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Teaching & Learning



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DR. SUPRIYA KAPOOR

ASSISTANT PROFESSOR OF FINANCE,
TECHNOLOGICAL UNIVERSITY
DUBLIN, IRELAND

FROM THE EDITOR'S DESK

Welcome to our November 2021 edition of Edlines-Today. On this auspicious festival of lights, the entire team of Edudevs wishes you all a peaceful and prosperous Diwali. A time for celebration, a time for when world sees the power of good, let us also use the power of education to spread awareness and positivity around.

This edition of Edlines Today features Amrita Vishwa Vidyapeetham (AVV) in our Big-League Institutions. The article highlights the vision and philosophies of AVV along with all the wide collaboration and exchange programme opportunities the university provides with. The Director for B.Tech admissions, Br. Maheshwara Chaitanya shares with the audience the philosophy of AVV. Next, while on one hand, we bring close observations and insights on hybrid learning from Ms. Shalini Gupta in the Voice of the Educator column, on the other hand we have Ms. Sunanda Vashisht, our winner of TCS quiz (October edition) discussing the domination of Blended Learning in today's time.

This edition also features an article by Ms. Devyani Kapoor on the changing environment of education and the indispensable role of technology. Through her article, Ms. Kapoor emphasises the need to train teachers with the required skillset so that they further transform their teaching methodologies that are consistent with the 21st century. Next, the Rendezvous with Mr. Dheeraj Mehrotra presents expert views for teachers and students on the blended learning and returning back to campus. He explains how the gap between online and physical classes can be bridged as schools are starting to reopen.

The motivating article in Principal's Desk column of this edition is by Dr Paramjit Singh from Army Public School, Ambala. Finally, this edition features Mrs. Kamlesh Jacob in the Educator of Month column where she shares thoughtful observations over many years of her academic journey.



Content

THE BIG LEAGUE *institutions*

FROM THE FOUNDER'S DESK

FROM THE PRINCIPAL'S DESK

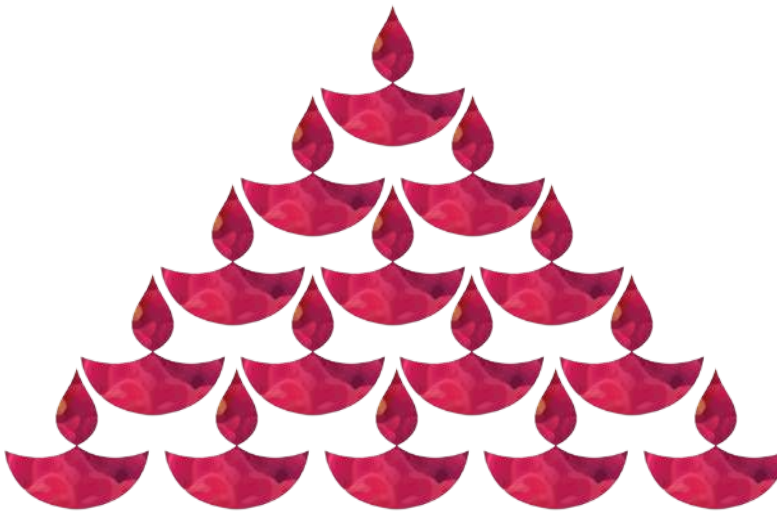
VOICE OF THE EDUCATOR

RENDEZVOUS

TCS QUIZ NOVEMBER

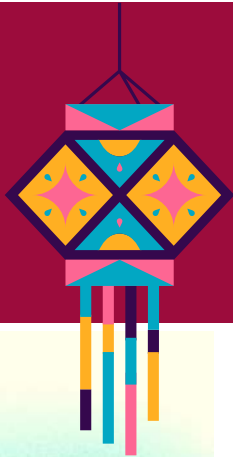
WINNER OF TCS QUIZ-OCTOBER

EDUCATOR OF THE MONTH



THE BIG LEAGUE *institutions*

AMRITA VISHWA VIDYAPEETHAM UNIVERSITY



Amrita Vishwa Vidyapeetham (AVV) is a multi-campus, multi-disciplinary research university. It has been accoladed the NAAC's highest rating of 'A++' and also ranks among India's top research institutions. With six campuses in three Indian states: Kerala, Tamil Nadu, and Karnataka, the university has its headquarters in Ettimadai, Tamil Nadu. AVV has set up regular student exchange programs with leading international colleges. This includes Ivy league campuses, US universities, and top European universities. It has also transformed into one of India's fastest-growing institutions for higher education learning. The university is headed by Mata Amritanandamayi Math, under the guidance of the world-renowned humanitarian leader, Mata Amritanandamayi Devi. AVV is committed to offering value-based education by offering the impetus to harmonize both scientific knowledge and spiritual understanding so that the knowledge gained is used for societal benefit. The university's core purpose is to conduct research in order to address important global issues such as poverty, malnutrition, illness, pollution, and contamination. Amrita University intends to bring together technology, culture and knowledge via significant collaborations with world-class universities and by implementing creative education methodologies.

PRINCIPAL'S NOTE

Amrita Vishwa Vidyapeetham University believes in "EDUCATION FOR LIFE & EDUCATION FOR LIVING"

Students who graduate from Amrita will surely be problem-solvers for society who are well-versed in values. We think that scientific and technological knowledge should be put together to good use for the benefit of society and mankind. Researchers, visionaries, and innovators from a variety of fields and domains are a part of the Amrita ecosystem of students, industry, and alumni. Our goal has always been to provide students with the best-in-class educational experience. We do this by leveraging the best of technology. As a result, the transition to online learning was far smoother as compared to other universities. Our instructors swiftly adjusted to the new technology-driven teaching-learning methodology aided by a powerful evaluation system.



**BR. MAHESHWARA
CHAITANYA**

DIRECTOR ADMISSIONS
AMRITA VISHWA VIDYAPEETHAM



MS. DEVYANI KAPOOR
 MENTOR, FOUNDER, - EDUDEVs

TRANSFORMATIONS IN EDUCATION: *Then & Now*

Education has completely flipped in the past decades ever since it has been identified as the creator of the knowledge economy and not just as a job provider. Schools may no longer be, as some of us remember from our childhood, like a 7am to 3pm structured on-campus learning. In fact, each day in my education journey throws a new realization at my face of how the teaching-learning experience is transforming with time. Last two decades the world has seen revolutionary changes with newer demands that have led to a paradigm shift in education too. The transition from education 1.0, which was solely based on rote learning, to the reproduction of education 4.0, focusing on empowerment and innovation can now be seen fulfilling the demands of the 21st century skill sets like - collaboration, communication, creativity, critical thinking.

Despite the cataclysmic repercussions of the pandemic, this global disaster has also provided an exceptional opportunity for learning. According to a survey conducted by Instituto Peninsula in Brazil, 83 percent of teachers do not believe themselves to be equipped to teach remotely, 67 per cent are concerned, 38 per cent are fatigued, and less than ten per cent are happy or satisfied. The pandemic has hence underlined the importance of adaptability.

The adaptability and resilience to the virtual world has established itself beyond doubt for the educational system including policymakers, instructors and students. With the integration of technology in every area, the education system of the twenty-first century has radically transformed. Because of the pandemic, two critical things have transformed. First, pedagogical changes have proven critical, as traditional in-person lecturing techniques do not translate to the new learning environment. Second, the pandemic has shifted how instructors disburse their time between teaching, interacting with students, and administrative chores. Teachers must recognize that today's kids are members of Generation Z and Generation Alpha. These two generations have grown up with access to enormous amounts of technology.

And this is where a 21st-century teacher enters. **The one who knows how to carve their path as an orchestrator of knowledge and wisdom and not just as a dispenser of information.**



A recent survey analysis of the education sector reveals that there are approximately 85 million teachers worldwide: 9.4 million in pre-primary education, 30.3 million in primary education, 18.1 in lower secondary school, 14.0 in upper secondary education, and 12.5 in university education. These numbers should be enough to convince the authorities that they should be investing in the training of the torchbearers of society; the educators of the nation.

According to UDISE 2019-20, only one out of every four teachers in India have been trained to operate a computer for instructional purposes. In government schools, the proportion of such teachers was significantly lower. In India, just 15% of government school instructors were educated to use and teach with a computer, compared to 30% and 31% of teachers in government-aided and private schools, respectively. These eye-opening figures should be enough to help us realize the grave need of integrating technology in our teaching methodologies and classrooms.

I have always resonated with George Curo's philosophy that 'Technology will not replace great teachers, but technology in the hands of great teachers can be transformational'. Teachers are innately inclined to pour into the souls of students and help them become the best version of themselves. As today's generation is well-versed with technological developments, it becomes all the more necessary for teachers to upskill themselves and reform their teaching methodologies with the latest computational tools.

Hence, in conclusion, today's educators must be inquiring, adaptable, and forward-thinking in order to provide students with the skills they will require in fifty years. It is pivotal that authorities understand the value of well-structured teacher training programs that are in sync with global teaching and learning standards. Teacher development programs should be highlighted in the curriculum because they have a significant impact on student's performance and growth.

We owe it to our teachers, students, and country to guarantee that our teachers have the necessary training and ongoing support to educate pupils for the twenty-first century.

FROM THE FOUNDER'S DESK


DR. PARAMJIT SINGH

PRINCIPAL,
ARMY PUBLIC SCHOOL
AMBALA CANTT

Education is one of the absolute priorities of any nation as it helps to build opportunities for the youth and inspire them to stand up to the challenges of the modern world. The educational phase during the pandemic had an educational transition with an enlightened approach to work together.

“Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand.”

FROM THE PRINCIPAL'S DESK

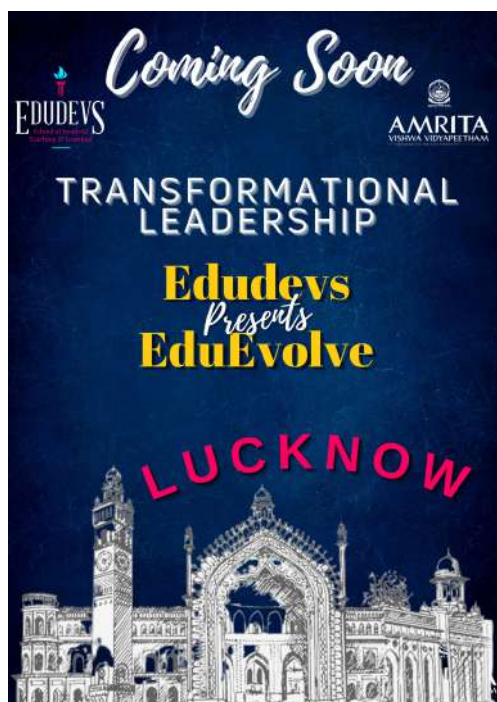
Chisel your thoughts, use the best opportunities as stones to construct the sculpture of your choice. You are the sculptor yourself. Let others emulate you as a trailblazer.

We, the school leaders, who are at the helm of all affairs, have turned all challenges into opportunities to seek excellence and hold the hands of our team and stakeholders to continue effective learning along with catering to the emotional wellbeing of one and all. We have to deal effectively with this seasoned knowledge exchange to transform it into an impactful innovation drive. These learning experiences coupled with implementation of the NEP will enable the teachers and students to learn actively to encourage a collaborative and inclusive learning environment in schools.

Principals take organizations to higher levels of performance. The hallmarks of such effective leadership are credibility,

managing conflict, problem solving, leading as a role model, being a keen listener, and sharing the spotlight.

Knowing the latest trends, policies regarding academics for the holistic development of children are the need of the hour. The NEP and CBSE frameworks have defined clear-cut goals and related training, updating and implementation strategies. All school leaders have to pass the litmus test to emerge successful and bring quality change. With years of experience and curated orientation programs, it is hoped that we all will be able to implement these new policies in letter and in spirit.




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RENDEZVOUS

1. Blended learning combines traditional classrooms and online interaction. Is this the way forward in the new normal post pandemic?

Well, for sure this is one of the ways we look forward to deliver learning post-pandemic in the new normal. Engagement is a priority in classrooms. Students are facing challenges due to the lack of comfort they had become accustomed to during online learning. Online is not just the preface to learning any more. Physical learning is a priority and has to be, hence the one in practice. As a head of a school, the practice for experiential learning is the ultimate option to deliver learning to the students.

2. What challenges will be experienced by the students when they return after such a long break?

We at Kunwar's Global School, Lucknow have already opened school for over 30 days now, and the challenges we are facing include unpreparedness among students, their lazy attitudes, and lack of real-time interactions. They were used to pdfs and videos on the move and the physical pen and paper format is a little challenging for them to incorporate and return to.

3. How do educators upskill and reskill for such a transformation?

Educators need to showcase street-smartness to attribute to the notion as required. They practice privileged options on the move with the inception of starting from the basics. This is a challenge but gathers interest in a big way. I have directed our teachers to keep their options open for sharing knowledge and wisdom. Introduce games, practice mind maps and reflect on interactions.

4. How can classrooms achieve learning outcomes in the blended system?

Classrooms can only achieve this landmark with the inception of engagement and involvement of students in real-time. Online interaction must be limited and should remain as an option and never a priority.

5. Do you think blended learning will foster creativity and independent study habits?

Blended learning shall foster creativity and independent study habits with reflections from the learners and a connect with the teachers in a wider conception. Its delivery has to be initiated at the age when students are young and innocent.

6. How will blended learning impact traditional school schedules and culture?

The blended learning format shall be a challenge for schools to incorporate, but in the long run, it shall deliver a "wow" approach through academic excellence with the freedom of learning it reflects in particular. School managements need to prioritize the possibility of blended learning.



MR. DHEERAJ MEHROTRA

PRINCIPAL
KUNWAR'S GLOBAL SCHOOL
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VOICE OF THE EDUCATOR

HYBRID LEARNING

With the rise of education technology, schools have adopted teaching methods that diverge from the typical classroom environment. The latest of which is Hybrid learning, it is an approach to education that combines online education materials with traditional in-person classroom methods. It's not fully virtual nor is it fully digital. It requires the physical presence of both the teacher and

should not be confused for the other. Blended learning combines in-person teaching with asynchronous learning methods, where students work on online exercises and watch videos during their own time. Whereas Hybrid learning is a teaching method where teachers instruct in-person and remote students at the same time. In hybrid models, asynchronous elements only



MS. SHALINI GUPTA
 FACULTY, COMPUTER SCIENCE
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 SECTOR-10, GURGAON



the student while providing students with some control over time and space. However, hybrid learning is more than just tossing half of your syllabus into a virtual classroom, it also does imply in-person lectures followed by hours of digital homework. It is a comprehensive approach that reimagines how we know learning today.

Hybrid learning and blended learning can often be mistaken for one another but while both consist of many similar instructional elements, they are two distinct learning models and

supplement synchronous, face-to-face instruction.

Both traditional and online learning models have their weaknesses, hybrid learning combines the two to form a unique education model with virtually no weak spots. It also allows for a flexible learning experience for both the educator and the recipient, ensuring that resources are being used in the most efficient way. The face-to-face aspect of hybrid learning provides the opportunity for real-time engagement among peer.

To create a successful hybrid learning model, set your semester goals and map them out in detail, determine which parts are best taught in person and which are most effective online and lastly create the required study material.

Hybrid learning is the future of imparting quality education.



QUIZ

TEACHER COMPETENCY SKETCHPAD

1. Which was the first state to implement the Mid-day Meal Programme?

- | | |
|---------------|----------------|
| A. DELHI | B. KERALA |
| C. TAMIL NADU | D. WEST BENGAL |

2. The central government's exclusive powers to legislate are enumerated in the

- | | |
|--------------------|-----------------|
| A. CONCURRENT LIST | B. FEDERAL LIST |
| C. UNION LIST | D. STATE LIST |

3. Which of the following states does not have a bicameral legislature

- | | |
|-------------------|----------------|
| A. ANDHRA PRADESH | B. KARNATAKA |
| C. RAJASTHAN | D. MAHARASHTRA |

4. Social advertising targets which kind of audience?

- | | |
|---------------------|-------------------|
| A. ALL PEOPLE | B. CRIMINALS ONLY |
| C. POLITICIANS ONLY | D. CHILDREN ONLY |

5. Which of the following will not be considered digital media?

- | | |
|-------------|-----------------|
| C. DVD | B. MOBILE PHONE |
| A. INTERNET | D. RADIO |

6. Article 21 of the Indian Constitution entitles

- | | |
|---------------------------------|-------------------------------------|
| A. RIGHT TO LIFE | B. RIGHT TO CONSTITUTIONAL REMEDIES |
| C. RIGHT TO FREEDOM OF RELIGION | D. RIGHT TO EQUALITY |

7. The Rajya Sabha can have at most

- | | |
|----------------|----------------|
| A. 225 MEMBERS | B. 235 MEMBERS |
| C. 245 MEMBERS | D. 260 MEMBERS |

8. Advocate General is appointed by

- | | |
|------------------|-----------------------|
| A. THE PRESIDENT | B. THE PRIME MINISTER |
| C. THE GOVERNOR | D. CHIEF MINISTER |

9. The ruins of Harappa was first described by

- | | |
|-------------------------|----------------------|
| A. ALEXANDER CUNNINGHAM | B. JOHN MARSHALL |
| C. CHARLES MANSON | D. SIR WILLIAM JONES |

10. Which one of the following was the language of administration under the Delhi Sultanate?

- | | |
|------------|-----------|
| A. PERSIAN | B. URDU |
| C. HINDI | D. ARABIC |

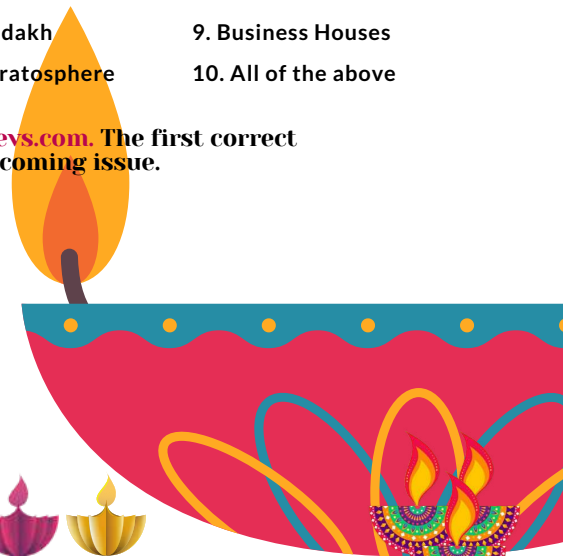
October EDITION - QUIZ ANSWERS

- | | | | | |
|-----------------------|---------------|-----------------|-----------------|----------------------|
| 1. Buddhist teachings | 3. Zabt | 5. Brahmo Samaj | 7. Ladakh | 9. Business Houses |
| 2. Balban | 4. Dharmsthal | 6. Equator | 8. Stratosphere | 10. All of the above |

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



SCAN TO ANSWER





icpc
ALGO QUEEN
 The Girls' Programming Cup 2021
 hosted by Amrita Vishwa Vidyapeetham

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 CONTEST STARTS IN DEC 2021

SCAN TO REGISTER

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Algo Queen is a first-of-its-kind, girls-only competitive programming contest which aims to encourage girl students to take part in Problem Solving and Competitive Programming. It is hosted by Amrita Vishwa Vidyapeetham, in partnership with the International Collegiate Programming Contest (ICPC), an annual multi-tiered competitive programming competition among global universities.

Who can Participate?

- Girl school students with a passion to learn and write computer programmes by applying math knowledge.
- The contest is open to girls in higher education as well. But, prizes and awards are reserved for school students.

Why Participate in Algo Queen?

- Gain problem solving skills and a good command of coding
- Insights on Computational Thinking
- Relate the concepts in mathematics with critical thinking and problem solving
- Nurture Team Management skills

How to Participate?

- A minimum of two girl students can form a team
- Register for the event and attend training sessions conducted by Amrita. There will be mini contests after each training session, helping improve confidence in coding.

PRIZES

- Gold Medals** for Teams Ranked 1-5
- Silver Medals** for Teams Ranked 6-10
- Bronze Medals** for Teams Ranked 11-15
- Appreciation Award** for Top 3 Teams from Each State
- Winning Team** gets an Opportunity to Attend ICPC World Finals 2022

To register or for more information : amrita.edu/algoqueen Helpline No: +91 93450 76625

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WINNER OF TCS OCTOBER



MS. SUNANDA VASHISHT
 FACULTY HINDI
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 ROHINI, NEW DELHI

BLENDED LEARNING: BOOSTING KNOWLEDGE

Blended learning is an outcome process of digital learning and virtual classrooms. It basically indicates the growing accessibility of eLearning and online resources. A blended learning approach ensures that the learner is engaged and utilizing time in a self-learning experience.

This approach unlike traditional classroom teaching provides the individual with different style and methods to grab the knowledge.

**"No two students are same,
 neither their learning process"**

All students learn differently irrespective of age and teaching methods should be designed with teaching programs that reaches visual, auditory, and kinetic learners alike.

A most crucial benefit of blended learning is that it provides scope for self-pacing among slow and fast learners. Students can now evaluate their own growth and keep a track of their progress. This helps to develop a 'self-driving force' among students and the ability for better decision making.

With integration of technologies, we'll be able to enhance teaching, student engagement and learning. Most important aspect is the flexibility with which students can learn. Student can access material anywhere and at any time. Availability of emails, discussion boards and chat room offers effective interaction between mentor and students.

Blended learning has become a blessing for students in lot many ways. The use of eLearning materials develops students' ability to set their own goals and take charge of learning; making them more responsible and providing student autonomy. This learning process provides students with more resources and learning becomes easier with various activities and different learning trends.

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As an educational leader, what has been one of the biggest challenges in your career so far:

Making young parents understand that they should not make their children learn to believe in caste or creed, that we are first Indians and then followers of whatever faith or belief we follow.

As an educator, you have interacted with and inspired several students. Any event that left a mark on your memory:

There are so many that it is difficult to cull any one incident or person to talk about it.

What is your take on present-day educational leadership:

I would rather not comment on it.

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

Due to the pandemic, one has not had a chance to understand and implement the New Education Policy. Let us give ourselves time to understand all the implications, implement them and then comment on them.

A piece of advice for the teachers transitioning from the pandemic to post-pandemic era:

Be yourself, do your best whatever the conditions may be.

If not an educator, what would you have been:

Lawyer.

BIRTH DATE: 12TH DECEMBER, 1939

PLACE OF BIRTH: DELHI

ZODIAC SIGN: SAGITTARIUS

SCHOOL/COLLEGE: INDRAPRASTHA SCHOOL OR COLLEGE

YOUR FAVOURITE BOOK / CURRENTLY READING: GONE WITH THE WIND

THE QUOTE I LIVE BY : LIVE AND LET LIVE

FIRST EDUCATIONAL EXPERIENCE: JAMIA MILLIA ISLAMIA SR. SEC. SCHOOL

MRS KAMLESH JACOB

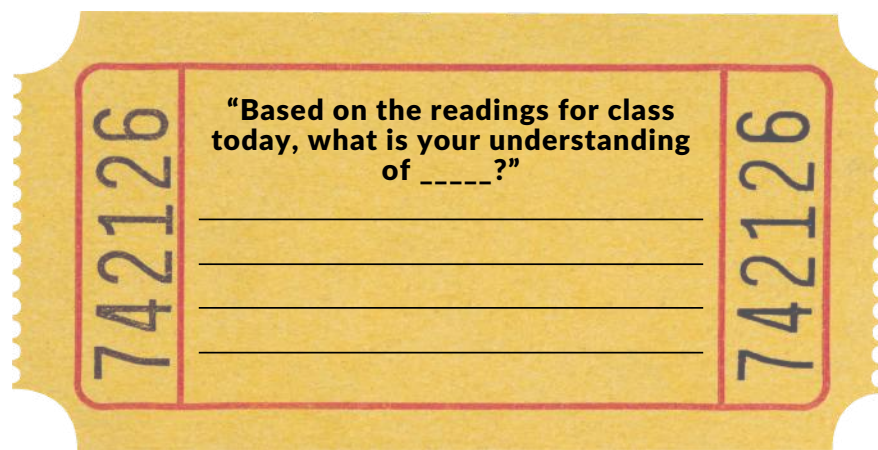
**DIRECTOR
SNEH INTERNATIONAL SCHOOL
NEW DELHI**

EDUCATOR

of the month

ENTRY-EXIT TICKETS

Short prompts for quick
student diagnostic



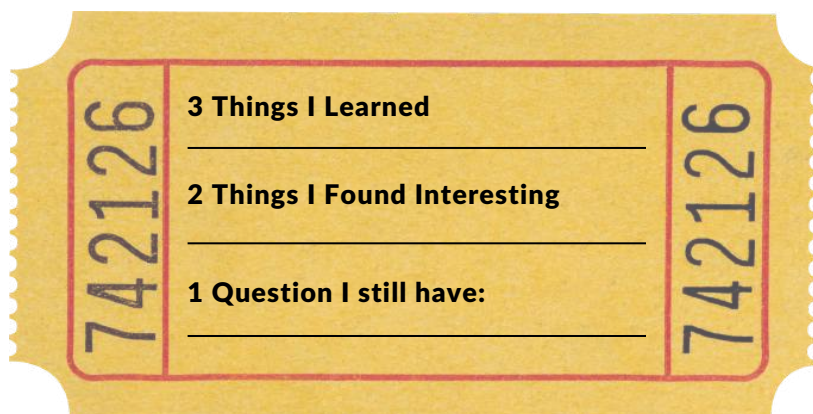
A yellow ticket-shaped form with a red border. On the left and right sides, the number '742126' is printed vertically. The central area contains the text: "Based on the readings for class today, what is your understanding of ____?" followed by four horizontal lines for writing.

Entry Tickets

focus students' attention on the day's topic or asks them to recall background knowledge relevant to the day's lesson.

Exit Tickets

collect feedback on students' understanding at the end of a class and provide the students with an opportunity to reflect on what they have learned. They can be helpful in prompting the student to begin to integrate the information gained during a class period.



A yellow ticket-shaped form with a red border. On the left and right sides, the number '742126' is printed vertically. The central area contains three prompts: "3 Things I Learned", "2 Things I Found Interesting", and "1 Question I still have:", each followed by a horizontal line for writing.



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