.' But, in many other government schools, a big staff crunch exists which limits the school management to focus only on the syllabus and its completion. Being a teacher of a primary school teacher, she says that kids hardly want to study and that's their nature as they want to play more. So, to infuse a motivation in them for reading, there must be a process of reward for library-hours in the government schools also so that a lasting habit of reading can be inculcated in them.

As per the Ministry of Education data, till the financial year 2021-22, a total of 87% of schools in India have a library/book bank/reading corner facility in total (government, private, govt. aided and others). Being the winner, 100% schools in all categories of Delhi, whether being government or private, have this facility.

Tamil Nadu, Punjab, Goa, and two other union territories, Chandigarh and Lakshadweep ace the race in providing these facilities to government schools as 100% of government schools in these state/UTs has library/book bank/reading corner. Three north-eastern states, Meghalaya, Manipur and Arunachal Pradesh are seriously lagging in providing this facility in overall, with 23%, 25% and 45% respectively.

In my own views, the current world is only the result of what people have been reading since the millenniums and processing of the information they read. In the COVID-19

pandemic, millions of people around the world fell prey to the number of fake news, whose sources were merely some online propaganda websites. If those people had developed a habit of thorough reading, probably a voice would have echoed in their brains, "Maybe I should better READ this information from some other standard and authentic sources."

Besides the tremendous knowledge, reading infuses some intangible but great qualities into people. Top of the most is 'patience,' followed by a habit of listening, another habit that has been vehemently reduced in the days of 15-second reels, and third, a habit of looking into other sources for the same content's reference. But they all start from a regular habit of physical-book reading, not the online one, because online reading 'poses' some distraction to open a new tab in the browser, open a website, an application or etc. Those people would be no lesser than any 'self-conquered superhumans', if they are not led astray while reading an e-book.

Situated at 101 Independence Avenue of Washington D.C. U.S.A., the Library of Congress is one of the world's biggest libraries (some claim it is the biggest one). During the War of 1812, the British army had burned this library and many of its books turned into ashes. Many of them were very antique ones. At that time of 'knowledge crisis', Thomas Jefferson gave a proportion of his collection to the Library of Congress, a sum of 6,487 books (many claim that he read even more than this number). By just a vast land purchase from France, i.e. Louisiana Purchase, Jefferson gave Americans an extensive space of land where they all flourished and erected industries for years to come, which has kept the USA 'economic superpower' even today. Reading gave Jefferson boons of those perspectives, which only a few leaders in the world even today crave to possess.

Alas, I wish reading was more like our body's natural bio-clock so that human beings get bound to read a book half an hour daily, but sorry that reality hurts. But it has to be inculcated. By knowing the efficiency of library-periods in school, this indispensable habit can be developed.

Jefferson had only confessed that he cannot live without books, but in a dead reality, none of us can. It's only a matter of choice and time whether one wants to keep on reading even after school and college and have a logical perspective in life or just wants to have a narrow one. 

“ MY TRYST AT THE POSTMASTER'S OFFICE

Padma Jyothi Turaga



Padma Jyothi Turaga

“**Y**ou will have a comfortable day ahead,” said my daily forecast. I smiled, sipping my coffee thinking about the day ahead and the meetings that were scheduled. My addiction to the newspaper is a common one but the uncommon fascination is to read the daily forecast that some person, unknown to me or my existence writes about me.

Anyway, the sentence lingered in my mind. I had to reach the postmaster's office to sign a document to close my account. My plan was to complete that work and head

to my workplace. My kith and kin in the government sector told me that offices would open only at 10 am and never before and it was very unhealthy to walk into a government office before that time. I wondered why my workplace did not pay heed to such advice.

I stood at the red building right on the dot. The doors were open and all the chairs empty. Some minutes later, the post office staff slowly started trickling in. I was first in the counter. My eyes darted to each staff member walking into the room, waiting for someone to occupy the chair at the counter. Finally, a man sat and I beamed a flash of a smile. It was 10.30 am now. He looked impassively at me without a flicker of emotion on his face. I pushed the papers through the counter; he shook his head without raising his head. I, who is not good at understanding non-articulated language, could not fathom his reply. I waited another 10 minutes as the man behind the counter was still fidgeting with the system and the keys. Slowly, the line behind me started filling up. I could smell another man who was peering over my shoulders and watching the clerk. I was tempted to move but my position would be taken away. I continued to wait patiently.

Some started humming while some started cursing. I remembered Nirad Chaudari when he said Indians cannot be silent and noise is as essential to us as is the Sun. Someone behind me was narrating a new horror movie to another person. I overheard a conversation of two brothers and the money that has to be shared. I was the silent one. A female staff wandered toward the counter I was standing at and asked me what I would do with the money I received? I was aghast. I wanted to tell her that it was none of her business but controlled and remembered that Ekta Kapoor's stories came from all these people. I smiled and said I am going to give it free to whoever asks me. She swooned.

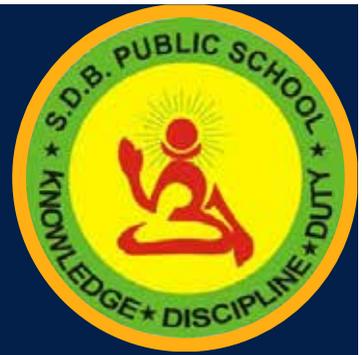
There was a rustle and all fell silent. Even the chaiwala stopped. I stood up and waited for the man to take my papers. He put up a board already pasted with a note, "all systems down, we apologise for the inconvenience." The time was 11.30 am. Time anyway for a tea break. The clerk stretched his lazy bones and walked out with a smile on his face. All of us sighed. By this time, we were tired too. Someone said why do we not sit. All of us agreed. But how do we seal our places? I put my book, the man behind his handkerchief, another a teacup, a comb followed it, a shoe of one leg and the list went on. We all sat down waiting for the 15-minung tea break to break.

"Chai chai," said the chaiwala. We took hot sips from the small 25 ml cups. No Indian sits quietly. So, conversations continued from household dramas to Modiji's election strategies to Trump's mistresses and finally the Indian cricket team members and the money they stashed in Swiss banks. Someone was busy telling us how to open a Swiss account when the clerk came back. All combs and teacups disappeared as the human train took its stand again.

The clerk finally took my papers. He peered at my face comparing it to the face in the photo pasted on the form 13 years ago. I was scared, as 13 years ago, there were no wrinkles, I did not wear glasses and I was slightly better looking than what I am now. Yet I kept my doubts to myself and faced him confidently. After peering at the photo and me for a staunch five minutes, he said the signature does not tally. I was worried. I remember to have retained the same signature. Gathering all my courage, I asked him to show me a sample of my signature I had signed 13 years ago. From the glass window, I peered to find an image of my signature. Except for a 'P' which was not very long the rest of my signature was in sync. I remembered what my brother told me



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about arguing with a government clerk. I took a pen, practised the long P, and then signed the forms again. He told me to wait and then the forms were sent to another table where a woman sat. She had the grumpiest face I have ever seen. She sat staring at the table and I stood staring at her. Five silent minutes passed. She did not move an inch of her hand, neither did she show any interest in doing her work. I asked my nonverbal friend as to when would she complete my work. He told me that the woman was in protest and she would not do any work today as her boss told her to shift her place and she refused. It is between the boss and the lady. Who would win? My half day was long gone. I had no other option so I went to the boss and put forth my agony. He said no way; I ran to the lady and begged her to bow down from her high handedness. She said no way. I was caught between the devil and the blue black sea. It was 12.30 pm – time for lunch.

A child waiting with his mother in the line started wailing. It was a low pitch whine, which turned into a high-pitched wail as the hunger increased. The mother unable to control him looked around for help. Finally, the boss relented and told Mrs. Grumpy to have her way and get the work started for the day. She flashed a victory smile, flourished a pen from her bag, looked at the clock, dropped the pen and walked out for lunch. I started texting my boss for an extension of leave.

The shoe, the teacup, the purse and the book returned. We are Indians and we enjoy food. Money was collected and food of varieties came in packets into the post office. We all sat down unmindful of the place and gave our way to the aroma wafting from the packets. Some men ventured out for a puff while the women took up the matinee show of serials. I never knew that we could contribute so much to drama and that our lives are so interestingly woven that intrigue, mystery, affection, love, bonding and romance are all in abundance in all our homes.

It is 1.30 pm and this time Mrs. Grumpy was the first to arrive. She smiled as she looked at the child, as he was the instrument of her victory. She opened the page, crosschecked the papers given, closed one ledger, opened another, took out a green sheet, finally cross checked with a yellow one and closed all. My heart was equally dancing with the pages. She finally drew two long lines signed the documents and said, “NEXT.” This word was indeed music to my ears. I hurriedly moved out only to be told to wait a few minutes for the boss to sign. The ledgers, the books and the coloured sheets went to another table. I stood again waiting for a pen to appear and a sign made. The boss definitely was not in a good mood owing to his defeat at the hands of a subordinate. I knew it would be teatime soon; I had spent an entire day at the post office.

My mind started working overtime. I quietly went to the mother and the child and stood behind them. With innocence writ on my face, I slowly inched my hands up and pinched the child not so hard, but not so soft either. The whine and the wail returned. I slipped quietly back to my place in the corner. As the wail intensified, the boss was seen squirming. The wail reached decibels unbearable to the human ear and everybody was upset. The boss quickly took all the sheets and signed twenty forms in less than 20 seconds. All of us heaved a sigh. I took out a twin large Perk from my bag and gave it to the child. The wailing stopped and the mother thanked me. I was guilty but accomplished a task. As the postmaster finally told me the work was done and my account was closed, I smiled as I remembered my daily forecast. I did have a restful day with no work done. I waved good byes to my new-found friends and decided next time I visit a government office, to be prepared with my armoury of chocolates, pens, teacups, books and not to forget a day to be remembered. 



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3	The Valley School	Bengaluru	Karnataka
4	Cathedral And John Connon School	Mumbai	Maharashtra
5	Vidyashilp Academy	Bengaluru	Karnataka
6	Heritage Xperiential learning School	Gurugram	Haryana
7	The School KFL, Adyar	Chennai	Tamil Nadu
8	The Shri Ram Universal School, Nanakramguda	Hyderabad	Telangana
9	Kalinga Institute of Social Sciences (KISS School)	Bhubaneswar	Odisha
10	Modern School, Barakhamba	New Delhi	Delhi
11	Neev Academy	Bengaluru	Karnataka
12	Smt. Sulochanadevi Singhanian School	Thane	Maharashtra
13	Army Public School, Dhaula Kuan	New Delhi	Delhi
14	DPS, Chandigarh	Chandigarh	Punjab
15	R.N Podar School	Mumbai	Maharashtra
16	St. Xaviers Senior Secondary School	Jaipur	Rajasthan
17	Eklavya School	Ahmedabad	Gujarat
18	Inventure Academy	Bengaluru	Karnataka
19	Poorna Prajna Public School, Vasant Kunj	New Delhi	Delhi
20	Glendale Academy	Hyderabad	Telangana

RANK*	NAME OF SCHOOL	CITY	STATE
21	Smt. Sulochanadevi Singhanian School	Mumbai	Maharashtra
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23	The Heritage School	Kolkata	West Bengal
24	Scottish High International School	Gurugram	Haryana
25	Jamnabai Narsee School	Mumbai	Maharashtra
26	Ahlcon International School	Delhi	Delhi
27	Mallya Aditi International School	Bengaluru	Karnataka
28	The Mothers International School, Aurobindo Marg	Delhi	Delhi
29	Jamnabai Narsee School	Mumbai	Maharashtra
30	Sanskriti School, Chanakyapuri	Delhi	Delhi
31	Dhirubhai Ambani International School	Mumbai	Maharashtra
32	Sishya School, Adyar	Chennai	Tamil Nadu
33	Vidyaranya High School	Hyderabad	Telangana
34	Abacus Montessori School	Chennai	Tamil Nadu
35	Step by Step, Noida	Noida	Uttar Pradesh
36	Oberai International School	Mumbai	Maharashtra
37	The Shri Ram School, Aravali	Gurugram	Haryana
38	The J.B Petit High School for Girls	Mumbai	Maharashtra
39	DPS, Rohini	Delhi	Delhi
40	RN Podar School	Mumbai	Maharashtra

RANK*	NAME OF SCHOOL	CITY	STATE
41	Springdales School, Pusa Road	Delhi	Delhi
42	The Mann School, Holambi Khurd	Delhi	Delhi
43	Campion School Mumbai	Mumbai	Maharashtra
44	Vasant Valley School	Delhi	Delhi
45	Bal Bharti Public School, Rohini	Delhi	Delhi
46	DPS Vasant Kunj	New Delhi	Delhi
47	The Shri Ram School, Vasant Vihar/Moulsari	Delhi	Delhi
48	Chirec International School	Hyderabad	Telangana
49	Vani Vidyalaya Senior Secondary and Junior College	Chennai	Tamil Nadu
50	Singapore International School	Mumbai	Maharashtra
51	Arya Vidya Mandir, Bandra (West)	Mumbai	Maharashtra
52	DPS, Bengaluru East	Bengaluru	Karnataka
53	St. Mary's School	Mumbai	Maharashtra
54	Sardar Patel Vidyalaya	Delhi	Delhi
55	Strawberry Fields High School	Chandigarh	Punjab
56	Nirmal Bhartia	Delhi	Delhi
57	Lotus Valley International School	Gurugram	Haryana
58	The Heritage School, Rohini	Delhi	Delhi
59	Ramjas School School, Sec-4, R K Puram	New Delhi	Delhi
60	Vishwa Bharati Public School	Noida	Uttar Pradesh

RANK	NAME OF SCHOOL	CITY	STATE
61	DPS, Khajaguda	Hyderabad	Telangana
62	Lotus Valley International School	Noida	Uttar Pradesh
63	Sri Sri Academy	Kolkata	West Bengal
64	Shikshantar School	Gurugram	Haryana
65	Shishuvan School, Matunga	Mumbai	Maharashtra
66	Udayachal High School, Vikhroli	Mumbai	Maharashtra
67	Bluebells School International	Delhi	Delhi
68	Padma Seshadri Bala Bhavan Senior Secondary School, Nungambakkam	Chennai	Tamil Nadu
69	St. Mark's Sr. Secondary Public School, Meera Bagh	Delhi	Delhi
70	Vega School	Gurugram	Haryana
71	The Future Kids School	Hyderabad	Telangana
72	Shiv Nadar School	Noida	Uttar Pradesh
73	DPS, Faridabad	Faridabad	Haryana
74	The Kalyani School	Pune	Maharashtra
75	Gitanjali School	Hyderabad	Telangana
76	Shiv Nadar School	Gurugram	Haryana
77	Podar International School	Mumbai	Maharashtra
78	Vidya Mandir Sr Sec School, Mylapore	Chennai	Tamil Nadu
79	Silver Oaks International School	Hyderabad	Telangana

RANK*	NAME OF SCHOOL	CITY	STATE
80	The New Town School	Kolkata	West Bengal
81	Modern Vidya Niketan, Sector 17, Faridabad	Faridabad	Haryana
82	Vidya Niketan School	Bengaluru	Karnataka
83	The Shishukunj International School	Indore	Madhya Pradesh
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85	DPS, Pune	Pune	Maharashtra
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87	Suncity School	Gurugram	Haryana
88	Aditya Birla World Academy	Mumbai	Maharashtra
89	DPS, Ruby Park	Kolkata	West Bengal
90	DPS, Nerul	Navi Mumbai	Maharashtra
91	Bhavan Vidyalaya	Chandigarh	Punjab
92	Suchitra Academy	Hyderabad	Telangana
93	Hans Raj Model School, Punjabi Bagh	Delhi	Delhi
94	Modern DPS	Faridabad	Haryana
95	Johnson Grammar School	Hyderabad	Telangana
96	DPS Megacity	Kolkata	West Bengal
97	Chinmaya Vidyalaya, Anna Nagar	Chennai	Tamil Nadu
98	DPS, Indirapuram	Ghaziabad	Uttar Pradesh
99	National Public School, HSR Layout	Bengaluru	Karnataka

RANK*	NAME OF SCHOOL	CITY	STATE
100	Villa Theresa High School	Mumbai	Maharashtra
101	City Montessori School, Gomti Nagar	Lucknow	Uttar Pradesh
102	The Bishops School, Kalyani Nagar	Pune	Maharashtra
103	DPS, Meerut Road	Ghaziabad	Uttar Pradesh
104	Sri Venkateshwar International School, Sector 18, Dwarka	Delhi	Delhi
105	Modern School, Vasant Vihar	Delhi	Delhi
106	Sri Sri Ravishankar Vidya Mandir, Kachamaranahalli	Bengaluru	Karnataka
107	St. Marys School, Safdarjung Enclave	Delhi	Delhi
108	Blue Bells Model School, Sector 4	Gurugram	Haryana
109	Amity International School	Noida	Uttar Pradesh
110	DPS, Bengaluru North	Bengaluru	Karnataka
111	The Samhita Academy	Bengaluru	Karnataka
112	DPS, Bengaluru South	Bengaluru	Karnataka
113	Montfort Senior Secondary School	Delhi	Delhi
114	Manav Rachna International School	Faridabad	Haryana
115	DPS, Newtown	Kolkata	West Bengal
116	DPS, Bopal	Ahmedabad	Gujarat
117	B.K Birla Public School, Kalyan	Kalyan	Maharashtra
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119	Vibgyor High, Marathahalli	Bengaluru	Karnataka

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121	Bal Bharati Public School	Navi Mumbai	Maharashtra
122	Bal Bharati Public School, Ganga Ram Hospital Road	Delhi	Delhi
123	Mangadu Public School	Chennai	Tamil Nadu
124	Somerville School	Noida	Uttar Pradesh
125	Hiranandani foundation School	Thane	Maharashtra
126	Bal Bharati Public School, Pitampura	Delhi	Delhi
127	Bharatiya Vidya Bhavans Atmakuri Rama Rao School	Hyderabad	Telangana
128	CNM School, Vile Parle (W)	Mumbai	Maharashtra
129	Chettinad Vidyashram	Chennai	Tamil Nadu
130	Sat Paul Mittal School	Ludhiana	Punjab
131	Chinmaya Vidyalaya, Virugambakkam	Chennai	Tamil Nadu
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$$\text{and } \sin 2\alpha = \sqrt{4 \sin \beta}, \text{ then } \cot^2 3\beta = ?$$

CMT-2020/ 38 :

$$\text{If } \frac{\sec \alpha}{1 - 4 \sin^2 \alpha} = \frac{1}{2} \left(\sqrt[13]{2023} + \frac{1}{\sqrt[13]{2023}} \right) \text{ and}$$

$$\frac{3 - \tan^2 \beta}{\cot \beta - 3 \tan \beta} = \frac{1}{2} \left(\sqrt[9]{2024} - \frac{1}{\sqrt[9]{2024}} \right),$$

$$\text{then, } 2024 \left(\frac{1 - \sin \alpha + 2 \sin 2\alpha \cos \alpha}{\cos \alpha - 2 \sin 2\alpha \sin \alpha} \right)^{13}$$

$$- 2023 \left(\frac{1 - \sin \beta + 2 \sin 2\beta \cos \beta}{\cos \beta - 2 \sin 2\beta \sin \beta} \right)^9 = ?$$

ANSWERS:

CMT-2020/35 : 1 CMT-2020/36 : 0

Answers will be published in the next issue. You can ask any queries and send your solution to
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