



सा विद्या या विमुक्तये  
**VIDYAVARDHAKA SANGHA ®**  
**ACADEMIC RESOURCE AND TRAINING CENTRE**

"Saptharshidhama" 1<sup>st</sup> N Block, Rajajinagar, Bangalore-560 010

**ARTC NEWSLETTER**

**A BIENNIAL ACTIVITY CHRONICLE**

Volume: 03

Jan- June 2022



*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.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ  
ಕರ್ನಾಟಕ ಶಿಕ್ಷಣದ ನವಜ್ಯೋತಿ



**EDITORIAL BOARD**

Ms. JYOTHI A.N.

Ms. SUDHA RAO

**SPECIAL GUIDANCE**

SRI. DWARAKANATH P.G.

SMT. LAKSHMINARASU N.H

**EDITORIAL**

VVS Academic Resource and Training Centre was established with the main intention of handholding its teachers and to provide the best of best available resources to augment their classroom engagement. A small glimpse of the near future globally will make one realise the immediacy for crucial action. An exemplar of the Management's forethought was blessed with a Seraphic clasp. An earnest search for a structured training culminated into reality when Dr.Vijayakumari, Retd. Principal of Vijaya Teachers College volunteered to shoulder this responsibility. Incidentally She had joined a Trust which had Teacher Training as its main objective.

Benediction of Primogenitors of VVS has and will always be the protective aura guarding the institution and its teachers. Special Gratitude to Sri.P.G.Dwarakanath, Hon.Secretary, VVS for initiating this huge project.

VVS Educators are now fully equipped to face all academic challenges in the offing.

Wishing our Dear Educators

**A JOYFUL LEARNING EXPEDITION.....**

**- Editorial Board**

## A Meaningful Collaboration

### VVS- SECT

**Date: Feb. 10th 2022**

Vidya Vardhaka Sangha, a premier Educational Institution and Satya Educare Competency Trust – NGO based in Bangalore has teacher empowerment as its sole mission and this common resolve led to the establishment of an academic collaboration. Dr.Krishna, Chairman, SECT had undertaken K-12 Teacher Professional Enhancement as the Trust's Philanthropic initiative. But with Dr.Vijayakumari taking over as Director of the academic venture of SECT, a new project named ETTELL (EDUCATIONAL TRANSFORMATION THROUGH TEACHER EMPOWERMENT LEADING TO LEARNING) was launched. Under the aegis of this project emphasis is laid on empowering the educator to become a facilitator by imbibing Teaching Strategies that suit the needs of 21st Century Students.

The good intent of both organisations will in the near future translate dream into reality and contribute in its own humble way towards societal betterment.



***Dr. Krishna and VVS Management Members Keenly observing online class engagement***

*Teachers aren't perfect. We make mistakes,  
But we try each day to do our best.  
This way, we can show our Students What Never  
giving up looks like.*

*- Teresa Kwant*

## Inauguration of VVS ARTC Audio-Visual Room and Release of Second Newsletter of ARTC

**Date : Feb. 24th 2022**

To reminiscence the past events is often a cherished activity, more so when it happens to trace the path that was tread as a group. The release of VVS ARTC's Second Newsletter was indeed an event of that nature. It made us see back and also see forth.

Hybrid mode, Virtual Mode and Online Mode demands exclusive spaces reserved for training. To meet the new trend, the first requirement is an Audio-Visual Room where teachers can engage themselves in meaningful learning. VVS Management graciously provided ARTC a well equipped Audio Visual room that has a seating capacity of 60.

This A-V room was inaugurated by Prof.Rishikesh, of Azim Premji University and Dr.Vijayakumari, Director, SECT. The presence of Management Committee members and Heads of Institutions further magnified the programme.

ARTC has resolved to release its newsletters Bi-Annually. This day marked the release of the Second Newsletter. Prof.Rishikesh and Dr.Vijayakumari released the same.

In his address and Interaction after the release Prof.Rishikesh, explained the brain development in Formative years and very clearly picturized the highest hindering factor in the growth of a child that is FEAR. He related a few tragic incidents where the children were traumatized to extreme extents and how a considerate Educator can prevent the onset of fear in students. He answered many of the queries of our teachers.

Dr.Vijayakumari continuing on the same lines urged the teachers to think of ways in which they can utilize the students' addiction to e-gadgets to suit learning needs instead of asking them to get rid of it, which alone is the first irritating factor to the students.

**- Compiled by Jyothi A.N., Convener, ARTC**



# Teacher - The Torch Bearer of Change



## **Prof. Rishikesh B.S.**

Professor,  
Azim Premji University.  
Prime Member,  
NEP Task Force Karnataka

*Prof. Rishikesh is an Eminent Educationist  
and Well Wisher of VVS.*

*Many thanks to him for penning this article  
exclusively for VVS ARTC's Third Newsletter.*

*This article is "NEP 2020-Teacher Encyclopedia"*

This article focusses on what school teachers in India should expect as the National Education Policy 2020 (NEP) provisions get implemented over the next few years – in fact, it is important to note that the implementation of NEP will be spread across this entire decade. It is in this context that teachers should understand what will be the new model of school education that is being implemented and why is it being done. By understanding these aspects, teachers will be able to equip themselves with the skill sets required to participate in the new model effectively. It would in fact be the duty of every teacher to build their capabilities as much as possible because, as the NEP says, teachers are the 'torch bearers' of change.

The NEP suggests many changes – in fact they are paradigm shifts from the way we have done school education till now—and therefore it is important to take a serious note of these. The key shifts among them [as per the Mandate Document of the National Curriculum Framework] are:

1. Holistic and multi-disciplinary education
2. Emphasis on analytical and creative thinking (rather than rote learning)
3. The stages of education as per the psycho-social development of children

There are many more shifts from how we currently do school education. However, as teachers, what should one do to ensure that they

contribute to making these paradigm shifts happen should be the topmost question. Following from this topmost question are other crucial questions all teachers should ask, such as, (a) 'what capabilities should we develop in ourselves', and (b) 'how should we change things in our classrooms'.

For a teacher to answer the above questions, it is useful to briefly understand the three paradigm shifts mentioned above.

A holistic and multi-disciplinary education would mean developing all the capacities of students in an integrated manner; i.e. to ensure that the aesthetic, analytical, social, physical, ethical and emotional developments are provided the means. This would mean that the focus of teachers will have to be not only on the text book chapters of the subjects they teach, but on how each of these subjects can be used to enable such an all-round development in their students. This would require teachers to think deeply about the nature of the subject, the learning objectives of the subject because of which they are included in the curriculum, and the kind of content which would suit to accomplish these goals. These would differ based on the class and the school stage the students are in and it is also the teachers' responsibility to figure what strategy and pathway is the ideal for the given class or school stage.

Empahsizing on analytical and creative thinking ensures that students truly understand what they are studying. This will have to be assessed by not checking whether they have memorized the content, but rather assessing whether they are able to apply it to different situations. This would require that students think creatively, for which teachers in turn will have to think of creative pedagogical practices as well as a creative assignment; the latter is not easy for teachers to create if one is used to only the traditional assessments in the form of final exams where questions from the textbook chapters are asked. Skills to conduct authentic assessments can be built over time through the right exposure as well as training.

The third of the key paradigm shifts is the four stages of education that school is categorized into,

which is essentially a new curricular and pedagogic structure based on children's developmental needs and capabilities. It is important for teachers to understand what is the 'expected outcome' in each of the school stages. The outcomes are identified based out of many years of rigorous research in the field of education as well as neurosciences and hence is a very progressive and scientific model. Therefore, it is important to adhere to the identified outcomes for each stage of school education.

In the Foundational stage, that is from birth till the age of about 8 years, the kind of curriculum that will be proposed in the National Curriculum Framework will be flexible such that it suits the different pace of learning that individual children have; also, learning ought to be experiential so that children learn from what they experience; and very importantly it should be play-based so that they learn in the most natural way in which they are expected to learn. The challenge for teachers who are not exposed to providing education in this manner is to first unlearn the erroneous ways of teaching – for example to stop young children to memorize or start writing before they can read. In the Preparatory stage (Class 3 to 5) the discovery and activity based learning will have to be continued along with laying good ground work in reading, writing, speaking, physical education, art, language, science and mathematics; the challenge for teachers in this stage would be to change the pedagogic style and teach the subjects by allowing the students to explore and discover. In the Middle stage (Class 6 to 8) abstract concepts would be introduced; this probably would be something teachers would be more familiar with, however given the kind of schooling students would have had till then, they are going to be asking many more questions than an average 10 or 11 year old and hence the teachers not only should have a good grasp over concepts in their subjects, but should also be generally aware of the fundamental concepts across various subjects. With many questions being asked by students, classroom management skill sets are also those that teachers will have to be equipped with so that the limited time in every is managed well. Finally, in the Secondary stage, which covers subjects in greater depths through a multi-disciplinary approach, teachers will have to be ready to learn along with the students. This stage is such that there will be a lot of focus on analytical abilities and creative

thinking as students dive deep into their subjects. Teachers cannot be expected to know everything in their subjects because students by then would have begun to explore newer ways of looking at their subjects which is the basis to generate new knowledge. And the all the school stages as per the NEP would be focusing on making students reach this level of maturity by the time they are in this fourth and final stage of schooling. Hence, teachers will have to become facilitators to students and encourage them to gain as much knowledge in the subjects they want to, and at the same time facilitate students to acquire the basic fundamental knowledge across all subjects. This will be a stage where teachers not only need to have mastery over their subjects, but also have a good understanding about many other subjects and most importantly be ready to join the 'learning journey' of their students. This is a huge paradigm shift for which teachers have to be mentally prepared too.

All that is presented above requires time as it cannot be done overnight. Teachers will have to begin reading on how these aspects are done in mature education systems around the world. Some of these things could already be happening in the very next classroom itself by another teacher, or in the next school or in a distant place and teachers will have to be open to share and learn from all the good practices anywhere in the world – the bottom line is it is important to create a peer learning environment where teachers learn from one another. Given the reach of technology, getting one self-exposed to good practices and then enrolling in courses to certify oneself is much easier than before and therein lies the hope that teachers will be ready to take this challenge and lead our country towards a glorious future.

Simply put, the NEP clearly marks the teacher as the 'torch bearer of change', and to ensure that our students develop the 21st Century skills to not only survive the fast-changing world, but also to thrive in it; the 'torch bearer' has to put in all efforts to get fully equipped for the task on hand, which the Nation has bestowed on them. It is therefore in the hands of our teachers to take our country towards the vision of becoming the foremost knowledge society that contributes to the entire humanity.

**- Rishikesh B S**

Azim Premji University

## Plan of Action

VVS Management from Nov 2020 had designed and conducted various training programmes for teachers at all levels.

With Dr.Vijayakumari's active involvement, the progress will be faster and will enable teachers to upskill themselves to suit the present academic needs.

Dr.Vijayakumari has a small team of dedicated and young Teacher Educators who execute all her academic plans along with her. The team includes Ms.Shridevi, Dr.Praveen, Ms.Kalpana, Ms.Vidya, Mr.Suresh, Ms.Asha, Ms.Sowmya and Ms.Veena along with reputed and experienced Educationists as Advisors.

ETTELL Project's chief concern has always been adopting Constructivist approach and align it to suit the challenges posed by NEP 2020. All intervention programmes are structured. All training programmes begin with Pre – Course Questionnaire and after the intervention a Post-Course Feedback is also documented. The gaps are bridged regularly by handholding our Educators.



From Left : Mr. Suresh, Ms. Vidya, Ms. Shridevi, Dr. Vijayakumari, Ms. Kalpana, Ms. Soumya and Dr. Praveen  
(SECT Teacher Educator Team)

As a part of the initiative, a Marathon Baseline Assessment was conducted to all the School students of VVS. Degree students were involved as interns in this project.

Series of training sessions have been planned and some already engaged to all Educators as well School Leaders. The confidence levels of teachers appears to gradually elevate. The serious approach on both sides will bring out true transformation very soon.

- Sudha Rao, ARTC

### *Date : Feb. 18th to 22nd 2022* **Baseline Assessment**

In order to bridge the learning gaps specially post covid, a scientific tool had to be administered to all students from I to X std. which would diagnose the existing gaps. This was indeed a huge challenge. But that was easily resolved due to the timely help provided by VVS First Grade College Principal Dr.Rekha S and Students.

VVS First Grade College students involved in Baseline Assessment played the role of Examiners and Evaluators. This was offered as Internship project to them. The active and enthusiastic participation of all students was applauded. The findings of the baseline assessment will help decide the exact nature of training to further strengthen Teaching-Learning at VVS.



Student volunteers as Room Invigilators



SECT Coordinator Ms. Shridevi with Student volunteers of VVS First Grade College, Basaveshwaranagar

## Pedagogical Leadership Sessions

*“Management is about arranging and telling. Leadership is about Nurturing and Enhancing.”*

*- Tom Peters*

**Date : Dec. 14th 2021**

The evolving nature of school environments in the 21st century have placed greater and newer demands on educational leaders, where knowledge of school operations, management, finance, departmental regulations and state mandate were considered necessary but not sufficient. This is the main reason globally newer mode of training sessions are held to handhold the leaders at all levels. In VVS too, The Management initiated this cause at the first instance provided.

Series of Sessions are being held at regular intervals in hybrid mode to further this tenet. The first session was held on 14th December 2021. Dr.Vijayakumari, Director, ETTELL engaged the session. Heads of all wings right from Pre-Nursery to PU Colleges both from Bengaluru and Mysuru actively participated. The right approach to leadership, the difference between a Manger and a Leader, the responsibility spectrum of leadership were made very clear to the participants.

Heads were divided into groups and were assigned the task to foresee their institution in the near future. All groups pictorially explained their dreams.

Creating a School Vision and Self Vision is the primary requisite. Insights were provided for the same. The three important aspects of the Pedagogical leadership framework are:

1. Setting the direction for School improvement and student learning.
2. Practicing Pedagogical Leadership.
3. Assuring student learning.

SWOC Analysis is the basis for self improvement. Development of Annual Pedagogical Plan is the primary requirement. Dr.Vijayakumari provided guidance in these aspects. A Collaborative activity titled “My Dream for My School” was conducted. The ideas floated made everyone ponder over their newly assigned Self roles as Pedagogical leaders.

**- Pedagogical Leaders of VVS PU Colleges**



## Pedagogical Leadership Session 2

**Date: Jan. 20th 2022**

**(Virtual Meet)**

Worldwide research has confirmed that a School Leader contributes to 25% of a child's learning at school. This being a huge decider, it is but natural that no leader or Head can shirk from their responsibilities. In order to execute all responsibilities structured planning not only for the Entire Academic Year but years in advance will be very essential. School's Vision Statement preparation is the primary step and all stakeholders must be taken into consideration while preparing it. Once it is done, after the Management's consent it has to be displayed at crucial places in the building so that all focus on it and try to achieve it.

School Leadership has various dimensions. Successful leaders always gain the confidence of Teachers and Staff, System Level functionaries, Students and Parents as well. Leaders should influence their staff to imbibe such qualities in

children which creates a COMMUNITY OF LEARNERS not just fill children with just information.

The essence of the session was to make Leaders understand IMPACT OF LFL (Leadership for Learning). LFL overcomes the pace and quality of Learning, improves the quality of efforts and action among students and professional community and supports positive change, goal directedness and perseverance. If a child has to learn then everybody in the system have to learn – Learning within the system is the ULTIMATE GOAL.

All Leaders had to prepare Individual and Institutional SWOC, Vision Statement and Revisit the Annual Pedagogical Plan in a newer perspective as their takeaway assignment.

## Pedagogical Leadership Session 3

**Date: March 21st 2022**

This session began with an activity called "Imaginary Problem Tree" followed by a Co-Operative Learning Strategy Called THINK-PAIR-SHARE. The main focus was to reinforce the already learnt ideas and the extent of assimilation. The activity's intent was shared by Dr.Vijayakumari which provided complete clarity to the participants.

The Heads had created VISION STATEMENTS. The immediate necessity was to make Vision visible to all, including parents. All teachers had to align their activities with the Vision and set Time bound Smart Goals for effective realization of the Vision.

The session concluded with another newly introduced strategy called Jigsaw through which Heads were placed at ease framing The Annual Pedagogical Plan for the 5 Goals stated.

A sample Vision Statement was prepared and take home task was preparation of Personal Vision Statement that aligns with the Institutional Vision.



**Session 2 and 3 Complied by  
Pedagogical Leaders of VVS GCS & VVS SPHS**



## Small Group Learning or Co-operative Learning

**Date : Feb. 18th and 19th 2022**

Dr.Vijayakumari, the chief resource person engaged separate sessions for Primary School Teachers and High School Teachers to highlight this newly emerging Learning Strategy in the Educational Sector.

Small Group Learning or Cooperative Learning is basically an instructional arrangement for teaching academic and collaborative skills to small HETEROGENOUS groups of students. They are popularly known as Co-Operative Learning Strategies. The prime idea is to work together to accomplish shared goals. Students work in Mixed Ability Groups and are rewarded based on the success of the group. Doing so, they maximise their own as well each other's learning. This Learning model can be effectively adopted in classroom engagement provided the grouping is done in a scientific and structured way. Each group should have Gifted Learners, the mediocres and the Slow Learners. The choice of group leader also is a crucial decider. Special Care has to be taken to see that the same group is not retained for all subjects. Special skilled strategies are named for convenience as:

- a. Buzz Groups
- b. Think-Pair-Share
- c. Snowball groups/Pyramids
- d. Circle ofVoices
- e. Jigsaw
- f. Learning Together Team
- g. Timed-Pair-Share Strategy
- h. Roundtable Strategy.
- i. Group Investigation Strategy.

In order to effectively use this as a classroom strategy teachers have to take certain precautions - Appropriate listing of Learning Objectives, correctly determine the size of the group, perfect grouping, classroom arrangement, effective monitoring and evaluation. Once this strategy is employed correctly the teacher as well as students enjoy Learning and it will never ever be stressful.

Dr.Vijayakumari demonstrated lessons using this strategy very effectively. The topic chosen for Primary School teachers was "RATIO" and for High School Teachers "TANGENT". Highly influenced by this session many of the teachers tried these strategies in classroom and were absolutely delighted to see meaningful involvement of students in these activities.



Demonstration of the concept



Implementation of the concept in classroom

**Complied by  
Educators of VVS GCS & VVS SPHS**

## Parental Involvement in Pupil's Learning – Primary Need

NEP 2020 mandates that parents are important stakeholders and they should actively participate in the learning activities of their wards. VVS which has many firsts to its credit decided to call for General Parents meet and keep the parents well informed. So Parents of 5th and 7th standards were invited to attend an Orientation Program. The response of parents was overwhelming.

Parents Orientation of 5th standard was organised on 12th March and for 7th Standard on 19th March. Prior to it a Google form was administered to understand the awareness in parents about the phenomenal changes in Educational Sector.

Smt.Lakshminarasu N.H. Vice-Chairperson addressed the parents. The highlights of the information provided to parents.



**For 5th Standard Parents:** Madam explained the important stages of NEP 2020 and salient features at each stage. Then proceeded towards explaining What exactly is meant by Experiential Learning and the importance of 21st Century Skills namely Critical Thinking, Creativity, Collaboration and Communication in a child's academics, development and growth and lacking which the child can't attain Global Citizenship.

**For 7th Standard Parents:** Madam concentrated on how younger generation should be equipped with Life skills and Values to turn them into Responsible Human Beings and Global Citizens. She explained the Global Unemployment Scenario and the specific technical skills like Artificial Intelligence, Machine Learning, Design Thinking and Data Processing required for 21st C Employment. Alongwith the required Human Skills to survive and Let others survive too.



On both the Occasions, the Vice Chairperson concluded by explaining how the Management has plunged into action to incrementally implement NEP 2020 in VVS and the preparations done for the same in consultation with Expert Educationists. To impart 21st C skills in students, teachers have to be provided the right training. Upskilling Teachers at all levels by providing structured training and encouragement to take up suitable Courses has been the highest priority factor.

The queries of the parents was answered by Smt.Lakshminarasu N.H., Vice-Chairperson, VVS and Sri.P.G.Dwarakanath, Hon Secretary VVS. Plans are underway to hold Parent Meets for all classes in the coming days to keep our important stakeholders well informed.



- Complied by Class teachers of 5th & 7th Std of VVS GCS

# ICT Integration in Teaching and Learning Process

Date: 4th April 2022

Technology has enveloped the entire world and during and post pandemic this is the greatest boon for the Academic Field. VVS Teachers have braved the sleet in a very responsible and enthusiastic way. The Management took up the task of providing basic Software training to all its teachers. All the Computer Science teachers in all units took up this responsibility and trained all the teachers. But with drastic changes happening all around, a structured training in Software was felt necessary. So VVS-SECT together planned for a Robust training.

The training began with a formal inauguration. The presence of Management members was a huge support to all the teachers. Dr.Vijayakumari and Smt.Lakshminarasu spoke their heart out as a means of encouragement. Sri. Anand Desai, Project Manager, IT for Change provided a perfect

introduction to the training and instilled confidence in the teachers.

The entire training was scheduled for 3 days (April 4th, 5th and 6th) only afternoon sessions.

Teachers were exposed to many Free Open Source Softwares like Ubuntu, Mint, Pedora. They were taught about safe downloading the information, images and videos. They were also introduced to KOER (Karnataka Open Educational Resources) portal, Concept Mapping and Analytical thinking and features of Mozilla Firefox. The teachers were asked to select a topic in their subject, to do a presentation in Libre Office Impress.

Creating with ICT-Concept Maps – Using the downloaded resources the teachers were taught to create a concept map using the FOSS tool 'Free Plane'.



Complied by ICT Master Trainers of VVS GCS & SPHS

## Teachers and Technology During Pandemic and Later

Digital technology played a significant role by enabling teachers to teach students at a distance using tools that are both Synchronous and asynchronous.

One the biggest challenges for distance learning is the complete technology know-how and instant acclimatization to newer demands. Perhaps no other profession can boast of such quick adaptation as Teachers did. Posterity must be ever grateful and acknowledge this huge and immediate adaptation of teachers worldwide.

All of us at VVS Mysore tried all possible ways to reach students in an effective way.

In order to face any challenge in the future, upskilling in all aspects is the only remedy. In pursuit of it, all teachers at Mysore have taken up four months intensive course in Artificial Intelligence and Coding. The teachers will inturn coach all the students and prepare them to be a global citizen.

- VVS Teachers, SRIDHAMA, Mysore.

## VVS Management Heartily Congratulates



**Dr. Rajalakshmi G.S.**  
Asst. Professor Dept. of Commerce  
VVS First Grade College, Basaveshwaranagar

Smt. Rajalakshmi G.S. was conferred Doctorate Degree by Bharathiar University in March, 2022.

**Title of Thesis :** "A Study On Employee Retention Strategy In IT Industry With Special Reference To Select Small And Medium Enterprises Providing Information Technology Services In Bengaluru."



**Dr. Jayateertha Naikal**  
Lecturer, Dept. of Sanskrit  
VVS Sardar Patel PU College, Basaveshwaranagar

Sri. Jayatheertha Naikal was conferred Doctorate Degree by National Samskrutha University, New Delhi in Jan. 2022.

**Title of Thesis :**  
ಗಲಗಲ ರಾಮಾಚಾರ್ಯ ಕೃತಿನಾಂ ವಿಮರ್ಶಾತ್ಮಕಂ ಅಧ್ಯಯನಂ

**Ms. Preethi B. Shetty**, teacher of VVS Sardar Patel High School has successfully completed **M.A. in History from Indira Gandhi National Open University**

**Ms. Anitha**, Lecturer Dept. of Computer Science & **Ms. Prathima**, Dept. of Commerce of VVS Sardar Patel PU College have successfully completed their B.Ed. Course.

**Ms. Jyothi A.N.**, Convener, ARTC has participated in a series of **Research Survey Programmes related to NCF and NEP 2020**

**All teachers in Mysore have attended Webinars conducted by COE, Chennai and series of Webinars conducted by Panchatantra Planet.**

**Principal Mr. Ramesh has attended a series of Webinars on Pedagogical Leadership conducted by CBSE.**

### VVS Sardar Patel High School

C.V. Padma, Preethi B. Shetty, Sudha Hitesh, Shwetha Ail, Anuradha S. and Sangeetha Kumari have completed a course on Experiential Learning on DIKSHA.

C.V. Padma, Preethi B. Shetty, Sudha Hitesh, Shwetha Ail, Bhagyashree S. Kulkarni, Veena V.S. and Sangeetha Kumari have completed a course on Health and Well being on DIKSHA.

C.V. Padma, Preethi B. Shetty, Sudha Hitesh, Bhagyashree S. Kulkarni and Veena V.S. have completed a course on Understanding Secondary Stage Learners on DIKSHA.

Many teachers have participated in Live inter active session on PME Vidya.

Sudha Hitesh has completed courses in ICT in teaching and learning and ICT in teaching and learning and assessment.

Vanishree Deshpande, Roopa Sudarshan, Sudha Hitesh, Anuradha S., Bhagyashree S. Kulkarni and Veena have participated in Webinars, conducted by NCERT official, DIKSHA, Microsoft teams and IAPT.

**Await Next Issue VVS - SECT  
Capacity Building Programme - Constructivist Approach**