

# CONVOKE 2019



**‘SCHOOL  
EXCELLENCE:  
PREPARING FOR  
THE FUTURE’**

**DECEMBER 10, 2019**

# Acknowledgement

I am pleased to share the report summarising the papers presented during the 5th Convoke series on School Excellence. We have endeavoured to capture the key points and hope that the report serves as a useful reference document for the educationists working at the grassroots.

We thank our Host Partners, the Bharti Institute of Public Policy, Indian School of Business, Mohali for providing us with an appropriate venue, state-of-the-art equipment and logistical support, and ensuring that all presenters, participants, and guests were well looked after. Our Jury Partners, Sambodhi Research & Communications Pvt. Ltd. provided the insight and expertise that contributed to the objectivity and rigor in the selection process of research papers presented at the conference. We are grateful to Ms. Kadambari Anantram, Vice President, Sambodhi for presenting the process undertaken at Convoke, and demonstrating transparency and fairness in our approach.

We would also like to express our gratitude to the Chief Guest, Prof Sridhar Srivastava, Dean NCERT for delivering the keynote address and sharing his insightful remarks, as well as other key speakers:

Shri Kamlesh Kumar Pant, IAS, Secretary Education, Himachal Pradesh (HP), our Chief guest for the Valedictory Session participated via Video-Conferencing. He covered the issues of education and the special initiatives undertaken in the state of HP.

Mr. Subir Shukla, Principal Coordinator, Group Ignus gave the Convoke summary, tying in the topics discussed with the papers readout. He also moderated the session on 'Policy Framework and Systemic Support Contributing to School Excellence'.

Dr. Aarushi Jain, Associate Director, ISB spoke about the importance of educational events like Convoke.

Prof Pradeep Mishra of CCU, Meerut, moderated the session on 'Importance of School Leadership, Skills, Values and Attitude for Holistic Education' and spoke about the role of a leader.

Dr. Avik Sarkar, associate professor at ISB moderated the session on the 'Role of Technology in Making School Excellence Possible'.

The researchers and educationists who presented their papers via an oral presentation and the five educationists who presented their findings through a poster presentation has marked a milestone in the Convoke series of Bharti Foundation. While the presenters shared the learnings and findings for the benefit of the participants of the convoke, I am sure it would have been a learning experience for the speakers.

And last but not the least, we are grateful to the participants including students of B.Ed and M.Ed Colleges in Chandigarh, academic administrators, research scholars and Principals and teachers from the private, government as well as Satya Bharti Schools for making such a wonderful and engaging audience.

We thank Ms. Mamta Saikia, CEO Bharti Foundation for her leadership and direction. Her constant encouragement and nudge drive the team to go beyond and quest for greater endeavours and explore the path less travelled. I would like to acknowledge the hard work of my team (Sameen, Shweta, Jitesh and Raja) who worked behind the scenes to make this a success. I would like to thank Mr. Amit Bhatia, who volunteered to be the official photographer for the event and captured the moments that you will witness in the subsequent pages.

With each passing year, we have been able to widen the scope of Convoke, the depth of discussions and scale of participation, for bringing to light the prevailing challenges in imparting quality education at the grassroots. I hope that Convoke provides the much-desired platform for academic discussions and research and we are able to bring solutions and practical outcomes to the pertinent challenges of imparting quality education to the rural and the less privileged.

**Antony Nellisary**

Chief - School Excellence  
Bharti Foundation

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## Address by CEO



**“Not all of us can be skilled researchers, but if as educationists we are engaged with our work as well as with our students, we will start noticing and appreciating practices that are going well in our schools”**

In order to sustain our mission in making a difference in the lives of rural underprivileged children through quality education, we constantly endeavor to keep abreast with new, more effective and informed ways of teaching-learning. Convoke, the conference series was instituted in 2015 in order to bridge the gap between research and application at the grassroots, by enabling a platform for sharing and evaluating good practices. I am pleased that the forum has grown from strength to strength over the last five years and has proven to be useful in bringing the outcomes of academic action research into the classrooms. The informed and proven approach to pedagogy will empower the teachers to be more effective in

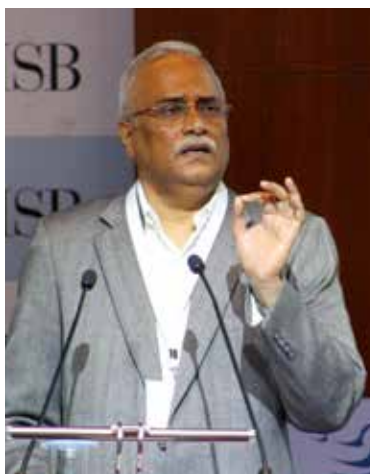
delivering education that meets the paradigm of the 21st century. I am quite impressed with the ideas and research that were presented by Principals and teachers at Convoke 2019. I would also like to express my gratitude to the eminent industry professionals for enriching the scope and scale of the discussions. I am sure that the focus on research will go a long way in contributing to the enhancement of the overall schooling system in rural India.

**Mamta Saikia**

Chief Executive Officer  
Bharti Foundation

# School Excellence: Preparing For the future

Chief guest inaugural session Prof. Sridhar Srivastava, NCERT



India is a democracy with a varied culture and pluralistic society. The national vision of ensuring equitable and quality education for all children in the country is very important

to keep before us, while working for upliftment of quality of education in the country. We have a large spectrum to work for, with about 260 million children, 8.6 million teachers in about 1.5 million schools in the country. The government and other agencies are working towards it. But it is very important that all the stakeholders including parents and communities, work for enhancing the quality of teaching-learning dynamics, taking place in our education system.

While forming the education policies and frameworks, the child living in the remotest part of the country is always kept in mind, but implementers have the responsibility to make it realised by each and every child.

We have now reached to a level that physical accessibility to schooling at elementary stage is there for every village and its inhabitants, but accessibility to quality teaching-learning is still an area to work for. We often carry a notion that the issue of quality of learning is in rural areas or with government schools. Often mistakenly, we hold a bipolar view about government schools and non-government schools, i.e. private schools. In fact, the issue of learning is there as well, and it is to be seen in the country as a whole. NCERT has been making very vital effort in this area. The National Curriculum Framework-2005 has very clearly exhibited that learning is a process where child is not a

passive recipient of knowledge rather child, individually or in group of children, constructs his/her knowledge. Teacher has to facilitate the process. In recent time, the efforts are being made in country to convince the educational functionaries, authorities and planners to appreciate that the curricular approach should move from content to competency. It means that competency targeted teaching-learning process should take place in the class room.

India can realise its demographic dividend only if the working population in the country is having skill set that will be required for the coming decades, in a global perspective. We need to link secondary education with higher education in a manner so that we move from the notion of a few fixed professions to that of higher education with skills and competency.

It is very important for teachers to understand that assessment is an intrinsic part of teaching-learning process. Teacher educators need to be very clear about this. It is the responsibility of the school and school leaders that holistic development of students is made possible within the school space. This holistic development should be infused with values, within school space as well as outside. All curricular efforts need to be made with an understanding that it is not only the cognitive development which is essential; rather affective and psychomotor domains are also very important. The child should be able to come out of the school system with certain higher order abilities which are often termed as '21st century skills'. For this to happen, it is very important that the examination system has to be joyful and stress free for children. Parents as a stakeholder have to realise that a child without stress will always be at a better plank in comparison to a child performing under 'only stress'.

## Chief Guest - Valedictory Session

Chief Guest, Valedictory session Mr. Kamlesh Pant (IAS)  
Principal Secretary (Education), Himachal Pradesh



We need to invest in the education system, in terms of money, man power, infrastructure and training facilities. We need to invest in the methodology, systems and processes, it has to be with a broader perspective, a perspective of developing human resource.

Focus cannot be only on marks, it has to be on learning and understanding. Concept building is more important than getting a ninety percent. We are creating a society where students grow up to be educated but not employable. To ensure employability, we have to concentrate on skills building, attitude and aptitude. We have to teach them to adapt and evolve, deal with the world, create solution to the problems of the country and so on.

China and India were comparable countries till about 30 years ago but now they are

far-far ahead and their success can be attributed to their investment in education. Since the 80s China has been investing in education and with the right kind of focus on conceptual learning with the result that China topped the PISA tests held in 2018. We too need such dedicated focus attention on educational initiatives across all states.

I am very happy with the work Bharti Foundation has done and this Convoke is another step in the right direction. We are now paying attention to the problem. NCERT too has tried to make the right moves and shift focus from marks to learning outcomes with a focus on skills required for employability. States like Haryana, Rajasthan and Andhra come to mind along with Himachal Pradesh as states who have taken progressive strides in the area of education.



## Address by Guest of Honour, Subir Shukla



**Mr. Subir Shukla, Principal Coordinator, Group Ignus**

What is school excellence and how do we achieve it? When a community member comes back to us and says, "We are proud of the fact that you are our child's teacher", that is the time when attitudes change, that is when you have made a dent in the lives of the children and their families. So how do we achieve that, what role does policy have to play in attaining that goal? That is the big question for all of us.

Leadership is important and it seems to work well when practiced in a collaborative manner. It is important to have faith in each child, even if the child has special needs. We have to go beyond exams, we need to stop doing the damage before we even begin to do the good. The world is changing, jobs will change too, we need move away from exam results are not the achievement children need to experience more equitable, more equality oriented relationships, where your ability is considered less as you have less.

Technology automatically does not lead to improving learning levels unless there are three very clear factors playing along. One, when there is genuine engagement, two, when we collaborate together to solve a problem and three when there is

personalisation. Technology is something to be used in a careful way. It can remove human relationships and we need to address them as well.

Our problem is we do not question what we are doing. Our motivating factor is we have to pass an exam but why do we have to do this needs to be questioned. Is there nothing else? If we need to pass to get jobs, are there no other kinds of jobs? We need to look beyond the perception of certain jobs and build a culture of learning, reading, a culture of being aware.

I am happy to have been part of Convoke. Hope this will get translated to a policy paper to be presented to the Government. I hope the teachers use such opportunity to interact with each other to replicate the good practices shared by the paper presenters. Such forums that are held in tier 2 cities need to be extended to tier 3 cities and beyond for wider dissemination of learning and sharing.

## Address by Kadambari Anantram



**Ms Kadambari Anantram**  
VP, Research & Advisory Services, Sambodhi

The abundant data pointing towards poor learning outcomes has led to a shift in the narrative - conversations have moved from 'schooling' and 'inputs and investments' to 'learning' and 'outcomes'. This shift is deeply echoed in both the Draft National Education Policy and Niti Aayog's Action Plan 2017-2019. Both documents underscore the importance of technology and new pedagogies and the role of leadership in driving positive academic and non-academic outcomes. The papers presented at Convoke deeply resonate with these issues.

Several papers devoted attention to the critical role of data and evidence in deepening and distending education models. Given this, the time is ripe to discuss various aspects of data and evidence and how we can create a system-wide appreciation for it.

### **Develop a R&D mindset**

For evidence to inform design and scale of programs, practitioners and implementers can take a cue from the health sector. Massive datasets are available on key household-level indicators which are then rigorously analysed to develop appropriate products, services and solutions. These

solutions are then repeatedly tested, and often results in several visits to the drawing board to start from scratch! We, in the education sector need a culture of experimentation – we need to collect data at regular intervals, analyse it and use it to inform our decision making. It is critical to remember that every failed pilot is telling us something, as is as precious as a successful pilot!

### **Self-evaluate yourself as an educational institution**

"If we want to answer the question, "How many children in government schools in Punjab at age 14, can perform a 2\*2 multiplication problem?" or "How many schools have functioning toilets for girls in Uttar Pradesh?", the data we can collect through the ASER, NAS and U-DISE suffices. If we want to get to the 'accountability' question – where governments and parents hold schools accountable for learning outcomes, and for schools themselves to improve their standards, these databases do not suffice. The NAS for instance emphasises the importance of parental engagement in their child's learning journey. How can parents be proactive, if there is no hard evidence on school performance or efficacy in use of resources? If we want accountability vis-à-vis learning outcomes, we need evidence not just at the individual school level, but also on a host of parameters such as teaching & learning, classroom climate, leadership & governance, community & partnerships. There is a spectrum of tools that schools can use to self-evaluate, which can then be whetted by a third-party evaluator."



## Session 1

### Policy Framework and Systemic Support Contributing to School Excellence



## Ensuring Minimum Learning Level in PEEO Region through Comprehensive Assessment



Mr. Umesh Maheshwari

Mr. Umesh Maheshwari is the PEEO and Principal of Govt. Senior Secondary School Nalhalkar, Udaipur, Rajasthan. A learner and practitioner in education space, working for school transformation through the research and assessment tool.

Mr. Deepesh Chaubisa is a grade 2 teacher in the same school and has a two year experience in action research.

**Introduction:** The need to lay down Minimum Levels of Learning (MLL) emerges from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The major focus of the policy formulation behind the MLL exercise is upon equity and reduction of existing disparities. The effort is to combine quality concerns with concerns for equity keeping in view the developmental needs of children from the disadvantaged and deprived sections of the society, the dropouts, working children, and girls, who constitute the majority of school-going age population in this country, and to whom, in all likelihood, at least for some time to come, primary education will be the only opportunity for structured learning.

### Specification of MLL: A Quality Issue

The emphasis on defining precisely what children should have learnt by the end of every stage of education stems principally from three concerns.

Firstly, laying down of well-defined levels of learning is expected to introduce a sense of direction and a greater element of accountability in the system. It is often

pointed out that neither teachers nor pupils, and as a consequence, nor do parents and educational planners seem to know where they are and where they ought to be. Without a clearly defined set of criteria for measuring student progress.

Secondly, it is expected that MLL will provide an effective tool for programme formulation for school improvement. The quality of a school educational system should, in the real sense, be defined in terms of the performance capabilities of its students and graduates.

Thirdly, and fundamental to the issue, there is a widely held perception that in the vast majority of government and municipal schools children can barely read their own text books even after spending as many as five years in school. Considering that, to a large number of them, opportunity for education is not likely to be available beyond the primary stage and what they learn here must sustain them throughout their lives.



## Policy Framework and Systemic Support Contributing to School Excellence



**Mr. Parveen Kumar Patpatia**

Education in India was at the top in the world in the ancient times when Nalanda and Taxila like study centres were in India. In 1835 Macaulay introduced the education in systematic way. "Britishers need to create of anglicized Indian who would seem as cultural intermediaries between the British and the Indian"

After independence the governments tried their best to give right policies and framework for the upliftment of Indian masses. But, perhaps the most fundamental and insidious challenge is that there seems to be no political will to solve these problem in education.

- Problem of Social disparity and the attitude of the rich towards the poor
- Undervalued and underpaid teachers
- Compelling educational priorities, such as facilities and research
- Personal problem in the lives of students and teachers and so many more

Notwithstanding, the nationalism during the freedom struggle amongst the leadership, the political leaders by and large have proven more selfish and concerned with their own

Mr. Praveen Kumar Patpatia is a MPhil in History and Principal at Bhartiya Public School, Ambala, Haryana. He has served in Army Education Corps for 16 years and have been associated with various government agencies from time-to-time in his above three decade experience. A student and a soldier of educational research.

vested and party interests. Well-being of the masses in general has been pushed out of their priorities. Their major concern in keeping alive the scope of their being elected next time by whatever means. No wonder therefore that many political leaders seem unconcerned about the ignorant and illiterate masses. It has been rightly claimed perhaps that Indian Politician and bureaucrats have never tried sincerely to educate the masses. Once education becomes compulsory and universal, people will become conscious of their rights and might resist exploitation, and might elect leaders on the basis of characteristics on intellectual and moral excellence rather than on regional bias and religion. Few important questions answered in my paper as below:

- Why policies framework and systematic support is required in the development of education of any country?
- How these policies and systematic supports contribute the school excellence?
- In ancient times, then in medieval times, during British period and after independence how education policies framed and how they executed?
- What were the policies made by the Govt in 1968, 1986, NCF 2005 and Education policy 2019?
- What is the reason that why it seems that unemployment is the main problem for a country like India but the percentage of literacy is moving up?



# Upper Primary Mathematics Education In India - Current Status And Future Aspects



**Ms. Malkeet Kaur**

The paper focuses on current status of mathematics education in India with respect to Annual Status of Education Report (ASER). ASER is conducted by NGO Pratham with the help of National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERT). ASER survey was initiated in 2005 and is carried out every year to assess the learning improvements at national level. Being a domestic survey, it ensures the assessment of every subject under investigation.

The present paper gives a compiled report of ten years' (2008-2018) trends of mathematics education in India based on results obtained by ASER in its various surveys. It states that the trend of last ten years is declining for both Punjab and India as most of the children were unable to solve basic division and problems related to daily life. Although the country is not far from achieving universal enrolment, however, it is too far from functional literacy. Expelling out India from the surveys of Program for International Student Assessment (PISA) 2009 is a proof that the country is still struggling with basic numeracy skills. The paper also discussed various visions including

Ms Malkeet Kaur, a PhD scholar at Department of Education, Guru Nanak Dev University (also popularly known as a math mistress)

Dr. Deepa Sikand Kauts, Associate Professor and Head of Department of Education, Guru Nanak Dev University, Amritsar, Punjab.

highlights of the New Education Policy 2019, Vision 2020 for Education and 2030 Vision by Organization for Economic Co-operation and Development (OCED) to get a clear picture of where the country stands and where it needs to go in terms of education. The learning gaps identified should be bridged to make India a knowledge and skill-based country. In the coming 10 years, stakeholders dream of a Digital India. However, the reflections on the present status of education do not present such a picture. India is still facing so many challenges in achieving functional literacy.

As stated by ASER, the country is going through educational crisis which is not just a wasted development opportunity but also a great injustice to children. A country, which is still struggling with basic numeracy, how can it achieve the targets of digital literacy? The vision for a bright future for India and current scenario of education in India are two ends, which will never meet if the country keeps on declining in quality education. In conclusion, the basic arithmetic literacy should be 100% only then India can improve upon the digital literacy. Various educators, stakeholders and policy makers should work upon bridging the gap between present and future trends of education. Research projects should be initiated to find, analyze and understand the existing gaps.

# Teaching Career, Perceptions Verses Policy



Mr. Antony NJ

**Introduction:** Atli (2017) found that 10% of students preferred teaching profession in his survey in Turkey. Everton (2007) found in his survey of the students that 59% preferred teaching career. Steffy et.al (1999) looked at life cycle career of the teacher and recommended Professional-Development Practices to meet the needs of the life cycle of teaching career – Novice, Apprentice, Professional, Expert, Distinguished and Emeritus. This approach is used to analyse the policy enablers for teachers.

**Image of teaching career among school students:** A drawing activity was held in 23 schools (classes 6 to 10) on the theme “Professions/Career that you like” in the state of Karnataka and Meghalaya where Bharti Foundation is implementing its Satya Bharti Quality Support Program to support government schools. 1,233 drawings were analyzed. 74% of the students’ responses consisted of 6 professions – Teacher (36%), Doctor (19%), Defense Services (15%), Sports (14%), Police (12%) and Farmer (4%). For the teaching profession, 45% in Karnataka and 16% in Meghalaya chose the profession however, the variation lies in gender choices. 18% boys in Karnataka and 3% in Meghalaya chose teaching whereas it is 59% and 26%

Mr. Antony NJ presently is pursuing a Ph. D, has twenty years of experience in the field of Education. Having worked with UNICEF, Save the Children, Sightsavers International and Educomp, he is now Chief-School Excellence at Bharti Foundation.

Dr Shruti Tripathi is currently working as Associate Professor, HR & OB at Amity International Business School, Amity University, Noida. She has over eighteen years of experience in the field of teaching, training, research and consultation in areas of Leadership and the emerging issues of management.

for girls respectively. Of the students who responded, 52% in Class 6 preferred teachers and this decreased to 26% in Class 10 in Karnataka. While in Meghalaya it increased from 15% to 25% from Class 6 to 10.

**Policy enablers:** 5.3 lakh students are enrolled in B.Ed every year in India. The pre-service training consists of D.Ed., B.Ed., M.Ed., ETT, NTT etc. While there is a fixed number of in-service training days for teachers, there is no proper induction and handholding of teachers at various life cycle of teacher just like any other professions. NCTE, the regulatory body for teacher education in its website has mentioned “Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions”.

**Conclusion and recommendations:** The survey shows that 27% students at school level like teaching as a career. There are a good number of students getting enrolled for teacher education in pre-service training. However, the in-service training by and large is fixed and needs to follow a graded approach to cater to the needs to the teacher at various stages of their career as a teacher.

## Session 2

### Importance of School Leadership, Skills, Values and Attitude for Holistic Education





# Preparing School to Meet the Challenge of Inclusive Education for Children with Disabilities: A Collaborative Action Research Network



Dr. Sneha Bansal

**Introduction:** The Rights of Persons with Disabilities Act, 2016 (RPWD) put forth new challenges before school education. Regular classroom teachers and special teachers need to be equipped with more comprehensive knowledge and skills required to cater special educational needs of students with a wider spectrum of disability. The study tried not only to explore the status of inclusive education in government schools which helped to identify the problems, prospects and challenges in the education of CWD in mainstream settings but also planned an comprehensive school program based on whole school approach with the active support of administrator, principal, teachers, parents of CWSN and children. To achieve the objectives of the study, indicators for inclusive school processes with rating from 1 to 3 were developed, where 3 implied “in place” and 1 implied “Not begun”

## The Indicators included:

- A - School Administration and Involvement
- B - School Management Committee
- C- Physical Environment
- D - Instructional Practices
- E - Family Involvement

Dr. Sneha Bansal is Principal in Chandigarh College of Education, Landran, Mohali. She has PhD in the field of education with specialization in learning disability. She provides training and mentoring programs to in-service teachers on learning disabilities, inclusive education, stress management and adolescent education. She is appointed as resource person by CBSE and Dept of Education, Chandigarh

Training module on inclusive schools for the teachers was prepared. Two Government schools from Mohali (Punjab) were selected, one as experimental and other as control group. After pre-testing the experimental school used the whole school intervention approach where all the stakeholders were motivated to look at their own strengths and weaknesses and make their own developmental plans to evolve. Activities like case studies, skits, poster exhibitions for sensitizing the stakeholders, equipping teachers with skills to include CWSN in regular classrooms etc were done. The results indicated positive changes in the rating scale on indicators for inclusive schools.

**Findings:** In total after intervention, the experimental school scored 93 (73.8%) whereas Control school scored 50 (40%)

	Test	A	B	C	D	E
Experimental School	Pre-test	12	6	17	11	6
	Post test	23	14	20	25	11
Control School	Pre-test	10	6	16	12	6
	Post Test	10	6	16	12	6

## Conclusion:

From the results of the study, it can be concluded that the indicators for inclusive schools can be used by other schools and model used in the experimental school can be followed by other schools/ teacher educator institutions to promote the practices of inclusive education so as to provide not only access but quality education to children with special needs.

# What is the importance of Values, Attitudes & Life skills in school education?



Ms. Ravinder Kaur

## Objectives of study

- To study and analyze development of child's personality in its physical, mental, emotional and spiritual aspects.
- To study developing respect for the dignity of individual and society.
- To analyze and study evolving a democratic way of thinking and living.

## Sources of Data collection

Primary sources:

- Questionnaire
- Interview & interaction with the students & few teachers

Secondary sources:

- Research papers
- Books and articles

Through my observation and experience, I strongly believe that you cannot teach values that you are not committed to. This is because you teach what you are. While you are teaching, you will invariably give your own reasons and examples, which limit the reasoning of the children. The kind of examples and reasoning that children come up with are related to their backgrounds and individual experiences. So a teacher's

Ms. Ravinder Kaur has been an educator for over two decades and is at present the Principal at Satya Bharti Senior Secondary School Sherpur Kalan, Ludhiana

reasoning can limit the reasoning of children. Not every child has the capacity to think beyond a teacher's examples and reasons. Therefore, it is advisable that a teacher who is teaching the values should come out from the confines of his/her own beliefs, region and religious feelings; should have the rational capacity to reason a situation irrespective of external factors; and should treat every child equally.

Values should be taught in a manner that children acquire self-reasoning and rationality. We should make children think deeply and identify the reasons behind their thoughts and actions. This is so that they follow their practical reason, which derives from their own character. Unless and until we follow these principles in teaching values, it would be meaningless. We can also follow other frameworks instead of Kant's framework in teaching values. Kant's framework has a good justification and reasoning. Children who are nine to eleven years of age may not be able to understand the categorical imperatives and unconditional reasoning, but it can be a starting point for them to understand and acquire a good reasoning capacity, which is not influenced by any external factor.

On the basis of this study, I would argue that values should not and cannot be separate from education. The word "education" itself has a value when you are educating a child, it means that you are teaching him/her some values. Without having or following values, we cannot call a person an educated person. At the same time, if a person has and follows a good value system but does not have any educational qualification, we can call him/her a "socially educated person". Here, education in itself is not complete.

# School Leadership for Excellence



Mr. Rajender Singh

## Objectives:

- Understand and develop a perspective on school leadership with a focus on multiple roles and responsibilities of a school leader
- Develop academic leadership for improving students learning and quality improvement in school
- Gain knowledge, skills and attitudes to lead the school through building a collaborative learning culture conducive

## Leadership – The Concept:

As a leader in a school context or in an educational setting one needs to understand one's role beyond administration and management. Some of the key characteristics of a leader are:

- One who 'initiate' or takes the first step
- Maintains a positive outlook
- Is self-motivated
- Motivates and influences others
- Maintains consistent efforts for bringing change

Mr. Rajender Singh has been a teacher and at present is the Block Development Officer at Ateli, Haryana.

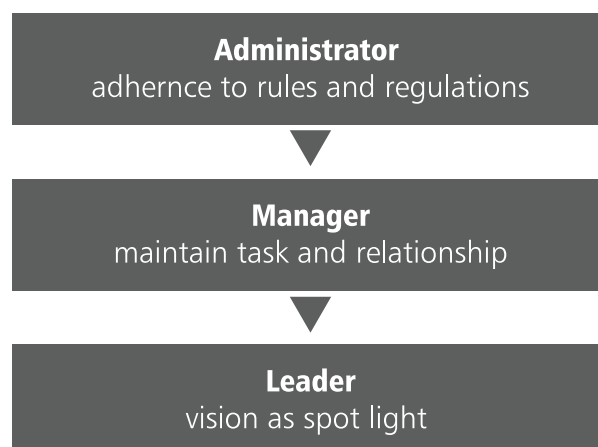
## Leaders in Action:

There can be two kinds of leaders based on the typical set up and are:

- Leaders by position
- Leaders by action

The best leadership style is to influence others without authority and create a climate of trust, free from fear of rewards or punishments. The impact of influence is stronger, enduring and lasting. One premise that can be drawn on leadership, apt in all school situations, is "Leadership is an influencing process".

## Move beyond Administration to Leadership:



The role of a leader is basic consist of Administrator + Manager and much beyond. A leader role in brief can be summed up as:

- Develops a shared vision and translates vision into practice with well-developed and natured terms
- Creates an environment that promotes collaborative human relations, build and leading terms, supporting term efforts
- Inspires through actions and motivates providing a supportive



# Importance of School Leadership, Skills, Values and Attitude for Holistic Education



Mr. Vineet Gupta

## Aims and Objectives:

- Develop new generation leader to transform schools so that every child learns and every school excels. Enhance leadership capability at school level for institution building to deliver quality education. To develop curriculum, organize well designed need based program for current and prospective school-leaders.
- To create a repository of materials and resources for school leaders.
- To develop learning materials for diverse school contexts and customize them for use in different modalities.

## Special Focus Area:

Leading teaching in small, multi grade schools in Haryana State. The focus of this special area is on multiple roles performed by the school head in multi-grade teaching in small schools. These schools are characterized by teachers' limited understanding of their role, context, resources and time utilization.

This area, therefore, focuses on empowering and guiding teachers to deal effectively with teaching and learning in multi grade contexts

Mr. Vineet Gupta is a Post Graduate Teacher for Economics in Govt. Senior Secondary School, Kanipla, Haryana. He has nine years of extensive service experience in Education Department, Haryana. Also, he had won Best NSS Volunteer Award at School and College level

## Suggestions for School Leadership:

- Understanding the unique challenges in local and education system.
- Creating an inclusive environment sensitive to socio-economic and cultural diversities.
- Students Management: Interaction between students, seating arrangement, student care and support.
- Learning in group; across grade levels, peer tutoring and cross age tutoring.
- Effective utilization of time by teacher and students in multi-grade setting.

## Conclusion:

School Principal, Head Master should be a versatile personality. He can act as motivator guide and can inculcate leadership qualities in his students which is turn change the society school.

School will become self-dependent in their guidance and practical in their daily life. A range of interactive and easy to read materials will be developed on each key area. There will be basket of modules generated and put together from various sources. School leadership act like a cohesive unit, continuously interact with three main stake holders: Teachers; Students and Parents. Real case study method should be included in curriculum framework.

# Importance of School Leadership, Skills, Values and Attitude for Holistic Education



Ms. Suman Sharma

## Objective of our activities:

- To inculcate the habit of leadership and saving money and time
- Increase decision making ability among students and teachers
- Students to perform all important tasks with team spirit
- Students willing to take initiatives

In our school, many co-curricular activities take place daily but funds are limited and time is short. An all girl's school with a strength of around 1400 students, organization and planning is required for activities and events like Independence day and Republic day celebrations, Legal Literacy Cell, Gita Jayanti, Rangoli making, Speech Essay writing, quiz competitions, chart making, Arts activities like Rangrang, sports and so on.

To encourage student leadership and better planning and execution of activities, Bharti Foundation introduced different Houses and clubs (Proud India, Art & Culture, Literary club, Sports & Health Club, Science Club, and Eco-clubs). Club members are given badges for their clubs and club in-charges are given duties to organize events and activities for their groups. The badges give the students motivation and they perform their duties enthusiastically.

Ms. Suman Sharma is a Post Graduate Teacher for English in Govt. Senior Secondary School, Thanesar, Haryana. She has 19 years of teaching experience across government and private schools. She has been a NSS coordinator and organises activities in her school. She is a keen observer, motivator and guide.

## Case study:

A meeting of all clubs was organized to take ideas and address some school problems, a suggestion to decorate the school hall was given. A team of 12 Art and Culture members were divided into smaller groups, one each for drawing, painting and management. The students got together, made use of waste colors and decorated the hall permanently.

## Conclusion:

When these students were appreciated in the assembly by the Principal and staff and district administration for their hard work, it motivated many students to come forward to participate in various other activities.

Students confidence levels went up and they were able to appreciate the importance of team work and respect for each other. They also learnt hoe planning and follow up is needed for a project.

The students who participated in leading the events gained the most. As per our records, 28 students had failed in the previous board exam however, 2017-18:

- 32 students appeared for their exams, passed
- 3 got above 75%
- 15 scored above 60%

House activities were conducted smoothly and each and every student got the opportunity to speak and play an active role in school management activities which lead to parents being satisfied with all round development of their wards.

## Uniformity to uniform: Some Critical Insights on School Education in India



Ms. Neeru Arora

The paper proposes to put forth some reflections on our current state of Education and not of Education System or Arrangement of Education in India. The write-up helps to see through the pedagogical processes and the thoughts around it in school education which ultimately shape the students, teachers and all the stake holders in almost same way leading to a uniform kind of thinking and output.

The paper takes a note of few school/college practices which are instrumental in producing a uniform outcome. An endeavor is due in this exploration that seeks to highlight that any diversion or divergence from the set norms is made to feel like a deviation/diversion and not a 'version'. The paper seeks its audience to reflect on these insights and carry the presented thoughts to the arena of their works and apply these to the processes so that education just not end up being an average education, its delivery and educational system.

It aims to initiate a thinking on the premise that aren't we the educationists responsible for keeping the educational ball remain in our court that also in the pre-defined



Ms. Neeru Arora is a CBSE resource person for Classroom Management and Class X English and Remodeled Assessment Structure and the Principal of Satya Bharti Adarsh Senior Secondary School, Jhaneri, Punjab.

making the educational process so rigid? Aren't we responsible for not making constant efforts towards making this educational process evolve through letting it follow its course with broader bounds and borders? For example, the educational symposiums, seminars, conferences, Science Exhibitions, Sports are all defined (rather predefined) by us and our immediate beneficiaries that is children, their needs, their futuristic surroundings are overshadowed by our knowledge of present— the contemporary.



## Session 3

### Role of Technology in Making School Excellence Possible



## Digital Story Telling with Goshthi



**Ms. Ankita Nandy**

Ms. Ankita Nandy has been a software instructor for over 5 years working with various organizations across India. She has been an active freelance software developer. She volunteers with orphanages and shelter homes as an art teacher, and therefore has worked closely with education and technology.

Ms. Rashmi has been associated with ICDS for over 4 years working with people at the grassroots level. She is an amateur app developer and freelance software developer.

Storytelling, since time immemorial, has been practiced as a means of entertainment, casual knowledge sharing and community building. Re-introducing this activity can assist young learners in enhancing their cognitive skills, such as fluency and comprehension, as well as non-cognitive skills, such as social cohesion and mutual understanding. Personal experiences recounted as stories aid counsellors in identifying and tracking emotional distress and behavioural anomalies in the students, and thus help them.

Goshthi is a proposed digital platform to facilitate the inclusion of storytelling as an academic exercise among school students. It allows teachers to upload voice recordings and visual cues for the students to listen, interpret and retell. In an age where digital devices have led to information overload and scattered attention, Goshthi can train students in attentive listening, with the intent to respond to it. Thus, it can create a profound positive impact on interpersonal relationships and overall well-being.





# Role of Technology in Making School Excellence Possible



**Dr. A P Singh Chwala**

Technology in education has played an important and pivotal role since time immemorial. It can inspire creativity in today's classrooms, where the makers of tomorrow reside. With technology in the classroom the teacher becomes the encourager, adviser, and coach.

Advances in digital technology have opened up many avenues of learning and gives new learning opportunities to students. Textbooks are replaced by tablet and mobiles.

A digital revolution has been introduced by the combination of digital technology and education. Digital classrooms are considered as the vital element in promoting and improving the traditional methods of teaching and learning. The traditional blackboards are complemented with touch screen/interactive boards.

Today, the Internet is one of the more popular forms of educational technology used in classrooms. The combination of the Internet and multimedia make it possible to adapt many forms of distance learning. E-readers can hold hundreds of books in digital form.

Technology has brought education to our doorstep. Online courses increased the access of education and bridged the gap of quality levels among countries. Learning Management Systems (LMS) are online

Dr. A P Singh Chwala is an instructional Leader, Educator, Author and Motivator having 30 years of experience in teaching, administration and management of school activities. He has authored about 30 books, which includes textbooks and reference books.

collaboration and communication tools which enable administrators, teachers and students to collaborate and communicate online in real-time across geographic distance.

Assistive technology is designed to help students who have learning disabilities. Technology enables very effective audience response systems in classrooms. The cloud technology allows the schools to pick the device and to find the common denominators in delivering support services. It allows the entire curriculum and supplements to be connected to the student's online identity and account—and not to a specific device.

Artificial Intelligence is the development of computer systems that are able to perform tasks that would require human intelligence. Augmented Reality is the ability to insert an overlay digital and virtual information into the real world track and allows the user to see world in a new way. Virtual reality technology has the potential to greatly enhance collaboration between teachers and students to create a simulated environment. Through Google classes, Google cardboard, Google earth, Geoboard, students can experience virtual reality in a simple and affordable way.

Although digital technology is finally being integrated into education, its use for teaching and learning still remains a challenge. The main reason behind the inactive use of technology in classroom may be pedagogical beliefs of teachers and lack of awareness of sensitivity of technology in education. Undoubtedly Technology has revolutionized the education system. It has improved the access and efficiency of learning.



# Role of Technology in Teaching Learning Process



**Ms. Gurpreet Kaur Hora**

Technology is a growing part of any society today. With the tremendous technological developments, no field has remained untapped and advent in the educational sector has brought about a change in conventional classroom teachings in several cities. From traditional 'chalk and board' teaching methods, schools moved to digital teaching. This paper discusses the role of smart class in school education.

Smart class is a comprehensive solution designed to assist teachers in meeting with their day to day classroom challenges and enhancing students academic performance with simple, practical and meaningful use of technology. It is a system designed to bring the teacher and students at different physical locations together in an interactive environment using video conferencing and live broadcasting techniques. Smart classroom is one in which there is an Interactive White Board (IWB). These are regarded as one of the most revolutionary instructional technologies for various educational levels. Now the students are thrilled at this concept of interactive and innovative learning environment. The concept of digitized classroom has not made the education but gave students power to enhance their performance. Smart boards are

Ms. Gurpreet Kaur Hora is Post Graduate Teacher for Accounts and Business Studies in Satya Bharti Adarsh Senior Secondary School, Sherpur Kalan, Ludhiana, Punjab. She has five and half years working experience in teaching profession.

slowly replacing blackboards in the schools. Most of the top schools are opting for smart classes because students get to learn lot about it and it also makes learning process a pleasurable one.

This study is limited to 145 teachers of Ludhiana to understand the views and perceptions of teachers towards the use of smart class technology.

On the basis of this research, it is indicated that smart classes increase the understanding level of students and reduces the stress level of students. Most of the teachers found that smart class technology enhances visual learning of students enhance learning by doing. It makes the concepts more visual and clear and makes the learning more effective & interactive. It reduces the work load of teacher and students do not feel bored by concentrating it focus on smart class lessons. It arouses the interest of students. Smart class has brought about a complete transformation in the way our teachers impart quality education in our classrooms that has resulted in marked improvement in performance of our students. So, smart class plays a very important role in the present educational system.

From the present study, the investigator concluded that smart class technology should be implemented in all schools viz. private, public and government schools so as to enhance the learning and understanding level of students.

# Role of Technology in Teaching Learning Process



**Ms. Gurmeet Kaur**

Information and Communication Technology (ICT) innovations play a role in changing learning process. This paper discusses the ICT use in School education in India within the framework of policy perspectives. It also explores the challenges of implementing at ground level.

ICT includes communication devices and applications like hardware networks, software, mobile technology, satellite communication, Internet and Social media etc. Information Technology provides a medium for teaching and learning and contribute flexibility to the courses taught. ICT makes the education system more productive and interesting by creating an information rich learning environment. It has extended the teaching learning process beyond the boundaries of classroom. ICT makes the things more realistic and helps the learners to understand the abstract thought very clearly. Technological tools used in teaching learning process are called Computer Aided Instruction (CAI) or Computer Assisted Learning (CAL) using LCD projectors, Smart Boards, E-mail, Discussion forums, Wikis, Blogs Social Media, YouTube, etc. National Curriculum Framework for Teacher Education 2009 stated that it needs

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to also equip and prepare teachers for the challenges of a changing world.

Active learning helps in the calculation and analysis of students' performance and cooperation among students to enhance their communicative skills as well as their global awareness.

Teachers can use different apps to perform better, for example 'Tick Links' is an App used for effective lesson planning. It is easy to use and accessible on their mobiles. ICT helps teachers manipulate existing information into interactive material. Our teachers were found to be using NIIT GURU for an average of 35 hours and students for 15 hours in a month to make teaching learning more interesting.

The time has come to consider ICT in education as a necessity for today's education system. To bridge the access gap, new models of content creation, content delivery, learning management and planning need to be developed and promoted. The monitoring and evaluation system for creating cooperative, life-long and self-learning environment have to be developed. The e-content needs to be developed and translated in regional languages to improve grasp and enhance learning in all spheres of education in the country. Technology in the classroom should keep the students stimulated by using the latest and greatest inventions in computers and digital media. With ICT initiatives, India can improve access, process and output of our school education system.









## Poster Presentation

### Access, process and output of our school education system.



#### EFFECT OF INNOVATIVE USE OF TECHNOLOGY ON CLASS PERFORMANCE OF THE STUDENTS

Ms. Vandana Sharma, Assistant Professor, Department of Education, Lingaya's Lalita Devi Institute of Management & Sciences, New Delhi

Presenter is M.Ed & M.Sc Mathematics with nearly 9 years of experience of teaching in engineering college as well as college of education.

**Hypothesis:** There is no significant difference between the performance of the students taught by digital technique and the student taught by conventional method. There is no significant difference between mean score of experimental group and controlled group. There is no significance difference between clarity of conceptual knowledge of student between experimental group and controlled group.

**Conclusion:** With the observation of result of pre-test and post-test conclusion is very clear that digital teaching methods is better than

traditional methods and it increases students interest in classroom teaching. Clarity of concept and they will be retained longer as compared to those taught with traditional method With the help of this study researcher recommended that the teaching would be highly effective if the researcher use innovative digital instructional strategies. Hence innovation in digital instruction strategies is very vital tool for teacher's students not only their personal development but also their professional competency and career growth



#### E-WALLET AWARENESS AND ITS USAGE AMONG STUDENTS IN LUDHIANA

Ms. Harkirat Kaur Sohi, Teacher, Satya Bharti Adarsh Sr Sec School, Sherpur Kalan, Ludhiana, Punjab

This proposed study will help to find the perception of customer of e-wallet towards its services. This proposed study is being limited to Ludhiana.

#### Objective:

- To study and analyse the customers perception regarding
- To study the awareness about E-wallet
- To study the preference and satisfaction level of customers
- To study the problems of customers regarding E-wallet services

#### Effectiveness & Customer Satisfaction:

Results showed, 18% strongly agreed and an additional 50% agreed that E-wallets Save Time. Only 3 % disagreed with the

statement. 23% were very satisfied and an additional 62% were satisfied with the service provided.

83% said they were likely to refer the e-wallet concept to others. 2% Not Likely

#### Conclusion:

93% were aware of the various E-wallet applications and its services. Mobile Apps are the most preferred means for making payments. People were motivated to use e-wallet due its various benefits like time saving, easy to use, safe and secure and also by the available discounts



## Poster Presentation

### Access, process and output of our school education system.



#### SCHOOL EXCELLENCE: PREPARING FOR THE FUTURE

Mr. Rajesh Kumar Srivastav, Retd. Principal, Author, Resource Person, Quality Consultant, Faridabad, Haryana. With over 30 years of experience in school education, He has authored more than 300+ academic books and is a certified teacher trainer.

Why don't the facilitators meet the National Standard for Learning outcomes? How to equip the facilitators/management with overcoming the achievement gaps? Pre-training findings showed facilitators lacked awareness regarding learning objectives, learning outcomes and procedures to fulfil the achievement gaps whereas post training the facilitators when sensitized, capacity building was observed and enthusiasm for implementation of new skills was found.

Need analysis of the facilitators at each level (pre-primary, primary, upper primary, secondary and senior secondary level) was conducted. The facilitators were then sensitized about the diagnostic procedures,

feedback methods, and achievement gaps.

In-depth understanding of MI, Bloom's Taxonomy and its relevance in learning and in teaching learning process, assessment and question paper designing for qualitative learning outcomes.

Proper quarterly third party audits need to be conducted on "Of the learning" & "For the learning". The findings should be given as feedforward for necessary action to be taken. Teacher and management trainings for use of outcome documents should be made mandatory. Different learning methods to be incorporated in classrooms. "Learning outcomes" documents of NCERT is a must.



#### THE IMPORTANCE OF LEADERSHIP IN SCHOOLS

Dr. Paramjit Singh, Principal, Army Public School, Ambala Cantt, Haryana. He is the Chief Nodal Supervisor for Sport Evaluation for Class XII and X CBSE Resource Person. Awarded by Meccademia Group of UAE with Leadership Excellence Award 2019 and Dr APJ Abdul Kalam Award on 18 Feb 2018 at Lucknow.

Modern school Principals need to be Energetic, Hardworking, Effective in Communication. Manage Fear of Failure & Stress, a decision maker and should be able to keep employees happy. School principals as pedagogical leaders need to focus on the learner and the academic environment in the form of teaching and learning activities among teachers and students. Healthy physical environment in the form of the condition of a school which attract the students, parents and teachers for the best academic results is also key.

As per the CBSE circular and NEP the school Principal has to work as a pedagogical leaders, prepare a plan for the academic session they have to monitor the same. This

approach to leadership is not always easy. It takes time and continuous investment and the Principals have taken the responsibility to innovate to make learning fun.

Five key areas that help to create a SHARP framework of every great leader:

Strengths: try to eliminate weaknesses and learn to focus on their strengths. Health: try to eliminate stress and learn to integrate periods of new policies. Absorption: learn how to achieve consistent engagement and presence. Relationships: Stop trying to exert power and control, create healthy relationships through positivity and authenticity. Purpose: Great leaders learn how to find meaning and commitment.



## Poster Presentation

### Access, process and output of our school education system.



#### EFFECTIVENESS OF COLLABORATIVE LEARNING IN SCHOOLS

Ms. Neerupama Sharma, T&C Manager, Bharti Foundation, Gurugram, Haryana

Neerupama is an educator with over 16 years of experience in curriculum designing, assessment, teacher training for K12 schools.

#### Introduction:

According to Vygotsky, students are capable of higher intellectual level when they work in coloration, the group diversity contributes positively to the learning process. The present students focused on the effectiveness of the collaborative learning, the result of the study would help the teacher understand the process as most of the teachers do not experiment with group learning techniques in pressure of completing the syllabus

#### Research Questions and methodology:

The research questions examined in this study are:

1. Will there be significant difference in achievements on the competency based test, between the students learning individually and students learning collaboratively?
2. Will there be significant difference in the level of critical thinking of student individually and students learning collaboratively?

The independent variable in this study was the method of instruction, a variable with two categories, individual learning and collaborative learning. The jigsaw technique of collaborative learning was used for the treatment group. The population of this study consisted of 70 Class 10th students of CBSE Schools in Delhi.

#### Limitations:

For the techniques of group learning to be effective the students need to understand the instructions, hence children with poor comprehension skills find it difficult and have to be individually guide.

Research suggests that groups favored the more confident members. Changing up groups can help counter this problem.

#### Conclusion:

From this research study, it can be concluded that collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas. However, both methods of instruction were found to be equally effective in gaining factual knowledge. Therefore, if the purpose of instruction is to enhance critical-thinking and problem- solving skills, then collaborative learning is more effective.

#### Suggestions for Further Research:

This research was done with a group of students from high income groups, further research can be done with:

- Students of low income group
- Students with learning disabilities
- Preschoolers

## About Convoke 2019

Convoke, a Bharti Foundation initiative, is a conference series designed to address challenges in imparting education and strengthening its quality, with a special focus on rural India. A forum for academic discussions, collaborations and intellectual exchanges for all those interested in academic research and practice including principals, teachers, academicians and educationists working at the grassroots. Started in 2015, the last four Convokes were held in Amritsar, Ludhiana, Sangrur and Jodhpur.

### Venue Host:

For this edition, Bharti Institute of Public Policy, one of the four key institutes at the Indian School of Business, Mohali acted as our venue host. Emerging as India's eminent public policy think tank, it offers an Advanced Management Programme in Public Policy for senior professionals. Bharti Institute promotes empirical data and evidence driven research to guide policy formulation and implementation in India and other developing countries. [www.isb.edu/bipp](http://www.isb.edu/bipp)

### Jury Partner:

Sambodhi is a leading research and training agency, building and strengthening the ecosystem for evidence in today's development and policy landscape. They monitor and evaluate large-scale interventions, provide advanced analytics and work for capacity building of professionals. Sambodhi acted as the Jury Partner and graded the papers based on a predefined rubric. <http://www.sambodhi.co.in/>

**Chief Guest:** Inaugural Session, Prof. Sridhar Srivastava, Dean, NCERT

Prof. Srivastava has been a key resource at the Educational Survey Division of NCERT for many years and Head since 2015. Amongst his many accomplishments, he led the National Achievement Survey (Cycle 3) for Class III and VIII, was National Coordinator at the All India School Education Survey, led the National Talent Search Scheme (NTSS) of GoI and many other just programs.



**Chief Guest:** Valedictory Session, Mr. Kamlesh Pant (IAS), Principal Secretary (Education), Himachal Pradesh. Mr Pant has held various posts in his illustrious career as an IAS officer. He was on deputation to the Central government before he returning back to HP as Principal Secretary, Education.

**Guest of Honour:** Mr. Subir Shukla, Principal Coordinator, Group Ignus

Mr. Shukla works on improving the quality of education system, beginning in 1986 when he lived in a tribal village for 6 years, working on primary education with Eklavya, Madhya Pradesh. He has worked extensively with government systems, as Chief Consultant (DPEP, 1995-98), Educational Quality Advisor (SSA) to MHRD (2009-11) and led the development of the Quality Framework for the RTE.

### Moderators:

Dr. Pradeep Misra, Professor of Education, Chaudhary Charan Singh University, Meerut.

Dr. Misra's academic contributions include publications, research projects, educational media and guiding over a dozen researchers. He has to his credit several chapters and books, over 50 research papers in national and international journals.

Dr. Avik Sarkar, Associate Professor, ISB.

Dr. Sarkar is an advisor at various government committees like the Bureau of Indian Standards (BIS) committee 'Artificial Intelligence', Analytics Advisory committee for Government e-Marketplace, Technical Advisory Committee (TAC) of Census 2021 and so on.

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