

Tech Mahindra Foundation  
**SAAJHI SAMAJH**



ROUND TABLE ON TEACHER DEVELOPMENT  
13 APRIL 2018  
EVENT REPORT

**shikshaantar**

Creating Happier Classrooms



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# BACKGROUND

## SIGNIFICANCE OF TEACHER EDUCATION

A nation is as developed as are its teachers. No other aspect of schooling matters more to student achievement than the quality of its teachers. This is perhaps one of the least debated arguments in the field of education, but what remains unresolved is how do we make teachers the most effective resource a child can access?

With international and national reports and surveys like the Programme for International Student Assessment (PISA), Annual Status of Education Report (ASER), National Achievement Survey (NAS) indicating abysmal learning levels, it becomes crucial-now more

than ever to invest in teacher development and strengthen India's teacher force. It would require us to critically **analyze the current practices, reinvent obsolete ones and design modern methodologies** to carve excellence in teacher education, leading to better learning outcomes in classrooms.



## PRE - SERVICE AND IN - SERVICE TEACHER DEVELOPMENT

Attracting high quality talent in teaching is perhaps the biggest challenge our education system faces today. Developed countries like Finland and Singapore recruit and maintain top notch graduates in the teaching profession and the difference is evident when these countries top the charts of 'Best Education Systems in the World'.

In India, for pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education. The programmes are run through 18,000+ institutes with about 12 - 15 lakh seats. As per the Right to Education Act, 2009, an essential qualification for a person to be eligible for appointment as a teacher in any school is passing the Teacher Eligibility Test (TET) conducted by the appropriate State Government. Unsatisfactory TET results raise questions on the quality of pre service teacher education in the country and teachers' preparedness to step into classrooms.

For in-service training, the country has a large

network of government-owned teacher training institutions (TTIs). Under the Sarva Shiksha Abhiyan (SSA), 20 days in-service training is mandatory for school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits.

According to the School Education In India Report (U - DISE 2015 - 16 by National University of Educational Planning and Administration), there are about **8.7 million teachers in India** out of which **1.7 million are professionally untrained**.

With a dearth of **1 million teachers** in the system, **recruitment and continuous professional development** of teachers are mammoth tasks. With this thought, Tech Mahindra Foundation has committed to developing the capacities of teachers to deliver, thereby bringing about a significant change in the learning outcomes of school children.



## ASSISTING TEACHERS TO CREATE HAPPIER CLASSROOMS

Tech Mahindra Foundation, the Corporate Social Responsibility wing of Tech Mahindra Ltd., has been working in the field of Education since 2007. The Foundation started its flagship teacher training programme 'Shikshaantar' with a vision to create happier classrooms.

The Foundation has been running an In-Service Teacher Education Institute for over five years in partnership with the East Delhi Municipal Corporation, and is in the process of launching a new In-Service Teacher Education Institute in association with the North Delhi Municipal Corporation.

The Shikshaantar programme has been working in six cities impacting around 3000 teachers annually. Programmes include Cambridge English Training with Corporation of Chennai teachers, Balwadi Teacher Training with the Municipal Corporation of Greater

Mumbai, Science Academy with government school teachers in Hyderabad, Constructivist Pedagogy training with Pimpri-Chinchwad Municipal Corporation (Pune), Mathematics and English training with Thane Municipal Corporation and a newly launched DIET enhancement programme with the Karnataka state government.

The Shikshaantar Programme operates with a three-pronged approach - enhancing the **content and facilitation skills** of the teachers, enabling them to develop **innovative teaching learning materials** and providing **on field support** in classrooms and through small group meetings.

## SAAJHI SAMAJH

A ROUND TABLE ON  
TEACHER DEVELOPMENT



## ABOUT SAAJHI SAMAJH

In order to deepen the understanding on the issue of Teacher Development and create a platform for sharing of ideas and experiences, Tech Mahindra Foundation organized a half-day event called 'Saajhi Samajh – A Round Table on Teacher Development', with a panel discussion on "Strengthening Government School Teachers: Do we need a Paradigm Shift?"

The event was held on **13 April 2018**, Friday, 10:30 a.m. at India International Centre, Max Muller Marg, New Delhi. Various experts with vast experience in the field of teacher training and education discussed and debated the

following points:

- What do our teachers really need to enhance their teaching skills?
- Is the government playing an adequate role?
- How can various NGOs and CSRs be a catalyst in the process?
- What are the main challenges in teacher development?
- How can we collaboratively support our teachers to impart quality education?

### EVENT SCHEDULE:

TIME	SESSION
10:35 am - 10:55 am	Introduction to Tech Mahindra Foundation and Shikshaantar
10:55 am - 11:05 am	Welcome Address by Dr. Loveleen Kacker, CEO, TMF
11:05 am - 11:20 am	Keynote Address: Ms. Saumya Gupta, Director, Education, Govt. of NCT of Delhi.
11:20 am - 12:20 pm	Moderated Panel Discussion: "Strengthening Government School Teachers: Do we need a Paradigm Shift?" Panelists: 1) Prof. Janaki Rajan (Professor, Institute of Advanced Studies in Education, Jamia Millia Islamia.) 2) Dr. Dhir Jhingran (Executive Director, Language and Learning Foundation) 3) Dr. Sharda Kumari (Principal, DIET, R.K. Puram) 4) Mr. Aditya Natraj (Founder, Kaivalya Education Foundation) 5) Mr. Brajesh Kumar Jadon (National Award Winner (2015), Primary School Teacher, EDMC) 6) Ms. Smriti Jain (Co-Founder, 'I am a Teacher') Moderator: Mr. Chetan Kapoor, COO (Tech Mahindra Foundation)
12:20 pm - 12:40 pm	Q & A to the panel
12:40 - 12:45 pm	Vote of thanks



**Mr. Sajid Ali**

Head - Direct Implementation Programmes  
Tech Mahindra Foundation

## OPENING REMARKS

Saajhi Samajh commenced with an opening address by **Ms. Neha Soneji**, Head - Education, Tech Mahindra Foundation, followed by a snippet of Saajhi Samajh by the host for the event, Ms. Naima Urooj, Assistant Manager, Tech Mahindra Foundation - Bangalore.

Following the address, the host invited Mr. Sajid Ali to give an overview of Tech Mahindra Foundation's programmes. The projects under the Foundation's Education & Employability verticals include:

- **All Round Improvement in School Education (ARISE)** focuses on holistic development of children in government schools.
- **Shikshaantar** is the Foundation's flagship programme in Teacher Training.
- **All Round Improvement in Special Education (ARISE+)** is a specialized programme for children with disabilities.
- **Skills for Market Training (SMART)** trains youth to make them employable for various industries including Retail, Hospitality, IT and so on.
- **Skills for Market Training (SMART+)** trains youth with disabilities.
- **Skills for Market Training, Technical (SMART -T)** trains youth in technical trades such as automobile, AC / Refrigerator repairing and so on.

Mr. Ali also briefed the audience on the Foundation's Direct Implementation Programmes:

- **SMART Healthcare Academy** in New Delhi & Chandigarh offers training of international standards in Allied Healthcare Services through Diploma and Certificate Programs in association with Indian Medical Association.
- **SMART Academy for IT and Logistics** in Visakhapatnam.
- **In - Service Teacher Education Institute** in association with East Delhi Municipal Corporation established in 2013.
- **In - Service Teacher Education Institute** in association with North Delhi Municipal Corporation to be launched in the current academic year.

He ended his address by sharing the Foundation's impact in numbers:

- The Education programme reaches out to 23,000 children and 3000 teachers annually.
- The Employability programme impacts 20,000 youths annually through 100 SMART centres & 3 academies.

The host then invited **Dr. Loveleen Kacker**, CEO, Tech Mahindra Foundation to deliver the welcome address.

A photograph of Dr. Loveleen Kacker, CEO of Tech Mahindra Foundation, speaking at a podium. She is wearing a black patterned top and a red shawl. A laptop and a microphone are on the podium. The background is a wooden wall.

**Dr. Loveleen Kacker, CEO**

Tech Mahindra Foundation

## WELCOME ADDRESS

**Dr. Loveleen Kacker** started her speech by thanking everyone and expressing her joy on seeing a large number of educationists come together for **SAAJHI SAMAJH**. She mentioned that in spite of the fact that the Foundation's major share of resources are allocated to Employability, Education continues to remain a very important project within the Foundation, particularly teacher education.

Dr. Kacker graciously welcomed the keynote speaker for the event, **Ms. Saumya Gupta, Director**, NCT of Govt. of Delhi. She also mentioned the prime importance that the Foundation gives to working with the government and most of its projects are with government primary schools. She also took pride in mentioning that the Foundation collaborates with various municipal corporation bodies across India. She acknowledged and appreciated the support received from East Delhi Municipal Corporation (EDMC) over the last five years, especially by Mr. S.S. Yadav, the then Commissioner (2012) of EDMC. She also thanked Mr. Kumaraswamy, his successor, who supported the Foundation's work extensively.

Dr. Kacker explained that the purpose of the round table was to extend a platform for sharing best practices in teacher training and collaboratively design solutions to problems hampering teacher development such as:

- Making teacher training continuous rather than a one time affair.
- The lack of choice given to teachers in terms of which training they can go for.
- Scaling up of a quality training programme.
- Translating the benefits from the training into quality education in the classroom.
- Keeping teachers motivated and invested in classroom transformation.
- Measuring the impact of training in tangible outcomes.
- Reducing the gap between the perceived need and actual need.

With her speech, Dr. Kacker gave a distinct direction to the panel discussion and thereafter the host invited **Ms. Saumya Gupta** to deliver the keynote.





**Ms. Saumya Gupta, Director - Education**

Govt. of NCT of Delhi

## KEYNOTE ADDRESS

**Ms. Saumya Gupta, Director, Education, Govt. of NCT of Delhi**, opened her address by asking some hard hitting questions about issues grappling the education system of the country.

Within the context of Delhi, she spoke about how the government is focusing on teacher training after realising that in spite of infrastructural developments, learning outcomes in the classrooms are not improving. She corroborated the facts with the results of a state government comprehensive survey, conducted in collaboration with Pratham for the grades 5th to 9th. She acknowledged challenges faced by teachers and shared an example of an English teacher who inadvertently regressed to traditional teaching methods after undergoing sufficient training.

The Delhi government has also taken up other steps to improve education quality in schools. It has refined the syllabus to get rid of any repetitive content and to focus on the core material. They launched "Mission Chunauti" in July 2016 to work on basic skills. Through this programme, 1 lakh children moved from non-reader to reader status. Currently, the government is also addressing the problem of learning disabilities.

*"All the building blocks are in place but the classroom processes need overhauling. There are many challenges but a platform like this gives me an immense hope that we can do it together."*

Ms. Gupta wrapped up her session with the hope that the panel discussion would throw light on what one can do about these challenges, following which the host invited **Mr. Hem Kumar, Director, North Delhi Municipal Corporation** to address the audience.



## PANEL DISCUSSION:

**Mr. Hem Kumar, Director, North Delhi Municipal Corporation** began his speech by noting that knowledge and its application are two different things. Many people are knowledgeable but fail to execute things at the ground level. He opined that continuous teachers' training was the only key to move forward. He put forth many challenges in the system including:

- Political pressure for appointing teachers and their transfers.
- Monotonous structure of existing teacher training modules.
- Motivation levels of the teachers.

He said he was looking forward to the new partnership between North Delhi Municipal Corporation (NDMC) & Tech Mahindra Foundation. He thanked the Foundation and showed his willingness to do whatever it takes to take this project forward for his teachers and their students.

The host invited **Mr. Chetan Kapoor, Chief Operating Officer, Tech Mahindra Foundation** to start the panel discussion. Mr. Kapoor initiated his address by mentioning that after over a decade of struggling with the same issues and challenges, what comes out clearly is that the right answers may seem elusive but the solutions can be derived collaboratively.

Mr. Kapoor elaborated on the need for **SAAJHI SAMAJH (Collaborative Understanding)** and that it was formulated to extend the process of finding answers to some of the issues hovering ahead of us to a larger audience.

With this he invited all the panelists for the day to the stage.



## Prof. Janaki Ranjan

Institute of Advanced Studies  
in Education, Jamia Millia Islamia

### SPEAKER 1

**Prof. Janaki Rajan** started her presentation by highlighting some of the myths about the education system in the country. One of the common myths, according to Prof. Rajan, is **“Education is not just literacy. A lot is learnt diologically.”**

Prof. Rajan noted the following aspects about teaching and learning:

- Teaching and learning is a human and organic activity and cannot be mechanical. There is no definitive way of ascribing a precise academic level at a precise time in a particular grade. Learning is spiral in nature.
- Giving “techniques” to teachers through teachers’ training programmes will not be sufficient and needs to be complemented with additional support.
- We should be flexible enough to give inputs to the teachers on what they actually require. Giving autonomy to teachers will be essential.
- Innovations must come through genuine need leading to simple solutions. From times immemorial, there have been pedagogically sound indigenous ways by which teachers and public health workers have been very effective. In support, Prof. Rajan cited the below examples:

*“A village activist in Vihan who was determined to prevent infant mortality came up with the idea of giving salt and sugar mixed with water to prevent dehydration that causes many infant deaths. Today this has been adopted as Oral Rehydration therapy by UNICEF and, WHO.”*

*“Village teachers from the 18th century have been using peer learning approach. In 2002, a teacher in Madhya Pradesh came up with the idea of painting the lower portion of the walls of the classroom black. Children could then write and draw on these walls using it as children’s blackboard. This idea transformed the way teaching-learning materials are envisaged.”*

- We should equip teachers with a level of confidence that may even border on arrogance, but the hierarchy between “them” and “us” needs to break.
- It takes 6-7 years to read and comprehend properly, so children should be allowed a larger span of time to come to the level of literacy that is required.
- Learning is not always joyful. It is joyful after one has learnt. The process of learning involves all our emotions. In her opinion we should stop presenting learning as entertainment alone.

Prof. Rajan then closed her presentation by citing an example from Montessori’s life. According to Prof. Rajan, children must be let to lead in their choices about what constitutes teaching-learning material. She strongly suggested that we bring back the agent of not just the teachers, but also the child in the classroom.



**Dr. Dhir Jhingran**  
Executive Director, Language and Learning Foundation

## SPEAKER 2

**Dr. Dhir Jhingran** shared some of his biggest learnings with the audience as follows:

- Pedagogy is broader than just methods and involves building relationships with the students, working on their confidence and building their self-esteem.
- Teachers' professional development is an ongoing process. Ideally, the teacher development process should encompass - Training, Practice, Support, Reflection and feedback.
- Training has been reduced to transmission of scripted packages with complete instructions for teachers of what to do in the classroom without sufficient emphasis on the WHYs of a particular strategy.
- Adult Facilitation & Learning needs to be redesigned to include meaningful resources which enhance purposeful discussion.
- An "Ecosystem approach" which involves training of the teachers, head teachers, supervisors and other stakeholders in the system is the need of the hour.

Dr. Jhingran mentioned that at Language & Learning Foundation, they run a 10 month programme for teachers in a blended mode. The programme involves in-person workshops, one-on-one interactions with the mentors, peer learning, audio conferences and soon.

He said that if we have a vision of what the classrooms should look like, then everything we do must align with that vision. Lastly, he advocated working with the system and that change takes time, but we should commit ourselves to change and keep striving towards it.



**Dr. Sharda Kumari**  
Principal, DIET, R. K. Puram

## SPEAKER 3

**Dr. Sharda Kumari** started by referring to **Ms. Saumya Gupta's** example about a teacher, who in spite of undergoing multiple trainings, was still using traditional methods of teaching. In her opinion, teachers know better than teacher educators what methods work in their classrooms, but we are unable to instill the right attitude in them, without which no amount of training will help bring the change we are expecting to see.

She recounted some of her thoughts as below:

- A child can answer a question better if he is asked to use his or her mother tongue/ personal experience, but none of our assessments are prepared to take this into account.
- As soon as teachers enter institute or the DIET, they are immediately handed over with a list of good teaching methodologies, what is not discussed with them is THE CHILD they will be dealing with.
- Somehow we do manage to give teachers a glimpse of children's psychological understanding, but we fail to give them the socio - cultural background of the child. If included, it will change the perspective of the teacher towards the child significantly.

- Reading and writing skills are very important for each and every child in the class. However, for the children who may not be able to develop these skills due to any reason(it could be due to the teacher's faulty strategy/lack of interest of the child or any other), if such children are identified and they are grouped together like, 'Navnishtha' or 'Nishtha' then this is a very appreciable step.

Dr. Sharda then drew attention to a grave concern regarding choosing teaching as a career. People with failed attempts at MBBS/Engineering/ Medical degrees, take up teaching as the last resort. The teachers enter their classrooms as demotivated as they were when they entered the teacher training institute. In her opinion, we need to ignite their desire for teaching as it shapes the future minds of a country and a herculean task is placed in front of the teachers.



**Mr. Aditya Natraj**  
Founder, Kaivalya Education Foundation

## SPEAKER 4

**Mr. Aditya Natraj** started his presentation by emphasizing on three key points with regards to the Middle Management of a system. **They are selection, promoting growth and reflection and developing key skills among the middle management.**

He further noted that it is important to have a dialogue with this cadre to achieve the following objectives:

- Build an understanding of the importance of quality education.
- Strengthen belief in their ability to be change makers.
- Restore learning among them.
- Instigate a sense of pride in their role as the middle management.

According to Mr. Natraj, there is an urgent need to involve cluster officers, block level management, school leaders and supervisors in teachers training programmes. If they are engaged and can co-create training material along with the upper management, then a significant shift can happen.

Mr. Natraj believes that from being stereotyped as the ones who monitor and inspect, the middle management's image needs to be transformed into the ones who coach and enable their teachers. They have to move from training to facilitating. Facilitating is a reflective process where one engages with others, shares their experiences and collectively comes up with ideas.

Mr. Natraj wrapped up his presentation by highlighting an important fact that working with middle management is easier since their number is fewer. There are about 1 lakh middle managers in this country and by working with them, we can reach 12 million teachers.



## Mr. Brajesh Kumar Jadon

National Award Winner (2015), Primary School Teacher  
East Delhi Municipal Corporation

### SPEAKER 5

**Mr. Brajesh Kumar Jadon** admitted that many challenges exist for teachers in government schools, but in spite of those they have to maintain their motivation and ensure that children are engaged in the classroom. Even though government teachers are highly qualified and with support from many organisations like the DIET and the SCERT, they are unable to teach students adequately to attain age-appropriate learning levels.

There is high variability in terms of the motivation level and quality of teachers in the same school. To maintain a uniform high standard, it is necessary for the teacher to come down to the level of the student and understand the context and environment of the child.

From his observations and conversations with fellow teachers, Mr. Jadon has realised that teachers are immensely burdened with administrative work and are under a lot of pressure. He emphasized that before designing training programmes for teachers, it is imperative to consider the following:

- Take teachers' actual needs into consideration.
- It has to be acknowledged that the teacher is the expert for his/her classroom.
- The teacher must be trained to track and improve performance of each student.
- The training should also touch upon maintaining motivation of teachers.

Mr. Jadon was grateful to be a part of Tech Mahindra Foundation's teacher training institute and expressed delight on witnessing everyone coming together to bring about a drastic change in teacher development.



**Ms. Smriti Jain**  
Co-Founder, I Am A Teacher (IAAT)

## SPEAKER 6

**Ms. Smriti Jain** has more than 15 years of experience of working with private schools. She started her presentation by pointing out that even private schools don't represent good quality education. Teachers are struggling in the same manner as the students.

In the present education system, the teachers' training is not able to raise them to the level of progressive ways of teaching. The teachers themselves have not experienced the joy of teaching or learning, and hence we also cannot expect them to deliver a different output in their classrooms. She reiterated the concern expressed by many other panelists regarding low teacher motivation and teachers not taking pride in their work.

She said that the teachers' training needs to be designed in such a way as to:

- Focus on teacher as a person.
- Help teachers connect to themselves.
- Create a safe space for teachers where they can question and express themselves.
- Each teacher must be paired up with other teachers having varied experiences, so that they can share and learn better.
- Pedagogy must be demonstrated.
- Theory must be blended with practice.

Ms. Jain wrapped up her presentation by highlighting the importance of hand holding our teachers and gradually releasing responsibility. She insisted that we have very few exemplar classrooms and its essential for teachers to learn from these practitioners for effective replication of best practices.





## OPEN SESSION

The moderator allowed the audience to throw open their questions to the panelists. Some of the questions discussed were:

**1) On the one hand we are saying, the teaching methodologies in the classrooms need to change, and on the other hand we are asking the needs of the teacher, how do we string these things together?**

Mr. Aditya Natraj responded to the question by mentioning that he does not see a dichotomy in changemaker and the need for change. He strongly believes that change cannot be prescribed and our role as educators or change makers is to make others aware of where they want to go and enable them with the skills to get there. We need to assist others reach goals that they set for themselves and bring about the change that they would like to, rather than prescribing our needs on them.

**2) How do we measure the effectiveness of a training programme? How do we actually recognize and reward teacher practices and make them models of excellence to share with everyone else?**

Dr. Dhir Jhingran responded to the question, acknowledging the importance of measuring the effectiveness of training efforts. He said that usually the success of teachers is measured through learning outcomes. In his opinion, we should focus on the process of change the teachers undergo. The perspective then shifts dramatically towards the small things that teachers are doing differently like

documentation, print friendly classrooms, interaction with parents and so on. What the teacher feels needs to change in him/her and his/her classroom should be of prime importance. Engagement with the teacher should be for a long span of time for the changes to reflect in her classroom.

**3) Are we looking at purpose of Education to earn bread and butter or can we make human connect a reality in classrooms?**

Prof. Janaki Rajan responded by mentioning that Mahatma Gandhi's definition for the purpose of education is to get the highest potential out in every human being. So education is actually about drawing out, but we are following the process in a reverse direction. According to Prof. Rajan, the challenge is we are not ready to do what it takes to draw out. School teachers are pulled into election duty, population census duty to the extent that once Delhi teachers were actually asked to count no. of animals. She questioned if we are okay with letting our teachers focus on issues other than education.

Ms. Smriti Jain added that she is hopeful of the possibility of establishing human connect amongst teachers and their students. Great things are happening in bits and pieces and only if they are highlighted suitably, the change will be evident.



**Mr. Chetan Kapoor, COO**

Tech Mahindra Foundation

## CLOSING REMARKS

The questions were followed by a thought-provoking monologue by **Ms. Shivangi Singh**, government primary school teacher from East Delhi Municipal Corporation. She thanked Tech Mahindra Foundation for providing training to teachers like her, which helped ignite spark in them and increase their motivation.

Ms. Singh highlighted the following points in her discussion:

- The cascade model of teacher training tends to degrade the quality of training by the time it reaches the last person i.e. the teacher in the chain.
- Mechanical teaching methods need to be scrapped. Her students know a lot of things which she herself got to learn in training sessions and she feels that is being educated in the true sense.
- She said she may herself be aesthetically challenged, but has managed to teach her students to decorate the walls of the classroom and make the best use of waste material around us.

Ms. Shubhangi ended with a quote by a teacher in an article - *'As teachers, we only ask for two things - Don't blame us and Treat us with respect.'* She said she agrees with this school of thought and needs space to innovate and make learning a personal experience for her students.

Post the open session, Mr. Chetan Kapoor gave a formal closing to the event. He touched upon the allegory about the blind men and an elephant indicating how people have different perspectives. The reality is inclusive of all perspectives yet larger than everything combined. Different perspectives about the education system in the country fail to account for other realities. The reason for this, is that for all these years we have consciously chosen to be blindfolded. The solution he recommended is to look at things from different perspectives and accept the fact that we all have limited understanding of the problem.

In order to get to the solution we need to work in a more collective and democratic manner and that is what **SAAJHI SAMAJH** is all about.

### **FELICITATION:**

The host invited Dr. Loveleen Kacker and Mr. Chetan Kapoor to felicitate the panelists and extend gratitude towards them for adding the much needed fervor to the event.

Ms. Naima Urooj finally thanked everyone for their active participation and for making **SAAJHI SAMAJH** a successful event.

# Annexure A

## SPEAKERS' PROFILES

### **Ms. Saumya Gupta, Directorate of Education, Govt. of NCT of Delhi**

Ms. Gupta is an IAS officer, 2004 (Manipur - Tripura Cadre). She has been Director of Education for Delhi for past two years. Prior to that among other important profiles, she has worked as Deputy Commissioner in South MCD, Director, Women and Child and Managing Director, Delhi Tourism. She has been a recipient of Prime Minister's Award for Excellence in Public Administration for her work done in Child Mortality and Public Health in 2011 and 2012 as DM, North Tripura.

### **Prof. Janaki Rajan, Professor, Institute of Advanced Studies in Education, Jamia Millia Islamia:**

Janaki Rajan has been a teacher who led change from KG to PhD in a variety of contexts. She is an Ashoka Fellow for Social Entrepreneurs. She has taught at Delhi University, been a Research Associate at Centre for Policy Research, New Delhi, participated at UN Conferences. She has been concurrently a visiting professor at Webster University, University of Southern Maine, Ohio State University, USA. and is currently Professor in Education at Jamia Millia Islamia.

### **Dr. Dhir Jhingran, Executive Director, Language and Learning Foundation:**

Dr. Dhir Jhingran is the Executive Director of Language and Learning Foundation, an NGO focused on professional development of teachers and teacher educators in early language and literacy. He has been working with the primary education sector for over two decades, within and outside the government. He was the Principal Secretary, Education in Assam, and has also served as the Director in the Ministry of HRD, and Chief Program Officer, Room to Read. He has designed and implemented several early literacy programmes and has written a course for teacher educators. He has worked with several SCERTs and DIETs for improving the quality of pre-service and in-service teacher education programmes. Dr. Jhingran has also authored two books based on empirical research in primary education. He holds a Ph.D. in education.

### **Dr. Sharda Kumari, Principal, DIET, R. K. Puram:**

Dr. Sharda Kumari has more than twenty-five years of rich experience in teacher training and teacher education. She has worked with various educational institutions like SCERT, DIETs, Save the children, UNICEF, NUPA, NCERT and so on. Currently she is associated with SCERT, and she also assists the Education Dept. of the Govt. of NCT of Delhi with their projects. She has written more than five hundred research papers published in different journals and magazines. She has been an active member in curriculum designing and review committees formed by NCERT and SCERT. She has conducted various teachers training workshops across the country. Tech Mahindra Foundation is privileged to have her professional services in workshops at ITEI and also for her contribution towards the Hindi training modules.

### **Mr. Aditya Natraj, Founder, Kaivalya Education Foundation:**

Aditya Natraj is the founder and director of Kaivalya Education Foundation (KEF), a Piramal Initiative. KEF is change management organization that supports leadership development of State leaders, District leaders and School leaders to improve student learning outcomes. KEF works with 1300 school leaders, 450 district leaders and 1200 state leaders across 12 states to effect systemic change. It also runs the Gandhi Fellowship programme – a 2 year full-time programme to train young

people in leading social change. Previously, Aditya was the Director of Pratham in Gujarat for 5 years, Vice-President of Business Development at ProXchange for 2 years and a Consultant at KPMG for 5 years. He is a qualified Chartered Accountant, a Masters in Economics and has an MBA from INSEAD. Aditya has been awarded various fellowship and awards, namely the Ashoka Fellowship, Echoing Green Fellowship, Aspen India Fellowship and the Times Now Amazing Indian award in the Education category.

### **Mr. Brajesh Kumar Jadon, National Award Winner (2015), Primary School Teacher, EDMC:**

National Award Winner (2015), currently working in East Delhi Municipal Corporation Head office with the Education Dept. Brajesh has an experience of over 15 years of teaching as a primary school teacher, has assisted SCERT in developing textbooks for Social Science and has worked with the Research team to enhance school curriculum. He has also undergone training at the In-Service Teacher Education Institute run by Tech Mahindra Foundation in partnership with East Delhi Municipal Corporation.

### **Ms. Smriti Jain: Co-Founder, I am a Teacher (IAAT),**

Smriti Jain is the Co-Founder, Director of 'I am a Teacher' (IAAT), a not for profit organization. Understanding the dire need of reform in teacher education of the country and the inadequacy of the system to prepare effective teachers, Smriti has committed herself to bring about this much needed change in teacher education that could fundamentally transform our classrooms and schools. She has given birth to one of the most innovative and rigorous programme for teacher preparation – the Post Graduate Diploma in Learning and Teaching. Under her leadership, IAAT has graduated over 75 thoughtful and capable teachers who are working in different schools and NGO's, leading change in their own small ways. Smriti has been a teacher and a leader since the last 15 years and has worked in Mirambika and The Heritage School. She headed the Middle School at The Heritage Xperiential Learning School, Gurgaon. Smriti has her Masters in Learning and Teaching, Instructional Leadership, from Harvard Graduate School of Education, Harvard University. The last few years, she has worked extensively with teachers. A person with deep commitment and passion for education and a never give up attitude, Smriti creates an open and inclusive space wherever she goes.

### **Moderator: Mr. Chetan Kapoor, COO, Tech Mahindra Foundation**

Chetan joined TMF at the COO in 2016, and has been working in the social development sector for nearly two decades. His motivation and commitment to help improve the lives and futures of individuals and institutions across all sectors through education led him to found Edulever in August 2009 and Agrasar in February 2011. Edulever is an education consulting organization whereas Agrasar is a leading NGO in Gurgaon working on Education and Skill Development. He has earlier worked with Pratham, where he headed primary education programs in Delhi and other north India states, and then with American India Foundation, where he headed a program called Digital Equalizer. He was also a part of the founding team of Ummeed Child Development Center in Mumbai. Chetan has done an MBA from IIFT, New Delhi.

We would like to extend a big  
**Thank You** to our organizing team  
for putting in their hard work and efforts  
in making this event a success. Without their  
tremendous & continuous dedication,  
this would not have been possible.

Aanchal Jain

Avishek Dangi

Bhagat Singh Sharma

Divya Avasthy

Durga Devi H

Jayanti Prakash

Kaushelandra Prapanna

Khushboo Goel

Kunal Ghosh

Medhavi Gupta

Naima Urooj

Narayanji Chaubey

Neha Soneji

Pritha Sengupta

Priya Kulkarni

Priyanka Phalswal

Rajashekhar Reddy

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