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AVPS, Fazilka has grown under the able leadership of Mrs. Sangita Tinna. Mrs. Tinna, an eminent educationalist, social reformers and a successful entrepreneur comes with an illustrious career in teaching, administration, training & development, staff training, operations, student relations, campus management, campus operations and management of school & educational institutions.



Mrs. Sangita Tinna
Principal, A.V. Public School, India

In the past, Mrs. Tinna has served as principal, teacher trainer, educational consultant and motivational speaker with some of the best educational brands of India under the CBSE banner. She started her principal profile career in Oct 1989 with Sarv Hitkari school, Fazilka. Subsequently, she drove her career as the

the founding principal of A.V. Public School on 15 March 2001 with 85 students making huge contribution to women empowerment by employing 80 percent position to women in the school.

Being a generous human, Mrs. Tinna serves many underprivileged girls and children with leprosy in developing their life skills and education by bearing all their expenses. Furthermore, Mrs. Sangita Tinna is a resources person for several organisations such as Bharat Vikas Parishad, Seva Bharti, Social Welfare Association Fazilka etc.

WITH HER MISSION "TO STRENGTHEN EVERY WOMAN", MRS. TINNA HAS GARNERED NUMEROUS NATIONAL AND INTERNATIONAL AWARDS, NAMELY:

- | International School Award led on "Innovation in Education segment" in May 2019.
- | Avantika Sansthan, Delhi bestowed National Award.2007
- | Bestowed "The Best Administrative Award 2011 to 2014" by City Government on Independence Day
- | DAV Institute awarded "The Best Alumnus Award".
- | Two times awarded Best Principal by cabinet minister Mrs. Smriti Irani.



DR. ANUJ PRATAP SINGH
ECONOMIST, CENTRAL BANK OF IRELAND

EDUDEVS welcomes our readers into 2021 with this 5th edition of Edlines Today. We would like to thank our readers for all the valuable feedback and encouragement that we have received so far. In this edition, we focus on the Educator's take on the National Education Policy 2020. As much as we would like to believe that the updated education policy has immense potential to overhaul the education sector in India, it is essential to acknowledge the implementation bottlenecks of this much required policy change. Further, this edition features evolution of Democratic Classrooms in 'from the Principal's desk' column, and the Pedagogy for 21st century learners in our 'Voice of Educator' section. Last but not the least, this edition features AV Public School (AVPS), Fazilka in our Big League Institutions.

'FROM THE EDITOR'S DESK'

CREATING A CLASS OF QUALITY TEACHERS #NEP2020



Ms. Devyani Kapoor,
Founder, Mentor - Edudevs



I once read a quote; “be the teacher you wish you had” and was pushed back down the memory lane thinking who was my teacher. Being an educator myself for nearly 3 decades I concluded, without any prejudice or belief of possessing all of them; that strong vision, commitment to students, and enthusiasm for teaching and learning have to be high on priority for anyone who wants to be a good teacher. Nonetheless, as surprising as it may sound, if an empirical analysis of why an individual chose teaching as a profession, we would deduce that teaching was never the first choice of majority educators. Teaching, as a full-time profession, is full of a class of people who at some point in their lives had to compromise between what they aspired for and what allowed them to create a work life balance, providing them a necessary opportunity to earn income.

An educated population is a necessary ingredient in the process of nation building. Henceforth, if we want high-quality human resources, then we must strive to create a high-quality Teacher Resource Bank. It is a general conclusion from all policy documents on education since 1968 that educators play critical role in the life of a student and hence empowering educators should be high on the agenda of any policy change. I quote the National Curriculum Framework for Teacher Education that proposes that “**reflective practice.. be the central aim of teacher education; and student teachers should be provided with opportunities for self learning, reflection, assimilation, and articulation of new ideas.**” However, the reality is far from this vision. Our biggest challenge today is to recruit high-quality teachers, who along with the content knowledge, also possess knowledge of effective pedagogical methods.

The existing scenario is that the country is dotted with numerous private stand-alone teacher training institutes that provide two-year degree programme for a graduate and one-year NTT diploma for an elementary educator. These programmes are ineffective, rushed and can barely manage to meet minimum standards of a comprehensive course structure with rudimentary theoretical knowledge of teaching-learning process.

Despite the many unfortunate and unprecedented events that marked 2020, the year was especially fruitful for the education sector of the country with the gift of new National Education Policy (NEP). The drafting of NEP 2020 in relation to school education is the most commendable covenant on education provided by the Government of India. It is by far the best pact between the government and the children of the country. The NEP 2020 have taken into consideration the findings and recommendations from all earlier policy-reports on education in India, starting from the Kothari Commission, National Curriculum Framework, National Policy on Education 1986, and various documents on school education brought out by NCERT and CBSE from time-to-time. Among other things, the NEP has renamed the ministry of Human Resource Development (MHRD) as the Ministry of Education, a sign of the Government's undivided focus on education.

The NEP 2020 has very specifically dealt with teacher education under section 15.1 to 15.11; detailing ways in which we can approach teacher education and teacher education institutions, their continued professional development as well as teaching quality; and finally, teachers' status and prestige of in our society. If the potential of NEP 2020 is to be fully realised, then there must follow major structural changes in teacher education rather than just a facelift through few surface changes. The entire foundation of NEP's success relies on major overhauling of the teacher training and teacher education. In realising outcomes for the schools as what is envisaged in the NEP 2020, it is highly imperative that a consensus must be sought to set up an autonomous independent agency that has the power to make major shifts in the present system of teacher education.

While this idea of an empowered teacher has the potential to move mountains, the ground realities are quite different in India. Justice JS Verma Committee Report, 2012 said, ‘a broken teacher education sector is putting over 370 million children at risk.. upon inspection, scores of private Teacher Education Institutes (TEI) were found to have only a foundation stone in the name of infrastructure and yet 99% passing rate.’ The report also revealed that on an average 85% teachers failed to qualify the post-qualification competency test- Central Teacher Eligibility Test (C-TET). As a remedy, the NEP 2020 presents a very robust plan in overhauling teacher education. It realises the inefficiency of the TEIs that suffer from malpractices like over-price, non fulfilment of the syllabus criteria, middle men, no proper in-school training, etc. Furthermore, another pathbreaking step in this direction is the maintenance of uniform acceptable standards of education. In simple words, the admission to pre-service teacher preparation programmes shall be through a single nation-wide entrance examination to be conducted by the National Testing Agency. Moreover, the teacher must qualify through TET, give a demonstration class, pass the interview, and have knowledge of local language(s) for recruitment in private or government school. The NEP 2020 provides - Teacher Eligibility Tests (TETs), which will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, TET as well as NTA test scores in the corresponding subjects will also be considered for recruitment.

Last, but not the least, the crowning glory of NEP 2020 with reference to teaching as a profession is its efforts to restore integrity, credibility and prestige of the profession. With the dawn of modern education system in India, the path has been set and the time has come for teachers to rise and shine and walk that extra mile and bring back the lost glory of their profession. It is high time that we teachers experiment and innovate new ideas in pedagogical toolkit, develop our own educational philosophy and treat our profession beyond the call of duty. Much before creating the 21st century global students, become the 21st century-ready teacher by evolving enthusiastically.

**WALK ON THE ROAD OF NEP 2020 AND BECOME
THE TEACHER YOU WISH YOU HAD!**

VOICE OF THE EDUCATOR

DR PEARLEAN CHADHA
Lecturer in Finance,
TU Dublin, Ireland



APPROACH AS AN EDUCATOR TO PEDAGOGY FOR 21ST CENTURY LEARNERS.

As an educator in the 21st century, my educational philosophy is based on creating a student centered learning environment. Student centered teaching focusses on learner activity rather than passivity. It emphasises the students' experience outside the institution and prior to the course rather than rigid content. Creating an active and stimulating learning environment are essential to me as a lecturer in Finance.

Developing graduate attributes in my students, enforcing authentic learning through real world applications and peer learning are also strongly embedded in my educational philosophy.

The learning theories of behaviourism, cognitivism and constructivism influence my teaching practices in different ways. My teaching philosophy embodies not one but a combination of these learning theories. Each learning theory is especially applicable to particular subjects, learning objectives and the mixed cohort of students. Recognising the significance of each learning theory in the 21st century is an important development to my practice as an early career academic. Behaviourism and cognitivism are more appropriate for topics based on quantitative methods. A constructivist approach is more suitable to topics based on finance as this requires discussion and application of concepts.

My values as an educator are strongly influenced by my time as a student. It is important for me to be able to guide students, be kind to students, help them become aware of the importance of what they study, channelling my passion for the subject in a way that stimulates their thinking. In today's time we must recognise the disservice that will be done to our students by following a 'sage on the stage' approach. I don't believe in structuring lectures where the students are unable to ask questions or have constructive discussions. It is important for me to transfer my knowledge and expertise in the subject to help them absorb the key concepts, to help them master the subject and enrich their journey as a student. My definition of teaching is to convey the knowledge I have of a subject in a way that students can build their interest by assimilating the concepts and applying them to become high achievers in a competitive environment.

'Practice makes perfect' is a phrase I often repeat in my lectures. Though one for the ages, it has found resonance in my classrooms even in the 21st century. I find it useful to remind students that it is important to practice problems in class and also outside of it. Every year the student feedback in my classes suggests that this exercise motivates them to pay attention during the lectures. They see the benefit of working in class as they are not overwhelmed in the run up to end of year exams. This is suggestive that some practices are well-suited to be carried forward to modern times and used effectively in classrooms today. Reforming the feedback strategies for the 21st century is also critical to promote engagement in class. I focus on using dialogic feedback as a means to overcome the limitations of the traditional one-way flow of feedback. Constructive conversation not only involves all participants and requires them to think together but also facilitates critical exchange of ideas. This enables the students to gain confidence in classroom and paves the way for them to work on problem solving independently. I always encourage students to engage and participate in dialogic feedback as it allows me repeat concepts till they are able to gain a thorough understanding.

We must redefine our role as educators in 2020 by learning new technologies, developing blended learning approaches, focussing on project based learning, and improving collaboration between teachers and students. Effective deployment of these practices can become important differentiators in the educational sector. These teaching and learning practices will enhance the student experience by providing them with meaningful and valuable skills that boost their employability.



RENDEZVOUS



HUMANITARIAN TECHNOLOGY LABS

DR. RAJESH KANNAN
MEGALINGAM

Asst. Professor, Electronics and
Communication Engineering, School
of Engineering, Amritapuri

Tell us about Humanitarian Technology (HuT) labs at AVV and your experience with it.

HuT Labs is an engineering research lab using robotics for social cause. As a dedicated research lab, HuT primarily focuses on Health Care and Human Aided Devices through robotics and embedded systems. It was established in 2012 and has research output in more than 180 peer-reviewed journals, international conferences, etc. With more than 50 national and international achievements and recognitions, HuT Labs is one of the top research labs in India in terms of using technology for humanitarian cause. Self-E, a self-driving wheelchair robot, Amaran, an unmanned robotic coconut tree climbing and harvester, Mudra, a hand gesture based wheelchair robot, Paripreksya, a search and rescue robot for disaster management, CHETAK, a self-governing and multi-tasking home assistance robot etc. are some of the significant robots built at HuT Labs. HuT Labs played a significant role in technological contributions towards easing the COVID-19 pandemic by building four robots: PRABHA: Ultraviolet Room Disinfection Tele-Operated Robot, BODHI: Public Surveillance & Awareness Tele-Operated Robot, ANNAPOORNA: Food, Water & Medicine Delivery Tele-Operated Robot with Tele-Medicine Facility and MARUTI: Tele-Operated Patient Transportation Robot.

How is HuT at AVV different from the other technology labs?

The primary focus of HuT lab is undergraduate students and it provides best opportunity and platform for students to realize their dream in terms of robotics. HuT provides immense opportunities for early-stage engineering students to train, learn, build and have a first-hand experience in robotics. As all the projects are oriented towards humanitarian cause, HuT inculcates social responsibility amongst the students, making them aware of the role of technology to our society.

Sir, you have extensively researched and worked on, Robotics, tell us how young educators can embrace this technology in classrooms

As most educators learnt about digital classrooms, thanks to COVID pandemic, I think that it will be easier for them to adopt disruptive methods to take this technology to classrooms. They can start with excellent short youtube videos on Robots and Robotics technology that can proceed with learning open-source robotic softwares to teach in a more practical setting. The students can be encouraged to build paper models of robots, where the best robot designs can be awarded prizes.

The new normal has already taught us the changing requirements of our students. How do you think a research mindset could be encouraged?

An awareness has to be brought in students about the need for the research mindset. This can take place through invited talks from greatest research minds of India and other countries. Students should be taught how original work is important and how much valuable it is. Innovation can take place only when research work is original.

Students will soon demand courses in relevant cutting edge skills with extensive use of technology. How will higher educational institutes prepare to walk hand in hand with these systems?

There should be significant curriculum change to adopt latest technologies in the classrooms. At least few courses should be based on these technologies. Currently some courses on latest technologies are offered in only few universities like Amrita, mostly as electives in higher semesters. But all educational institutions should be ready to teach the latest technologies right from the beginning of the undergraduate studies.



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FROM THE PRINCIPAL'S DESK



SHALINI ARORA, PRINCIPAL, VVDAV PUBLIC SCHOOL, VIKASPURI

DEMOCRATIC CLASSROOMS

A thoughtful human resource is a positive asset to the world. The need to have thoughtful learners precisely implies that we need interactive and democratic classrooms, wherein the learner would be free to question, pose problems, project views, debate eloquently and find solutions through logical reasoning and proof.

A democratic approach to curriculum design essentially revolves around the increased learner responsibility in the education process. A democratic classroom results into a hive of activities where students read, listen, experiment, solve and discover. Further, there is a considerable teacher-student as well as student-student interaction on substantive topics. In a democratic classroom, students often find a supportive classroom environment where there is freedom to influence learning activities. From time unknown, the primary function of a classroom has been to support learning. However, with time, classrooms have grown to become perfect environment of thoughtful learning that encourages constructive challenging of ideas. A democratic class encourages learning based on knowledge and is not confined to the teaching within the four walls of a classroom. A democratic teacher adopts a student-centred approach to the experiences that allow them to hypothesize, predict, pose questions, conduct research for more opinions, investigate, imagine and invent. With interactive and student-centred classrooms, there is smooth dissemination of meaningful learning experience for autonomous learners. The teacher in a democratic classroom demonstrates mutual respect regardless of gender, class, social and cultural contexts in which the learning takes place. Further, democratic teaching in many ways paves the way towards progress and helps in achieving the Sustainable Development Goals and making lifelong learning a reality.

In summary, learning activities in a democratic classroom is characterized by the goals and actions of a democratic teacher in the following ways:

- * The teacher encourages the spirit of questioning by asking open minded questions;
- * Accepts students' autonomy and initiative;
- * The teacher has active learners and gets the cooperation of the class;
- * The teacher can organise a healthy spirit of competition; and,
- * Engage with student to assess experiences that constructively challenges previous conceptions of their existing knowledge.

To quote Sri Aurobindo here:



"What is important in educating the young children is to foster and protect the bright spontaneity that makes all the learning a joyous discovery.

The true purpose of teaching is to show the child where this knowledge lies and how it can be habituated to rise to the surface".

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DEAR EDUCATOR,
THIS EDITIONS TCS QUIZ IS BASED ON CHILD DEVELOPMENT AND PEDAGOGY.
HAPPY REVISITING THE B.ED. CLASSROOM!

1. In progressive education, children are seen as

- a. Blank slates
- b. Miniature adults
- c. Passive imitators
- d. Active explorers

2. According to Lev Vygotsky, learning is

- a. a conditioned activity
- b. a social activity
- c. an individual activity
- d. a passive activity

3. There are individual variations in the rate of motor development, yet sequence of motor development is from _____ to _____

- a. fine motor development; gross motor development
- b. cephalocaudal; proximodistal
- c. proximodistal; cephalocaudal
- d. gross motor development; fine motor development

4. In an elementary classroom it is important to _____ the experience that a child brings with her.

- a. deny
- b. build on
- c. neglect
- d. ignore

5. Associating toys, articles of clothing, household items, occupations and colours with a specific category is

- a. gender relevance
- b. evolved gender identity
- c. gender stereotyping
- d. gender theory

6. Children learn effectively when

- a. they actively participate in different activities and tasks
- b. the teacher fully controls everything that happens in the class including children
- c. they memorise facts given in the text book
- d. they copy answers from the blackboard without errors

7. In a constructivists frame, learning is

- a. a change in behaviour as a result of experience
- b. active and social in its character
- c. passive and individualistic
- d. the process of acquisition of knowledge

8. Assessment

- a. should be based on objective type written tasks
- b. should be undertaken as separate activity
- c. should be part of teaching learning process
- d. should be done only in terms of marks

9. Use of methods where learner's own initiatives and efforts are involved is an example of

- a. Traditional method
- b. Inter-personal intelligence
- c. Deductive method
- d. Learner - centred method

10. Which of the following is true of school and socialisation?

- a. School is an important agent of socialisation
- b. School does not play any role in socialisation
- c. School plays very little role in socialisation
- d. School is the first primary agent of socialisation

SEND YOUR REPLIES WITH YOUR NAME AND INSTITUTE DETAILS AT [INFO@EDUDEV'S.COM](mailto:info@edudev's.com)
THE FIRST CORRECT RESPONDENT WILL BE FEATURED IN THE RENDEZVOUS SECTION



EDUCATOR OF THE MONTH

1. As Lead member of Global Education Leaders Program, you interact with the education systems and educators across globe. What would you like to say to your young educators so that they build lay a strong foundation for global leadership?

Today, more than ever, we need teachers who work with policies and practices in favour of a more individualized holistic approach that taps into the talents of children to be better prepared to live productively in a rapidly changing world. In the new normal, they need to strike a balance between synchronous and asynchronous engagement and colleague collaboration. It will change the landscape of schools, making them less hierarchical. School leaders will be mobilizers, stabilizers, and strategizers by ensuring equitable access of resources to everyone. Streamline systems and prioritize future development schedules. Principals should share resources and documentation online, build capacity, respond to feedback, and encourage collaboration.

2. Please share your experience in training of young educators in the numerous workshops you have conducted.

Young educators today are extremely enthused and are looking towards deeper learning experiences. The trainings have revealed that they need to equip themselves with a new range of skills and literacies through which they can comprehend and express themselves fluently, the most obvious is information technology. The technological learning systems of the immediate future will be a blend of synchronous and asynchronous engagement. The ability to access information and the need to assimilate and organise data will be paramount. Creating comprehensive structures for the purpose of assessment, transacting learning both personalized and blended and humanizing technology is essential.

3. You advocate self-articulation in education? How do you equip educators to embrace the self-articulation of students on different levels.

The curriculum of the school should be inextricable from human wellbeing. It should be characterized by ensuring that students and teachers have voice and agency. Developing strong relationships with parents and community, creating opportunities for professional development of teachers and cultivating an ethos of inclusion and diversity is imperative. All teaching and learning pedagogies should be influenced by collaborative practices with a commitment towards enquiry based strategies.

4. How do you view Indian education system after the implementation of New Education Policy- 2020?

The National Education Policy if followed in letter and spirit and implemented systematically and scientifically across the country will create an experiential, holistic, integrated, inquiry-driven, discovery oriented and learner centred system. There will be continuous improvement in student thinking and wellbeing. The learning will be both contextual and global. Preparing learners for the real world and fostering student agency by integrating 21st century skills of curiosity, collaboration, conflict resolution, entrepreneurship and resilience will be imperative. This system will prepare teachers as co-agents who will be at the heart of the learning journey.

5. Tell us something about Ameeta as a child.

My father ensured that I developed my powers of application and concentration through a study of literature, history, poetry and science. I was constantly reminded about the importance of integrity, truth and simplicity. There was a huge focus on the intellectual pursuits which helped in development of character and being comfortable with one's own personality.

6. On this republic day, tell us about your father Capt. Mahendra Nath Mulla.

On the occasion of the 50th Republic day celebrations, a stamp was released to honour the sacrifice of my father Capt. (IN) Mahendra Nath Mulla. On the night of 8/9 December, about 40 miles off Diu, the ship was attacked by a salvo of three torpedoes fired by an enemy submarine and was fatally struck. My father, Capt. of the ship was quick to realise the extent of damage and gave orders to abandon ship. The ship sank in a matter of minutes, the tragedy was a reflection of the courage and bravery of Capt. M.N. Mulla and for this supreme sacrifice he was awarded posthumously, the award of the 'Maha Vir Chakra'.

**DR. AMEETA
MULLA WATTAL**

PRINCIPAL, SPRINDALES SCHOOL, PUSA ROAD, DELHI

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