सा विद्या या विमुक्तये

VIDYAVARDHAKA SANGHA ®

ACADEMIC RESOURCE AND TRAINING CENTRE

"Saptharshidhama" 1st N Block, Rajajinagar, Bangalore-560 010

ARTC NEWSLETTER

A BIANNUAL ACTIVITY CHRONICLE

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He who dares to teach must never cease to learn.

- John Cotton Dana

VISION

TO REVAMP ALL ASPECTS OF ACADEMICS AND GOVERNANCE TO MEET THE ASPIRATIONAL GOALS OF NEP 2020 AS ALSO INSTIL INDIAN ETHOS TOGETHER WITH 21ST CENTURY SKILLS THEREBY TRANSFORM TODAY'S PUPIL TO A TRUE GLOBAL CITIZEN.

EDITORIAL

Imparting Knowledge as per global standards is and will always be a challenge to any Academic organization. Leveraging Pedagogy and Technology in right measures under perfect guidance is the sole protective factor when at crossroads.

VVS Management having studied the present Academic scenario has incorporated Teacher Training and Digitalization as the sureshot preventive measures that will brave any sleet. Additionally, as an immediate measure providing exposure to the happenings in Academics globally as well in India, henceforth this newsletter shall include articles written by Educationists of great repute.

Until date the newsletter just contained information about training that teachers have undergone, but from now on each issue will have articles published which will be a must read to all educators.

This initiative is a handhold measure for comprehensive Knowledge gain of present prevalent best practises which in turn will bring the expected change.

ARTC takes this opportunity to congratulate VVS on completion of 65 glorious years of quality Academic Impart to its student populace.

Wishing glory and further glory ahead to this noble institution.....

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Training Session - 9th to 14th May, 2022

Vidyavardhaka Sangha has an established special custom. Generally the Academic Year Commences with Specifically Designed Training Sessions for Teachers which will equip them to face the coming academic year's challenges. Global changes have further forced such well designed trainings at regular intervals.

Academic Year 2022-23 too had a good start with a Week Long Training Session to all its School Teachers. Dr.G.Vijayakumari, Director, ETTELL, SECT was the guiding force. She led a team of young Teacher Coaches who engaged sessions pertaining to various aspects of Pedagogy. In addition a few sessions specially for Early Childhood Educators was engaged by Ms.Preeti Vikram of Tapas Group. The training week started on 9th May and concluded on 14th May 2022.

The Inaugural session witnessed an inspiring talk by Sri Niranjan Das an experienced Teacher Educator. He emphasized on how teaching practices enhances classroom spaces and provides better student involvement and performance. The higher need is to see that a teacher upgrades regularly to meet the demands of the present day student needs which are vast and completely different.

From afternoon on, various sessions were engaged by Dr.G.Vijayakumari and team. Basically the entire programme focused on Various Pedagogical Strategies based on Constructivist Approach for efficient Classroom Engagement. General sessions followed by subject wise group interaction and discussion brought clarity of the said concepts to the participants.

9th May 2022

Resource Person : Dr. Vijaya Kumari

Strategies : Revisiting HOTs & Content Analysis

Important aspects/Knowledge gained :

Stressed on Facilitators' shift from Lower Order Thinking Skills(LOTS) to Higher Order Thinking Skills(HOTS) while mapping the content with the Learning Objectives as HOTS can benefit students in many ways like: * Enhancing students' ability to analye information, evaluate data collected, and synthesize or create new ideas. * Helping students see things in different perspectives, building up their knowledge and experience. * Developing students' emotional intelligence, especially when dealing or working with people in the future. To incorporate HOTS in our teaching, the first step to take would be to intentionally include HOTS in our lesson objectives. The net step would be to design tasks and activities that would engage students in higher order thinking skills.

Resource Person : Dr. Vijaya Kumari

Strategies : Concept Analysis & Group activity

Important aspects/Knowledge gained :

Concepts are the building blocks of the subject. It is a class of stimuli having common characteristics. Concept analysis means analysing the concept with respect to the 5 elements - Name, Attributes, Value of an attribute, Definition of a concept, Examples and non-examples. Through this formal and rigorous process, an abstract concept is explored, made transparent, defined, and differentiated from similar concepts to be used in theory formulation.

10th May 2022

Resource Person : Dr. Vijaya Kumari
Strategies : Concept Formation Strategies

Important aspects/Knowledge gained :

Promotes intellectual quality of all students through deep and connected learning experiences. It is the most effective way to learn as students discover rather being told by facilitators. This learning implies students to construct their own knowledge for better understanding. According to Jerome Bruner concept learning has 2 stages- Concept Formation Stage and Concept Attainment Stage Concept Formation Stage is based on classification where students identify common attributes in similar examples and conclude with generalisation. Concept Attainment Stage is based on categorisation where students identify the differences in similar and non-similar examples and form hypotheses. This helps students to develop thinking skills and a deeper understanding of concepts.

11th May 2022

Resource Person : Smt. Sridevi
Strategies : Constructivist Learning theory

Important aspects/Knowledge gained :

NEP stresses on Constructivist classes for the 21st century students. Constructivism views learning as a process of constructing meaningful representations of eternal reality through experiences. It focusses on concept development and deeper understanding. Characteristics of constructivist learning environment:

* Emphasises on knowledge construction and not knowledge reproduction. It also emphasises on learning and not teaching. * Encourages learners' enquiry. * Provides multiple representations of reality. * Encourages thoughtful reflection on experiences * Nurtures learners' natural curiosity. * Supports Co-Operative Learning.

Strategies : 5 E Model Lesson Plan

The 5E Model focusses on allowing students to understand a concept over time through a series of established phases. These phases in a Lesson Plan include-Engage, Explore, Express, Expand and Evaluate. **ENGAGE** - Students are engaged with a challenging situation, prior knowledge is activated, questions are provoked. **EXPLORE** - Students investigate the phenomenon, prior knowledge is challenged, ideas are created. **EXPRESS** - Students express their views or explain the phenomenon, new knowledge is gained and applied. **EXPAND** - Students apply their knowledge towards new situations, knowledge is deepened and extended. **EVALUATE** - Students reflect on their knowledge and the learning process and assessment.

10th May 2022

Resource Person : Smt. Preeti Vikram, ECCE Teachers
Strategies : Brain Development and Play Based Learning

Important aspects/Knowledge gained :

According to studies, playing is learning. Children learn through play experiences. Play stimulates early brain development in children. Early playing also has an important role in a child's intellectual development. It increases child's creativity as the child explores many possible solutions and generates new ideas. It improves communication, vocabulary and language. Playing is crucial in enhancing social development in children. It also helps them to develop problem solving skills.

10th May 2022

Resource Person : Dr. Praveen
Demo : Dr. Vijaya Kumari
Strategies : Concept Attainment Model(CAM) Group Activity

Important aspects/Knowledge gained :

It is an effective method to engage students in creating their own definitions. Increases students' awareness of the content of the subject It helps students to analyse things systematically and enhances development of reasoning power. It is goal oriented

SYNTAX of CAM

Phase I - Presentation of data (by teachers) and identification of attributes of concepts (by students)

STEP 1 - Teachers present labelled examples
STEP 2 - Students compare attributes of positive and negative examples
STEP 3 - Students generate and test hypotheses
STEP 4 - Students state a definition according to the essential attributes

Phase II - Testing attainment of the concept

STEP 1 - Students identify unlabelled eamples as 'Yes' or 'No'
STEP 2 - Teacher confirms students' hypotheses
STEP 3 - Teacher names the concept and restates the definition
STEP 4 - Students generate examples

Phase III - Analysis of thinking strategy

STEP 1 - Students describe thoughts
STEP 2 - Students discuss role of hypotheses and attributes
STEP 3 - Students discuss type and number of hypotheses
STEP 4 - Teacher evaluates the strategies

12th May 2022

Resource Person : Smt. Kalpana
Strategies : Project Based Learning (PBL)

Important aspects/Knowledge gained :

PBL aims to build students' creative capacity to work through difficult problems, commonly in small teams.

It is based on multi disciplinary approach. It requires students to use content knowledge and skills from multiple academic domains to engage in inquiry, solution building and product construction.

Challenges set out in PBL often require the application of knowledge and skills, not just recall or recognition.

In this kind of learning, the role of the teacher shifts from content-deliverer to facilitator. Students work more independently, with the teacher providing support only when needed.

In PBL, teachers make learning come alive for students.

It prepares students to be self sufficient, creative and critical thinkers so that they can take on any challenge.

Key elements to design PBL include -

- A challenging problem or question
- Sustained inquiry and innovation
- 21st century skills
- Student voice and choice
- Reflection
- Critique and revision
- Presenting it publically

13th May 2022

Resource Person : Dr. Vijaya Kumari
Strategies : Experiential Learning

Important aspects/Knowledge gained :

"Experiential Learning is an engaged learning process wherby students 'learn by doing' and by reflecting on the eperience.

This process includes the integration of knowledge, activity and reflection.

Kolb's Cycle of Experiential Learning:

Concrete Experience - engaging directly in authentic situation

Reflective Observation - noticing what happened and relating to past experience and conceptual understandings

Abstract Conceptualization - distilling perceptions into abstract concepts

Active Experimentation - testing new ideas, honing skills in a new experience

It is built upon foundations of interdisciplinary and constructivist learning approaches.

It is a methodology in which educators purposefully engage with students in direct experience and focussed reflection in order to increase knowledge, develop skills and clarify values.

It helps to build employable talent and entrepreneurial skills.

13th & 14th May 2022

Resource Person : Smt. Preeti Vikram
ECCE Teachers
Strategies : Classroom Techniques & 5E Model of Lesson Plan

Important aspects/Knowledge gained :

Managing the class - STEM and STEAM based learning. It focusses on developing mathematical thinking skills, creativity and imagination through playful and artistic multidisciplinary activities in early childhood education.

Resource Person : Smt. Preeti Vikram
ECCE Teachers
Strategies : HOTs and PBL

Important aspects/Knowledge gained :

Concept Mapping

Group activity : Teachers were divided into groups to create mind mapping for a concept.

13th & 14th May 2022

Resource Person : Dr. Vijaya Kumari
Strategies : Diagnostic Test construction and Tools

Important aspects/Knowledge gained :

A test intended to find out what a learner has not achieved and why?

It is essential to assess students' level of knowledge before exposing them to a new topic. These tests are a simple way to determine students' level of understanding and identify the potential learning gaps.

Characteristics of Diagnostic Test:

- It consists of a large number of items of different levels.
- More than 1 item is included from each teaching point.
- There is no limit of marks, number of questions or time.
- It includes a battery of tests necessary for a single unit.

Steps to construct an effective diagnostic test paper with objectives and weightage:

- Determining the purpose of the test.
- Listing the content points to be tested.
- Defining the objectives.
- Preparing the design of the question paper.
- Preparing the blueprint.
- Construct objective based test items.
- Arranging of test items.
- Preparing the answer key.

Group activity - teachers to prepare a question paper for the diagnostic test.

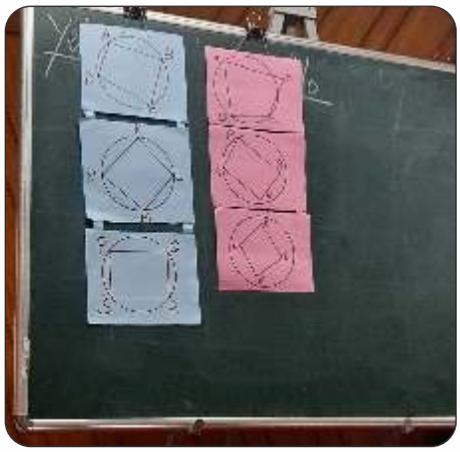
Resource Person : Dr. Vijaya Kumari
Strategies : Diagnostic Test

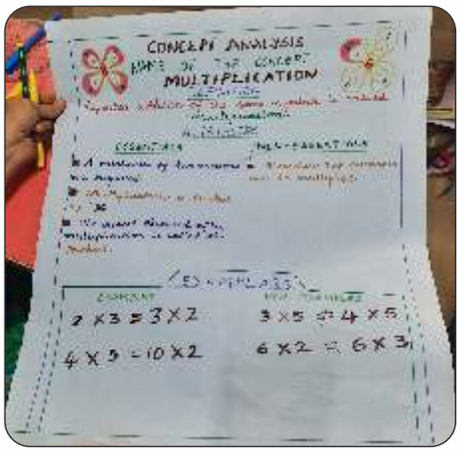
Important aspects/Knowledge gained :

Ananlysis of the scores after valuation by creating an error analysis table. It gives us a clear picture of the learning gap among students.

The Week long training concluded on 14th May 2022. VVS Management honoured the services extended by SECT team led by Dr.Krishna, CEO and founder and Dr.Vijayakumari Director and her team of young Teacher Educators. Speaking on the occasion Dr.Krishna expressed his genuine societal concern that had made him concentrate on Educating the Educator and providing geriatric care to the needy. This is the established dictim on which SECT had come into existence and he would go beyond extents to further the noble cause. He was appreciative of the way in which teachers involved themselves in the training and hoped they would carry that into the classroom.

- Ms. Shwetha Ail and Ms. Sudha Rao





#vatsgyaan

A TO Z OF NCF
- 2022 IMPLEMENTATION

Compiled by Dr. Swati Popat Vats

A AGE OF ADMISSION
(section 10.2.4, page 216)

The most important aspect for all schools and states - Age of Admission

NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8. However, many State policies do not reflect these age and developmental milestones.

Given the rapid pace of brain growth, a difference of even a few months is significant.

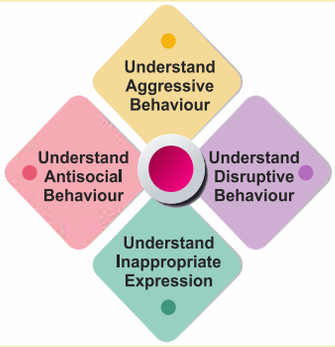
The curriculum for Grade 1 is designed with the assumption that children will be over 6 years old.

The trend of officially advancing the entry age for Grade 1 to below 6 years defies this assumption and can pose significant damage to children's cumulative learning.

B BEHAVIOUR MANAGEMENT
(section 4.6.2 and 4.6.3, pages 123-129)

Creating a positive classroom environment with behaviour management

Teachers to focus on their **VOICE-WORDS-BODY LANGUAGE-ATTITUDE**



C CARING FOR SAFETY AND SECURITY
(section 8.2, pages 200-202)

Safety and Security in Schools to focus on

Physical	ensure safe furniture, toys, environment
Emotional	no threats, comparison, labelling, shouting or insulting
Sexual Abuse	understand POCSO, teach children Good touch- Bad touch

D DEVELOPING SELF ASSESSMENT
(section 6.4.3, page 183)

How about teaching children Self-Assessment?

5,6,7 and 8 year olds can learn about self-assessment - it promotes autonomy and responsibility


SELF-ASSESSMENT FORM

NAME: _____

Circle the picture that shows how you worked today.

I liked doing this work. | I found this work easy.

To do this work, I needed...

Figure 6.4A A sample self-assessment form for children

E EARLY IDENTIFICATION OF DELAYS
(section 8.1, pages 193-199)

Addressing developmental delay and disability- use the 10 Questions of WHO for early identification and intervention

The World Health Organization's Ten Questions Screening

- *Compared with other children, did the child have any serious delay in sitting, standing, or walking?*
- *Compared with other children does the child have difficulty seeing, either in the daytime or at night?*
- *Does the child appear to have difficulty hearing?*
- *When you tell the child to do something, does she seem to not understand what you are saying?*
- *Does the child have difficulty in walking or moving her arms or does she have weakness and/or stiffness in the arms or legs?*
- *Does the child sometimes have fits, become rigid, or lose consciousness?*
- *Does the child learn to do things like other children her age?*
- *Does the child speak at all (can she make herself understood in words; can she say any recognizable words)?*
- *For 3-to-9-year-olds, ask: Is the child's speech in any way different from normal (not clear enough to be understood by people other than her immediate family)? For 2-year-olds ask: Can she name at least one object (for example, an animal, a toy, a cup, a spoon)?*
- *Compared with other children of her age, does the child appear in any way dull or slow?*

F FOUR STAGES OF LEARNING TRAJECTORY
(section 6.4.3.1, page 184)

Assessment to celebrate every stage of child's achievement.

Hence 4 stages in the learning trajectory of children-Beginner, Progressing, Proficient and Advanced.

Grading children	Level I	Level II	Level III	Level IV
Description of gradation of the children to support their learning and development	Tries to achieve the Learning Outcomes with Teacher support in the given timeframe	Achieves the Learning Outcomes with teachers' support in the given time frame	Achieves the Learning Outcomes on their own	Achieves the Learning Outcomes Helps and supports others to achieve the Learning Outcomes Requires more challenging tasks
Description	BEGINNER	PROGRESSING	PROFICIENT	ADVANCED

G GRADUAL RELEASE OF RESPONSIBILITY

(section 4.2.2, pages 87,88)

Scaffolding and Gradual Release of Responsibility (GRR)-

Supporting children to become independent learners. Making them competent learners and not dependent learners.

Figure 4.2B: Gradual Release of Responsibility

H HOLISTIC PROGRESS CARDS (HPC)

(section 6.4, pages 182-184)

Introduce Holistic Progress Cards (HPC)

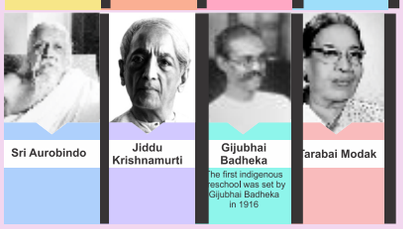
HPC is a 'multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.

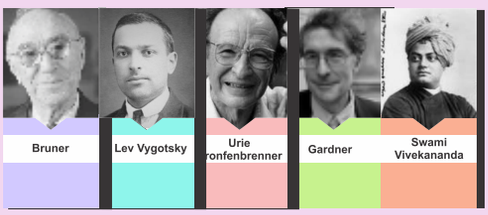
I INDIAN AND GLOBAL PIONEERS

(section 1.2.2, pages 22-25 and page 30-31)

GLOCAL (Local to Global)

Understand the theories of pioneers to create quality ECE curriculum and programs. Understand and implement the works of both local and global ECE pioneers





J JOY-CHOICE-WONDER

(section 1.4.1, pages 38,39)

How children learn- CHOICE- WONDER- JOY and Toy Pedagogy

India has a rich culture of toys- wooden, shells, wool, cloth, papier mâché, terracotta, beetel nut, lacquer and many more materials- so why choose only plastic toys? Think of the diverse finger grasps required for handling shell toys, wooden toys and cloth toys- sensorial stimulation. Children also learn to be gentle with delicate materials like shell etc.

Think whether children are receiving the experience of **CHOICE- WONDER AND JOY** in all teaching and learning materials.

K KEEPING DIFFERENTIATED LEARNING ACTIVITIES

(section 4.2.2, pages 87,117,301)

Tailoring the teaching process according to the individual needs of children. Content, methods of learning, material, and assessment may be different for different children. It is often difficult to do this for individual children, especially in a large class. In that case, the Teacher could identify small groups of children who have similar needs and address them differently as a group.

i. For children who are at different levels of reading, the Teacher could plan to use different texts or reading material.

ii. The Teacher could plan to use worksheets of varying levels, starting with simple worksheets and progress to more complex ones according to what different groups of children in the class are able to do.

L LITERACY

(section 4.5. pages 112-117)

Read up on NIPUN document to understand foundational literacy, understand the LSRW flow of literacy development- Listening- Speaking- Reading and Writing

Use the 4 blocks model of language development

Oral Language Development
- Picture conversation
- Sharing experiences
- Storytelling
- Drama and Role play

Word Recognition
- Phonological awareness activities
- Letter-recognition
- Sound-symbol association
- Skiill-focussed writigng (of letters and words)
- Letter and word reading

Reading
- Read aloud
- Shared reading
- Guided reading
- Independent reading

Writing
- Modelled writing
- Shared writing
- Guided writing
- Independent writing

Figure 4.5A: Four Blocks Model - Language

M MELA FOR TEACHERS

(section 4.2, page 320)

The Teacher Mela is a day-long event where Teachers participate in a series of vibrant and exciting demonstration sessions on teaching and learning. Along with the sessions, Teachers display and explain their work and teaching-learning materials that they have created, around play, conversation, story, song, art, craft, or pre-literacy and pre-numeracy work.

A possible design of a one-day mela could involve four sessions along different themes – each one around an hour-long – that is repeated four times that day. Each session could be facilitated by two Teachers. A group of say 30-40 Teachers could move from one session to the other.

N NUMERACY
(section 4.5, pages 117-122)

Also Read up on NIPUN document to understand foundational numeracy, follow ELPS concept of numeracy learning.

E – Experience: Learning the mathematical concept of concrete objects, e.g., counting concrete objects for learning numbers.

L – Spoken Language: Describing the experience in language, e.g., what is being counted, how many have been counted.

P – Pictures: Representing mathematical concepts in a pictorial form e.g., if 3 balls have been counted, these can be represented through 3 pictures of the ball.

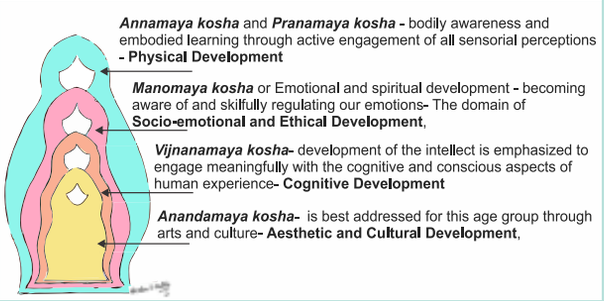
S – Written Symbols: Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number 3 for three balls.

O OUTCOMES FOR LEARNING
(pages 30, 51 onwards)

1. The ancient Indian emphasis on **Smriti (memory)** is critical to the overall development of a human being. It has often been misunderstood as an emphasis only on rote learning.
2. Current cognitive science research indicates that **Smriti** - both working memory and long-term memory - plays an important role in cognition and comprehension. Insufficient emphasis on memory often results in inadequate outcomes in the classroom.
3. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies.
4. A complete set of learning outcomes is available in the NCF document in Annexure 1 and page 64 onwards

P PANCHAKOSHA
(section 1.2.1, pages 19-22)

Holistic development with PANCHAKOSH- Indian tradition of 5 fold development



Q QUATERLY PLANNING
(section 1.1.2. page 277 onwards)

Quarterly planning helps teachers implement the yearly plan in a more organized manner and overflow if any due to holidays can then be corrected in the next quarterly plan. (Examples of teacher plans are given in pages 278 onwards)

R RELATIONSHIP- TEACHER AND STUDENT, TEACHER AND PARENT
(section 1.5, page 45 onwards)

1. In the learning and education of children, families, peers, communities, other aspects of the environment, and the education system including Teachers, play significant roles.
2. However, it is important to realize that the characteristics of the role of each of these five and their relative influence change as children grow.
3. Parents should also be included as partners in the educational processes of children. This makes the schooling process more enjoyable and more secure for children, and also enables and fosters a closer home-school relationship, which is important for a child's holistic development and learning.

S STRATEGIES OF TEACHING
(pages 83, 85,112 onwards)

How can teachers support children to learn better and Ways of organizing content.

Teaching strategies
• Listening
• Modelling
• Solving Problems
• Questioning
• Provoking
• Researching
• Making Children Independent

T TOY AND STORY PEDAGOGY
(section 4.1, 4.4, pages 83,93 onwards)

Story pedagogy and learning skills - stories develop the HOT skills (Higher Order Thinking skills)

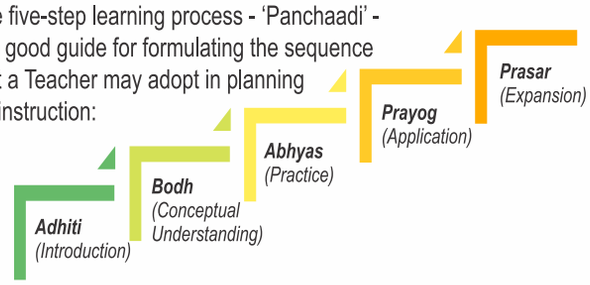
Source :
Dr. Swati's Self forward to ARTC

U UNDERSTANDING THE FLOW IN LESSON PLANNING- PANCHAADI

(section 4.2, pages 85,86)

PANCHAADI- the 5 steps of the learning process

The five-step learning process - 'Panchaadi' - is a good guide for formulating the sequence that a Teacher may adopt in planning for instruction:



V VIKAS- OUTER TO INNER, INNER TO OUTER

(pages 19,20)

Outer to inner and inner to outer for all round development that makes learning intrinsic

- **PHYSICAL DEVELOPMENT** (SHARIRIK VIKAS) development of senses; nutrition, hygiene, personal health,
- **DEVELOPMENT OF LIFE ENERGY** (PRANIK VIKAS) smooth functioning of all major systems (digestive, respiratory, circulatory, and nervous systems)
- **EMOTIONAL/MENTAL DEVELOPMENT** (MANASIK VIKAS) Concentration, peace, will power, courage, developing virtues (maulyavardhan happiness) .
- **INTELLECTUAL DEVELOPMENT** (BAUDDHIK VIKAS) Observation, experimentation, analytical ability, abstract and divergent thinking, synthesis, logical reasoning, linguistic skills, imagination, creativity,
- **SPIRITUAL DEVELOPMENT** (CHAITSIK VIKAS) Happiness, love and compassion, spontaneity, freedom, aesthetic sense, the journey of 'turning the awareness inwards.'

W WAYS OF ORGANISING CONTENT

(chapter 5, page 135 onwards)

How can teachers support children in Ways of organizing content.

Ways of organising content

- Project-based Approach
- Story-based Approach
- Theme-based Approach
- Eclectic Approaches

X XENACIOUS-THE NCF IS Xenacious means "filled with a yearning for change."

(section 1.2.1, pages 19-22)

Chairperson of National Steering Committee K. Kasturirangan states, "While this NCF is informed by this collective knowledge and wisdom, the real challenge came when we had to analyse these inputs and develop a cogent, pragmatic, and effective synthesis that will enable changes in practices on the ground. This, in turn, called for the NCF to be presented in a language, structure, and with a variety of illustrations, such that practitioners, including most importantly Teachers, should be able to relate it to their current realities.

Let us implement the NCF with Xenacious Zeal!

Y YOUNG LEARNERS NEED PROPER PUPIL-TEACHER RATIO (PTR)

(section 10.2.3, page 216)

1. It is widely understood and accepted that the right Pupil-Teacher Ratio (PTR) enables individual attention by Teachers, and therefore can increase student engagement and achievement.
2. One important caveat is that reducing PTR does not imply filling schools with underqualified and contractual Teachers.
3. PTR must be improved through the appointment and professional development of qualified Teachers.

Z ZOOMING AND LEVERAGING TECHNOLOGY

(section 5.4.7. Page 154 onwards)

Use the following to increase student engagement and teacher capabilities

1. **NDEAR (ndear.gov.in) and**
2. **VidyaDaan (vdn.diksha.gov. in)**
3. **Technology for Inclusive Access (Divyang)**
4. **DIKSHA teacher training platform**
5. **Technology for parental engagement**

The Concept of Worksheets
Hridaykant Dewan and Shekhar Dewan

Worksheets present tasks to help children learn. Various kinds of worksheets, attuned to specific learning goals and needs, exist. Though worksheets have been a topic of discussion for years in India, the use of worksheets has become common only recently. Conversations around improving the learning of children are generally linked to, and

often reduced to, providing worksheets to children. In many ways, worksheets are viewed as a panacea for everything; from difficulties in learning to acceleration in learning, all aspects are thought to be addressed by worksheets. Given the prominence worksheets have acquired, it is timely to consider how different people are conceptualising and creating these and what teachers using these should look for.

It is also useful to consider the ways in which worksheets can be thought of; how different kinds of worksheets can be conceptualised and understood and the purposes for which they can be used. Several aspects help determine the appropriateness of a worksheet, for example, is the worksheet to be completed individually, or is it intended to foster learning in a group? Should it be multiple choice or allow for qualitative responses that require description? How much breadth should it cover?

These questions are linked to our outlook on children's learning – how we choose learning tasks and how children interact with and relate to one another as they accomplish these tasks. Not only whether they interact, but also how they could be encouraged to study independently and learn individually in a competitive atmosphere or be seen as cooperative seekers helping each other in learning and gaining from interactions with each other. Should worksheets aim for one level of difficulty, or allow children to engage with these at multiple levels in an evolving fashion as their learning grows? Given the varied class sizes, should a class only be dictated by the teacher? Or it is possible to give choices to the children? What role can worksheets play here? These notions, conscious or otherwise, influence the classroom – the extent and nature of participation of the students, and the role of the teacher.

Models of learning and worksheets

If we think in terms of a broad classification, we can describe the expectations from a learning engagement in the following ways:

a. Information-focussed

Learning is about knowing facts and, therefore, the best way to ensure this is to repeat the facts. While this may sound extremely silly, it is the reality of many teaching-learning processes. Associated worksheets test memorisation of facts or reinforce their memorisation through repetition. For example, there are worksheets that ask children to write numbers from 1 to 100, multiplication tables, or list properties of addition, that is, remember the numbers to be added. Others might expect children to write the names of continents, Indian states, or the planets. They might test factual knowledge, such as which planet has a ring, or the properties of specific chemicals. Some might test textbook concepts, such as how greenhouse gases trap emissions. Information-focussed worksheets emphasise the verbatim answer that has been taught, rather than exploration, or formulation of the child's own understanding of or opinion on a topic.

b. Procedure-focussed

The second category of worksheets focuses on helping the child practice certain kinds of problem-solving exercises using given procedures or following instructions to complete tasks with known outcomes. This is often the case with maths worksheets and textbook exercises. The worksheets start with the basic procedure and add complexity to allow the learner to complete more complicated procedures. For example, a worksheet on addition may proceed

from the addition of single-digit numbers to two-digit numbers, training the students to add columns from left to right. As the worksheet transitions to two-digit numbers, 'carry-over' needs to be introduced. Similar worksheets are used for subtraction, fractional and decimal numbers and their operations, and later for logarithms, and even calculus. Even worksheets that have mixed questions and require different approaches, such as practice tests, usually expect this procedure to be followed. Thinking is usually discouraged, and whatever little is permissible pertains to the appropriate selection and application of the intended procedure. Activities and experimental worksheets do not leave any scope for variation or careful observation and interpretation. The instructions are detailed, and the outcomes and interpretations are already provided in the text.

c. Thinking and doing focussed

The third broad category is worksheets that require an application of understanding. They require the tasks to be understood, the steps required to do a task thought of and then, the task performed. Some worksheets may also allow for multiple approaches to the tasks. These kinds of worksheets expect the learner to make an effort to understand the text, analyse the information given, and then work on the task using prior knowledge, particularly conceptual knowledge, understanding and ability. For example, tasks on arithmetic operations could include, first, determining the appropriate numbers to then performing the appropriate operation to get correct answers. Simple word problems are rudimentary forms of this, as they involve interpretation in selecting the right numbers and correct operations in the right order. As they get more complex, these word problems may involve more steps or evolving a strategy and a method to solve the problem. At upper primary, and then at the secondary level, learners may involve assumed letter-numbers (such as x and y) for some entities and work with them to reach the answer.

Examples of such worksheets include word problems of appropriate levels, including those that require setting up of equations, or maths worksheets that ask the learner to find as many relationships between numbers as they can, with freely chosen or preselected operations. In other subjects, the worksheets may ask learners to respond to specific points in the text, analyse comments on it, or write about something that is central to the text. These texts could focus on aspects of literature, science, or social studies. It could be a story or an incomplete narration of an event to be completed by imagining what would happen next. It may ask learners to use a specific set of words from the text to make new sentences or paragraphs.

d. Exploratory Worksheets

There are several other kinds of potentially useful worksheets, such as descriptions of objects, events or personal experiences, freely chosen topics, and ways for the individual to reflect on, write about, and grow in their self-expressed voice. These allow for instruction at a broader level – not just a technical adjustment, but an instilling of ability, habit, and joy in thinking about and making choices from those thoughts. Primarily, the ability to discern skilfully which aspects are important to think about and reflect upon enables self-leadership that can navigate ambiguity, uncertainty, and new territory. This translates well to most positions of leadership, an invaluable asset.

This differs from the kind of equivalent tasks for language that are given in information- and procedure-focussed worksheets in which the notions to be considered important from the perspective of feedback are also different. In the first two types of worksheets, content would be judged on how close the responses are to what has been given to the learners as a model and feedback is given on the points they have missed, spelling and grammar etc. In the second category, the conversation would be about how they can elaborate on ideas and the assessment would consider the extent of their description, creativity, depth, and relevance. While the criteria for evaluation would need to be broader,

true education cannot avoid taking the individuality of each person into consideration. Any education that fails to do so is failing to treat learners as thinking humans because such worksheets treat children as objects who just learn, rather than as subjects who have their own perceptions, motivations, and civic merit.

In maths, other tasks could be asking children to think of as many ways of getting a number using any two or three numbers. For example, 18 can be got from addition (15 + 3 or 9 + 9), subtraction (24-6 etc.), multiplication (6x3, 9x2) or division (36/2). Students may select from just the first two or be asked to derive 18 using each of the four basic operations. Very creative students may even be allowed to invent their own operations, which are simply functions, of which there is an indefinite number. Such things should be permitted and encouraged; advanced maths requires the invention of various strategies for proofs, theorems, explorations and even calculations. Over time, only some of the often-used functions survive, while most others are abandoned for more useful approaches. Similar things occur in writing, and in the workplace, ideas are proposed, considered, and revised, leaving a few polished gems. Students should not be trained out of such processes, which are expected later in life. Instead, they should clearly understand what the standard fare is, how canonical it is and to what extent their 'inventions', that is, the strategies and methods they have thought of can sometimes fit into a picture or even, on the rare occasion, be an independent rediscovery of something important. These tasks should also be done collectively to foster such work in groups. While certain disciplines like drama are often taught like this, the 'hard' subjects are not seen in this light, often to the detriment of learning and student interest, a failure of our system. Worksheets in science could be about observing phenomena, recording suggested observations and analysing observations. They could be presented with an introduction that gives a general picture along with a sense of exploration to lead students into a deeper knowledge of the underlying phenomena. Science, at its best, is engaged with and often involves the understanding of how to navigate the tension, (the special relationship) between a proposed theory and an experimental result. To make students experience a sense of an established theory, experiments presented only need tuning, but to get them to explore newer dimensions, thinking about the experiments is a vital skill. Similarly, one cannot understand how to handle data and statistics without first understanding how readings can be miscalibrated, or how they can measure something other than what they are being interpreted to measure. For example, the thermometer measures the degree of hotness rather than the quantity of heat. So, an object that is at a higher temperature may have a smaller amount of heat content and may need less amount of heat to reach a higher temperature. On another plane, one cannot measure 'weight'. Instead, one measures how scales tip on an axis, or how much a spring is compressed, and use these to gauge the force applied, which is interpreted as 'weight'. Learners need to have the opportunity to engage with questions that specify the manner of data collection, the nature of the data and its significance from the beginning.

This implies that tasks that encourage exploration and charting one's own way forward are not postteaching; that they should be given only after the concepts included have been taught because they are an integral part of the teaching-learning process and children should have opportunities to engage with them several times. In fact, the learning process should involve engaging students to practise independent thinking in their way forward in the context of their own lives, so that in addition to using their education in their work, they can make better decisions in all aspects of their lives.

For this, worksheets need to pick up situations that are linked to the lives of young learners and give them an opportunity to explore concepts in their lives, have problems and tasks that are familiar and, therefore, more comprehensible. It also makes them feel that the school and their lives are not disjunct.

Learner engagement is key

In our view, worksheets largely devised with the third perspective, that is, thinking and doing focussed, are the most useful. They make children think and extend their abilities to attempt tasks that they are capable of but have not done before. It is not enough, however, to just make these worksheets available, what is also needed is an understanding as to why and how such worksheets are to be used. This includes how to review the work of children on these worksheets and giving them feedback and help in their work. We should remember that measuring learning is not the primary purpose of worksheets. The most important purpose is to help learners engage with the concepts, techniques, and difficult points to develop their understanding, ability, and autonomy as learners. Ideally, worksheets should challenge learners while developing their confidence. Doing a worksheet is not about filling and completing it without mistakes. It is about doing as much as a child can to his or her capability, with the responses that seem correct to him or her at that point in time, after careful thought. Worksheets should be used by the teacher to give children feedback and choose appropriate work for them to follow up and move forward.

While worksheets are for practice, they are not for mechanical task-repetition. They are also not to be used as 'fillers' for students when the teacher is occupied with other tasks. The teacher needs to periodically observe and interact with children on worksheets being done in the classroom and if needed, nudge the students to participate, think and express. The teacher may suggest supplementary tasks if a group of children or a particular child seem to be making good progress and seem capable of being further challenged. Worksheets should be reusable, extendable, and generative – both for teachers and students. Worksheets give teachers the opportunity to carry on with similar material while developing it in new ways. They can select different kinds of worksheets, depending on how the curriculum is structured. Of course, new worksheets often need to be developed: both for new subjects, and for enlivening dated material. For children, worksheets need to reinforce what has been taught, help them build on concepts and extend them in new directions, and create their own problems and ideas that allow them to participate in the process of knowledge generation, which is the foundation of academic contribution.

Worksheets can also be more open-ended. They can be observational tasks, where children write about what they have seen, and these observations can even be written succinctly on the blackboard. Children can be asked to consider certain concepts, write essays about creative subjects, or even solve hypothetical complex situations, such as how to organise a society and relationships fairly among its members. Another kind of worksheet task could require groups of children to make claims on their observations and have other children hunt for possible counterexamples or logical contradictions.

These examples of open-ended worksheets stimulate children to learn these subjects, excite their curiosity, provide practice to their observational, analytical, logical abilities as well as their ability to comprehend and express. Depending upon the context of the children and the topics that the teacher wants to engage them in, many different worksheets can be created. The important point is to keep the key principles and your purpose in mind. Worksheets that require minimal engagement and very little work from the child and have fixed answers have a very limited ability to educate children.

Summary

So, what are the implications of these considerations in our present context? How do they link with prevalent suggestions about the curriculum, including the content, as well as the teaching-learning process? Increasingly, there is more talk about worksheets and their effectiveness in helping children learn. Often, they are seen as replacements for the textbook or a means of independent learning by the learner, a set of materials for revision or practice etc. In some programmes for the primary and

upperprimary classes, worksheets comprise the entire set of materials. However, most such exercises look at education and syllabi very narrowly. While narrow, prescriptive worksheets can teach basic concrete skills, advanced understanding requires elements that require creativity, imagination and logic. As we have seen, worksheets can be used to introduce new ideas, to enable the extension and consolidation of some abilities, as well to strengthen the understanding and appreciation of concepts and associated frameworks. During the pandemic, the need for parents to take more responsibility for and interest in the learning of their children grew even more. With reduced teacher interaction, the sources of interchange available to the child became parents and the friends around him/her. It was also a time when more worksheets started being created, printed, and distributed than ever before. Now, the design of worksheets, therefore, needs to be evaluated in terms of the present circumstances, and the increased role these must play in the learning of children. To these ends, we state the following principles for worksheet development.

Six principles for developing worksheets

1. Worksheets reinforce and put into use what a learner has learned and extend the learning. They can also precede instruction by facilitating the learner to collect materials or problems useful in learning something.

2. Worksheets cannot replace teacher instruction which takes into account what the learner knows and needs to know.

3. The best worksheets can be used without a teacher's mediation, but with the possibility of peer interaction and group work.

4. A worksheet which precedes the learning of a particular concept can be designed to:

a) Collect fresh information to be used in learning (like an observation of life patterns, experimental observations, measurements, etc), b) Use/revisit an idea, concept, or skill previously learnt but whose mastery is now required for further learning. For example, mastering addition mentally or physically before being taught column addition and carry-over. In the context of language learning or writing, what happened yesterday as a prelude for teaching the use of past tense. Making a learner do long calculations to indicate that there is a need for some short methods, that is, how formulas help in quick calculations; repeated additions to show the need for multiplication tables etc.

5. A worksheet can be used to reinforce an idea, evaluate the idea for oneself, and explore new dimensions of that idea (seen as a collection of diverse tasks rather than a hierarchy). The overriding principle is to show that what has been learnt has interesting and challenging applications, rather than drilling procedures to perfection.

6. Worksheet performances are best reviewed jointly by the teacher and student and evaluation is best avoided. Students should enjoy learning without an environment of judgement and fear. Rather, they should develop the habit of reflecting on what they have learnt and exploring it further.

In addition, we have spoken about the usefulness of worksheets that have the embedded scope of repeated use in different ways, as well as of their extension. They require the careful participation of the teacher in planning, choosing, reconstructing, and overseeing. This requires the sensibility to recognise that the purpose is educational rather than training: the effort towards engaging with learning counts much more than following protocols, which themselves are limited. The teacher should consider the responses of children as an outcome of the teaching process and reflect on appropriate adjustments and changes. Worksheets that can lead learners to the doorstep of a new idea, which needs to be taught by a teacher are essential for giving them freedom, flexibility and a challenge to extend their capabilities.

Acknowledgment & Source :
Azim Premji University Publication
LEARNING CURVE - Issue 12, April 2022

A magical box has been unveiled to enchant and educate students

The Jaadui Pitaraa for foundational Indian schooling can work wonders if rolled out as envisaged.

Jaadui Pitaraa literally means magical box. But the word 'box' is too plain. It doesn't capture the connotations of the word 'pitaraa', which alludes to hidden mysteries and surprises. Combining it with 'jaadui', magical, enhances those connotations manifold. On 20 February 2023, India's ministry of education unveiled the Jaadui Pitaraa.

The unveiling was done by the minister of education, but the proceedings thereafter were led by kids between the ages of 4 and 7. Dipping and grabbing into the box, they fished out toys, puzzles, musical instruments, colourful posters, story cards, a few playbooks and a magic trick. Their attention was entirely on the discovered goodies and they were oblivious to being on stage with an audience of over 400 people. After a while, they went back to their seats and the function proceeded, but no one was able to separate them from the newly acquired treasures.

What is the Jaadui Pitaraa and what was going on?

It's a colourful cube-like box with each side about a foot-long. Upon opening it, you will discover two levels of storage. The upper level has bright posters with stories and poems, story cards and flash cards, puzzles, a magic trick, and playbooks for children in Hindi and English for language and math. It also has handbooks for teachers on how to use all this rich material and other available resources to design and conduct educational activities which for children are play but are designed to achieve the curricular and developmental goals appropriate for their age.

Basically, the Pitaraa has a wide range of things that can used for teaching and learning for the age-group 3 to 8, the ages that constitute the Foundational Stage of the National Education Policy 2020 (NEP) and the National Curriculum Framework for the Foundational Stage (NCF-FS) that has been drawn from it. The Jaadui Pitaraa is a real-life manifestation of three transformative ideas of the NEP and NCF-FS.

First, that children between the ages of 3 and 8 learn best through play. Which is the conclusion of past 4 decades of global research in fields ranging from neurosciences and child-psychology to language and education. To enable this play-based education, a wide range of teaching learning material (TLM) must be used—which is exciting and fun for children. The Pitaraa has a variety of TLM carefully put together to pique and hold the attention of children while pursuing specific learning goals.

Second, that this play-based education enabled by a wide range of TLM must support the learning and development of the child on all key parameters—cognitive including literacy and numeracy, socio-emotional-ethical, and physical. The TLM in the Pitaraa addresses all these domains.

Third, that the education of classes 1 and 2 kids (those between ages 6 and 8) must also move to this play- based approach, from the current didactic, text-book centric, chalk-and-talk approach. Such methods are not very useful for any age group, but are particularly ineffective for young children. The NEP's curricular and pedagogical restructuring of school education into a 5+3+3+4 system, which combines ages 3-8 in the Foundational Stage, addresses this. There is progression, but with deep continuity and commonality between ages 3 to 8. Around the age

of 8, there is a distinct change in children's capacities because of brain development. The Pitaraa addresses the specific learning goals of this age group of 6-8 squarely with its play-based approach, including the development of foundational literacy and numeracy, which is currently a huge challenge for the country's education system.

The Jaadui Pitaraa and its contents are developed with a few other important considerations as well. Not only should the design, including the layout, pictures, illustrations and colour palette, be attractive to young children, but it must also be completely integrated with the content—the textual material, such as stories and poems. Most of the TLM should be locally collectable and developable; and for this, the Pitaraa has a specific help-book for teachers. Also, the cost must be reasonable. And the content must not be seen as a closed or prescriptive set, but rather as exemplar material that could spark the development of similar TLM across the country.

Acknowledgment & Source :
www.livemint.com - March 1st, 2023

For our system to move to effective and high-quality education at the Foundational Stage, there are a few other important matters. The capacity of teachers and the support that they're provided are perhaps the most important of the lot, because we are expecting a transformation in their practice. And this cannot be done through a few days or weeks of perfunctory training, but only by high-quality professional development on a sustained basis. We will also need greater investment for these early years of childhood—not only in education, but also in nutrition and health.

The Jaadui Pitaraa is the right start to all these efforts. It is also a clear signal that the Foundational Stage—education and care of the age group of 3 to 8—has the highest priority in our education system. And to become effective, the approach to education at this stage must be transformed, because it does truly form the foundation not only for all subsequent education, but for the child's overall well-being in life.

- Anurag Behar
CEO of Azim Premji Foundation

Must Reads

Must Know

NEP 2020 Abbreviations

1. BoA : Board of Assessment.
2. CBCS : Choice Based Credit System.
3. CPD : Continuous Professional Development.
4. DIKSHA : Digital Infrastructure for Knowledge Sharing.
5. ECCE : Early Childhood Care and Education.
6. MoE : Ministry of Education.
7. MOOC : Massive Open Online Course.
8. NCF : National Curriculum Framework.
9. STEM: Science, Technology, Engineering and Mathematics.
10. SWAYAM : Study Webs of Active Learning for Young Aspiring Minds.

Common Pedagogical Terminologies....

- **Classroom Climate:** "The intellectual, social, emotional and physical environments in which students learn". It is determined by factors like faculty-student interaction, the tone the instructor sets, course demographics, student-student interactions and the range of perspectives represented in course content.

- **Experiential Learning:** Experiential Learning is a process by which students develop knowledge and skills from direct experience, usually outside a traditional academic setting. Examples include: internships, study abroad, community-based learning, service learning and research opportunities. The concept was introduced by David Kolb in 1984 and combines both COGNITIVE and BEHAVIOURAL APPROACH to learning.

New Releases : 1. National Curriculum Framework for Foundational Stage - 2022
2. National Curriculum Framework for School Education-2023 Pre Draft

Coding Phonics in Kannada

Dr.Rajani Rao, an Early Childhood Practitioner has developed a new method of teaching Coding Phonics in Kannada. According to her it is the most EASIEST, FASTEST AND SIMPLEST PHONOLOGY.

The common handicaps found in students when they try to learn Kannada are Spelling Mistakes, Wrong Pronunciation, Gunitakshara, Ottakshara and Arkavattu ambiguities. Children tend to forget the rules and concepts. A scientific tool has been developed which finds solutions to all the above problems. There are three levels of Coding Phonics in Kannada.

1. Fundamental Phonics of Swara and Vyanjana
2. Secondary Phonics of Gunitakshara
3. Complex Phonics of Ottakshara and Arkavattu.

Subscribe to Coding Phonics TV-Kannada by Dr.Rajani Rao and Coding Phonics TV-English @ Youtube.

Dr.Rajani Rao engaged a full length session to all the Kannada teachers of VVS Gandhi Centenary School on 21st July 2022 from 12.30 to 3.00 p.m. The teachers did find a new strategy to adopt in their everyday classroom engagement which perhaps would minimise the myths related to reading and writing Kannada language.

- Kannada Teachers VVS GC School

ICT Training - 16th to 18th August 2023

Resource Persons: Dr.Praveen Kumar and Mr.Suresh Shetty.

SECT Teacher Educators engaged session in ICT to Primary and High School teachers. Basically the sessions threw light on the usage of certain apps and Mind Mapping and Concept Mapping using technology. Dr.Praveen Kumar was the resource person. Added to this Mr.Suresh Shetty engaged a session on audio and video editing which provided an opportunity for teachers to edit, add voice and make required alterations with the available videos. The teachers were taught how to download certain apps too.

- Computer Faculty

Grading Schools - A Self Analysis

This Orientation Workshop for all teachers of VVS GC and SPHS was held on 8th September 2022.

Resource Person: Mr.Venkatesh Babu, Subject Inspector for Language English, DDPI Office, Department of Instructions.

The focus of the workshop was oriented towards the nature and preparation of an action plan, the actual purpose and conduct modalities of Bridge-Course, the various documents to be maintained. He laid emphasis on the writing technique of Notes of Lesson, Programme of Work, Meaning and Maintaining of some of the important records. His special emphasis was on activities and rubric creations. As a support to all this he provided in depth analysis of CCE Methods and Measures, Classwise Evaluation and Grading System and Evaluation Techniques. 5E Model Lesson Plan approach was highlighted.

- English Faculty

CLASS WISE EVALUATION AND GRADING SYSTEM

CLASS-WISE EVALUATION & GRADING SYSTEM

CLASS	PRETEST	POST TEST	FA1	FA2	SA 1	FA3	FA4	TOTAL OF FA's	SA2 Written+Oral	MAX TOTAL	DEPT METHODS
1	10	10	15	15	-	15	15	60	10+30	100	NALI-KALI METTILU/THATTE
2	10	10	15	15	-	15	15	60	10+30	100	
3	10	10	15	15	-	15	15	60	10+30	100	
4	10	10	15	15	-	15	15	60	10+30	100	SEM
5	10	10	15	15	-	15	15	60	10+30	100	SEM
6	10	10	15	15	-	15	15	60	30+10	100	SEM
7	10	10	15	15	-	15	15	60	30+10	100	SEM
8	10	10	15	15	-	15	15	60	30+10	100	SEM
9	10	10	15+15+20	15+15+20	-	15+15+20	15+15+20	20% OF 200	100/80	100	20+80 ANNUAL
10	10	10	15+15+20	15+15+20	-	15+15+20	15+15+20	20% OF 200	100/80	100	20+80 ANNUAL

Training to Administrative Staff of VVS

VVS Management's Vision is to empower all associated with its functioning. Thus a special One Day Training Session was arranged to all the Institutional Heads and Office Staff of all units of VVS that provided them knowledge on Maintenance of all types of Official Records. Mr.Motagi, Retd Assistant Director of PU Board conducted the session. All the beneficiaries expressed their delight as many of their doubts were clarified.

This session was held on 4th November 2022. VVS Management, Heads of Institutions and all administrative staff attended the full day session. Many rules and regulations pertaining to all aspects of governance was made known.

The participants expressed their delight as they were able to learn new aspects and concretise on the already known ones. Perhaps this interaction provided an opportunity for clarification of various doubts they had for a long time.

-Ms. Jyothi A.N.

Special Social Science Sessions

Ms.Ambrani, an experienced Social Science Teacher and Resource Person engaged a few sessions for students of Tenth standard and highlighted certain concept specifications to teachers engaging Social Studies. The sessions were extremely useful as it provided newer insights into handling the subject with much more ease and comfort. These sessions were held on 3rd November 2022.

- Social Science Faculty

Other Activities

In addition to all these special sessions on Unit Design, Experiential Learning, Co-operative Learning, Library Activities and Reading Skills were held. Pedagogical Leaders had regular sessions and one special session on "Team Building Skills" by Smt.Geeta Srinivasan was held on Dec 1st, 2022.

Change Makers' Summer Camp - Atal Innovation Mission

Atal Innovation Mission's Mentors of Change conducted an Online Summer Camp from 24th April to 30th April 2023. Each day 2 webinars were held. The first one from 4.30 to 5.30 and second one from 6 to 7 p.m.

As a prior preparation and judicious usage of time, 40 digital skills were imparted to all the registered students and teachers. VVS had a sizeable registration of more than 400 participants which included teachers and students from 6th grade to 12th grade.

The organisers had announced that the best performing students and teachers would be honoured and recognised. A sense of jubilation was seen during announcements as the two top performing teachers were from VVS, Mysore.

Ms.Sheetal P.Naik and Ms.Vani Nayak have bagged the best performer prizes. One of the top performing students is Ms.Kusuma from VVS Gandhi Centenary School, Bangalore.

The Management of VVS heartily congratulates all the winners and participants of this extraordinary summer Camp. As a part of the camp, a webinar pertaining to Intellectual Property Rights was held. Many students and teachers participated and recieved certificates too. VVS was acknowledged as the host to this webinar.

Government of India
Ministry of Commerce and Industry
Department for Promotion of Industry and Internal Trade
Office of the Controller General of Patents, Designs and Trade Marks

CERTIFICATE OF APPRECIATION

Presented to

VIDYA VARDHAKA SANGHA

In recognition of active participation in the **National Intellectual Property Awareness Mission (NIPAM)** launched by the Government of India on the occasion of the 75th anniversary of independence under the banner "Azadi Ka Amrit Mahotsav" to create widespread awareness on Intellectual Property Rights (IPR). The exceptional contribution in successfully organizing the awareness programme on **April 27, 2023** in association with **Intellectual Property Office, Mumbai** by providing your valuable time and support is highly appreciated.

Solicit your continued support for outreach of IPR far and wide.

Date: April 28, 2023

VVS CPD Road map - A Panoramic View

The following VVS Gandhi Centenary School teachers have successfully completed either one or all of the below mentioned courses.

a. Comptency Based Education Modules 1-4
b. Introduction to FLN
c. Experiential learning
d. Learning Outcomes and Classroom Interaction.
e. Data Handling.

1. Priya Tadkod
2. Asha.C
3. Pallavi.M
4. Bhargavi. D.
5. Sindura
6. Preeti Patil
7. Surabhi Pillai
8. Asha Prasad
9. Anuradha
10. Archana
11. Srividya
12. Sudha Bhat
13. Mathura
14. Suneetha B.S.
15. Divya Kulkarni
16. Asha Nair
17. Anitha R
18. Madhuri
19. Vasumathi Joshi
20. Vibha V

The following VVS Sardar Patel High School Teachers have successfully completed either one or all of the following courses.

a. Generic Courses. - KA_NEP_GC_141-149
b. Health and Well Being
c. Emotional Well- being and Mental Health School Based Assessment.
d. Art Integrated.
e. Computer Science.

1. B.Shobha
2. C.V.Padma
3. Anitha Ravi
4. Roopa Sudarshan
5. Karuna Rao
6. Sudha Hitesh
7. Sangeeta Kumari
8. Vinutha Narasimhan
9. Vidya Shastry
10. Vanishree Deshpande
11. Bhagyashree S Kulkarni
12. Preethi B Shetty
13. Veena V.S
14. Renu B.R.
15. Shwetha S Ail
16. Pushpa. S
17. Uma. K.
18. Ganapati Shastri
19. B. Srinivasa Rao
20. Anusuya Bai
21. G.N.Manjunath
22. Nethravathi F.M.
23. Vinutha H.R.
24. Usha B.M
25. Anuradha. S.

The following VVS Gandhi Centenary Higher Primary School teachers have successfully completed either one or all of the below mentioned courses.

a. Competency Based Learning Modules 1- 4.

1. Krupa.N
2. Sridevi N.G.
3. Uma Mohan.
4. Chaitra Adarsh.
5. Sowmyashree B.A.
6. Mala.
7. Roopa Gururaj
8. Akhila
9. Bhargavi
10. Jyotishmathi.
11. C.S.Padmavathi
12. Sandhya Jayaram
13. Shubha V
14. Vijayalakshmi M.C.
15. Srushti S.Chalke

b. Experiential Learning.

- Mysore VVS BM Sri School Principal Sri N. Ramesh has attended two Training sessions Conducted by Sahodaya.
- Social Science Teachers Smt. Usha Rani and Smt. Pavitra have participated in One day Capacity Building Programme
- Two Nursery Teachers have attended a two day workshop on foundation Literacy and Numeracy

Hearty Congratulations

Sri.Krishnamurthi Maiya, Lecturer, Dept.of Sanskrit, VVS First Grade College has been awarded the Degree of Doctor of Philosophy by Bangalore University.

The title of his thesis is "Rudratana Arthalankaragalu - Vimarshatmaka Adhyayana".

Continuous Personal and Professional Development is your Key to the Future.

- Brian Tracy