



**Bharti Foundation presents**

# **CONVOKE 2020**

**“TOWARDS SCHOOL EXCELLENCE:  
ENABLING GIRL CHILD EMPOWERMENT THROUGH EDUCATION”**

**25-26 November, 2020**

## Acknowledgement

I am pleased to share Convoke 2020 report summarising the papers presented. We thank our Jury partner, Sambodhi Research & Communication Pvt. Ltd. for providing insight and expertise which greatly assisted in the selection of research papers presented at the conference. Ms. Kadambari Anantram, Vice President, Sambodhi presented the grading and selection process followed to select the final papers.

We would like to express our gratitude to Prof Sridhar Srivastava, Joint Director, NCERT, Director (I/c), NCERT, and Chairman (I/c), NIOS for delivering the keynote address and for sharing his wisdom with us during the inaugural session. We would like to extend our appreciation to our Guest of Honour for the inaugural session, Mr. V V Ranganathan, and our Guest of Honour for the Valedictory session, Rakesh Bharti Mittal, Co-Chairman, Bharti Foundation, for their encouragement and support, and for sharing their vision on the future of Convoke. Our heartfelt appreciation to Mr. Anil Swarup, Author and Former Secretary, Education (GoI), who was our Chief Guest for the Valedictory Session. He spoke about teachers, who are the pivot of school education, and the National Education Policy 2020 at length.

Our special thanks to the keynote speakers of each session, Dr. B P Pandey, Officer on Special Duty (OSD), DoE, Delhi, Mrs. Syeda Bilgrami Imam, Former Executive Creative Director, J. Walter Thompson for Central Asia, and Mr. Rajnish Kumar, Director (Digital Education), Dept. of School Education & Literacy, Ministry of Education. Their valuable inputs based on the practicalities of the system helped put the topics in context and was a guiding light for the sessions.

We would also like to thank the moderators - Dr. Renu Singh, Country Director, Young Lives, Ms. Abha Adams, renowned educationalist, Dr. Mythili Hazarika, Associate Professor of Clinical Psychology, Guwahati Medical College, Prof. Vimala Ramachandran, Director, ERU, and Mr. Ajay Kumar, Principal, Satya Bharti Adarsh Senior Secondary School. They enabled participants to share their studies, bring out the nuances in their presentations, and provided their valuable inputs. Their effective guidance enhanced the learning of all the participants.

We extend our gratitude to the sixteen researchers who presented their papers. This year, we introduced a new section whereby young students got a chance to share their research skills through our platform and were appreciated by our panelists and guests. The presentations were followed by a special session on challenges faced by underprivileged children. We would like to thank Mr. Jeroninio (Jerry) Almeida, Leadership Coach and Author of Karma Kurry, Kidpower, 'Children championing change' for capturing stories of change of our students from the Satya Bharti School program. The book was launched in this session and we would like to thank and appreciate Ms. Kiran Bir Sethi, Founder, Design for Change, and Governing board members of Bharti Foundation- Ms. Kalpana Morparia, CEO, JP Morgan India, Mr. Arun Kapur, Director, Vasant Valley School and Universal Learn Today, for making the panel discussion lively and informative.

The audience comprised academic administrators, research scholars, principals and teachers from private, government and Satya Bharti Schools. We are grateful for your participation.

We thank Ms. Mamta Saikia, CEO, Bharti Foundation, for her leadership and direction. Her constant encouragement drives the team to achieve and accomplish every task perfectly.

Finally, thank you to Team Convoke for making this event a good learning experience.



**Antony Nelliserry,**  
Chief School Excellence,  
Bharti Foundation

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# Key Learnings and Recommendations - CONVOKE 2020

## Teacher Professional Development

### *Key Learning:*

- a. The New Education Policy and the strategies to implement the policy need to be evaluated considering its implementation in the grass-root level.
- b. Researches are at the heart of reforms, teachers should take up research seriously and share their findings with policy makers.

### *Policy recommendation:*

- a. A teacher forum like “Convoke” needs to be promoted in each state for providing teachers a platform to share their good practices in the form of research presentations.
- b. Teacher training needs to be integrated with action research that has to be done by the respective participants of the training. This will make the training more relevant and imbibe the learning of the training in to practice.
- c. Teachers to be equipped to cater to the development of social and emotional dimensions of intelligence for the holistic development of the students at the school level
- d. Provide students platforms that help them express themselves and find teacher support.

## Technology for Education

### *Key Learning:*

- a. To ensure we are reaching the girl child, especially during the pandemic and lockdown, we need to win the confidence and trust of parents.
- b. The long term mental health implications due to the current pandemic should be keep in mind while designing any academic strategies. Mental wellbeing is of key importance during the present pandemic.
- c. Teachers have to be equipped to cater to the development of social and emotional dimensions of intelligence for the holistic development of the students at the school level.
- d. We have bridged the gap of 20 years in this new normal through digitalization. It has ensured democratization of education. However special focus has to be paid to the girl child and the underprivileged.
- e. Understanding of inclusive education has a huge gap at present. There are struggles for differently-abled students. Targeted efforts and changes are needed to ensure reach and development for each child.

### *Policy recommendation:*

- a. While using the digital tools and virtual platform for use of education, caution to be taken to introduce low cost technology keeping in mind the affordability of the technology for parents of students from underprivileged families.
- b. When prescribing the text books to implement what is envisioned in NEP 2020, the focus has to be on empowering the teachers to assess skill development of the students. Teachers are to be mentored by DIET, School Complex teams.

- c. Cyber safety needs to be part of regular teaching and not limited the IT subject.
- d. Separate monitoring to be done in the use of technology by girl students to ensure gender equity.

## **Early Childhood Care and Education**

### *Key Learning:*

- a. A strong functional connect between Anganwadis and formal education needs to be created for the success of ECCE as envisioned on the NEP 2020
- b. All stakeholders (teachers, parents, volunteers) need to be given clarity on important milestones in development of early child hood.
- c. The teaching learning material for ECCE should be of the right kind, to simulate and help in social and cognitive development.

### *Potential Policy Recommendation:*

- a. Teachers are parents too, they should not be asked to forgo their child's interest for the greater good. Crèches should be made in schools for teachers' young children.
- b. Parent orientation to be undertaken in the school to include the parents as a key stakeholder in the education of their wards



# Inaugural Session





# Agenda:

**Time, Day 1**      **Date: 25th November 2020, Wednesday**

## **10:00 to 10:30**      **Inaugural Session**

10:00 to 10:02	• Introduction by:	Mr. Antony Nellissery, Chief School Excellence, Bharti Foundation
10:02 to 10:05	• Welcome address:	Ms. Mamta Saikia, CEO, Bharti Foundation
10:05 to 10:10	• Address by Jury partner:	Kadambari Anantram, Vice President, Research and Advisory Services
10:10 to 10:15	• Address by Guest of Honour:	Mr. V. V. Ranganathan, Formerly Sr. Partner, Country Leader, Strategic Growth Markets - E&Y, India
10:15 to 10:30	• Key-note Address by Chief Guest	Prof Sridhar Srivastava, Professor, Educational Survey Joint Director, NCERT, Chairman(I/c), NIOS



## Address by Ms Mamta Saikia, CEO, Bharti Foundation



Our story of 'Transforming India, One Village at a Time' is taking us forward each day towards achieve our goal of improving the quality and accessibility of education at school level across rural India. Convoke conference series started six years back, with a vision that the innovation and conversation around quality education reach the rural areas where 70% of our teachers and students belong. The transformation must begin from rural India.

Through our flagship education programs – Satya Bharti School program, the good practices are being shared across all the schools under Satya Bharti Quality Support program. The teachers and students from villages need to get enough experience and exposure of quality education in school. Through Convoke, we encourage more teachers from Satya Bharti Schools, Government Schools, B.Ed students to participate and share challenges faced, good practices followed, models for quality education and come up with their research ideas for implementation. It is encouraging to see that the educationist are looking at education in an analytical mode, constantly doing experiments and are on the lookout for new practices, striving to doing better every day.

Convoke, is a platform that provides teachers a space to think out of the box and go into research mode which is much needed at present times. It helps them to innovate their teaching process and add more in pedagogy to deal with the current pandemic situation. This year, we received over 60 papers from 10 states across India. I personally, went through most of the papers submitted and must congratulate each one of you for the well-researched quality of papers written.

I extend my best wishes to all the educationists and academicians for their participation and thank them for their belief in our mission of bringing about sustainable changes through education and use of technology.



## **Address by Jury Partner, Ms Kadambari Anantram, Vice President–Research and Advisory Services, Sambodhi Research & Communications Pvt. Ltd.**



I am delighted to e-meet everybody and congratulate the presenters who have written the research papers. I, on behalf of Sambodhi, would like to take this opportunity to present a brief synopsis of the research papers submitted. I would also like to acknowledge some important points that were raised along with some interesting ideas explored by the educationists during their research work.

The theme of the Convoke 2020 is aligned to the current pandemic situation of Covid-19. All the stakeholders are important for accessing online education; be they of any gender, place, isolated learner or others. The teachers, educators and research hers must reflect on various important questions; Who has access to an online education platforms? Do both genders have access? What happens to the child when they study in isolation?

Early Childhood Care & Education (ECCE) is well debatable as it has been given attention in NEP 2020 as well. Questions we need to ask should include what system and process changes do schools need to make so that they can support children when they kick start their education journey? What is the role do the primary caregivers as teachers, Anganwari workers, or parents in anchoring children and helping them to adapt to social, emotional, physical, behavioural, and cognitive changes they are going through in the early stages? Handwriting of students is bad in Kindergarten. Why? Are children happy? I am requesting educators to think deeply, be bothered and irritated with what is going around them in the education space and this will become the starting point of any research or an investigation. Research doesn't end with review; research actually begins after that! It should be triggering QUESTIONS!! Spend more time getting bothered and ask deep reflective questions. We need to think more deeply about the topics that concern us across the education sector. Also, need to track what sort of writing is happening in the newspaper, journals, blogs and the questions raised in the parliament on the topics. It is essential and it helps educators think deeply promote evidence based education which is what is required.

Lastly, as an educator, be disturbed with what you see in the education space, please go and conduct primary research as you have access to children, children's parents and other educators. With discordances and disagreement, lots of good comes out. Further, form your opinions and explore, come up with your conclusions. Conduct evidence-based action research.

## Address by Guest of Honour – Mr V V Ranganathan



The sixth edition of Convoke, is on the theme of “Towards school excellence, Enabling Girl Child Empowerment through Education”. Bharti Foundation, as always is focused on the education of the girl child and is carrying this forward through the Convoke as well.

Convoke conference series is one of the founding pillars that foster a group of well-equipped teachers who thinks independently and work on research papers. At Bharti Foundation, we are preparing children in rural India to be able to face the challenges of a rapidly changing world, which demands a variety of skills. Students need special 21st-century skill sets which have become essential for them to survive and thrive in today’s world. We at Bharti Foundation help the children and teachers in the rural areas acquire these skills.

At Bharti Foundation, we are conscious of preparing the children of rural areas to face the challenges of the rapidly changing world and help them acquire a variety of skills for survival. The students need to develop the basic aptitude of creativity, innovation, ability to be resourceful, analytical thinking abilities, solution-oriented approach and cohesive collaboration. Teacher play an important responsibility in preparing all students in rural areas to acquire these skills by giving them the best of education.

In this new era, diagnostic thinking ability, communication, creativity and collaboration are important skills. All the teachers should inculcate these attributes/skills in their students and we need to prepare teachers for such important mission in our country. Also, it is essential for principals and teachers in rural areas to actively participate in such conferences and events.

## Key-note address by Chief Guest – Prof Sridhar Srivastava, Joint Director, NCERT, Director(I/c), NCERT, and Chairman(I/c), NIOS



I am delighted to be connected with all the dignitaries and to be a part of Convoke 2020. The year 2020 has impacted livelihoods and the education system, it has also given us an opportunity to reflect on the whole schooling system in India. Being part of the NCERT, I feel NCERT spreads the blood in the veins of the education system in India. In addition, NIOS also provides lessons on an alternative route to education.

NEP 2020 is widely discussed today. The principles of NEP 2020 include identifying and nurturing the unique capabilities of a child, enhancing conceptual understanding and moving ahead of rote learning, respecting diversity and social cultural environment of every child. NEP clearly mentions the Socially Economically Disadvantage Groups (SEDG), characterized by different identities such as gender, culture, social identity, location, and so on.

NEP has given a perspective to the educators; focus on competency-based learning. We need to erase the hard boundaries of streams of Arts, Commerce, Science, Academic, Vocational, Co-scholastic, Scholastic and many more. We need to work towards providing opportunities for experiential learning to the students as these qualities are going to help them in the future. Our higher education system is not providing employability skills for students and therefore, employment issues are rising. Students need to apply knowledge and problem solving skills to real-life issues and this should be an essential part of preparing students for the future. Many of these issues are addressed in NEP 2020. Collaborative thinking of government and agencies is required to make this possible in practice. Alternate models of schooling are also important to explore. Assessment is another very important issue. We need to make our students creative, innovating and critical thinkers, they should act as problem solvers. We should provide opportunities to our students to use and enhance these skills. NEP 2020 has discusses a 360 evaluation system and talks of reforms in assessments.

Society has given importance to English medium education but NEP 2020 encourages use of the mother tongue and family language. A language is more than a tool of communication, it carries the culture and confidence of a child. Giving space to the mother tongue for students in early education is thus important. English language can be learnt anytime.

Our best efforts as stakeholders in education would be to instill and enhance capabilities, skills and competencies of children and provide them the opportunity of experiential learning. I request you all to read the NEP 2020 and discuss in your groups, including the rural areas accessed by Bharti Foundation. Parents too should also come forward and must not force their children into taking courses without giving attention to individual interests.



# Session I

## New Education Policy - A review





# Agenda:

**Time, Day 1**      **Date: 25th November 2020, Wednesday**

**10:30 to 11:15**      **Session I: New Education Policy - A review**

	• Moderator:	Dr. Renu Singh, Country Director, Young Lives
10:30 to 11:15	• Can The Elements of NEP 2020 Change The Education in India	Adepu Ganesh, Teacher, ZPHS, Avunoor, Telengana
	• NEP 2019: A Turn-around of Previous Policies in ref to Secondary Education	Gautam Dutt, Teacher PGT, Govt. Sr. Sec. School Kurukshetra, Haryana
	• Changing Trends & Mindset Towards Early Childhood Education in Pre-Covid and Post-Covid Situation: A Comparative Account	Jatin Garg, Teacher, Satya Bharti Adarsh Sen. Sec. School Jhaneri, Punjab





## **Dr Renu Singh, Country Director, Young Lives**

I am happy to be part of Bharti Foundation's Convoke conference series for the first time and eager to hear some interesting papers that will be presented by the researchers and hoping to hear issues of practical implementation of the NEP 2020. Also, what is that we need to do to actually achieve the hard task of implementing the quality reforms indicated by the NEP 2020?

We need to look at the problems and challenges at the ground level, the current prevailing situation needs to be addressed. NEP 2020, interaction with students, teachers and parents gives us the topics of research. We need to evaluate how to implement NEP to the grass-root level. The objectives and outcomes need to be defined and practical ways of implementing it are to be discussed. We need to also state the importance of connecting with the roots and problems faced at the field level.

Researches are at the heart of reforms to happen. New Education Policy 2020 has a wonderful vision which will provide equal and quality education to children. Providing equitable quality education and enhancing creativity, life skills and the right attitude about learning among all stakeholders, must be the focus of the NEP 2020. 21st century skills first need to be imparted to our teachers so that they can impart it to our students. The students should be learning and living with these 21st century skills.

A majority of the complex issues are yet to be resolved - Teachers working conditions need to be checked; Teachers don't get enough space and teachers take pains but are sidelined from their work credit. The focus should be on teacher progression in both; horizontal and vertical ways. An increase in financial investment may not be a complete solution to manifest the vision of equity, quality, and integrity in education.

To conclude, the leadership, master trainers, teachers together make the fabric of the education system. We need to build in 21st-century skills into the teachers that can be transferred to the students. Focus on developing the right attitude, intentions, skill-building, problem-solving skills. To build classrooms that are creative, collaborative, and help students have to think out of the box. Pandemic has created multifold problems and the schools need to be ready for this.



## Adepu Ganesh

Teacher of English at ZPHS AVUNOOR, Mustabad, Rajanna Sircilla, Telangana

**Paper Title:** Can The Elements of NEP 2020 Change The Education in India?

### Introduction:

Education itself is a single greatest tool to equality and social justice. National Education Policy-2020 approved in July 20, with an aim to transform education in India by year 2040.



NEP- 2020 is analysed comparing with previous policies, keeping in view of Teachers, Students and Parents, focused on school level key points.

73 years Indian education systems:

- (i) could not bring 2 crores of children to pre-primary and 60 lakh students to Elementary School
- (ii) could not teach basic numeracy and literacy to 60% of students.

To reach these, Proposed Universal education up to 18 years, Early Childhood Care and Education and Foundational Numeracy and Literacy can be helpful.

Suggested elements like Textbooks with core essentials, flexibility and choices of subjects, mother tongue as medium, bilingual teaching and textbooks, exams on core material, holistic progress card and so on can modify Teaching-Learning Process more curious and interesting.

School Complex system, continuous professional development to teachers, integrated B.Ed courses, using local teachers and merit based promotions are key points of NEP to fill the gaps & needs related to teaching.

21st century skills, Bag-less days, knowledge of India, promotion of Indian art and culture, vocational courses, doing what is right, technology support (Diksha) etc. will become helpful in transforming students with scientific, moral, cultural and constitutional values.

Success of NEP-2020 depends on Governments, Implementation bodies and Teachers. Good understanding of policy and allocation of funds are required for getting best results. Lack of legible instructions for SEDGs, Universal education without changing act etc. will face difficulty in action. NEP-2020 simply gives concepts in a broad way but application of above concepts under action can give correct outcomes. Hope all the stakeholders of NEP-2020 work great and transform Indian education system by 2040.

## Gautam Dutta

Teacher at Govt. Model Sanskriti Sr. Sec. School, Kurukshetra, Haryana

**Paper Title:** NEP 2019: A Turn-around of Previous Policies in reference to Secondary Education in India



### Introduction:

NEP 2020 is an ambitious and futuristic policy that ensures opportunities for children to hone their talents by fixing the lacunae in the education system.

Recognising the urgency of foundational learning, the shift from the 10+2 system to the 5+3+3+4 — with foundation, preparatory, middle, and secondary stages — will focus on a more holistic development of children. The emphasis on skills like analysis, critical thinking, conceptual clarity and co-curricular and vocational subjects will diversify their learning. Universal access at all levels of school education will be guaranteed, and it is proposed that the around two crore children who drop out will be brought back into the education system.

### NEP's section on curriculum and pedagogy:

Using a few examples from NEP's section on curriculum and pedagogy, I will briefly highlight the flaws in ideas; First, most programmes, including this policy, mistake “fun in learning” for “fun of learning”, thereby reducing the meaning of learning/pedagogic processes to song and dance and banal activities.

Second, reducing the ‘load of studies’; the report, “Learning without burden” (1993), had defined burden on students as “mental load of incomprehensibility, a situation where a lot is taught but little is learnt or understood”.

Third, the idea of an “integrated curriculum”, challenges textbook developers/teachers; who in the absence of any deep knowledge of “what” needs to be integrate, resort to random addition/deletion of content.

Fourth, meaningful assessment is not only about formative assessment (FA). If most of the teachers' time is spent on collecting evidence, record keeping and saving their skin because they know that students' assessment will be used to assess their performance, then no amount of FA will improve students' learning.

### Conclusion:

Despite of above mentioned critics these are the long waited reforms in school curricula and pedagogy, a transparent process for teacher recruitment, merit-based promotion and development of the National Professional Standards for Teachers, setting up a Gender Inclusion Fund, and also Special Education Zones for disadvantaged regions and groups will empower the academic fraternity. Changes like PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will redesign assessment and standardized the education boards across the country. The multiple exit and re-entry system, credit transferability across the universities, and multi-disciplinary in the higher education system have provided flexibility to students. The internationalization of education will be facilitated through institutional collaborations, student and faculty exchange programmes, and allowing top-ranked international universities to open campuses in our country. It is proposed that 3.5 crore new seats will be added to higher education institutions. Such prompt measures will ultimately fill the gap between industry and academia and harness our demographic dividend.

## Jatin Garg

Academic Lead (Mathematics) at Satya Bharti Adarsh Senior Secondary School, Jhaneri, Punjab

**Paper Title:** Changing Trends & Mindset Towards Early Childhood Education in Pre-Covid and Post-Covid Situation: A Comparative Account



### **Hypothesis:**

The paper aims to prove or disapprove the statement, “The parents’ perspective has changed towards Early Childhood Care and Education (ECCE) in Post-covid 19 situation”.

### **Research Methodology:**

Virtual survey of a select sample of 193 pre-school children’s parents and Physical Interaction with many parents of 3 to 5 years children

### **Research Question:**

Early Childhood Care and Schooling is of rising emphasis after the announcement of NPE, 2020. Today where the whole world has come to stand still due to covid-19, the school education still continues virtually however the ECCE or pre-school education seems to be most impacted. Hence this research endeavours to find out how parents’ mind set has changed in this new scenario. It tries to find the answers to the questions like: Do the parents equally prefer ECE in pre and post covid-19 times? Has the mind set of parents changed after this pandemic? What are their expectations from the school? What kind of suggestions do they have for pre-school owners\managers and teachers? The answers to these questions are found through a virtual survey of a sample of parents selected on the basis of availability.

The results of the study are helpful for anybody related to ECCE and it will work as a tool to understand the expectations of parents after this pandemic. The virtual survey also checks the awareness level of the parents towards the process of teaching and learning in school and home tutoring.

### **Findings:**

Paper concludes how this pandemic has affected the mindset up of parents towards Early Childhood Care and Education and what is the appropriate age of child to send him/her to school? Though, it has been found that parents have become more conscious about health and hygiene of their children and 35% parents feel that after covid-19 they will send their child in the age of 5 or above 5 years where NEP2020 suggests that the right age of child to start school is 3 years. 36% parents are showing their faith in schools and they said that, in case of vaccination not being available they will send their child to school after checking the proper arrangements of the school and with proper precautions which reflects that people are still aware of importance of ECCE.

The survey also reflects that in post covid-19 there is more emphasis on social and emotional developments of children instead of academics. The study is particularly significant to plan pre-school children’s education by the parents as well as Early Childhood Educators in post-covid 19 times.




## Session II

### Early Childhood Care And Development Is The Basis Of Education





# Agenda:

Time, Day 1		Date: 25th November 2020, Wednesday
11:20 to 12:40	<b>Session II: Early Childhood Care And Development Is The Basis Of Education</b>	
11:20 to 11:35	• Key Note Address:	Dr. B.P. Pandey, Officer on Special Duty (OSD), Directorate of Education, Delhi
11:35 to 12:40	• Moderator:	Ms. Abha Adams, Educationalist
	• Early Education: Nature versus Nurture	Sukanya Bharadwaj, Teacher, Upperdani High School, Kamrup, Assam
	• Need and Awareness of ECCD	Sonu Karla, Teacher, Satya Bharti Adarsh Senior Secondary School, Chogawan, Punjab
	• Let the Light Shine	Dakaru Bareh, Teacher, Hedalis Corner School, Rymbai, Meghalaya
	• Tools of the mind: Developmental milestones	Samrah Khan, Research Scholar, Jamia Milia Islamia University, Delhi
		



### **Key-note address by Dr B P Pandey, Officer on Special Duty (OSD), Directorate of Education, Delhi**

Education is not only important for primary school but it is important for life.

NEP 2020 has stressed on building a base of education for children through ECCE. Early year's education works on body, mind and soul of the children. It is believed that 85% of child's brain is developed by the age of 6 years. The years (0-6 years) in the life of a child, when the maximum neurons networks are made in the brain and learning stays with a child life-long. Some of the important elements that must be considered and taken care of include the need to create an age-appropriate learning environment, designing self-development activities including experiential activities. ECCE has to be child centric and should not have bench marks of pass fail, no result parameter needs to be established. Child should be provided opportunities to lead and learn. We also need to think of how to create a strong connect between Aganwadis and formal education system.

Early child care education is important for social and emotional well-being of children. Aligning schools, students and stakeholders is imperative to strengthen the implementation of NEP 2020 and make it a success. Work is required on the implementation strategies of NEP 2020 as at present it lacks the perspectives of grassroots implementation. We should get familiar with the problems and then must find the solutions for the given problem. We will need to build a connection and align NEP 2020 with the schools, classrooms and stakeholders. We need to work on Curriculum along with implementation strategies for ECCE. The curriculum design must be based on a child centric design. Is there a requirement for the development of assessments for ECCE? Therefore curriculum and implementation strategies for ECCE need to be prepared.

If we implement the NEP 2020, we will need to integrate reforms, syllabus and assess the valid ways to quantify the outcomes of child's progress and learning.



## **Ms Abha Adams, Educationalist**

The researches done by teachers need to be highlighted on different public platforms and forums. Teachers should be engaged in active action research, as they are the real architects in the education system! They must be motivated to pursue primary researches. They need to identify the issues and pursue active action research to bring about an impact. Primary research is important and needs to be made accessible to teachers, educators and policy makers. The teachers role should not be undermined. Early childhood is an important and critical stage in a child's life and both nature and nurture are essential and equally important for holistic growth of all children. Parent engagement with children in early childhood education is crucial, we need to address the role of parents during early years and ask them to spend time with their children. The children must be involved in daily chores and that helps them develop their skills using simple activities all day long. Parents usually treat their children as they were treated by their parents. The parents need to be trained and guided for better upbringing of their children.

The more they talk to their children at home, they will learn more language. Building parental understanding is essential on how can they support their children. They need to have an understanding of development milestones in place. We need to give children the right kind of different simulations and not just toys for holistic development. In the remote areas where there is a digital divide, television can be made a medium of instruction and a way to reach out to parents.

There are many struggles for differently-abled students and must be resolved using right efforts and right changes. Theoretical skills build the base but practical skills give confidence for child's learning. Recommendations from the researcher I want to take forward is that to help government school teachers to devote more time in school, Child crèches/Day-care centres should be attached to schools.



## Sukanya Bharadwaj

Teacher at Upperdani High School, Rani Block, Kamrup, Assam

**Paper Title:** Early Education- Nature Vs Nurture



### **introduction:**

What a child experiences in early years of his life has a lasting impact on the development of his brain. In other words what a child sees, hears and touches in his early years, sets the trajectory for his lifelong learning and well-being. While genes create the road map, experiences create the neuro- connections inside the brain that sets the foundation of their emotions, language motor skills, vision and memory. I had taken up this fundamental question about the factors that has immediate influence on child's growth during early childhood. My analysis was that nature and nurture are equally important factors. Ignoring any one of them destabilizes the process of child's holistic growth.

While talking of child's nature, care providers need to aware of their individual differences. It's the rule of nature, that cherry, peach and plum ripe at different time of the year, a child is much the same as every child grows at his own pace. It is wrong to expect the same result of every child, with relation to his social, emotional or temperamental responses. Again, we need to be conscious that, a child is a sovereign being, born with his own choices. Trying to fulfil our own unfulfilled desires through them by indulging them in activities they may not like, may have an adverse effect on their psyche. Play is child's favourite way of learning. Stimulation should be in the form of activities that stimulate maximum curiosity and activate his own innate desire to learn.

### **Conclusion:**

To conclude my research work, the pointers are as below:

- Every aspect at this stage needs special attention, as it concerns the child's holistic development
- Both nature and nurture are determinants of child growth and development
- Their inquisitiveness must be encouraged and should not be distanced from reality
- We should provide opportunities for them, to delve into and create their own world of imagination
- Giving each child the best start is an assurance of a better future

## Sonu Kalra

Teacher at Satya Bharti Adarsh Senior Secondary School, Chogawan, Punjab

**Paper Title:** Early Childhood Care and Development: Need and Awareness of this basis of education



### Introduction:

Researches have been pointing to the exploding brain development in the early childhood years. Behaviour, workforce skills, and other aspects of adult human capital are developed right from birth through early childhood and education.

While early years account for 85% of the brain development, crores of children in India lack this development, especially those belonging to socio-economic deprived communities. In light of this, the release of NEP (New Education Policy) comes as a welcome step in India, focusing on universalizing ECCE (Early Childhood Care and Education).

Early Childhood Education and Pre-schooling at Home Each of the learning and development areas covered in early childhood is a predictive factor for success in later life stages. However, it isn't the policies and schooling that form the basis. Pre-schooling at home also plays a significant part in this development.

The survey is conducted to analyze the awareness of the concepts of ECCE among parents. Besides, the study also focuses on finding avenues of growth for improvement in the awareness and delivery of pre-school education.

### Methodology:

A survey was conducted in Chogawan city in Punjab, India, with various questions to understand the parents' understanding of early childhood education and how they have been contributing to the same. Fifty parents participated in the survey with varying levels of education and backgrounds. Out of the 50 participants, 20 have pursued a maximum of senior secondary education. The rest 30 were graduates and postgraduates. Around half of the former 20 had no occupation in hand.

### Findings:

According to the survey, most of the parents have been imparting some kind of pre-school education as well as care and hygiene. Plus, most of them agreed to the fact that early childhood education supports schooling and later education. Also, most of the surveyed parents had an understanding of the ECCE concepts and curriculum.

Here's a glance at highlights of the survey's results:

- 55% of parents with maximum senior secondary education impart home-based education to their kids.
- 75% of parents have taught their kids about the basic concepts of numbering and alphabets to their kids. The rest also included poems while providing pre-schooling education to their children.
- 100% of parents have taught the concepts of care and hygiene to their kids.
- Only 15% of parents disagree that ECCE is the basis of education, and 20% believed that the pre-schooling they provided didn't relate to what their children are learning at school.

## Dakaru Bareh

Assistant Teacher at Hedalis Corner School, Rymbai, East Jayantiya Hills, Meghalaya

**Paper Title:** Let the Light Shine



### Introduction:

Early Childhood is a critical period since it is the basis of overall development of a person. Children of this stage need utmost nurturing care. The world Health Organisation (WHO) and many countries are having Early Child Development Programme in their agendas for protecting and caring each and every child in the world.

For their development, parents and educational institutions play great roles. For instance, while framing the school curriculum, most of the curriculum is child centred and activity centred curriculum. And for equality of access of all children, system of inclusion is included.

Education technology is essential elements in child's learning and development, these are:

- E-learning (Electronic)
- M-learning (Mobile)
- B-learning (Blended)

This paper is about the finding how much care the child receives and are growing and developing. Based on this, the study has been taken randomly from one village. Sources are being collected from primary as well as secondary data. Primary source is conducted through questionnaires via interviews with the parents of those children.

### Conclusion:

In conclusion, it is to state that children all over the world must be properly and keenly be taken care of, since early childhood is the most important stage for any human being. For the welfare of our children's future, utmost care must be given to him when he/she is young. So we the parents and we the teachers must catch those children now when they are young.

## Samrah Khan

Research Scholar, JMI, working as a nursery teacher in Directorate of Education, New Delhi

**Paper Title:** Tools of the Mind: The Vygotskian Perspective to Early Childhood Education



### Introduction:

The early years of a person's life are the most crucial years in terms of development, learning and socialization. ECCE should be considered as the most important developmental milestone in the later Educational, Psychological, Sociological and Emotional development. ECCE from a very early age can have extremely important consequences, including decreased grade repetition, dropout, aggression and violence.

The NEP 2020 emphasizes on the socio-cultural approach to learning in the early years and so does the Vygotskian approach. 100 years back Vygotsky firmly believed that a child learns the best in its immediate social and cultural context and in his own native language. The present study was conducted to study the impacts of integration of this approach in the ECCE programmes of different kinds of setups and to check its effectiveness on the learning outcomes of the children. Children belonging to the age group 3-6 years and coming from different stock-cultural backgrounds were the sample for the research.

Seven different kinds of ECCE setups were studied. The teachers, the parents, the Heads of the institutions, the curricular components, transactional strategies, means of communication and other infrastructural facilities along with the availability of resources available for teaching and learning were studied. The results were a surprise. Majority of teachers are not trained for teaching young kids. The curriculum focusses mainly on the rote learning and written languages. English is the key for assessment of learning outcomes. Play which is psychologically and developmentally the most important factor of learning for young kids has no or very less importance in the ECCE programmes. There are no or very less resources and large student-teacher ratio which becomes a barrier for learning.

### Conclusion:

It was concluded that reducing teacher children ratio will solve half of the problems and native language should be considered the prime factor in learning. Professionally trained and dedicated teachers will definitely bring up the skilled, interactive, healthy and happy kids which will ultimately lead to a developed and prosperous society.



## Session III

Education in the times of the 'new normal'  
with special focus on Girl Child





# Agenda:

Time, Day 1	Date: 25th November 2020, Wednesday	
15:00 to 16:20	<b>Session III: Education in the times of the “new normal” with special focus on Girl child</b>	
15:00 to 15:15	• Key Note Address by:	Mrs. Syeda Bilgrami Imam, Former Executive Creative Director, J. Walter Thompson for Central Asia; Member, National Commission for Minorities, Gol
15:15 to 16:20	• Moderator:	Dr. Mythili Hazarika, Associate Professor of Clinical Psychology, Guwahati Medical College, Assam
	• Analysis of the Impact of COVID 19 online education on the 3 learning domains of students	Sumana Sarkar, Principal, Sachdeva Global School, Delhi
	• Education in the time of new normal	Seema Gupta, Coordinator, Satya Bharti Adarsh Sr Sec School, Jhaneri, Punjab
	• Online education – A tool or a barrier for the Girl child	Aastha Dhingra, TGT (Social Science) & Teacher Development Coordinator (TDC) in Directorate of Education, Delhi
	• Online education - A tool or a barrier for the Girl Child,	Ved Pal Singh, Head teacher, Satya Bharti School, Bari Khas, UP





**Session Key-note address by  
Mrs Syeda Bilgrami Imam,  
Former Executive Creative Director, J. Walter Thompson  
for Central Asia; Ex-Member,  
National Commission for Minorities, Gol**

Teaching is the most critical profession. It makes people what they are and what they could be when they are on their own. Stress has to be laid on the need of teachers to connect with children and having a two way communication between them. This is essential for a better learning environment. Parents and their connection with the child is also integral to their development. If possible, teachers should have a session with parents before any class.

Situations have to be managed better with the availability of limited resources and time. We need to find an effective medium to connect with students specially girl child. The participation of students is a must. Students should listen, speak and apply their knowledge base wherever possible in real life.

Every kid to be himself and herself is something that we all need to think about, it has to be retained in our educational goals, apart from the goal of making children self-sufficient and self-reliant through proper education and learning using holistic approach.



**Dr Mythili Hazarika,  
Associate Professor of Clinical Psychology,  
Guwahati Medical College, Assam**

**Paper Title:** Psychosocial concerns of children with COVID-19 in Assam

**Introduction:**

The impact of COVID 19 pandemic is having a profound effect on the children and adolescents (CAD) physical and psycho-social health and well- being. In Assam, the government run initiative MONON of National Health Mission had done individual counseling via Sarathi- 104 telephone to 735 Children And Adolescents (CAD) who had COVID -19 provided by Government data. The mental health counselors (406 numbers) had called the CAD to know about their psychosocial concerns while they were in isolation and in quarantine centers.

**Findings:**

The findings indicate that among gender 57% (n-418) girls and 43% (n-317) boys had COVID 19, with 66.25% studying up to 10th standard, 8.43% till 12th standard, others-22.99% and not started school by 1.90%. In occupation the student population was 91.06% and manual/skilled workers were 4.46% and rest were into business, private jobs, self-employed and unemployed. Among students 54.90% were boys and 45.09% were girls. Among them 42 (5.72%) had history of physical illness like respiratory and neurology related illnesses and 6 (0.81%) had history of psychiatric problems like ADHD, Anxiety spectrum disorders. Interestingly among 735 CAD only 230 (31.29%) had COVID related symptoms like fever, cough, anosmia and indigestion. Across genders, the special concerns were related to stress due to COVID 19 (girls - 54.02%; boys - 45.97%), 59.45% boys reported social rejection while 40.54% girls mentioned about it during the counseling sessions. Family stressors were felt more by girls (58.33%) while financial assistance was a significant concern of the boys (61.22%) which highlights the role of gender which is influenced by intergenerational hypothesis.

The findings in psychological domains indicate that 56% of girls reported anxiety symptoms while hopelessness which is a sign of depression is reported by 52.94% boys and 54.54% of boys also reported sleep disturbances but there was no report of death wish or suicide attempt in this population. The interventions were given over the telephone and follow up calls were also done. But 61% of boys and 39% of girls needed no active intervention after the first call.

Psychoeducation about COVID-19 to address their myths, supportive work (providing crayons, note books, colors, and play items) was done along with relaxation techniques, sleep hygiene training and tips to do physical activities while in the isolation and quarantine centers were provided. The individual counseling provided by MONON was appreciated by 26.38% and 59.71% of CAD with their parents had reported satisfaction for the active support and intervention provided during this unprecedented crisis in the world.

**“Social and emotional dimensions of intelligence are very important for children for general academic performance as well as to cope up in life.”**



## Sumana Dutta Sarkar

Principal, Sachdeva Global School, Dwarka, Delhi

**Paper Title:** Analysis of the Impact of COVID 19 online education on the 3 learning domains of students



### Context:

In the current unprecedented times of Covid-19 Pandemic when the schools are physically shut for students, the Online Mode has emerged as the sole means of continuing education. Though educational institutes are working towards a seamless transition of teaching, learning and assessments from the previous classroom to the present online model, the actual impact of this change on the cognitive, affective and psychomotor domains of students of all ages needs to be understood with greater clarity, especially in the light of the possibility of this mode continuing as a medically preferred mode for an indefinite time in future.

### Research Questions:

Does the current online education impact all three educational domains effectively enough?  
Should online education replace regular schooling for all age groups of students?

### Research Methodology:

While this paper uses performance data of school students to compare the influence on Cognition; it also uses Questionnaire Surveys and Qualitative Observations to draw out the influence on the Affective and Psychomotor Domains.

### Findings:

The research indicates that:

- Cognitive Domain:** The learning at the lower cognitive levels of Knowledge, Understanding and Application seem to be effective; but data is insufficient to check on the higher cognitive levels of Analysis, Evaluation and Synthesis. Lack of creativity in the online mode indicates that Synthesis level may be largely compromised.
- Affective Domain:** The time frame of 6 to 8 months may be ineffective to ascertain any observable change in behavior and attitudes. However, the lack of satisfaction and happiness in the tutee and the tutor may have far reaching impact. A subtle drift towards social isolation and lack of interpersonal skills may be long term fallout of continued education in the isolation of homes.
- Psychomotor Domain:** Lack of physical activity, outdoor interactions and hands- on training is impacting this domain in a major way. Senior school students are learning only theoretical aspects of skill based subjects; virtual labs are unable to provide the skill or expertise of practical learning and hence learning is incomplete and ineffective.

### Implications:

Though the current covid 19 online education is seemingly seamless, there are underlying learning gaps in the quality of education that need bridging. School has an unquestionable value as a microcosm of society where a balanced development of all learning domains takes place. Hence online education can augment school education but should not replace it.

## Seema Gupta

A founder teacher at Satya Bharti Adarsh Senior Secondary School, Jhaneri, Punjab

**Paper Title:** Education in the Times of 'New Normal'



### **Hypothesis:**

It was on the 24th of March 2020, that the government of India, under the leadership of our honorable Prime Minister Mr Narendra Modi announced the nationwide lockdown for 21 days. The reason for this lockdown was to curb the expected increase from a small number of five hundred confirmed positive corona virus cases to lakhs in India. As a result, everything came to stand still however education and the process of teaching learning continued in a new way. Thus, it was amidst this lockdown that the various schools of the country adopted the virtual/online mode of education as an only possible alternative. This marked the commencement of the new era 'The New Normal', not only in terms of education but also in terms of trade and commerce. Hence, the current research paper explores the pedagogical impact of new normal in education on children as well as teachers. The paper is based on the assumption that the new way of education has impacted young minds to think in a new and innovative way. It has proved to be a boon and opened 'a world of possibilities for the children' as well as teachers.

### **Research Methodology:**

The research paper uses one to one interviews with a set of questions for students and teachers and tries to find out if the virtual education has proved to be 'a world of possibilities' for them or not. The paper selects a sample of forty five teachers and two hundred students of standard 6th to 12th from Satya Bharti Adarsh Sen. Sec. School, Jhaneri to see whether they think positively or negatively about the new normal. The paper also suggests some ways to be used in rural set up to make this new way of teaching and learning impactful. It will reflect on how as per teachers and students things have changed and is that change for good or bad?

### **Findings:**

The interviews with the students and teachers as defined above unveil that the students are finding the virtual classes really good as these allow them to be well ahead in technologically from their fellow age mates in surrounding areas and it also allows flexibility in their schedule. They get more time to do other activities and they are free to do many things. As per children this way has taught them that the steering of their life is in their own hands. The students, who initially didn't know much about how smart phones or software is handled can now easily create power point presentations and can access different kinds of applications in their devices. For the teachers also no doubt the corona times have taught them being resourceful as well as more organized. A dash board to evaluate is automatically created and much of their work is displayed to be analyzed.

### **Conclusion:**

The effects of online teaching isn't just limited to students only, even the parents as well as some of the grandparents were also able to take technology in an advanced manner. The digital native versus digital migrant divide has also decreased in this new normal. The stereotype in their minds that a mobile phone is a wasteful device, was flushed away. This pandemic has made them realize that anything can be a boon or a bane as per their usage. Not only has a mindset change, the technology also impacted their language to place them better in fast changing world. The commonly used vernacular phrase 'Pahara' is also called table is a small example of what they have learned from the online classes during the lockdown. They are now planning their farm schedules by children or grandchildren the weather forecast of Google. They ask their children to put a letter to the authorities for the day to day problems.

## Aastha Dhingra

Teacher Development Coordinator, TGT (Social Science), GSKV No. 1 Model Town, Delhi

**Paper Title:** Online Education: A tool or a Barrier for the Girl Child



### **Introduction:**

Education has always been about setting the caged bird free to fly like a phoenix and reach heights not yet thought of. E-learning and online education is becoming the new normal during the present Covid pandemic scenario. Online education has been breaking almost all divisions in the education system based on gender, age, race, space, income, time etc. This paper explores the nature of online mode for widening access of education to women. Further, it evaluates the impact of online education in women empowerment.

The research paper has tried to examine whether online education is a tool or a barrier for learners of various socio-economic backgrounds and across gender. The article tries to make a bridge for the current educational scenario for the Girl child.

### **Methodology:**

It comprised studying some past & current projects, surveys, initiatives, reports from various peer organisations that have used technology to promote girl education. The paper encompasses case studies of school going girls and boys in Delhi and further analysing the cases comparatively.

### **Conclusion:**

The success of the revolution by online modes of education rests on the shoulders of socio-economic status of the learners. Rural and semi-urban areas need great help in technological infrastructure to ensure accessibility to all sections of the society. We need to factor in gender budgeting to support girl education in these times.

### **Boon or Bane:**

Online education definitely proves as a much needed support in developing economies and neo-progressive societies. The barrier aspect can definitely be transitioned as a career platform with a planned execution by the government with development of plans.



## Ved Pal Singh

Head Teacher, Satya Bharti School, Bari Khas, Shajahanpur, Uttar Pradesh

**Paper Title:** Online Education: A tool or a Barrier for the Girl Child



### **Introduction:**

It is a big question for us that online education is an opportunity or barrier for a girl child especially in the rural areas of our country? For finding out the answer of this, I have done a research with 143 families in three villages of my locality.

### **Findings:**

According to my research only 29% girls have android phone at their family due to financial status of and 71% have basic phones. About 80% girls accepted that they have to do their household works so they have less time to their study. Mobile Association of India report, in 2019” says that 67% men had access to internet but this figure was only at 33% for women. The parents have created a mentality that “The girls will have to cook food in future only so what is the use of study?”

### **Conclusion:**

Though 81% poor families are sincere towards girls’ education yet poverty and parents mentality that girls will have to will have to perform as only house wife after marriage, are the main reasons for 15% girls who are not studying. The girls who are engaged in household works and helping the family, they can be taught according to their time schedule and 71% girls have basic phones at their home so teachers must have to give preference to conversation, Project work and assignments for them.

### **Recommendations:**

Due to lack of sufficient android phone, teachers will have to conduct their classes in conversational mode and give them projects & assignments for basic phone owned girls. Teachers can conduct open classes in villages with the help of mentors with social distancing. Village sarpanch and NGOs can also take initiative of setting up “Common Study Centre” with IT tools. The institutions/Govt. can provide free or subsidized internet data plan/ recharges for girl students.

## Session IV

### Use of Research and Technology to achieve School Excellence





# Agenda:

Time, Day 2	Date: 26th November 2020, Thursday	
<b>10:00 to 11:30</b>	<b>Session IV: Use of Research and Technology to achieve School Excellence</b>	
10:00 to 10:20	• Key Note Address by:	Mr. Rajnish Kumar, Director (Digital Education), Dept of School Education & Literacy, Ministry of Education
10:20 to 11:30	• Moderator:	Dr Vimala Ramachandran, Director, ERU, Former National Fellow & Prof of Teacher Management and Development in NUEPA
	• Online Classes Deepening the Gender Divide	Manisha Pavi, Teacher, S.K.V. Adarsh Nagar, Delhi
	• From Laboratory to the Real World: Empowering girls to be potential problem solvers	Preetu Arya, Mentor Teacher, Directorate of Education, GNCT of Delhi
	• Method of English Handwriting & Learning Method of Children	Prashanth V S, Teacher, GHPS KG Hosahalli, Ramanagra, Karnataka
	• Cyber bullying a reality	Rehan Beg, Head Teacher, Satya Bharti School, Bhojpur, Uttar Pradesh
	• Access to online education, bang or boon for girl child	Dr Tapsa Verma, & Jyoti Dhingra, Mentor Teachers, Directorate of Education, Delhi





**Key-note address by Mr Rajnish Kumar,  
Director (Digital Education),  
Dept. of School Education & Literacy, Ministry of Education**

Digital is the path for the future of education. It democratizes education. The most important research required now is the best way to reach students digitally. 'Digitalization' is the path to the future, Covid-19 or no Covid-19. The Covid-19 pandemic has jumpstarted schooling through video calls. Prior to current situation, none of us has ever thought of having schools or taking classes on video calls. We know we have digital segregation, two major areas of focus for digital education are the democratic education for all and education of a girl child. -Some questions the 'Use of Research and Technology' panellists should look at include questions on equity, access, methodology, pedagogy, cyber bullying, gender and so much more. What is the best way to reach out digitally to all schools (rural, urban, laptop, mobile, etc.) in our country? There are various methods for teaching digitally such as animations, videos lectures, power point presentations, short films and many more. Which one is the best one to educate the child? How much time should we teach students online, that is, what is healthy screen time? 10 to 15 minutes is suggested by all studies, but is that sufficient for high grades of IX to XII?

We need to think of how to reach out to the children who does not have any device or do not have access to even one device? We need to deepen gender awareness. It is also good to hear that people say they do not promote gender discrimination. It has been possible only due to a lot of campaigns and a shift in mentality of people. 'Local Heroes' inspire more than the any other hero. Quote examples of local leaders in the community to motivate the child and parents, especially a girl child.

Cyber-bullying is an important issue and it impacts emotional wellbeing of a child. At the time of excessive online exposure, teachers need to encourage students to speak up about any of such issues and don't lose confidence to share their experiences in close circles of trusted people. Ideally students must leave all social media platforms at least two months before an examination for them to be able to focus on studies.





**Dr Vimala Ramachandran, Director, ERU,  
Former National Fellow &  
Prof. of Teacher Management and Development at NUEPA**

Action research work done by teachers is appreciable and it also manifests the vision of NCF 2020. Access to digital learning and issues related to online education needs more research. A recent ASER report did not reveal gender discrimination in online education but the papers presented today reveal a different scenario. This happens because what people say in telephonic interviews and what they actually do are different. A phone call interview is different from personal interviews. Hence, these smaller studies by educators / teachers are very useful. The best researchers are our teachers as they interact with parents, students and also observe students – and their conclusion are based on 360 degree interaction and observation.

These studies must be held in high value, the micro researches done by teachers focus on important points, which might be missed out in big research studies – like ASER surveys. The learning emerging from micro researches need to be collated and should reach all the teachers and the masses which include teams for Bharti Foundation school program and government school program. All of these, learning are insightful and can be used for policy briefs. This Convoke is a good platform for showcasing such studies.

More and more teachers should undertake research project in the area of micro and action research. Researchers should look at the various dimensions while doing research for better outputs. For example, the importance of good handwriting and its connection with a child's self-esteem and motivation to learn is something which is very interesting and a great learning. It is interesting how closely both are interlinked, how one expresses themselves on paper and how they perceive self-esteem and self-confidence.

In addition, the need of the hour also calls for secure digital platforms for schools. The Teachers need to be oriented and trained in handling cyber-bullying cases. Teachers need to motivate children to speak-out and share if they face any form of bullying.

## Manisha Pavi & Yachna Arora

Math teacher at S.K.V. Adarsh Nagar Government School, Delhi

Sanskrit teacher at S.K.V Adarsh Nagar Government School, Delhi

**Paper Title:** Online Classes Deepening the Gender Divide

### Introduction:

Due to the COVID -19 crisis, the mode of education has shifted from offline mode to online mode. On a cursory glance, it seems that this is a boon for girls as they do not have to move out of the safe environment of their houses and can learn without any challenges and obstacles. A research was conducted to find the real situation by posting a questionnaire to the girl students about the challenges they are facing.

### Methodology:

A survey was conducted through Google form to get information about the pros and cons of online teaching. This Google form was sent to girls of class 8 to 12 of different schools in Delhi. The aim was to get the responses of girl students of both government schools and private schools so that a comparison can be drawn out.

### Findings:

It was found that many girls were facing numerous problems due to online classes such as

- The boys in the family are given preference in attending the online classes
- The girls are expected to do the household chores before studying
- The girls are under watch during online sessions
- The girls are not given gadgets easily

After analysing the responses of the girl students it was found that the main challenges faced by them were due to Gender discrimination. The discrimination is more evident in the homes of government school students as compared to private school going students.

### Recommendation:

The parents need to be counselled for not discriminating between siblings on the basis of gender. The importance of giving access to education to girl has to be emphasized. Also, the girls need to be given support in terms of a congenial environment at home for education.



## Preetu Arya

Mentor Teacher, Directorate of Education, GNCT of Delhi

**Paper Title:** From Laboratory to Real World: Empowering girls to be a potential problem solver



**Framework:** An exploratory session with science teachers and girls of class 9 of GGSS Ashok Nagar, Delhi was held. It is very important for a person to be capable enough to identify the problems which bothers them the most and in case of girls studying in a small Govt. Girls school of Delhi, it became quite challenging to make them understand that they can identify the problems around them and they can themselves be the problem solvers too. Through an interaction, Class 9 girls were asked to identify the problems existing around them and those which affects them the most was -“Dull, dark & superheated tin-shed classrooms”.

Once the problem was identified, girls were asked to look for the solutions to curb the problem in a scientific way. After rigorous explorations and discussions, children arrived at the use of Heat reflective – white weather-shield Paint on the tin-shed walls and roof of classrooms and vertical garden (using waste water bottles) of temperature regulating plants like- crotus, aloe vera, snake plant etc.

### Findings:

- The solution implemented could reduce the temperature of the tin-shed rooms by 6-7 degree Celsius as compared to other tin-shed classrooms, could make classes look brighter and vibrant
- Students could easily explain the concepts like Latent heat, heat reflection, transpiration in plants and how it helps in cutting down temperature
- None of the 16 girls took a single day leave while working on the project continuously for two weeks that too during summer break. This certainly reveals the zeal and enthusiasm of girls to work for solving a real life problem

### Impact:

- The idea flew to other classes, girls of other classes came forward and volunteered to transform their classroom in similar lines.
- Parents of girls were amazed to see the transformation of classroom done by their children. One of the parent shared the story of her child implementing the same solution at her home too.

### Conclusion:

The group of 16 girl students painted the walls and roof, made a vertical garden and changed A dull, dark and superheated classroom into a bright, colourful and comparatively cooler classroom. The task which is generally considered to be pertaining to men only was accomplished by a group of teenage girls just by making them realizing their potential.

- Today, one can easily see in the school, how imparting education with a clear focus on making girls a potential problem solvers can do wonders not only in science as a subject but in all the subjects taught in the school as well as in their personal and social life.
- NCF 2005 envisages that Science education aims at making learners potential problem solvers for self and society. Hence, this vision of science teaching learning emphasizes the need to integrate knowledge with real world day-to-day life problem solving.
- There is a need to shift the focus from merely acquiring knowledge and demonstrating skills in laboratory to using that scientific knowledge and skills to solve real life problems thereby strengthening the conceptual understanding.

## Prashanth V S

Assistant teacher, GHPS KG Hosahalli, Ramanagara, Karnataka

**Paper Title:** Method of English Handwriting & Learning Method of Children



**English handwriting:** I noticed that the children's English handwriting in my class needed further healing. I thought, first of all, about what causes children's handwriting was illegible. As per my long and depth observation children's handwriting was not clear due to the problems; not sitting in a good direction while writing, not properly holding pen while writing, letters didn't fix on the printed line and didn't observe letters shapes and sizes while writing, gaps between words was not maintained, writing very slowly and inadequate lighting, lack of knowledge about where to start and stop a letter, understanding values of good handwriting and wrong usage of capital and small letters.

Action research for handwriting improvement were; at first convincing the children of the importance of handwriting, gave opportunities to get good practice for holding the pen in a proper way, encouraged the children to sit in a good direction while writing, helped them to practice basic handwriting strokes before learning good handwriting (Basic shapes, symbols and lines), supporting the children to practice the capital and small alphabet letters, used my own TLM for help to improve the students handwriting skills, facilitated the children to do more handwriting practice from basic level in every day and I had been observing the children's handwriting, gave them feedback about their improvement, graphology and graphotherapy helps more to understand the children's personality, they saw own handwriting before and after practice papers and they were happy to see their good handwriting and got great result for the handwriting practice.

**Learning method of Children:** Initial days I observed that in my classroom only some of the students were followed my teaching topics because I used oral method only during my teaching period, I didn't get some of the students response. I realised that only auditory learners can followed the method but rest of the children struggled to follow the topics. Usually in a class room 3 types of students are there as per below mentioned:

1. Auditory learners: This group of students learn by listening topics (15% of auditory learners are there in a class room)
2. Visual learners: This group of students learn by watching materials or any kind of visuals (65% of Visual learners are there in a class room)
3. Kinaesthetic learners: This group of students learn by carrying out physical activities (20% of Kinaesthetic learners are there in a class room)

I realised particular problems of oral teaching method, later on I have started to use some of the drawings, pictures, charts and videos while teaching period. Apart from that I encouraged the students to do role play about academic topics, I do some of the activities and I use TLM for kinaesthetic learners. I involved all students in a session through different types of activities. I started to use technology for teaching in my class room, in the initial days I used my mobile to listen some of the important audios (ex: Poems, great people stories) later on I showed images in mobile to children. I started to use laptop also for teaching in my class room children are very interested to watch laptop to learn the topics, they understand and remember the topic always because they watch and listen the topic with full of involvement. I believe technology also gives great exposure to teaching for children with effectively.



## Rehan Beg

Head Teacher, Satya Bhart School, Bhojpur, Shahjahanpur, Uttar Pradesh

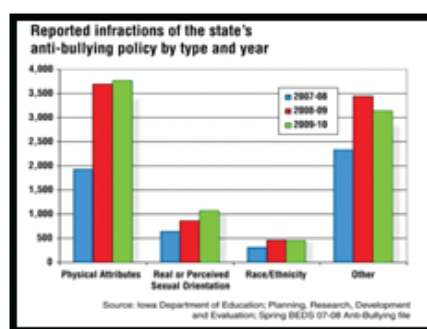
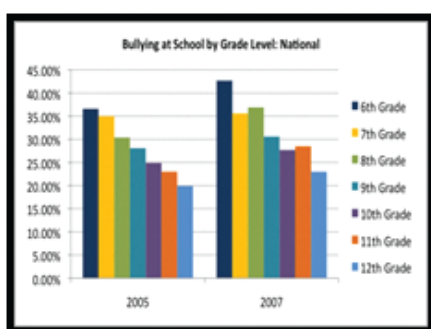
**Paper Title:** Cyber bullying a reality



### Introduction:

Online education is a trend that has been increasing in popularity over the past decade. India Ranks Third on Global Cyber Bullying List, Children in India reported the third highest online bullying rate, after China and Singapore, among the 25 countries surveyed under a recently commissioned project by Microsoft Corporation to understand the global pervasiveness of online bullying.

The survey report released this week spoke to 7,600 children between the age group of 8-17 years. “What is seen as cyber bullying can vary between different cultures, and even among different individuals”.



In all, there has been a 25% increase in the number of cybercrime cases from 2017 to 2018, as per the NCRB data. The conviction rate for cyber stalking or bullying of women and children fell 15 % points from 40% in 2017 to 25% in 2018. However, during the same period, the pendency % saw an increase of 1 percentage point to 96%.

Yet, the reported cases of threatening/blackmail fell 28.3% from 311 to 223 during the same period, which experts said is largely due to underreporting.

In India, the survey indicated that 22% of children reported mean or unfriendly treatment, 29% were made fun of or teased and 25% were called mean names.

### Recommendations:

Equip teachers to understand cyber bullying and act against it. Conduct life skills sessions with children, warning them about it and equipping them to handle it. Create a school committee to help spread awareness, assist the child being bullied and discourage children from growing up to be bullies. Ensure safety in schools and on platforms used.

## Tapsa Verma & Jyoti Dhingra

Math Mentor Teacher and Math Teacher in Directorate of Education, Delhi

**Paper Title:** Access of Online Teaching for Girl Child: Bang or Boon for Girl Education

### Introduction:

During physical schools, we often heard felt and even researches show the relatively lesser enrolment of girls than boys due to various problems: like abusing girls at schools and at home, poor sanitation system in the schools, lack of interest and therefore no funding for girls' education especially, girls supporting in household chores including taking care of their younger siblings etc. Considering all these issues during normal school days, it can be expected that online teaching would be a great help and cater most of the above mentioned problems of girls. We thought to study the accessibility of online teaching on girls. The main idea of the study is to determine whether or not the difference occurred.

### Research Question:

This study aims at assessing the impact of online classes on girl education, attitude of their parents towards the present education process. The surveying method was used for study; Google forms were prepared and floated among the students.

### Population:

The study population comprises the students of both genders of government schools, their teachers and parents.

### Sample:

Students of secondary classes, their Parents and Teachers of Government schools of North West and South East zones of Delhi were taken as samples. Data collected in the form of responses on Google forms was studied and verified with the telephonic surveys. Data was analyzed and interpretations were done to get the results.

### Analysis:

The students don't have enough data, every family doesn't have a smart phones and faces network issues in many areas. Many parents have 1 mobile phone for 2 to 3 children so they are having problem in availability or accessibility to smart mobile phones to students has resulted in irregularities in studies. Some students are not taking online studies seriously. Many-a-times, parents are not very alert and attentive about studies of their kids. They don't want to educate the girls and are engaged in household chores and not getting a positive studious environment. The girls are not given much access to smart devices in families and the boys being bossy get hold of gadgets, they are on priority for using the luxuries. Lastly, parents are giving politically correct answer regarding education of their girl child.

### Conclusion:

Online teaching has supported a lot in making the teaching learning process accessible to all in this new normal. This digital shift has moved us ahead of 5 years. It is difficult for girls to have access the smart phones as compared to the boys. Also, they are busy in doing the household chores so they don't really get much time to study. Parents are aware of the importance of education for girls but still boys are their preference. As we can see two contradictory result from parents and teachers. At the same time, it is clear from the findings that we can never consider online teaching, a substitute to physical classroom teaching. Any intervention, however, must be sensitive to the needs of the intended target groups, while at the same time taking conscious awareness of the systemic or other challenges they may face in accessing the solution.





## Session V

### Stakeholder Voices and the Impact of Education on the child





# Agenda:

Time, Day 2

Date: 26th November 2020, Thursday

15:00 to 15:30

Session V: Stakeholder Voices and the Impact of Education on the child

• Moderator:

Mr. Ajay Kumar, Principal,  
Satya Bharti Adarsh Sr. Sec. School,  
Chowgawan, Punjab

15:00 to 15:05

• Student, Satya Bharti Adarsh Sr. Sec. School,  
Chowgawan, 'Online education, a tool for  
the girl child'

Ms. Arshandeep Kaur

15:05 to 15:10

• Student, Satya Bharti Adarsh Sr. Sec. School,  
Jhaneri, 'Online education, Girls' perspective'

Ms. Anjali Puri

15:10 to 15:15

• Student, Shri Ram School, 'Impact of  
'Self-Portrait' Creation and Discussion  
Workshop on Body Image of Indian Female  
Teenagers'

Ms. Muskaan Mittal

15:15 to 15:20

• Student, Sat Paul Mittal School, Engaging  
Students Using Game Based Learning

Ms. Namya Joshi

15:20 to 15:30

• Discussion led by the moderator







**Mr Ajay Kumar, Principal,  
Satya Bharti Adarsh Sr. Sec. School, Chowgawan, Punjab**

If we wish to achieve the 4th SDG which looks at Ensuring inclusive and equitable quality education and 5th SGD which is Gender equality, we cannot ignore the most important stakeholder in the schools system, the child and especially the girl child. This session is an attempt to allow our girls to speak about the small scale researches they have undertaken upon themselves. As an administrator and an educator, I am delighted to see these students presenting their research findings.

We need to acknowledge and accept that the girl child faces many challenges in getting quality education. Change is a much needed intervention in the current scenario and to bring it out in a positive way, one needs to first start accepting self, and then move forward and seek acceptance from others. 'I am as I am!'

Students in general and the girl child have to come out of isolation, talk to others, and express themselves. This interaction will bring in the desired change.

## Arshandeep Kaur

Student of Satya Bharti Adarsh Senior Secondary School, Chogawan, Punjab

**Paper Title:** Online education: a tool or a barrier for girl child



### Introduction:

As we all know that during the exams of board classes the Corona virus was came in India. Our Prime Minister Shri Narendar Modi announced to close all the schools, colleges, hospitals for the safety of people. Due to pandemic the traditional classes were closed and students were getting online education. Secondly, as during lockdown, students are getting online education so it's a type of advancement for students as they are using electric devices like mobile, laptops for studies. Hence, online education is a way of advancement also.

### Advantages of online education for girls:

- Online education provides benefit of getting education to girls at their homes
- Girls can complete their School work anytime as they can complete their work after or before doing the help with their mothers
- Girls can attend online classes by sitting anywhere at their homes
- Online education makes girls self -disciplined and responsible
- Through online education girls can solve their doubts and can learn more and more about the topics
- Girls can study according to their own schedule

### Disadvantages of online education for girls:

- Online education doesn't provide face to face interaction to girls as traditional education provide
- Online education requires separate room for study, internet services and mobiles but may all girls cannot afford all the necessities
- Online education requires girls to be responsible for their own learning but all girls cannot be responsible as they cannot get mobile for long time or at the time of class so they cannot complete or attend each and every class and may some girls will take study as lightly

### Significance of online education for Girl Child:

- Educating girl child means introducing her about the world. If girls will be independent then they can be strong to them and to their family.
- Education empower women as when they learned so they can be able to do their own business and can manage financial things at home or outside.
- If girls will be educated so then they can maintain their proper hygiene and can learn how to live a healthy life.
- An educated girl can achieve her dream that what she like to do in her life.

### Conclusion:

Online education is very different from face to face classes. Online education has many advantages over disadvantages. It is a tool for girls and also a barrier for girls in their education. I have observed that girls who are attending online classes are having all the resources which online education requires and the girls who are not attending online classes are not having allowance to keep the mobiles with them and are not having all the resources of online education. And the major reason behind the attending and not attending of online education by girls is the wrong thinking of parents about the girls so parents should be aware that girls are not less than boys and parents should treat both as equal in everywhere.

## Anjali Puri

Student of B.A, Multani Mal Modi College, Punjab. Ex Student of Satya Bharti Adarsh Senior Secondary School, Jhaneri, Punjab

**Paper Title:** Online education, Girls' perspective



### Introduction:

This paper talks about online education and girls' perspective which includes multiple social problems namely; early marriage and not allowing to pursue higher studies. The study was conducted by interacting with 56 girls in the age group of 15-19 years through virtual meetings and Google Form during the lockdown period due to Covid-19 pandemic and the pressure on them for the early marriage and impact on their education rights.

In the process of my research and secondary data review through various sources like World Bank, UNESCO, UNICEF and other reports; it was concluded that if we address the girl child education then global poverty issue can be solved. Education girl child is like educating the whole generation and it is also to be considered as 'Smart Investment'. The basic education for girl leads to understanding of better health and hygiene care and it leads to improved family health as well as economic growth for the family in society.

### Findings:

I learnt that many girls had fear for early marriage and two of the girl had to convince their parents for calling off the wedding as were pressurised to get married. About 75% of girls felt that their education has impacted during the Covid-19 pandemic. It was learnt that the lack of facilities for online education led parents to force early marriage. On the other hand, 100% of the surveyed girl wanted to complete their education and pursue career of their choice. It is essential to make parents aware about the demerits of early marriage especially with respect to girl child.

### Recommendations:

Through my research study, I would like to recommend some of the solutions like parents show be made aware about the problems of early girl child marriage, awareness about various government scheme on education and support that the parent can avail, supporting social organization working in the community and seeking parents' and society consent for educating girl child.



## Muskaan Mittal

Student of The Shri Ram School, Aravali, Gurgaon, Haryana

**Paper Title:** Impact of 'Self-Portrait' Creation and Discussion Workshop on Body Image of Indian Female Teenagers



### Introduction:

The project started with 'Project Surfaces – A Body Positivity Movement' through an Instagram page where videos and images are posted of peers; in which they talk about their experience for body image and created a resource bank of body positive media consisting of songs, quotes and forms. Further, on the basis of self-struggle with body image and with peers, I decided to self-portrait about how you to see your body and what impact does it has on you as human and on mental health. Hence, did discussion workshop with seven teen girls of aged 13-16 years to learn the impact of self-portrait creation.

The two workshops were conducted virtually and flow of the session was:

1. Welcome and confidentiality briefing
2. Drawing self-portraits
3. Participants show their artwork and share their feelings behind it, others can respectfully comment
4. General discussion
5. Questionnaire

### Findings:

The workshops findings were on the basis of anonymity and confidentiality clauses for each of the participant member. Hence, the findings and analysis are divided into three themes and are as below:

1. Illumination of isolation in individual coping (internalization and comparison with social standards; hyperconsciousness; isolation and detachment “no emotions”)
2. Provision of safe space for expression, connection and healing (seeing oneself outside of conventional standards; not felling alone and collective)
3. Transformation through self-empowerment and advocacy (self-love; renovation of beauty standards and open-minded outlook for progress)

### Conclusion:

To conclude, the self-portraits as an effective tool to understand how one feels about their body. It helps overcoming isolation, connecting with peers, healing own-self, connecting oneself and redefining beauty standards.

Basis of this study, some of the recommendations are: conducting regular sessions for students to express their feelings about their body image, expanding sessions to all the genders and not limiting to only girls including multiple language for easy of participants, creating parenting blogs and workshop for allowing child to assist themselves.

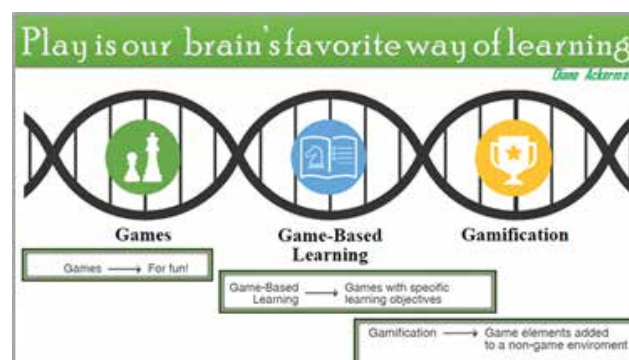
## Namya Joshi

Student of Sat Paul Mittal School, Ludhiana, Punjab

**Paper Title:** Engaging students using game based learning

In this paper, the presenter talks about student's perspective on engaging through game based learning. According to me the game based learning helps students as below:

- Deeper classroom engagement and interaction
- Understanding about abstract and difficult concepts
- Discover and learn
- Objects modelling
- Can work with the help of Android and iOS phones



Lesson Plan structure to be in use for using various gaming aids be like; Introduction, Development, Summation, Evaluation and Reflection.

Minecraft, it is a game which is able to support '#SDG4 – Quality Education'. Education impacts on the whole material and spiritual life of human. Therefore, improving quality education motivates the development of the country and contributes to fulfil all the UNSDG goals. Minecraft keeps the student engage, helps in collaboration, creative exploration and student centred outcomes. Through Minecraft, the scope of learning is like the diagram below:



In the end, it is necessary to learn about the 'ABC' of engaging students using game based learning where; 'A' is Aware, 'B' is Building the competencies and capabilities and 'C' is Change.

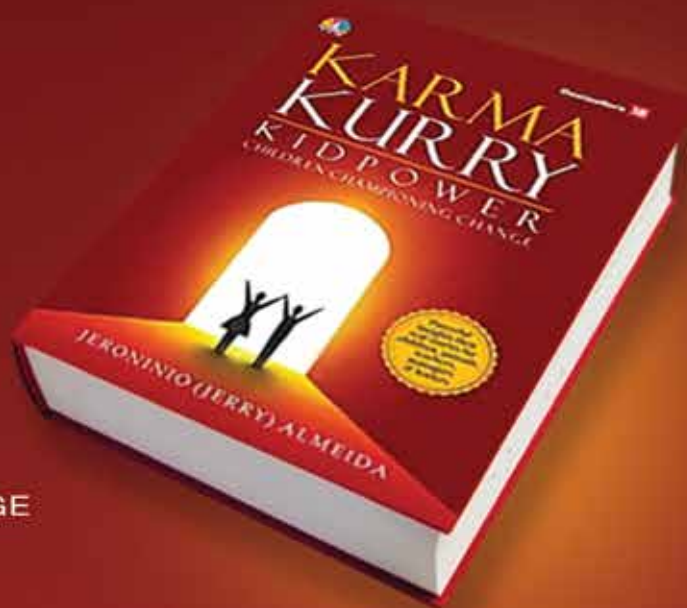
# A PANEL DISCUSSION ON **EDUCATION: CHALLENGES FACED BY UNDERPRIVILEGED CHILDREN**



Jeroninio (Jerry) Almeida

**KARMA KURRY**

KIDPOWER  
CHILDREN CHAMPIONING CHANGE



## Panelists



**Kiran Bir Sethi**  
Founder,  
Design for Change



**Arun Kapur**  
Director, The Royal Academy, Bhutan;  
Director, Pallavan Learning Systems;  
Chairman, Centre for Escalation of Peace



**Kalpana Morparia**  
Chairman,  
South & Southeast Asia,  
J. P. Morgan



# Agenda:

Time, Day 2	Date: 26th November 2020, Thursday
15:30 to 16:10	<b>Session VI: Stakeholder Voices and the Impact of Education on the child (cont.)</b>
15:30 to 15:33	• Two inspiring stories from Satya Bharti Schools
15:33 to 15:40	• Address by Jerry Almeida, Author, Karma Kurry, Kidpower, 'Children championing change'
15:40 to 16:00	<ul style="list-style-type: none"> <li>Panel Discussion: Education: Challenges faced by underprivileged children Ms. Kiran Bir Sethi, Founder, Design for Change Ms. Kalpana Morparia, Chairman, South &amp; Southeast Asia, J. P. Morgan Mr. Arun Kapur, Director, The Royal Academy, Bhutan; Pallavan Learning Systems</li> <li>Moderator: Mr. Jerry Almeida, Author &amp; Leadership Coach</li> </ul>
16:00 to 16:10	<ul style="list-style-type: none"> <li>Release of the book: Rakesh B Mittal, Co-Chairman, Bharti Foundation, Board members, Jerry Almeida &amp; dignitaries</li> <li>Congratulatory messages: Mr. Mittal &amp; Bharti Foundation's Board members</li> </ul>





## Panel Discussion on 'Education: Challenges faced by underprivileged children'

The session began with the official launch of Mr Jeroninio Almeida's book "Karma Kurry- Kid Power Children Championing", which showcases inspiring stories of strength and change brought about by children.

The panel discussion on challenges faced by underprivileged children was moderated by Mr. Almeida along with reputed panellists – Ms. Kiran Bir Sethi, Founder, Design for Change, Ms. Kalpana Morparia, CEO, JP Morgan India, Mr Arun Kapur, Director, Vasant Valley School and Universal Learn Today. The interactive session was a great learning experience as the panellists shared their stories and insights.

The panel discussion encompassed topics like:

- The innovation and actions to be done in teaching methodology
- Education as a powerful weapon

During the discussion, panellists emphasised that, a better education process, programs must look at developing the overall skillset of teachers, who are the most important stakeholder. To identify students' potential and help them reach their best, the panellists advocated for a strong outreach. Highlighting the importance of the role of technology in education, they said that it is going to be one of the most important components in education in the future.

The panellists also gave their insights on how the combination of technology and emotional intelligence can do wonders in a student's life. Holistic development of students and activities needed to help them reach their goal should not be affected by social differences or gender, the panellists pointed out. They asserted that students should be encouraged and given all possible opportunities, they stressed on nurturing child rights from early years as it is imperative to developing a child's skills.

Children should be allowed to express themselves and encouraged to communicate. This should be done from their early years in the education system.

There are three Es -- Ethics, Empathy and Engagement – and these are the key factors that help a child's all-round development. The education process should not be affected by age, gender or demography, but rather be based on love, compassion and collaboration, the panellists said.

On the topic "Education as a powerful weapon", the panellists felt the words "powerful weapon" should be replaced with "power feeling". They instead suggested:

- Education is a powerful feeling and emotionally charged way of moving forward
- Education is power of revolution, and a collaborative good
- Education is a phenomenal empowerment tool

# Valedictory Session





# Agenda:

Time, Day 2	Date: 26th November 2020, Thursday	
16:10 to 16:40	<b>Valedictory session</b>	
16:10 to 16:15	• Convoke Summary:	Mr. Antony Nellissery, Chief School Excellence, Bharti Foundation
16:15 to 16:22	• Address by the Guest of Honour:	Mr. Rakesh B Mittal, Co-Chairman, Bharti Foundation
16:22 to 16:32	• Address by the Chief Guest:	Mr. Anil Swarup, Author & Fmr Secretary, Education (GoI)
16:32 to 16:38	• Convoke Awards Ceremony:	Introduction by Ms. Mamta Saikia, CEO, Bharti Foundation
16:38 to 16:40	• Vote of Thanks:	Mr. Binu Nair, Chief School Operations, Bharti Foundation



## Address by Guest of Honour – Mr Rakesh Bharti Mittal



Convoke is a working platform for collaborative learning and intellectual exchanges among eminent participants from various fields. This edition of Convoke also saw students participating for the first time and presenting research papers. They presented their work and findings. We would now like to take these forward and include them in our future events.

It is important for us to acknowledge and appreciate the role and efforts of teachers who have come up with innovative methods of teaching-learning. Innovation and research are ongoing activities and needs investment. This year's Convoke has provided our Satya Bharti school teachers, government school teachers and students of participating B.Ed. colleges much needed exposure to development and innovation in the field of education.

Given the success of this conference, in 2021, we plan to reach out to more states and a much larger audience. The recommendations made during this Convoke and the key learnings will be shared with stakeholders, including education departments, in various states to encourage grassroots level research by teachers and educational professionals.

The Bharti Foundation team has gone the extra mile in the unprecedented times to bring about meaningful change through Convoke. With our commitment towards complementing government efforts to ensure quality education is accessible to all, we will continue to handhold students when they come back to school after the COVID-19 pandemic is over.



## Key-note address by Chief Guest for Valedictory session – Mr Anil Swarup



I thank Bharti Foundation team for inviting me to this very engaging Convoke.

*“The roots of all goodness lie in the soil of appreciation for goodness.” - Dalai Lama.*

I believe in the idea that we need to locate, then identify and then replicate the good work that is happening around the world. This helps us believe in the good and the goodness around us when we see and share such stories. Hence, we had founded the NGO Nexus of Good.

The various stories, learning, good practices and many other thoughts coming out of good work needs to be spread and must sync throughout the world. We must only and only compete with us and ourselves, not with others. Obtaining or giving marks during exams, competing to scoring full marks, even in languages, is not the way to look at things! Issues related to teaching and teachers need to be addressed. This includes but does not limit itself to money issues which are being talked about for bettering of education and learning practices. Education system needs much more.

Value of ethics cannot just be taught to an individual; it has to be imbibed in their daily routine. This can only be imbibed through stories or through demonstration by using various practical means. The ethics are essential for any human to prosper and be successful in the areas that matter.

I would like to appreciate and congratulate Jeroninio Almeida on his very interesting book “Karma Kurry- Kid Power Children Championing”. It showcases amazing stories of strength and change brought about by children giving them and us, hope of a better future.

**“Teachers are at the pivot of school education. If we address issues related to teachers then education and quality of education will improve automatically.”**

# Convoke Team



**Antony Nellissery,**  
Chief School Excellence,  
Bharti Foundation



**Binu Nair,**  
Chief Program Operations,  
Bharti Foundation



**Sandhya Tandon,**  
Head, Quality Management



**Sumita Shee,**  
Head, Training & Curriculum



**Sameer Shah,**  
Deputy General Manager,  
Satya Bharti Quality  
Support Program



**Amit Taneja,**  
Deputy General Manager,  
Satya Bharti School Program



**Tarun Singhal,**  
Deputy General Manager,  
Procurement



**Nancy Khanna,**  
Head Communications &  
Partnership



**Rajdeep Anand,**  
Regional Head



**Sameen Adeeab,**  
Senior Manager,  
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**Veena Tyagi,**  
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**Veena Bhurani,**  
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**Jitesh D Dhoot,**  
Manager, Research



**Raja Ram Sinha,**  
Manager, Communication



**Anwesha Choudhury,**  
Manager, Communication



**Kamal Kumar,**  
Assistant Manager, IT



**Mansi Rayat,**  
Senior Executive,  
Communication



# Toppers of Convoke 2020



**Manisha Pavi, Teacher,  
S.K.V. Adarsh Nagar, Delhi**



**Yachna Arora, Teacher,  
S.K.V. Adarsh Nagar, Delhi**



**Seema Gupta, Coordinator,  
Satya Bharti Adarsh Sr Sec  
School, Jhaneri, Punjab**



**Sumana Dutta Sarkar, Principal,  
Sachdeva Global School, Delhi**



**Ved Pal Singh, Head Teacher,  
Satya Bharti School,  
Bari Khas, UP**



**Tapsa Verma, Mentor Teacher,  
Directorate of Education, Delhi**



**Jyoti Dhingra, Mentor Teacher,  
Directorate of Education, Delhi**



**Preetu Arya, Mentor Teacher,  
Directorate of Education,  
GNCT of Delhi**



**Prashanth V S, Teacher,  
GHPS KG Hosahalli,  
Ramanagra, Karnataka**



**Sonu Karla, Teacher,  
Satya Bharti Adarsh Sr Sec School,  
Chogawan, Punjab**



**Dakaru Bareh, Teacher,  
Hedalis Corner School,  
Rymbai, Meghalaya**



**Rehan Beg, Head Teacher,  
Satya Bharti School, Bhojpur,  
Uttar Pradesh**

## bharti

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