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education and leadership

Dr. Raghuvver YV
*Principal, Podar International
School, Aurangabad*

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attention can profoundly
shape student's journey

Anil Kashyap
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FEE HIKE BATTLE ESCALATES

As a parent to a school-going teen, I must admit, I am worried. The pace at which private schools continue to hike their fees, the thought that I might have to shift my kid to a government-run institute has already crossed my mind. And I am certain many middle-class folks like myself are feeling the same pinch.

This is not to imply that education at government-run establishments is inferior. But the fact is, it is extremely tough for children who've studied in private schools through their early years to make a shift to government schools, especially knowing that the switch is purely because the parents could no longer afford their fee.

It is understandable that prices are rising, and schools are not immune to inflation. But a hike of 30%, in some cases, 50%? That's a bit too much. Annual increments for salaried employees don't even come close to that figure.

Social media research platform LocalCircles in March this year received more than 27,000 responses from parents in 312 Indian districts, with about 45% of them belonging to tier 1 cities, 24% from tier 2 cities and 31% from tier 3, 4 and rural districts.

Around 50% of parents said that their children's school jacked up the fees by 30% or more in the last two years, while some 8% said the fees was hiked by more than half over the last two years.

According to a 2022 research, the overall expenditure of sending a child in India to a private school from age 3 to age 17 is approximately Rs. 30 lakh... and that figure is rising.

To check this, the Directorate of Education (DoE) recently instructed the heads of all private schools to seek its approval before any proposed hike in fees.

However, the Action Committee of Unaided Recognised Private Schools filed a petition challenging the DoE order, which was in May stayed till the next date of hearing.

The court said that it was "constrained, at this stage, to enter a somewhat unhappy comment. The principle that private unaided schools do not have to seek prior approval before enhancing their fees, so long as they do not indulge in profiteering or commercialization of education by charging capitation fees... remains undisturbed till date, though the decision is under challenge."

The court further observed that the DoE's attitude of "continuously issuing circulars threatening recognized unaided schools with action in the event of their increasing fees without obtaining prior approval of the DoE is objectionable, and cannot be allowed."

It added: "DoE, howsoever, dissatisfied it may be with the judgment of this court, has to respect it, so long as it stands."

Parents, that goes for you as well. But keep your fingers crossed for July 31, the next date of hearing.

Rohit Wadhwaney
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Excellence is Our Hallmark

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EVERY CHILD BRINGS HOPE

Dr. Neha Sharma, Principal at GD Goenka Public School in Ghaziabad, reflects on her journey in education, emphasizing the enduring impact of children's optimism in an interview with Education Post's **Prabhav Anand.**

Please share a personal anecdote or experience that has significantly shaped your approach to education and leadership?

I find schools to be the havens of hope. Rabindranath Tagore rightly said: "Every child comes with the message that God is not yet discouraged by man." I left my secure government job as Deputy Secretary at CBSE to be back in school as after almost 6+ years of my job I was sure that I have to be back in the school domain and be with my students. I feel at times that I was born to be a teacher. I still remember almost 18-19 years back in 2004; one morning, I was accompanying my then school principal on school rounds. It was morning time, and the school assembly

was about to start. The children were chirping and were joyfully rushing towards the assembly grounds. Watching their happy faces, I abruptly said to him, "Sir, however hard my day is, but when I see these lovely innocent faces of children, I feel life is good." He disapprovingly said, "Neha you have just started your career, this feeling won't remain the same some years hence." To which I said, "Sir! No, I don't think this feeling will ever change". And yes, it is still alive after almost 23 years as a teacher and now as the Principal. The feeling that yes, I can make a difference inspired me to become a teacher, and it still keeps me going!

With the implementation of the National Education Policy 2020, how do you foresee adapting the curriculum and educational practices to align with the policy's vision of holistic development and skill enhancement?

The implementation of the National Education Policy 2020 will require schools to adapt their curriculum and educational practices significantly. By focusing on holistic development, skill enhancement, and quality education for all, schools can ensure that they are preparing students for the challenges of the 21st century. Schools will need to revise their curriculum to align with the new guidelines provided by the NEP 2020. The policy emphasizes a flexible, multidisciplinary curriculum that promotes critical thinking, creativity, and a deep understanding of concepts. This may involve agreeing to offer subject choices to students with 'No hard separation' of curricular domains, restructuring subjects, integrating vocational education, and including new-age skills such as coding, data analytics, and digital literacy. The NEP 2020 encourages experiential learning and hands-on activities to promote a deeper understanding of concepts. Schools will need to incorporate more project-based learning, internships, and practical experiences into their curriculum. Schools will need to integrate technology into their teaching practices and infrastructure to enhance learning outcomes and access to education. As the policy strongly recommends moving away from rote memorization and high-stakes examinations towards a more holistic assessment system that evaluates students' overall development, schools will need to develop

new assessment methods, such as portfolios, presentations, and peer/self evaluations, to align with these guidelines. Most importantly schools will need to invest in the professional development of teachers to equip them with the necessary skills and knowledge to implement the new curriculum and educational practices effectively. This may involve training in new teaching methodologies, technology integration, and understanding of child psychology and development.

In today's digital age, technology is playing an increasingly vital role in education. How has technology been leveraged to enhance teaching methodologies and enrich the learning experience for students?

Indeed, technology is being leveraged to enhance teaching methodologies and enrich the learning experience for students in numerous ways. Most of the progressive new-age schools use online learning platforms and digital content to provide students with access to a vast array of educational resources, allowing for more personalized and flexible learning experiences. As for me, personal favourite has been the flipped classroom model. Enriched with good quality and relevant content it enables students to learn at their own pace and the teacher can engage them in more interactive activities during class time. Virtual reality (VR) and augmented reality (AR) technologies are new kids in the school technology block. They offer immersive learning experiences, allowing students to explore complex concepts in a more engaging manner. Gamification has also made learning more enjoyable, with educational games and apps helping students retain information better. Furthermore, collaborative tools facilitate teamwork and communication skills, while adaptive learning platforms personalize learning based on students' progress. Assessment tools have also become more efficient, enabling teachers to evaluate students' understanding and provide timely feedback. Overall, technology has transformed education by offering innovative ways to enhance teaching methodologies and create more engaging and inclusive learning environments.



From your perspective, what are some of the prevalent social issues or challenges that students in Ghaziabad face, and how do you support them in overcoming these obstacles?

Ghaziabad is a part of the National Capital Region of Delhi. It is sometimes referred to as the “Gateway of Uttar Pradesh” because it is close to New Delhi, on the main route into Uttar Pradesh. Some prevalent social issues or challenges that students in Ghaziabad face include disparity in access to quality education, mental health issues, peer pressure, and substance abuse. There are some schools with great infrastructure and facilities but not enough to cater to this densely populated city. To support students in overcoming the obstacles related to mental health issues, peer pressure, and substance abuse, my school implements various measures. We provide access to quality education through innovative teaching methodologies and resources that help students excel academically. Besides this we offer in campus counselling services and regular workshops to address mental health issues and provide students with coping strategies. Students have access to full time Health and Well-being counsellor as well as special educator in case there is any learning disability. Educating students about the dangers of peer pressure and substance abuse through awareness programs and workshops also helps us address these problems. Additionally, we strive to create a supportive and inclusive school environment where students feel safe and valued. Today more than ever, it is becoming clear that education is so much more than the Four Rs – reading, writing, arithmetic, reasoning. Every true educator would wish for children to be resilient, to be passionate, ready to take risks, problem-solve and think critically, look at things differently, work independently and with others, care and want to give back to their community, persevere,

have integrity, self-respect, and enjoy their life and work. The fundamental goals of education today are to equip a child with the life skills essential to meet the challenges of everyday life. I feel confident that we are able to provide in our school an environment that is conducive to growth and development of a child. It is a happy school that puts children first! Don't we need every school to be like this?

Beyond academic achievements, what unique initiatives or programs are offered to foster the overall growth and well-being of students?

I meet and connect with hundreds of children on an everyday basis. Some are happy, some are not, some are smiling, some are brooding; they want to share their struggles, smiles and dreams but are not sure with whom. I have always been a teacher who, instead of teaching subject, preferred connecting with children. It was always nice to be able to lend an ear to them, guide them counsel them. I thought of increasing the reach to be that trusted adult who is always there and YANA was born. YANA is an acronym for You Are Not Alone. There is a dedicated email id and WhatsApp number through which any child can contact the school counsellor or me. They can report to us any of the issues faced by them, share their concerns and also get their queries answered. My promise to them is I will provide them with an unbiased solution without being judgemental. In my school, this has helped me to create an environment of safety and security. As Educationists, we need to connect with children, understand them, support them without being biased or loading on them our baggage. It is our moral obligation to make the students learn to manage and handle life's big and small challenges effectively and not succumb to the multi-directional stress in this VUCA world. We know that the world out there is full of issues and crises! We don't have to prepare them to live in this dysfunctional world, where value systems have distorted, where exposure to negative influences has become a norm, instead prepare them so that they can make this place normal, better, more liveable! This can happen only when schools' environment is of trust, love, respect, compassion and empathy! I know it is a tall order, but as schools, it is our responsibility to prepare children to heal the world that our generation has messed up - emotionally, environmentally, mentally and spiritually! 📧

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IGNITING CURIOSITY, NURTURING WONDER

A VISIONARY APPROACH TO EDUCATION AND LEADERSHIP

Dr. Raghuvver YV, Principal of Podar International School in Aurangabad, shares insights into his educational journey and leadership philosophy in a conversation with Education Post's **Prabhav Anand**. Influenced by mentors emphasizing curiosity and holistic development, Dr. Raghuvver discusses integrating the National Education Policy 2020, leveraging technology, addressing social challenges, and promoting extracurricular activities to nurture well-rounded individuals.

Could you share a personal experience that has significantly influenced your approach to education and leadership?

I was a sincere student from school days & got into regularly seen teacher's profession like my father. As soon as completion of my post-graduation from the University of

Mysore in the year 1993, I started working as a science teacher.

When I recall the past 27 years of educator's career now, two prominent personalities appear to be highly influencing icons in my life. One is the chairman of Academy for Creative Teaching (ACT) who is the precipice of learning, experience & wisdom Dr. Gururaj Karajagi. He has literally and practically incorporated 'value chain' to my present 'educational & leadership approach' as an individual

who escalated himself to be like an institution of wisdom.

Parallely, the other personality is an epitome of big dreams, generosity, magnanimity of vision and organizational skills who is the chairman of Jain Group of Institutions (JGI) Dr. Chenraj Jain. He is a trend setting example to 'run a perennially viable & successful organisation of repute'.

My own career as a teacher, teacher trainer & administrator sounds thrilling and worth recalling. It can certainly influence many other ambitious readers. Because, it is real and an enjoyable experience.

Allow me to share a poignant memory from my early days as an educator. It was a crisp Monday morning, and the sun painted the classroom walls with a gentle warmth. I stood before a group of eager young minds, their eyes wide with curiosity and hearts brimming with dreams.

Among them was Avinash, a quiet boy with unruly hair and a penchant for asking questions that transcended textbooks. His inquisitiveness was both a delight and a challenge. One day, during a lesson on constellations, Avinash raised his hand and asked, "Why do stars twinkle, Dr. Raghuvver?"

I paused, momentarily caught off guard. The answer lay in physics, of course—the bending of light due to atmospheric turbulence—but Avinash's question went beyond science. It was about wonder, about seeking the magic hidden within the mundane. Instead of launching into a technical explanation, I did something unconventional. I dimmed the lights, drew the curtains, and invited the class to imagine they were stargazing. We sat cross-legged on the floor, our gazes fixed on an imaginary night sky. I wove tales of celestial beings, whispered secrets of distant galaxies, and let the silence settle like stardust.

Avinash's eyes sparkled. His question had led us on an unexpected journey—a journey where education transcended facts and touched the soul. From that day on, I vowed to nurture curiosity, to create spaces where questions weren't obstacles but gateways to wonder.

Leadership, too, found its roots in that classroom. I realized that true leadership wasn't

about authority; it was about igniting minds, fostering empathy, and nurturing a sense of awe. I became a guide, not just in academics but in life's grand mysteries.

So, whenever I step into a school, I carry Aarav's stardust with me. I encourage teachers to embrace curiosity, to let questions lead them to uncharted territories. And I remind myself that education isn't a destination; it's a constellation of moments that shape futures.

And so, my approach to education and leadership remains simple: ignite curiosity, nurture wonder, and let the democratic way guide us as a team to thrive.

How does Podar International School plan to integrate the principles and objectives outlined in the National Education Policy 2020 into its curriculum and educational practices to ensure holistic development and skill enhancement among students?

Podar International School recognizes the significance of the NEP 2020 and aims to align its curriculum and educational practices with its principles and objectives. **Here are some ways in which Podar International School integrates the NEP into its educational framework:**

Holistic Development: The NEP emphasizes holistic development, including physical, intellectual, spiritual and emotional (PISE) aspects. Podar International School ensures a balanced approach by incorporating co-curricular activities, sports, arts, and life skills training alongside academic subjects. This approach nurtures well-rounded individuals.

21st-Century Skills: The NEP underscores the importance of 21st-century skills such as numerical skills, critical thinking, creativity, communication, and collaboration. Podar International School integrates these skills into its teaching methodologies, encouraging students to think critically, solve problems, and work collaboratively. In the recent past, more



than 80% of our students have appeared for their National Financial Literacy Assessment Test (NFLAT) online and they look forward to complete both their junior & senior level tests.

Reduced Syllabus: The NEP advocates for a streamlined syllabus to focus on essential learning. Podar International School aligns its curriculum by prioritizing core concepts and reducing unnecessary content. This approach allows students to delve deeper into topics and develop a better understanding with demonstrative illustrations.

Multilingualism: The NEP promotes multilingualism and encourages schools to offer regional languages as part of the curriculum. Podar International School provides Marathi and Hindi language options beyond English, with their language labs fostering linguistic diversity and cultural understanding.

Flexible Learning Paths: The NEP emphasizes flexibility in learning paths. Podar International School offers a variety of subjects and electives, allowing students to choose based on their interests and career aspirations. This personalized approach enhances skill development.

Teacher Training and Professional Development: The NEP highlights the importance of teacher training. Podar International School invests in continuous professional development for its educators, ensuring they stay updated with innovative teaching methods and pedagogical practices like teachers' evaluation before teachers (TEBT).

Assessment Reforms: The NEP recommends a shift from rote memorization to competency-based assessments. Podar International School incorporates formative assessments, project-based evaluations, and skill-based assessments to gauge students' understanding and application of knowledge.

Inclusion and Diversity: The NEP emphasizes inclusive education. Podar International School ensures that all students receive equitable access to the curriculum, regardless of their abilities or backgrounds. The school fosters an inclusive environment with a separate vertical called Inclusive Education Cell (IEC) where diversity is catered through subject teacher experts and counsellors.

Technology Integration: The NEP acknowledges the role of technology in education. Podar International School leverages digital tools for interactive learning, research, and skill enhancement. Smart classrooms, e-learning platforms like coding and 3D printing, integrated learning approaches are part of the school's strategy.

Global Perspectives: While the NEP focuses on Indian values and heritage, it also encourages global exposure. Podar International School collaborates with international institutions, participates in exchange programs, and exposes students to diverse cultures and viewpoints.

In summary, Podar International School aligns its practices with the NEP's vision by fostering holistic development, promoting 21st-century skills, adapting to flexible



learning paths, and creating an inclusive and forward-looking educational environment.

In today's digital age, technology is a crucial aspect of education. How has Podar International School leveraged technology to enhance teaching methodologies and improve student engagement?

Technology plays a pivotal role in education. We recognize this and have effectively integrated technology to enhance teaching methodologies and engage students. **Here are some ways in which technology is leveraged:**

Smart Classrooms: Podar International School utilizes smart classrooms equipped with interactive whiteboards, projectors, and audio-visual aids. Teachers can present dynamic content, videos, and animations, making lessons more engaging and visually appealing.

E-Learning Platforms: The school employs e-learning platforms that provide access to digital resources, textbooks, and supplementary materials like refresher course materials through Google Class Room (GCR) tools. Students can learn at their own pace, revisit topics, and explore additional content beyond the classroom.

Collaborative Tools: Technology facilitates collaboration among students. They can work on group projects, share documents, and collaborate in real time using tools like Google Workspace or Microsoft Teams.

Flipped Classroom Approach: Teachers use technology to implement a flipped classroom model. Students watch pre-recorded video lectures at home, allowing classroom time for discussions, problem-solving, and personalized attention.

Coding and Robotics: The school introduces students to coding and robotics. Coding clubs, workshops, and robotics competitions enhance computational thinking and creativity.

Gamification: Educational apps and games make learning enjoyable. Podar International School integrates gamification elements to reinforce concepts, improve retention, and motivate students.

Virtual Field Trips: Technology enables virtual field trips. Students explore historical sites, museums, and ecosystems virtually, expanding their horizons beyond the classroom.

Parent-Teacher Communication: The school uses Daily Progress Report (DPR) for an effective parent-teacher communication on daily basis. It keeps the parents informed about their child's progress, attendance, work done in classes, scheduled homework and the upcoming school events.

Considering the unique social dynamics of Maharashtra, what are some prevalent social issues or challenges that students in your school community face, and how does the school support them in addressing these challenges?

In Aurangabad, Maharashtra, several social issues and challenges impact students in the community. **Here are some prevalent ones:**

Garbage Crisis: Aurangabad faces a garbage crisis, with tonnes of solid waste accumulation due to disputes over dumping sites. Villages around the city have resisted allowing garbage trucks to enter their areas, leading to open waste piles. The civic agency's inaction exacerbates the situation, affecting the environment and public health.

Water Scarcity: Like much of the Marathwada region, Aurangabad grapples with severe water scarcity. Citizens report water supply once every eight days in some areas. The city's water problem has persisted for decades, impacting daily life and hygiene.

Droughts and Erratic Rainfall: Aurangabad frequently experiences droughts and erratic rainfall, affecting agriculture, livelihoods, and overall well-being. These climatic challenges impact students' families and communities.

Distress Migration: The district witnesses distress migration due to economic hardships, lack of employment opportunities, and adverse conditions. Students may face disruptions in education and emotional stress due to family separations.

Social Unrest and Clashes: Aurangabad has witnessed social unrest, including clashes during events like the Hindu – Muslim strikes and riots. Such incidents can create tension and anxiety among students and their families.

Below Poverty Line (BPL) Families: A significant number of families in Aurangabad fall below the poverty line. Economic challenges, lack of resources, and limited

access to quality education affect students from these backgrounds.

How Podar International School Supports Students:

Awareness and Education: The school educates students about environmental issues, waste management, and water conservation. Awareness campaigns, workshops, and classroom discussions sensitize students to these challenges.

Community Engagement: Podar International School involves students in community service and cleanliness drives. They participate in initiatives like cleaning local areas, planting trees, and spreading awareness about waste segregation.

Skill Development: The school focuses on skill-building beyond academics. Students learn practical skills related to sustainable practices, water conservation, and waste reduction. Workshops on composting and recycling empower them to take action.

Empathy and Sensitivity: Teachers encourage empathy and sensitivity toward marginalized communities. Students learn about the struggles faced by families affected by droughts, poverty, and migration. Compassion and Parivarthana drives are some of our social responsibilities.

Inclusive Environment: The school fosters an inclusive environment where students from diverse backgrounds feel accepted and supported. Programs promote understanding, respect, and collaboration among students.

Counselling Services: Podar International School provides counselling services to address emotional stress, anxiety, and trauma resulting from social unrest or family challenges. Trained counsellors guide students through difficult situations.

Advocacy and Awareness: The school collaborates with local authorities, NGOs, and community leaders to advocate for better waste management, water supply, and social welfare. Students participate in awareness campaigns and rallies.

In conclusion, Podar International School actively engages students in addressing social challenges, equipping them with knowledge,

skills, and empathy to contribute positively to their community and society at large.

Beyond academics and technology integration, what extracurricular activities or initiatives do Podar International School offer to promote the overall growth and development of its students?

At Podar International School, education transcends textbooks and classrooms. The school recognizes the importance of extracurricular activities in shaping well-rounded individuals and enhancing academic performance. **Here are some ways in which Podar International School promotes holistic development through extracurricular initiatives:**

Understanding Extracurricular Activities:

- Extracurricular activities encompass a diverse range of pursuits beyond regular academic hours. These activities include sports, arts, music, dance, debate, community service, and more.
- They complement the academic curriculum and provide students with opportunities to explore their passions and interests.

Enhancing Academic Performance:

- Active participation in extracurriculars has been linked to improved academic performance.
- For instance, sports or arts involvement enhances cognitive abilities, memory, and problem-solving skills.
- Students who engage in extracurriculars tend to develop better time management and organizational skills, leading to more efficient study habits.

Fostering Social and Emotional Skills:

- Extracurricular activities serve as a platform for students to interact with peers who share similar interests.
- These activities foster social connections, teamwork, and practical communication skills.
- Students also learn to handle both successes and failures, developing emotional resilience and a positive outlook.

Unlocking Creativity and Innovation:

- Through activities like drama, art, and creative writing, students tap into their innate creativity and imaginative potential.
- Extracurriculars encourage students to think outside the box, fostering innovation and original thinking applicable to various aspects of life.


Building Leadership Skills:

- Participation in clubs, student councils, or community service opportunities allows students to take on leadership roles.
- These experiences help them develop essential leadership qualities such as decision-making, problem-solving, and delegation—skills invaluable in personal and professional lives.

Balancing Body and Mind:

- Physical activities like sports and dance promote physical fitness and overall well-being.
- Engaging in such activities improves health and helps students manage stress and anxiety, creating a balance between their physical and mental well-being.

Nurturing Time Management Skills:

- Juggling academics and extracurriculars teaches students the importance of time management.
- Learning to balance responsibilities and commitments prepares them for the challenges of adulthood, where effective time management is crucial. 



Aditi Mukherjee, Principal of Pune's Billabong High International School, shares her institute's innovative approaches to tackle mental health issues, cyberbullying, promote environmental awareness, and ensure equitable education in an interview with Education Post's **Prabhav Anand**.

Mukherjee provides insights into the school's proactive measures and success stories, underscoring their commitment to holistic student development and inclusive practices.

EDUCATION IS NOT JUST ABOUT ACADEMICS; BUT ABOUT NURTURING A CHILD'S POTENTIAL TO THRIVE IN ALL ASPECTS OF LIFE

Q What strategies does your school employ to support students who may be struggling with mental health issues such as anxiety and depression, especially considering the challenges posed by the current social and academic environment?

All our teachers undergo training every six months to understand and identify any mental health issues the students are struggling with and provide guidance and solutions to the students. If students need any further intervention above and beyond this, then our COWB (Centre of Well-Being) team steps in. We have a thriving and efficient COWB department in

our school helmed by a psychologist and a special educator trained to handle students' behavioral as well as academic issues. Students struggling with mental health issues are counseled along with their parents by the team. The issues are handled with utmost delicacy and privacy. In this whole process, the class teachers and the coordinators are always kept in the loop so that they can subtly nurture the child to a positive mental state.

Q How does your school address the issue of cyberbullying among students, and what measures are in place to promote a safe and respectful online community within the student body?

The school has conducted awareness drives by experts from time to time to make the students wary of the pitfalls and dangers in the cyber world and repercussions of falling prey to these. Internally, our coordinators, Information and Computer Technology (ICT) teachers, and COWB team conduct counseling sessions on cyberbullying threats, phishing, and avoiding fraudulent sites. We are zero-tolerant towards bullying in any form, and the students have been counseled to promptly report any such issues to any teacher they are comfortable talking to.

Q In today's rapidly changing world, students face a myriad of environmental challenges. How does your school promote environmental awareness and sustainability practices among students to empower them to be environmentally responsible citizens?

Our school celebrates 6th of June as World Environment Day by conducting educational walkathons and recycling drives. Through project works and class assignments, students are being groomed organically to be environmentally aware. 'Global Perspective' is a compulsory subject for all grades. Several chapters in this subject are geared towards making the student an environmentally aware citizen of this world. They are encouraged to recycle their books and notebooks. Frequent donation drives are organized wherein there is an overwhelming response from students and parents.

Q From your perspective, what are some of the primary barriers that students from marginalized communities face in accessing quality education, and what steps does your school take to bridge these gaps and ensure equitable opportunities for all students?

The primary barrier to quality education that our marginalized brethren face is economic challenges and the stigma attached to children with special needs. Our school is an inclusive school, and we have 50+ students with special needs. We have a 'Best Buddy' program in place wherein students receive certificates of appreciation for helping students with special needs. All our staff are sensitized towards including students with special needs in all school activities. Our school is also wheelchair accessible.

We at BHIS provide very flexible fee payment options and have offered deferred payment options to parents after weighing in the requests. Late payment issues have been handled delicately, taking into consideration parents' challenges. We ensure that there is no lapse in students' attaining their education goals.

Q Lastly, could you share a recent success story or achievement from your school that demonstrates the positive impact of your educational initiatives on student outcomes and overall school community?

Let me begin with a student, Umar Khan, whose wilful and confrontational behavior was turned around by counseling and positive reinforcement. Bestowing him with the Class monitor's duties made him responsible behaviorally and helped him to shine academically. His near-perfect score in Maths is a testimony to that. He was instrumental in getting his class the tag of 'Best Class' in our school.

I cannot but add another success story to this list. Drishti Khatri, a Class VII student, is a multifaceted budding sports person bringing in many accolades for our school in the disciplines of Squash and Cricket. To bridge the gap arising out of missing classes due to sports commitments, we arrange for extra classes and offer her academic help to bring about a holistic upbringing for this student. We believe a school should adapt to its students' needs and they should avail the school's resources to reach their full potential. [EP](#)

TELL ME,
I'LL FORGET,
TEACH ME,
I MAY
REMEMBER,
INVOLVE ME,
I WILL LEARN



Please share a personal experience that has shaped your educational philosophy and leadership style?

We live in a rapidly evolving world where lifelong learning is the order of the day. It is important to keep incorporating own learnings and experiences to add value to enrich the process of teaching-learning to be able to realize the mission of empowering the next generation.

From the numerous experiences that have shaped my perspectives, of course, few stand out more than others. One experience that influenced my educational philosophy was when I observed a collaborative project undertaken by a group of students from diverse backgrounds. Witnessing how they leveraged their unique perspectives and skills to achieve a

Dr. Alpna Bavejaa, Director Principal of Gurugram's GD Goenka Signature School, shares her visionary educational insights with Education Post's **Prabhav Anand**.

common goal taught me the importance of fostering a collaborative and inclusive learning environment.

It reinforced my belief in the value of diversity and teamwork in promoting creativity, critical thinking, collaboration, and mutual respect among students. Since then, I have been re-invigorated to prioritize creating opportunities for collaboration and celebrating the contributions of every individual in the school fraternity.

How do you plan to implement the key principles and objectives outlined in the National Education Policy 2020 to foster holistic development and skill enhancement among students in your institution?

The National Education Policy 2020 is a very progressive policy that can transform the education system and empower the next generation to be future-ready. The policy focuses on holistic development and advocates game-changing pedagogies that can empower the students with the most critical life skills needed in professional careers as well as personal lives. **The key principles in this policy that are key to holistic development and skill enhancement include the following:**

Integrated Curriculum: This single principle is truly transformative. For decades, educators and students have been operating in vertical silos and it takes years of professional experience for an individual to understand the cross-linkages in the teachings of various subjects. Having an integrated curriculum that integrates academic subjects with co-curricular activities like arts, sports, and vocational training can be truly empowering. Including project-based learning, across various subjects, where students apply concepts from various subjects to real-world problems can take teaching-learning to the realms of reality.

Experiential Learning: Throughout my teaching career, I have sworn by the famous

quote by Benjamin Franklin "Tell me and I'll forget, teach me and I may remember, involve me and I will learn." Experiential learning is the most effective form of learning with life-long takeaways, and I try to include multiple internships, field trips, projects, and workshops to help students gain practical skills as well as to expose students to different career paths.

Critical Thinking and Problem Solving: Developing critical thinking and problem-solving skills is the most effective way of nurturing entrepreneurial skills in students. I always encourage my team to incorporate creative activities that require students to analyze, evaluate, and solve problems independently. For example, create scenarios where students must brainstorm solutions to environmental issues or societal challenges, when we use current situations, it truly enthralls the students.

In today's digital era, technology plays a vital role in education. How has your school embraced technological advancements to enhance teaching methodologies and improve student learning outcomes?

Embracing technology can be truly empowering and catalyze the teaching-learning process. With the rapid pace of development of new tools by a multitude of ed-tech companies; it is imperative to have a nuanced approach and adopt technological facilitators most effectively to improve learning outcomes as well as solve real-life challenges.

One of the best uses of technology is that it has provided a platform to continue teaching-learning even when schools are constrained to shut down physical classes due to weather, socio-political disturbances, or government instructions. We use tech facilitators to conduct virtual classes and ensure continuity of teaching-learning. In addition, we also use it as a platform for remedial classes as and when needed.

The second advantage has been the ease of sharing content with students, to help them with



‘anytime, anywhere learning,’ as well as ‘learning and revising at own pace.’


As part of our endeavours to empower educators, we also conduct teachers’ training as well as encourage sharing of best practices as well as content. This goes a long way in ensuring that we can have maximum takeaways when we use technological tools.

Considering the social fabric of Haryana, what are some prevalent social issues or challenges that students in your school community face, and how does the school support them in overcoming these challenges?

Ever since the COVID-19 pandemic, there has been an increase in the number of students who have started spending increased time in the virtual world, like to remain immersed in gadgets, and have started shying away from physical interactions as well as physical activities. This is certainly not an encouraging trend, and we need to help our students tide over these challenges. These are challenges that need to be managed with lots

of sensitivity and personalized support. So, while we have lots of workshops around these issues, we also have personalized counselling sessions to help our students overcome these challenges. We also believe in synergizing our efforts with parents to be able to achieve our shared goals efficiently.

Beyond academics and technology integration, what initiatives or programs does your school offer to promote a culture of innovation and creativity among students?

Promoting enterprising spirit amongst the students as well as developing critical thinking skills are key focus areas for us. As an institute, we are looking at several measures to do so. While Robotics is part of the curriculum, we are also planning to introduce STEM Club for a hands-on experience. In addition, we are also planning to organise lots of guest lectures in the school which will include young entrepreneurs as well as seasoned professionals, to inspire the kids as well as provide an opportunity to interact with subject matter experts. We will also facilitate lots of internships and apprenticeship programs in diverse fields to provide experiential learning experiences to our students. 



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INDIVIDUALIZED ATTENTION

CAN PROFOUNDLY SHAPE STUDENT'S JOURNEY

Anil Kashyap, Principal of Oasis Sainik School in Rajasthan's Suratgarh, emphasizes the institution's commitment to holistic development, personalized mentorship, and leveraging technology for enhanced learning experiences through personal anecdotes and strategic perspectives in quick chat with Education Post's **Prabhav Anand**.

Could you share a personal experience or story that has deeply influenced your perspective on education and leadership?

One particular experience that deeply influenced my perspective on education and leadership was witnessing the transformation of a struggling student into a confident achiever through personalized mentorship and support.

This taught me the profound impact that individualized attention and guidance can have on shaping a student's journey and reinforced my belief in the power of compassionate leadership.

How do you plan to align the curriculum and educational practices at Oasis Sainik School with the objectives outlined in the National Education Policy 2020 to foster holistic development and skill enhancement among students?

We are committed to aligning our curriculum and educational practices with the objectives outlined in the National Education Policy 2020.

This involves implementing a competency-based approach that emphasizes holistic development and skill enhancement among students.

We are revamping our curriculum to integrate interdisciplinary learning, critical thinking skills, and experiential learning opportunities to prepare students for the challenges of the 21st century.

In today's digital age, technology is revolutionizing the educational landscape. How has Oasis Sainik School integrated technology into its teaching methods to enhance student learning experiences?

In response to the digital age, we have embraced technology as a tool to enhance student learning experiences.

We have integrated smart classrooms, interactive digital resources, and online learning platforms into our teaching methods.

Additionally, we provide training and support for both students and teachers to effectively utilize technology for educational purposes, ensuring that our students are equipped with the digital literacy skills necessary for success in today's world.



Considering the unique social dynamics of Rajasthan, what are some of the prevalent social issues or challenges that students face, and how does the school support them in navigating these challenges?


Suratgarh presents its own set of social dynamics and challenges for our students. Some prevalent social issues include access to quality education, gender inequality, and economic disparities. To support students in navigating these challenges, Oasis Sainik School implements various support systems such as counseling services, mentorship programs, and community outreach initiatives.

We strive to create a nurturing and inclusive environment where every student feels valued and supported.

Beyond academics, what extracurricular activities or initiatives does Oasis Sainik School offer to promote the overall growth and development of its students?

Oasis Sainik School offers a wide range of extracurricular activities and initiatives to promote the overall growth and development of our students.

These include sports programs, cultural events, leadership workshops, community service projects, and entrepreneurial initiatives.

We believe that participating in extracurricular activities fosters essential life skills such as teamwork, leadership, creativity, and resilience, complementing the academic curriculum and preparing students for success in all aspects of their lives. 



Badal Singh, Principal of Delhi Public School in Bihar's Lagma town, Singh outlines efforts to align with the National Education Policy 2020, integrate technology, and address social challenges in an interview with Education Post's **Prabhav Anand**.

LEARN BY DOING

BASE OF THIS BORDER SCHOOL'S PEDAGOGY

Could you share a personal experience or story that has profoundly influenced your approach to education and leadership?

My schooling is from one of the best institutions of the country – Sainik School Ghorakhal Nainital and I have always wanted to join the defense forces. But due to medical conditions I couldn't make it. Initially, I was not interested in the field of education, I worked for Tata Motors as an engineer but gradually I felt that I am not doing justice with my life. I am always keen to help the young ones regarding their academics and studies. So, I thought why not to be involved completely in this field and then my journey in the education field started. I worked under few good leaders who nurtured me and today I am leading this institution.

How do you plan to implement the key initiatives outlined in the National Education Policy 2020 to transform the educational landscape in Bihar and ensure quality education for all students?

In terms of education, Bihar is a state which requires great revolutionary steps to uplift. Implementing the key initiatives of the National Education Policy 2020. **We have worked upon following steps:**

Infrastructure Development: Investing in infrastructure development to ensure access to quality education for all students, including building schools, classrooms, libraries, and labs. I have schools teaching computers in schools without a computer lab which is purely unfair with the students. So necessary infrastructure must be available with the school.

Curriculum Development: Aligning the curriculum with the NEP 2020 guidelines, emphasizing holistic and multidisciplinary education, and integrating vocational training and skill development programs. We have hired a curriculum organization for that which provides the school desired curriculum as per proper lesson planning and resources kit to make the topic easy to understand.

Awareness and Training: We Conduct awareness programs and training sessions for teachers, administrators, and other stakeholders to familiarize them with the new policies and methodologies on a regular basis.

Teacher Training: Availability of good teachers is a big task in the region. If somebody has a good education they usually shift to the bigger cities for their livelihood. It's a big problem in the region. We provide comprehensive training to teachers to equip them with the necessary skills and knowledge to implement innovative teaching methods, including digital and experiential learning.

Community Engagement: Education is a process in which parents and school together work for the betterment of the students. We engage parents, local communities, and civil society organizations in the education process to foster a culture of support and accountability.

In today's digital age, technology plays a significant role in education. How has your school utilized technology to enhance teaching and learning experiences, particularly in a region like Bihar?

Like I mentioned, Delhi Public School Lagma has collaborated with a curriculum development organisation which made the school a Smart School. All the classes in the school are smart classes. We have highly developed Labs. We started coding last year as per the instructions in NEP 2020 from the class one itself. And in the coming year we will have a robotics Lab and AI also.

Our school has utilized technology by implementing digital learning platforms, such as educational apps and online resources, to supplement traditional teaching methods. Additionally, we've introduced interactive whiteboards and multimedia presentations to make lessons more engaging and accessible. Furthermore, we've leveraged technology for remote learning during times of crisis, ensuring continuous education despite physical limitations.

Considering the social challenges prevalent in Bihar, what are some of the main social issues or problems that students in your school community face, and what measures have been taken to address these challenges?

In Bihar, students often face challenges such as inadequate access to quality education, poverty, gender inequality, caste discrimination, guidance for proper career options.

Our school is located in Sitamarhi district which is at the Nepal India border. The people in the district are less educated, financially inefficient. In their view education is only related to books. By establishing our school, we provide a high standard of education which is highly accessible by the parents. We have connectivity to long distances with the help of our transport facility. The students are taught by qualified teachers with proper use of technology.

In our school we focus on extracurricular activities which enables the students to face all kinds of challenges. The school pedagogy is completely based on LEARNING BY DOING which is very new for the area like Sitamarhi.

Beyond academics and technology integration, what unique extracurricular activities or initiatives does your school offer to promote holistic development and well-being among students?

The school allows the students to participate in various inter class, inter house and inter school competitions. We allow our students to participate in CBSE Cluster Games held at different zones. We conduct different types of Olympiads, handwriting and colouring competitions in the school and the students perform outstandingly well in all the Olympiads and other competitions.

The school has a well-developed sports field for all the sports and games facilities. We have indoor as well as outdoor sports facilities for the students. For the betterment in the sports, the school has started a Sports Academy in the evening and in the morning for the students for different sports like cricket, football, basketball etc. 🏆



VALUES ARE TAUGHT THROUGH STORIES, FOSTERING COMPASSION, EMPATHY

Damayanti Bhattacharya, Principal of Jasudben ML School and Bloomingdales Pre-Primary, shares insights on ensuring a seamless transition between primary and pre-primary education and highlights the school's innovative use of technology to enhance learning experiences in an interview with Education Post's **Prabhav Anand**.

What are the significant shifts that you have observed in the landscape of education and how have these influenced your approach to school leadership and student development?

So, there's obviously been a significant shift in the education system in the last 40 years. The NEP has redrawn the schooling system again to 5 + 3 + 3 + 4 formula instead of the current 10 + 2. There is also an attempt to universalize education for pre-primary right from pre-primary to secondary. It is more inclusive, holistic, comprehensive and fast-sighted, with a

focus on life rather than just livelihood.

There is an emphasis on learning outcomes, exponential learning and vocational training which was not there before the breaking of walls between arts and science and allowing students flexibility and removing they're thereby removing the stereotyping that existed.

I think while it needs a certain aptitude, the humanities subjects are equally important if not more in this time and date. And I think that's where the government has given them a little bit of flexibility to choose or to explore and then come back to what they think they'd be comfortable doing right then. The dominance of technology has changed world education completely. So, these are some of the major things that have influenced, influenced the teaching and learning system a great deal.

As the principal of Jasudben M L School, you oversee both primary and pre-primary education. How do you ensure a seamless transition and continuity of learning experiences for students across these crucial developmental stages?

There's more emphasis on hands-on learning and this has made learning less tedious for the students and allows them to express their curiosity. It is more satisfying intellectually. Teachers also have had to upgrade their skills as well. As a leader, I have enjoyed learning or I am enjoying learning, exploring, adapting, adopting, teaching, implementing and most importantly, solving problems. Pushing myself to do better, to learn quicker and so it's a huge bonus. The change really is exciting, as is the likely outcome. And I know, I realize and you know, as they say that the more I do, the more I realize how much more I can do. And the more I know, the more I realize how little I know. So, it's a classic case of that for me as a leader.

So, but it's a very exciting time to be in because there is a lot of unlearning and relearning and implementing and because the system is new, there are teething issues which I really enjoy solving and bringing something to fruition. So, the second question is to ensure a smooth transition and continuity in the learning experience. The pre-primary teachers spend a week in the pre-primary classrooms. The primary teachers, I'm sorry, spend a week in the pre-primary classrooms before the new term starts. They introduce themselves to the children, are introduced to the teachers and do activities such as storytelling spending the whole day in the class trying to get them acclimatized and there's progress. What we have is a progress meeting where the head sits with the teachers and takes feedback on each and every child. This she does besides the fact that she goes around class observing classes whenever she is free to do so.

So, these progress meetings are where the progress of each child is discussed with the teachers in a group and all the teachers give an input. So, the view is that it's not doesn't come from one person, it comes from all the teachers who teach, even the PE teacher. The librarian is important and a part of the discussion. So, the child behaves differently in different places and especially in the sports field they are different people altogether. So, we take feedback from all the teachers.

So, this is something that we do at all levels and at all not only transitional classes, the normal classes. Also, handing over is very important to us. Then this similar thing we found follows a similar thing when the children move from the primary section to the secondary section.

And in the 11 and 12, of course, we have interviews with parents and the children to ascertain the kind of, you know, to establish relationships and to tell them that this is the way our school is, you know, showing them the way. And we have regular meet and greets. We have orientation programs for the child, for the parents. And yeah, so this is the way that we help the parents also transition along with the children. The expectations of the school are put down very clearly and categorically before the parents, so they are also aware. So, I am a part of the planning and I oversee many things that the headmistresses do and I supervise this very closely. But of course, the entire secondary section is taken care of by me.

In today's fast-paced digital age, technology plays an increasingly integral role in education. How do you leverage innovative technologies to enhance teaching methodologies and create engaging learning environments for students at the school?

Technology plays an increasingly integral role in education. Of course, it is important. So first and foremost, the usual things like smart boards that allow us to import collate matter that we can use to initiate debates and discussions in class. You know the visual learner is greatly benefited by this and the children enjoy watching these and it's very easy to elicit a response. So, it's a great tool using Google Class to send assignments to share assignments to get their assignments. They can upload assignments in Google Class. The children also record project work, make PPTS and they send it to the teachers which are for evaluation. And so, these are some of the ways that we have leveraged technology besides in the classroom and outside the classroom everything is actually completely almost paperless and everything is conveyed to parents and children.

All the circulars, all the, all the, you know, everything, all the communication is through the digital platform.

Addressing social and emotional well-being is paramount in nurturing well-rounded individuals. Can you share some initiatives or programs implemented at your school to promote mental health awareness, emotional resilience, and social inclusivity among students?

So, we have four counselors and one head counselor in our school and entire student well-being center of the SWBC that is manned by these five counselors who are qualified and addressing emotional issues and having discussions with parents also providing remediation to children who need it. The center is open to the children all day every working day of the school.

We also have life skill classes where teachers discuss issues such as bullying, stress, interpersonal, personal issues are discussed to create an awareness and to tackle issues that maybe may be in class or some children may be having an issue in class that the class Teachers also handle this. They have been trained to do this right social sensitivity. We have a whole school project work pertaining to social issues such as global warming, environment and many other ways in which we create awareness of their surroundings and make them socially sensitive. Reaching out to us has very strong community service programs that make them sensitive to social issues and their work. And this also develops resilience. And besides this we also have the NIOS, the open school system where children who may be suffering from some learning disability, come to learn in our school from this NIOS center.

And all the children participate in all school activities together. So, they really are a part of GML except that they do open schooling. So that is a lot of integration that happens over there. You know, acceptance by the children, the older children especially. And this really helps a lot. This really helps the children get sensitized to children with different kinds of needs.


Beyond academic excellence, holistic education encompasses the development of essential life skills and values. How does your school instill qualities such as leadership, empathy, and responsibility in its students, preparing them for success in all aspects of life?

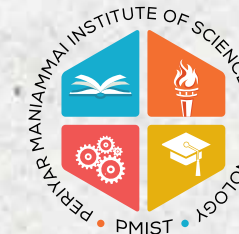
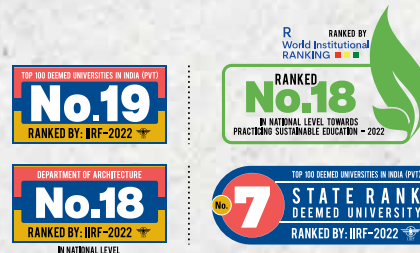
Values are taught right from the pre-primary stage through stories, through comic books. We are associated with the Amar Chitra Katha where we teach values through the stories that are there.

In Amar Chitra Katha, we very often use the epics, our own epic Ramayana and Mahabharata to where we tell them the stories and we bring out the values systems all right and eventually this culminates in some activity or the other at the end of the month. The social service programs also teach the children to learn important values of life such as care, compassion and empathy.

Children are given responsibility of supporting, supervising and conducting camps that are meant for young leaders. Then we have the IYP camp, which is specifically to train children to be leaders.

They go for a camp that is especially a leadership camp, then into school competitions, the ones that we conduct. We allow the children to organize everything including sponsorship. I do believe that the participation, traveling across the country with their teachers, helps build leadership qualities, especially participating in debates, and putting forth their opinions etc. So, the children are constantly engaged and given exposure to enough inter-school activities, which I believe also develops leadership skills because they take the lead and they lead the school to victory.

So, these are some of the ways in which we prepare the JML children, for the different phases of life. Besides academics, there is sports, dance, drama; all those other things that develop their skills. Our main aim is to ensure that the children have as much exposure as possible so that besides being technologically savvy, they also turn out to be good human beings who are compassionate and balanced people. 



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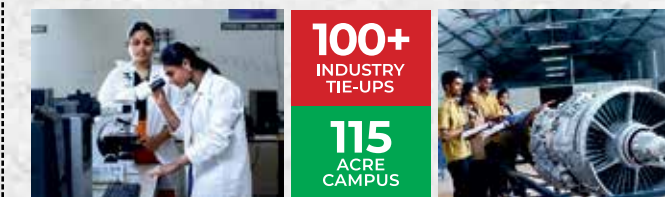


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LEADER MUST HAVE: INTEGRITY LEADER MUST CREATE: MORE LEADERS

Dhawan Kumar, Principal and Director at SBRS GURUKUL in Punjab's Moga, shares profound insights into his leadership philosophy and approach to student success in a dialogue with Education Post's **Prabhav Anand**. Reflecting on integrity, humility, and mission-driven leadership, Kumar underscores the importance of nurturing future leaders and prioritizing student well-being.

What lessons have you learned that have shaped your leadership style and approach to fostering student success?

Integrity is the most important quality a leader should have; developing other leaders is the most important thing a leader should do.

Leaders have a mission to execute in any organization and how the leader inspires, directs, mentors, counsels, recognizes, and influences the students can be accomplished through many different styles and techniques. But once leaders make it about them, and forget the mission, dismiss the people, they will ultimately fail. Yes, there are plenty of examples of egotistical, self-centred, and toxic leaders that can “succeed,” but to me it is at a great cost to the students’ future and on the backs of many students.

Be humble, consider leading a privilege with demanding expectations, but always remember that “it’s not about you.”

The National Education Policy 2020 emphasizes the need for a more flexible and skill-oriented education system. How is your school implementing these principles to prepare students for the challenges of the future?

In today’s rapidly changing world, there is a shift away from simply mastering content to emphasizing the skill of learning itself. We at SBRS Gurukul School establish a National Mission on Foundational Literacy and Numeracy, encourage multilingualism and promotion of Indian languages, with a preference for the mother tongue as the medium of instruction up to grade 5, emphasis on equitable and inclusive education, with a heightened focus on vocational education, so it can provide students with the opportunity to pursue their passions, develop new skills, and gain a global perspective. The comprehensive approach and focus on vocational training will equip students with the information and skills necessary to succeed in their careers.

Technology plays a significant role in modern education. How does your school leverage digital tools and platforms to enhance teaching and learning experiences for students and teachers?

By leveraging digital technology, Gurukul empowers teachers, enriches student learning experiences, and prepares future generations for a digital-driven world. We do provide a Digital library (online database) that allows students to access various academic and research materials, including e-books, scholarly articles, journals, and sample papers for secondary and senior secondary classes that can support their learning.

We have integrated IT based curriculum i.e. learning management systems (LMS) which provides a centralized location for teachers to share resources and for students to access information

Addressing social issues such as bullying, mental health, and diversity is essential for creating a positive school climate. What initiatives does your school have in place to promote a culture of respect, empathy, and inclusivity?

A positive school culture is one where students feel safe, supported, and valued, leading to better academic performance and overall well-being. Respect is at the core of a positive school culture.

Gurukul teachers and students are adhering to the value-based school policy which consists of a school-wide behavior plan that outlines the expected behaviors and the consequences for violating them. Teachers have created their own classroom rules and consequences. We encourage students to participate in initiatives such as anti-bullying campaigns and diversity awareness programs. School has initiated Roti Bank, School Clubs, School of Values Policy, Evening School to inculcate the values and responsibilities towards our society and Nation.

Can you share an example of a partnership or collaboration with external organizations or community groups that has enriched the learning experiences of students at your school?

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula.

Gurukul has established a Skill hub under PMKVY in the school campus. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) implemented by National Skill Development Corporation (NSDC). [EP](#)



WE CELEBRATE COMMUNITY SERVICE AS AN INTRINSIC PART OF LEARNING

Guneet Ohri, Principal of Gurugram's Suncity School, reflects on her leadership journey shaped by mentorship and personal beliefs as she sits down for a brief discussion with Education Post's **Prabhav Anand** about how the school aligns with the National Education Policy 2020, integrates technology for enhanced learning, and addresses social issues through community engagement.

What experiences have shaped your leadership style and approach to fostering student growth and development?

Having great mentors who not only empowered me but also taught me that nothing can be achieved without inculcating a strong sense of discipline and diligent pursuance goals with success or failure just as a bi product. Hence, I don't believe in giving up and try to bring that across to my students. I want them to be resilient, learn from mistakes, get our knees skinned, yet rise up to move on.

Another factor that has been responsible for my leadership style is my training in development of a skill set based on my aptitude. So, what I bring to the table for my school is the concept of developing the 'whole child.'

Further, the ability to absorb critical review and use it to my advantage goes a long way in building introspection skills, something I consistently work towards developing among my students.

Lastly, my personal belief in the inherent worth and potential of every student, guides me to prioritize equity, empowerment, and inclusivity in supporting student growth and development.

With the recent changes introduced by the National Education Policy 2020, how is your school adapting its curriculum and teaching methodologies to align with the policy's objectives?

Achieving a holistic and multidisciplinary approach to education, as emphasized in the National Education Policy 2020, requires a comprehensive strategy that involves various stakeholders, reforms, and initiatives. **We have taken the following steps:**

1. Curriculum Design with Interdisciplinary Learning Opportunities at its core
2. Applying The Multiple Intelligences theory to analyse student's strengths
3. Robust INSET -Teacher Training and Professional Development: Assessment and Evaluation
4. Community Engagement and Partnerships (CAS programme)
5. Technology integration
6. Inclusive Education Practices
7. State of the art Infrastructure
8. Strong policies and guidelines
9. Sanskars – our core belief in instilling values. It is by far an integral part of what goes on in school.



In what ways does your school integrate technology into the classroom to enhance teaching and learning experiences for students and teachers?

From virtual to offline sessions with Microsoft connect, exchange programmes, working on personal projects to digitizing the classroom teaching we fully integrate technology.

Addressing social issues such as bullying, mental health, and diversity is crucial for creating a safe and supportive school environment. How does your school address these challenges and promote a culture of respect, empathy, and inclusivity?

Having Sanskars at the core of our mission and vision, we celebrate community service as an intrinsic part of learning in the school. Fostering of respect and regard towards the lesser privileged by donation drives, langars and celebration of Labor Day are some examples.

Can you share an example of a student-driven initiative or project at your school that has had a positive impact on the school community or beyond?

Active member of The Climate Action Project is a project allowing teachers and students ages 3-21 to collaborate on environmental topics. This project is supported by Queen Elizabeth II, Dr. Jane Goodall, world leaders and Ministries of Education across 16 countries. 🌍

CONTINUOUS GROWTH AND VISION FOR INCLUSIVE EDUCATION SOLIDIFIED MY COMMITMENT TO EDUCATIONAL LEADERSHIP



Gunjan Sahni, Principal, Seth Mr. Jaipuria School - Bansal Campus, Lucknow talks about her leadership journey and the school's forward-looking initiatives during an interview with Education Post's **Prabhav Anand**. Reflecting on her passion for education, Sahni discusses the school's adaptation to the National Education Policy 2020 while outlining her school's proactive approach to addressing social issues and shares a compelling example of student-led sustainability initiatives.

Q What inspired you to pursue a career in school leadership and make a difference in the lives of students?

I was inspired to pursue a career in educational leadership by a combination of factors. Firstly, my deep-rooted passion for education and the transformative impact it can have on individuals and communities motivated me to contribute to this field. Additionally, having encountered inspirational mentors and educators throughout my life, I witnessed the difference effective leadership can make in shaping educational experiences. The opportunity to address challenges, promote social justice and equity, and create innovative learning environments further fuelled my desire to become an educational leader. Ultimately, the prospect of continuous personal and professional growth, coupled with a vision for inclusive and impactful education, solidified my commitment to pursuing a career in educational leadership.

Q With the recent changes introduced by the National Education Policy 2020, how is your school adapting its curriculum and teaching methodologies to align with the policy's objectives and foster holistic learning experiences for students?

In response to the National Education Policy 2020's objectives, our school has been actively adapting its curriculum and teaching methodologies to foster holistic learning experiences for students. We have undergone a comprehensive curriculum restructuring process, focusing on integrating multidisciplinary learning, promoting critical thinking skills, and emphasising competency-based education. Our teachers have received extensive training and professional development to implement innovative teaching strategies that prioritise experiential learning, project-based assessments, and technology integration in the classroom. Additionally, we have strengthened our commitment to inclusive education by providing support systems and accommodations for students with diverse learning needs. Through ongoing collaboration with parents, community stakeholders, and educational experts, we are creating a dynamic learning environment that prepares students for success in the 21st century while aligning with the goals of the National Education Policy 2020.

Q Technology continues to transform the educational landscape. How does your school leverage digital tools and platforms to enhance teaching and learning experiences for students and teachers?

At our school, we leverage a variety of digital tools and platforms to enhance teaching and learning experiences for both students and teachers. One key aspect is the integration of learning management systems (LMS) such as Google Classroom or Moodle, which serve as centralised platforms for organising course materials, assignments, and communication channels. Teachers use these platforms to share resources, deliver multimedia content, and facilitate online discussions and collaborations among students. Additionally, we embrace educational apps and software tailored to different subjects and learning styles, allowing for interactive lessons, simulations, and personalised learning pathways. Technology also plays a role in formative assessment through online quizzes, surveys, and data analytics tools that provide valuable insights into student progress and instructional effectiveness. Moreover, our school invests in professional development initiatives to ensure that teachers are proficient in leveraging digital tools effectively, empowering them to create engaging and

innovative learning experiences that prepare students for the digital age.

Q Addressing social issues such as bullying, mental health, and inclusivity is crucial for creating a positive school environment. What initiatives does your school undertake to promote a culture of respect, empathy, and acceptance among students and staff?

At our school, promoting a culture of respect, empathy, and acceptance is a top priority, and we have implemented several initiatives to address social issues such as bullying, mental health, and inclusivity. Firstly, we have comprehensive anti-bullying policies and programs in place, including awareness campaigns, counselling services, and peer support groups, to create a safe and supportive environment for all students. Additionally, we prioritise mental health and well-being through regular mindfulness activities, counselling sessions, and workshops on stress management and resilience-building. Our school also promotes inclusivity and diversity through inclusive curriculum design, cultural awareness events, and partnerships with community organisations that advocate for marginalised groups. Moreover, we foster open communication channels and provide training for staff members on conflict resolution, active listening, and promoting positive social interactions, ensuring that everyone in our school community feels valued, heard, and respected.

Q Can you share an example of a student-led initiative or project at your school that has had a positive impact on the school community or beyond?

One inspiring example of a student-led initiative at our school that has had a significant impact on the community is the "Green Campus" project initiated by a group of environmentally conscious students. This project aimed to promote sustainability practices within our school and raise awareness about environmental issues among students, staff, and the broader community. The students organised various activities such as tree planting drives, waste reduction campaigns, and recycling initiatives, transforming our campus into a more eco-friendly and sustainable environment. They also conducted workshops and educational sessions on topics like climate change, renewable energy, and conservation, inspiring their peers to adopt greener habits both at school and at home. The "Green Campus" project not only contributed to a more environmentally conscious school community but also had a ripple effect beyond our campus, as students' families and local businesses became more engaged in sustainable practices, highlighting the positive influence of student-led initiatives in creating meaningful change. 🌱

DPS MANTRA: HOLISTIC EDUCATION FOR SOCIALLY RESPONSIBLE CITIZENS



Kriti Bhatia, Head of the School at Delhi Public School, Bengaluru East shares her inspiring journey and leadership philosophy in an interview with Education Post's **Prabhav Anand**. She discusses the school's approach to implementing the National Education Policy 2020, leveraging technology for enhanced learning, addressing social issues, and offering diverse initiatives to enrich the educational experience.

Could you share a personal story or experience that has significantly influenced your approach to education and leadership?

During my early years as a teacher, I faced a challenging situation where a group of students struggled with engagement and motivation. Despite my initial efforts, traditional teaching methods seemed ineffective. This experience prompted me to explore alternative approaches and led me to

implement project-based learning. Through this, I discovered the power of student-centered education, fostering collaboration, and personalized learning. This experience not only transformed my teaching style but also shaped my leadership approach. I realized the importance of adaptability, innovation, and a focus on individual strengths. Today, as a school administrator, I continue to champion these principles, ensuring that our education system is dynamic, inclusive, and tailored to the diverse needs of our students.

How do you envision implementing the principles outlined in the National Education Policy 2020 to promote holistic development and skill-based learning among students at your institution?

In alignment with the transformative vision outlined in the National Education Policy 2020, our institution envisions a comprehensive and student-centric approach that prioritizes holistic development and skill-based learning. We recognize the importance of nurturing well-rounded individuals equipped with not only academic knowledge but also a diverse set of skills that prepare them for the challenges of the 21st century.

The National Education Policy 2020 places emphasis on creating a flexible and multidisciplinary education system that fosters creativity, critical thinking, and holistic development. We acknowledge the need for an education model that goes beyond rote memorization and standardized testing.

Our strategy for promoting holistic development involves a multifaceted approach. We have integrated co-curricular activities, including sports, arts, and community service, into the curriculum, where students participate in activities such as debates, creative arts, and physical fitness programs to enhance their overall well-being.

To infuse skill-based learning into our curriculum, we have introduced specialized skill modules aligned with industry demands. We have collaborated with local businesses and have introduced apprenticeship programs and workshops that expose students to real-world applications of skills in fields such as technology, entrepreneurship, and communication.

Recognizing the pivotal role of technology in modern education, we have state-of-the-art educational technology tools. Virtual labs, online learning

platforms, and interactive content are integrated into our teaching methods to personalize learning experiences and cater to diverse learning styles.

To ensure our educators are well-prepared for this transformative shift, we have invested in extensive teacher training programs. Workshops on pedagogical innovation, technology integration, and collaborative teaching methods are conducted regularly to equip our faculty with the necessary skills and knowledge.

We have a fine blend of formative and summative assessments along with continuous progression tests which include performance-based evaluations and project assessments. Students are evaluated not only on their academic achievements but also on their ability to apply knowledge in practical scenarios and demonstrate a range of skills.

A robust monitoring and evaluation system is implemented to track the effectiveness of these initiatives. Regular feedback sessions with students, parents, and educators, coupled with periodic reviews, ensure that we remain agile in adapting our strategies for continuous improvement.

In embracing the principles of the National Education Policy 2020, our institution has created an environment where students not only excel academically but also emerge as well-rounded individuals equipped with the skills needed for success in the dynamic and interconnected world. We are confident that this holistic and skill-based approach will contribute to the development of confident, competent, and socially responsible citizens.

In today's digital age, technology plays a crucial role in education. How has your school utilized technology to enhance teaching methods and improve student engagement?

In our school, technology is an integral part of our educational approach. We have seamlessly integrated educational technology to enhance teaching methods and boost student engagement. For instance, our teachers utilize interactive whiteboards and educational apps to make lessons more dynamic and interactive. We've also implemented personalized learning platforms that adapt to individual student needs, allowing them to progress at their own pace.

In response to the challenges posed by remote



learning, we established a robust virtual learning environment using a learning management system – Entrar. This system not only facilitates the seamless transition between in-person and online learning but also provides a centralized platform for students to access resources, submit assignments, and participate in discussions.

We've also incorporated technology into our assessment methods, utilizing online quizzes and automated grading systems to provide timely feedback.

Recognizing the importance of digital literacy, we've invested in professional development for our teachers. Workshops, webinars, and collaborative learning sessions ensure that our educators are well-equipped to leverage technology effectively in their teaching methods.

Our school's strategic integration of technology goes beyond mere digitization; it aims to create an immersive and engaging learning experience that prepares students for the challenges of the digital age.

From your perspective, what are some prevalent social issues or challenges that students in Bangalore face, and how does your school support them in addressing these challenges?

In Bengaluru, students face a myriad of challenges, and at our school, we are dedicated

to providing comprehensive support to address these issues. Mental health concerns, academic stress and cultural diversity, are among the prevalent challenges we recognize.

To support mental health and well-being, we have established a counseling center with qualified professionals who offer individual and group counseling sessions. Additionally, we organize workshops on stress management, mindfulness, and resilience to equip students with tools to navigate academic and personal challenges.

In fostering cultural sensitivity and inclusivity, our school actively promotes cultural exchange programs and celebrates a variety of festivals, creating an environment where students from diverse backgrounds feel valued and respected. This not only enhances their cultural awareness but also contributes to a sense of belonging.

Our academic support programs include peer mentorship, tutoring sessions, and additional resources for subjects where students may need extra assistance. By addressing academic challenges proactively, we strive to create an environment where every student can thrive academically.

Community engagement is a cornerstone of our approach. We actively participate in local community service programs and collaborate with organizations addressing broader social issues. This engagement helps us understand the

unique challenges our students face beyond the school gates, allowing us to tailor our support accordingly.

Our school is committed to identifying and addressing the prevalent social issues faced by students in Bengaluru. Through a combination of mental health support, academic initiatives, cultural inclusivity, and community engagement, we strive to create an environment that nurtures the holistic development and well-being of each student.

Apart from academics and technology integration, what other initiatives or programs does your school offer to enrich the overall educational experience for students?

At our school, we believe in providing a comprehensive educational experience that goes beyond academics and technology integration. Our commitment to enriching the overall educational journey of our students is reflected in various initiatives and programs.

Extracurricular activities play a pivotal role in our approach. We offer a diverse range of options, including sports, arts, music, dance, drama, and various clubs. Students actively participate in sports competitions, showcase their artistic talents

in exhibitions, and take the stage in musical and drama productions throughout the year.

Leadership and character development are integral aspects of our educational philosophy. Our students have opportunities to join the student council, participate in leadership workshops, and engage in community service projects that instill values like responsibility and empathy.

To complement classroom learning, we organize outdoor education programs and field trips. These experiences allow students to connect theoretical knowledge with real-world scenarios, fostering a deeper understanding of the subjects they study.


Cultural exchange programs are a key component of our efforts to promote global perspectives. We encourage language exchange opportunities, participate in international events, and host exchange students from different countries, creating an enriching cultural tapestry within our school community.

Community service is a core value, and our students actively contribute to the community through various initiatives. We believe in instilling a sense of social responsibility from a young age, and our students engage in projects that positively impact the well-being of those around them by participating in donation drives, literacy programs, etc.

Recognizing the importance of career preparation, we offer comprehensive career guidance programs, workshops on resume building, and internship opportunities. These initiatives provide our students with practical exposure to different professions and help them make informed decisions about their future paths.

Health and wellness are prioritized through various programs, including yoga and mindfulness sessions. We aim to create a healthy and supportive school environment that nurtures both physical and mental well-being.

Our commitment to parental involvement is evident through initiatives like parent-teacher associations, workshops, and events that facilitate open communication and collaboration between the school and parents.

Our school's approach to enriching the overall educational experience encompasses a wide array of initiatives that contribute to the holistic development of our students, preparing them for success in both academic and real-world contexts." 



LEADERSHIP IN EDUCATION INSPIRE, EMPOWER AND SUPPORT

Latha Ravichandiran, Principal of Bengaluru's Anekal Public School, discusses her educational philosophy, strategies aligned with the National Education Policy 2020, technology integration, societal challenges, and inclusive initiatives in an interview with Education Post's **Prabhav Anand**.

Please share a personal experience or defining moment that has shaped your philosophy towards education and leadership?

Philosophy towards education and leadership often emphasize fostering critical thinking, lifelong learning, empathy and adaptability. It values holistic development, encourages innovation, promotes inclusivity and emphasizes ethical decision making. Leadership in education involves inspiring, empowering and supporting others to reach their potential while prioritizing collaboration, transparency and accountability.

How do you plan to incorporate the principles and objectives outlined in the National Education Policy 2020 into the curriculum and educational practices at Anekal Public School to ensure holistic development and skill enhancement among students?

The National Education Policy 2020 outlines several principles to reform the curriculum in India. Strategies that I follow to incorporate these principle and objectives include

Flexibility and multidisciplinary approach: This allows students to choose from a variety of subjects and disciplines promoting holistic learning and skill development.

Integration of vocational education: Embedding vocational and practical skills training within the curriculum to enhance employability and entrepreneurship among students.

Emphasis on critical thinking and problem solving: It focuses on fostering analytical thinking, creativity and problem-solving skills through interactive and experiential learning methods.

Promotion of local culture and values: Infusing regional languages, cultural heritage and values in to curriculum, it promotes inclusivity, diversity and a sense of belonging among students.

Use of technology and innovation: This platform is to enhance accessibility, engagement and effectiveness of the curriculum delivery.

Teachers training and professional development: This is to support the educator to effectively implement the new curriculum.

Collaboration with stakeholders: Engaging parents industry partners in the curriculum to develop the process to ensure relevance, responsiveness and alignment with societal needs and aspirations

In today's digital era, technology plays a pivotal role in education. How has Anekal Public School embraced technology to enhance teaching methodologies and facilitate student learning experiences?

We are learning management systems like Google Classroom to distribute resources assignment and facilitate communication between teachers and students. Online resources: we provide access to online databases,

ebooks, multimedia to supplement traditional learning material. Interactive whiteboard allows teachers to create dynamic and engaging presentations, annotate content and integrate multimedia elements into their lessons. Virtual Reality technology is to create an immersive learning experience. Flipped classroom model will free up class time for collaborative activities, discussion and support from teachers

Considering the societal context of Bengaluru, what are some prevalent social issues or challenges that students in your school community face, and what steps have been taken to address these challenges?

Infrastructure Development: Tier 2 cities often struggle with inadequate infrastructure such as roads, public transport and sanitation systems which can hinder overall development and quality of life of residents.

Social Services: social services such as welfare programs, childcare facilities and support services for marginalized communities may be underdeveloped resulting in gaps in social support networks.

Social Inequality: It exists within 2 cities with communities often facing discrimination and limited access to opportunities for social mobility.

The steps which I have taken to address these challenges are rotation of seating arrangements in the classroom. All the students should actively participate in all socio-cultural activities and programs in the creed of their community.

Beyond academics and technology integration, what unique initiatives or programs does Anekal Public School offer to foster a supportive and inclusive learning environment for students?

1. Promote diversity and inclusion creating multicultural events, and awareness campaigns.
2. Address bullying and discrimination. Train staff to recognize and address instances of bullying.
3. Provide support system
4. Encourage peer collaboration such as group projects, peer mentoring programs and interpersonal skills.
5. Promote positive relationships
6. Address implicit bias: educate staff about implicit bias and its impact on students' outcomes.
7. Lead by example. 📌



EMPOWERING FUTURE LEADERS

A JOURNEY OF CONTINUOUS LEARNING AND INSPIRATION

Thinking back on your journey in education, what inspired you to pursue a career in school leadership?

It's evident that my path into leadership was more of a natural progression rather than a planned endeavor. My unwavering commitment to continuous learning, innate curiosity, and clarity in action undoubtedly played pivotal roles in others recognizing my leadership qualities. As the saying goes, "The journey of a thousand miles begins with a single step," and I believe my

Mary Shanti Priya, Principal of Hyderabad's Vista International School, shares insights into the school's adaptation to the National Education Policy 2020, emphasizing holistic development and skill enhancement in an interview with Education Post's Prabhav Anand. From integrating technology to proactive measures against social issues, Priya's approach fosters student growth and innovation.

journey toward leadership began with a thirst for knowledge and a genuine passion for my work.

My determination to prove myself and showcase the strength of women only serves to underscore my leadership prowess. As I continue along my path, I am reminded of the words of Maya Angelou, who said, I am a woman, phenomenally. Phenomenal woman, that my journey not only exemplifies my personal growth but also serves as an inspiration to others.

As I navigate through my leadership role, I seize the opportunity to inspire, challenge

stereotypes, and make a lasting positive impact on those around me. I continue to embrace my strengths, lead by example, and empower others along the way. My journey is not just about personal achievement but also about paving the way for future leaders and breaking barriers for women in education.

With the recent changes brought about by the National Education Policy 2020, how is your school adapting its curriculum and teaching methodologies to foster a more holistic and student-centered approach to learning?

Vista International has always been focused on two major principles: adding value for the fee paid by the parents and building global citizens. Hence, even before the release of the NEP 2020, we were focused on instilling 21st Century skills into our students. The curriculum is designed to observe progression as well as vertical growth in the students.

At the foundational and primary levels, we offer:

Yardstick kits to stimulate scientific temper. A Financial Literacy program aimed at helping students develop responsible spending habits and understanding the difference between needs and wants.

Rhapsody – An art-integrated program that teaches concepts through art.

Mystic Land – Connecting general knowledge through storytelling.

At the Middle School Levels, we provide:

Makerspace Lab – a collaborative workspace where individuals or groups can experiment, share ideas, and invent new things.

Entrepreneurship Program – empowering students to drive positive, disruptive change in society by building scalable enterprises. These programs teach entrepreneurial leadership, strategy, venture financing, and startup skills.

Think Classrooms – designed to enhance higher-order thinking questions and develop critical problem-solving and analytical skills. At the Secondary Level, we collaborate with Maulana Azad National Urdu University to enhance skill education for students. They learn Electrical, Electronic, Plumbing, Civil Craftsmanship, as well as AC & Refrigeration.

Across grades 3 to 10, we offer the following programs:

GoSharpener School Student Network, which rewards students for their actions on Sustainable Development Goals and enables them to build a Digital Impact Profile. Logical and Reasoning Classes to enhance critical thinking among students. As Mahatma Gandhi said, "The future depends on what you do today." At Vista International, we are committed to preparing our students for a future where they can thrive and make meaningful contributions to society

In what ways does your school integrate technology into the classroom to enhance teaching and learning experiences for students and teachers alike?

Technology is an integral part of every organization, and schools are no exception when it comes to incorporating technology into their day-to-day activities. In our institution, every classroom is equipped with ICT/Smart Panels, empowering teachers to deliver engaging and interactive lessons. Additionally, teachers are supported by a Learning Management System (LMS), enhancing their ability to manage course materials, assignments, and communication with students efficiently.

After assessments, we leverage AI technology to identify learning gaps in students and provide them with customized worksheets tailored to bridge those gaps. This personalized approach ensures that each student receives targeted support to enhance their understanding and academic progress.

Furthermore, we implement the Qubits Computer Science Curriculum, offering students of all backgrounds the opportunity to learn computer science in a supportive environment. This program not only introduces futuristic concepts but also equips students with essential skills that will be invaluable in their future endeavors.

Moreover, we believe in preparing our students for the rapidly evolving technological landscape. Therefore, we offer AI education to students from grade 9 and above, empowering

them with knowledge and skills in this emerging field. Additionally, our curriculum includes programs such as coding, 3D printing, app development, and programming, spanning from Scratch Jr to Python. These initiatives not only foster creativity and innovation but also instil problem-solving and critical thinking skills essential for success in the digital age.

Social issues such as bullying and mental health are prevalent in school environments. How does your school address these challenges to ensure the well-being and safety of all students?

In the current era, mental wellbeing has become a paramount concern, alongside emotional and social wellbeing. Issues such as bullying and mental health are unfortunately prevalent in school environments, demanding proactive measures to address them. To ensure the safety and welfare of our students, we have designated a Health Safety and Child Protection Coordinator (HSCP COD), supported by two student counsellors who maintain constant contact with students.

These counsellors conduct various sessions on crucial topics including bullying, gender sensitization, cybercrime, and understanding the concept of good touch and bad touch. Through these sessions, students are empowered with knowledge and strategies to navigate challenging situations and safeguard their mental and emotional health.

Additionally, we prioritize open communication and discussion through activities like circle time in the morning, facilitated by the class teacher. During these sessions, students have the opportunity to express their thoughts, concerns, and experiences in a supportive environment. This not only fosters a sense of belonging but also encourages empathy and understanding among peers.

Furthermore, student body representatives play an integral role in addressing issues related to mental wellbeing and social concerns. They serve as liaisons between their peers and school administration, advocating for the implementation of policies and initiatives that promote a positive and inclusive school culture.

By fostering a supportive and inclusive environment, we strive to cultivate resilience, empathy, and emotional intelligence in our

students, equipping them with the skills and resources to navigate life challenges with confidence and compassion.


Could you share an example of a unique extracurricular program or initiative at your school that has positively impacted student engagement and development?

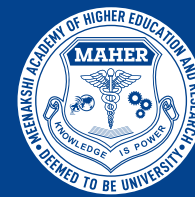
One unique extracurricular program at our school that has positively impacted student engagement and development is our Sports Professional Development Program.

Our mission at Vista International School has always been to serve as the wind beneath the wings of our students, helping them rise and soar in their chosen paths. For some students, this path leads towards pursuing sports professionally, which often entails intense training and frequent travel, resulting in missed regular classes. Recognizing the importance of supporting such students, we ensure that their academic progress is not neglected.

Our commitment to providing a holistic growth environment is reflected in our approach to co-scholastic pursuits. At Vista International School, co-scholastics are not merely activities for students to engage in; they are exercises that have lasting impacts on the shaping of young minds. From nurturing healthy competition to fostering effective teamwork skills and instilling a positive outlook towards life, our co-scholastic programs play a vital role in student development.

In our Sports Professional Development Program, students aspiring to pursue sports at a professional level receives specialized support tailored to their needs. This program offers a balance between rigorous sports training and academic responsibilities, ensuring that students can excel in both areas. Through this initiative, students learn valuable lessons in humility, resilience, and sportsmanship, as they navigate challenges and celebrate victories with grace.

Additionally, our school offers a diverse range of extracurricular activities, clubs, internships, student exchange programs, innovative programs, visual and performing art classes, and outbound trips. Each of these initiatives contributes to the holistic development of our students, providing them with opportunities to explore their interests, develop new skills, and cultivate a well-rounded perspective on life. 



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THE ONLY ACCESSORY YOU WEAR IS CONFIDENCE

Nayana Chowre, Sr. Principal of Velammal Group of Institution, Chennai, reflects on her journey in education and shares insights on incorporating the National Education Policy 2020 into the school's framework with Education Post's **Prabhav Anand**. She discusses leveraging digital tools for teaching, addressing social issues, and fostering innovation among students for future readiness.

Reflecting on your journey in education, could you share a personal experience or moment that has significantly influenced your approach to leadership and student development?

Born into humble beginnings, I remained deeply rooted in my origins, fostering not only a connection to my roots but also instilling a



sense of humility. Despite witnessing friends enjoying greater privileges, I chose to channel my energy into hard work, learning a valuable lesson: "The only accessory one wears is confidence." I was always my own favorite, embracing individuality and constantly striving to surpass my own limits.

My foray into the field of education was profoundly shaped by two pivotal teachings from my parents. My father imparted the wisdom of relentless work, regardless of its perceived worth, advocating belief in the broader process and continuous effort. Complementing this, my mother emphasized the importance of self-respect as the most valuable possession when carving out one's identity, urging against compromise for fleeting riches. Embarking on my journey as a coaching class teacher at the age of 12, initially driven by a love for role-playing as a teacher, little did I know that it would set the stage for a remarkable career.

Balancing studies and work, I became the youngest lecturer at a prestigious tutorial center, managing a multitude of Secondary School Certificate and Higher Secondary batches in my 20s. The pinnacle of my professional life unfolded when entrusted with the leadership of a Playschool in the early 2000s. Over the next 18 years, nurturing this educational venture from its infancy to Nest's Group of Schools was a profoundly spiritual and blissful experience. During this period, a defining moment presented itself – an offer to merge my school with a financially stronger institution, surrendering my brand and identity. Opting to remain true to my beliefs, I respectfully declined, choosing authenticity over a grandiose campus. This decision, while seemingly small, reinforced the principle of standing firm in one's convictions. Years later, I gracefully stepped down as the Chairperson, having witnessed the institution ascend to its deserved pinnacle. Beyond business dealings, I am recognized in the city as a strong, level-headed entrepreneur for my unwavering faith in everything I undertake.

Today, my students, scattered across the globe, continue to regard me with the same respect they did when I was their Principal – a testament to what I have truly earned. This pivotal incident crystallized the realization that educators are not mere teachers; they are leaders shaping the future with a profound impact.

With the recent introduction of the National Education Policy 2020, how do you envision incorporating its key principles and reforms into the educational framework of your institution to promote holistic learning and skill development among students?

Understanding the essence of the National Education Policy 2020 (NEP 2020) is crucial before delving into its incorporation into our institution's framework. **Key principles include:**

- Recognizing and fostering unique capabilities of each student to promote holistic development.
- Eliminating rigid separations between subjects, curricular and co-curricular activities, and vocational and academic streams.
- Emphasizing conceptual understanding over rote learning.
- Promoting multilingualism and the power of language.

To seamlessly integrate these principles, I've outlined specific measures for our institution:

Holistic Approach:

Prioritizing holistic development by addressing both academic and non-academic facets of a student's growth.

Child-Centric Learning:

Tailoring our educational approach to suit individual needs and abilities, aligns with the child-centric focus of NEP 2020.

Customized Teaching:

Shifting towards conceptual understanding by creating personalized lesson plans based on students' strengths and weaknesses.

Early Childhood Education (ECE):

Representing one of the most prestigious groups of institutions from the state of Tamil Nadu, I'm glad to learn about this approach which involves incorporating the emphasis on the mother tongue, English and the national language, in line with Tamil Nadu's pedagogical approach.

Adhering to NEP 2020's 5+3+3+4 model, our institution focuses on five key pillars:

Personalised Learning: NEP 2020 expects every student to be catered to as per his / her own needs and abilities. Establishing a learning environment that primarily focuses on collecting data on the student's learning capabilities and individual progress, their strengths and weaknesses, are the ways through which Personalised Learning can be made possible. This data shall be used to create customised lesson plans and provide targeted support to students.

Collaborative Learning: NEP 2020 stresses on collaborative learning to focus on critical thinking and problem-solving skills in students. Deliberately



conducting classes that compel students to indulge in peer learning, group discussions in the form of community projects and research drives. This will help them gel with their peers and work towards achieving a target collectively as a Team rather than chasing Personal Growth in their lives.

Parental Involvement: Developing a cost-effective way of offering real-time updates on the progress of the students to their respective parents is the way ahead if Parents have to be made Partners of Education. The school forums/WhatsApp groups/notice boards are the techniques for a one-way communication from schools to parents, trying to involve parents in the day-to-day activities/whereabouts around the lessons taught and the progress of students shall enable the parents to communicate effectively with the teachers and will save more time in explaining them the same deal only during the Parent Teacher Meetings.

Resource Management: Teachers are the main resource of any education system and require specific management. Quantitative education development goals can be achieved more effectively and efficiently if teachers are planned, allocated, utilised and managed with care. Apart from which, inventory management, budgeting and scheduling too are the primary responsibilities of the school management. This will serve as a tool to support the interests of every stakeholder in helping the school grow simultaneously. I believe, if my student requires utmost care and sensitivity to grow up to his/her full potential, so does any of my teachers - they're both equally important for me, they're both My Responsibilities.

Hybrid Learning: We aren't new to this concept, having witnessed the school learning environment functioning amidst the new normal scenario of the Covid lockdown where every child, no matter where he / she resided, attended the Online School, with classes conducted by teachers, all from their respective homes.

NEP 2020 does emphasize on flexible approach to education which is why I believe, I and my team should be ready to switch from offline to online education as and when situation shall demand to ensure the education isn't hampered and students actually are prepared to be future ready.

This comprehensive approach underscores my institution's commitment to aligning with the transformative principles of NEP 2020 for the holistic development of our students.

In today's technologically-driven world, how has your school embraced digital tools and platforms to enhance teaching methodologies and improve student engagement in the classroom?

In our fast-paced lives, technology is like a game-changer, shaking things up in every part of our world. When it comes to education, it's not just about keeping up; it's about leading the way for our institution to grow in every way. That's what Velammal is all about – not just following trends but really getting why educational technology matters.

Forget the usual stuff like digital whiteboards or learning systems; our tech game at Velammal goes way beyond that. We're talking about top-notch tools, immersive digital experiences and ground breaking solutions that make learning way more exciting.

While everyone's figuring out this tech-in-education thing, Velammal is out there, taking the lead. It's not just about using cool gadgets; it's about changing the whole education scene, making innovation and teaching fit together like a perfect puzzle.

We're not just into technology for the sake of it. At Velammal, we get that tech is a game-changer, transforming education itself. We're all about using technology smartly, making sure every step we take with it helps our institution get even better.

In this new era of education, Velammal is all about smart learning. We're weaving together the best of old-school wisdom and the latest tech to make sure our students are ready for whatever comes their way. It's not just education; it's a whole new way of learning for a brighter future.

Social issues such as bullying, mental health challenges, and student diversity can impact the learning environment. How does your school address these issues to create a safe and inclusive space for all students?

Depression among kids never existed back when I was in school. Had we used any such phrase, our parents would've put us in our place. But then again, 30 years back, the world was still a better place, kids had healthy friendships, Facebook and Instagram didn't decide their fate, and we would fight one day only to reconcile the next day.

The current times with the aggressively fast-paced world have exposed children to many evils which we weren't even aware existed, as kids.

I'll present a couple of examples of what according to me is ideal to ensure having a safe space for my students.

I remember one of my conversations with a gentleman from San Jose, California. He owns a company that has dedicated its past many years to identifying and rectifying any kind of bullying back in the States, where the gun controls are lenient. Having gone through testimonials that reflected students who actually carried guns in school - their journey from being vulnerable to their absolute mental healing, was so inspiring.

This gentleman has designed an app that acts as a whistleblowing forum for students and teachers of the said school. The USP of this project is end-to-end anonymity of the individual reporting an incident to the school management of physical/mental/cyberbullying. Once the trigger is sent and registered, the school initiates the necessary steps in identifying the bully, involving him in more of counselor sessions, mental health building activities etc without entirely confronting them about their act. If such vigilance and right action can prevent a student from using firearms, it can certainly uphold the safety of Indian schools.

Speaking about mental health issues/anxiety/depression - there can be no better way than being sensitive with such

students. For example, if a student is creating havoc in class, and isn't allowing the teacher to complete their class, it might be possible that the child is having an anxiety attack, understanding the gravity of the situation and allowing the child to be in their space for a while would be of great help.


Again, this will be taken well care of, with the incorporation of NEP 2020 and its feature of personalised teaching.

Considering the ever-evolving educational landscape, what initiatives or strategies is your institution implementing to foster innovation and adaptability among students, preparing them for the demands of the future job market?

We, at Velammal Group of Institutions, aim to foster a dynamic environment by championing innovation and providing learners with opportunities to experiment and explore new solutions. This approach will help cultivate a culture that recognizes adaptability as a strategic advantage. In today's rapidly changing landscape, the ability to innovate swiftly in response to market demands is crucial for organizational progress and lays the foundation for a future-ready workforce.

Encouraging a culture of innovation is pivotal. I constantly inspire my teachers to think creatively, challenge the status quo and propose new ideas. Organizations that value innovation and create an inclusive environment for idea-sharing are better positioned to tackle complex challenges and drive positive change. In this process, I like to indulge myself as a Learner at many times, as I myself explore so many new possibilities of having better strategies to drive these innovations.

In the face of future complexities, adaptability and innovation emerge as key differentiators in developing a future-ready workforce. I am committed to instilling the ability to adapt to change and embrace innovation, enabling organizations to thrive in dynamic environments, drive positive transformation, and create a lasting impact. This approach ensures that all learners under my guidance are well-prepared for the future.

A living example of which is one of our most invaluable assets - Rameshbabu Praggnanandhaa the Indian Chess Grand Master, a chess prodigy, second youngest to become the International Grand Master at the age of 12. Velammal beams with pride as our alumni, our very own star kid became the 'World's Youngest Player' to reach the Chess World Cup Final, second Indian to do so after Viswanathan Anand. 



IMPLEMENTING IMMEDIATE SOLUTIONS TO ADDRESS EDUCATIONAL CHALLENGES

Piyush Tripathi, Principal at Seth M. R. Jaipuria Schools in Prayagraj, explores innovative solutions to educational challenges and discusses addressing staffing shortages, managing syllabus gaps, and enhancing parental satisfaction in an interview with Education Post's **Prabhav Anand**. He emphasizes the school's commitment to inclusive learning environments, adaptation to COVID-19 through online support and sanitized offline classes, diverse extracurricular offerings, and initiatives to bridge the digital divide for equitable access to educational resources.

Q What unique initiatives have you implemented to address the challenges faced by students in Uttar Pradesh, particularly those from underserved communities?

On 1st June 2023, I joined officially but served the school from outside since May 10th. During my unofficial stay at school, I observed major shortcomings as listed below:

1. Shortage of human resources in the form of teaching faculties.
2. Lagging of syllabus almost in every class.
3. Mismanagement in all areas.

Solution:

1. I recruited on an immediate basis [through agencies and my personal contacts.] to meet the rift created.
2. Asked the teachers to complete the syllabus within the short period by taking extra classes.
3. Handled the parents with great care as parents were totally dissatisfied with the management.

Q Could you share some insights into how Seth M. R. Jaipuria Schools fosters a supportive and inclusive learning environment for students with diverse backgrounds and abilities?

Seth M.R. Jaipuria Schools run with a big motive and have it's all inputs regarding the development [recruitment, training, curriculum, examination, and evaluation system. If management follows them, it would be a great help for every school. But some of them don't follow them totally.

Q In light of the recent disruptions caused by the COVID-19 pandemic, how has your school adapted its teaching methodologies and support systems to ensure the well-being and academic success of its students in Prayagraj?

During COVID-19, the school adopted online support and students were well connected with the teaching staff to clear doubts. In the long run every teacher worked collaboratively with the school and the students to cope up with all sorts of problems. Students also obeyed and presented their assignments given by teachers.



An offline class with proper care (sanitization and distance) was observed fortnightly.

Q Beyond academics, what extracurricular activities and enrichment programs does Seth M. R. Jaipuria Schools offer to students, and how do these activities contribute to their overall development and well-roundedness?

The school fosters the program drilled by CBSE and our own created social and ethical programs so as to develop a cultural identity of the diversified gentry of Prayagraj district. An educational tour and guest lecture was the main focus. Legendary from different fields visited school viz Prof. Ibadurrahman Siddiqui, Deptt Chemistry, Allahabad University, Mr Ajendra Rai International Referee (Badminton), Mr J. K.Gangal ex Education Officer KV to guide our students from time to time.

Q What measures has your school taken to address the digital divide and ensure equitable access to educational resources and opportunities for students in Prayagraj, especially those from disadvantaged backgrounds?

Apart from a well-equipped robotic lab, a digital library was set up in the month of October and this helped our students to fulfil their requirements. 📖



OUR STUDENTS CELEBRATE, EMBRACE DIVERSITY WITHIN SCHOOL COMMUNITY

Pratiba Sopori, Principal of Noida Public School, shares insights into her remarkable journey in education, marked by a passion for transformation and unwavering commitment to student well-being in this interview with Education Post's Prabhav Anand. From revitalizing school environments to fostering a culture of empathy and inclusion, Sopori's leadership exemplifies the power of education to shape lives.

Could you share a personal experience or anecdote that has shaped your dedication to education and leadership within the school community?

Backed up with the best teachers I had in school, took several initiatives to redecorate the school, make it clean, well-lit, safe and above all fun to be in. The quick wins were astonishing.

I believe that school principals should neither avoid handling school challenges nor be afraid to address anything that may harm students. I came up with this slogan "So what? Now what?" to reflect my belief that the current situation can be worked on instead of blaming circumstances.

I knew immediately that the teachers needed assistance as they knew what to teach but not how to teach it. I, with their support, developed a lesson-delivery model for instruction helping individual students to learn in small groups efficiently.

The best way was to talk directly about the importance of loving your students and to drive their emotion.

I proved my devotion and compassion by doing things that were traditionally considered out of the school Principal's responsibility like managing the special and value-based assemblies counseling sessions, talking to students and showing affection to them. She made each and every one of them feel special by holding individual birthdays as a way of showing empathy for each student. Unlike some principals, I interacted daily with students, listening to their complaints and problems and tackling all the challenges with undivided attention. As a result, average test scores went up, more students from the other schools got accepted.

I always believe that an educational leader should always provide children with hope, and had a great effect on my school by using love and care as an approach.

As a teacher I dedicated 17 years of my life to the noble profession of teaching. At school, I always assumed the role of a second guardian to my students, monitoring their holistic graph.

There are benefits to being a public school teacher and school leader, but it also involves its fair share of hardships. Like other school professionals, I also faced many challenges of handling a large class, working longer hours, and lack of resources. Fortunately, my kids are doing well in school and have received scholarships and came out in flying colors in their respective streams



Given the situation and the demands of my job, I bravely and passionately overcame all these daily hurdles with support from my husband, my children and my creative staff by creating visual aids, preparing learning materials, decorating the classroom and innovative curriculum.

The flames of passion ignite and burn.

I believe in the power of holistic learning, encouraging our students to explore their potential academically and personally.

With the implementation of the National Education Policy 2020, what strategies does your institution plan to adopt to align with the policy's objectives and enhance the overall learning experience for students?

While there are many provisions in NEP 2020, the success of the program rests on four main pillars that schools need to embrace and immerse in the coming academic session 2024-25.

Our school redesigned the structural framework into these four levels, with qualified sectional heads/coordinators, each with expertise and depth of knowledge to handle the academic planning, changed TL processes, revised assessments, integrated activities, etc. for that level.



There will be a major reduction in the content in the syllabus for each grade, and there is a proposal to teach in the mother tongue/local language (where possible) to ensure understanding. Teachers are advised to adopt a top-down approach of shifting from syllabus completion to defining learning goals, curating classroom instruction through innovative pedagogy mapped to age-appropriate learning outcomes; knowledge-skills-attitudes; ensuring experiential / project-based learning aligned to real-life situations, thereby shifting from 'Content & Course completion' to 'Competency and Confidence'.

Annual planning should not be adhered to chapters in textbooks; rather they must be aligned to the Minimum Learning Levels syllabus for each Grade. There will be integration of subject streams, aesthetic and performing arts, sports games, and technology to create a holistic learning experience for students, along with the component of digital literacy, scientific temper, and computational thinking, across levels as applicable.

NEP 2020 proposes a major shift in the structure assessments as well as the nature of assessments. It advocates a multi-layered and multi-sourced 360o assessment. We planned the reduction in formal time-bound exams (like the weekly, fortnightly 20/50 marks tests) and an increase in formative assessments, driven by the schema of competency-based assessments mapped to multi-dimensional rubrics of achievement.

In today's digital age, technology has become an integral part of education. How does your school leverage technology to facilitate teaching and learning, and how do you ensure equitable access to digital resources for all students?

Before we can learn about the implementation of technology in school curriculum, it is very important to have a clear definition of digital access. This concept emerges with the commercialization of electronic devices to the public.

Since electronic tools are available, digital access is the level of participation of students in the use of digital tools, which include both devices and software programs. Now, let's take a look at the methods that our school applies to ensure that students have equitable digital access to promote responsible use of technology.

Equitable Access to Tools

The equitable access to digital resources involves ensuring that all students have the same opportunity to use and enjoy the benefits of digital access. Within digital access, this is not just about the physical devices that are available (such as computers or tablets) but also the software programs that enable digital activities. Here are some methods that we in school ensure for equitable access to digital tools by students.

Use the Governmental Resources for Digital Access

This year our school makes sure that the school uses the available grants to purchase a new software program that will help students who need to build literacy skills which include- DIKSHA, Vidhya Daan, E-Textbooks, PRAGYATA, Shiksha Vani, Jadaui Pitara, ePathshala, NISHTHA, MOOCs on SWAYAM etc.

Work Along with Teachers

School leaders cannot forget that teachers are the immediate contact between school leadership and students. Any ideas school leaders have to implement access to digital tools for students should work if teachers are part of the process.

The definition of digital access in schools is that it has to do with the level of participation of students in the use of digital tools, which the definition of digital access in schools is that it has to do with the level of participation of students in the use of digital tools, which include both devices and software programs.

The methods that school leaders can apply to ensure students have equitable access to digital tools are:

1. Use governmental resources for digital access.
2. Work along with teachers in the process of

implementing new digital tools.

3. Implement digital literacy programs.
4. Enable digital access through partnerships.

The methods that school leaders can apply to promote responsible use of digital tools are:

Open conversation on the importance of digital responsibility.

Social issues like bullying, mental health concerns, and student diversity can impact the school environment. How does your school address these challenges to create a supportive and inclusive atmosphere for students?

To address challenges like bullying, discrimination, and isolation, it is essential to raise awareness and promote education. We conduct workshops, seminars, and awareness campaigns that address the importance of inclusivity, empathy, and respect, educate students and staff about the negative impacts of these challenges and emphasize the value of diversity and acceptance.

Implementing awareness programs in schools is vital to address and prevent issues like bullying, discrimination, and isolation. These programs include a range of workshops and seminars throughout the academic year, covering various relevant topics. Some potential workshop and seminar topics include Promoting Respect and Empathy, Understanding and Addressing Bullying, Celebrating Diversity and Inclusion, Building Healthy Relationships, Cyber Safety and Digital Citizenship, and Creating an Inclusive School Culture.

We have included these sessions at key points during the academic year, such as the beginning of the school year, anti-bullying month, cultural appreciation events, and mental health awareness week, to ensure consistent and timely engagement with students, teachers, and staff.

Implement Anti-Bullying Measures

Bullying is a significant barrier to a sense of



belonging. At the school level, we must establish robust anti-bullying policies and procedures. We encourage students to confidentially report incidents and take immediate and appropriate action against bullies, provide support mechanisms like counseling services and peer support groups for victims, empower bystanders to intervene safely and create a culture where bullying is not tolerated.


In a line, our students celebrate and embrace diversity within the school community. Encourage student-led initiatives such as diversity clubs or cultural events that promote understanding and appreciation of different backgrounds, incorporate diverse perspectives and experiences

into the curriculum to ensure students feel represented and valued. Create inclusive spaces where students can express their identities without fear of discrimination.

Developing positive relationships among students, teachers, and staff is vital for fostering a sense of belonging. Encourage open communication channels where students feel comfortable discussing their concerns and seeking support. Implement mentoring programs that pair older students with younger ones, creating opportunities for guidance and friendship. Teachers should actively engage with students, showing empathy and providing encouragement.

Amid the evolving educational landscape, what innovative programs or initiatives is your institution implementing to promote student engagement and academic excellence?

Student engagement can be developed through innovative teaching methodologies, promote active learning and critical thinking, conduct research to advance knowledge, provide mentorship to students, and participate in professional development activities to stay updated with teaching technologies and practices.

Incorporate group work, projects, and hands-on exercises to keep students engaged and enhance their learning experience. By granting students more autonomy and encouraging them to take ownership of their education, we empower them to become active learners. 

WE ARE CULTIVATING YOUNG MINDS THAT WILL SHAPE FUTURE FOR GENERATIONS TO COME



With over three decades of experience, **Pratibha Kohli**, Principal of Delhi's Maharaja Agrasen Model School shares insights about her experience and NEP 2020 implementation. She also says that her school prioritizes life skills, Indian Knowledge Systems, and tech integration, ensuring holistic student development.

Reflecting on your journey in education, what lessons have you learned along the way that have shaped your leadership style and approach to fostering student success?

There is no greater joy than witnessing a student develop a genuine thirst for learning. Seeing students blossom into their innate potential has always brought me

immense joy. During my journey in education, spanning over three decades, it is truly gratifying to nurture the spark of curiosity and see my students excel.

As a school leader, my approach has always been learner-centric. My focus has been on building a strong foundation of social-emotional learning as when students grow, they learn to manage emotions, build relationships, and develop resilience. I strongly believe in the Henry Adams quote: "A teacher affects eternity; he can never tell where his influence stops."

As a transformational leader, I have learned that the school should be an ecosystem where students and teachers feel empowered and enlightened by the luminescence of education. In the contemporary educational landscape, I have been at the forefront of embracing 21st-century skills. I proactively adopt the latest pedagogical approaches and novel teaching-learning strategies.

Over the years, I have witnessed the transformative power of collaboration. A student can make a difference, but a team working together towards a common goal can create magical experiences.

Collaboration among various stakeholders fosters a sense of shared responsibility and empowers everyone to contribute their unique strengths. I resonate so much with the ancient proverb: "If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children." In essence, the impact of a teacher's work transcends boundaries. As educators, we are cultivating the young minds that will shape the future for generations to come.

With the recent implementation of the National Education Policy 2020, what strategies is your school employing to ensure that students receive a well-rounded education that prepares them for the challenges of the future?

The learning processes in the school are dynamic and ever-evolving to meet the needs of the contemporary learner. The school is committed

to aligning the paradigms of education with the transformative vision of the National Education Policy 2020 (NEP 2020).

Here's how the school is embracing the key aspects of NEP 2020:

- The school envisions preparing students for life beyond school as it is a key tenet of NEP 2020. This is done by integrating life skills development into the curriculum. The school imparts skills such as financial literacy, Artificial Intelligence, media literacy, and digital citizenship to the students.
- The school integrates Indian Knowledge Systems into the curriculum, thereby giving students exposure to ancient Indian culture, heritage and philosophy. This will create a well-rounded learning experience and foster a deep appreciation of the culture of our country.
- Critical thinking and problem-solving skills are essential for success in the 21st century. The school facilitates a learning environment that encourages students to be inquisitive, analyse information, empathise, tinker and develop innovative solutions to societal challenges. This is well facilitated by the Atal Tinkering Lab in the school.
- The school is committed to providing continuous professional development opportunities for teachers ensuring they have the skills and knowledge to implement NEP 2020 effectively.
- The school harnesses the use of technology effectively as the classrooms are equipped with interactive panels and students have access to computers through the Computer Labs in the school. This creates engaging and immersive learning experiences and also provides a personalized learning experience. Also, teachers take up gamification to make learning more engaging.
- Foundational literacy and numeracy are crucial building blocks for learning at the primary level. The school provides a robust primary education program that prioritizes FLN, ensuring all students have a solid base to build their knowledge.
- As emphasised in NEP 2020, there is a complete focus on activity-based learning,



which fosters cognitive development amalgamated with social and emotional growth. Art-integrated pedagogy and Storytelling pedagogy are extensively used to build interest in the subjects. The school also incorporates Competency-based Education (CBE), aligned with learning outcomes, to ensure proficient learners who are ready to deal with real-life situations.

We are confident that we can provide our students with a holistic education that equips them with the knowledge, skills, and values they need to thrive in the ever-evolving world.

Technology continues to transform the educational landscape. How does your school leverage technology to support teaching and learning, and what steps are taken to ensure equitable access for all students?

Appropriate use of technology has proved to be a game-changer and at Maharaja Agrasen Model School, we firmly believe that technology is a powerful tool for transforming

education. The use of technology provides a unique, personalized and immersive learning experience that captures the attention of the 'digital natives' in an engrossing manner. We have moved beyond the traditional classroom walls, embracing a dynamic learning environment where opportunities are just a click away.

The school has integrated technology into international collaborative projects and for this, the school has been awarded the 'International School Award' from the British Council twice. This fosters collaboration, critical thinking, and problem-solving skills in our students as they connect and collaborate with peers from around the world. We have implemented a comprehensive technology integration matrix. This framework guides us in using technology effectively, maximizing its impact on student learning outcomes. The classrooms are equipped with interactive panels and interactive whiteboards, allowing teachers to employ a variety of engaging instructional methods that cater to different learning styles. Regardless of gender, socio-economic background, ability, or age, the school believes that technology can empower lifelong learning. Hence, we strive to create a learning environment that caters to diverse needs and fosters a love of learning for all.

Not all students may have access

to technology at home, so we provide the necessary resources and support to bridge the gap to ensure the students have the necessary technologies to learn and succeed. Last but not least, the school maintains robust and reliable internet access creating a foundation for seamless technology use. By strategically integrating technology and prioritizing equitable access, we aim to empower our students to become confident and engaged learners, prepared to thrive in the digital age.

Addressing social issues is vital for creating a supportive and inclusive school environment. How does your school promote a culture of respect, empathy, and understanding among students and staff?

We believe that fostering a supportive and inclusive environment is essential for student success. We actively promote a culture of respect, empathy, and understanding among the learning community through a variety of programmes and orientations. The school places a strong emphasis on Socio-Emotional Learning (SEL), integrating social and emotional skills development right from the primary level.

This equips students with the tools to manage emotions, build healthy relationships, and resolve conflicts peacefully. There is a lot of emphasis on weaving thinking skills, social skills and emotional skills right from the primary level. The students become rational thinkers empowered with tools to solve the problems of the future.

The school has a buddy system to connect students with special needs with their peers, fostering empathy and understanding. Additionally, we have support programs in place to address the individual needs of all students. Moreover, the School Health and Wellness Programme promotes the overall well-being of students. This includes addressing mental health concerns and creating a safe space for open communication.

The teachers use case studies and real-world scenarios during morning assemblies and in classrooms to encourage critical thinking and discussions around social issues. This helps students develop empathy and understand different perspectives.

Mutual respect is a cornerstone of any educational institution. We emphasize active communication with all stakeholders.

Can you share an example of a collaborative project or community engagement initiative undertaken by your school that has had a positive impact on student learning and community relations?

To conserve nature and promote Indian culture, very recently Maharaja Agrasen Model School took up a project titled - Panchtatva. This was a six-month-long interdisciplinary project and involved the contribution of management, parents, nearly 800 students and the entire staff. This culminated as a dance-drama taking the main theme of the importance of creation and promotion of the Panchtatva. The importance and necessity of elements in life was depicted beautifully through dialogues. The unique components of creation (Srishti) – air, fire, water, earth and sky – were showcased well by the students. As interdisciplinary learning projects. The harmonious convergence of all performers, resonated with the essence of unity, emphasizing sustainability in today's world. The main objective of this festival was to introduce the students to ancient Indian culture and enable them to know the elements originating in our lives. Apart from academic and intellectual subjects, Indian literature, visual and performing arts, the teachings of the values and ethics were imparted by the project Panchatvatva.

Hence, through this interdisciplinary project, the students were inspired to connect to the roots of our ancient rich culture which empowered them with deep knowledge about the heritage and culture of India. The experience left an indelible impression on the young minds, invigorating them to be stewards of the environment and uphold the rich heritage of our motherland. 🇮🇳



EVERYONE HAS HIDDEN TALENTS, EDUCATION JUST UNRAVELS THEM

With a profound journey that shapes his educational philosophy, **Rajan Gautam**, Principal at DAV, Greater Faridabad shares insights into his student-centered approach, emphasizing inclusivity and empowerment in an interview with Education Post's **Prabhav Anand**. From aligning with the National Education Policy 2020 to leveraging technology for enhanced learning experiences, Gautam navigates the challenges of the digital age while addressing societal issues and prioritizing holistic development.

Could you share a personal journey or experience that has shaped your educational leadership approach and philosophy?

As I stand before you today, entrusted with the responsibility of guiding this esteemed institution, I am reminded of a journey that has profoundly shaped my approach to educational leadership. It was during my early years as a teacher, faced with a classroom diverse in backgrounds and abilities, that I realized the transformative power of education.

Seeing how each one of them grew when given the right support made me realize something important: Education can change lives. It made

me believe that everyone has hidden talents waiting to be discovered. So, I started focusing on creating a welcoming environment where every student felt valued and included. This conviction led me to embrace a student-centered philosophy, where fostering a nurturing environment and cultivating a culture of inclusivity became paramount.

Through this journey, I learned that true leadership extends beyond administrative tasks; it's about igniting a flame within each student, empowering them to chart their own path towards success. This journey taught me that being a leader isn't just about managing things; it's about helping students find their passion and reach their goals.

How do you plan to incorporate the key principles and initiatives outlined in the National Education Policy 2020 into the educational framework at your institution in Faridabad?

My strategy to integrate the key principles of the NEP 2020 into our educational framework will be centered on understanding, consultation, adaptation, training, infrastructure, and monitoring.

Firstly, it involves a deep understanding of NEP 2020's principles emphasizing foundational literacy, flexibility, and holistic development. This understanding will guide our consultations with stakeholders, including educators, administrators, parents, and students, ensuring alignment with local needs.

Adapting our curriculum to incorporate multidisciplinary learning, project-based approaches and assessment reforms, promoting critical thinking and creativity will be incorporated. Comprehensive teacher training programs focusing on equipping educators with the skills and knowledge to implement the new curriculum effectively will be held. We shall prioritize infrastructure development too.

This holistic approach aims to foster a conducive environment for learning, empowering students to thrive in the 21st

century and enhancing the overall quality of education

In today's digital age, technology is integral to education. How has your institution embraced technological advancements to enhance teaching and learning experiences for students?

We are committed to providing our students with the best possible learning experience, and we believe that technology plays a crucial role in achieving this goal. We have implemented a number of initiatives to integrate technology into our classrooms and curriculum and these efforts have had a positive impact on student engagement, achievement, and overall satisfaction.

At our institution, we've fully embraced technological advancements to enhance teaching and learning experiences for our students. Our institution is committed to leveraging technology to enhance student learning. We have equipped classrooms with interactive whiteboards and encourage technology integration in the curriculum through educational apps and simulations.

We provide professional development for teachers on technology integration and offer accessibility tools to ensure all students benefit. We constantly explore new ways to utilize technology while maintaining a balance with traditional methods to create a well-rounded learning experience. Through various technological initiatives, we aim to create a dynamic and inclusive learning environment that prepares our students for success in an increasingly digital world.

Considering the societal context of Haryana, what are some prevalent social issues or challenges that students in your school may face, and what strategies are in place to address them?

Being a student is a unique & exciting



time in a person's life. It is not only a time of exploration, learning, and growth, but also a time of various challenges. In the societal context of Haryana, these challenges come in many forms, such as academic, social, financial, and personal.

The students face various social challenges impacting their education and mental well-being, including academic pressure, social dynamics, financial constraints, and personal struggles. In addition to parents assigning household tasks to the children, another common issue is when parents prioritize social functions over their children's studies. This distracts students from their academic responsibilities.

To tackle this, our school conducts Parental Awareness Programs, emphasizing the importance of balancing household duties and academics. We promote Parent-Teacher Collaboration to address individual student needs and provide guidance on supporting academic progress without overwhelming tasks. Time Management Skills training helps students balance their workload effectively. Additionally, we offer access to support services like Mentorship, afterschool programs and tutoring, fostering a collaborative approach between schools, parents, and communities to ensure students have the time and resources for academic success.

Beyond academics and technology integration, what measures does your institution take to promote holistic development and well-being among students, faculty, and staff?

Beyond academics and technology integration, our institution places a strong emphasis on promoting holistic development and well-being among students, faculty, and staff. To achieve this, we have implemented various measures.

We focus on making sure that everyone—students, teachers, and staff—feels happy and supported. We have programs that help students understand their feelings and deal with challenges in a positive way. We also offer support for physical and mental health, like counseling services and fitness programs. We encourage everyone to participate in community service to learn and grow together.

Our teachers and staff also have opportunities to learn new skills and take care of themselves. We make sure everyone feels included and respected, and we have people available to help whenever needed. By taking care of each other's well-being, we create a positive and supportive environment where everyone can thrive. 📧

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KINDNESS, EMPATHY, INNOVATION: SHAPING THE FUTURE OF EDUCATION



Rakhi Sharma, the esteemed Principal of Agra's Mount Litera Zee School Sikandra, shares insights into her leadership philosophy and the school's approach to preparing students for the future in an interview with Education Post's **Prabhav Anand**. With over 15 years of experience and a dedication to lifelong learning, she emphasizes the importance of values like kindness, empathy, and respect in fostering student success.

Reflecting on your journey in education, what values or principles guide your leadership philosophy and approach to fostering student success?

My career began as a primary science teacher at Azad Public School Bulandshahr, then as a TGT Science Teacher at Renaissance School. She later served at Dr. MPS World School in Agra for 10 years, acting as Academic Coordinator and Activity Coordinator. In 2023, I became the founder Principal at Mount Litera Zee School K5 in Agra. My dedication to staying updated with educational trends through seminars and workshops reflects my commitment to lifelong learning. My dedication is known for my passion for teaching and fostering student and educator growth.

In my journey in education, I've learned that kindness, empathy, and respect are the most important values to guide my leadership philosophy. I believe in creating a supportive and inclusive environment where every student feels valued and heard. I strive to lead by example, showing students the importance of hard work, perseverance, and integrity. I aim to foster a love for learning by encouraging curiosity and creativity. My goal is to empower students to reach their full potential and become confident, compassionate individuals ready to make positive contributions to society.

The National Education Policy 2020 advocates for a more flexible and skill-oriented education system. How is your school implementing these principles to prepare students for the challenges of the future?

At our school, we're embracing the principles outlined in the National Education Policy 2020 by integrating more flexible learning approaches and prioritizing skill development. We've revamped our curriculum to include interdisciplinary subjects, project-based learning, and vocational training opportunities to equip students with practical skills alongside academic knowledge. Our teaching methods emphasize critical thinking, problem-solving, and creativity to prepare students for the challenges of the future. Additionally, we've established partnerships with industry experts and organizations to provide real-world experiences and internships, ensuring our students are well-prepared for the evolving job market. By fostering a dynamic and skill-oriented educational environment, we're committed to empowering our students to thrive in the rapidly changing world.

Technology plays a significant role in modern education. How does your school leverage digital tools and platforms to enhance teaching and learning experiences for students and teachers?

We fully embrace technology to enhance teaching and learning experiences. We use digital tools and platforms like interactive whiteboards, educational apps, and online resources to make lessons more engaging and interactive.

Teachers utilize digital platforms for distributing assignments, providing feedback, and facilitating

discussions, making learning accessible anytime, anywhere. We also offer training sessions and support for both students and teachers to ensure everyone can effectively utilize these tools. Through the integration of technology, we aim to create a dynamic and innovative learning environment that prepares students for the digital age.

Addressing social issues within the school community is crucial for creating a positive and inclusive learning environment. What strategies does your school employ to foster a culture of respect, acceptance, and support among students and staff?

My priority is creating a positive and inclusive learning environment by implementing various strategies. We promote respect, acceptance, and support through regular community-building activities such as assemblies, group discussions, and peer mentoring programs. Our curriculum includes lessons on diversity, empathy, and conflict resolution to foster understanding and tolerance among students. We have established clear guidelines and protocols for addressing instances of bullying, discrimination, or harassment, ensuring that all members of our school community feel safe and valued. By promoting open communication, empathy, and mutual respect, we strive to cultivate a culture where everyone feels accepted and supported.

Can you share an example of a partnership or collaboration with external organizations or community groups that has enriched the learning experiences of students at your school?

One great example is our partnership with a local environmental organization. They help us set up field trips to nearby parks and nature reserves where students can learn about ecosystems, biodiversity, and conservation first hand. The organization also conducts workshops and presentations at our school, teaching students about sustainable practices and environmental stewardship. Through this collaboration, students not only gain valuable knowledge about the environment but also develop a deeper appreciation for nature and a sense of responsibility towards protecting it. 🌱



EMPOWER STUDENTS TO PROGRESS AT THEIR OWN PACE

Richa Kumar, Director-Principal of St. Wilfred's School in Maharashtra's Thane, shares her transformative journey in education and her institution's proactive initiatives aligned with the National Education Policy 2020 in a conversation with Education Post's **Prabhav Anand**. Kumar emphasizes the significance of empathy and personalized support in fostering student success, drawing from her own experiences.

Could you share a personal anecdote or experience that has shaped your journey in education and leadership, and how it has influenced your approach to fostering student success?

One pivotal experience that profoundly influenced my educational leadership journey occurred during my early years as a teacher. I encountered a student who struggled academically due to personal challenges at home in Kolkata. Social and economic conditions had made her submissive and she had no vision for herself.

Recognizing the importance of empathy and support, I worked closely with the student, offering encouragement and tailored guidance. A few years later, I met her at the metro station and she shared her accomplishments as a successful office executive gave me immense satisfaction. Witnessing their transformation from disengagement to accomplishment sparked my dedication to holistic student support.

This experience taught me the significance of understanding each student's unique circumstances and providing personalized assistance. It was in 2008, I started the Mentor Mentee program, one-to-one counseling, motivation, and practice that led to confidence and successful results. It informs my approach as a principal, where fostering student success involves empathy, individualized support with ISP, and a nurturing environment conducive to growth.

With the recent implementation of the National Education Policy 2020, what are some key initiatives your institution is undertaking to align with the policy's objectives and ensure a more holistic and inclusive educational experience for students?

In alignment with the National Education Policy 2020, our institution is implementing several key initiatives to foster a more holistic and inclusive educational experience for students. Firstly, we are restructuring our curriculum to incorporate interdisciplinary learning, promoting critical thinking and creativity. My team has started a journey of inculcating thinking skills from Balvatika 1 level where our think tank worksheets will lay the foundation for competency skills of the 21st century.

We have also developed skill-based report card which will be directing and guiding the students to develop specific skill sets for a particular job market. We are also sharing the SWOC report card that gives a graphical presentation to parents and students to observe their learning gaps and work with the teachers in the remedial sessions who offers opportunities to weak students to overcome the learning gaps and challenges to students who score well giving them an opportunity to excel.

We also focus on Psycho motor activities at Balvatika level 1,2, 3 to develop skills in cognitive and motor development areas which helps us to observe the developmental delays and plan interventions to reduce it. Additionally, we're

enhancing teacher training capacity development programs to emphasize pedagogical approaches that cater to diverse learning needs.

Here also we have adopted tailor made mentor-mentee program to develop skills in teachers as per need. Embracing technology, we're developing digital resources to facilitate remote learning and bridge accessibility gaps. Moreover, initiatives like Life skill sessions, Rendezvous with personalities focusing on mental health support and career guidance aim to nurture students' holistic development. By prioritizing inclusivity and innovation, we're committed to realizing the objectives outlined in the National Education Policy 2020.

In today's digital age, technology plays a pivotal role in education. How has your institution leveraged technology to enhance teaching and learning outcomes, and what strategies have been implemented to bridge the digital divide among students?

St. Wilfred's Sr. Sec. School harnesses technology to elevate teaching and learning, facilitating interactive online platforms, virtual labs, and multimedia resources. To address the digital divide, we've initiated programs providing students with devices and internet access, ensuring equitable participation.

Additionally, we offer digital literacy workshops to empower students to navigate online learning environments effectively. Collaborating with community partners, we've established wi-fi hot spots in underserved areas, bridging connectivity gaps. By integrating technology seamlessly into our educational framework and prioritizing accessibility, we strive to empower all students for success in the digital age.

We are conscious about the mental well-being and safety of our students so we conduct cyber safety and social media handling netiquettes. We also take reflection sheets to observe the thinking patterns of students.



Addressing social issues is crucial for creating a conducive learning environment. What steps has your institution taken to address social problems such as bullying, mental health issues, or student diversity, ensuring a supportive and inclusive atmosphere for all students?

St. Wilfred's School prioritizes a supportive and inclusive atmosphere by implementing comprehensive anti-bullying policies, providing mental health resources, and celebrating student diversity. We conduct regular awareness campaigns and workshops on bullying prevention, social media handling netiquettes and promote empathy-building activities. Mental health support includes counseling services, peer support groups, and wellness programs. Embracing diversity, we celebrate cultural events and incorporate diverse perspectives into the curriculum.

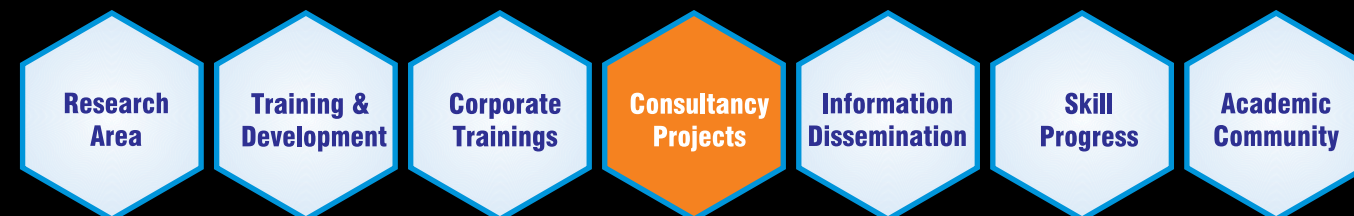
Additionally, we foster a culture of respect and acceptance through student-led initiatives and faculty training. By actively addressing social issues, we strive to create a safe, welcoming environment where every student feels valued and supported.

Considering the evolving landscape of education, what innovative approaches or programs is your institution planning to implement in the near future to further enhance student learning experiences and prepare them for the challenges of tomorrow?

In the near future, we are planning to introduce personalized learning pathways utilizing adaptive technology, allowing students to progress at their own pace and explore their interests deeply. We aim to integrate more project-based learning opportunities, fostering critical thinking, collaboration, and real-world problem-solving skills.

We are training our parents & students to understand the importance of skill over marks. Our students exhibit their talent & potential in subjects' knowledge & application before parents on the PTM day through our program Expressions & Student Led conference.

Furthermore, we're exploring partnerships with industry leaders to offer internships, mentorship programs, and hands-on experiences, ensuring students are equipped with practical skills for future careers. Embracing emerging technologies like augmented reality and virtual reality, we're committed to providing innovative learning experiences that prepare students for the dynamic challenges of tomorrow's world. We have collaborated with the emerging co-partners.



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EDUCATION MUST BE INTERESTING AND EXCITING FOR BOTH CHILDREN AND TEACHERS



Rana Sangram Singh, the Group School Principal of Seth M. R. Jaipuria Schools in Fatehpur, shares his journey and innovative approaches to education leadership in an interview with Education Post's **Prabhav Anand**. Singh delves into the importance of cross-sector collaboration, aligning with the National Education Policy 2020, leveraging technology for equitable access, addressing social issues, and promoting student engagement. His strategic vision reflects a commitment to fostering holistic development and academic excellence within the school community.

Please share a personal anecdote or experience that has shaped your approach to education and leadership within the school community?

I believe that school leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

Talking about sharing my experience that has shaped my approach to education and leadership within the school community is that I initiated the term Cross-sector collaboration, which refers to primary or secondary schools partnering with schools from another sector to deliver shared initiatives, teaching, curriculum, or facilities for students from each school. Cross-sector collaboration enables schools to share knowledge and expertise, address common issues and challenges and realise shared opportunities.

BENEFITS OF CROSS-SECTOR COLLABORATION

There is strong evidence that collaboration between schools can deliver positive gains for students and schools. By working together, the likelihood of achieving improved outcomes for their students is greater than if schools acted alone. Some of the benefits commonly identified by collaborating schools include:

- Improved curriculum provision for students
- Pooled resources
- Knowledge sharing
- Broader community benefits

With the recent rollout of the National Education Policy 2020, how do you plan to integrate its key principles and initiatives into the educational framework of your institution to enhance student learning and development?

National education policy 2020 is a framework that is indicative of revitalizing the education structure; introducing many reforms which ensure high quality, integrity, and equality into the system. For instance, the emphasis would be less on content and more on encouraging the students to think critically and polishing the problem-solving skills.

Pedagogy must be developed in such a way that it is learner-centred, discussion-based, inquiry-driven, flexible, and holistic.

My strategies are as follows to integrate its key principles into the educational framework of my institution to enhance student learning development.

Goal-Directed

Curriculum and educational goals are central to the approach of the framework. Therefore, teaching and learning practices strive towards the fulfilment of learning outcomes.

Educationally Valid

The guidelines and set of standards have been set up based on research, experience, accumulated knowledge, etc.

Engaging And Active Learning

Education should be interesting and exciting for both children and teachers.

Improvement Driving

It must be conducive to introducing and implementing changes within practical constraints and limitations.

Diversity Embracing

The educational practices and materials must address India's diversity and become a source of learning.

Mutually Reinforcing Elements

All the above-mentioned characteristics and dimensions are mutually reinforcing. Also, the curricular goals, content, pedagogy, school culture and practices, assessments, and evaluation must be mutually reinforcing.

In today's digital era, technology is playing an increasingly vital role in education. How does your school leverage technology to facilitate teaching and learning processes, and what measures are in place to ensure equitable access to digital resources for all students?

By leveraging digital technology, the institution empowers teachers, enriches student learning experiences, and prepares future generations for a digitally driven world.

At Jaipuria we use a variety of advanced technologies to engage students and boost their academic performance while making teaching more fun and immersive. The introduction of interactive displays and smartboards represents the digital technology that can increase the potential of every lesson and ensure better learning outcomes among students.

Advantages of Smart Classes:

- Anytime access to extensive online information
- Interactive environment for better knowledge retention



clearly define what constitutes bullying and harassment, outline the consequences for such behaviors, and provide guidelines for reporting and intervention. By having a well-defined anti-bullying policy in place, our schools ensures that all students, staff, and parents are aware of the expectations and consequences, fostering a culture of respect and empathy.

We provide education and awareness programs for both students and staff so that it can help in creating a school community that actively works to prevent such behaviors. We focus on creating an environment where students feel comfortable reporting incidents of bullying and harassment is essential. Creating a positive school culture is the foundation for addressing bullying and harassment effectively. This involves fostering a sense of belonging and inclusivity, promoting empathy and respect, and celebrating diversity.

Lastly, amidst the changing educational landscape, what innovative approaches or programs is your institution implementing to promote student engagement and academic excellence?

We aim to nurture happy and confident children by providing child-centric learning. Our endeavor is to promote creativity, environmental sensitivity and academic excellence. We help inculcate a spirit of lifelong learning, for our children to become effective change agents. Here at our schools, we thrust on the following strategies to promote student engagement and academic excellence:

- Experiential Learning
- Project Based Learning
- Inquiry Learning- Mystery Learning
- Design thinking
- Digital Labs and Simulations
- Toys, games and gamification of learning
- Group work: Using cooperative learning groups effectively
- Mindfulness in the Classroom
- Service Learning & Community Engagement
- Teaching Problem Solving
- Team-Based Learning
- Effective Educational Videos
- Wikis
- Visual Thinking

- Education not confined to printed matter.
- Availability of online notes ensuring better student concentration in class
- Use of electronic tools such as digital pens that are easy to maintain

Educational technology, or edtech, refers to the use of digital tools and resources to enhance teaching and learning. Edtech can offer many benefits for students, such as increasing engagement, personalizing instruction, developing skills, and expanding access to information.

Social issues like bullying, mental health challenges, and student diversity can impact the learning environment. How does your school address these issues to create a supportive and inclusive atmosphere for students?

Being a principal of an organization, I always focus on creating a supportive atmosphere for not only students for other faculty members too. I believe in fostering a safe and inclusive learning environment, balancing academic freedom with social responsibilities and addressing emerging issues and concerns.

Bullying and harassment in schools have long been pervasive issues that can have detrimental effects on students' well-being and their ability to learn. As educators, it is our responsibility to create a safe and inclusive learning environment where all students feel valued and protected.

A crucial step in addressing bullying and harassment is the development and implementation of comprehensive anti-bullying policies. These policies



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FOSTERING CONNECTIONS WITH ORPHANAGE LED TO IMPACTFUL COMMUNITY ENGAGEMENT

As the Founder Principal of Delhi Public School in Greater Faridabad, **Surjeet Khanna** shares details of her transformative journey from her early days as a teacher to establishing a stellar institution in a conversation with Education Post's **Prabhav Anand**. With immense dedication and visionary leadership, she navigated the challenges of setting up the school, incorporating innovative educational philosophies and practices. Her commitment to holistic development, skill-based learning, and technological integration resonates through the school's curriculum. Under her guidance, DPS Greater Faridabad has not only excelled academically but also addressed prevalent social issues, leaving a lasting impact on the local community.



What inspired you to establish this school in Faridabad?

My professional journey as an educator commenced in 1987 and has seen me travel through eminent institutions like VTC, Delhi Administration, IHE, Delhi University, and onwards to schools of repute.

Joining DPS Noida as PGT English in 1995 and evolving through an outstanding foray of new initiatives spread over my 16 years there to the position of a Headmistress saw me grow phenomenally in my skills, vision, and understanding of the power of an educator to build lives. Immense learning, mentoring by outstanding Principals like Padma Shri awardee

Late Mr. SL Dhawan, Mrs. Neena Sehgal, Mrs. Kamini Bhasin saw me hone my leadership skills and build a creative perspective on new possibilities. Opportunities provided by The DPS Society to set up DPS Roorke, DPS Bikaner, DPS Khanna, DPS Kashipur, organize national Teacher Camps, Conferences, etc., added new dimensions to my people and resource management skills. Becoming a Principal at DPS Vidyut Nagar in 2011 paved the way for the landmark moment of my life in being assigned the responsibility by The DPS Society to set up DPS Greater Faridabad. This was a sudden, unexpected development and amidst both trepidation and excitement, I stepped into the role of becoming the Founder Principal of this stellar school.

A very able HM, Ritu Jain, a gritty small team of founder teachers saw us take off in April 2013, creating our dream school based on MI of Gardner as a base, new thoughts of Emilia Reggio, De Bono, a bit of Nai Taleem, Shanti Niketan and a lot of pride in our cultural heritage added to the basket. Reading books, co-curricular abundance, scientific spirit in learning, art integration, jointly developing the green cover of the 14-acre school, and conceiving new initiatives every day across school domains - it consumed us completely. To all these, we added strong relationships, accessibility, and leadership in myriad ways ensuring that communication flowed and no ideas were lost, no child or teacher left behind in terms of personal development. Astonishing all by crossing 1000 Dipsites in the first year, carefully adding 'mad about school' educators to the team, this school influenced the development of infrastructure and population flow alongside motivating the setting up of a plethora of new schools in the area around it.

Absorbing the changes around and developing a strength of approximately 4000 today testifies to it having successfully established a culture of excellence, both scholastic and co-scholastic. Sports ATL, Robotics, Literary publications, student exchanges and project collaborations with Japan, Egypt, France, Germany, Denmark, UK, Korea, and more, Student Development Clubs, Home - School partnership platform, Principal's Choice Period, GRASP, Know Your Roots, SPICMACAY, 100% participation mega cultural celebrations - a long list of ideas and action-driven initiatives got seamlessly woven into the rich tapestry of learning and achievement that DPS Greater Faridabad today embodies. In achieving all this, I received a free hand with abundant support from the Pro VC, Rohit

Jain, and guidance from the esteemed DPS Society. On 31st Oct, 23, I retired as the Founder Principal, with an established identity, a plentiful of national and international awards like ISA, GiSA, Manak Inspire (Govt of India), Robert Bosch Foundation Award, ARC Legend in Sustainability, Education World Rank 1 in Greater Faridabad, Education World STEM Jury Award, IDA National Award, FICCI Arise National Award, SOF, Brainfeed, AKS Global School Award, and plenty more sitting proudly in the record of the school's history. We rode the wave of COVID-like conquerors and established new benchmarks in tech integration and online creativity. We were the only school in the wider region to set up Covid Seva Kendra



at the school campus and helped many with the gift of life and support in challenging times. For me, DPS Greater Faridabad has been my prayer in action and life's greatest reward.

With the introduction of the National Education Policy 2020, how does DPS Greater Faridabad plan to adapt its curriculum and teaching methodologies to align with the policy's objectives of holistic development and skill-based learning?

In 2013, while setting up DPS Greater Faridabad as our 'dream school', my team and I kept our aspirations for the students who will come at the very forefront. We borrowed little from ready sources and daringly plodded



our way through a huge reservoir of possibilities to select our curriculum tools, define and express our Vision and Mission statement which incidentally, we have revised it thrice over the ten years to accommodate the changing dynamics and our goals. We were honest in evaluating our endeavors, learnt, revised, and moved on. Hence, learning by doing and play, creative use of hands and mind, collaborative activities, inter-disciplinary projects, tech-integration into academics, abundance of art to build aesthetics, engagement with school's arboriculture to build conservation and sustainability values, science through hands-on experimentation and research, a strong reading culture through Ignited Minds, the library and awards of I Read I Lead on lines of Scholar Badge, India connect through information display, exhibitions, festivals, Know Your Roots, Agrani for student action on community service, Cyber skills based mega events - all such activities and programs came to the fore with NEP2020 drawing attention to a progressive value system.

At DPS Greater Faridabad, these areas were already well entrenched through our ahead of times programs and gave us a beautiful edge in the community of learners and parents alongside internal validation of the curriculum, calendar of activities, and policies designed by us as a school team. The school is promoting a greater thrust on Vocational education, prominence to mother tongue and regional languages, bringing CBSE portals of learning alive, preparation for initiatives

like SAFAL, SQAF etc to move strongly with the opportune times for national transformation. I always saw a direct link between our own growth and the country. Preparing responsible leader citizens with time-relevant skills is a responsibility I wanted to deliver on strongly.

Technology plays a significant role in education today. How has DPS Greater Faridabad integrated technology into its classrooms to enhance learning experiences and prepare students for the digital age?

Tech integration at school reflects beautifully my teacher leadership at work because it was the school IT teachers who designed, executed, and progressed tech interventions across all subjects and levels. A WiFi-friendly campus, five state of art IT Labs, Robotics, ATL Tinkering Lab, Mindbox Lab, interactive boards (Nur-12), projector-enabled classrooms, and iPads for classroom activities were our broad base. Into it stepped in tech-assisted Projects, Game-Based Learning, Assessment platforms for performance analysis, effective collaboration through sharing of files, using modes like Kahoot, paddler, mind maps etc. Student leadership clubs facilitated Summer Camps, hosting


of Intra and inter-school tech fests, promotion of new areas of learning like SDG via technology. Huge effort was made to develop skills of Game designing, App designing, Website designing, Photo-editing, Movie Making, AI based skills, solving social issues via AIOT are few other features of tech at work. 100% Google Certified teacher empowerment, tie up with tech giants to bring Google, Microsoft Apple, Niti Ayog, Mahattatva etc to school has also worked positively for the school. In my opinion, freedom to ideate and encouragement to attempt, without any fear of failure or criticism, has made huge initiative by school teachers and students possible. Great team spirit has moved our mountains and kept us progressive.

From your perspective, what are some of the prevalent social problems or challenges that students in Faridabad encounter, and how does DPS Greater Faridabad support its students in navigating these issues?

As a school leader, watching like a hawk for external world influences shaping choices within the school by students, parents, and teachers was a constant priority. No school is an isolated entity or an island. Contemporary influences emanating from the social fabric, tech pace, media influences, material attractions, altered family support structures, shrinking world through info flow - all this and more travel with students in the bags and the state of mind they bring to school every day. Being a happy, communication-rich school, with easy accessibility to Principal and educators to talk anything, plenty of leadership and interest-based activities alongside an empathetic approach did help a lot. Yet issues arising from tech overdose and dysfunction influencing student thoughts, food habits, dressing, language, cyber habits, sleeping, peer interaction, life choices, interpersonal overflow or isolation, digital addiction, cyber temptations etc were real issues and demanded everyday attention from all educators, alongside GRASP, the Counselling Cell which was empowered to design and conduct effective interventions all year through for all levels. Teacher empowerment, parent awareness, student education proceeded hand in hand with clear display of school policies on positive behavior choices, zero tolerance for bullying,

helpline numbers display, installation of Suggestion box, democratic election of Student Council by students, initiatives like Khayal by Student leaders to address student issues, awareness of school family on POCSO being particularly important. The general strategy followed by all educators and principals was to Care, Observe, Document, Engage, Listen, Guide, Design goals, Document, Encourage and repeat the process. I made a persistent and strong effort to differentiate the child from the choice of concern and focused on guiding for the right choice ahead, without any labeling or denigration. No relationship was lost. This has really helped the school. Yet, the challenge continues to take on new forms and demanding a bias-free approach.

What do you envision as the long-term impact of DPS Greater Faridabad on the local community and the educational landscape of Faridabad?

DPS Greater Faridabad has been a wake-up call and a transformative influence on the educational landscape of Faridabad. Few schools have grown to a position of prominence, with leadership on every recognizable front, as DPS Greater Faridabad has. Its strong blend and recognition of myriad and widely diverse languages of excellence beyond academics were discussed skeptically by old schools as a sure-shot recipe for failure. Unfazed, we continued full steam. Today, all schools are endeavoring to follow its fine balance of all things educational and allowing a greater voice to students' and parents' aspirations. Even teachers are altering their roles and places to become facilitators and support system to students in other schools. I see DPS Greater Faridabad poised for continued leadership, and growth in its universe of new pursuits, continuing to be the choice of parents looking for an internally and externally rich school with integrity of effort and character. As its Founder Principal, I hope fervently that its strong roots built from 2013 - 2023 will enable it to be an institute of long-standing and timeless value. My school staff and I celebrated the school's first decade through a mega celebration titled, Adanya-the invincible, under the stellar support of the Pro VC Rohit Jain shortly before my retirement, with pride and joy. The sentiments linger on and fulfil me. 



CREATING SAFE, INCLUSIVE SCHOOL ENVIRONMENT REQUIRES ADDRESSING SOCIAL ISSUES WITH HOLISTIC APPROACH

Siddharth Pruthi, Principal of Mother's Pride School (Presidium School) in Bahadurgarh, shares his journey and innovative approaches to education leadership in a captivating interview with Education Post's **Prabhav Anand**. Pruthi's experiences, rooted in his passion for teaching and molded by his alma mater, St. Marks Sr. Sec Public School, have shaped his empathetic leadership style. He discusses the school's adaptation to the National Education Policy 2020, integration of technology for immersive learning, proactive approach to addressing social issues, and student-driven initiatives fostering community impact. Through his insights, Pruthi underscores the school's commitment to holistic student growth and development.

Reflecting on your journey in education, what experiences have shaped your leadership style and approach to supporting student growth and development?

My journey in education has been a transformative odyssey that profoundly shaped my leadership style. Despite familial pressure leading me towards engineering, my inherent passion for teaching emerged during college. Tutoring neighborhood and underprivileged children. Became a defining chapter, intertwining teaching with my life's fabric. St. Marks Sr. Sec Public School, my alma mater, played a pivotal role in molding my leadership qualities. It offered diverse opportunities and, remarkably, later presented a teaching role, altering the trajectory of my career. Returning to my roots, I found myself working alongside the very teachers who once guided me. This unique perspective, transitioning from student to educator, granted me profound insights into the day-to-day challenges students face. Such firsthand awareness empowers me as a leader, allowing me to discern and implement effective strategies for holistic student growth and development. My journey underscores the symbiotic relationship between teaching and leadership, forging a deep understanding of the educational landscape.

With the recent implementation of the National Education Policy 2020, how is your school adapting its curriculum and teaching methodologies to align with the policy's objectives and promote holistic learning experiences for students?

In response to the implementation of the National Education Policy 2020, our school is actively aligning its curriculum and teaching methodologies to embody the policy's objectives and foster holistic learning experiences. Recognizing the paramount importance of teacher readiness, I ensure daily awareness and conduct essential trainings to equip educators with the necessary tools. Prioritizing the emotional well-being of students stands as a cornerstone in our approach. Methodically implementing the policy, we initiated



awareness sessions followed by the introduction of skill-based subjects like design thinking, yoga, and farming, transforming them into experiential learning opportunities. This gradual progression is beneficial for both teachers and students alike. Furthermore, our commitment extends to instilling moral values through diverse activities, fostering not just technological prowess but also nurturing individuals with a sense of responsibility towards humanity. Each subject is infused with life skills and activity-based learning, rendering education not only interesting but also applicable to real-life scenarios. Our comprehensive strategy embraces the National Education Policy's vision, ensuring a balanced and enriching educational journey for our students.

In what ways does your school integrate technology into the classroom to enhance teaching and learning experiences for students and teachers?

Embracing the transformative power of technology, our school integrates it into the classroom to elevate both teaching and learning experiences for students and educators alike. We employ a multifaceted approach to harness the benefits of technology. Firstly, we leverage virtual modules, providing students with immersive learning experiences. These modules serve as dynamic tools, allowing students to explore subjects in a visually engaging manner. To reinforce comprehension, we conduct question-answer rounds after students interact with the virtual content. This not only enhances their understanding but also encourages active participation. Secondly, our commitment to making learning enjoyable is reflected in the incorporation of online quizzes. These quizzes serve as interactive assessments, fostering a sense of excitement and competition among

students. This gamified approach not only reinforces knowledge but also makes the learning process engaging and memorable. Thirdly, we prioritize digital literacy by having students use computer systems to learn the latest software applications. This hands-on experience ensures that they remain digitally updated, preparing them for the evolving technological landscape. Practical exposure to software applications equips students with valuable skills, enhancing their adaptability in an increasingly tech-driven world. In essence, our school's integration of technology is not just a tool but a dynamic strategy that enhances the educational journey. It fosters curiosity, engagement, and prepares students for the challenges of the modern digital age while providing educators with innovative tools for effective teaching.




promoting a culture of respect, empathy, and inclusivity within our school community.

Addressing social issues such as bullying, mental health, and diversity is essential for creating a safe and supportive school environment. How does your school address these challenges and promote a culture of respect, empathy, and inclusivity?

Creating a safe and inclusive school environment requires addressing social issues such as bullying, mental health, and diversity with a holistic approach. Recognizing the significance of emotional intelligence alongside academic achievement, our school implements a comprehensive strategy. We prioritize the cultivation of empathy, courage, and a sense of responsibility through weekly life skills activities, beginning from pre-primary classes. This structured curriculum ensures that students gradually develop insights into social issues, fostering a mature and compassionate perspective as they grow. It's not just about awareness but instilling practical approaches to deal with these challenges. Equally important is the preparation of our educators, as they play a pivotal role in shaping students' attitudes. Regular sessions and activities for teachers enhance their understanding, enabling them to effectively guide and support students facing social issues. We believe in going beyond posters and verbal communication by creating an immersive learning environment. Crucially, we prioritize open communication with parents, recognizing their role as the primary influencers in a child's life. We engage parents through collaborative sessions, keeping them informed and involved in the educational process. Listening to every child's concern is fundamental, and this collaborative approach ensures a collective effort in

Can you share an example of a student-driven initiative or project at your school that has positively impacted the school community or beyond?

Certainly, our school takes immense pride in fostering student-driven initiatives that extend beyond the confines of the campus, leaving a lasting impact on the community. One exemplary project initiated by our students involves fostering meaningful connections with a nearby orphanage. What began as a simple plantation drive blossomed into a sustained initiative where our students regularly celebrate festivals with the children at the orphanage. The beauty lies not just in the initiation of the project but in its continuous and heartfelt continuation. Our students, driven by a genuine commitment to social responsibility, consistently donate essential items to the orphanage, fostering a sense of belonging and community. This student-led endeavor goes beyond mere charity, it instills empathy and compassion in our students. The initiative's longevity speaks volumes about our students' dedication to making a positive impact. Importantly, this project has become a source of inspiration for others, influencing teachers, parents, and the broader community. Witnessing our students take the lead in creating a culture of kindness and inclusion reinforces our belief in their potential as compassionate leaders of tomorrow. 



IIRF-2024

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DISCIPLINE SURVEY SCHOOLS (10+2)

PARAMETERS

- Academic Experience & Reputation (AER)
- Curriculum & Pedagogy (CP)
- Extra Curricular Activities (ECA)
- Infrastructure & Digital Learning (IDL)
- Students Counselling & Mentoring (SCM)
- Sports Education & Facilities (SEF)
- Management & Faculty (MF)
- Social & Community Responsibility Activities (SCRA)

FOR METHODOLOGY

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Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counselling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
1	Delhi Public School Bangalore North	Bangalore	Karnataka	1	111.50	110.50	108.75	107.50	100.00	107.50	110.00	102.25	858.00	866.20
2	Bombay Scottish School, Mahim	Mumbai	Maharashtra	1	110.50	109.25	108.88	107.50	101.25	105.50	110.88	103.75	857.50	863.31
3	Cathedral And John Connon School	Mumbai	Maharashtra	2	110.25	108.00	107.75	107.25	100.50	110.75	110.75	103.00	858.25	862.54
4	St. Mary's School	Mumbai	Maharashtra	3	109.00	110.25	108.75	107.75	101.25	106.88	1107.50	103.75	855.13	861.54
5	St. Xavier's Senior Secondary School	Jaipur	Rajasthan	1	109.25	110.25	109.00	107.50	103.75	103.13	106.25	104.25	853.38	860.40
6	St. Xavier's Senior Secondary School, Raj Niwas Marg	New Delhi	Delhi	1	110.25	110.75	112.50	108.13	93.75	104.25	106.75	100.63	847.00	859.37
7	Little Rock Indian School, Udupi	Udupi	Karnataka	2	110.50	110.50	110.00	105.00	97.50	106.25	104.38	103.75	847.88	857.70
8	R.N Podar School, Mumbai	Mumbai	Maharashtra	4	109.25	110.00	108.75	107.75	98.25	106.25	105.00	103.75	849.00	857.04
9	Salwan Public School, Mayur Vihar	Delhi	Delhi	2	108.25	113.00	108.75	107.75	93.13	106.25	105.00	104.38	846.50	856.39
10	Dhirubhai Ambani International School	Mumbai	Maharashtra	5	109.25	110.25	109.13	106.25	94.25	108.75	107.25	100.63	845.75	855.44
11	The J.B Petit High School for Girls	Mumbai	Maharashtra	6	109.50	106.75	108.25	106.38	99.25	108.75	107.50	103.75	850.13	854.72
12	Modern School, Barakhamba	New Delhi	Delhi	3	108.25	108.00	108.75	107.50	98.00	108.75	106.25	102.75	848.25	854.20
13	Campion School Mumbai	Mumbai	Maharashtra	7	112.00	110.50	102.75	110.00	98.13	103.88	103.75	101.25	842.25	853.40
14	Springdales School, Pusa Road	Delhi	Delhi	4	107.75	111.00	109.75	106.25	103.75	99.38	102.50	100.63	841.00	852.05
15	Vidya Mandir Senior Secondary School, Mylapore	Chennai	Tamil Nadu	1	109.00	108.00	105.25	106.25	103.25	106.25	107.25	96.88	842.13	850.49
16	The Mother's International School, Sri Aurobindo Marg	Delhi	Delhi	5	105.00	107.75	107.50	107.75	105.50	104.25	107.25	100.63	845.63	849.53
17	Navy Children School, Chanakyapuri	New Delhi	Delhi	6	108.00	110.50	109.13	105.00	93.13	104.13	105.75	103.38	839.00	848.18
17	Sai Sathya Sai Vidya Vihar	Indore	Madhya Pradesh	1	110.00	107.00	107.88	107.50	95.00	105.00	106.25	100.63	839.25	848.10



Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
18	CHIREC International School	Hyderabad	Telangana	1	105.75	107.75	105.38	107.50	101.25	108.00	104.38	103.75	843.75	846.95
19	Springdales School, Dhaula Kuan	Delhi	Delhi	7	108.25	105.25	108.75	106.25	108.25	100.00	101.25	100.63	838.63	845.75
20	Eklavya School	Ahmedabad	Gujarat	1	106.50	108.50	109.00	108.13	94.50	103.75	105.00	100.63	836.00	844.65
21	Villa Theresa High School	Mumbai	Maharashtra	8	104.50	109.25	108.75	97.50	98.75	108.75	107.75	104.75	840.00	842.96
21	Bal Bharati Public School, Ganga Ram Hospital Road	Delhi	Delhi	8	104.50	105.50	105.00	107.25	98.75	110.00	108.13	104.38	843.50	842.91
21	Subodh Public School	Jaipur	Rajasthan	2	108.25	101.50	106.25	107.75	101.25	108.75	105.00	102.75	841.50	842.84
21	Delhi Public School, Bengaluru East	Bengaluru	Karnataka	3	103.25	109.25	103.75	106.25	100.00	110.00	108.75	96.75	838.00	842.80
22	Udayachal High School, Vikhroli	Mumbai	Maharashtra	9	108.25	106.00	107.50	105.00	93.75	107.50	107.50	97.50	833.00	841.40
23	Bluebells School International	Delhi	Delhi	9	106.25	104.25	109.75	108.75	92.00	105.88	105.13	102.63	834.63	839.53
24	Army Public School, Dhaula Kuan	New Delhi	Delhi	10	109.00	104.25	107.50	106.00	98.75	101.25	101.25	104.25	832.25	838.46
25	Tagore International School, East Kailash	New Delhi	Delhi	11	103.25	109.25	106.25	101.25	98.50	110.00	107.50	93.13	829.13	837.55
26	St. Mary's School, Safdarjung Enclave	Delhi	Delhi	12	109.50	111.50	106.50	101.50	88.75	101.75	99.38	103.50	822.38	836.24
27	Arya Vidya Mandir, Bandra West	Mumbai	Maharashtra	10	106.75	109.25	102.00	106.25	93.13	101.88	104.50	104.63	828.38	834.73
28	Sardar Patel Vidyalaya	Delhi	Delhi	13	104.50	104.25	105.00	107.50	94.00	108.75	106.25	100.75	831.00	833.70
29	Smt. Sulochanadevi Singhanian School	Mumbai	Maharashtra	11	102.00	105.50	105.00	105.00	91.88	112.50	108.75	104.25	834.88	833.60
30	Chinmaya Vidyalaya, Virugambakkam	Chennai	Tamil Nadu	2	105.75	101.75	105.00	108.13	95.63	109.25	102.50	103.25	831.25	832.60
31	Jamnabai Narsee School	Mumbai	Maharashtra	12	107.00	106.75	101.25	103.75	94.25	103.75	103.75	104.50	825.00	829.70
32	Greenlawns School	Mumbai	Maharashtra	13	105.25	106.00	105.00	108.13	95.63	101.25	98.75	100.63	820.63	828.75

Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
32	Tagore International School, Vasant Vihar	Vasant Vihar	Delhi	14	103.75	104.25	105.38	108.13	95.75	101.25	105.00	102.13	825.63	828.70
33	The School KFL, Adyar	Chennai	Tamil Nadu	3	108.00	106.00	104.00	103.75	98.75	92.50	107.00	95.50	815.50	826.48
34	Modern School, Vasant Vihar	Delhi	Delhi	15	107.50	103.00	102.50	105.00	97.50	103.75	100.00	99.38	818.63	825.35
35	The Valley School	Bengaluru	Karnataka	4	103.25	106.75	101.50	110.00	98.00	96.75	101.25	100.63	818.13	824.25
35	Glendale Academy	Hyderabad	Telangana	2	106.50	101.75	102.50	102.25	91.38	109.00	107.00	102.63	823.00	824.19
36	Montfort Senior Secondary School	Delhi	Delhi	16	102.00	108.00	107.88	110.63	93.75	93.50	98.75	95.00	809.50	822.65
37	Ramjas School, New Delhi	New Delhi	Delhi	17	101.50	107.50	102.50	108.13	91.25	103.75	102.00	97.50	814.13	821.48
38	Vidyaranya High School	Hyderabad	Telangana	3	104.50	108.00	106.25	101.25	95.50	95.50	100.00	98.13	809.13	820.75
39	Padma Seshadri Bala Bhavan Senior Secondary School, Nungambakkam	Chennai	Tamil Nadu	4	103.50	106.25	102.88	106.50	90.75	97.13	107.75	98.63	813.38	820.00
40	Blue Bells Model School, Sector 4	Gurugram	Haryana	1	111.75	104.25	97.75	98.13	94.25	98.00	108.25	98.13	810.50	819.43
41	Shishuvan School, Matunga	Mumbai	Maharashtra	14	104.50	103.00	101.25	102.50	94.63	107.50	100.00	103.25	816.63	818.90
42	Ramjas International School, New Delhi	New Delhi	Delhi	19	98.00	106.75	104.00	106.88	96.75	100.50	101.25	101.25	815.38	818.10
43	Johnson Grammar School	Hyderabad	Telangana	4	103.50	109.50	101.63	105.00	83.13	102.00	103.75	97.50	806.00	817.05
44	St. Stephen's School	Chandigarh	Punjab	1	102.00	104.25	107.75	104.50	97.50	100.75	96.25	91.25	804.25	816.32
45	Modern Vidya Niketan, Sector 17, Faridabad	Faridabad	Haryana	2	103.25	104.75	102.75	103.75	94.25	100.50	100.25	99.38	808.88	815.41
46	Bal Bharati Public School, Pitampura	Delhi	Delhi	20	102.00	105.25	105.00	101.25	93.00	100.00	101.00	102.50	810.00	814.84
47	Bharatiya Vidya Bhavan Vidyashram	Jaipur	Rajasthan	3	107.75	99.00	102.88	103.75	93.13	104.38	98.13	98.13	807.13	813.90
48	Mallya Aditi International School	Bengaluru	Karnataka	5	100.25	106.50	106.50	104.00	91.88	95.00	99.38	104.38	807.88	813.29

Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
49	Bhavan Vidyalaya	Chandigarh	Punjab	2	103.25	105.75	102.50	102.25	96.25	94.50	100.00	100.00	804.50	812.16
50	Delhi Public School, Meerut Road	Ghaziabad	Uttar Pradesh	1	109.00	108.00	95.38	97.50	91.25	100.75	101.00	95.00	797.88	811.49
51	Bal Bharati Public School, Rohini	Delhi	Delhi	21	101.75	104.75	101.88	107.75	89.75	97.50	102.50	97.63	803.50	810.54
52	The Mann School, Holambi Khurd	Delhi	Delhi	22	100.50	109.25	99.00	106.88	94.25	93.75	105.00	87.50	796.13	809.60
53	Army Public School, Noida	Noida	Uttar Pradesh	2	100.75	104.25	102.63	101.25	96.88	96.88	100.00	103.13	805.75	808.60
54	Amity International School, Gurugram	Gurugram	Haryana	3	104.50	100.75	101.50	100.00	98.75	96.25	101.25	101.63	804.63	807.65
55	Sri Sri Academy	Kolkata	West Bengal	1	104.75	101.75	101.50	103.75	91.38	101.25	98.75	95.00	798.13	807.10
56	Bharatiya Vidya Bhavan's Atmakuri Rama Rao School	Hyderabad	Telangana	5	99.00	104.25	103.25	101.25	98.25	99.00	99.50	96.25	800.75	806.28
57	Vidya Bal Bhawan Sr. Sec. School	East Delhi	Delhi	23	100.75	104.25	102.50	103.25	96.25	94.25	100.00	97.50	798.75	805.52
57	Lotus Valley International School, Gurugram	Gurugram	Haryana	4	99.75	100.63	101.63	101.75	99.50	101.25	101.50	99.13	805.13	805.44
58	Freedom Valley School	Bardoli	Gujarat	2	99.50	104.25	102.50	101.25	93.75	98.75	100.25	101.25	801.50	804.86
59	Meenakshi Ammal Global School	Kancheepuram	Tamil Nadu	5	105.75	98.00	101.63	103.75	92.13	100.50	97.50	100.50	799.75	804.25
60	Bal Bharati Public School (Noida)	Noida	Uttar Pradesh	3	102.00	101.75	102.50	99.38	92.50	100.63	100.75	100.00	799.50	803.38
61	Sishya School, Adyar	Chennai	Tamil Nadu	6	103.25	101.75	102.25	102.50	91.25	98.75	98.00	97.50	795.25	802.82
62	Hindustan International School	Chennai	Tamil Nadu	7	107.00	100.50	101.25	101.00	91.25	95.00	97.50	100.63	794.13	802.11
63	Chettinad Vidyashram	Chennai	Tamil Nadu	8	100.50	101.75	101.50	103.50	93.75	99.50	100.00	95.00	795.50	801.36
64	Vidya Niketan School	Bengaluru	Karnataka	6	106.13	95.25	100.00	102.75	93.00	98.75	101.25	103.75	800.88	800.54
65	Poorna Prajna Public School, Vasant Kunj	New Delhi	Delhi	24	105.75	103.00	96.25	101.25	95.00	95.00	97.50	96.00	789.75	799.50



Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
66	The Shri Ram School, Vasant Vihar/Moulsari	Delhi	Delhi	25	100.75	101.00	101.63	100.00	94.25	98.00	98.75	101.88	796.25	798.50
67	Somerville School	Noida	Uttar Pradesh	4	100.88	94.25	102.00	106.25	95.75	98.75	101.25	102.13	801.25	797.85
67	Vishwa Bharati Public School	Noida	Uttar Pradesh	5	99.50	100.50	102.00	101.25	97.50	97.50	98.75	97.50	794.50	797.80
68	Abacus Montessori School	Chennai	Tamil Nadu	9	104.50	100.25	99.13	102.50	92.50	96.25	96.25	98.75	790.13	797.05
68	Podar International School	Mumbai	Maharashtra	15	100.75	102.00	100.75	101.75	93.75	95.00	98.50	100.00	792.50	797.02
69	Vasant Valley School	Delhi	Delhi	26	100.13	101.50	102.00	97.50	96.25	96.25	97.50	102.00	793.13	795.80
70	City Montessori School, Gomti Nagar	Lucknow	Uttar Pradesh	6	100.50	101.63	101.25	101.25	98.00	93.50	95.00	97.50	788.63	795.10
71	Ryan International School	Noida	Uttar Pradesh	7	97.00	98.75	100.50	101.88	98.50	99.25	100.00	101.88	797.75	794.55
72	Kalinga Institute of Social Sciences (KISS School)	Bhubaneswar	Odisha	1	99.50	101.25	99.13	99.38	95.63	100.00	97.75	98.38	791.00	793.96
73	Delhi Public School, Vasant Kunj	New Delhi	Delhi	27	99.00	97.75	100.00	100.00	99.25	98.75	98.75	101.88	795.38	793.15
74	Amity International School	Noida	Uttar Pradesh	8	97.00	101.75	102.50	101.25	88.75	99.50	98.75	101.38	790.88	792.55
75	Delhi Public School, Rohini	Delhi	Delhi	28	94.00	104.25	101.25	101.25	91.75	100.00	99.75	96.88	789.13	791.89
76	Delhi Public School, Faridabad	Faridabad	Haryana	5	98.25	100.50	101.25	99.50	96.25	97.50	97.25	97.50	788.00	791.26
77	Sanskriti School, Chanakyapuri	Delhi	Delhi	29	100.75	100.50	102.25	99.75	91.00	96.25	97.50	95.00	783.00	790.66
78	Hans Raj Model School, Punjabi Bagh	Delhi	Delhi	30	100.75	97.75	101.63	101.25	92.50	97.75	96.75	98.13	786.50	790.12
79	Delhi Public School, Bopal	Ahmedabad	Gujarat	3	96.50	107.38	97.88	101.25	83.25	98.75	100.00	96.88	781.88	789.20
80	Suryadatta National School	Pune	Maharashtra	16	100.50	99.25	98.75	100.00	95.00	96.25	98.50	96.25	784.50	788.64
81	The Future Kids School	Hyderabad	Telangana	6	93.00	106.50	101.75	101.25	88.75	96.25	97.50	97.13	782.13	787.75

Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counselling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
82	St. Mark's Sr. Secondary Public School, Meera Bagh	Delhi	Delhi	31	98.25	100.25	101.25	102.50	85.63	97.50	97.75	101.63	784.75	787.21
83	Gitanjali Senior School	Hyderabad	Telangana	7	99.50	100.50	97.50	98.75	97.50	95.63	95.50	97.50	782.38	786.42
84	Shishya BEML Public School, Bangalore	Bangalore	Karnataka	7	100.75	96.50	97.88	101.88	85.75	105.63	101.25	92.50	782.13	785.75
85	Surajkund International School	Faridabad	Haryana	6	99.50	100.25	101.25	100.25	90.00	96.75	92.75	97.50	778.25	785.10
85	Sri Venkateshwar International School, Sector 18, Dwarka	Delhi	Delhi	32	98.25	103.00	96.50	100.00	99.25	88.75	98.50	94.40	778.65	785.00
86	Vidyashilp Academy	Bengaluru	Karnataka	8	99.50	100.50	101.25	98.75	95.75	90.50	93.75	97.50	777.50	784.30
86	Aditya Birla World Academy	Mumbai	Maharashtra	17	97.00	101.50	101.25	101.25	92.50	93.44	94.00	97.50	778.44	784.21
87	B.K Birla Public School, Kalyan	Kalyan	Maharashtra	18	99.50	96.75	98.75	101.50	93.13	98.75	97.50	93.75	779.63	783.34
88	Akshar School	Kolkata	West Bengal	2	98.25	99.25	98.75	98.75	93.75	96.50	98.75	95.00	779.00	782.70
89	Indraprastha World School, Paschim Vihar	Delhi	Delhi	33	99.50	98.75	97.88	102.50	88.75	98.50	96.25	93.63	775.75	781.90
90	Hiranandani Foundation School	Thane	Maharashtra	19	99.50	99.00	99.25	99.25	94.38	93.75	95.00	95.00	775.13	781.28
91	Delhi Public School, Nerul	Navi Mumbai	Maharashtra	20	95.75	99.25	99.13	101.25	91.25	98.75	98.75	92.50	776.63	780.35
92	Vasudev C. Wadhwa Arya Vidya Mandir, Bandra (East)	Mumbai	Maharashtra	21	98.25	98.00	100.00	97.50	93.75	96.25	95.00	98.50	777.25	779.80
93	The Shri Ram School, Aravali	Gurugram	Haryana	7	99.25	96.75	100.00	101.25	83.00	100.50	100.00	93.38	774.13	778.95
94	The Heritage School	Kolkata	West Bengal	3	99.50	95.50	97.88	98.75	93.13	100.63	97.00	92.50	774.88	778.33
95	Delhi Public School, Khajaguda	Hyderabad	Telangana	8	98.25	98.63	99.38	100.00	93.75	97.50	88.75	93.75	770.00	777.55
96	Lotus Valley International School	Noida	Uttar Pradesh	9	99.50	99.00	95.38	99.25	98.00	91.75	91.88	96.25	771.00	776.43
97	Chinmaya Vidyalaya, Anna Nagar	Chennai	Tamil Nadu	10	97.00	100.50	97.50	96.25	93.75	97.50	92.50	95.00	770.00	775.60



Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
98	The Heritage School, Rohini	Delhi	Delhi	34	100.25	95.25	101.50	97.50	91.25	92.50	97.50	93.13	768.88	774.85
99	Delhi Public School (DPS, Chandigarh)	Chandigarh	Punjab	3	99.50	98.00	98.00	94.00	93.38	94.88	96.88	94.13	768.75	774.09
100	Silver Oaks International School	Hyderabad	Telangana	9	93.25	99.00	98.75	97.50	91.88	93.13	98.75	103.13	775.38	772.15
101	Delhi Public School, Pune	Pune	Maharashtra	22	95.75	101.75	96.50	95.00	84.25	96.75	99.38	99.38	768.75	771.15
102	The Bishop's Co-Ed School, Kalyani Nagar	Pune	Maharashtra	23	97.00	92.75	101.25	100.00	92.50	92.50	98.75	95.00	769.75	770.30
103	Shikshantar School	Gurugram	Haryana	8	97.75	95.25	99.00	97.75	95.50	92.50	93.13	95.63	766.50	769.69
104	Delhi Public School, Ruby Park	Kolkata	West Bengal	4	91.50	100.00	101.13	96.25	86.25	99.38	94.38	100.00	768.88	769.05
105	Delhi Public School, Indrapuram	Ghaziabad	Uttar Pradesh	10	92.00	95.50	100.25	98.75	95.00	95.00	95.63	97.50	769.63	767.30
106	Scottish High International School	Gurugram	Haryana	9	95.75	100.25	97.50	98.75	88.75	91.25	91.25	96.25	759.75	766.30
107	Strawberry Fields High School	Chandigarh	Punjab	4	100.25	100.50	98.13	97.50	88.75	87.50	87.50	90.50	750.63	765.75
108	Bal Bharati Public School	Navi Mumbai	Maharashtra	24	98.25	94.00	96.63	97.50	92.00	99.63	91.25	90.00	759.25	764.85
109	Delhi Public School, Megacity	Kolkata	West Bengal	5	98.25	97.75	94.50	100.00	90.00	88.75	93.13	96.25	758.63	764.10
110	St. Thomas' School, Dwarka	New Delhi	Delhi	35	99.50	96.50	92.75	100.00	89.38	91.88	99.38	85.00	754.38	763.50
111	Presidency School, Bangalore	Bangalore	Karnataka	9	98.50	98.00	100.38	98.75	88.75	85.50	88.75	92.50	751.13	762.85
112	The Shishukunj International School	Indore	Madhya Pradesh	2	95.75	94.25	100.00	95.00	87.50	100.00	98.25	85.00	755.75	762.08
113	Delhi Public School, Newtown	Kolkata	West Bengal	6	94.50	101.50	95.38	98.75	88.75	87.50	96.25	89.38	752.00	761.20
114	Inventure Academy	Bengaluru	Karnataka	10	98.25	96.75	95.00	95.00	91.25	88.88	98.75	88.75	752.63	760.00
115	Sat Paul Mittal School	Ludhiana	Punjab	5	92.75	99.25	99.00	97.50	85.00	89.38	99.00	92.50	754.38	759.46

Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
116	Neev Academy	Bengaluru	Karnataka	11	98.25	91.75	99.25	99.00	92.13	88.75	92.50	89.88	751.50	757.99
117	Delhi International School, Dwarka	Dwarka	Delhi	36	95.75	99.25	95.25	101.25	88.00	88.75	91.25	83.75	743.25	756.80
118	Suncity School	Gurugram	Haryana	10	97.00	96.50	102.50	93.75	89.00	89.38	88.75	84.25	741.13	755.80
119	Modern Delhi Public School	Faridabad	Haryana	11	97.00	95.50	102.25	92.50	89.25	89.25	88.50	90.00	744.25	754.94
120	Sri Sri Ravishankar Vidya Mandir, Kachamaranahalli	Bengaluru	Karnataka	12	94.50	95.50	95.00	96.25	91.25	91.75	96.25	90.00	750.50	754.40
121	Singapore International School	Mumbai	Maharashtra	25	94.50	94.25	96.25	97.50	91.88	88.75	93.75	95.63	752.50	753.85
122	Manav Rachna International School	Faridabad	Haryana	12	95.75	97.50	98.75	92.50	90.00	90.63	88.75	88.75	742.63	753.30
123	Vibgyor High, Marathahalli	Bengaluru	Karnataka	13	94.50	96.13	94.25	96.88	87.50	96.25	93.75	86.25	745.50	752.60
124	Oberoi International School	Mumbai	Maharashtra	26	95.75	98.75	90.38	95.00	86.25	95.00	92.50	92.50	746.13	752.05
125	National Public School, HSR Layout	Bengaluru	Karnataka	14	96.00	94.00	94.00	96.25	91.25	90.00	92.50	94.38	748.38	751.15
126	The Samhita Academy	Bengaluru	Karnataka	15	94.50	96.75	97.50	93.63	88.38	91.00	90.00	91.25	743.00	750.48
127	The Maurya School, Gurugram	Gurugram	Haryana	13	93.50	92.75	95.00	93.75	91.25	99.00	91.25	91.88	748.38	749.35
128	Step by Step School, Noida	Noida	Uttar Pradesh	11	97.00	94.00	93.75	93.75	90.00	90.00	91.25	95.00	744.75	748.50
129	Delhi Public School, Barra	Kanpur	Uttar Pradesh	12	93.25	94.25	91.63	95.00	92.00	90.75	95.00	99.50	751.38	747.95
130	Suchitra Academy	Hyderabad	Telangana	10	94.50	95.75	93.00	96.88	86.25	96.13	91.25	85.00	738.75	747.30
131	Bannari Amman Public School	Sathyamangalam	Tamil Nadu	11	94.50	94.50	93.75	92.50	87.50	96.25	93.75	88.25	741.00	746.00
132	Vega School	Gurugram	Haryana	14	99.25	89.75	98.00	93.75	88.75	89.75	88.75	89.13	737.13	745.25
133	Mangadu Public School	Chennai	Tamil Nadu	12	99.50	91.75	101.25	93.75	84.38	79.38	95.00	87.50	732.50	744.30
134	Shiv Nadar School (Noida)	Noida	Uttar Pradesh	13	93.25	90.50	96.50	96.25	90.75	88.75	95.75	91.25	743.00	743.58



Rank* (SURVEY & PERCEPTIVE BASED)	School Name	City	State	State Rank	Academic Experience & Reputation	Curriculum & Pedagogy	Extra Curricular Activities	Infrastructure & Digital Learning	Students Counseling & Mentoring	Sports Education & Facilities	Management & Faculty	Social & Community Responsibility Activities	Total Out Of 1000	Weighted Index (Out Of 1000)
135	Gyanshree School	Noida	Uttar Pradesh	14	90.75	95.50	96.25	92.38	89.38	90.00	95.00	90.00	739.25	742.48
136	Podar International School, Powai	Mumbai	Maharashtra	27	93.25	96.00	90.00	98.75	84.87	95.00	91.25	85.00	734.13	741.90
137	Shiv Nadar School	Gurugram	Haryana	15	95.75	94.25	91.63	96.25	83.25	88.75	93.75	91.88	735.50	740.70
138	IES Public School, Bhopal	Bhopal	Madhya Pradesh	3	92.00	89.25	95.50	92.50	91.88	95.00	93.75	92.50	742.38	739.90
139	Heritage Xperiential learning School	Gurugram	Haryana	16	92.00	96.75	90.75	92.50	83.50	96.25	93.75	87.50	733.00	738.50
140	The Newtown School	Kolkata	West Bengal	7	95.75	90.50	91.25	90.00	88.75	94.75	97.50	86.25	734.75	737.60
141	The Kalyani School	Pune	Maharashtra	28	92.00	93.00	93.75	90.00	90.00	90.00	96.25	91.25	736.25	737.00
142	The Shri Ram Universal School, Nanakramguda	Hyderabad	Telangana	11	95.75	94.00	95.38	91.25	83.25	90.00	90.50	85.00	725.13	736.17
143	Vani Vidyalaya Senior Secondary and Juinior College	Chennai	Tamil Nadu	13	97.50	91.75	96.25	91.25	87.50	87.50	86.25	86.25	724.25	735.60
144	KIIT World School, Gurugram	Gurugram	Haryana	17	93.25	90.50	93.75	100.63	88.13	88.75	86.50	86.25	727.75	734.46
145	Adhiyaman Public School, Uthangarai	Uthangarai	Tamil Nadu	14	97.00	89.25	91.50	92.00	90.00	88.75	91.25	90.63	730.38	733.77
146	Elpro International School, Chinchwad	Pune	Maharashtra	29	92.00	98.00	89.75	92.50	86.25	89.00	89.25	86.25	723.00	732.32
147	Kunskapsskolan International, Gurgaon	Gurugram	Haryana	18	92.00	93.00	93.75	92.50	88.75	85.00	93.75	88.75	727.50	731.80
148	Excellencia Infinitum School, Hyderabad	Hyderabad	Telangana	12	92.00	90.50	92.50	97.50	88.62	87.88	91.25	87.50	727.75	731.20

HINDUSTAN INTERNATIONAL SCHOOL
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The Hindustan Group of Institutions (HGI), a renowned educational group founded by late Dr. KCG Verghese in 1966, has been at the forefront of academics, sports and research excellence. The group has a student population of over 20,000 students across its seven institutions catering across various academic disciplines and has a flying school among its units.

Hindustan International Schools, a unit of the HGI is the brain child of Dr. Anand Jacob Verghese, Chairman of HGI, established in 2014 and operates in three campuses located in Chennai at Guindy, Karappakkam and Padur. The management of the schools is overseen by a Dean of Academics, Registrar, and Principals with exceptional leadership and expertise, ensuring efficient operations of the schools. The school at Guindy offers Cambridge curriculum affiliated to the UK, the Karappakkam and Padur schools are affiliated to the CBSE board. HIS is also a recognized and approved center for the National Institute of Open Schooling (NIOS), offering flexible learning opportunities through open and distance education.

The school at Padur campus spans over 5 acres, the eco-friendly campus offers CBSE Curriculum, and features unique sports facilities like Horse Riding and Archery. The modern campus prioritizes safety, convenience, and world-class amenities. The school adopts a multidimensional child-centric approach, incorporating advanced technologies to cater to diverse learning styles. Reflecting the philosophy of its Founder, "To Make Every Child a Success," the school maintains international standards of quality education for today's learners. Hindustan International School, Padur has been awarded the "Best Emerging School 2023, this accolade resembles the school's dedication to providing outstanding education and skill development among its students.

The schools pedagogy integrates creativity, critical thinking, and innovation and adapt to STEM-integrated education that combines the disciplines of science, technology, engineering, and mathematics into a cohesive learning experience and also offer options of foreign language learning including French, Korean, and German. At HIS, the kindergarten school follows an in-house curriculum – HISTAR, integrated with Cambridge catering to a strong foundation in cohesion with 21st century teaching and learning methodologies. HISTAR works on the theme based integrated curriculum which sets the standard for early childhood education.

The NCC Naval Unit has been instituted in the school to promote discipline and unity among students and offer top notch infrastructure and sporting facilities for after-school activities, allowing students to pursue their interests and passions. From horse riding and robotics to coding, archery, tennis, chess, cricket, basketball, and football, students have the opportunity to engage in a variety of activities that cater to their preferences and promote holistic development.

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CMT-2020/ 52 :

$$\text{If } m = \left\{ \left(\frac{x\sqrt{x}}{1 - \sqrt{\frac{y}{x+y}}} \right) + \left(\frac{y\sqrt{y}}{1 + \sqrt{\frac{x}{x+y}}} \right) \right\};$$

$$n = x^3 \div (1 - y \div \sqrt{x^2 + y^2}) + y^3 \div (1 + x \div \sqrt{x^2 + y^2});$$

$$\text{and, } \frac{n}{m} = p (x\sqrt{x} - x\sqrt{y} + y\sqrt{x} - y\sqrt{y}) + Q$$

$$= p (y\sqrt{y} - y\sqrt{x} + x\sqrt{y} - x\sqrt{x}) + R;$$

(where $x \neq 0$, $y \neq 0$)

$$\text{then, } \{m(Q + R)\} \div (2np) = ?$$

CMT-2020/ 53:

$$\text{If } (a^3x^3 - 3a^2bx^2y + 3ab^2xy^2 - b^3y^3)^m$$

$$= (b^2x^2 - 2abxy + a^2y^2)^n$$

$$= \left\{ 41ab - 20(a^2 + b^2) \right\}^{\frac{1}{8}}, \text{ then, } \frac{2}{m} + \frac{3}{n} = ?$$

ANSWERS : CMT-2020/50: 4100 ; CMT-2020/51: 27

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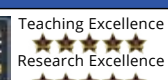
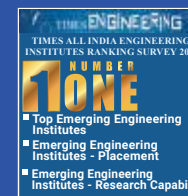
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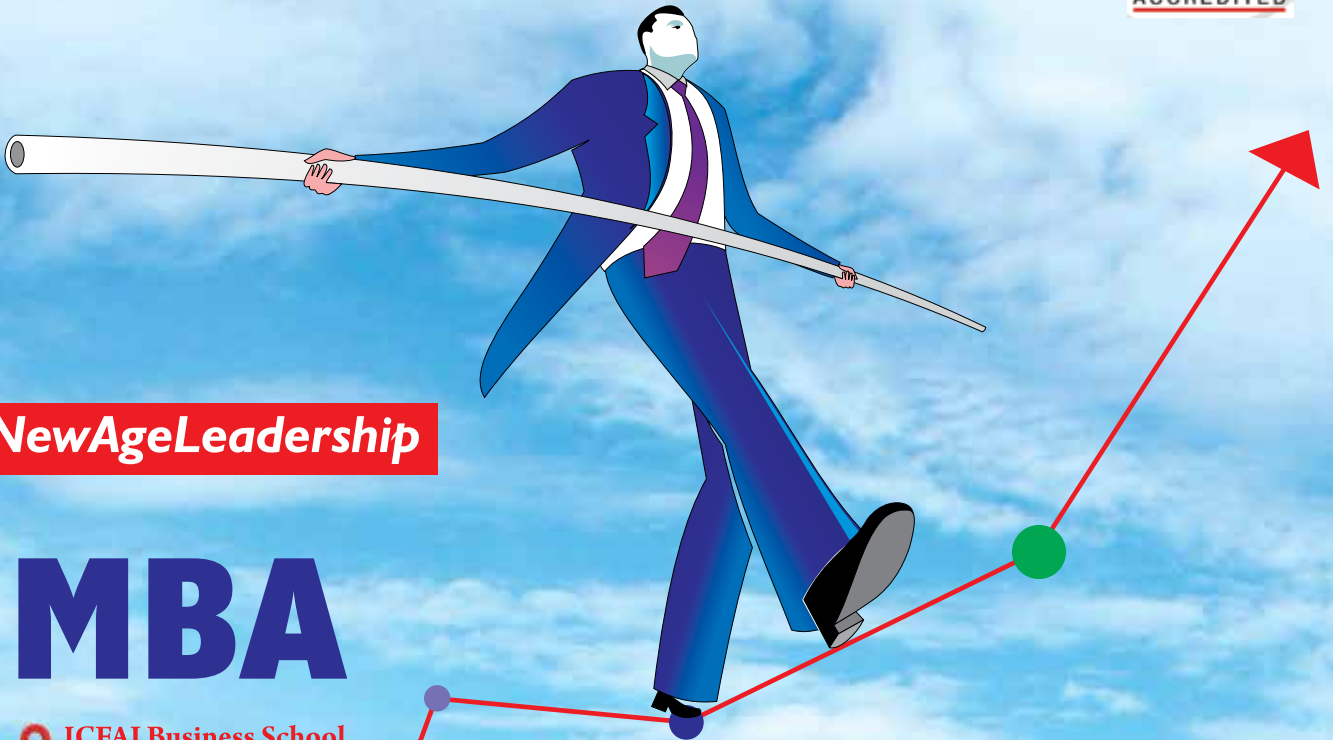
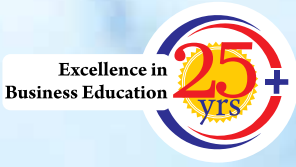
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