

THE
BIG LEAGUE
institutions

INTERNATIONAL DELHI PUBLIC SCHOOL SRINAGAR



The International Delhi Public School is one of the leading education institutes of the country, directly managed by IDPS society, New Delhi. IDPS is devoted to spread quality education across the country and abroad by placing a renewed focus on spiritual, cultural and ethical values. The school has greatly benefitted from some of the greatest educationists, contributing to the overall organisation and running of the school. Presently, there are 114 IDPSs in India and abroad, with the number increasing day by day.

IDPS Srinagar, is an edifice of reliance with a vision to provide safe, secured and vibrant learning environment for its students. The school is registered to the Central Board of Secondary Education, New Delhi and offers a range of opportunities that are structured to promote excellence, confidence, and self-esteem in every student. We strive to instil moral values, leadership qualities, sense of social service and a desire to achieve success in the heart and souls of our students. Our mission rests on the three Es: Education, Empowerment, and Excelling.

IDPS is greatly endowed with modern technology and follows a systematic curriculum. We have a vibrant team of teachers with extensive real-world experience, recruited from all parts of the country. In addition to acting as a guide and fostering deep knowledge and understanding of the subject, the teachers at IDPS inculcate integral connection with the curriculum based on student interest, feedback and enquiry. Furthermore, we ensure that an adequate student-teacher ratio is maintained in our schools to facilitate interactions between students and faculty in order to create a lively intellectual environment.

MISSION



IDPS, Srinagar has been established with a mission to provide modern & progressive educational facilities at a reasonable cost to the children of J&K.

The Objective laid down are:

- * To provide opportunity to each & every students to achieve academic & social excellence.
- * To guide & mould children to develop physically & intellectually into a confident responsible citizen of the country.
- * To prepare them for all India Secondary School Examination (Class X)

VISION



IDPS, Srinagar has been established with a mission to provide modern & progressive educational facilities at a reasonable cost to the children of J&K.

WE AT IDPS, SRINAGAR WILL CONTINUE TO DEVELOP AND ENHANCE A SCHOOL THAT

- | Focuses on the overall development of the child.
- | Strives for the highest academic standards.
- | Reflects the values of Global Community.
- | Has a personalized curriculum for each child.
- | Involves parents in learning process.
- | Believes that "Every child is potentially the light of the world.
- | Special attention for the students having learning difficulties.



Mr. Kamal Zamani,
Director, IDPS, Srinagar, India

I am honoured and feel very privileged to be the Academic Director of International Delhi Public School, Srinagar, "Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations." We in IDPS Srinagar, firmly believe that, "Among the greatest of all

services that can possibly be rendered by man to Almighty God is the education and training of children."

At IDPS Srinagar, We aim to empower our students to grown as responsible individuals with strong open discerning minds with an global perspective, preparing them to make a mark in the Global Village-the world has come to be today. IDPS, Srinagar is being run under the Aegis of the IDPS Society, New Delhi.



TRANSFORMATIONAL LEADERSHIP



Devyani Kapoor,
Founder, Mentor - Edudevs

The belief that effective leadership is at the core to make or break any organization is not a myth anymore. The journey for every school en route success is marked by numerous efforts to establish and encourage best leadership practices. These practices should be all-encompassing and extend beyond administrators to include all the relevant stakeholders- teachers, students, etc. for cultivating the idea of success. A broad and longstanding consensus in leadership theory holds that leaders in all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose. Further, there is a continuous need to encourage development of leadership across organization, whereby schools are no different.

Today, improving leadership is one of the top performance priorities of schools, only outranked by teacher training and education. This is to communicate a simple fact that most of the goals towards educational improvement are unachievable without effective leadership. In times such as these, with a rapidly changing era of reforms and accountability, there is a massive shift in the duties and expectation from a school principal. Traditionally, from being effective administrators facilitating smooth running of school machinery, the principals of today are expected to be role models who could set excellent examples of leadership in delivering effective instruction.

Successful and transformational leaders are empathetic, charismatic, and inspirational; traits that may not appear naturally but could be successfully developed through introspection and self-learning. This is the first step towards a journey with ultimate outcomes such as the ones achieved by the greatest transformational leaders of the world including Nelson Mandela, Abraham Lincoln, and Mahatma Gandhi, to name a few. The 21st century saw leadership in a newer paradigm called the Transformational Leadership. This approach relies on encouraging and motivating followers to participate in moulding a successful future for an organization. This often includes establishing a group's common purpose—a concept rooted in an organization's official "vision" and "mission," which are the two aspects that leaders use to define and outline goals. A principal's transformational leadership lies in leading school members to build shared vision and make attempts to achieve it, a feature that lies at the heart of transformational leadership.



Every Principal must strive to encourage a proper work culture in schools to achieve true leadership qualities of 21st century. These primarily rest on three basic pillars, namely; a culture of collaboration, innovation and communication among all the stakeholders in the system. Transformational leadership works best on the idea that all employees should work in collaboration to achieve the shared goal, practice debate, as well as deliberate and embrace failure. This would lead to innovation and ultimately make stakeholders comfortable enough to voice their opinions and share their innovative ideas without being threatened.

Transformational leaders bring to an organization an understanding for the "common purpose" and motivate in ways that create an organizational culture focused on success. Principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction. However, at the centre of all this advice is simply the idea that you must approach every situation with the greater good of the organization in mind. Leaders who truly conquer this skill naturally create a level of trust and accountability among their team, which allows those being led to feel safe and secure in choosing to follow.



VOICE OF THE EDUCATOR

SUPRIYA KAPOOR,
Ph.D, Assistant Professor
of Finance TU Dublin, Ireland



REMOTE LEARNING COULD BE HERE TO STAY!

While many countries are at different COVID-19 infection rates, more than 1.2 billion students around the globe are affected by school closure during the pandemic. Is this what we call the new normal? Will the schools and educational institutions continue to operate remotely? As the schools prepare to return to campus, some are committed to adopt a "hybrid" model to education in and outside the classroom. This is because the transition from being ill-prepared in

arranging for remote learning facilities to moving the classes online nearly overnight has changed the education sector dramatically, leading to distinctive rise in e-learning and many online learning platforms offering free access to their services.

As COVID-19 cases rise and fall during the months ahead, the chaos will likely to continue, with schools shutting down and reopening as needed to balance educational needs to protect the health of students and teachers. As everyone adjusts to this new reality, schools can initiate smaller classes and staggered timetable combined with incorporating aspects of virtual learning in their approach to teaching. E-learning in the post pandemic period can have some upsides of this new reality. First, amalgamating technology in education has been something the education community has been talking for years. Teachers can provide students with skills needed to communicate, collaborate and exist in the 21st century environment. Second, with technology, teachers and students are able to foster relationships that were previously unavailable in traditional school building settings. Students can more actively communicate beyond classroom walls through live sessions and breakout rooms. Finally, teachers can build on their skills and pedagogy practices through digital collaborations, build shareable education materials and can engage in projects remotely.

As countries rebuild and reinvent themselves in response to COVID-19, there is an opportunity to accelerate the thinking on how to provide best support quality education for all because after all remote learning is going to stay for longer than we think!

RENDEZVOUS

BY - BR. MAHESHWARA CHAITANYA CHAIRMAN (B. TECH ADMISSIONS),
AMRITA VISHWA VIDYAPEETHAM



1. Creative education and learning have taken driver's seat in curriculums formed. How do you think adding creative thinking and critical analysis to these curriculums have helped students to succeed academically?

As the National Educational Policy 2020 is being rolled out slowly, starting next year, creative thinking and critical analysis will play a vital role in changing the thought process of any school student. Let us take the current situation where people across the globe are fighting to cope up with the pandemic situation. There are lot of innovations that have happened in the teaching and learning process. Teachers started preparing presentations with more creativity and students found new ways to learn effectively. This means that future generation is getting equipped to face any situation in life. We have seen that the examinations are also being conducted online. Experiential learning is being introduced in curriculum so that even if the classes are conducted online, assessments can happen through experiential learning. Creative thinking helps to implement a solution effectively.

2. Depth of an educator's knowledge comes from adapting continuous perfectionism and evolving with their students. Do you think Student-centred Learning will open wide opportunities for the educator as well?

Student centred learning is very much crucial in the years to come. Teachers and students across the globe are experiencing an all-round new system. The way in which the topics are being taught now has been changed. Teachers were forced to explore new methodologies to deliver the content effectively without even face-to-face communication. Student centric teaching will certainly help any educator in finding out new ideas to present the topics, innovative methodologies to assess the students and so on. Though it is an extra effort to become a student centric teacher, it should also be noted that it will take hardly 2 to 3 years to get good command over it. At the same time, the educator gradually becomes an expert in delivering any topic in the best way possible.

3. To what lengths can need of the students be involved in designing a curriculum?

Rather than the involvement of the students in designing a curriculum, it must be based on the feedback. Continuous, process oriented feedback system in schools, effective measuring of the learning outcomes alone will help to design a good curriculum. Every teacher shall be trained to prepare learning outcome for the subject they teach. Each questions set by the teachers shall be assessed to meet these learning objectives. An effective data analysis scheme implemented by the schools will help to come up with a good curriculum design.

4. What advices can you give to young educators to make a classroom interactive, and experiential?

The only way out for educators is to try out ideas based on the receptivity and response of the students. If it is online, the interaction has to be by dividing the entire class into small groups and create a discussion. Teachers shall start finding out the real life applications to relate with the concepts taught in the class.



Amrita Vishwa Vidyapeetham, Coimbatore Campus, will conduct a **Course Plan- Introduction to Robotics** by **Mr. Hari Lakshman R. B.**, Technical Assistant, School of Engineering, Amrita Vishwa Vidyapeetham, Coimbatore.

The course will be delivered online (Udemy Platform) with 45 minutes video across each of the 9 sessions of the course.

The course is open for anyone who wishes to learn the basics of robotics and understand the applications of STEM (Science, Technology, Engineering and Mathematics). Further, the course shall also include intermediate topics for real aspirants in robotics who wish to pursue any engineering branch after their +2 studies.

The course will begin with an introduction to robots and robotics. The motivation and the purpose behind keeping robots in industries will be discussed. Having discussed briefly the description and explanations about the electrical and mechanical components, we will later move into the core subjective parts such as mechanical, electrical and computer science. Starting on with the mechanical subject, we will look into the topics like positions, orientations, and transformations as well as into the kinematics and inverse kinematics of a manipulator. The second part will be in the electrical and electronics subject, an exposure to vast availability of various components and guiding to choose the apt one depending on the requirements - How to choose them. Furthermore, we will also learn to code in scratch and how to convert and send those commands to a robot.

The final part will be about AI, clear explanation about AI and how it is implemented in a robot, we will also have a subjective session about types and classification of ML, relationship between Machine learning, deep learning and NN, also about how to implement it in a bot. The assessment for the course will include a real time project using Thinker Cad. A tutorial and an assignment about designing a robot or any smart bot.

For more information and updates on the course, kindly join the Robotics Club of School of Engineering, Coimbatore or Contact us on **93449 14200** | workshops@cb.amrita.edu.



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Instructor:
Mr. Hari Lakshman R.B.
Technical Assistant,
Amrita School of Engineering,
Coimbatore

Three Levels of Training

 Basic Free Session	 Intermediate Free Session	 Advanced Paid Session
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Course Details

 Sessions Start: December 1 st Week	 Time: 4 PM to 5 PM	 Platform: Google Classroom
 Regular Assignments	 Weekly Assessments	 Certificate on Completion

For more information, write to workshops@cb.amrita.edu



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QUIZ

TEACHING COMPETENCY SKETCHPAD

- The Board of Industrial and Financial Reconstruction (BIFR) came into existence in:
A. 1984 B. 1986 C. 1987 D. 1989
- What is the compound interest on Rs. 2500 for 2 years at rate of interest 4% per annum?
A. Rs.180 B. Rs.204 C. Rs.210 D. Rs.220
- Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is 'D/E'. (Ignore the errors of punctuation, if any)
3. (Solve as per the direction given above)
A. He being the eldest son B. his father expects him C. to take care of several things D. besides his regular studies. E. No error
- STATEMENT: No bat is ball. No ball is a wicket. CONCLUSIONS:
A. No bat is a wicket B. All wickets are bats. C. Only conclusion I follows D. Only conclusion II follows.
- The ratio of the ages of Minu and Meera is 4:2. If the sum of their ages is 6 years, find the ratio of their ages after 8 years.
A. 8:6 B. 6:5 C. 6:4 D. 7:5
- The iron ore mined at Bailadila is mostly:
A. Haematite B. Siderite C. Limonite D. Magnetic

FROM THE PRINCIPAL'S DESK



SHALINI NARANG, PRINCIPAL, DYAL SINGH PUBLIC SCHOOL, SEC - 7, KARNAL

STUDENT-CENTRED LEARNING AND EDUCATION

Learning and education seem ordinary words but are most difficult when put in practice. Learning has its own difficulties for a student at any phase of life, while imparting education is a challenge in itself for a mentor. We all become a learner and educator at some point in our life.

Learning has to be student centred. Students come into a classroom with a preconception about how the world works. If their initial understanding is not engaged, they may fail to grasp new concepts and information or they may learn these concepts in order to pass a test, but revert to their pre-conceived ideas outside the classroom.

The 6 C's as outlined by Michael Fullan for the education of the future generation are to be kept in mind while educating the students. The educator has to consider thinking critically, communicating clearly, working collaboratively embracing culture, developing creativity and utilising connectivity. Educator has to teach his/her students in a manner that they can learn, unlearn and relearn as Alvin Toffler once said "The illiterate of the 21st Century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn."

A student is at the centre of the learning and teaching mechanism. No two students learn in the same manner and therefore a teacher has to don many hats to teach the students. Teachers have travelled far with online classes in the new normal and it is very motivating to see how they have prepared their learner for the new learning. It is the responsibility of the educator to prepare the learner for learning but a student has to be ready to learn and only then the learning happens.

For a teacher, it is important to develop competency in areas of enquiry in order for the students to have deep foundation of factual knowledge, understand facts and ideas in the context of conceptual framework, and organize knowledge in a way that facilitate application. The NEP 2020 (India) is a step in the right direction in improving Student-Centred learning. In the end as they say "where there is a will there is a way".

- A mother is twice as old as her son. If 20 years ago, the age of the mother was 10 times the age of the son, what is the present age of the mother?
A. 38years B. 40years C. 43years D. 45years
- STATEMENT: Should India have no military force at all? CONCLUSIONS:
I. No, other countries in the world do not believe in non-violence.
II. Yes, many Indians believe in non-violence.
A. Only argument I is strong B. Only argument II is strong C. Either I or II is strong D. Neither I nor II is strong E. Both I and II are strong

OCTOBER EDITION - QUIZ ANSWERS

- All the three
- Mahadev Desai
- H S Polak
- Porbandar
- Pietermaritzburg
- Ahmedabad
- Pravasiya Bharat Diwas
- Navjivan and Young India
- Rabindranath Tagore & Subhas Chandra Bose
- Did not award the prize in 1948



MS. RITA SEN

BIRTH PLACE
JAMSHEDPUR

ZODIAC SIGN
SAGITTARIUS

PHILOSOPHY
TEACHING : NOT IN IT FOR THE
INCOME BUT IN IT FOR THE
OUTCOME !!!

EDUCATOR OF THE MONTH

Q U E S T I O N S

1. What has been one of the biggest challenges in your career so far?

The biggest challenge in my career has been to start a new school in the DPS family, compete with the best in the field, nurture it for 20 years and then leave it when it was at its peak, among the best 4 in Delhi.

2. What is your take on the transition to online teaching during COVID-19? Do you feel the education sector is more connected now?

COVID 19 has shown us many firsts. It has taught us to think out of the box and look beyond our comfort zones. The transition from traditional classroom teaching to online and blended learning has had its fair share of hiccups. However, in the privileged segment of society, where access to technology is easy and available, once the initial problems were ironed out and teachers become comfortable with the technical component, it has met with moderate success. For it to be fully successful, a smooth coordination among the various stakeholders is essential. It is not just between the students and the teacher any more. The technical support, parental support, student involvement and teacher proficiency all have to go hand in hand for it to be fully successful. The underprivileged sections of society unfortunately, are still struggling to grapple with the online teaching platform and have not benefitted much from it. There have been efforts government departments and NGOs and companies have come forward with their CSR plans but the need seems much more than what is on offer. We still have a long way to go.

3. If not an educator, what would you have been?

I cannot see myself in any other profession. From the time that I can remember, I have always wanted to be a teacher. Even as a child, my best game was 'teacher-teacher'.

4. How, in your opinion, student-centered curriculum will enhance educational experience for both students & teachers?

Curriculum must always be student centric. There are no two ways about it. Today the child is the centre of all educational experience because ultimately, we as educators, have realised that it's the only way to ensure that our students become independent learners. Today, we try to put our students in the driver's seat in the coach of their own learning. Teachers are there to help them to navigate their way, to think as well as to learn. This shift is an important one and requires commitment from both teachers and students in order to be successful.

5. Any advice you want to give to the aspiring teachers of today?

Well, what do I say to those who have already been inspired enough to choose the toughest of all professions? All I can say is that you must always remain positive and never lose an opportunity to grow professionally. Never allow yourself to stagnate. Also, do remember that teaching is a combination of the heart and the intellect. Along with a command over your subject, you also need to possess qualities of the heart like love, affection, understanding and empathy to be able to do justice to your profession.

6. Your first Educational Experience?

I started my teaching career in Calcutta. It was a great experience because I taught in the same school in which I studied. I was loved and accepted instantly by everyone starting from the Principal down to the old support staff who saw me as a kid in a skirt and a ponytail !

THE NEWSPAPER FOR
EVERY TEACHER
NOVEMBER EDITION

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