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JUNE 2021

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DPS MONARCH INTERNATIONAL SCHOOL

Q A T A R

PRINCIPAL'S NOTE



MS. MEENAL BAKSHI

Principal
DPS Monarch International School
QATAR, DOHA

DPS Monarch International School, which was conceived in 2019 is a school with global perspective and Indian heritage. The school offers kindergarten program from KG I to KG II, Primary Years Program from Grade I to Grade V and Secondary Years Program from Grade VI to Grade XII for children from around the world, aged three and half years to eighteen years. Although, our curriculum is based on the Central Board of Secondary Education (CBSE), we strive to incorporate the needs of the international and multi-cultural student body and capitalize on the unique opportunities provided by being located in Qatar. DPS Monarch stands as a 'citadel of learning', and a harbinger of 'Quality Consciousness' committed to developing the minds and initiative of children.

Resources and facilities are exceptional and help to provide a stimulating and exciting environment that encourages children to fully engage in their learning. DPS Monarch International School is the first school to create the community of learners; parents, teachers and students by using the technology solutions that are available to us in the world today. We offer digital curriculum, e-books and best IT solutions for our students, teachers and parents.

Our vision at DPS Monarch is to create an environment where we can inspire, support, and nurture our multi-cultural students to be well-educated and empathetic global citizens. As parents, selecting the best school for the child is one of the most important decisions to make. By choosing DPS Monarch International School, we ensure that the students are put on the path towards lifelong learning.

Our vision is for our students to become passionate, inquisitive, and creative thinkers. In order to accomplish this goal, we have an outstanding team of administrators, teachers, and staff, who create a caring environment that supports educational excellence. It's no secret that DPS Monarch students will compete successfully with the best in the world. In addition, they will exhibit our values including integrity, responsibility, respect, balance, and the most essential component for learning: fun! Of course, rigorous learning and wellness are only possible when supported by an inclusive, collaborative community.



Skilling, Upskilling And Reskilling the 21st-century Educator

In India, Gurus have always been held on a very high pedestal because of their wisdom knowledge and skill that their disciples hoped to seek from them. It was the bounden duty of the teachers and gurus who were entrusted with the task of teaching an individual to live a harmonious life within the society and develop skills which would enable him to eke out a living for himself. These were the teachers of the past. There weren't any formal trainings to become a teacher. The test of his ability was seen in his skill of teaching, he had to explain and expand, illustrate and interpret themes and knowledge with the help of his own experiences. This realistic approach to teaching which combined theoretical base and Practical Examination proved extremely effective.

Teachers have always been the catalyst in a student's life by igniting the young minds the curiosity and discovery, providing opportunities to become critical thinkers. Teachers were important then and teachers are important now. It is well researched across the world that it is the teacher that makes all the difference and impacts the student learning outcome.

Education has come a long way. From Education 1.0 which, was based on centuries-old model of rote learning and memorization to its current avatar Education 4.0 which, is based on empowering education through innovation and that can simply happen by nurturing creativity, critical thinking and problem-solving skills. This new form of education is the outcome of many revolutionary changes that the world witnessed over the last 2 decades which led to the creation of a new world order which will require our youth to be empowered with global competencies and skills that will enable them economically socially and intellectually align with the global standards and remain relevant. This takes us to reflect on our pedagogical standards.



MS. DEVYANI KAPOOR
 Founder, Mentor - Edudevs

Teacher education which is the most critical component of the teaching learning process became the most contested terrain globally as to what constitutes adequate teacher preparation program in terms of the standards, content and nature of teacher education. The moot question is – Are our teaching learning approaches geared to preparing youth who will adopt and adapt to this new world order. And more importantly whether the teachers are equipped to impart the much talked about Education 4.0.

Teachers have one of the most demanding vocations in the world and in order to fulfil their important roles with excellence, they need training, motivation as well as regular mental, emotional and spiritual rejuvenation. That educational systems the world over recognise the importance of the teacher is often evident by the resources spent on teacher capacity building. However, the issues often have been about building an effective model and mechanism that would develop and enhance the

teachers' capacity and provide them avenues for professional development. Research has proved beyond doubt that there exists vast lacunae in in-service teacher education and professional development current training approach is fragmented, often leading to a situation that teachers repeatedly attend the same training programme year after year. Consequently, training often does not lead to capacity enhancement or content enrichment or result in enhancing motivation levels of teachers to bring about changes in classroom practices

In the midst of these worldwide changes comes the national Education Policy 2020, which was recently released came with a gush of fresh air is a positive re imagination of India's existing education system as it is extremely well articulated and futuristic. It recognises "Teachers as Torchbearers of Change" and emphasises the criticality of teacher education hailing the legacy of "Acharya Devo Bhava". The policy comes at a time when revolutionary changes are taking place in the world and Further we witness that The 21st century has created newer demands across the world and which require certain key skills to survive - communication, collaboration, critical thinking problem solving, data analysis etc. But to create students equipped with 21st century skills we need educators who have the required competencies to handle the generation Z millennials and impart the new age education of creating a holistic and multidisciplinary curriculum. The policy talks about creating performance standards for teachers clearly spelling out the role of teacher at different levels of expertise /stage and competencies required for that stage.

A competency based teacher education must be designed which includes knowledge, skill and values which a teacher must demonstrate

educator. The 21st-century teacher needs to know how to provide technologically supported learning opportunities for students and know how technology can support student learning. Hence pedagogical innovation improves the teaching process and results. The introduction of more progressive methods, the use of active teaching forms, and new training technologies are seen as regular spheres of innovation which needs to be incorporated by every educator if they want to create meaningful learning experiences.

Teachers are expected to transform static learning spaces into active learning hubs resorting to reflective, integrative, flipped, blended, hybrid teaching. Hence to equip them with 21st century attitudes, mindsets and techniques for an effective pedagogical transaction to suit the 21st century learner becomes imperative. Ideally a 21st century educator must demonstrate the following competencies to exhibit a wholesome teaching learning experience.

- 1. Effective classroom management aiming to maximize efficiency by employing a range of strategies to promote positive relations and meaningful learning.
- Effective teaching practices representing differing viewpoints, theories, "ways of knowing" and methods of inquiry in the teaching of subject matter concepts. Promoting critical thinking, problem solving.



- 1. Effective assessment, incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned.
- 1. Effective technology skills, knowing when and how and how much to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning.

The first step would be to initiate a paradigm shift in the usage of the terminology from a teacher to an educator/ facilitator/ mentor. It's time for teachers to come out of their comfort zone and take on themselves the responsibility of their own professional development. Every teacher must aspire to become their newer and higher versions by reimagining and reinventing themselves by reflecting and taking upon themselves the undertaking skill based training and thus always remain relevant to the education system.

RENDEZVOUS



"Progressive education began in the late nineteenth century and has persisted in various forms to the present. It values experience over learning facts at the expense of understanding what is being taught."

MS. DIYA BADGEL
 Principal
 Birla Open Minds International School
 Lucknow

WHAT ARE PROGRESSIVE CLASSROOMS?

A progressive classroom is a vital aspect of Progressive education, where we encourage learning that is experiential, emergent, and collaborative. When students view themselves as learners, they become self-motivated, disciplined, open-minded and flexible thinkers.

WHAT ARE THE 5 CORE QUALITIES OF A PROGRESSIVE CLASSROOM?

- Emphasis on learning by doing
- Integrated curriculum focused on thematic units
- Strong emphasis on critical thinking and problem solving
- Group work and development of social skills
- Collaborative and corporative learning projects

HOW CAN WE INTEGRATE THE PROGRESSIVE CLASSROOM IDEAS IN A REGULAR CLASSROOM?

The student-centred classroom operates on collaboration, project-based learning, technology integration, and plenty of conversation between students and teachers about learning. This can be done by

- Creating ongoing projects
- Integrating technology
- Emphasizing engaging in-class activities
- Creating a learning environment built on mutual respect and a quest for knowledge
- Involving students in evaluation.

CAN AN EDUCATOR EVALUATE THE TEACHING-LEARNING PROCESS IN SUCH A SET-UP? HOW?

An educator can evaluate the teaching-learning process in such a set-up through various methods, tools and techniques, alternative assessments and creating rubrics. The different tools and techniques used in classroom assessment in my school are;

- Observation
- Check List
- Portfolio
- Anecdotal Records
- Rating Scale
- Questionnaire
- Interview



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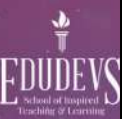
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REFLECTION AND DISCUSSION QUESTIONS

- How will you connect with your students in a personal, authentic and appropriate manner?
- What role will classroom rules and discipline play in your classroom or school?
- What intentional steps will you take to create a positive classroom culture?

POWERED BY - Amrita Vishwa Vidyapeetham

FROM THE PRINCIPAL'S DESK



'Be Willing to be a Beginner Every Single Morning'
 -Meister Eckhart

MS. AMITA SINGH
 PRINCIPAL
 ST. JOSEPH COLLEGE,
 LUCKNOW



GIVE VALUES, GIVE SKILLS - TRAIN FOR LIFE

*To create is a gift given by God to only two people -
 A Mother and A Teacher!*

The amazing world of children is a Vista sprawling before a teacher from where the journey begins. Our education system is so developed and designed that it embeds knowledge definitely but when it comes to the most important aspect of human life - LIFE SKILLS & VALUES, the system proves to be only a wee bit effective. We, as educators, are playing our part most diligently but somehow somewhere down the line, these two important aspects lose momentum. The impact of an educator never ends. There are many institutions that have innovated and changed the value system of their learning plans by introducing real-life situations to their curriculums so that applying the basic values to situations become the bloodline of our children.

As an educator, I have witnessed innumerable situations where the child was simply clueless of the situation around him! The 'teenage world' that revolves around us has by and large drifted far away from life skills. As teachers, we must connect with our students, give examples that include life skills and values, and not just merely try to finish the syllabi.

As teachers, team leaders, and educators, we must realize that the need of the hour is to revive with our students and refresh the education process. The beauty of our work will show when we are able to train our children to embrace any and every situation without getting lost in it. If we are successful in lifting the cloud from their impressionable minds, I believe we have attained 'Teacher-hood'.

VOICE OF THE EDUCATOR

MS. EDNA FERNANDEZ

VICE PRINCIPAL
 BIRLA PUBLIC SCHOOL,
 QATAR, DOHA



PARENTING DURING THE PANDEMIC

Anxiousness lures loud in all families as we together fight the odds of the pandemic. The older express their stress in action and in words. The teens get irritable or dig themselves in gadgets but the younger children on the other hand are short of words and miss enjoying with their friends. In all this, what gets tougher for the parents is Parenting. Here are 5 'R's that will help you address this very unusual and unexpected situation.

RESPOND- The stressful situations make us shout and react to situations. This makes the child angry and frustrated. To overcome this, sit with the children and respond to their problem by speaking calmly. Tell your children what you want them to do, instead of what not to do. For instance, instead of saying, "Don't shout!" you could say, "Please talk softly."

REDIRECT- Redirect and channelize your child's energies into productive and creative activities that they enjoy with you. Some of these activities could be:

- Talk about what interests them (like their favourite movie, actor, game etc.);
- Cook their favourite meal together;
- Dance with them on their favourite songs;
- Have a sing-along;
- Draw or pick up an interesting art project at home;
- Read a book daily- have a fixed reading time for the family, where all read and share about their book;
- Pray- A family that prays together stays together.

ROUTINE- Follow a routine, so that the entire family is aligned and planned, but always keep it flexible. Make a daily schedule with a mix of activities which will be really helpful in structuring your days.

REINFORCE- Always praise and acknowledge your child when they do something right. This reassures them that you notice and care for them.

REWARD- Always try and reward your children for their good behavior with privileges.

Last but not the least, as parents we need to be role models to our children and take care of ourselves by eating healthy food, getting adequate sleep and exercising regularly, since children normally imitate their parents. Positive parenting could assist children to oversee the impact of this pandemic by fostering resilience. Undoubtedly, it is a difficult time for everybody, but with the perfect combination of the 5 'R's, the current crisis can serve as an opportunity for personal growth, family cohesion, and to allow a healthy parent-child relationship.

*Be the teacher
 YOU WISH YOU HAD*

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THEMES

PHASE 1

Experiential Learning Pedagogy
 10.07.2021
 Story Telling as a Pedagogy
 17.07.2021
 Digital Learning and Student Engagement
 24.07.2021
 Navigating Flipped Classrooms
 31.07.2021
 Social & Emotional Fortitude
 7.08.2021

PHASE 2

Multidisciplinary Pedagogy
 14.08.2021
 Multiple Pathways
 21.08.2021
 Lesson Plan for Blended Learning
 28.08.2021
 Child Psychology in the New Normal
 4.09.2021
 Pedagogy of Assessment
 11.09.2021



3 TO 5 PM



ALGOQUEEN CODING CONTEST - GIRLS-ONLY INITIATIVE BY AMRITA SCHOOL OF ENGINEERING

Amrita University, which is ranked fourth in India by NIRF, promotes women in the field of technology and coding with a one-of-a-kind programming competition open only to female students.

The AlgoQueen Coding Contest aims to encourage competitive programming among Indian girl students. During the first two quarters of 2021, a series of online examinations will be conducted as part of the competition. Amrita Vishwa Vidyapeetham has a track record of organising the world's largest competitive programming competition, ICPC. The university has also held a number of initiatives for both high school and college students, including coding camps, tournaments, and programming championships.

Students and alumni from the university will lead training sessions for those interested in competing in the event, instilling confidence in the students to code.

Coding has become more competitive as a result of the growing trend of competitive programming in the IT industry. Promoting participation by female students will help to close the gender gap in the domain. Competitive programming enhances basic mathematical, algorithmic, and data structure knowledge while also assisting female students in developing a strong foundation of problem-solving approaches and critical thinking. As a result, students' logical and analytical capabilities improve.

The challenge will consist of four rounds of online questions based on C, C++, Java, and Python, followed by an onsite round (subject to pertaining situation). The questionnaires, which will be produced solely by engineering students at Amrita Vishwa Vidyapeetham, would be open to all girl students from schools across India in teams of two or three.

Prior to the competition, online seminars will be offered to guide competitors and improve their confidence. The competition will be held on a third-party site called Competitive Drills Contests. Students can begin practising for the competition right now by visiting <https://codedrills.io/>.

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Course Objectives

- Application of Physics and Mathematics in Engineering
- Seeing the World from an Engineer's Perspective

Course Outcomes

- Application of Theories in Core Engineering Subjects
- Understanding Phenomena of Tech Advancement and Real-world Applications

Topic	Session Type	Dates
Mathematics & Physics	Zoom Session	18 July to 21 July
Department Talks	Zoom Session	22 July to 24 July
Counselling	Zoom Session	25 July
Quiz	Online	26 July

First Batch : 15 July 2021

amrita.edu/engg-foundation

Amrita Entrance Examination - Engineering (AEEE) 2021 > Phase 3

AEEE PHASE 3 DATES
11-14 JULY 2021

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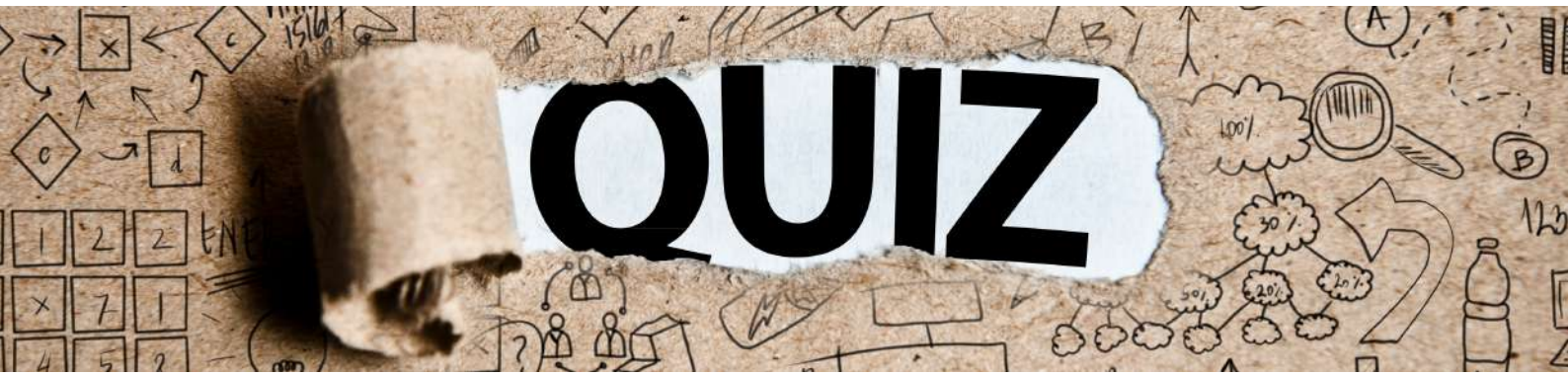
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TEACHER COMPETENCY SKETCHPAD

- Conceptual understanding among students is likely to improve in the settings which emphasize on
 - Frequent examinations
 - Inquiry and dialogue
 - Competitions
 - Text-book centric Pedagogy
- _____ is the primary identifying feature of creativity
 - Hyperactivity
 - Inattentiveness
 - Low Comprehension
 - Divergent thinking
- Problem-solving abilities can be facilitated by
 - Encouraging use of analogies
 - Generating fear among students
 - Focusing on drill and practice
 - Encouraging fixed problem-solving process
- In order to address the needs of the students who are facing learning difficulties, a teacher should NOT
 - Individualised educational planning
 - Practice rigid structures for pedagogy and assessment
 - Use multiple audio-visual aids
 - Use constructive pedagogical approaches
- Motivation to learn can be sustained by
 - Giving very easy task to children
 - Focusing on rote memorisation
 - Focusing on mastery-oriented goals
 - Rewarding the child
- It is difficult for children to learn when
 - learning is socially contextualised
 - content is represented in multiple ways
 - information is presented in disconnected chunks
 - they are intrinsically motivated
- Best stage of learning is
 - moderate arousal, no fear
 - no arousal, no fear
 - high arousal, high fear
 - low arousal, high fear
- Evaluation practices should aim at
 - identifying students' needs and requirement.
 - Identification of high-achievers for prize distribution
 - Labelling of students
 - Segregation of students for ability-based groups.
- In a Progressive Classroom
 - ample opportunities should be provided for construction of knowledge
 - students should be labelled on the basis of their academic scores
 - a teacher should follow fixed curriculum
 - the emphasis should be on competition among students
- Individual differences in a progressive classroom should be treated as
 - criteria for making ability-based groups
 - important for planning of teaching-learning process
 - a hindrance for the process of learning
 - a failure on part of the teacher

MAY EDITION - QUIZ ANSWERS

- | | |
|-------------------------------------|-------------------------------|
| 1. Conventional level | 6. Pre-operational |
| 2. Vygotsky's | 7. Social |
| 3. Self-concept | 8. Intrapersonal intelligence |
| 4. Principle of specific to general | 9. Democratic |
| 5. Empathy | 10. Adolescence |

Send your replies with your name and contact details at info@edudevs.com
The first correct respondent's interview/article will be featured in the upcoming issue.

https://docs.google.com/forms/d/e/1FAIpQLSeWI6dEbnJ8QBxsub3DfGdgRcFPAcFqX2qJIEJKDa7MXGnwHw/viewform?usp=sf_link

WINNER OF TCS MAY 2021

DESIGN THINKING PROCESS TO CREATE INNOVATIVE ART EXPRESSION



MS. POONAM DOGRA
PRINCIPAL
GENIUS INTERNATIONAL PUBLICSCHOOL
ROPAR, PUNJAB

'We are in a century where technology has seeped in all parts of our life. With increased mobility, instant communication, easy access and the world-wide web, we are often placed in unknown situations that require immediate analysis and decision making. Traditional approaches often seem ineffective in the new context and we require new tools and methods to solve a given problem'.

The above scenario holds true for every profession- be it science, research, business, etc. The field of education is no different. Being a teacher myself and having taught in a secondary school for a few years, I can easily say that teachers face a lot of complex problems and challenges that need to be tackled differently and more systematically. Be it with regards to curriculum designing, lesson planning, or enabling independent learning environment, the teaching-learning process requires a human-centered, problem-solving approach to develop different skills and bring creativity and innovation in both students and teachers. One approach that might seem useful in this context is 'Design Thinking'.

WHAT IS DESIGN THINKING

Design thinking also called solution-based thinking, is a mindset or an approach to learning and problem-solving. It can be referred as a new paradigm for dealing with problems in various professions- be it business, research, education, innovation etc.

It is a formal method of resolving a problem, creatively and practically with the intent of an improved future situation. It involves starting with a goal of a better future result and then identifying challenges, gathering information and finding a solution by considering both the present and future parameters of a problem.

Design-thinking employs divergent thinking as a method to explore multiple solutions to a problem. It involves ideating various solutions (possible or impossible) and then applying convergent thinking to narrow the number of retained solutions and select the best approach.

WHY DESIGN THINKING IN EDUCATION

Unlike the traditional approach to teaching and learning, design thinking encourages learners to take an inquiry stance and think divergently. In contrast to a purely analytical approach, this involves more structured steps like identifying and understanding the challenges, collecting information, generating potential solutions, experimenting and refining ideas, testing solutions and improving the same through feedbacks. It is an iterative process, circular in nature. When applied in pedagogy, such a method stimulates idea generation, enhances creativity and leads **to 'out of the box thinking and innovation in students.'**

The design process is quite impactful and can be implemented while designing a curriculum or course framework. Teachers can create teaching learning aids and material based on the principles of design thinking. This may help them plan innovative tasks that would develop problem-solving skills in student.

Since design thinking is a social process and involves interactions and discussions among peers, it can enable highly collaborative activities in and outside the classroom. Design-based projects allow students to work in groups and enhance team working, communication and presentation skills. Students learn to express their opinions and listen to other's opinions, be receptive to untraditional ideas thereby welcoming innovation. Such an approach equips students for life thereby making them solve their everyday problems in a creative and innovative manner.

The field of education has to be modernized at every level and design thinking can be proved as a very useful tool to develop the right skills in students as needed in the twenty-first century. It affirms experimentation, processing information by taking into consideration the real world, people's experiences and feedback and applying creativity, critical thinking and communication. Such an approach encourages curiosity, constructiveness and reflexivity in learners.

Based on a decade of work teaching school leaders nationally and internationally, **"Design Thinking in Schools"** shows how leaders can adopt a design thinking mindset to uncover problems and harness the ideas and energy of students and other stakeholders to create unique, effective solutions within a single semester or school year.

Lively and inspiring, **"Design Thinking in Schools"** is a critical resource for school leaders seeking to leverage the untapped wealth of knowledge and experience contained within their own buildings to make schools innovative places of learning.

FROM THE EDITOR'S DESK



DR. ANUJ PRATAP SINGH
ECONOMIST
CENTRAL BANK OF IRELAND

This edition of Edlines brings close observations and insights on Life Skills and Values in the Principal's Desk column. In everyday life, development of life skills helps students to find new ways of thinking and problem solving, recognise the act of their actions and teaches them to take responsibility for what they do rather than blame others. Next, the Voice of Educator section sheds light on the 5 'R's that will help in parenting during the pandemic. This article illustrates that communicating with your child patiently and getting involved with them in activities will result in positive parenting. This edition also features an article by Ms. Devyani Kapoor that highlights the role of a teacher in the past and how with the introduction of the NEP 2020, the education system moves towards a wholesome teaching learning experience.

This edition features Mr. Ramesh Mudgal in the Educator of the Month column and the Rendezvous on progressive classrooms. Last, but not the least, this edition features DPS Monarch International School, Qatar in our Big League Institutions. The article highlights the vision and mission of the school and the principal addresses the audience on the importance of interdisciplinary approach of teaching and learning.

POWERED BY - *Amrita Vishwa Vidyapeetham*

1. What is the best thing about being an educator?

The best thing is that I get to touch the lives of so many students over the years. It is not just by way of giving them the knowledge and skills but most importantly helping them develop right attitude to life.

2. How was your first day as a principal?

It was excitement and jubilation and a sense of huge responsibility. Met the students and parents in groups and prepared the road map for the overall development of the school.

3. What is your greatest strength?

Communication: I listen and respond measuredly taking into account the impact my words will have on the listeners. This is coupled with creative thinking and tremendous energy.

4. What is one effective teaching learning methodology you observed in schools at Dubai?

Active, collaborative and independent learning. Teacher is more a facilitator in its true sense in Dubai schools.

5. What is your idea of education in the post pandemic era?

Anytime, anywhere and on demand learning will become a norm not an exception.

6. What are your thoughts on changing role of school leaders?

Leaders now more than ever have to transform themselves into thought leaders with a vision for their school communities. Inspiring students and staff with the optimal use of technology.

7. What is one piece of advice for new educators?

Love what you do and have a goal based approach for growth. First invest in work, rewards will follow.

Date of Birth: 30th March 1973: Zodiac Sign: Aries

Place of Birth: Raichur, Karnataka

College: LVD College, Raichur

Favorite Book/ Currently Reading: A Hero With a Thousand Faces

First Educational Experience: Jawali Memorial School, Gulbarga

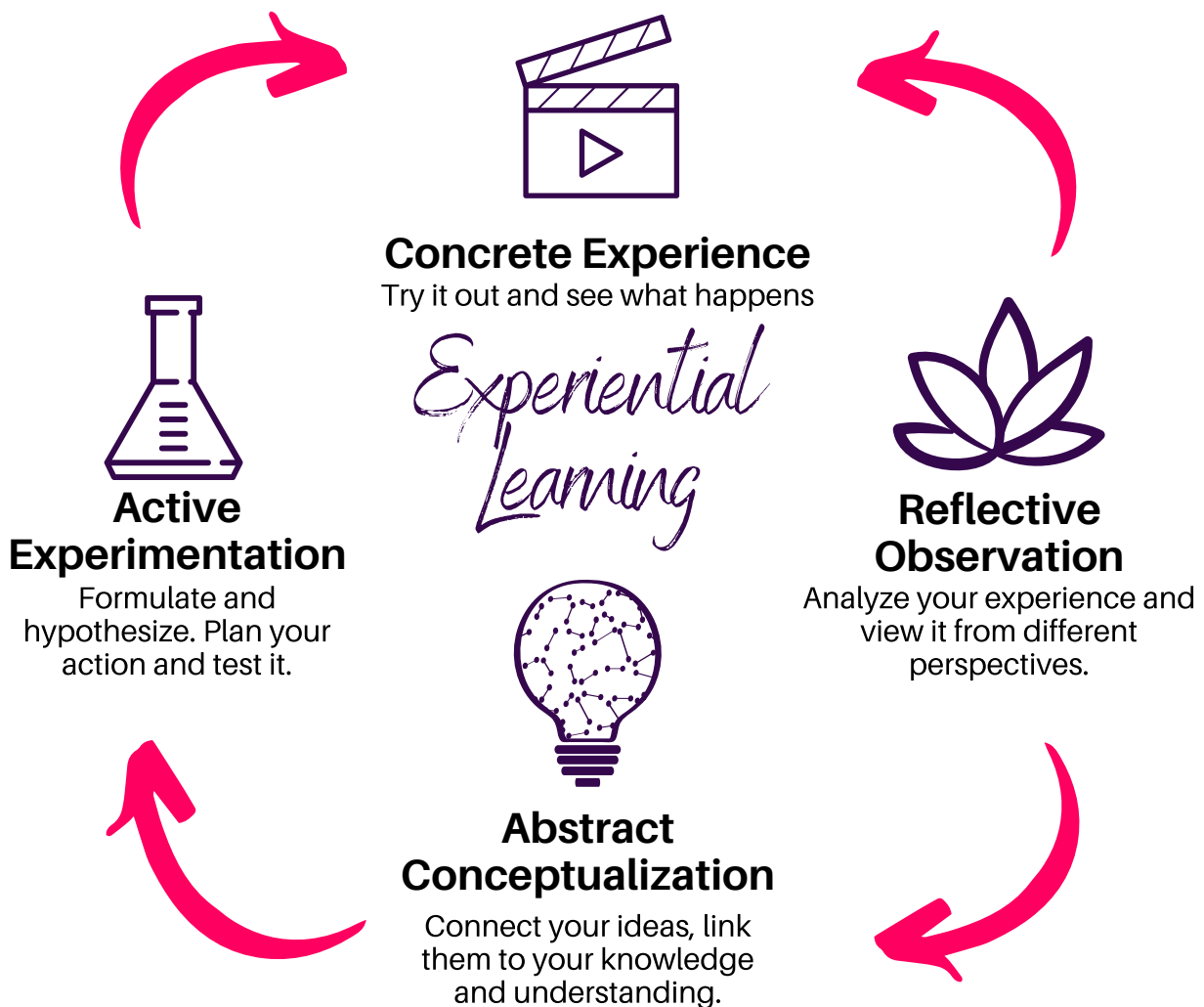
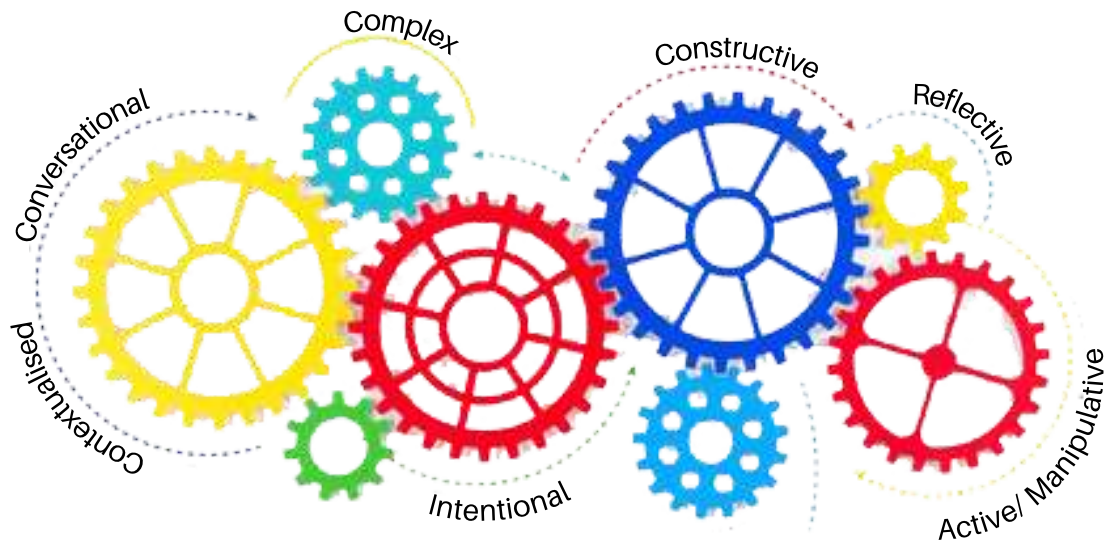
"Those who change with change survive, those who change without change, perish, those who change before the change, become leaders"

MR. RAMESH MUDGAL

PRINCIPAL
PRESIDENCY SCHOOL, BANGALORE

EDUCATOR *of the month*

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