

ED-LINES

newsletter

TODAY

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**THE NEWSPAPER FOR
EVERY TEACHER**



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THE BIG LEAGUE institutions

DWARKA INTERNATIONAL SCHOOL



VISION

Our foremost concern is to prepare students in such a manner so that they are globally acceptable in all walks of life. We believe that the purpose of education is not just to teach books to the children rather to educate them in a manner that enriches their life with the diet of good culture, smartness, knowledge and awareness. We envisage the growth of children with a definite objective of achievement in life.

MISSION

The aim of Dwarka International School is not just to teach children but also to groom them smart, and develop their inherent qualities so that they can sail the global society towards progress, prosperity, harmony and growth through their motto, "learning beyond classroom". Dwarka International School considers not only the cognitive development of its students but also the other aspects of their personality as equally significant to be developed or nurtured.



Ms. Shalini Srivastava
Principal
Dwarka International School

Associating myself with Dwarka International School is a matter of pride and privilege. We are a family of more than 2000 students, around 100 teaching faculty and other non-academic staff. A very organized and coherent system is at the core of teaching learning process which

binds the parents and other partners with the school. Education in the school is accomplished not only within the classroom but also beyond the precincts of the classroom, hence abiding by the philosophy of "Learning beyond Classroom" which is the school motto.

The school strives to nurture its students with love, care, and affection and in its attempt to chisel their innate skills provides them a platform to perform and excel. It instills in the student essential life skills as critical thinking, leadership, problem solving, effective communication, time management and team coordination with giving due respect to values as compassion, honesty, empathy, and forgiveness.



Dwarka International School is an English medium co-educational recognized Senior Secondary School under the aegis of registered Radiant Educational Society. Built on a sprawling campus, the school offers a pollution free environment far away from the maddening crowd of the city life. Started in April 2006, the school is today synonymous with quality education and learning beyond classroom.

Teachers apply the latest techniques of imparting quality education by using latest educational modules on the smart boards in each and every classroom for effective curriculum transaction.

The school believes in experiential education wherein the child is engaged actively in the learning process. The educators facilitate learning and provide experiences to the students by exposing them to co-curricular domain as cultural and sports activities in the two capacious auditoriums and airy grounds. The state of art libraries and the computer labs are places wherein students explore the world. The music and dance rooms, art and activity rooms lead students to creativity and innovation. The Science Labs quench the thirst of knowledge and inquisitiveness.

DIS comprises a team of skilled and experienced educators led by an able Vice Chairperson Ms. Sangeeta Choudhary and the proficient Ms. Shalini Agarwal, the Principal. A very promising squad, the school has been instrumental in producing worthy and responsible citizens of the nation.

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**THE NEWSPAPER FOR
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WHY IMPLEMENT COMPETENCY-BASED EDUCATION PROGRAMS IN 21ST CENTURY SCHOOLS?



 **Ms. Devyani Kapoor**
Founder Mentor - Edudevs

The NEP 2020 made some major alterations to the existing education curriculum. It gave paramount importance to competency-based learning for the students and test their higher-order thinking skills. It promotes rational thinking and enhances the student's creativity and analytical skills.

The Central Board of Secondary Education (CBSE) has taken up this call and is advocating competency-based education for all educational institutions. It feels very strongly about its implementation of the same. **A must-do thought that is being echoed all over the country by all institutions.**

We have already delved into the what, why and how of CBE but now we have to face the cat that's been let loose amongst the pigeons. The very implementation of CBE in schools.

Our very first task then would be to identify what implementation of CBE actually means and the challenges education is up against today.

Hence, to combat this challenge, we first need an environment that builds CBE at different levels; which covers education, school leadership and teachers, and most importantly the students themselves. Thus, creating and establishing an ecosystem for CBE in all educational institutions to thrive and prosper.

Our next goal would then be to **Design Learning Objectives** based around this ecosystem.

To do this one must **know the learners** CBE is designed for, their learning patterns and styles.

Once we get to know our students, this will then herald in **new teaching strategies for learning with CBE.**

Which further leads us to the teacher's role in CBE. The teacher must have **a thorough and an in-depth knowledge of the curriculum**, to easily transact it the CBE way. This also means that he/she must have a very strong grasp of CBE itself, besides the other traditional skill sets. Leading us to the kind of training (a paramount requirement), it would take to ensure our teachers are CBE ready.



Repairing, overhauling and rethinking the student and teacher view points and aligning them to **21st-century skills and competencies.** A doable challenging task to say the least

Changing the **mindset of the management** is also a must do.

Mastery of demonstrable skills while implementing Competency-based Education comes from **mastering the assessment process** to the very last in-depth detail. Assessments of skills connected to critical and creative thinking, problem solving, collaboration and communication are core to successful living, in the 21st Century.

Along with these comes the other challenges; of larger classrooms and class sizes, infrastructure dedicated to CBE learning, achieving excellence in dealing with real world situation rather than testing of content. Putting all of these into place, is time consuming and we are always playing the game of running against time; added to which it may not be economical. But the main consideration must and should be the student, especially if we want them to be 21st century warriors facing reality head-on.

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VOICE OF THE EDUCATOR

TEACHER'S TOUCH: A MAJOR MISSING IN REAL CLASSROOMS



Ms. Gurmeet Kaur

Primary Teacher/ English Teacher
Prudence School

"You don't have to be positive all the time. Feeling sad, angry, annoyed, frustrated, scared, and anxious is perfectly okay. Having feelings doesn't make you a negative person. It makes you human." – Lori Deschene

This quote needs to be accepted in our classrooms by the stakeholders of the education sector. Teaching-learning process during the global pandemic has amplified mental issues. Post-pandemic, everything is getting normalized; however, our students are still struggling to cope with the academic and co-scholastic gaps they have experienced over the pandemic years. This struggle of learners needs immediate and active attention from educators as students are building up a lot of stress and anxiety and succumbing to performance pressure, thereby making themselves victims of bad mental health.

We as educators need to look out for factors and symptoms that indicate early signs- e.g., truancy, failure to make timely submissions, lower grades than expectations, changes in behavior, mood swings, and physical signs such as cuts to wrists or low energy. The teachers need to note changes in the pattern, seek assistance, and put the student in touch with someone qualified and able to help them immediately. The school counselors can be of great help. As educators, we shouldn't hesitate to take this leap as it is quintessential for our learners' mental health.

Also, a significant share of responsibility lies on the shoulders of educators as the school is a second home for them, and they spend a good chunk of time inside the school premises. As educators, we need to accept that each learner learns and performs at a different pace, and the teachers should accept this fact. A child's academic performance shouldn't become a parameter of acceptance of the learner by the educator.

- Teachers must foster feelings of safety and security by interacting and developing positive relationships with each student.
- We should imbibe trust in them so that they can express their heart to us so that helping them in times of crisis becomes easy for us.
- Encourage play and sports to promote interaction.
- Seek suggestions from students to create a welcoming and safe atmosphere for them. – Model good coping behaviors for students by being calm-composed and sensitive towards learners.
- Open communication with honesty and without being judgmental helps to open conversations with the students and know if they are in trouble.
- Sessions for parents on the significance of mental health are also vital, as parenting plays a significant role in fostering good mental health.
- Teachers also must take care of their physical and mental health.

Following the above steps, a teacher can ensure healthy teaching and learning processing in our real classrooms and foster a sense of trust among students. A teacher's touch - It's what creates leaders!

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RENDEVOUZ



Ms. Vidya Choubey

Assistant Teacher
M.P. Memorial School and Hostel, Kandwa,
Varanasi

1. As a school teacher, what is your understanding of quality education?

Quality Education means each and every child will be able to get the knowledge that we are giving. He/she must be equipped with resources and modern technology required for understanding the concepts in clearly.

2. What according to you are the three most important aspects of quality education?

According to me the most important aspects of quality education are -

- Understand each child's mindset and requirements in order to give them good quality education that helps the child in exploring future avenues.
- As per our education system, it should be child centered and child must get full satisfaction in getting the education and improve his/ her learning capability.
- The faculty and resource persons must have sufficient knowledge about their subject and deliver them in the most efficient way through learning and skill-based learning.

3. What kind of learning environment can lead to inclusivity and equitability of education?

Each and every child must get the skill based learning method. Also, most effective and attractive, hippies learning method must be included to bring the quality and learning environment in education system. The children belonging to remote areas, poor areas have right to seek quality education. From the teachers' point of view all children must get an equal treatment.

4. What are the best practices adopted in your school to impart quality education to all the students?

Our school provides the best teachers and resources that equip students to perform different activities to their full potential. In addition to skilled and practical based knowledge, our school also provides education related to theory based and technology-based knowledge. The students are getting fully satisfied and are enjoying their learning experience.

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EKF

Upskilling India through Education

EduDev's Knowledge Foundation is an organisation whose main aim is empowerment through skill development and education. We aim to empower the youth wherein children and young people are encouraged to take charge of their lives. We do this by addressing their situation and then take action in order to improve their action in order to improve their access to resources and transform their consciousness through their beliefs, values and attitudes.

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FROM THE PRINCIPAL'S DESK



Dr. Puja Waalia Mann

Principal
Pratap Public School, Sector-6, Karnal
Haryana

LESSONS FROM ANCIENT INDIAN EDUCATION SYSTEM

"Education is the process by which character is formed, strength of mind is increased, and intellect is sharpened, as a result of which one can stand on one's own feet".

The hard rock foundation of education affirms the steadfastness of building of the nation. Education system of a society is the framework of the young minds. Education encompasses all the skills which make the learners capable of discovery through three I's:- Inquisitiveness Imagination and Innovation. As Kautilya held- "Education is the strongest weapon of the cultured and civilized world, which ensures Prosperity of a Nation".

India has a rich legacy of learning and education. Students from across the world come to study here. The Ancient education system of Gurukuls imparted education on all essential fields of learning like languages, Science, Mathematics, Arts, Sports, Crafts, Yoga, Meditation etc. through group discussions, self and team learning in natural environment. All this helped in holistic development of a child.

Unfortunately, the English Colonial rulers brought in a change in Indian system of education in 1835 which eventually led to generations of book worms.

During my teaching span of twenty-five years; teaching students at school as well as post graduate level, I feel an urgent need to learn from the glorious past of Indian education system and consider the following:

- Prepare a child become an independent individual by igniting curiosity and sharpening analytical skills.
- Endow a child with intelligence quotient along with emotional quotient.
- Mutual respect and professional Ethics should be imbibed.
- To coordinate three H's- Head, Heart, and Hands, while working with respect and resilience.
- Prepare students to not only successfully clear the cut-throat competition but also to manage stress and failure in the journey of life.
- Impart quality education which aims at raising standard of 'Life' as well as standard of 'Living'.

We as Teachers must consider balancing the conceptual knowledge with the 21st century Life skills so that future generations do not become vulnerable to outside world's cultural subjugation.

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Education is evolution.
Education is revolution.
Education is the only solution...



EDITOR'S NOTE

Dr. Supriya Kapoor

Assistant Professor, Trinity
College Dublin

Dear Readers,

Trust you are in good health. We welcome you to the first edition of Edlines Today for 2023. In this edition, we have illustrious contributors from Delhi, Haryana and Varanasi. Starting with our Principal's desk column, Dr. Puja Waalia Mann from Pratap Public School, Karnal make us revisit the importance of the ancient Indian educational system and how strong deep-rooted the values are. It is equally important to teach students about ethics, mutual respect and emotional quotient along with the core curriculum.

This edition features Dwarka International School, Delhi in our Big-League Institutions. The school strives to provide an interdisciplinary approach to students and promotes learning beyond classrooms. The sprawling infrastructure includes state-of-the-art libraries, auditoriums, sports grounds. The school's principal, Ms. Shalini Srivastava leaves no stone unturned to create an enjoyable educational experience for students through the school's motto of learning beyond classrooms.

Next, Mrs. Vidya Choubey from M.P. Memorial School in Varanasi speaks to us in the Rendezvous segment about the importance of quality education and how that can be achieved for every student in the country. Inclusivity and access to resources are very important factors to achieve quality education for all students including the ones from unprivileged backgrounds.

The Voice of Educator section by Ms. Gurmeet Kaur, Primary English teacher at Prudence School, Dwarka sheds light on the need for teachers to identify any behavioral changes in students during their learning journey. Teachers are not just responsible for imparting knowledge to students in the classroom, but also have a huge role to play in shaping a child's behavior. Imbibing trust in student, encouraging student interaction, participation in co-curricular activities are ways in which teachers can aim to provide wholesome education and not just bookish knowledge.

Finally, this edition's Educator of the Month column is very special and close to our heart. This section is a tribute to Late Mr. Peter Fanthome Sr, an educationalist and politician. His contribution to the Indian politics and education industry has been meritorious. He was a truly accomplished man and has left behind him a legacy to take forward. We miss him deeply and may his soul rest in peace.

May this edition be an enriching read for you!

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EDUCATOR OF THE MONTH

Tribute to Mr Peter Fanthome Senior



PETER FANTHOMÉ

EDUCATIONIST, MEMBER OF THE LEGISLATIVE
ASSEMBLY & RENOWNED SOCIAL WORKER

It is with deepest sorrow to inform the August House of the passing of Mr. Peter Fanthome Senior. A stalwart of the Educational Fraternity, Mr Fanthome's stature was larger than life for the Anglo-Indian Schools and community at large. Born as Peter Fanthome to Inez and Hubert Fanthome in Fatehpur, Uttar Pradesh in 1953. He studied in Goethels Memorial School Darjeeling, after doing his Teachers Training Course he joined as a Teacher at St. Francis College. Thereafter he took over as the Principal of St. Teresa's School, Model House, founded by his parents and run by his mother after the demise of his mother of St. Teresa's in 1982. He went on to be the Founder of the St. Teresa's College at Ashiana. A minority institution, the Foundation Stone was laid by the erstwhile Chief Minister, Ms. Mayawati in 1997 and was affiliated to the Council for the Indian School Certificate in 1999. Today a full-fledged senior secondary School, St.Teresa's imparts education to children across borders of religion caste or creed. In 2016 he established St. Teresa's Day School for the rural masses in Itaunja, Uttar Pradesh.

Mr. Fanthome was Member of the legislative assembly Uttara Pradesh 13th,14th and 16th Vidhan Sabha an UP 1997-2007 and 2012 Vidhan Sabha. He was the Chairman of the Inter State Board for the Anglo-Indian education, New Delhi, Member, Council for the Indian school certificate as a member of the standing committee of Exams and an inspector as well & was also a member of UP Masihi Sangathan. Mr. Fanthome was the President of the Association of Heads of Anglo Indian schools, UP, Jesus and Mary School, Balrampur, UP, Dorothy Crosswaite Homes Trust, Lucknow, UP, All India Anglo Association, Lucknow Branch and Board of Governors for both La Martiniere boys and Girls Colleges amongst others and member of Governing body of All india Anglo Indian Association, new Delhi and Hilton's School, Dehradun and others.

The list is endless. Mr. Fanthome's achievements in and of themselves are astounding to say the least. He was a truly accomplished man and has left behind him a legacy to take forward. His devotion to the cause of education was perhaps in his DNA and was always ready to lend a helping hand to his colleagues and those associated with education. His philanthropic ways were legendary. You will be greatly missed as an icon of the Education world pan-India.

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