



# MIE COMPASS

Quarterly Newsletter of Modern Institute for Education  
100 Years Legacy of Innovation in Education

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# Editor's Note

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& Article

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Dear Readers,

Greetings!

In this edition, we share the latest initiatives and achievements at the Modern Institute for Education (MIE). This issue highlights programs aimed at enhancing students' academic, social, and emotional skills.

We provide an overview of MIE's work from February to April 2024, starting with a report on the visit to a special school by Mrs. Ambika Pant, Honorary Secretary, Board of Trustees, Modern School and Mrs. Abha Sadana, Director, MIE. They observed the programs offered and the challenges faced by the school and its staff in their efforts to progress. This is followed by a summary of a brainstorming session with IT teachers from all Modern Schools.

The edition also includes a report on a three-day workshop, "Phoneme & Phonic Awareness and Reading with Comprehension," held for primary teachers at NDMC schools at Raghbir Singh Junior Modern School (RSJMS). Additionally, there is a press release on the Sportability project, Community Networking and an Article written by Mrs. Abha Sadana & Mrs. Anviti Singh on vocabulary in social sciences.

We invite you to share your experiences and engage with us significantly. Feel free to reach out via email at "[admin@mieglobal.in](mailto:admin@mieglobal.in)". Enjoy your reading, and we look forward to your feedback and suggestions.

Happy Reading!

**Feroz Khan**



**Abha Sadana**

Mrs. Abha Sadana has been a passionate educator for more than three decades. She has worked towards educational research and in evolving new teaching methodologies.

She is a Postgraduate in Economics and History and has done PHD level courses in Institute of International Education, University of Stockholm, Sweden. She has taught in various schools and institutes which include the International School of Stockholm and International School of Paris, Vasant Valley School, and the undergraduate courses of University of Bradford in Delhi. For 9 years she was the Principal of The Modern School ECNCR. She has been bestowed by many awards and accolades.

For cultural exchange, research and employment, she has travelled to more than 20 countries in the world. Her research work involves submission of papers in UNESCO, University of Stockholm, and Prime Minister of India's Office.

Presently she is the Director of Modern Institute for Education, a research, training and development institute for the school teaching and educator community which aims to empower educators to meet the highest standards of quality education so that they can become catalysts of change, make a difference in the communities they serve and bring out the best in themselves and their students.



**Anviti Singh**

Dr. Anviti Singh is an experienced professional having worked extensively in the fields of Teacher Education and Language Education. She started her career as a school teacher in Kolkata, worked briefly as a lecturer at Kendriya Hindi Sansthan Agra, and then joined Central Institute of Education, University of Delhi to pursue research. Holding a PhD in Special Education, her research interests include Specific Learning Disabilities, Multilingualism, and Teacher Education, Foundational Literacy among others. After completing research, she joined non-government organisations and worked mainly in the fields of Teacher Training, Curriculum Development, and Foundational Language and Literacy. Over the years, she has made significant contributions to enhancing educational practices, particularly for marginalised sections of society.

She has worked with several renowned national and international organisations where she assisted in implementing key language and literacy initiatives. She played a crucial role in advocating for developing reading habits among early graders.

In addition, she has also contributed to projects funded by international development agencies such as USAID focused on achieving Foundational Literacy and Numeracy (FLN) outcomes.

With a strong foundation in academic research and experience working in government as well as non-government organisations, she helps minimising the gap between educational theory and practice.



## Visit to Aanchal Special School

Mrs. Ambika Pant, Honorary Secretary of the Board of Trustees, Modern School and Mrs. Abha Sadana, Director, Modern Institute for Education (MIE), visited the school and met Mrs. Navita Narang, head of school and Ms. Uma, social worker at the school, with a view to observe the programme offered as well as the challenges faced by the school / staff of the school in its progress. It was a pleasure to visit the school, spanning 2.5 acres with modern facilities, ample ventilation, and disability-friendly areas. It has spacious rooms, labs, and halls, an ideal setting for others to replicate.



Meeting the dedicated staff under the competent leadership of Mrs Navita Narang was very inspiring and reassuring. We are grateful for the trust reposed in understanding of school practices and to present to you, our observations.

The basic premise on which the visit was made that any institution needs to study its long-term viability and function within the resources allocated to it. However, returns in an institute such as Aanchal, have to be considered in the social emotional impact, and its relevance as a safe space for a marginalised community of Delhi. Various studies have shown that vulnerable children, particularly children with disabilities are less likely to start school and more likely to drop out of school earlier and before completing their high school education than non-disabled children, showing that the learning process is not inclusive in practice. The gap is wider for girls, economically underprivileged children, or children from households where the head is uneducated. This hypothesis was validated from the information we received from Aanchal wherein Girls form only 10-12% of the total enrolment.

Following observations were made during our discussions with the staff and the campus tour.



mandates inclusive education – this means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies. All schools including the Delhi government schools have had to adopt the rules formulated. Neighbourhood schools offer parental comfort given their proximity to home, ease of access, shorter timings, and provision of mid-day meal. Unfortunately, the RTE policy programme of inclusion has not fully succeeded, as it does not consider individual education plans, severity in spectrum disorders and the requirement for one-to-one therapies. For many students, this is the only way to progress into functional independence. The success of inclusion in mainstream classrooms is entirely dependent on the resources and goal of individual schools.

## Challenges of Aanchal School

**1. Geographic Location:** The school target group is a low-income stratum of society, spread across the NCR. Schools such as Aanchal do not serve a neighbourhood, but a segment that is widespread in its demographic. During the Covid years there was a high dropout rate and those students who left school did not resume their education when the lockdown was over. The NDMC runs three bus routes and students need to commute as much as one-two hours to reach school. Given the extended school timings, students need to leave their homes early and reach home late in the evening.

**2. School Timings:** Prior to 2014, the school timings were 9:00 am-2:00 pm. During that time, the school offered a meal and then students returned home at regular school timings. However, since the extended school day timings have been instituted, due to the long hours, children start from home at about 7:00 am and return home as late as 6:00 pm. Also, the parents have to send an extra snack / meal, which is not always possible given their own work circumstances. Besides, being such a long day six days a week, the attendance of students comes to 55-60% on daily basis. Moreover, it has also led to a drop in enrolment of students. As the school does not offer a dedicated space for mandatory rest time with the result that students are exhausted by the time they reach home.

**3. Implications of the RTE Act:** The RTE Act of 2009

No doubt, government schools are providing the occupational therapy, speech therapy as well as physical therapy session to the students with special needs along with special educator mediation, which in fact is meagrely available presently, but the reality is that students with disabilities cannot get the attention and resources they need to progress in mainstream classrooms. Often, lack of dedicated special education staff results in students not being able to gain from schooling, which leads to high dropout rates.

**4. Staff requirements in Aanchal:** There was one speech therapist for approx. 60 students and no physical and occupational therapists in the school. The speech therapist was not able to give the minimum (at least two sessions are ideal) one class to each student in a week. The school presently neither has Art teacher, Physical Education teacher. Vacancies created after the superannuation of the staff including clerical staff has not been filled which might be putting extra burden on current staff and affecting the smooth functioning of the school.

## Suggestions

**1. School Timings:** Aanchal school enrolment may benefit from the resumption of timings from 9:00 am – 2:00 pm with one mid-day meal. The students will reach back to their homes in alignment with children who attend Delhi government schools.

**2. Parents' Counselling and Orientation:** Advocate to parents on need for vocational rather than formal



education. Parental education on the need for individual education, instruction to students of activities of daily living (ADL), functional independence and vocational training leading to employability is essential. The school's parent body may not have the education and awareness on special education which can be delivered by a specialised centre with dedicated staff providing appropriate care.

**3. Replacement of retired therapists and other staff members:** An essential aspect of special needs education is the availability of required specialised staff trained to handle these students including the therapeutic intervention professionals. There is a dire need to fill the vacancy created in academic as well as administrative staff for effective functioning of school.

**4. Considering option of Public- Private Partnership:** Aanchal school may consider an option of signing MoU with some private service provider on the similar lines as Delhi government schools have engaged the services of M/s Orkids, an organisation which provides remedial and therapeutic interventions for children with special needs.

**5. Increase visibility of Aanchal:** Publicity and awareness drives may be undertaken to increase the visibility of the school. Some of the suggestions are

**a. Social media and Online presence:** Utilize social media platforms and the school's website to share information about the school and engage with the community. This can help reach families who are active online and may not be reached through traditional methods.

**b. Using and analysing the data from Census of India (Delhi region) and target the specific families and counsel them with the need for and importance of giving the need-based education to their children**

**c. Hosting events with private NGOs who are working in the field.**

**d. Host information sessions of the parents wherein families can visit the school and meet staff members.**

**e. Participation in fairs and festivals of NGOs where parents drop in and Aanchal can be promoted.**

**f. organise visits of persons who could add visibility to the school and its programme.**

**6. Increase bus routes to cover more areas of the city:**

The suggestion is to expand the bus routes to cover a wider range of city areas, enabling transportation for students residing in distant locations.

**7. Permanent retail shop** on school site as well as in the NDMC offices – Setting up a retail store on school premises could increase footfall to the school.

**8. Options of more vocational courses:** Presently the school offers 3 vocational courses to students I.e. tailoring & stitching, paper craft and woodwork. Additions may be done in the courses keeping in mind the current and future job scenario in mind.

**9. Possibility of employment to parents:** NDMC may consider giving employment to qualified and eligible parents who can further become the brand ambassadors of the school.



## **Brainstorming Session of IT Teachers of Modern Schools**

MIE organised a brainstorming session of IT teachers at MSBR on Saturday, 10.02.2024. The session aimed to facilitate the sharing of experiences, best practices, and curriculum insights among our IT educators. The agenda of the visit was threefold:

1. Observe the AI lab and IT lab facilities at Modern School Barakhamba Road.
2. Engage in a productive brainstorming session with teachers from our sister schools to discuss the syllabus coverage under various programs, whether compulsory or optional/work education/hobby classes.
3. Share insights and practical ideas for future IT programs within your school.



The day started at 9.30 am with breakfast followed by a very comprehensive presentation given by MSBR teachers led by Mr. Yogesh and his team members Mr. Gaurav and Ms. Kritika. Teachers from other schools were welcomed to ask questions and take down notes.

Every school brought the printout of the syllabus that they are following in their classes and shared with rest of the colleagues. This exercise helped to learn and also to share the best practices teachers follow in each school. Everyone got a fair idea as to how they can incorporate various tools or apps of AI in their school curriculum without disturbing their timetable.





Vendors from two companies (Brain Hap from Mumbai and Meritus from Chennai) were invited to give presentation of their products in which they explained in detail about the services and products they offer for grades 1 to class 12 in the area related to AI including drone and robotics. Visiting cards of the vendors were shared with the teachers so that if needed the heads of their schools can contact them directly.

An intense and interesting session took place with a lot of knowledge sharing, ideas, and suggestions. At the end, all teachers requested to meet once again in March when they will be presenting their plans for the session 2024-25. The session will take place in the 3rd week of March because by then, each school would have decided their programmes for the next session.





## **NDMC Teachers Workshop on Reading Skills: Elevating Classroom Practices of Primary School Teachers**

Modern Institute for Education, a Research & Training Institute established by the Modern School Society in 2020 to commemorate the completion of 100 years of Modern School, in collaboration with New Delhi Municipal Council, conducted a three-day workshop on ‘Phoneme & Phonic Awareness and Reading with Comprehension’ from 27th February to 29th February 2024 at Raghbir Singh Junior Modern School. With particular reference to English language teaching, the objective of the workshop was to develop the capacity of primary school teachers to build the foundation for ‘READING’ among their students.



A total of 35 teachers attended the workshop. The major themes were phonemes and phonics, vocabulary building, and reading with fluency and comprehension. Aligned with the National Education Policy as well as the National Curriculum Framework for the Foundational Stage, the workshop captured the Balanced Literacy Approach in a fun and joyful manner. The mode of the workshop was interactive

and activity-based giving bouquet of ideas to teachers to implement the Balanced Literacy Approach in their classrooms. The USP of the workshop was to elaborate upon the ways to introduce a new language to students, following the Total Physical Response Theory, without mentioning the jargon once. The workshop was graced by the esteemed Director of Education, NDMC, Mr. R.P. Satti & Honorary Secretary, Board of Trustees, Modern School, Mrs. Ambika Pant. During the feedback session, while sharing their unique and enthralling experiences, many of the teachers expressed their gratitude for getting the distinguished opportunity to learn, unlearn, and relearn. They expressed their eagerness to implement the concepts learned during the workshop in their classrooms.

Located in Modern School Barakhamba Road, Delhi, Modern Institute for Education (MIE) conducts research in the domain of school education and provides training, particularly focusing on foundational literacy, numeracy, and play-based pedagogies for primary-level students. Recently, it has also facilitated training sessions for Government School teachers, as well as private school teachers, aiming to empower and inspire them to enhance their effectiveness as facilitators.

## **G20 Sherpa & Arjuna Awardees Come out in Support of Major Para Sports Initiative**

Modern School Barakhamba Road and Modern Institute for Education hosted a thought-provoking seminar titled 'Inclusion: Empowering Diverse Abilities Through Sports' on Saturday, 13<sup>th</sup> April, 2024. Mr. Amitabh Kant, G20 Sherpa of India graced the event as the Chief Guest. He received a rousing welcome from Dr. Vijay Datta, Principal of Modern School Barakhamba Road, Mrs. Mira Pradeep Singh, Honorary Treasurer, Board of Trustees, Modern School, Mrs. Anuradha Pratap Singh, Honorary President, Board of Trustees, Modern School, Mrs. Ambika Pant, Honorary Secretary, Board of Trustees, Modern School, Mrs. Abha Sadana, Director, Modern Institute for Education, and an illustrious audience of over 100 guests, including many sportspersons training under 'Sportability'.

**Inaugural Address by Dr. Vijay Datta:** The inaugural address was delivered by Dr. Vijay Datta, Principal, Modern School Barakhamba Road, who shared a compelling presentation outlining the initiative's positive impact stating, "Since the inception, the school has been inclusive in more than one way. The initiative is in sync with what the school believes in".

### **Chief Guest Mr. Amitabh Kant:**

In his address, Mr. Amitabh Kant praised his alma mater, Modern School, for opening up its physical infrastructure and sports facilities to Persons with Disabilities. He also praised the noble initiative 'Sportability' for aiming at social inclusion through sports. Mentioning Ms. Sheetal Devi, the para archer he reminded us that there are no limits to what can be achieved when we embrace diversity and empower individuals with disabilities. Sports belongs to everyone, and we must ensure that it remains a platform for unity, progress, and the celebration of the human spirit. Speaking at the event, Mr. Amitabh Kant, G20 Sherpa of India, shared the importance of bridging gaps through the platform

of sports stating, "the language of sports is universal; the spirit of sports is what unites us all. India is not only empowering athletes; it is empowering humans with the triumph of the human spirit".



**Mr. Amitabh Kant**

### **Guest of honour Dr. Satyapal Singh: Key note address:**

In his key note address Dr. Satyapal Singh, Chief Coach of Target Olympic Sports Academy and the youngest Dronacharya Awardee highlighted the success of the para-athletes at the international stage, mentioning 'We set a goal of clinching 100 medals at the Asian Para Games 2023 and surpassed that target with a remarkable 111 medals.' Applauding the 'Sportability' initiative he said this should be replicated in other schools to empower and nurture the sporting talents of Persons with Disabilities.

### **Release of the booklet: Sportability:**



## Inclusion: Breaking barriers through sports

During the seminar, the booklet ‘Sportability: Inclusion: breaking barriers through sports’ was released by the chief guest Mr. Amitabh Kant; the guest of honour Dr. Satyapal Singh; Secretary, Board of Trustees Modern School, Mrs. Ambika Pant; Director, Modern Institute for Education, Mrs. Abha Sadana; and, Technical Advisor, MIE, Mrs. Anviti Singh. The booklet aims at enhancing a school’s existing sports facilities for people with disabilities. It also aims at raising awareness about inclusion through sports.



Dr. Satyapal Singh

**Panel Discussion** on ‘Sports as a Vehicle of Social Inclusion’, moderated by Mr. Rishabh Gulati, Editor-In-Chief, NewsX

This was followed by a panel discussion on ‘Sports as a Vehicle of Social Inclusion’, moderated by Mr. Rishabh Gulati, Editor-In-Chief, NewsX. Featuring a diverse group of panelists, it included Mr. Ankur Dhama, Arjuna Awardee, Commodore P.K. Garg, CEO of Target Olympic Podium Scheme, Dr. Anuradha Solanky, Sports Psychologist at Sports Authority of India, Mr. Tim Newenham, Director, Singapore Disability Sports Council, Ms. Himika Chaudhari, General Manager, National Film Development Corporation, I&B Ministry, Colonel Ashok Mor, Principal, Motilal Nehru School of Sports, Professor K.K. Deepak, Former Dean AIIMS Delhi, Brig. Bibhu Kalyan Nayak, Director, SAI, and

Ms. Kavita Suresh, General Secretary, Cerebral Palsy Sports Federation of India.



**Vote of thanks:** The vote of thanks was delivered by Mrs. Abha Sadana, Director, MIE who shared her elation over the impact of Sportability stating, ‘We are happy to see the impact the Sportability has had on our athletes’.

This is the first-ever high profile televised gathering on inclusivity in sports and education for the specially abled. It is a significant step towards empowering athletes and inspiring schools nationwide to open up their sports facilities for PwDs.

Modern School Barakhamba Road’s commitment to inclusivity is exemplified by Sportability. This program offers world-class sports facilities across eight disciplines, fostering an environment where individuals with diverse abilities can excel. Sportability aspires to propel the inclusivity movement, empower individuals via sports and showcase their potential to inspire the world.





### **Historical Family Tree Project:**

Ask students to create a family tree that goes back several generations. In the process, they gather information about their ancestors, their professions, and major life events. This hands-on project not only familiarizes students with the concept of historical sources but also draws parallels between personal and historical narratives. It bridges the gap between abstract terms like “records” and their real-world application.

**Geography in My Neighbourhood:** Organize a field trip or a virtual exploration of the students’ neighbourhoods. Have them identify geographical features, landmarks, and points of interest.

By connecting geography to their immediate surroundings, students can relate abstract terms to tangible elements in their environment. This activity develops a practical understanding of geographical concepts.

### **Storytelling and Historical Narratives:**

Divide students into small groups and assign each group a historical event or figure. Have them create a narrative or a short play that captures the essence of the event or person. Transforming historical content into a storytelling format not only makes it more engaging but also aids in simplifying complex terms. Students actively involve themselves in the historical narrative, making abstract concepts more relatable.

### **Concept Mind Maps:**

**Activity:** Introduce the concept of mind mapping to students. Ask them to create visual representations (mind maps) for key social science terms. Visual aids can significantly enhance vocabulary comprehension. Mind maps provide a structured and visual way for students to grasp the interconnectedness of various terms within a specific topic.

### **Debates on Social Issues:**

Organize class debates on contemporary social issues like communalism, gender sensitivity, or globalization. Encourage students to research and present their arguments. Debates not only enhance critical thinking skills but also require students to understand and articulate complex social science concepts. This interactive approach adds to the understanding of abstract vocabulary.

By incorporating these activities and projects into the classroom, teachers can create an environment where social science vocabulary becomes more than words on a page—it becomes a dynamic and accessible aspect of students’ learning experiences.

One of the unique challenges in teaching social science lies in the cultural sensitivity embedded within certain terms and concepts. These terms not only carry abstract meanings but are also intricately tied to diverse cultural contexts. Navigating this cultural sensitivity is crucial for creating a classroom environment that respects and acknowledges the diversity of students. Some examples are given here to create an engaging and interactive classroom free from any type of biases:

There are intricate layers of social stratification and cultural significance embedded in the term “caste system” in Indian history. Encourage open discussions, ensuring that students comprehend the complexities without oversimplifying or perpetuating stereotypes.

### **Example: “Inequality” Across Cultures:**

While the term “inequality” is universal, its manifestations and implications vary across different cultures and societies. The way to make it simpler is to illustrate diverse examples of inequality, both historical and contemporary, from various regions. This approach broadens students’ perspectives, develops cultural empathy and refined understanding of the term.

### **Navigating Cultural Sensitivities:**

Develop a curriculum that incorporates diverse perspectives, voices, and historical events. In this way, students are able to recognize the interconnectedness of global histories while also respecting cultural differences.

### **Open Dialogue and Respectful Discussions:**

Create an environment where students feel comfortable discussing cultural aspects and biases. Encourage open dialogue, ensuring that differing viewpoints are respected and explored constructively.

**Critical Analysis of Texts:** Teach students to critically analyse historical texts, recognizing potential biases and cultural perspectives. This empowers them to approach social science content with a discerning eye.

### **Project-Based Learning on Cultural Topics:**

Integrate project-based learning that allows students to explore cultural topics within the Social Sciences. By incorporating hands-on activities, students learn cultural sensitivity in a nuanced manner.

Cultural sensitivity is an essential part of the teaching of social science in order to create a learning environment that is inclusive and respectful. Teachers should actively address and navigate cultural sensitivity in their teaching of social science. Besides enhancing students' cultural competence, it also develops a deeper understanding of the diversity inherent in human societies.

Incorporate real-life experiences into social science concepts. How can teachers relate historical events, geographical features, and civic structures to the everyday lives of students?

### **Connecting Social Science Concepts to Real-Life Experiences:**

To make Social Science concepts meaningful for middle school students, it is essential to connect the curriculum to the students' lives outside of school. Teaching historical events, geographical features, and civic structures in the context of real-life experiences can help students develop a deeper understanding of the subject.

A visit to a historical site, a museum, or a natural landmark enables students to connect theory to practice. A trip to a local museum, for instance, can enhance their understanding of historical artefacts. As teachers integrate social science concepts into students' real-life experiences, they not only make the subject more

accessible but also help students see how their studies are relevant to their communities. As a result, students develop a genuine interest in social science and develop critical thinking skills to navigate the complexities of everyday life.

In Social Science, vocabulary is more than an abstract hurdle; it's a tangible barrier that students and teachers face daily. As is evident, from the intricate caste systems to the celestial bodies, not to forget the administrative mechanism and rights and duties of citizens, the words within textbooks provide rich yet dense concepts to understand. Therefore, the concepts, laden with cultural connotations and historical weight, demand a thoughtful approach in the middle school classroom.

To simplify the jargon, we must recognize that social science is not confined to textbooks; it is a gateway to understanding our shared history, geography, and civic responsibilities. By connecting these concepts to real-life experiences, teachers can bridge the gap between abstract terms and the everyday lives of students. Historical events find echoes in modern movements, geographical features become landmarks in local exploration, and civic structures reveal themselves through community engagement.

The importance of making Social Science not just a subject to be studied but a dynamic, engaging domain that empowers students to understand the world around them. By simplifying the language through diverse means, we ensure that the words of Maya Angelou resonate not only in the pages of textbooks but also in the minds of the future generation. Social Science, with all its complexities, becomes a journey of discovery, understanding, and, ultimately, courage.



## **MIE Initiative of Collaboration**

### *Visit of NDMC teachers to Raghubir Singh Junior Modern School*

On February 8th, 2024, MIE in collaboration with NDMC, organized a visit of NDMC teachers of more than 25 schools to RSJMS. The group included two Headmistresses Ms. Lalita Chakrovorty from Atal Adarsh Bengali Balika Vidyalaya and Ms. Sanjana Munjal from Navyug School Moti Bagh. Mr Pramod Kumar, the consultant with NDMC, also joined the group.



The twofold aim of the visit was to familiarise teachers with the pedagogical practices of the RSJMS teachers and to build a community of teachers to share best practices and teaching methodologies. The 37 participating teachers along with the consultant Mr. Pramod observed teaching methodologies, classroom management, and the use of Teaching Learning Materials.

The visit was initiated with an introductory session and provided an overview of the aim of the visit.



Mrs. Abha Sadana, Director, MIE provided a brief overview of the whole project and the purpose of the visit. Mrs. Nalini Singh Rajput, Headmistress, RSJMS, and Mrs. Neeta Gupta, Academic Coordinator, RSJMS welcomed the teachers and asked them to be open about any queries and feel free to visit any classroom to observe.

Teachers were divided into groups and were guided through to visit the classrooms, playfield, library, computer labs, activity rooms and any other aspect they wished to know about and explore.

After the teachers visited every class from nursery to fifth, and library, and the auditorium, etc., they were asked to assemble in the small hall for the debriefing session. The aim here was to let them reflect on their observations and to know how much learning they would be able to implement in their classrooms. In addition to that, the aim was also to answer their queries as during the visit to the classrooms they had multiple questions to ask.



given exposure to each sport in an academic year.



**During the debriefing session, teachers discussed the following points:**

The specific points that these teachers observed, paid attention to and learned were the collaborative work culture of the RSJMS where teachers prepare PPTs and share them among themselves to save both time and energy.

Second, they observed that the group activities children are involved in, are meaningful and concise. One of the teachers pointed out that the way teachers scaffold students to arrive at better conclusions while discussing the story and its implications is quite structured and helps in developing critical thinking skills, decision-making skills, and problem-solving skills.

Some of the teachers were in awe of the sports facilities available in the school and said that here the students are privy to holistic development till class 2, where focus is given on gross and fine motor skill development. 9 sports are being offered from class 3 onwards and students are

Even the way the library period is structured has attracted the attention of the teachers. One of the teachers said that here the students are provided with books on the table and they choose from those books which one to read. It is an efficient way to save time as in their schools the students are asked to pick a book and read and it wastes much time for the students as they are unable to decide which one to read.

Some of the teachers have observed students rehearsing for Annual Day and appreciated the fact that it is bilingual. Many teachers appreciated the TLMs used by teachers to tell stories, teach patterns, as well as the way teachers give instructions. Almost all the teachers were unanimous on the fact that teachers are quite clear and precise while instructing students. Also, they said they have learned that sometimes it is good to pause and give some time to students to think, reflect, and then answer.

When it comes to the students, the humbleness, the compassion, and the respect, and regard students were showing for each and everyone was much appreciated by these teachers.



Some of the teachers were in awe of the cleanliness too. They said that the students are also following the rules and keeping the environment clean. The various avenues the school is providing the students to express themselves in the form of clay modeling and painting and arts and crafts were much appreciated by the teachers.



To sum up, it can be said that the teachers were mesmerized by the environment of the school, the behaviour of both teachers and students and the classroom pedagogies followed in the school.

As a way forward, the teachers need to be given ample scope to reflect, discuss, and customize the learnings of this visit to be implemented in their respective schools.

Director, MIE, extended gratitude to teachers for visiting the school and looking forward to meeting them soon in the workshop.

While concluding the session, Mrs. Nalini Singh Rajput, Headmistress, RSJMS, and Mrs. Abha Sadana,



# Visit of MIE Team to NDMC Schools

**Introduction:** As a part of the program of conducting workshops for 35 teachers of schools under the purview of NDMC, MIE was given the opportunity to get the insights of the functioning of the Atal Adarsh Primary Vidyalaya and Navyug Schools. Navyug schools registered under the Navyug School Education Society are also run by NDMC. The society is registered with the Registrar of Societies, GNCTD under the Societies Registration Act XXI of 1860 and is funded through support from the New Delhi Municipal Council (NDMC) in the form of 100% grant-in-aid. According to the NDMC website the Navyug schools are dedicated to the gifted children of the weaker section of the society. The important aspect of these schools is that they have strict guidelines regarding admissions and unlike other government schools, they do not admit students after the 9th of September.

Visiting 3 Atal Adarsh Primary Vidyalaya out of 36 and 2 Navyug Schools out of 11 schools allowed the team to understand the infrastructure, resources, and challenges faced by schools which will help us in contextual understanding and hence designing and tailoring the workshop content to the specific needs and realities of the teachers and students. It also helped in establishing rapport with the teachers and HoS which is going to help in effective communication and collaboration during the workshop sessions. The plan of visit was prepared after consultation with the concerned HoS so that the visit does not affect the teaching learning activities of the school.

It was observed that though the schools have some things in common, each school has some distinct feature and character. Given below is the detailed report of the same.

## NDMC Schools: A Comprehensive Overview

As part of an initiative to enhance teacher capacity and student learning, MIE conducted visits to five

NDMC schools, including three Atal Adarsh Primary Vidyalayas and two Navyug Schools. This exercise provided valuable insights into their functioning, strengths, and areas for improvement.

## Leadership

Principals across these institutions bring unique approaches to administration and pedagogy, often focusing on teacher engagement, encouraging innovative practices, and maintaining close connections with students. It appears that despite facing the challenges of teacher shortages, principals of all the school try to maintain the school environment as goal-oriented.

## Teachers

The teaching staff in these schools can be fixed in a particular range in terms of their teaching experiences. During the visit it was found that teachers in these schools fall in the group of diverse experience and expertise. Also many teachers across the schools are actively using art and phonetic into their teaching methods, particularly in subject like English and EVS. Teachers also found using self-made Teaching-Learning Materials (TLMs). However, across all the schools it was found that there is a need for consistent professional development, particularly in foundational literacy and numeracy.

## Parental Engagement

The visit brought to the fore that parent-teacher meetings are held regularly across schools, with participation rates ranging from moderate to high. Principals and teachers often go the extra mile to engage with parents, addressing attendance, behavioral, and academic concerns. Social and cultural factors sometimes present barriers, particularly in girls' schools, but consistent efforts are made to bridge these gaps and enhance parental involvement.

## Infrastructure

The infrastructure in NDMC schools shows promise, with well-maintained campuses, libraries established by NGO collaborations, and activity rooms in some schools. Despite these advancements, challenges persist, such as the absence of dedicated librarians and the under utilization of Kant Learning Labs. Some schools have creatively adopted Building as Learning Aid (BaLA) principles to make their physical spaces more engaging for students.

## Academics

The schools follow the CBSE curriculum and SCERT guidelines, incorporating both thematic and activity-based learning approaches. Regular assessments, including unit tests, class quizzes, and formative evaluations, are conducted to monitor student progress. Some schools have adopted innovative practices, such as level-based teaching, to address the needs of first-generation learners and ensure foundational skills are strengthened.

## Administration

NDMC's administrative support is evident in the consistent efforts to upgrade schools, from teacher recruitment to infrastructure improvements. Despite teacher shortages, schools maintain high attendance rates and effectively manage resources like mid-day meals. Strong leadership at the school level further ensures smooth day-to-day operations and adherence to academic and administrative standards.

## Students

The students across the schools exhibit varying levels of confidence and proficiency, particularly in English literacy. While Navyug students generally demonstrate better spoken English skills, Atal Adarsh students require further support to reach grade-appropriate levels. Schools are actively working on foundational literacy and numeracy, with encouraging progress in specific cases.

## NGO Interventions

During the visit, it was found that the NGO is working in diverse areas within these schools, such as setting up libraries, running self learning modules.

## Conclusion

NDMC schools demonstrate significant commitment to providing quality education despite challenges like teacher shortages and resource constraints. The focus on leadership, teacher engagement, parental involvement, and innovative practices paves the way for continuous improvement and a stronger learning ecosystem.







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