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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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Dear Readers,

Greetings!

The current issue **MIE COMPASS** highlights include workshops that engaged educators in Bhutan and India. In collaboration with BIMTECH **EduPulse Leadership Program**, MIE conducted workshops for Bhutan's District Education Officers emphasizing pedagogic leadership, stakeholder engagement, and digital transformation. Similarly, MIE conducted the workshop on **Crafting Happiness and Growth Mindsets** at The Modern School, Faridabad with the aim to help teachers to gain knowledge and strategies, to develop students' minds while caring about their hearts thereby leading to a very helpful conducive learning environment.

The current issue also covers workshop report on **Managing Time Effectively** for the teachers of RSJMS. MIE **Capacity Building Program on Play-Based Pedagogy**, which brought primary educators of NDMC together to embrace interactive teaching methodologies.

The issue covers the synopsis on the realm of sports and community engagement, the **Sportability Program** for wounded defense personnel reflects the institution's dedication to inclusivity and patriotism.

MIE delved into critical discussions around the challenges posed by private coaching hubs and dummy schools. The proposed **Academic Enrichment Program** presents a visionary approach to integrate competitive exam preparation within school ecosystems, ensuring equity and alleviating the pressures of parallel systems. The current issue also covers the article "**Growth Mind-set: Tool for Teachers to Improve the Learning Outcome of Students**" by Abha Sadana & Dr. Anviti Singh.

The issue highlights **Time Travel Project** at **Raghubir Singh Junior Modern School** that celebrated heritage through student-led exhibitions, connecting the past with present while promoting cultural pride, along with the case study "**Enhancing Foundational Stage Educational Practices.**" Lastly, the issue covers the "**Virtual Sessions with NDMC Primary Teachers**" for **Enhancing Reading Skills** that demonstrates MIE commitment to continuous teacher support, showcasing how strategic interventions can enhance classroom practices.

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.

Visionary Leaders: Redefining Pedagogical Leadership & Empowering Education: Engaging Stakeholders for a Brighter Future for DEOs of Bhutan

Resource Persons – Mrs. Pratima Mittal & Mrs. Abha Sadana

Organizer - Birla Institute of Management Technology

Venue: Vikramshila Leadership Centre, BIMTECH Knowledge Park 2, CR, Plot No-5, Greater Noida, Uttar Pradesh, 201306

Numbers of participants: 20 Dzongkhag (District) Education Officers (DEOs) of Bhutan

Birla Institute of Management Technology (BIMTECH) reached out to MIE under their leadership programme titled EduPulse to conduct workshops on 27th and 28th of May 2024 for District Education Officers (DEO) on the themes

- Pedagogic leadership
- Stakeholder in education, and
- Digital transformation for school management

MIE in collaboration with the resource persons Mrs. Pratima Mittal conducted these sessions in the premises of BIMTECH Institute.

While conducting the session on Pedagogical leadership, Mrs. Mittal began by defining “pedagogical” and going over several theories related to leadership. To demonstrate what should be the job of a leader, she showed a video clip from a movie that was self-explanatory about how leaders assist stakeholders and individuals in realizing their potential and provide scaffolding to make it happen. There were a lot of questions from the interactive session’s attendees. At the teachers’ request, the film was replayed when the first portion of the session came to a close.

Stakeholder management was the main topic of

discussion following lunch. After Ms. Swadha, the host, gave a brief about the upcoming session, Ms. Sadana led a one-minute meditation.



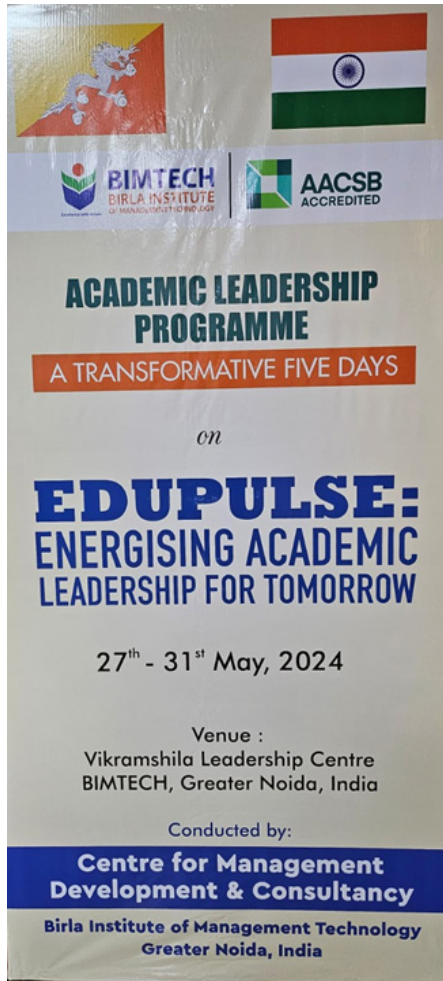
Next, Ms. Mittal showed the definition of leaders from Austria, Ontario, and England and asked participants to pick any seven traits of leaders and discuss how each trait can be developed and what are the ways to practice these traits and enhance them.

Citing examples of Singapore and Finland’s pedagogical leadership programs she discussed qualities of leadership and innovation in pedagogical leadership. Showing video clips from movies she made participants realize that motivation helps people realize their potential and scaffolding leads to achieving it to the fullest.

By giving examples from various case studies she illustrated how collaboration and reaping dividends of technology are the future ways of developing schools and the whole education system.

She underscored that the importance of inculcating system-level thinking and the importance of perceiving the whole is most important to bring about transformation in school education.

Belief in the potential is the most important and belief in potential gets the leaders to the top.



All these are essential to change the paradigm to develop 21st-century skills. So the next topic of discussion was 21st-century skills. The participants were asked to delineate the various 21st-century skills like creative design thinking, problem-solving, emotional intelligence, global citizenship, etc.





The next activity involved making them write a mail/ letter to MIE providing feedback as well as feedforward. In a way through this activity, we tried to gauge the perception of participants about the workshop. Anyway, now we have both these letters as well as feedback forms from them.

Ms. Mittal then gave participants a case study to read and discussed it in detail. The case study involved a problem statement, the cause behind it and how to arrive at a possible solution. Being leaders what these participants need to do is to perceive the whole, try to consider all the stakeholders while planning for enhancing educational infrastructure and capacity building.

The participants were quite happy with the workshop and praised both the quality of the content and resource persons for its efficient and effective delivery. They appreciated the insightful sessions and found the content highly relevant and beneficial for their professional growth. They specifically mentioned that they will recommend such sessions to their seniors when they speak to them and will also make a special mention of it.

She asked participant to think about any great leaders and delineate upon why they are considered great? They are exceptional because they impact all the stakeholders.



Workshop on Digital Transformation for School Management: Visionary Leaders:

For DEOs of Bhutan

Resource Persons – Ms. Vaani & Mrs. Abha Sadana

Organizer - Birla Institute of Management Technology

Venue: Vikramshila Leadership Centre, BIMTECH Knowledge Park 2, CR, Plot No-5, Greater Noida, Uttar Pradesh, 201306

Numbers of participants: 20 Dzongkhag (District) Education Officers (DEOs) of Bhutan

Birla Institute of Management Technology (BIMTECH) reached out to MIE under their leadership programme titled EduPulse to conduct workshops on 28th of May 2024 for District Education Officers (DEO) of Bhutan on the theme-Digital transformation for school management.

The workshop

The workshop began with the introduction of the resource persons and then Ms. Vaani from EduNext – EdTech Company gave a brief introduction to what is meant by digital transformation and how it is impacting the education system worldwide. She also discussed about learning management system (LMS) and Enterprise Resource Planning (ERP), and their role and importance in managing daily school functions. She underscored the importance of digital transformation for efficient and effective management of the school.

Next, Ms. Sadana discussed the AI curriculum in schools right from grade 1 to senior classes. Considering the omnipresence of technology and its usability in the 21st century she discussed how important it is for students to know about it right from the beginning of formal

education.

As mentioned earlier the major part of the workshop was focused on letting participants explore the various tools, resources, and material available online that will help them in performing their managerial and teaching job more effectively and efficiently. Therefore, several tools like ChatGPT, Quillbot, Canva, Wolfram Alpha, and Summarize. Tech, Khan Academy/khanmigo, Mooc.org, etc. were discussed as well as explored by the participants. It is to be noted here that the senior members of the group were not well versed in technology, especially their mobile phones. Therefore, the resource persons assisted them in searching the websites, logging in, and doing the needful.

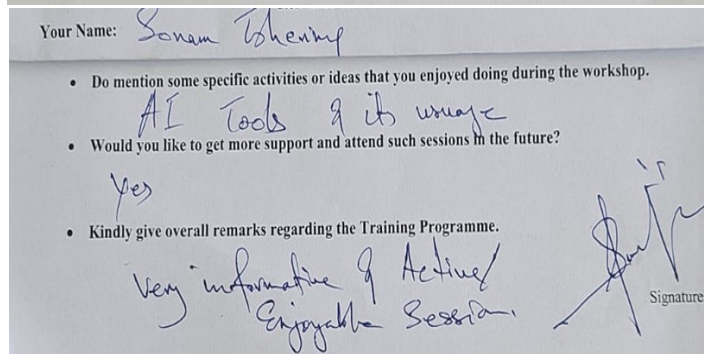
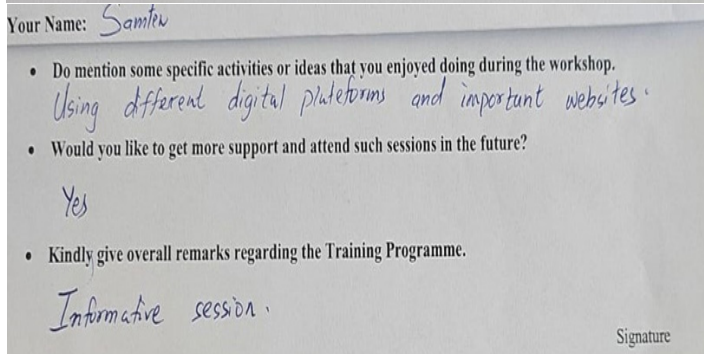
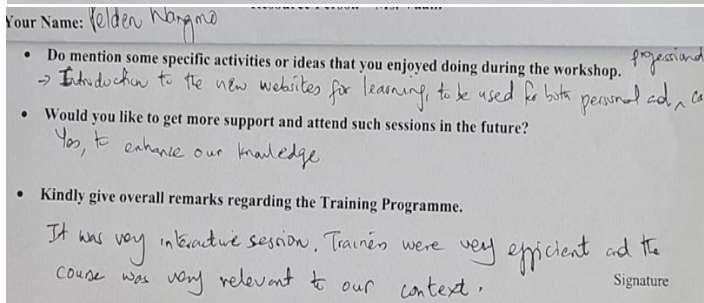
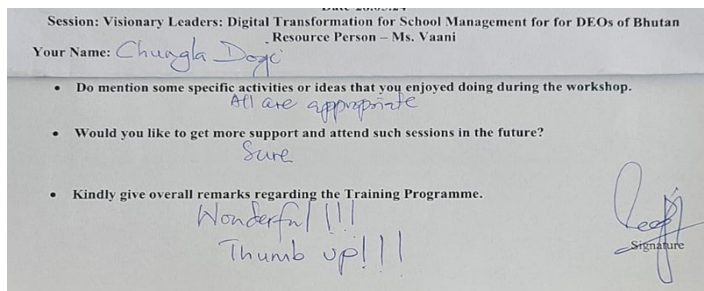
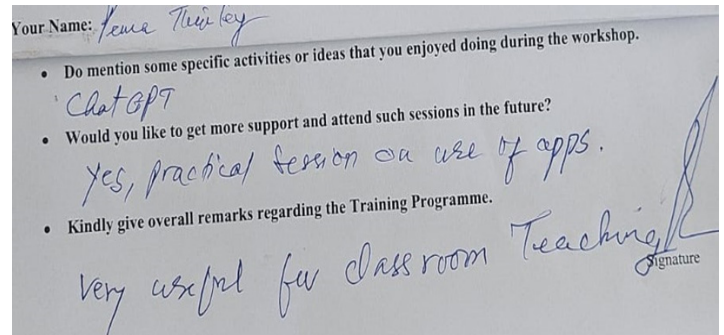


It was an engaging session as the participants created posters through Canva, prepared lesson plans or other documents on ChatGPT and used Quillbot to rephrase the documents created.

The session was wrapped up through a quiz, again

created through an online app. The quiz was about the takeaways from the session. The participants were quite excited to know the results and the tool immediately analyzed the responses and presented a sheet with scores with the names of the highest achievers on top.

Here some testimonials from the participants are given for perusal.



Teachers' Workshop on Crafting Happiness and Cultivating Growth Mindset

Report of the Session

Background and Need: The current constantly changing educational scenario, cutthroat competition, and pressure to perform have taken a toll on both teachers' and students' psychological state of mind. Therefore, mental well-being and personal development are considered equally important to academic excellence. Research has proved that academic excellence along with overall personality development and a healthy mind thrive in a positive, conducive environment. In school, the teachers are the ones who are responsible for creating such an environment.

Hence, teachers must be equipped with meaningful methods and tools to promote emotional well-being and resilience among students, the precursor to being happy and cultivating a growth mindset. Growth mindset, according to Dweck, (2015) is "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."

In this background, The Modern School, Faridabad, reached out to MIE to conduct a workshop on Growth Mindset and Happiness. The workshop helped teachers to gain knowledge about, exchange opinions on, and learn to implement effective strategies, which will help them to develop students' minds while caring about their hearts thereby leading to a very helpful education environment.



The first question Ms. Pratima Mittal tossed at the audience was about their expectations from the workshop. As the name suggests all of them responded that it is about happiness, how to be happy, and cultivating a positive mindset. She proceeded further and discussed why people are unhappy in general and in the school community in particular. Maybe it is salary, work-life balance, expectations from students and parents, etc. However, we can't change the



extrinsic factors like expectations from others but what we can change is our expectations, our beliefs, our attitude, and our perspective towards life. The pivot of the session was 'Y-O-U: YOUR OWN UNFOLDING': Knowing oneself, realizing potential, and working hard to achieve it, leads to happiness and it is the happy person who can create a happy joyful environment for students to feel important, and to try to succeed in their various academic and personal endeavours.

Date	22.05.2024
Time	12:15 to 3:30
No.of Participants	53 (49 teachers and 4 admin staff)
Facilitator	Ms. Pratima Mittal, Education Consultant
Venue	The Modern School, Faridabad



The crux of the workshop was making participant realise that the path to realizing one's potential is full of hurdles, and challenges, and only with a growth mindset one can overcome them.

The highlight of the workshop was the video clips that were truly inspiring and provided a different perspective to perceive one's life journey. The most important thing about the workshop was that it was all data and research-driven. The whole workshop discussion was peppered with research evidence and data and therefore it was quite authentic and specific.

The **feedback** received from the workshop shows that teachers are quite appreciative of the workshop and have learned some excellent tools to use in their classrooms. The participants are also appreciative of the Post-it activities conducted to gauge how teachers perceive themselves and what advice they will give to their 19-year-old self. The feedback form has a specific question on the activities that the participants enjoyed during the workshop. The responses received till the writing of this report have mentioned the videos shown during the workshop. One of the respondents mentioned the activity of writing goals every day. Another respondent highlighted the activity about upgrading your skills and believing in your potential was quite intriguing. Also, the point that how important it is to embrace the challenges and failures learn from them, and have a growth mindset.

The most important thing about the workshop was that it was all **data and research-driven**. The whole workshop discussion was interspersed with research evidence and data and therefore it was quite authentic and specific. The workshop ended with a vote of thanks by Ms. Vanshika Batra.



Workshop on “Managing Time Effectively”



Mr.



Chora shared several examples and stories from his experience highlighting the need to solve everyday issues by thinking about alternative plans. He said we should always be ready to answer the question, “**What else can be done?**”

Through stories, Mr. Chopra emphasised the concept that in our busy lives sometimes we need to pause and sharpen our skills as it contributes to increasing work efficiency thereby helping in saving our time. Therefore, updating the knowledge base and sharpening skills is as important as completing the task at hand.

He shared a case study of a teacher, depicting his Monday morning going into a toss, with participants and discussed what went wrong with the teacher in the story.

It followed by discussions on what and why of time management skills. Thereafter Mr. Chopra shared tools of time management and how to live by design.

Date	27.06.2024
Time	11:30 am-01:30 pm
Organise	Modern Institute for education
Venue	RSJMS
Facilitator	Mr. Vineet Viren Chopra
Participants	102 Teachers of RSJMS

Objective: The workshop on ‘Managing Time Effectively’ aimed to enable participants to manage their time effectively by changing their perspective to analyse everyday issues and adopting different strategies to address them. The key concept of the workshop was, “What else can be done?” **Key Highlights:**

Welcome, and Introduction:

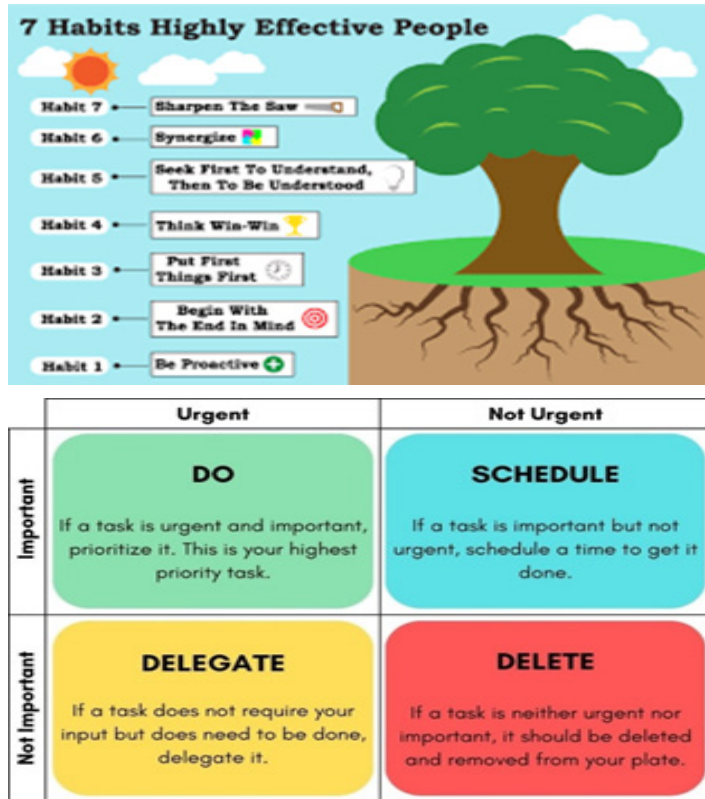
Ms. Nalini Singh Rajput, Headmistress RSJMS welcomed the participants and facilitator and provided a brief overview of the session. Ms. Abha Sadana, Director MIE, provided a brief about the facilitator followed by Mr. Chopra’s self-introduction.

Key Concepts

Mr. Chopra shared an anecdote from his childhood emphasising the need to be ready for unforeseen circumstances which can only be achieved through shifting paradigms to live life. We live by default whereas we should live by design was the key concept that emerged from the workshop.

His session was largely based on Stephen Covey's book, "The Seven Habits of Highly Effective People" and "Eisenhower Matrix". The image given below provides an overview of the same.

Time Management tools:



These principles and the matrix were discussed to analyse the difference between urgency and importance. Several teachers raised questions like which is important is urgent, another teacher shared that they prepare annual, monthly, and fortnightly calendars but due to unforeseen events and circumstances like pollution holidays all planning went to a toss. The facilitator reminded them that, for this reason only, "What else can be done?" should be the motto of our life. When there is a bigger problem that is not in our control, we should think about those things that are in our control and try to change, modify, and act accordingly, that's the only solution.

Mr. Chopra went on to discuss Strategies for organizing tasks using alarms, planning, and mindfulness. He suggested that we should break down yearly goals into monthly and weekly tasks to chase long-term dreams effectively. He also discussed the importance of scheduling and maintaining a buffer for unexpected events. He shared his Google Calendar to showcase

how to organize daily activities and set reminders.

Jar Activity:



An activity involving filling a jar with various items illustrated the importance of prioritizing significant aspects of life, such as relationships and careers.

However, he also emphasised that the term, "work-life balance" is a myth and that to maintain peace in life and be productive at the workplace we must follow scheduling and prioritise work daily.

Feedback and Reflection:

Participants shared feedback on the workshop.

A video of Dr. Stephen R. Covey was shown to the participants on how to prioritise and plan weekly tasks. (https://www.youtube.com/watch?v=7yMh2QNRc_M)

Conclusion:

The workshop was successful in illustrating how crucial paradigm shifts are to efficient time management. To lead a balanced and fruitful life, participants left with useful tools and techniques for greater time management and prioritisation.

Recommendations:

- Regular follow-up meetings to reaffirm the lessons acquired.
- Providing more tools and resources for time management.
- Encouraging participants to put into practice what they've learned and share it during the follow-up sessions.

Capacity Building Program on Play-Based Pedagogy for NDMC Teachers



On June 28-29 2024, a two-day workshop on play-based pedagogy was conducted for primary teachers of 43 NDMC schools. This workshop aimed to enhance the teaching methodologies of educators by integrating



play-based learning strategies into their classrooms. The interactive sessions were designed to equip teachers with practical tools and techniques to create a more engaging and effective learning environment for young students.

Participants explored various play-based activities, discussed their benefits, and shared insights on how to implement these strategies to foster holistic development in children. Each activity undertaken

was done practically and how to customize it for various age groups. The workshop not only emphasized

the importance of play in education but also provided a collaborative platform for teachers to exchange ideas and experiences.

Date	28 th & 29 th June 2024
Time	10:00 am to 02:30 pm (on 28 th June) 8:30 am to 02:00 pm (29 th June)
Organiser	Modern Institute for Education in collaboration with NDMC
Venue	Atal Adarsh Bal Vidyalaya, Mandir Marg
Facilitators	Ms. Rimpay Verma (former headmistress of TMS, ECNCR & Modern Early Years Deepali, Ms. Megha Brar and Ms. Pooja Rihan, teacher, Modern Early Years, Deepali)
Participants	One primary teacher each from 43 NDMC schools

Details of the activities undertaken for two days are delineated below:

Day 1 (28.06.2024)

- **Friendship Web: (Ice braking activity)**



Objective: Familiarise participants with each other. This activity aimed at making participants understand how they are connected. It also emphasized the importance of promoting social connections and teamwork.

- **Introduction of play-based pedagogy-Visual arts**



Objective: To provide an engaging and hands-on learning experience for children from Nursery to 5th grade through play-based activities that promote cognitive, social, and motor skills development in alignment with the National Education Policy (NEP) 2020. Topic of solar system was used as an example to show the difference between conventional method of teaching and play based pedagogy. It was demonstrated how representing solar system through performing arts and visuals is effective than plain discussion.



- **Sensory play dough activity**

Objective: To foster creativity and introduce 2D and 3D shapes and patterns.

The activity contained stage-wise tasks for the participants.

Nursery - KG: Play-Dough and Texture Boards

The facilitator asked the teachers to use play-dough and paper straws to create shapes and patterns.



Grade 1-2

The facilitator asked the teachers to create and combine different shapes to form a scenery using clay.

Grade 3-5

3D shapes (Cube, Cuboid, Cylinder, Cone)

The facilitator helped teachers create models of 3D shapes using straw and clay.

▪ Toy Based Activities

Objective: Enhance problem-solving skills, mathematical reasoning, and communication skills.

Examples of toy-based activities

Nursery - KG: Stringing Beads

The facilitator guided teachers to string beads to create necklaces or bracelets. The activity gave ideas of colour, sequence, pattern, numbers etc.

Grade 1-2



Grade 1-5

Puzzles - Facilitators provided puzzles to participants to be solved within stipulated time frame. It was discussed how it is helpful in developing patience, perseverance, teamwork, collaboration, and language skills among students.



Grade 3-5

Spot the Difference - Participants were asked to spot the difference in the given sheet of images. Thereafter, it was discussed how this activity aid in developing observation skills, concentration and focus, critical thinking, visual discrimination skills, memory and problem-solving skills among students.

▪ Games and Sports Activities

Objectives: To create a fun learning environment for building concepts and honing skills through games and sports-based activities.

Parachute Game

Using a parachute for cooperative play and fun exercises. It can also be used to develop motor skills, coordination and balance, team work, communication, problem solving. It can also be used to teach various concepts of science e.g velocity, speed, motion, math and to build vocabulary.

Burst the Balloon



The facilitator labelled the balloons numbered 1 to 20 in letters and write the number names in various areas in the hall. Then the facilitator asked the teachers to choose a balloon find the matching number name and head off to burst the balloon in the matching circle. It was also explained to the participants that how the same activity can be undertaken in every subject and for any age group to teach any concept.

Hopscotch



The facilitator drew hopscotch on the floor to teach various concepts in various subjects e.g. in Mathematics, the concepts of forward and backward counting, prime numbers, integers, even and odd numbers and skip counting till 10 and many more.

Tippi Tippi Tap

While playing this game the participants understood that it can be used to teach colour, vocabulary, and even storytelling based on the colour and words.

Snakes and Ladders with Letters- To teach sounds and recognition of letters, prepositions, phonemes, words, sentence making etc.



The facilitator demonstrated teaching of prepositions by providing instructions that involve movement around a stage, table, and chairs e.g. go behind the chair, stand beside the table, sit on the stage, walk around the chairs, place an object under the table, jump over the stage, stand in front of the chair etc.

Scavenger Hunt

Grade 1-2

The facilitator divided the participants into two teams.

Number cards were hidden and scattered around the premises. Team 1 was instructed to collect the cards and arrange them in ascending order (smallest to largest). Team 2 was supposed to collect their cards and arrange them in descending order (largest to smallest). The first team to correctly arrange their cards wins.

Grade 3-5

The facilitator distributed number cards to the participants and organized them into groups of five. First, she instructed them to form the smallest possible number using their cards and then the largest possible number.

Additionally, she asked them to identify the place value of each digit in their numbers. To represent zero, she directed the remaining participants on the left side of a given number to hold balls in their hands, symbolizing zero.

Tic tac toe

It is a common game children play in classroom. The facilitator demonstrated how important it is to let student play this game.

It helps in developing logical thinking, improves decision making skill, help children gain confidence in planning and strategizing, helps them identify patterns, and think about probability etc.

It was a long day and all the participants were exhausted

but in their own words, “thrilled to be part of such an awesome session” and parted with the excitement of continuing the session the next day.



Day 2

The day started with discussions on the apprehensions and challenges of teachers when they began to introduce these concepts in their classrooms. Their concerns were mostly related to parental apathy, parental inquiry regarding why their wards are not writing much in their notebooks, and the paucity of teaching-learning resources in the school to workload. The facilitators shared their own stories related to these issues and asked teachers to focus not on the issues but on the possible solutions. They recommended practicing the mantra daily, “What else can be done?”

The Workshop activities

▪ Musical Chairs

The workshop began with a musical chair that aimed at weaving concepts of Hindi into a fun-filled game. The participant who got out of the game had to answer questions based on Hindi and English grammar like saying opposite words, similar words, etc. The winner of the game won a prize also.



For this activity, it was decided that a jury should be created to decide the best rangoli. Therefore, Mr. S. C. Meena, Principal Atal Adarsh Bal Vidyalaya, Mandir Marg, along with Ms. Megh Malti, teacher, painting, Ms. Jyoti Arora, PGT Political Science, and Ms. Swati TGT English we requested to judge the participants work and announce the winner.

They came to judge the Rangoli along with the presentation skills of the participants and announced the winner. The Principal also shared his learnings and some motivational anecdotes to inspire the teachers. He also expressed that he wanted to host the workshop in his school and behold his wish has come true. Therefore, one must not lose faith and be always positive was his advice to fellow teachers.

Visual and Performing Art

Objective: To help students understand abstract or complex ideas by representing them visually, thereby enhancing their creativity, critical thinking, and understanding of the subject matter.

- **Rangoli Making:** To introduce the concepts of Festivals of India.

Objective: Encouraging cultural awareness and artistic expression.



Grade 1-2: Healthy & Junk food: using play dough, and paper plates to create food plates one with healthy food and the other one with junk food. Teaching nutrition and healthy eating habits

Grade 3-5: Creating vehicles using utensils

Participants were asked to create means of transport using everyday utensils. It was demonstrated how articles of daily use can be used to teach various concepts.

It will also help in developing creativity and environmental awareness among students.



Grade 3-5

Using narration, role play, and nukkad natak to demonstrate idioms and moral lessons such as

‘every cloud has a silver lining’ honesty is the best policy’ ‘cleanliness’, ‘importance of education, and ‘afforestation’.

▪ Hands-on experiments

Objective: To provide hands-on learning experiences that allow students to explore scientific concepts and principles through practical application and observation.

The activity was related to how to functions of sense organs and their names. The activity was planned to focus on the function of each sense organ the participants were to find a hidden object using their eyes etc. (for kg and nursery students)

For 3rd to 5th graders, the experiment focused on creating a respiratory system model using straw, balloons, a4 size sheets, and cello tapes.

▪ Music & Movement

Objective: To enhance participants’ interest in learning different concepts through music and dance.

From among a couple of songs, the facilitators made teachers dance to Freeze songs and enabled them to use them to teach action words.

Closure of the workshop: the day’s activities were summarised by the facilitators and teachers left the venue on a positive note and with the hope that such workshops will be conducted again.

Feedback and Impact

The workshop activities were highly appreciated by the participants, who found the sessions engaging and educational. The hands-on nature of the activities allowed teachers to grasp concepts effectively and provided them with practical tools to implement in their classrooms.

Conclusion

The workshop on play-based pedagogy was a huge success, even with the early obstacles brought on by bad weather. The workshop's aims were fulfilled thanks to NDMC, and the help and support extended by Mr. S.C. Meena, Principal Atal Adarsh Bal Vidyalaya, Mandir Marg. The positive feedback received from the participants underscores the success of the activities and underlines the significance of engaging, hands-on teaching strategies.

Next Steps

To improve future sessions of the year-long capacity-building program, we will take into account the feedback from this workshop. Maintaining this initiative's success over time will depend on continued cooperation and adaptability in the face of obstacles.

Acknowledgments

We would like to extend our gratitude to NDMC, and Atal



Adarsh Vidyalaya, Mandir Marg, for their support and cooperation. We especially appreciate the enthusiastic participation of teachers and providing their valuable feedback. Our heartfelt thank you to Ms. Rimpay Verma (former headmistress of The Modern School, ECNCR and Modern Early Years Deepali), Ms. Megha and Ms. Pooja, teachers of Modern Early Years in curating the module as per the needs of teachers of NDMC schools as well as conduction of the workshops.



Academic Enrichment Program

We all are aware of the impact of the coaching industry that has flourished at a huge scale. There are cities such as Kota that are known for being coaching hubs. However, the competition among students and huge financial implications associated with coaching institutes have led to certain challenges including exorbitant fees charged by coaching institutes, inequality in access to quality education, and a lack of regulation of private coaching centres. Not only this, it has also generated certain specific types of schools known as [dummy schools](#). Students get enrolled in these schools to complete school education where they do not need to attend classes, they only appear for board exams, and focus only on preparing for entrance examinations such as National Eligibility cum Entrance Test (NEET), Joint Entrance Examination Main (JEE Main), Joint Entrance Examination Advanced (JEE Advanced), Common Law Admission Test (CLAT), Scholastic Assessment Test (SAT), Common University Entrance Test (CUET) etc. These dummy schools are nothing but a [menace](#) to society as their sole aim is to earn money by exploiting medical and engineering aspirants. There is a significant disparity between the number of aspirants and available college seats. Therefore, pressure to perform at entrance examination manifolds.

In addition, they have to perform well in board exams. Social media is full of [posts](#) related to students' daily schedules highlighting how busy their days are and how little time they have for themselves. To cope with such situations, students either don't attend school as they are taking coaching or find it difficult to sustain in the school as the syllabus in school and coaching classes does not go hand in hand resulting in lower grades and low self-esteem. Hence, their mental health is negatively affected by lack of leisure time that results in frustration, despair, and anxiety. There are instances to show that they get overwhelmed by the strain of their aspirations and parental expectations, leading to taking extreme steps like [suicide](#).

Therefore, we need to create alternatives to these coaching institutes. There are various central and state government schemes, wherein coaching to meritorious students, students belonging to SC, ST, and minority categories are provided. However, these schemes are based on the philosophy of positive discrimination and not open to all aspirants. Therefore, a system can be created to prepare students for these entrance examinations right within the school premises where they are enrolled for senior secondary classes. This alternative system will open its door to all the students irrespective of their caste, creed, gender, etc. who aspire to become doctors, lawyers, engineers, or any other professional and help them prepare for various entrance examinations.

In this background, MIE created a concept note to set up study centre at school and shared it with Mrs. Ambika Pant, Honorary Secretary, Board of Trustees, Modern School.

Sports Programme for Wounded and Disabled Defence Personnel

In an effort to expand its horizon, the Board of Trustees, Modern School always strives to bring innovation in school education. Sportability Academy is one such innovation that has brought laurels to the school from all walks of society. To further its outreach, Board of Trustees, Modern School conceptualised a sports programme for wounded and disabled defense personnel. MIE prepared a brief synopsis of the programme and shared it with the Board of Trustees, Modern School.

Introduction

Under the Sportability banner, we propose to hold a sporting tournament for injured and disabled army personnel, in Modern School. This event will promote inclusion, inspiration, sparking patriotism and community engagement in our students, while honouring the bravery, resiliency, and unwavering spirit of our armed forces.

Objectives

1. Promotion of national pride and patriotism: To develop patriotism and national pride among students.
2. Community Engagement: To engage the school community, students, teachers, and staff in meaningful social causes.
3. Honour and Respect: To honour the bravery and sacrifices made by our injured and disabled defence personnel.
4. Rehabilitation and Recovery: To encourage sports and physical exercise as a means of promoting both mental and physical

rehabilitation.

5. Empowerment and Inclusivity: To make defence personnel feel empowered, inclusive, and a part of a community.
6. Raise Awareness: To increase public awareness about the difficulties experienced by wounded and disabled soldiers and the need and importance of the assistance provided to them.

Why such an event by the school?

The present generation is special in certain ways. The most obvious is being tech-savvy and social media enthusiasts. For many youth, whether hailing from faraway villages of North East region, or a millennial city like Gurgaon, the dream is to become a social influencer, vlogger, blogger, YouTuber, Instagrammer, etc. On average, a youth spends 7 hours¹ daily on various social media platforms in India. Consequently, they drift apart from reality and they are often indifferent to what is going on in their immediate surroundings, let alone country or state. Therefore, such an event will be apt to bridge the gap between students and the larger community. Eventually, it would help to develop national pride and patriotism among students. The event would also offer an opportunity to honour the bravery and commitment of our defence personnel and will strengthen the ties between schools and the armed services.

It is to be noted here that inclusion and diversity are the cornerstone of Modern School. Therefore, the event

1 https://madhyamamonline.com/india/young-indians-spend-average-7-hours-on-social-media-study-reveals-1244290#google_vignette

will be a powerful statement about how important it is to support everyone and promote equality, regardless of their physical capabilities. Modern School has 100 years legacy of innovation in school education, known for its values and principles, and innovative approaches and pedagogies. This event will be an addition to the innovative initiatives undertaken by Modern School to contribute to the upliftment of society and the nation.

In addition, the event would provide student with an educational experience that would instil resilience, perseverance, and the significance of giving back to society. Students' social responsibility and empathy would also grow as a result of interacting with the participants and hearing their tales. It would also promote teamwork, volunteerism, and, unity and direction among the school community.

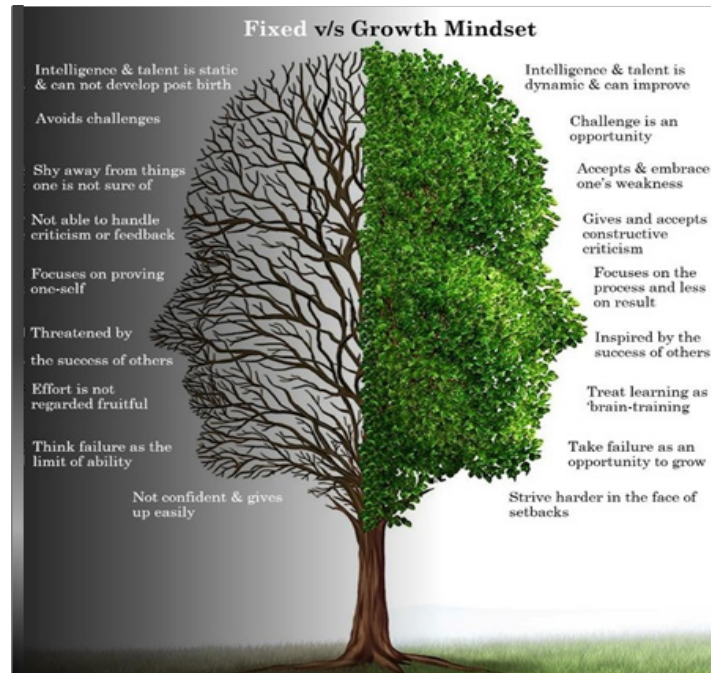
In a nutshell, organizing a sports event for wounded and disabled soldiers would greatly improve the school's standing as a forward-thinking, socially conscious establishment. It would further the legacy of Modern School by being innovative in such an endeavour. However, such an event cannot be organized solely by any school. Therefore, Partnerships with various organizations, including army personnel associations, sports federations, healthcare providers, and corporate sponsors will be essential. These partnerships would not only support the event financially but also provide valuable networking opportunities for the school.

Growth Mind-set: Tool for Teachers to Improve the Learning Outcome of Students

By Abha Sadana & Dr. Anviti Singh

The Impact of Teachers’ Growth Mind-set on Learners
 It was a sunny morning in the December winter. We were visiting a school for our research work. There was a delay in the scheduled meeting with the principal therefore we were waiting in the alcove outside his office and watching children playing in the field. Two children were sitting close to us and were trying to solve a math problem. It was a simple problem and one of them gave up solving it announcing that it is useless to solve such problems. But what grabbed our attention was her declaration that she knows how badly she is going to perform in this subject for the whole of her life. How come someone at such a young age is so much convinced about her inability? Curious to know what the other child was doing we paid attention to her, who was engrossed in solving the problem. She employed different strategies, asked a few random questions to her friend, and finally was able to arrive at a solution. Her immense joy was the building block of her confidence in her ability. It reminded us about the power of a growth mindset, the term coined by psychologist Carol Dweck, whose book most of us have read. Growth mindset is represented by someone who seeks to perform relentlessly and with perseverance to achieve success. Meaning it is hard work and performance that plays a greater role in achieving success in life. Testament to this fact is the story of Thomas Edison, who after facing multiple failures was successful in inventing the light bulb. His quote is etched in history, “I have not failed. I’ve just found 10,000 ways that won’t work”. Here one can find a glimpse of Growth Mindset. The question is what is the growth mindset and why it is considered important for teachers and educators the world over?

‘Growth mindset’ contradicts a fixed mindset that with a growth mindset, which believes that abilities are fixed and cannot be changed. Teachers with a fixed mindset



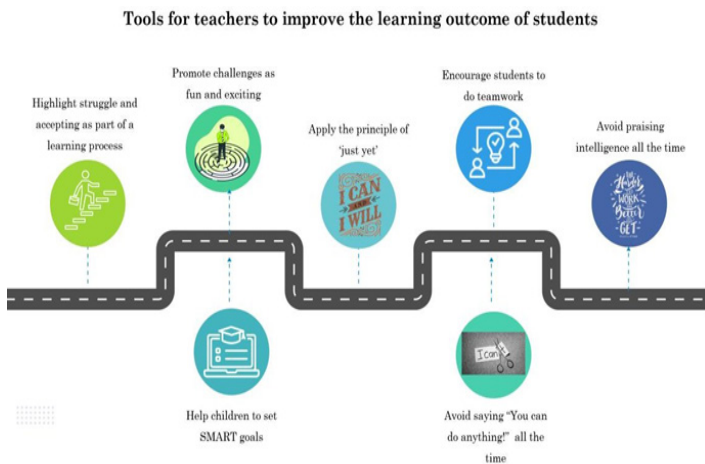
perceive challenges as unchangeable. Teachers with a growth mindset have growth opportunities and believe that every child has the potential to improve with hard work, effort, and correct strategies. This perspective is basic. to create a conducive, positive, and motivating classroom environment.

The primary classroom beaming with laughter and energy of students is the place where the future citizens are groomed and innate abilities and talents of children are discovered and enhanced. It is the cradle of future scientists, engineers, authors, poets, painters, and above all humanity where children learn to channel their energy positively and constructively. Teachers, being the pivot of the classroom process, have the most profound impact on young learners’ minds. The way they appreciate learners’ achievements, praise their works, and provide feedback on their shortcomings can make or mar the trajectory of learning. Hence,

the mindset of teachers plays a crucial role in the development of children's personalities as well as their academic performance. Therefore, for teachers having or developing a growth mindset, the belief that abilities and intelligence can be developed through education and hard work becomes important for teachers. Research shows that it has a positive correlation with the enhancement of learning outcomes of students. For example, Carole Dweck studies human motivation. Her research findings show that how people perceive themselves determines everything. If people believe that one is born with qualities, intelligence, talents, etc. and it cannot be changed show a fixed mindset they won't do anything to correct their mistakes and learn from it. However, people with a growth mindset do hard work and are always ready to learn new things and correct their mistakes. They show a growth mindset and succeed in life.

Growth mindset: the tool for teachers to improve the learning outcome of students

The Impact of Teachers' Growth Mind-set on Learners



Teachers with a growth mindset should prefer to encourage learners to strive for the best by being persistent and put effort. They should be acknowledging the efforts put in while planning and trying new strategies and ideas instead of just praising intelligence all the time, as it may actually lead to fixed mindset of the students.

Teachers should inculcate the habit of setting SMART goals among students. The Specific, Measurable, Achievable, Relevant, and Time-bound goal setting will enable children to take control of their learning journey by regularly reflecting on their goals and measuring their own progress. This life skill will further develop critical self-assessment skills and also to adjust and adapt their strategies to overcome challenges and failures which come on the way.

Teachers in their classes should provide challenging tasks to children and inspire and motivate them to embrace and experiment with them. And in case of facing failures and difficulties, the culture of 'I Can! and I Can't Yet' may be built encouraging the team and group work to solve them from their learning. Additionally, teachers with a growth mindset always strive to employ diverse and adaptive teaching techniques to suit the needs of different types of learners. They understand that learners have different learning styles and accordingly they customize their teaching plans to provide support to each of them. While meeting the individual needs of learners, the growth mindset also strives to create an inclusive and positive classroom where learners have ample opportunity to explore and engage with their surroundings and construct knowledge. In such an environment the learners feel valued and confident therefore their willingness to participate in learning activities increases manifold.

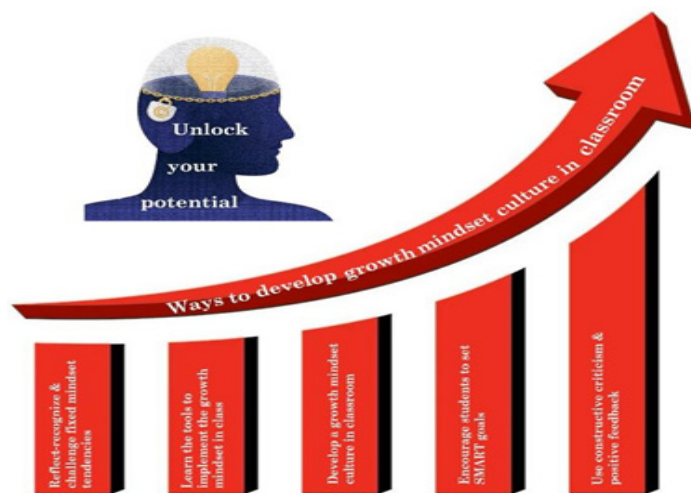
Another aspect of the learner's personality on which teachers with a growth mindset have a huge impact is the willingness to learn anywhere, anytime. Such teachers imbue their learners with a zest for lifelong learning. They denote that learning is an ongoing process and that improvement is always possible. They continuously inspire learners to value self-improvement. Research shows that all these attributes which are offshoots of a growth mindset tend to impact the academic as well as all-round performance of learners. Teachers' belief in their learner's abilities and talents and their commitment to employing best-suited techniques of teaching to harness learners' potential inadvertently leads to higher levels of academic performance among learners.

How to develop a growth mindset in the classroom?

Considering the importance of a growth mindset among teachers they must cultivate it for the betterment of learners. Here are some steps to be followed by teachers to cultivate a growth mindset:

Reflect: Teachers should regularly reflect on their own beliefs about learning and intelligence. Recognizing and challenging any fixed mindset tendencies is the first step toward adopting a growth mindset.

Continuous Professional Development: Engaging in professional development opportunities focused on growth mindset principles can provide teachers with the tools and strategies needed to implement this approach in their classrooms.



Develop a growth mindset culture: Teachers can create a classroom culture that celebrates effort, resilience, and progress. Praising students for their hard work and perseverance rather than their achievements reinforces the growth mindset.

Please encourage students to set SMART goals: by helping them create realistic, attainable objectives and by providing support as they work toward them. This fosters a growth mentality. It teaches students that hard work improves results and lets them recognize their improvements.

Use constructive criticism: Feedback that focuses on the lessons a learner can take away from mistakes, as opposed to the final product, helps students recognize the learning opportunities that arise from their missteps. Children who receive constructive comments can understand that they can improve their grades by working hard and developing solutions.

There are ample examples of teachers who practice a growth mindset and are helping children achieve their potential and touch heights of success in their lives. A cursory glance through social media and websites like Gaon Connection provides glimpses of teachers who are selflessly helping children from marginalized communities to succeed in life which is not possible without having a growth mindset.

The teaching community must understand that a growth mindset has to be cultivated to improve the learning outcomes of children right from primary classes. Teachers who embrace and embody a growth mindset establish the path for their pupils to realize their greatest potential. They may establish a learning atmosphere that values effort, resilience, and a love of learning by encouraging students to believe in their potential for growth and improvement. Students who adopt this mindset not only perform better academically but also acquire critical life skills.

Time Travel: Traversing the Past Through the Lens of the Present

at Raghbir Singh Junior Modern School

Time travel is a concept that always intrigues children as well as adults. To imagine and think about the bygone era is an interesting way to explore history and allied socio-economic impact. It makes the teaching-learning process impactful, result oriented, and in the process enhances the higher-order thinking skills of students. With this aim, MIE floated the project, **“Time travel: traversing the past through the lens of the present”** in the month of December to all the Modern Schools. The aim was to cultivate among students interest and understanding of Indian heritage from multiple perspectives and fostering appreciation and pride in diversity, and rich history, through the exploration of heritage sites and historical events. It is perfectly aligned with Curricular Goals mentioned in NCFSE 2023 (Pg 257), “Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.”

Raghbir Singh Junior Modern School was the first to complete the project and held an exhibition. MIE received an invitation from Headmistress, Mrs. Nalini Singh Rajput to join the beautiful journey to the past along with students.



The exhibition was mesmerising and a testament to how diligently the teachers and students have researched, analysed, and interpreted history from different perspectives. Children came up with beautiful models and presentations on the topics assigned to them. They created models of monuments like Red Fort, researched folklores related with monuments, and presented it with kathputlies and other props. The exhibition made it clear that teachers and students have invested great level of effort, time, and energy to conduct research

and putting the findings together to create fascinating tales. Much thought was given to organise the event in order to make movement of visitors smooth. Parents were also invited to be part of the exhibition and various activities were planned for them too. Block printing on T-Shirts, clay modelling etc., were planned for them so that they could spend some meaningful and constructive time with their kids.



MIE is grateful to Headmistress Mrs. Nalini Singh Rajput, for giving opportunity to be part of such a wonderful event. Special thanks to Academic Coordinator Mrs. Nita Gupta for facilitating the exhibition and guiding the team for the visit.

The time travel project not only showcased the creativity and dedication of both teachers and students but also highlighted the importance of understanding and appreciating our rich heritage. By engaging in such immersive and engaging activities, students develop a deep connection to history and greater appreciation for the cultural diversity of India.

Enhancing Foundational Stage Educational Practices

In a world where education is the key to unlocking potential of individuals, communities, and nations, it is crucial that we provide our children with the best possible learning environment. Hence, the National Education Policy (NEP) 2020 emphasises on providing a strong foundation for learning during early years of a child's education. This foundational stage, which spans from preschool to Grade 2, is instrumental in paving the way for future academic success and lifelong learning. As the NEP 2020 recommends, it is essential to focus developing essential skills including literacy, numeracy and socio emotional learning during this stage. In this background Modern Institute for Education extended its support to an elite school to take stock of the foundational stage practices, to identify areas for improvements, and to prepare a school development plan.



MIE observed the school environment, reviewed the curriculum and syllabus, interviewed teachers to understand nature of capacity building programmes, opportunities for peer learning, mechanisms of feedback to teachers etc. It also observed classroom practices to understand the teaching learning process, and to take stock of available teaching learning resources in the classrooms. One of the objectives of the study was to understand inclusive practices being followed at school. Therefore, what support service is available to students with special needs was also taken into consideration. It also conducted interviews with principal and headmistress, focus group discussions with academic coordinators, and focus group discussion with teachers, to understand processes and system of



school functioning. A thorough analysis of various aspects of school like infrastructure, teaching learning material, co-curricular activities, activity calendar, academic calendar, teachers' diary etc was also done. Services of an Education consultant was hired to collate and analyse the data and based on the findings create the school development plan.



The findings indicated that the school has seasoned teachers, excellent infrastructure, and a well structured activity calendar focussed on holistic development of children. The pedagogy teachers follow is an amalgamation of all techniques depending upon the needs of children. Hands on activities, collaborative, one-on-one, use of audio-visual aids, discussion, question answer, storytelling etc. is part of everyday classroom activity.

However, there is always scope for improvement. The school needs to invest in upgrading the existing infrastructure to align it with NEP 2020 specifically for foundational stage. Regular learning circles for teachers' professional development is another area to work upon. In sum, to keep pace with the changing educational scenario with specific reference to global standard and research, the school should invest in transforming and upgrading all system and processes in place to be a premium institute of early childhood education.

The recommendations, based on the findings emphasised that curriculum, its delivery mechanism, and the resources used should be flexible, adaptable, and relevant to the needs of all the students, and encourage individual interests and aptitudes to flourish. The pedagogy needs to be child centric as learning occurs in a collaborative and project based way rather than in didactic teacher led format. At the foundational stage emphasis should be on holistic development of the child rather than on developing only literacy and numeracy skills. More focus on play based pedagogy need to be practised at foundational level to boost critical thinking, observational skills, curiosity, and imaginative power of children.

Virtual Sessions with NDMC Primary Teachers

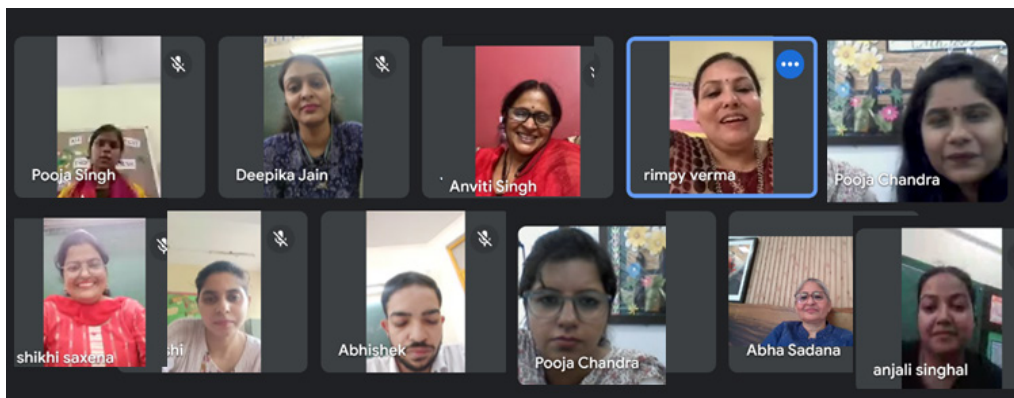
MIE has actively been involved in conducting series of online and offline sessions focused on building teachers’ capacity on teaching reading skill with particular reference to English. These sessions are designed to equip teachers with effective strategies and techniques to improve their students’ reading skills. Under this initiative, MIE conducted series of offline and online sessions on ‘Enhancing English Reading Skills’ for the teachers teaching primary classes in NDMC. The sessions were designed to brainstorm, reflect, and discuss issues faced while implementing the teaching strategies learned in the workshop held in the month of February.

To ensure continuous support and reinforcement of the skills learned during the initial sessions, subsequent online follow-up sessions were organised. Three sessions were conducted for the teachers within a gap of two to three weeks.

The first follow up session focused on recapitulating concepts and strategies discussed in offline sessions. A brief discussion regarding challenges and issues while implementing the strategies and techniques was also held.

Prior to second and third follow up session teachers were given assignment and were asked to demonstrate how they are practicing the strategies in their classroom. The presentations by the teachers were quite good and it was felt that they are tweaking the learned technique according to the needs of children and are practicing it in their classroom quite innovatively. The facilitator of the online sessions were the same as of offline sessions viz. Ms. Rimpay Verma (Headmistress), Ms. Pooja and Ms. Megha Brar (teachers from Modern Early Years Deepali).

The positive feedback and active participation of teachers underscores the importance of this project and its long-term impact on primary education in NDMC schools.





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