



MIE COMPASS

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Editor's Note

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Reports & Blogs

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Greetings,

It is a pleasure to present this edition of *MIE Compass* (Vol. 4, No. 1), where we bring together insightful reflections, field experiences, and critical discussions on education and pedagogy. This issue captures our ongoing efforts to bridge gaps in teacher training, enhance classroom practices, and contribute to meaningful educational transformation. Our reports on Capacity Building Programmes (CBP) are also covered in the current issue, along with our visits to NDMC schools. Additionally, our engagement with NDMC schools showcases the promising impact of play-based pedagogy in enhancing student engagement and foundational literacy.

This edition also covers the blogs that sheds light on contemporary issues like school adoption in India. Air pollution and its impact on schooling in Delhi and the recent policy shift on the No Detention Policy (NDP).

Our workshops and capacity-building programs continue to serve as platforms for empowering educators. Whether it is enhancing social-emotional learning among school leaders, integrating play-based pedagogy, or addressing math anxiety through innovative approaches, each initiative reflects our commitment to equipping educators with tools for impactful teaching.

As we move forward, *MIE Compass* remains dedicated to sharing research, insights, and best practices that contribute to educational progress. We extend our gratitude to all contributors, educators, and institutions who continue to support and collaborate with us in this journey.

Happy Reading!

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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.

Familiarization Visit to Understand the Primary Education Landscape of Itanagar, Arunachal Pradesh

Introduction

Modern Institute for Education (MIE) is working on an initiative to improve the teaching-learning processes in government schools in Arunachal Pradesh. The team reached out to the SCERT in the state, which facilitated a first-hand understanding of the educational landscape and helped them recognize the ground realities by visiting government schools in the Capital Complex of Itanagar. During these informal visits, the team gained valuable insights into the schools' infrastructure, teaching practices, and key areas for improvement.



Observations from the Field

The schools we visited share several common strengths and challenges. However, they differ significantly in terms of their resources, teachers' strength, class they manage and how effectively they utilise their resources. This variation highlights the diverse landscape of educational institutions and point out the need and approaches to consider each school in a localised context i.e. Catering to their specific needs and helping

them enhance learning outcome of students.

Infrastructure



The schools have basic infrastructure viz. well lit classrooms, furniture, black/white board, teachers etc. However, there is visible variations in quality and quantity. There are schools which have smart boards in every classroom and schools with only one smart board. Not every school, has a pre-primary section. Ones that have pre-primary sections are either well maintained with vibrant wall paintings, toys and games or have provision for basic facilities only. Some schools are running in both new and old buildings providing a historical perspective to reflect how educational landscape is undergoing transformation in Arunachal Pradesh.

Whether with basic or advanced infrastructure, the schools are struggling with underutilisation of resources. The reasons may be attributed to a lack of teacher training or connectivity issues. Open spaces, though present, are generally not optimised for outdoor learning and recreational activities.

Classroom Practices



Traditional teaching methods dominate across visited schools, with limited integration of interactive or localised resources. The diverse linguistic backgrounds of students pose an additional challenge that teachers are not fully equipped to address. Although some schools, with modern infrastructure facilities, attempt to use digital tools like smartboards, these efforts remain sporadic and ineffective due to insufficient training and limited or no internet facilities.

Training Needs

A critical gap identified in visited schools is the lack of targeted teacher training programs. Current training modules are generic and do not address the specific demands of multilingual classrooms or the effective use of digital tools. Teachers expressed a need for

capacity-building initiatives that focus on innovative and contextual teaching strategies, as well as practical guidance on bridging home languages with instructional languages.

Parental Engagement

Across the schools, parental involvement remains minimal, typically limited to attending Parent-Teacher Meetings. The potential for active parental contributions to school-community relationships is largely untapped. Encouraging parents to engage in academic and extracurricular activities, and designating interested parents as ambassadors, could enhance community support and student outcomes.

Multilingual Challenges

One of the most pressing issues is the linguistic transition students face, moving from their home languages to instructional languages. Schools lack structured programs to ease this transition, which affects literacy and comprehension levels, particularly in early education.

Conclusion

The field visit underscores the systemic issues that hinder the delivery of quality education in Itanagar's government schools. While infrastructure is gradually improving, the absence of innovative teaching practices, inadequate teacher training, and low parental engagement limit progress. Addressing these challenges through targeted interventions in pedagogy, multilingual education, and community involvement can create meaningful learning experiences and help government schools meet the aspirations of parents and students alike.

Classroom Observation Report

The Modern Institute for Education (MIE) conducted classroom observations in NDMC schools to provide onsite support and feedback in continuation of its program to empower primary teachers to improve students' language and literacy skills (English) through play-based pedagogy. The observation revealed that teachers have successfully integrated play-based pedagogy into their classroom practices. During unit and periodic tests, the improvement in student performance was discernible as stated by teachers, and it helped improve student engagement and interaction. However, as far as learning outcomes are concerned, there is a long way to go.

Introduction

The MIE began a capacity building program in June 2024, focusing on play-based pedagogy to improve students' language and literacy skills (English). The programme consisted of workshops and online sessions, aiming to upskill teachers with essential skills and knowledge to implement play-based pedagogy in their classrooms. It also consisted of providing support to participating teachers through online sessions and paying school visits by the team.

Classroom environment

The observations revealed that there is variation in a classroom environment. From vibrant, enriched with a variety of teaching-learning resources, and charts showing student work to bare walls and minimum teaching-learning resources, there was visible diversity in terms of the classroom environment. Barring a few, most of the teachers observed have created an inclusive and positive learning environment, encouraging students' participation and engagement.

Instructional Approach

Teachers have incorporated various elements of play-based pedagogy into their classroom practices to engage students. Some teachers have weaved together concepts from language and EVS to teach these

subjects in an integrated manner. The activities were designed to develop critical thinking, problem-solving, and creativity aligned with the learning objective. However, such integration was possible in schools where the other-teacher approach was prevalent. There was the issue of time constraints in schools where a subject-specific approach was adopted.

Classroom management

At the front of classroom management, almost all teachers observed, showed good classroom management skills, and interpersonal skills, and maintained a disciplined, focused learning environment. Teachers know every child by their name and appear to have a good bond with them. They used to interact with them respectfully.

Teacher-Student Interaction

Teachers provided continuous feedback, encouragement, and support, helping students to build confidence and develop good communication skills.

Teaching learning resources

Teachers used a variety of teaching-learning resources, including self-made materials, to enhance the effectiveness of their classroom practices. However, the use of library books needs to be integrated into classroom practices to enhance the reading skills of students and develop a love for reading.

Impact

The observations revealed that the play-based pedagogy approach has inspired teachers to incorporate it into their pedagogical practices. During interactions, teachers reported that it has increased student engagement and motivation and has also helped students to improve their understanding and confidence. However, its impact on learning outcomes is difficult to gauge within a brief period of three months. Teachers need to practice it for at least an academic year to assess its impact on the learning outcome of students.

Recommendations

Based on the observations, the following recommendations are made:

1. Continue to provide teachers with training and support to refine their play-based pedagogy skills.
2. Encourage teachers to share best practices and resources to promote collaboration and innovation.
3. Provide schools with resources and infrastructure to support the implementation of play-based pedagogy.

Conclusion

The classroom observations showed the effectiveness of play-based pedagogy in enhancing student engagement, motivation, and confidence. The MIE's programme is proving beneficial for the teachers to learn skills and knowledge to implement play-based pedagogy.



Collaborative Efforts for Educational Transformation: The School Adoption Model in India

By Feroz Khan

Education in India has been an integral part of its society for a long time. From the gurukul system of ancient India to modern schools, it has witnessed tremendous transformation of education system. The enactment and development of its education policies to better align with contemporary needs and advancements show that India places a strong emphasis on education, valuing it as a key to progress.

Schools play a very important role in education. [They are entrusted with the responsibility of laying the foundations of essential skills](#). Schools help provide basic knowledge and develop skills that are needed in life to become a responsible citizen. They also play a key role in promoting equity and equality in society by giving everyone an equal chance to learn and grow.

In India, importantly government is a major player in managing the schools. A large number of schools in India are either run by the government or is aided by the government. As per the recent UDISE data (2021-22) there are [14.89 lakh schools](#) in India of which [10.22 lakhs are government and 82,480 are government aided schools](#). However, this doesn't mean that private players do not play an important role in the education development of India. From the pre-independence time till current scenario public private partnership plays the major role in improvement of the education system in India.

Historical Background of School Adoption in India

The idea of adopting schools in India can be traced back to efforts aimed at improving the education system, especially in rural and underdeveloped areas. Many research in the education sector reported that schools in rural and underdeveloped areas struggle due to a lack of resources, infrastructure, and quality of education.

The initiatives like [Sarva Shiksha Abhiyan aimed at bringing every child to school](#) and [Right to Education Act was enacted to ensure universal access to education](#). However, lack of resources and infrastructure created many challenges due to which the gaps persist in program implementation and its outcome.

To overcome or minimize problems related to lack of resources or infrastructure, a joint effort has been made by the government and the private sector at various levels across India. For example, some NGOs have set up libraries in government schools, others have built toilets, while some have focused on teacher training or improving children's learning achievement.

Over time, these joint ventures transformed in to the concept of 'school adoption.' In recent years, school adoption emerged as the collaborative effort of various stakeholders working together especially to improve the government schools. The school adoption programme involve – individuals, communities, and organisations in supporting government schools. The basic idea behind school adoption is to improve school either in terms of infrastructure like develop the classroom, libraries, toilets, improve digital learning tools or work in the areas of teachers training. In short, the aim is to ensure that every child gets quality of education and reduce the dropout rates from the government schools.

Types of school adoption

School adoption in India can be classified into various types based on the approach and level of involvement by stakeholders. It is important to note here is that the following types are just to define how a government school is supported or managed under an adoption programme. These are not universally acclaim adoption types. As per the process school adoption can be divided in between three major categories:

1. Infrastructure Support Adoption: in this type adoption the focuses on improving the physical infrastructure of the school like building classrooms, constructing toilets, and providing clean drinking water. For example, *I Can Foundation* work on the development of the school infrastructure. The organisation adopts the school to transform them into a model schools by offering services such as the [maintenance of school building, toilet and sanitation facilities, provision of stationery, and the development of computer labs](#).

2. Academic Support Adoption: In this type of

adoption the general focus is on providing teaching aids, digital learning tools, remedial teaching support, or offering teachers training programme or recruit skilled teachers for the adopted schools. For example, Isha is one of the organisations that adopts government schools to [bridge critical gap in delivering quality education, by providing teachers training, remedial classes, yoga, sports, extra curriculum activities and nutritional supplements](#).

3. Whole School Transformation Adoption: In this type of adoption the focus is on holistic approach. All aspects of the school, including infrastructure, academics, co-curricular activities are taken into consideration. For example, Nirmaan India is one of the organisations that work in this area. Their objectives include [providing quality education and develop a government school into a model school](#). They aim to achieve this by reducing the drop-out rate, increasing enrolment rate, decreasing absenteeism, developing infrastructure, and increase in academic performance through implementing holistic approach.

In addition to these types, schools may also get adopted for skill development and vocational training, and community engagements. In India, the school adoption scheme is part of the National Education Policy's '[Vidyanjali](#)' initiative taken by the Ministry of Education, Government of India which aims at strengthening schools through community and private sector involvement across the country. Different states have developed their own policies to improve government schools by involving private organizations, community members, and corporations. Example include:

Maharashtra

The state government introduced the programme in 2023 wherein it encourages private and public sector entities to adopt government schools [for 5 or 10 years](#), aiming to enhance education quality of the government schools along with the infrastructure.

Karnataka

The state of Karnataka initiated school adoption programme in [November 2020](#). It was introduced with the objective to improve quality of education and infrastructures of government schools.

Meghalaya

Department of Education and Literacy under Government of Meghalaya has initiated '[Adopt A School](#)' campaign from 2022 onwards. It is a special initiative under

Project S.T.A.R (School Transformation by Augmenting Resources) wherein anyone can 'adopt' a school and help it improve in whichever way possible for them.

Arunachal Pradesh

In Arunachal Pradesh efforts are underway to enhance the quality of education through various initiatives, including school adoption programs and the implementation of the National Education Policy (NEP) 2020.

[The Arunachal Indigenous Tribes Forum \(AITF\) has adopted 12 government schools across the state](#). This initiative involves community-based organizations working to improve educational outcomes by forming alumni associations and school supervision committees.

Limitations and Drawbacks of School Adoption

While school adoption programs bring significant benefits, they also come with certain limitations and challenges. Some of the limitations are as follows:

- 1. Uneven Implementation:** Not all schools receive equal attention or resources, which can widen disparities between adopted and non-adopted schools.
- 2. Sustainability Issues:** Many adoption programs depend on short-term funding or interest, making long-term impact difficult to sustain.
- 3. Overlooking Local Needs:** Some programs focus on visible changes like infrastructure but may overlook deeper issues such as improving teaching quality or addressing cultural contexts.
- 4. Lack of Community Involvement:** In some cases, insufficient engagement with the local community limits the effectiveness of the program.

Conclusion

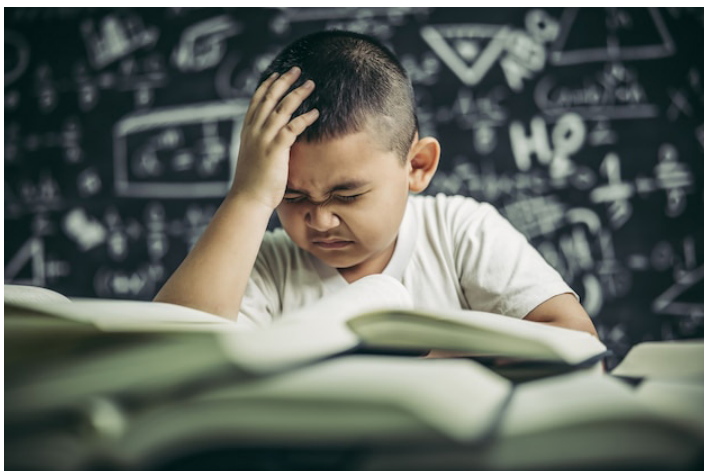
School adoption programs are a promising step towards improving government schools and ensuring quality education for every child. They substitute collaboration between various stakeholders, bringing resources, expertise, and innovation to schools that need them the most. However, to achieve their full potential, these programs must address challenges like sustainability, equitable implementation, and deeper systemic reforms. By combining the efforts of governments, private organizations, and communities, India can build a more inclusive and effective education system that leaves no child behind.

MIE Workshops: Bridging the Gap in Pedagogical Practices

By Feroz Khan & Mrs. Abha Sadana

Teachers are the face and voice of education reform. Through them, the policies are implemented, and they are the one who interact with the children and plays the crucial role in shaping the minds of the students. Using their teaching methodologies, they inculcate learning and skills among the students especially at the stage of foundational learning or at a preparatory stage. At this stage children ‘learn to read’ and understand the simple text. If they fail to do so, they may struggle to ‘read to learn’ at the later stage. The outcome would be – students may [repeat the grade or more likely drop out from the schools](#).

Learning Poverty



Learning poverty reflects a situation where [a child up to the age of 10 years fails to read and understand the basic text](#). Without proper learning at the foundational or preparatory stage, children may face the problem to acquire human capital they need to enhance their learning or career. Under such situation the role of the teachers becomes very vital.

However, lack of proper guidance, to the students from an untrained teacher or teachers who are not utilizing their skills fully may lead to leaning poverty among the students. The foundational or preparatory stage provides the base for future learning or acquiring the skills.

Is there a need for in service training?

Pre-service teacher training does not ensure implementation of better classroom practices. There are many reasons to it – like unconducive teaching atmosphere or limited resources can hinder teachers’ performance. Additionally, teachers may face a situation when they are not able to deliver their skills at the fullest. It may occur due to stagnation while using the same skills sets repetitively or while delivering the same lecture or technique year after year. To overcome from the stage of stagnation or monotony teachers need opportunities to reskill and upskills themselves. Workshops play a vital role in helping teachers rejuvenate their teaching practices and stay updated with new methodologies.

In general, the purpose of the workshop is to recognise the gaps in teaching practices and develop the programme that address them effectively. It also helps teachers to acquire new skills or refine their already acquires skills. The workshop also helps the stakeholders in making informed decisions to improve student learning outcomes.

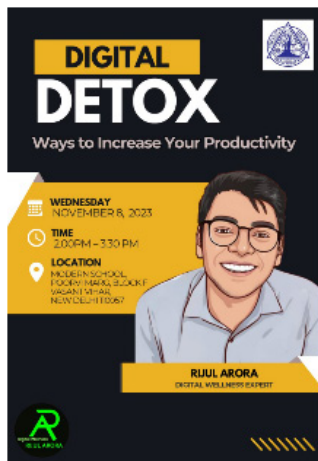


Modern Institute for Education (MIE) workshops for teachers

MIE is conducting a series of offline as well as online capacity building programme for teachers. These programmes recognise the crucial role of teachers in creating better classroom environment to help children learn at their optimum level through enhanced pedagogical practices. The initiative is in the line of National Education Policy (NEP) 2020, and Public-Private-Partnership (PPP) to enhance teacher's skills and competencies.

- Socio-emotional and ethical learning
- Crafting happiness and cultivating a growth mindset
- Digital wellness
- Digital transformation for school management
- Pedagogical leadership and stakeholder management
- Education in the era of AI tools like ChatGPT
- Effective communication skills

This is just the beginning. These efforts aim to help children receive proper guidance and learning at the early stage. The efforts of the institutes show that it is steadily moving ahead with the objective to prepare the model to strengthen foundational and preparatory stage of learning. Many other private institutes can learn from the organisation and contribute in reducing the learning poverty through enhancing teachers' pedagogical skills.



So far, the institute has focused on several key areas, including:

- Play-based pedagogy
- English language and literacy
- Time management
- National curriculum framework for the foundational stage

Managing Delhi's Air Pollution: Challenges and Solutions for Schools

By Feroz Khan & Mrs. Abha Sadana

A circular issued by the [Directorate of Education \(DoE\) in 2023 mandates that Delhi schools ensure 220 working days](#). In general, schools in Delhi have three long breaks – like summer vacation which begin in May and ends in June; an autumn break around October; and winter vacation in January, along with other holidays.

In addition to planned breaks and holidays, schools often face unplanned closures, primarily due to winter pollution in Delhi. These unplanned breaks disrupt the goal of achieving 220 working days. Recently, the Delhi government decided to shift primary classes to online mode due to severe air pollution. This is not the first time such a decision has been taken. In fact, in 2016 [1800 primary schools were shut in Delhi](#) due to severe air pollution, and since then, similar decisions have been made every winter due to the persistent air pollution problem.

Studies have revealed that indoor air quality (IAQ) and poor air conditions in schools significantly affect children's health and learning outcomes. [Pollutants like PM2.5 and CO2 not only cause respiratory problems but also impair cognitive abilities such as memory, attention, and problem-solving](#). Prolonged exposure to such conditions can lead to absenteeism and reduced academic performance.

International Responses to Air Pollution in Schools

Delhi is not the only place where schools are affected by the pollution. A few neighbouring countries of India faces similar problem, though with varying intensity. For example, in 2015, the red alert for smog made [Beijing to close schools due to pollution](#). In 2021, the Nepalese government [ordered schools to close](#) when air pollution reached hazardous level. Similarly, in November 2024, the Pakistan government ordered the closure of [primary schools in Lahore for a week](#) due to unprecedented air pollution levels.

Apart from neighbouring countries, Mexico has also faced similar challenges, occasionally [closing school](#)

[due to pollution](#). Yellow dust storms in South Korea often lead to the reduction or cancelation of [outdoor school activities](#). The outdoor activities are related to the physical education and sports. Although, the yellow dust storms are not as intense as Delhi's pollution issues, they still disturb school activities.

School Closure or shifting online mode is the solution?

The closure of primary schools or shifting them to online mode is considered a short-term, effective solution to tackle Delhi's air pollution. However, key question remains: will the air become clean enough after a few days to no longer impact children's health? Will policymakers or stakeholders develop a permanent solution in the near future? How long should primary schools function in online mode – a week, a month or long? And even if schools shift online temporarily, can ensure the air will be safe for children afterward?

Understanding the intensity of the issue is crucial. As per [UDISE 2021-22](#) there are 5619 schools functioning in Delhi, in which 47,52,107 students are enrolled. Of the total schools in Delhi 2594 are primary schools. Of the total primary schools in Delhi 1626 are government schools, 45 are aided primary, 923 are unaided recognized schools. In these schools total 17,54,430 children are enrolled. Every year the health of a significant number of children is at risk due to pollution. As per the newspaper report, in 2016 the [decision to close schools affected around 9 lakh students](#). This number has nearly doubled over the past eight years, and it is likely to increase further in future.

Indeed, the digital divide remains a great challenge in connecting every student to online education. Issues such as access and usage gaps hinder efforts to bridge this divide. Reports and studies during the COVID pandemic shows that a large number of children either don't have the gadgets to connect online mode or

they have lack of knowledge how to use it effectively. Studies conducted during the COVID pandemic have shown [that 60 per cent of school children had no access to online mode. Studies also shows that children also faced the problem related to internet speed and connectivity.](#) Moreover, many schools were also not fully equipped to provide remote learning. The recent directives from the Supreme Court to implement a hybrid educational model reveal the existence of a digital divide. [The directive for a hybrid education mode is aimed at inclusive measures to ensure that economically weaker sections are not left behind.](#) Post-pandemic, schools resumed operations and shifted back to the normal mode from online learning.

Post COVID pandemic it is quite difficult to know how much policy maker have put effort to bridge the digital divide gap particularly for the primary students or how many schools have equipped themselves to get ready for both normal or online mode of teaching. Under such situations, closing schools or shifting it to online mode once again may push many children particularly economically weaker section with situation of learning gap, reduction in learning days and restricted emotional growth. However, keeping schools running under such environment will have its negative consequences on children health.

The problem of hazardous air is not a short-term issue and it may grow severe every passing year if not acted quickly. Importantly, closing schools or shifting it to online mode for an interim period is also not the permanent solution. Addressing air pollution situation and reduce the learning loss of children requires a combined actions of stake holders, policy makers and public and community efforts.

Other measures

There are several other measures that are recommended during the high pollution time, thinking that these may help in protecting school children from air pollution. The few as discussed here –

i) Air Purifier: The government and institutes can equip schools and class rooms with air purifiers. The air purifier will maintain the quality of air inside the class room. This may allow the school activity to continue indoor. The indoor activity typically includes classroom

learning, arts and craft session, music, dance, library and indoor games. The air purifiers solution is also implemented by [China](#) to protect school children from the harmful pollution.

ii) Limiting outdoor exposures: Schools can limit the outdoor activities and keep students indoor in the classrooms with air purifiers that can maintain the air quality during high pollution days.

iii) Installing air quality monitor devices at schools or sending alert messages so every school to limit or maintain the outdoor activities and increasing indoor activities in the class room with air purifiers.

iv) Distribution of high quality masks at frequent intervals to every students and making it compulsory to wear them while coming to the schools and returning to home.

v) Flexible Scheduling: Adjust school schedule either by avoiding peak pollution hours or by adjusting the breaks reduction in summer or autumn and providing during the severe pollution period. This will help in maintain the required number of learning days.

vi) Create green walls: Create indoor green walls or plant stations that can help improve indoor air quality naturally. Plants which help in purifying air can be planted in corridors and class windows and in school grounds such as Aloe vera, snake plant, peace lily, spider plant etc.

vii) Embed air pollution issues in education so as to sensitize children who become ambassadors and spokespersons and active members of the society to address pollution.

Case of Delhi

The current focus on protecting children from hazardous air during school hours is narrow and insufficient, failing to address the broader and more pervasive issue. Even when children are at home, they remain exposed to toxic air, a reality that is particularly alarming in a city like Delhi, where only a small fraction of households can afford air purifiers. This leaves the vast majority, including over [16 lakh](#) students from slum areas attending government schools, vulnerable to the continuous assault of polluted air. For these children,

neither their homes nor their schools provide a truly safe environment.

Frequent and unplanned breaks can lead to prolonged absenteeism among children, which, in turn, affects their interest and focus on education, especially at the foundational stage. This lack of engagement can escalate the issue of dropouts. Such circumstances can hinder the efforts of policymakers striving to bring meaningful changes to the education system. Additionally, the budget allocated for improving Delhi's school and initiatives like teacher training to bridge learning gaps may not be effectively utilized if absenteeism or dropout rates continue to rise.

Moreover, if schools remain closed, many children, particularly those from economically weaker sections of society, will be deprived of mid-day meal facilities, which may be the only reliable and daily nutritional source for them. This reality underscores the urgent need for a comprehensive approach to tackle air pollution that extends beyond the confines of school campuses and addresses the health and well-being of children in every aspect of their daily lives.

Apart from health concerns, the frequent closures of schools or the switch to hyper-mode operations may negatively impact children, particularly those from lower- and middle-income families. The hazardous pollution situation is likely to worsen every year if core issues are not addressed, leading to learning loss and increased dropout rates, as seen during pandemic lockdowns.

Strikingly, every winter, the implementation of the Graded Response Action Plan (GRAP) becomes essential to control pollution. Under GRAP, many restrictions are imposed, such as barring the entry of trucks into Delhi and older diesel heavy goods vehicles (HGVs) and halting construction activities in the capital. These restrictions adversely affect the earnings of people working in construction, transport, and allied sectors.

In such situations of income loss, middle- and low-income families are forced to prioritize basic essentials over education. There is also the possibility that, as pollution intensifies each year, many construction workers may reverse migrate or relocate to other places for better earning opportunities. This migration,

whether circular or permanent, could lead to increased dropout rates.

Additionally, the worsening situation may contribute to higher rates of child labour, early marriages of girl children, and an increase in the number of "nowhere" children. These potential outcomes highlight the need for a holistic and sustained approach to combating air pollution that considers its social, economic, and educational repercussions.

Conclusion

The recurring issue of air pollution in Delhi, particularly during the winter months, poses significant challenges for schools, students, and their families. While temporary measures like school closures or shifting to online education offer immediate relief, they are not sustainable solutions. The digital divide, loss of learning opportunities, and health risks associated with pollution disproportionately affect economically weaker sections, worsening educational and social inequalities. A comprehensive approach is essential to safeguard the well-being and future of children, emphasizing both immediate mitigation and long-term systemic changes.

Suggestions for Policymakers

- 1. Implement Long-Term Pollution Control Measures:** Conduct research to find out the causes of pollution and how to address those issues for permanent solution.
- 2. Ensure Nutritional Security:** Continue mid-day meal programs during school closures by delivering meals to students' homes or community centres.
- 3. Strengthen Social Safety Nets:** Support families economically affected by pollution-related restrictions, mitigating risks of child labour and school dropouts.

These actions require collaboration between government agencies, civil society, and community stakeholders to ensure the safety and development of children while addressing the root causes of pollution.

No Detention Policy (NDP) in India: A Debate on Learning and Progress

By Feroz Khan

[The central government has decided to scrap the 'No Detention Policy' for classes 5 and 8, allowing schools to retain students who fail their exams.](#) This significant change has brought the NDP back into the spotlight.

The No Detention Policy

The NDP in India was introduced as a part of Right to Education Act, 2009 after a long discussion, and debates. The policy aims to reduce academic stress and dropout rate at elementary level and ensure universal education. [Detention in the same class may encourage dropouts particularly students from the marginalised section of the society.](#) Under Right to Education Act, every child between 6-14 years of age is entitled to free and compulsory education. To reduce the dropouts in between and [to necessary education to all for eight formative years](#) the policy comes out with the provision that students were automatically promoted from 1 to 8 class. Under clause 16, the Act states [“No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.”](#) An important aspect of RTE, is Continuous Comprehensive Evaluation (CCE) that work in assessing the progress of the children. Nonetheless, the Act [also worked in the direction that make teachers accountable for their student's learning outcome.](#)

Global Perspective and No Detention Policy

India is not the only country to enact the no detention policy. In fact, there are many countries that are working in progressive education system. For example, [Finland focuses on personalized education and additional support who lag behind, instead of detaining them.](#) [Norway has the policy of automatic promotion in its primary and lower education system.](#) On the similar line, Singapore is also working to ease the pressure on primary students by [removing no exam for primary 1 and 2 and removing T-scores for primary school leaving examination and replacing streaming in secondary school with subject-based binding where students take subjects at a higher or lower level, based on their strengths.](#)

No Detention Policy and Challenges in India

While the 'no detention' policy was introduced with the noble rational in India, over the years it gets evaluated critically. Critiques of the policy argues that the NDP affecting the learning outcome adversely. Some states argues that [lack of motivation to learn and to perform can lead to prolong absenteeism and dropouts.](#) Some research data also indicated the under-performance of government

school student after the implementation of NDP. For example, in 2017, [the research of ASER shows that the reading and arithmetic ability of the students deprived after implementation of the NDP.](#) It was also argued that [with poor quality of basic skills, like reading, writing and numeracy, there is no use of achieving the goal of education.](#) Prior to this, during [63rd meeting of Central Advisory Borad of Education \(CABE\), many states were in favour of revoking the NDP.](#)

Recent Development

To address the challenges and learning issues of children recently the [Ministry of Education allowed students in class 5 and 8 central schools, including Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas, to be held back if they fail to clear examinations.](#) It appears that, to motivate the students and to ease the pressure on students the ministry has given the opportunity of reexam. [According to the new rule schools have to maintain the list of children who are held back and personally monitor the provisions for specialised inputs to reduce the learning gap.](#) The heads of schools have to ensure that the children with learning gaps are given special attention in order to improve their learning outcomes. Further the rule specify that [exams and re-exams will be competency-based to achieve holistic development of the child.](#) The new rule allowed that if the students does not pass the exam in the first instance, [they will be given a shot at a re-exam within two months. Failing to clear that will result in the student being held back in that class.](#)

Conclusion

The No Detention Policy (NDP) was introduced with the vision of making education more inclusive and stress-free. However, over time, its implementation revealed challenges that impacted learning outcomes. While the intention behind the policy was noble, striking a balance between compassionate education and maintaining academic standards became essential.

The recent developments mark a step towards addressing these gaps by ensuring students have opportunities to succeed while holding them accountable for their progress. As we move forward, it is important to remember that education policies must adapt to the evolving needs of students, focusing not just on academic success but also on their holistic development. The goal should always remain to create a system where every child is encouraged to learn, grow, and achieve their potential.

Capacity Building Programme on Transformative Leadership: Enhancing Social, Emotional, and Ethical Learning (SEEL)



Modern Institute for Education, a research and training unit under the aegis of Modern School Society organised a 2-days capacity building program on ‘Transformative Leaders: Enhancing Social, Emotional, and Ethical (SEE) Learning’ on August 30-31 2024 at Modern School Vasant Vihar for the staff members holding leadership positions under the Principal of Modern Schools. Given below is a brief report of the workshop.



Date	30-31 August, 2024
Time	8:30 am to 02:00 pm
Organiser	Modern Institute for Education
Venue	Modern School Vasant Vihar
Facilitators	Mr. Aditya Gupta, Member of Board of Trustees, Modern School Society; Ms. Pratima Mittal, Director IPC Gulf; Ms. Vibha Khosla Principal MSVV
No. of Participants	27

Ms. Alka (Sr. School Headmistress) welcomed the participants and introduced the facilitators Ms. Pratima Mittal, Mr. Aditya Gupta (member of BOT, Modern School Society), & Ms. Vibha Khosla.

Day 1:

Highlights

Social, Emotional, and Ethical Learning Framework

The core aim of the workshop was to make school leaders understand the framework of SEEL and equip them with tools and techniques to implement it in their schools. Through a number of examples, videos, and activities the participants were made to realise that simply changing behaviour of everyday practices can bring revolutionary changes in their personalities as well as the behaviour of the students. Participants were handed over a Reflective Guide in which they were asked to do self-assessment on various pillars of SEEL framework.



Understanding Inclusion in School

The ability of the school to adjust, evolve, and recognize societal needs—treating the school as a living, breathing creature as opposed to an inanimate object—was the main topic of discussion. Participants undertook a post it activity wherein they shared the activities they had undertaken in reference to various features of SEEL.

The relationship between student worry and parental anxiety brought attention to the importance of emotional intelligence in the classroom.

Core Competencies of SEEL

Ms. Mittal discussed the Emotional Intelligence Skills, leaders need viz. self-awareness, self-regulation, empathy, motivation, and social skills. Ms. Mittal discussed in detail what is social-emotional learning for teachers. She discussed the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible, ethical and caring decisions. Accordingly, these are the core competencies of SEEL.

Importance of integrity and ethical culture in an organisation

Mr. Aditya Gupta, member Board of Trustees had a fascinating session on integrity and leadership during which he emphasized the fundamental and innate nature of these traits. According to him, integrity is a fundamental quality that a leader either possesses or does not; it is not something that can be partially acquired or used selectively. He believed that integrity and leadership go hand in hand, with true leaders embodying honesty, transparency, and a strong moral compass. Leadership loses its meaning and becomes hollow and ineffectual when it lacks integrity.

“If you have integrity, nothing else matters.”

“If you don’t have integrity, nothing else matters.”





Highlights

The second day began with a discussion on the idea that intelligence is enough to achieve success on its own which is known as the “Intelligent Trap”. Nowadays, the focus on academic success and a high IQ frequently causes people to ignore important competencies like creativity, emotional intelligence, and resilience. This trap can hinder an individual’s potential to grow holistically by impeding their capacity for innovation, adaptation, and meaningful interpersonal connections. Beyond merely acquiring knowledge, true intelligence includes the capacity to manage difficult situations in life, comprehend the feelings of others, and apply knowledge in a variety of real-world contexts.



Self-love and compassion

Ms. Vibha Khosla, who talked about ethical decision-making and leadership qualities discussed about self-love and compassion. She said that without loving oneself one can never spread love, and happiness, and cannot also acquire social skills. It is essential to practice empathy towards self in order to inculcate this skill among students and people around.



Day two 31.08.24



To make teachers grasp the concept better, a decision-making activity was conducted with them. There were six groups of teachers and every group was given a situation wherein they had to make a decision. The situations were based on student, teacher, and admin issues. The group presented their decisions and discussed them. It transpired that the issue is not about taking right or wrong decisions but it is more about taking decisions based on the immediate circumstances

Framework for Ethical Leadership

When talking about the framework for ethical leadership, Ms. Vibha Khosla emphasized the superiority of the Emotional Quotient (EQ) over the Intelligence Quotient (IQ).

Moving forward, she introduced Johari Window to assist participants in becoming more self-aware and

recognizing how others perceive them.

Handling crucial Situations

She cited examples of student substance usage and resolving conflicts among co-workers to elucidate what ethical leadership looks like when practiced. In addition, the importance of preserving privacy, obtaining proof, and consulting school counsellors was emphasized.



SEEL and Reflective Leadership

At the workshop's conclusion, participants created "Word Art," which helped them recognize their strengths and weaknesses, with an emphasis on reflective leadership.

Post-lunch session was oriented towards interactive sessions and conversations about preserving self-compassion, controlling emotional outbursts, and the

significance of uncompromising leadership values.

The focus of the discussion was on how leaders may build a calm and tranquil environment by focusing on finding solutions rather than placing blame.



Conclusion

The two-day capacity building workshop left participants with the knowledge and skills needed to successfully integrate social, emotional, and ethical learning into their classrooms. In the end, the interactive sessions, practical examples, videos, and reflective exercises contributed to the overall growth of participants by offering a thorough grasp of how to incorporate SEEL into the school environment.



Visionary Educators: Schools as a learning organization and Redefining Pedagogical Leadership for Principals of Bhutan

Date	November 5, 2024, Tuesday
Organizer	Birla Institute of Management Technology
Resource Persons	Ms. Pratima Mittal & Mrs. Abha Sadana
Venue	Vikramshila Leadership Centre, BIMTECH Knowledge Park 2, NCR, Plot No-5, Greater Noida, Uttar Pradesh, 201306
Numbers of participants	24 Principals of Bhutan

Visionary Educators: Redefining Pedagogic Leadership



Under the Academic Leadership Programme, 'Digital Edge for Academic Leaders,' held from 5th to 9th November 2024, organized by BIMTECH, MIE conducted a couple of sessions on:

Education Evolution: Schools as Learning Organizations





1. Education Evolution: Schools as a learning organization

The session was conducted by Ms. Pratima Mittal from International Placewell Consultants and Ms. Abha Sadana from Modern Institute for Education. The session covered the evolution of education and highlight the movement of education from the Industrial Revolution Trap towards the concept and importance of Schools as a learning organization. It was highlighted that the objective of the schools are to undergo change and the leaders must have the right skills to keep pace. Schools today must learn faster than ever to prepare students for life and work in a rapidly changing environment, for jobs and for using technologies, some of which have not yet been created.



It covered the following topics:

Historical Importance – The industrial Revolution Trap
 Maslow's Theory of Need
 Pygmalion Effect
 Howard Gardner's Theory of Multiple Intelligences
 Characteristics of 21st Century Learner
 Concept of a Learning Organization
 Schools as a learning Organization: Peter Senge's 5 Principles
 Shared Vision

1. Visionary Educators: Redefining Pedagogical Leaders

The session highlighted the critical need for the Principals to embrace the leadership qualities. It highlighted that educational leadership directly impacts student success, school improvement, and the broader educational ecosystem. Effective leaders develop a clear vision aligned with core values and are able to inspire stakeholders to work toward shared goals.

The following topics were covered

6 Leadership Styles – Daniel Goleman
 Characteristics and the impact of the leadership styles
 Emotional Intelligence

Leadership Models

- i. Instructional Leadership
 - ii. Transformational Leadership
 - iii. Technical Leadership
1. Leadership Competencies
 2. Practicing Pedagogical leadership



The ‘Digital Edge for Academic Leaders’ programme provided valuable insights and practical strategies for educational leaders to navigate the evolving educational landscape. By focusing on the themes of learning organizations and pedagogical leadership, the sessions equipped participants with the tools necessary to lead their schools towards continuous improvement and student success.



Play & Learn: Innovative Strategies to Make Learning Engaging

Date	03 rd & 4 th December 2024
Time	08:30 AM to 01:30 PM
Organiser	Modern Institute for Education in collaboration with MSVV
Venue	Modern School Vasant Vihar
Facilitators	Ms. Radhika Verma, Ms. Meeta Narayan; Ms. Catherine Thomas, Ms. Neha
Participants	47 primary teachers from NDMC schools



Introduction

The workshop aimed to introduce and explore play-based pedagogy, a teaching approach that focuses on the holistic development of children by engaging them in activities that promote cognitive, emotional, social, and physical skills. Through a combination of interactive activities and discussions, the workshop encouraged

participants to implement play-based learning strategies in their classrooms to make education more engaging and effective.



Day 1: 3rd December 2024

The workshop commenced with a welcome address by Ms. Vibha Khosla, Principal, MSVV, who asked participants to take part in the workshop actively. Ms. Geeta Rawat, Headmistress, MSVV also welcomed participants and oriented them towards the day's schedule and introduced the facilitators of the day Ms. Radhika Verma, Ms. Catherine Thomas, and Ms. Neha.

Thereafter, the facilitators began the workshop with an ice-breaking activity. The participants were asked

to introduce themselves using a describing word that emphasized the best quality they have. This activity set the tone of camaraderie and openness.

Conceptual Understanding

Facilitator Ms. Radhika first unpacked the conceptual terms like **cognitive, social, and emotional development**, linking them to real-life classroom scenarios.

She also discussed the difference between **conventional and play-based pedagogy** underlining the importance of practicing innovative pedagogies in the classroom to address the current needs emphasizing child child-centric approach in education.

1. Parts of a plant

The facilitator asked participants how to introduce parts of a plant in their classroom. She discussed how they do it in their class. Then, she asked every group of participants to create a part of the plant with the help of things kept at their table. One group created roots, the other one shoots, and one of the groups created fruits and like. Every group was asked to present their creation and paste it on the whiteboard. Then the facilitator said that this activity inculcates team spirit, collaborative work culture, and creativity among students.

1. Sensory Play-dough activity

This activity fosters creativity and helps in introducing 2D and 3D shapes and patterns. The facilitator delineated the fact that it is the creativity and imagination of the teacher that determines how much students gain from any such activity. She also discussed how such activities enhance the sensory as well as fine motor skills of students.



Language and cognitive development

3. Tambola game



In this game, the facilitator instructed participants to write down Akshar from 'ka' to 'ha' on the Tambola sheet. She said that she would say some riddles, or Akshar, or a sentence in Hindi and ask to identify the sound of the letter she emphasizes through a riddle, sentence, or simply the Akshar.

The participants have to cut off the letter in the Tambola sheet if they are successful in cracking the riddle or identifying the sound of the letter. For example, she saidhi jeewan hai. Complete the sentence and cut off the first letter of the word, the sentence begins with. The answer is jal and the participant has to cut off the akshar 'j'. This activity helps in building the Hindi literacy and language skills of students. In addition, it also helps in instilling problem-solving, and letter-sound coordination skills. It focused on letter recognition and word formation through riddles and challenges.

3. Prepositions Game

Participants created sentences using prepositions, an activity that combined language learning with creativity.

3. Activity: Burst the Balloon

Number names of 1 to 20 were written on a piece of paper and were pasted on the stairs, and floor of the stage. The participants had to inflate a balloon, write numbers from 1 to 20 each on one balloon, and find the number name of the number. The first three winners were given prizes. This activity helps in making children learn number names, helps in boosting gross motor skills, and develops observation and problem-solving skills.

In another Math-related activity, the participants have to find out the hidden numbers and set them in ascending and descending order.

1. Activities for physical development



Games like Hoola Hoop Ring Pass and musical chairs promote physical development, rule-following, and gross motor skills.

4. Meditation: Breathing buddy

Ms. Geeta Rawat, Headmistress took a small session on meditation and demonstrated how it can be done in a fun way to raise interest among small kids. She said that these days diverse groups of learners are present in the class and sometimes it becomes difficult to keep them engaged in the daily classroom practices.



Therefore meditation is a meaningful activity that helps in increasing the focus and attention level of students. She said that meditation consists of two main activities breathing in and breathing out. But in front of children, we say that imagine you are smelling a flower so that they breathe in and imagine that you are blowing off a candle so that they breathe out. Keep saying and repeating sentences so that their focus and attention can be raised and a calm environment in the classroom can

be built.

The first-day workshop ended with a thank-you note by Ms. Neha.



Day 2: 4th of December 2024

The day began with a recapitulation of Day 1 led by Ms. Neha, followed by a prayer and morning energizer activities like Zumba to create a cheerful environment.

1. Creative Expression and storytelling

Facilitator Ms. Meeta Narayan conducted a storytelling session, presenting The Gingerbread Man. She told the story with props and all. The next step in the activity was to ask the groups to create their own props and present a story of their choice. The aim was to enhance language skills, comprehension skills, creativity, and teamwork.



1. Healthy Living

Participants discussed healthy vs. junk food, using play dough to model balanced plates. This activity highlighted the importance of a nutritious diet for children's growth and development.

1. Cultural Activities

Sessions on celebrating festivals through drawing, skits, and community lunches emphasized incorporating cultural awareness into the curriculum.

Interactive Learning Strategies:

Activities like Rangoli Making and Kitchen Creations allowed participants to combine art and learning effectively.

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

Objective: Encouraging cultural awareness and artistic expression.

For this activity, it was decided that a jury should be created to decide the best rangoli. Therefore, Ms. Vibha Khosla, Principal was asked to choose the best Rangoli. She came to judge the Rangoli along with the presentation skills of the participants and announced the winner. The Principal also shared her learnings and some motivational anecdotes to inspire the teachers. She also interacted with teachers and exchanged ideas about how this collaboration could be taken forward. However, instead of choosing the best

rangoli-making team, she asked the facilitator to give a token of appreciation to each participant who made rangoli.

The ended with feedback from participants and a vote of thanks by Ms. Neha.

The day ended with feedback from participants and a vote of thanks by Ms. Neha.

Key Takeaways: Play-based pedagogy

Promotes holistic development by integrating cognitive, emotional, and physical activities.

Activities can be tailored to different subjects and age groups to enhance engagement.

Teachers appreciated the hands-on approach and expressed enthusiasm for implementing PBP in their classrooms.

Conclusion

The workshop successfully demonstrated the effectiveness of play-based pedagogy in making learning enjoyable and impactful. The enthusiasm and active participation of the teachers underscored the relevance and potential of this approach.

Acknowledgment

Special thanks to the Principal, Ms. Vibha Khosla, MSVV, Ms. Geeta Rawat, Headmistress, MSVV, and Ms. Neha, Ms. Radhika Verma, Ms Catherine Thomas, and Ms. Meeta Narayan for their support, help, and enthusiasm to conduct the workshop. Their dedication and cooperation made the workshop a resounding success.



Capacity Building Program on Innovative Approaches to Mathematics: Overcoming Phobia and Enhancing Learning

Date	27th December 2024
Time	8:30 am - 2:00 pm
Venue	Modern School, Barakhamba Road
Resource persons	Mrs. Sangeeta Gulati, Mr. Lalit Sharma, Mrs. Simarpan Kaur, and Ms. Kanchan Gambhir
Teachers	35

The Modern Institute for Education successfully organized a Capacity Building Program titled “Innovative Approaches to Mathematics: Overcoming Phobia and Enhancing Learning.” The event took place on Friday, December 27, 2024, and featured enriching and thought-provoking sessions aimed at improving students’ learning outcomes through engaging and interactive teaching methods. The workshop, held in the state-of-the-art AI Lab at Modern School, witnessed the active participation of 30 teachers from different branches of Modern School.

The workshop was inaugurated by the Mathematics Department of Modern School Barakhamba Road (MSBR). Prior to the inauguration, Ms. Abha Sadana, Director of the Modern Institute for Education (MIE), shared valuable insights and outlined the objectives of conducting the workshop. Dr. Vijay Datta, Principal of Modern School Barakhamba Road, welcomed all participants during the inaugural session. He emphasised the importance of eliminating the fear of mathematics in children and nurturing confidence in their abilities.

The facilitator then introduced the resource person, Mrs. Sangeeta Gulati, a seasoned educator with over 30 years of experience. Mrs. Gulati is the Head of the Mathematics Department at Sanskriti School, New Delhi, and a recip-

ient of the National Award for Utilizing ICT in Teaching (2016). She is also a Google Education Certified Innovator and Trainer, with extensive contributions to educational technology, including over 125 NCERT video lectures

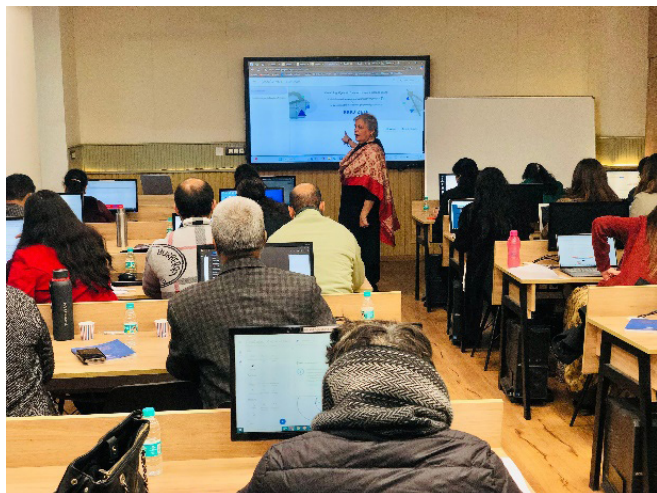


In her session, Mrs. Gulati focused on the effective use of digital tools like GeoGebra and Desmos in mathematics classrooms. She demonstrated how these platforms can make math concepts more interactive and accessible, empowering teachers to integrate technology to enhance student learning.

The second session was divided into two segments: one for senior secondary (Classes 9-12) teachers, led by Lalit Sharma (PGT, Mathematics, MSBK), and another for middle school (Classes 6-8) teachers, led by Kanchan Gambhir.

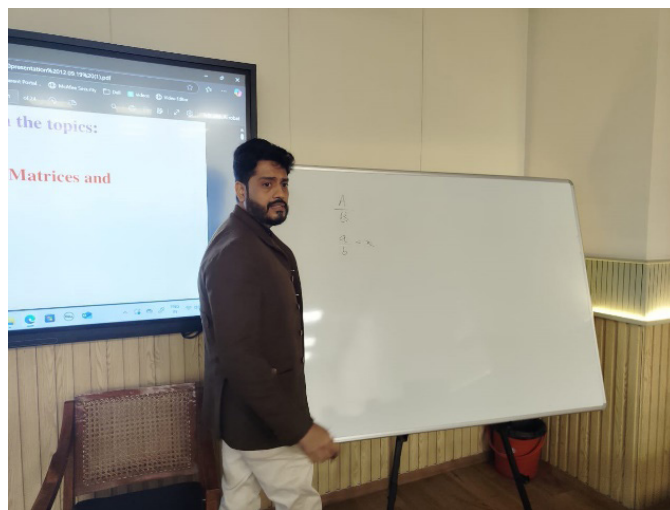
Mr. Lalit Sharma’s session focused on fostering a re-

search-based attitude among senior school students through innovative teaching methods. He provided practical examples from topics like Matrices, Determinants, and Calculus and shared his research on concepts such as the Quotient Matrix and Inverse of a Singular Matrix.



The next half of the session was conducted by Mrs. Simarpan Kaur, who began with an icebreaker activity where participants introduced themselves using mathematical symbols. This helped foster rapport and ease communication. The session then focused on math anxiety, discussing its causes and strategies to overcome it. She emphasized building a growth mindset and creating a need to learn when introducing new topics. The

workshop adopted a constructivist teaching approach, incorporating hands-on activities such as games, quizzes, and math lab exercises, all tailored to the 9th and 10th-grade curriculum.



The second session for middle school teachers was conducted by Kanchan Gambhir, who addressed math phobia among middle school students (Classes 6-8). The session began with an icebreaker, followed by a discussion on the causes of math anxiety and its impact.

Innovative teaching methods were introduced, including interactive activities like “Math Pictionary” and “Form Your Own Math Game,” aimed at making math

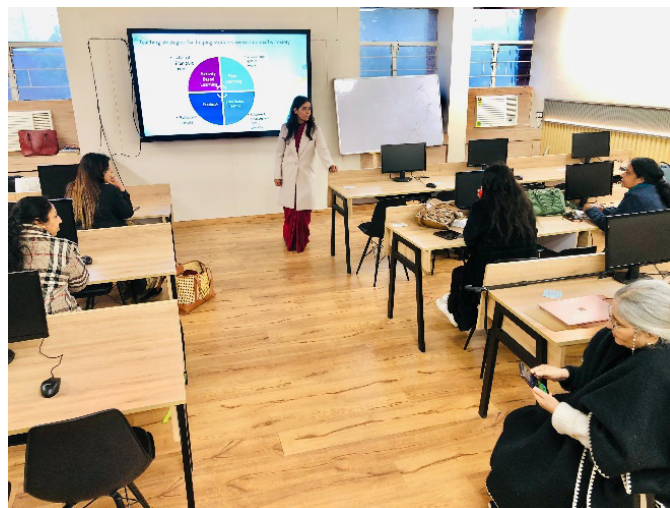
more engaging and approachable. Handouts summarizing the session were provided, and the session concluded with a vote of thanks to the participants for their enthusiastic involvement.

The workshop successfully equipped teachers with innovative tools and strategies to overcome math anxiety, foster a positive learning environment, and improve student engagement in mathematics.



Feedback of the workshop was taken at the end of the session by circulating a google form. 80% of the teachers rated the conduction of workshop as excellent. The main takeaways of the sessions have been basic learnings of geogebra and desmos, effectiveness and importance of activity based classroom, to think out of the box, teaching should be interactive, promoting research based attitude among students etc. 100% of the teachers agreed that the sessions have helped in changing their perspectives towards teaching Mathematics and about 84% suggested that the sessions have in creating practical and research-based attitude towards teaching Mathematics among them. Teachers responded to the question of what additional resources or support would they like to receive in future, they responded by mentioning a few more sessions on desmos and geogebra,

more of self-practice, regular in-house workshops for collaborative sharing of ideas, mentorship program's, worksheets, activity sheets, more Maths software, ways to improve more in getting better board results and useful activities to be added in curriculum in order to make Maths more interesting, Application based questions etc.



The session ended with a vote of thanks from the Mrs. Abha Sadana, Director, Modern Institute for Education, expressing gratitude to all the participants for their active involvement and enthusiasm throughout the workshop and a big thankyou to Dr. Datta for hosting the event in the MSBR campus and encouraging his teachers to conduct sessions.



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