CampusCare®

NEWSLETTER

Veena Gaur
Principal

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Principal

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Alone Enough?

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Principal

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Expulsion: **D**oes It Help?

From the Directors' Desk

Dear Readers,

I am delighted to share with you that the first edition of our educational journal Campus-Care has received an overwhelming response from more than 10 lakh readers all over India. We express our gratitude to all for making it a grand success! Revelling in the success, we bring you another riveting edition that comprises a series of insightful articles for educators and parents.

With trust and experience of 19 years, our company Entab has had a memorable, enriching and fruitful journey of automating schools across India. We believe in keeping schools abreast of the latest technology and advancements, which has helped us retain our top position in the school ERP domain.

Over two decades, our revolutionary approach and school ERP solutions have completely changed the dynamics of the K-12 education sector. Along with streamlining tedious administrative tasks, our AI-enabled software and mobile apps bridge the communication gap between schools and parents.

Rated as India's most preferred school management software and mobile apps, our products are used by more than 1,300 schools every day to improve productivity, efficiency, and reputation. We work assiduously to transform good schools into the best schools.

We hope you keep enjoying our endeavours to set up schools for success.

With best wishes,

Toby Augustine
Chief Technical Officer

Dear Readers,

After our first edition enjoyed an enthusiastic national readership of 10 lakh, we are thrilled to bring you another instalment of CampusCare. As children are back in school after six-eight weeks of fun-filled summer break, we present an excellent manual, offering a multitude of thought-provoking columns.

In this issue, you will find an exciting array of articles, penned by K-12 educators and the school heads of India's leading academic institutions. These pieces of writing have stemmed from their vast experience and knowledge, thereby helping you plan a stress-free, productive and pleasant academic year.

Since the year 2000, our company Entab has been working closely with schools to fulfil their goals and aspirations. Designed exclusively for modern-day schools, our comprehensive ERP system is equipped with machine learning, data analysis, and voice recognition. It has stood the test of time and remains India's Most Preferred School Management Software & Mobile Apps.

We are confident that just like our advanced school management tools, this issue will be useful to all stakeholders in K-12 education.

With best wishes,

Jitender Kumar
Chief Manager

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Training Educators *To Become Powerful Users of* Classroom Tech

In the Programme for International Student Assessment (PISA) survey, which collates 15-year-olds' scholastic performance on mathematics, science, and reading around the world, the Finish school system is among the world's best and is on a par with China, Singapore, and South Korea.

But, what makes the education system of a small country like Finland so strikingly different? Their teachers? Wrong. It is the amount of training that their teachers take to stay relevant to their profession. Every week, they dedicate two hours towards their professional development.

Training is an integral part of teaching. It keeps teachers abreast of the changes taking place in education and helps them modify their pedagogy to meet student needs. If a teacher wants to grow professionally, then he or she has to keep learning. If learning stops, stagnation sets in, which is highly undesirable. We have to keep in mind that students are attracted to technology like ants to honey.

The need for training teachers in technology also arises because the students are highly tech-savvy. If the educators will shy away from the technology they will not be able to meet the needs of the students. Today, students learn differently. An ill-equipped teacher does more harm in the classroom than good.

There is a need for practical examples to be shared in classrooms. Virtual interviews and interactions have become an excellent solution for diluting the bars of time and distance. A virtual field trip offers a perfect solution. Showing a volcano crater is far better than describing the crater in words or showing it in still pictures.

For all these wonderful things to come alive in the classroom, a teacher needs to be tech-savvy. Teachers training is one aspect. Pushing them to use technology to enter a comfort zone is another aspect. Merely training the teachers is not the solution; giving them time to adapt in the classroom is also very important.

Teacher and Technology
A four-step plan

DECIDE THE TOOLS

It will add value to the training if the tools of technology are pre-decided. There are many ways in which technology can be added to the teaching and learning process. It is better to decide upon which tools the school leader wants to implement in the classrooms. Having a clear vision will help you focus on which goals to achieve. After all, the teacher community cannot be barraged with too many things at one time. It will not bring out the efficiency among the staff, and the purpose will be defeated.

TRAINING

The next important step is training. Time and again training will have to be imparted to the teachers. According to a survey, only 10 per cent of K-12 - teachers are aware of the changes taking place in education. They are confident that they can use technology in the classroom. They feel the need to learn more and want to take up new methods to the classroom, but the resources to support them are meagre.

SUSTAINED IMPLEMENTATION

There is an eagerness to learn, but there are complications in putting the technology to use. A teacher needs much practice to be able to use it smoothly into the classroom. Giving a tool to the teacher is easy. Teaching them to use it is also not difficult. However, they need a comfort level to implement it into the classroom. Gelling the lesson plan and fitting it in with the right piece of technology requires time and consistent efforts.

School leaders need to employ patience and persistent encouragement to ensure that teachers blend teaching with technology gradually over a period.

INDEPENDENCE TO EXECUTE

Lastly comes the independence level granted to a teacher. If the educator is confident and feels secure with technology, they will use it effectively and continuously. They might also go for a higher level application. An educator should be free to choose the tools that he/she desires. This assures teaching from the heart. You find active student-teacher engagement in a classroom where the educator is motivated and well-equipped to deal with students at hand.

VLS International Public School, Karnataka

Sunitha Srivastava
Founder Principal

Skills to be Developed at School

When I see schools now and look back on my school days, I notice the meaning of 'school' has changed tremendously. Many positive changes have taken place. Currently, textbooks are not the only source of learning; many other forms have come forth. Teachers are not mere knowledge-transferring agents, but they are change agents. Hence, teachers should always put their best foot forward.

W e are in an age where the future is unpredictable and exciting. We do not know what developments will change our lives in the next 20 years or what job opportunities will be available. But, there are some skills the school can still focus on which can tremendously help students in their careers.

A school should focus on teaching students these nine core skills:

1. Communication Skills

It is an art of putting across one's thoughts in such a way that the listener understands it, without ambiguity. Students must be made aware that listening is one of the main components of communication skills.
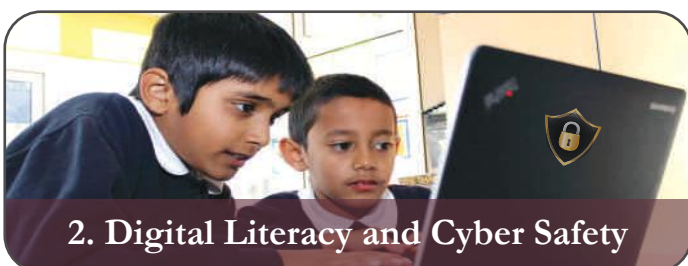
2. Digital Literacy and Cyber Safety

Half knowledge is perilous. It is not only about knowing how to explore gadgets but also being aware of the threats involved. Children must be aware of phishing, spam, password security and online money transaction etiquettes. They should be warned that posting on the net is quick and easy, but the consequences can be long term as once posted, it will possibly be online forever.

3. Decision-Making and Analytical Skills

Forming ground rules at school is the first step to include them in decision-making. In activities, involve students as it gives them a sense of ownership and makes them responsible. The students with analytical abilities will be able to handle shaky situations in a better way. They foresee the

problem and try to find a solution for the same. With the explosion of content on everything a man can possibly think of, students should analyze what to pick up and what to neglect. Teaching them how to go about this is a challenge.
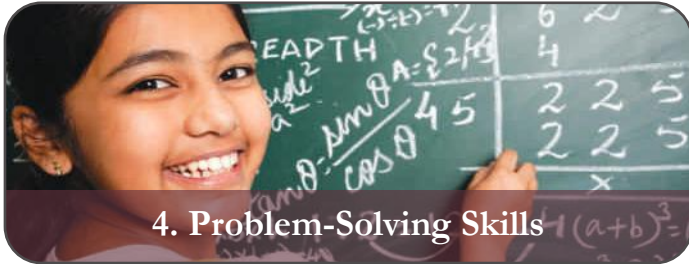
4. Problem-Solving Skills

Gen Z is blessed with comforts. Parents make sure that the problems are solved before they even approach their kids. This possessiveness has hindered their problem-solving ability. They must be provided with opportunities that help them to learn how to solve problems in school and at home and how to deal with failures.

5. Global Citizenship

They must learn about other cultures and changes, adopt the good things about them and also respect and value someone who follows a different culture and way of life. 'Vishwamanav', a concept of universal brotherhood propagated by Swami Vivekananda, Rabindranath Tagore and Kuvempu, is more applicable now than it has ever been in the history.

6. Team Player

Students are bound to be in groups at their workplace. The preparedness to be a team player should happen at the school level.

7. Leadership & Entrepreneurial Attitude

Students must be part of a democratic leadership program. For this, a students' council is a great platform. It should be imbibed practically in students. All stakeholders must demonstrate strong democratic leadership. Before the students move to their senior secondary classes, they must have the ability to think and have practical knowledge of launching a product or a service. If it is innovative, it adds a feather in their cap.

8. Mindfulness

It is the ability to be in the present, uncluttered, which is an essential trait to be developed at an early stage. Multitasking leads to incomplete tasks and doing everything haphazardly. Mindfulness reduces stress, increases performance and maintains balanced mental health.
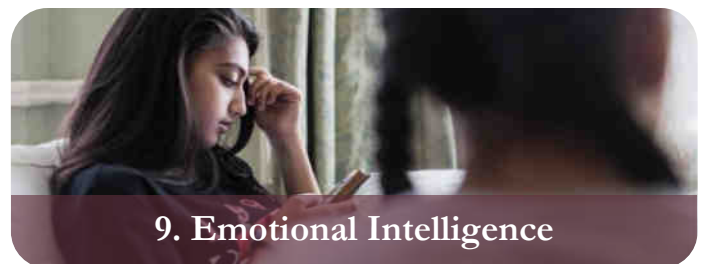
9. Emotional Intelligence

Internet, gadgets and urban mechanical lifestyles have reduced physical interactions with both humans and pets. People are more interested in texting on phones than talking to the person in front of them. This is causing an erosion of emotional quotient where genuine emotions are replaced by emojis. Lack of person-to-person interaction is leading to a lack of empathy for fellow beings, resulting in increased violence, deviant behaviour and depression.

A set of skills keep on changing, and students must be dynamic with the passage of time.

Cygnus World School, Gujarat

Kanchan Joshi
Principal

Guiding Principles for <u>Social-Emotional</u> Learning at Schools

▶ What is Social-Emotional Learning?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social-emotional learning (SEL) as:

"... the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

This is what all schools need to keep in mind while educating a child holistically. The emotional health of a child is a priority in today's world. If SEL is taken and adopted as the mission of a school, a multi-faceted approach will integrate the curriculum and culture of the school. This would result in multiple benefits such as:

» **Promotes a favourable school climate.**
» **Improves result leading to academic success.**
» **Enhances problem-solving and communication skills and management of emotions.**

Today, students in schools are from different social-economic backgrounds and cultures. Integrating them into schools can be a significant challenge. In children, the abilities to manage emotions, empathise with others and make well-thought-out decisions can be achieved with SEL in the curriculum. The five core competencies of SEL as per the CASEL framework are:

•**Self-awareness:** The capacity to reflect on one's own feelings, values, and behaviour.
•**Social awareness:** The ability to view situations from another perspective, respect the social and cultural norms of others, and celebrate diversity.
•**Relationship skills:** The ability to initiate and sustain positive connections with peers, teachers, families, and other groups.
•**Self-management:** The set of skills that includes self-motivation, goal-setting, personal organisation, self-discipline, impulse control, and the use of strategies for coping with stress.
•**Responsible decision-making:** The ability to make choices that consider the well-being of oneself and others.
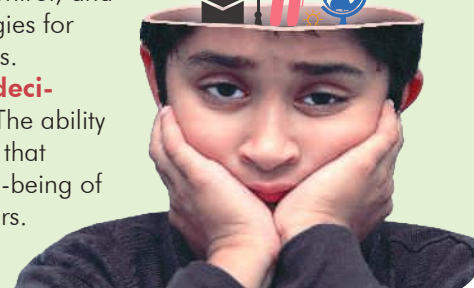
These competencies impact students, class environments, schools, homes, and communities. They foster a climate that is participatory and compassionate for learners. Since these skills are transferable, they help students accommodate different perspectives and work towards better solutions for upcoming challenges. SEL should not be relegated to a stand-alone curriculum. Let's see how to infuse it through the day.

Create a warm classroom culture.

Students learn best in their comfort zone. When they feel safe, cared for and respected, they do precisely what you want them to do. Provide children with leadership opportunities and show that you trust them. Plan activities where you can allow them to make their own decisions. Sometimes give them time-bound activities which are open-ended so that they spend their time pursuing their interests.

Identify opportunities.

Social and emotional skills come up all the time—at recess, in group work, and in all academic and co-scholastic classes. Identify opportunities to practice the skills with your students. As teachers, we should utilise all opportunities to develop these skills amongst students. When conflicts arise on the playground, the teacher can talk to the students about the importance of listening and collaboration.

On a regular basis, teachers can encourage students to ask questions when they do not understand something, to be unafraid to make mistakes, to explain their thinking, to listen to how other people think about a problem, and to be open to suggestions.

Focus on interpersonal relationships.

Meaningful relationships—both between students and adults and between students and other students—help improve attitudes and achievement. Teachers can plan as many group activities as possible so as to facilitate the formation of long-term relationships. Assigning mentors to students works wonders both ways. The child who is the mentor develops leadership skills and a sense of responsibility. The one who is mentored develops all the required skills in a positive company.

Commit to equity.

Provide equal opportunities for all students to build SEL skills. One simple idea is to display the work of each child on the wall of the class and not only the best one. This gives a sense of accomplishment to each and every child. In the process, each child learns to evaluate their work in comparison to others on their own, without the fear of being judged or labelled.

Make class rules and practice them daily.

Set classroom norms in collaboration with students. Once rules are framed, develop procedures to follow them and then rehearse the same. Ensure every day that everyone is following the rules. In case a child misbehaves, remind him/her about the rule and state that it is not the right choice rather than calling him/her a bad child. Have regular meetings about how those norms are working. Help students resolve conflict with one another; there is much more to be learned from conflict resolution than a suspension.

Broaden the definition of student success.

Student success in your classroom should not be restricted only to test scores. Children need to be counselled that these are not the only things that matter.

Focus on positives rather than negatives.

Teachers need to recognise and celebrate when students are persistent in facing challenges, when they are caring for their peers, and when they are good listeners. These skills should be highly appreciated in public so that others learn from the same. Actions should be appreciated so that others can emulate the same.

By emphasising on social-emotional development, students have a clearer idea of what to work towards and why it is crucial, enabling their development into well-rounded, civic-minded adults.

School leaders can act to support social-emotional learning

Adopt evidence-based social emotional learning programs	Give teachers professional development and coaching	Support social-emotional learning school wide	Build supportive school, district & state policies

Students who get social-emotional support have **10% less emotional distress.**

Lakshya International School, Madhya Pradesh

Neeta Das
Principal

Making SEL More Relevant to Teenagers

These days, teenagers are clueless about expressing their feelings, developing positive relationships, and maintaining a balanced student life. Our community, which is mainly driven by modernization and technology, has made teens so mechanical that they hardly consider the basics.

At home, at school and in society, children's social-emotional development is connected with better results. The growing cry of disorganised behaviour in especially teenagers is an outcome of imbalance in their social and emotional functioning. *Social and Emotional Skills* are hence, centrally connected to the holistic growth of teenagers. Both skills are necessary input for successful and rewarding interpersonal relationships. It comes as no surprise that as the thoughts, emotions, and identities of young student become complex, and so does their social and emotional behaviour. *Truth, Honesty, and Integrity* as emotional skills are some crucial skills that have become almost obsolete for students today.

However, developing these skills in students is as important as imparting education. Among all the attributes, honesty is one of the crucial virtues that one must have. Instilling such a virtue is essential for the young mass. Honesty does not come naturally; one has to realize as to why he/she must be honest. We, as responsible adults and teachers, need to take up this responsibility and help children shape their character.

As educators, we must also set behavioural expectations for our children. Often, children try to get away from trouble by telling lies. It is, therefore, the duty of the parents and teachers to make them understand that lies can save them for a while but they will land them in trouble in the long run. On the other hand, speaking the truth will give them the courage to face the problem and to come up with a solution to overcome it.

One of the most effective ways is to show your child what you expect and express your gratitude and happiness when they stand up for it. Honesty starts at home and thus parents, teachers, and even society serve as the key role models for children, from where they attain the primary moral education and values.

We live in an age where we find quick and easy solutions even if it involves some unethical practices. Admittedly, the original issues that lead to dishonesty are often complicated and multidimensional. Children are not born with integrity or with skills such as *honesty, honour, respect, authenticity, social responsibility, and courage*.

A school should not just involve students to learn, read and write; it should be a place where they develop the skills of getting along with their teachers and peers through good behaviour. It should be a place where students are taught the skills to interact with others politely. *Empathy,* one of the vital skills, is often missing in not only students but also adults. No one is willing to understand others' pain and feelings. We are so engrossed in our materialistic world that we do not want to understand others.

Teens must also learn to balance multiple relationships that compete for their time, energy, and attention. As educators, we must introduce them to proper greetings. We must teach them how their cordial and friendly greetings can put others at ease and develop a positive bonding with them.

We must teach our students about making proper eye contact while talking with others. Also, students should be advised to be *good listeners*. The more attentively they listen, the better they can analyze and come out with productive outputs.

Other skills such as developing *Humility, Belief in Self and Others, Faith, Love Understanding and Affection* for others are very much needed in today's youngsters.

As a Chief Mentor at Lakshya International School, I would earnestly urge all my colleagues to sincerely take the initiatives to develop these skills in students, which would bridge the gap and hone and polish their overall character.

Veena Gaur
Principal

Positive Parenting Skills

We all know that good parenting is a skill, and to master this skill, you need to constantly communicate effectively and efficiently with your children. While verbal communication is and has been the most effective way to connect, it has now been observed that more than verbal communication, it is the sensitivity to each other's feelings that helps create a stronger bond between the parents and the children. As a parent, you need to be more expressive and need to articulate your feelings, more often than being commanding.

Importance of Communication

Communicating with children is like reaping the bountiful harvest, which parents sowed years ago. Each child wants to be heard, recognised, and appreciated.

No matter what their age is, they want to be supported in all their decisions and forgiven easily for their mistakes. For a parent, meeting such expectations may not be easy at all times, especially when they have a crucial role to play in the child's decision-making ability and want to build a conscientious discretion power in them.

While in today's world, parents seem to be better equipped

with handling the psychological-emotional turmoil children go through, they don't always come up with the best possible solution for it. Parents need to be affirmative yet diplomatic. Communication with children has to be done in a dynamic way to develop a strong connection with them. Parents need to make themselves heard and should not force themselves.

Children feel a greater sense of belonging when parents regularly communicate with them. When parents communicate with children, they successfully create trust and loyalty towards them. The idea is not to sabotage their goals and ambitions but to motivate them to pursue them. Children evolve as mature individuals when parents show an increasing interest in their dreams and desires.

Sides of Communication

Every process has a methodology to it, and it is not surprising to know that for communication to be effective, it has to be done in a healthy manner. Like every coin has a flip side, a meaningless conversation too can have its repercussions.

Be Straightforward

Sometimes, it is not good to beat around the bush but to come straight to the point. Parents too can go through emotional turmoil when it comes to expressing their feelings. All you need to do is to be clear about what you communicate and how you communicate. An average parent fails to understand that not expressing can amount to not communicating.

Clarity of Purpose

Communicating does not always mean that you lay down a book of rules for your child. It is also imperative that parents communicate to nurture children to be better human beings. Parents should not argue with each other while conveying information to their children. There should always be clarity in communication.

On-going Communication

Children want to be heard. At times, communication can be done to create room for repose, reflection and recreation of the bond. You must develop a healthy habit to communicate frequently with your children and on various topics - be it trivial or insignificant.

Don't be an Authoritarian

As a parent, you tend to be too demanding with what a child is expected to do. Instead, you should act as a guide to help children weigh out things for themselves.

Don't Let Your Child Feel Cut-Off

No matter what the situation is, you should not make your child think that they cannot come back to you on certain topics; however, sensitive they may be.

> "Parents may differ, but good parenting does not. It is a skill which parents are required to acquire to help children develop skills essential to lead a successful life."

Fostering Essential Life Skills in Children	
Essential Life Skill for a Child	**How Parents Can Encourage It**
Effective Communication	Be an active listener and create a friendly, supportive atmosphere.
Perspective-Taking	Look beyond your viewpoints and try to understand your child's feelings, thoughts, and intentions.
Critical Thinking	Ask open-ended questions and let your child spend sufficient time to think and come up with critical responses.
Self-Reliant	Treat your child with respect and assign them age-appropriate responsibilities.
Behaviour Management	Praise your child when they behave well. When they misbehave, counsel them about why their conduct was wrong and give a warning.
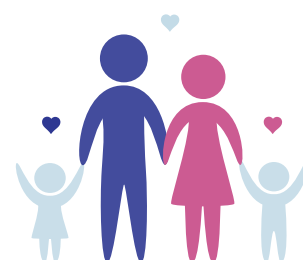
Chitkala Shanker
Admin-in-Charge, R&D Department

PROGRESSIVE SCHOOLS OF THE 21ST CENTURY

> *"A vision is a fixed destination, a fixed point towards which we focus all our efforts and strategy is the adaptable path to get us where we want to go". - Simon Sinek*

All educational institutions keep this quote in mind to work with student retention, to connect with parents and to maintain the reputation of the school.

What makes schools inspiring and progressive? It is the **TEACHERS** who are the face and the backbone of the institution. Teachers, parents, and students form the World Wide Web of progressive schools. Good education, coupled with discipline, is the basic building block of schools. The faculty - the teaching community willing to unlearn and relearn - can transform the community. We are in a digital world catering to digital natives who are technologically ahead of the facilitator in the classroom.

So to bridge the gap, the teachers need to update their knowledge and skills. They have to reskill, upskill and learn new skills. They need to observe the happenings in the arena of education keenly. In-house training, educational conferences, educational fairs, and subject-specific workshops by experts are mandatory agenda for the teacher of the new-age technology.

"Do not confine your children to your own learning, for they were born in another time." So true for 21st-century teachers. They need to act better, lead better with an open mind and positivity. The facilitators need to
question themselves
with Whys, Whos, Wheres, and Hows of the concept.

When a question arises in a teacher's mind, he/she can google and get the needed responses. The teacher needs to watch documentaries, read, read, and read to stimulate her neurons, to make connections in the neural synapses, restructure the brain to think neural synapses, restructure the brain to think beyond and out beyond and out of the box, and to cater to the modern-day teaching-learning process.

Who is a 21st-century teacher?

It is a teacher who can work hard with dedication, prepare, update, create, innovate, impart discipline, improve their critical thinking skills, come up with solutions and be hands-on in the classroom. Above all, she needs to evaluate herself based on subject-specific student assessments and become a reflective practitioner.

TEACHER + TECHNOLOGY = TRANSFORMATION OF CLASSROOMS OF TODAY
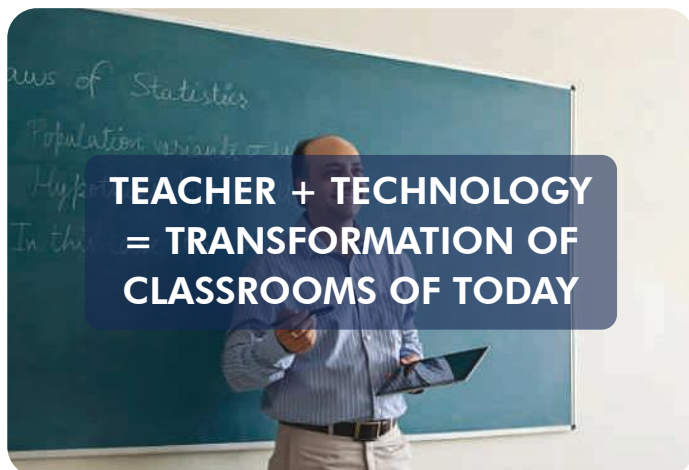
'Education is not the learning of facts but the training of the mind to think,"
Albert Einstein

Teachers need to inculcate critical thinking skills in learners. Education is inspiring someone's mind and not filling their head. *"I hear and I forget. I see and I remember. I do and I understand,"* stated *Confucius.*
Experiential learning, activity-based learning and blended learning must be incorporated to cater to the enhancement of skills of the 21st-century learners.

Parents are the **VOICE MAILBOXES** of the school. Institutions need to listen to feedback and suggestions of the parent community. Listening alone is not enough. Taking immediate action on the feedback is vital to a school's progress. When a solution is arrived at for every feedback/suggestion, it can make an impact turn around the functioning and thus the effectiveness of the school system.

Parents with specific skill set can be guest speakers on special days, conduct workshops and inspire children of the parent peer group. The three-way networking-**PARENT-TEACHER-STUDENT**-forms an **I-CLOUD** and builds up the positive image of the school. The sense of **BELONGINGNESS** of the three-way network is the key to the success of any institution.

The students of the school have a huge impact on the school. Students who have become experts in their chosen areas of expertise can address their juniors, guide them. The doors of the school must be ever open to welcome past students who will have a positive impact on their junior digital peers. Former students who have achieved by strengthening their specific strengths can be role models for their juniors.

Newspaper, Social media, Educational fairs and Conferences, Magazines, Global Networking, Exchange programme and Skype Sessions with schools on all sides of the globe are ways

institutions can project themselves.
To be known to the outside world, projection is essential for sharing of learning, to network, collaborate and to broaden one's horizon.

To conclude, once again, what is a school? A SCHOOL is:

S	Sincere Teaching Community
C	Committed Community
H	Heightened/ Highlighted Achievements of the Community
O	Organized planning and Execution of Goals
O	Orderliness in Functioning
L	Leaders with a Goal and a Vision

To conclude, we live in the digital era handling 21st-century learners. **SKILL BUILDING** is the key to success. If we strive to function with Capability, Commitment, Collaboration and Confidence - the 4 Cs institutions can reach the pinnacle of excellence.
Hold the vision and trust the path. Do not dwell in the past. Do not dream of the future. Train the mind to concentrate on the present moment.

DREAM INSTITUTIONS OF EXCELLENCE ARISE.

"If the school sends out children with a desire for knowledge and some idea of how to acquire and use it, it will have done its work."
- Richard Livingstone

Birla Open
Minds International
School, Telangana

Pratima Sinha
CEO
(DSR Education Society)

Intersecting Theatre and Autism

> " **"Drama offers a rich range of activities which can be applied in the service of developing spontaneity and a broader role repertoire in education."-Adam Blatner** "

I was very excited when I came across a wonderful theatre artist who had pursued a Diploma in Theatre as Alternate Therapy for Autism. I immediately introduced this therapy for Autism. I immediately introduced this therapy to the school's Special Education Department. It brought unbelievably positive changes in children who came on the autism spectrum and had communication and behaviour issues. I saw these children blooming, imbibing new skills at an amazing speed, and having the confidence to present themselves.

To share the practice with other special educators, we organize regular workshops to create awareness and spread the word about the *Alternate Therapy for Autism* among the Special Educators of Hyderabad Schools.

Before proceeding further, let's quickly understand about autism in children. Autism, a complex neurobehavioral condition, hampers a child's ability to interact socially. They have trouble understanding other people's thoughts and feelings and find it extremely hard to express themselves.

Children with autism are visual rather than auditory learners. Most of them react adversely to high decibel sounds and general noise and are more comfortable with adults than with peers. They are concrete thinkers and learn better when taught one-on-one.

Needs of children with autism

- A good communication system.
- A sound behaviour management plan.
- A well-structured everyday routine.
- Trained personnel who knows the child's functioning.

- Consistency in the manner all the caregivers "talk" to the child.
- A learning environment where the child can interact with children without autism.
- Daily routine should have some choice-making option for the child.
- Sensory integration therapy (by a trained occupational therapist)
- Auditory integration training
- Stress relief

I would like to share three case studies of students on the autistic spectrum learning through theatre practices.
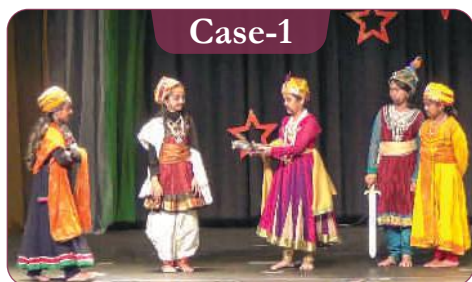
Case-1

A chapter of Social Studies of class 7 involved learning the lineage of Mughal Emperors. The special educator found it challenging to make children understand the chronology of the emperors and therefore sought the help of Drama. The chapter had clear reasons why one Emperor was dethroned by another and this was taken as the base for Drama.

Each child in the team was given a character and an action related to the characteristic of the emperor. They were made to take turns and present their character in order (this included taking names of their own character and the era they ruled). After 4 to 5 rehearsals, children not only remembered the order and the era of their own characters but also of their classmates'. This was done in July 2015 and my children still remember the chapter today after coming to class VIII.

Case-2

Mathematics is all about knowing the basics thoroughly. If the concept of number line is not understood correctly, the possibility of learning addition and subtraction becomes lean. Therefore for a class that was struggling with the number line, a theatre game of number line was devised. This special number line had a few properties kept – for example – towards the right side of 'Zero' there was 1 'pen', 2 'pencils', 3 'erasers' and so on kept. And on the left side of 'Zero' were kept photographs of 1 'Laptop', 2 'Phones' and so on.

Now, children were given the props in hand from the right side of the line. And when the teacher named them, they had to go and stand on the line, matching the props on the line. Children are told things that they have in hand, are represented in a '+' sign.

They were asked if they have a laptop in their hand when they answer in negative they are told that these objects and their numbers will be represented in '-'. So now it becomes easy to understand the basic concept of the number line. With 3 or 4 reruns of this game, it will become popular with the children. Now the teacher can build on this topic to even teach 'Carrying' the numbers from one side of the number line to another.

Case-3

Student 'K' (Name not spelt due to privacy reasons) from the spectrum is a 9-year-old, studying in a regular school stands on the mild autism scale as on June 2016. He experiences high auditory vibrations and therefore makes vocal sounds due to the discomfort. His first reaction to a jungle scene in the classroom was to fight the sounds made by the other participants imitating as animals, by producing vocal rhythmic sound patterns of his choice and close his years.

At this, a small variation was made in the skit and he was given an ear mask of a rabbit and his vocal sounds were merged with the sounds of other animals. He loved to run and hop and the character of Rabbit suited him. So after this change, K was never secluded in the act. He was happy doing what he wanted and still be part of the applause!

These are just a few examples of the success stories achieved through drama covered in a fun, Theatre Games, Story Telling, Mime, Improvisations, Role Plays and Rehearsed Responses.

Drama can help autistic children in:

1. Improving eye contact and communication.
2. Increasing attention span and facilitating learning.
3. Improving social skills through role-playing and group work.
4. Engaging the child/adult in pretend play and igniting their imagination.
5. Identifying the hidden talent through acting.

Drama offers a "rich range of activities" that can bring about a transformational education system. Students overcome their innate inhibitions and take part in creative interludes both within and without the classroom framework. Increased levels of confidence, improvement in self-esteem and positive behavioural changes coupled with improved academic participation/performance are observed. I have personally recorded the role of theatre in providing catalytic experiences for self-transformation.

Manish Purani
Director

Expanding the Horizons of
LEADERSHIP

> **If your actions inspire others to dream more, learn more, do more and become more, you are a leader. – John Quincy Adams**

Today, everywhere, everyone talks about leadership. Each institution or firm spends a lot of money on leadership training, so the need for it seems the most urgent. But is it possible that each one becomes a successful leader? When the matter is in the discussion, many arguments can be put, but in practice, very few are real leaders!

I believe a leader is the one who leads. In every sphere, there are role models. So, in today's age, the leadership of just one type is not at all effective. A leader must be a carrier of change. It is inevitable for the leadership to expand its horizon. Successful leadership is built on basic and self-evident principles that are timeless but need constant repetition.

Then what do leaders need to remember? Many things! But here is one – it is always showtime. A leader is leading people. You lead by example. And what that means is that 24/7 or at least the 18/6 when people are at work, you must understand that you are putting on a show. People dissect what you are wearing and who you are talking to and the way you present yourself and the kind of questions you ask, and so on. If you are a leader and if you are a boss, it is always showtime.

Today's age is the age of competition. The leader has to perform consistently with advancement each time. But one thing that remains constant in this highly volatile age is the relationship.

Whether it is in personal or professional life; even in devotional life, relationships matter. So, in my opinion, a leader has to expand his horizon to develop and maintain a relationship with all the stakeholders he/she is dealing with. This is great when it comes to managing a school.

Plato once said, "Be kind, for everyone you meet is fighting a great battle." The world is continually changing, but the one constant that drives organizational success is the power of connecting–connecting with colleagues, employees, and customers. That is what leaders were doing, are doing and will continue doing.

> **To be is to be related.
> -Jiddu Krishnamurthi**

Shri Ram Global School, Haryana
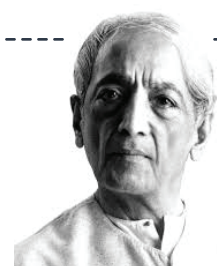
Ms. Prabha Gupta
Principal

Age of Digital Narcissism: Teens and Social Media

"You're obsessed with your own social media profile—and so is everyone else."
- Chloe Metzger

"I'm in love with myself!"- **most common thought amongst today's generation who have an endless desire for fame.**

The recent proliferation of TV programming for the tween audience is supported on the internet with advertising, fan clubs, and other online communities. These internet tools expand TV's potential influence on human development. Little is known about the kinds of values these shows portray. What's sad is that for some people, the vacation did not happen or the charitable work does not count unless it is on social media. It has to be uploaded, seen and liked to matter. Photo editing has become an open secret in the land of social media. Apps like Instagram and FaceTune have

made it so easy for us to change the way we look - through filters, retouching or a combination of both - that it is becoming harder to determine what's real and what's not. We'd also argue that these apps are enabling us to perpetuate a homogenized expression of beauty, as opposed to celebrating true individuality.

An example is a tween TV series, Hannah Montana. Hannah Montana, with a global audience of over 200 million, yielded 31,600,000 hits on Google and 727,000 videos. Every single teen has a passion for becoming a famous face like Hrithik Roshan, Shah Rukh Khan, Salman Khan, Deepika, Alia and many more. This list is endless, and so is the teens' madness.

"What used to be thought of as narcissistic, vain, and self-centred behaviour is now the guiding norm of society," says Elias Aboujaoude, M.D., clinical professor of psychiatry and behavioural sciences at Stanford University and author of Virtually You: The Dangerous Powers of the E-Personality. "We're living in an era where humans are putting forth these edited and inflated versions of their lives, this 'idealized self,' and then they are, quite literally, falling in love with themselves."

That's not to say we are all harboring a secret desire to take our Instagram profiles out on a hot date, but rather that we are obsessing over our online personas as if we were actually in love.

Even as we are inwardly judging others for posting unrealistic content, we are doing the same thing to varying degrees, curating an image of ourselves that we want people to see, while softening or omitting the stuff we would rather keep hidden.

Genuinely speaking, digital narcissism can be defined as "a self-promotional madness driven by our need to manufacture our fame to the world continually".

Self-esteem has been changed into Selfie-esteem

Teens say selfies give a confidence boost. They believe social media helps deepen friendships and equate their social media use with positive emotions—but this positivity is far from reality.

Teens post about a range of topics on social media, with posts about their accomplishments or family playing an especially prominent role. They are more likely to say social media makes them feel more included and confident rather than excluded or insecure. Selfies may be popular on social media, but around half of the teens say they rarely or never post these images.

Antidote to Narcissism: Authenticity

The privilege of a lifetime is to become who you truly are."- Carl Jung

I am not saying social media is evil, or that you should not try to make some money online. But do not lose your soul in the process. Invest in yourself and hone your craft. The cream always rises to the top. All the pop-ups, Facebook likes, photos with "thought leaders" and "social proof" will not make you a better painter or writer. Only dedicated, hard work will do that. If more people shunned the empty rhetoric of the internet and invested in their own artistic and personal growth, I think we would see the death spiral of digital narcissism. Maybe even a renaissance like a return to more profound, more meaningful art and personal expression. How cool would that be!

Be yourself. Love your family. Embrace your authenticity. Hone your craft. See the humanity in others.

Let us be ourselves.
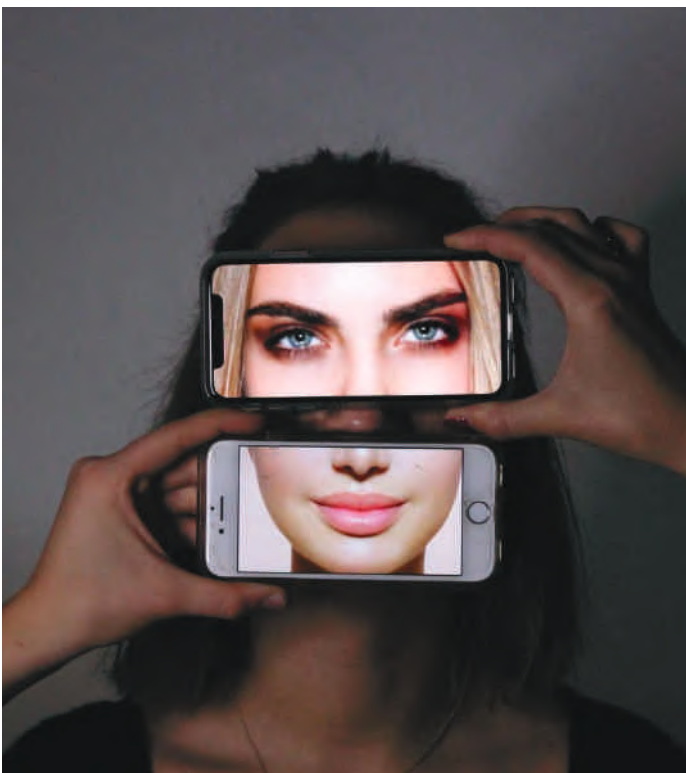
G.D Goenka Public School, Haryana

Shivani Sahni
Principal

Are
Academics
Alone Enough?

The world is changing at a rapid pace, becoming ultra-competitive hence, academics alone are not enough for children to achieve success. Innovative programs that provide a tailored curriculum and specialised learning environment will make the essence of the teaching-learning system.

Transformation of Education System in India is the need of the hour. Vocational training should be made part of school and college curricula to prepare students moving out with the desired skill set.

CBSE started with a brilliant concept of CCE (Continuous and Comprehensive Evaluation) a few years ago. However, it failed miserably due to lack of training of the teaching fraternity and its immature implementation.

The need to conceptualise ideas, imaginations, and concepts is much more than merely gaining knowledge and understanding. Today's requirements beyond academics are:

- Gaining life skills.
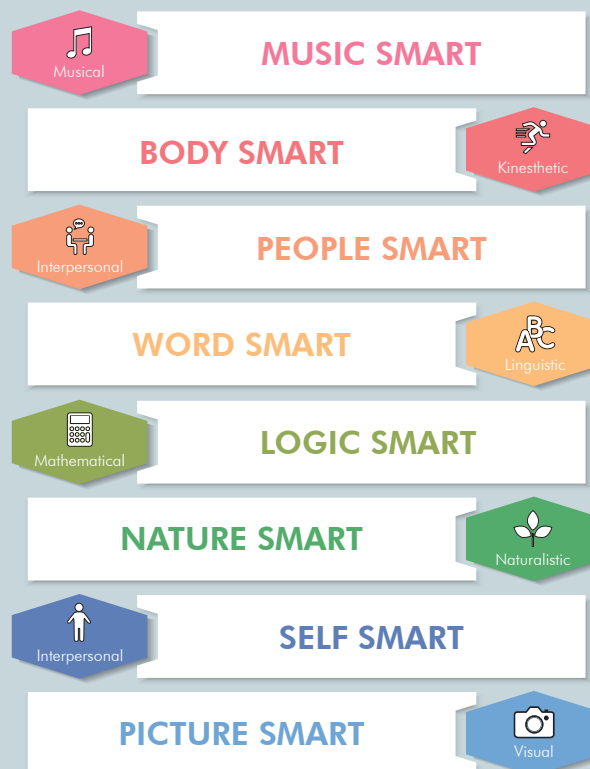- Sensitivity towards the environment.

Teachers need to be equipped to be facilitators eliciting responses from their students and building the concepts on students' previous knowledge rather than teaching or lecturing. A minimum level of learning must be ascertained before the students move up the grade. Educating through conventional methods have their positives; however, learning experientially has far more benefits.

Project-based learning offers the scope to *Observing, Experimenting, Questioning, Researching, Associating, Networking (Collaboration), instill the skills of Initiative taking, Leadership, Public speaking* etc. Here, the focus is laid on the process rather than the product.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Keeping in mind this famous quote by Benjamin Franklin, there is a need to extend a platform to teachers and students to perform and experience the process. Teachers need to be encouraged to be facilitators rather than teachers.

MULTIPLE INTELLIGENCES

- Musical — **MUSIC SMART**
- Kinesthetic — **BODY SMART**
- Interpersonal — **PEOPLE SMART**
- Linguistic — **WORD SMART**
- Mathematical — **LOGIC SMART**
- Naturalistic — **NATURE SMART**
- Interpersonal — **SELF SMART**
- Visual — **PICTURE SMART**

To be smart, strong, and happy, there is a need for 21st-century skills. The skills that teach a child beyond academics. Based on the research, ATC21S defined ten 21st Century skills into four broad categories which are grouped under Knowledge, Skills, Attitudes, Values and Ethics. It suggests the following:

1. Ways of Thinking

- Creativity and Innovation
- Critical thinking, Problem-solving, Decision-making
- Learning to learn/metacognition (knowledge about cognitive processes)

2. Tools for Working

- Information literacy
- Information and communication technology (ICT) literacy

3. Ways of Working

- Communication
- Collaboration (teamwork)

4. Ways of Living in the World

- Citizenship – local and global
- Life and Career
- Personal and social responsibility-including cultural awareness and competence

Equally essential are coping strategies to enhance innovation, leadership and wellness skills to enable children to manage the fast-paced, socially-connected modern world. Cultivation of positive mental habits like grit, gratitude and optimism must not be overlooked.

There is a paramount need to create a continuing consciousness among students, teachers, parents and other stakeholders about the utmost importance of protecting and preserving our environment. Emphasis must be laid on continuous improvement of environmental consciousness through appropriate classroom / school-wide activities etc. to address the Global concerns of environmental degradation.

There is a strong need to sensitise students to the reality that it is they who must take responsibility for their planet as they simply do not have any time to lose.

Including the 9 R's, Refuse, Reuse, Recycle, Reduce, Restructure, Reconnect with nature, Rethink on what went wrong, Repair, Remodel can bring solutions to the problem of environmental degradation.

Only together, we can achieve the goals we create to make the world of our dreams.

> **The end of all education, all training, should be man-making. The end aim of all training is to make the man grow.**
> **– Swami Vivekananda**

Taruna Kapoor
Principal

Student Suspension or Expulsion: Does It Help?

> "The children of the 21st century are the building blocks of our future. To train their minds is to train the minds of our coming generations. Gone are the days when it was enough to educate only one member of the family. Nowadays, an uneducated and untrained mind is considered as a disability. With the evolution of mankind, education for our children is now recognised as a necessity rather than a luxury."

But the question is, how do we train our children to stand the test of time and to contribute towards society? Should they be disciplined or taught with love and affection? Is it necessary to punish them, or should they be given multiple chances to prove themselves?

The answer to these questions cannot be given as a straight yes or no, as the answer depends on the type of mind which is in question. In this tough and competitive world, our children need to understand that life does not give us second chances, and once you fail, there is no re-exam in the real world. However, having said that, should this hard lesson be taught to our children at such a young age by following the disciplinarian system of education, or should we follow the liberal approach?

Childhood is equivalent to a seed. Children need the appropriate amount of nurturing and care from their teachers and parents to grow and become trees which will reap fruits in the future. Schools need to understand that by following one policy, they cannot decide how a child can be taught a lesson.

A student counsellor or advisor needs to cooperate with children to make school processes more pro-student than anti-student. Each child has to be dealt with differently, and therefore, the process of punishment should be different too. Schools in coordination with student counsellors and advisors need to bring in diverse methods such as mediation, counselling, talk sessions, psychiatric sessions and other interactive sessions to help the child and their parents understand the problem, its cause and the possible solution. Disciplining the child by always using disciplinarian and strict tactics will reap no benefits and will make him/her rebellious. A chastised mind is equivalent to clipping a bird's wings and restricting its ability to fly.

Our education system should be modernised to incorporate systematic redressal processes, where the school, the child and the parent are active participants. Suspension and expulsion should be considered as the last steps of this process. The government should clearly state the rules under which a student can be expelled and the circumstances that should surround the same. In the absence of these circumstances, schools should not be authorised to expel the student.

Further, the student counsellor in the school shall be made an independent body to carry out the student disciplinarian practices, and the said person shall be answerable to no one.

Moreover, we must create more options to teach our children the difference between right and wrong and to make them use their minds as a tool. We have to give our children an opportunity and the space to think. We should not freeze their minds by scolding or embarrassing them. The outside world is already a tough place; we need to give our children a beautiful childhood to help them be ready for the outside world.

The government, with the help of school administrators, should create a systematic process to make schools more student-intensive. Schools should not be made jails for children where they dread going.

Further, suspension should be the last step which should be taken against the child and expulsion should be exercised only in the rarest of the rare cases. Schools should work to help the mind of the child grow and should not be a tool to torture the child. Therefore, to answer the question, neither suspension nor expulsion helps but only produces a scared mind which is a rebel, receding the growth and development of a child.

"Positive school climates not only minimise unnecessary suspensions and expulsions but also reduce disorder in the classroom and bolster learning."
- Arne Duncan

Manav Rachna Group, Delhi NCR

Dr. Rashmi Agrawal
Professor

Making Classroom a More
Introvert-Friendly Space

In traditional classrooms, we have often seen and feel for introverts—those who prefer to work alone and gain strength from their own thoughts and ideas. Today's classrooms, i.e. the modern classrooms have been transformed by using innovative models of collaborative learning, a lot of teamwork and discussions with and about the people.

Introverts are those that enjoy solitude and feel drained by social interaction. They are not shy or necessarily social awkward. Finding energy in quiet and solitude, introverts are often left unsupported in the hustle and bustle of the school day. So how can educators take steps to care for their introverted students, young and old? Every classroom has some introvert students who gain understanding from their own thoughts and ideas. By providing a more introvert-friendly space in classrooms, the energy and thought process of these students can be increased manifold. Few ideas to share from my experience are:

1) Sometimes, it is good to reframe the seating arrange-ments of the students. One example is to provide a corner seat along with some fresh plant for giving room for thought generation.

2) A teacher can create an opportunity for a student for independent learning while designing his/her lesson plan. An introvert may perform best by giving his/her written response.

3) There is no correlation between students' propensity for verbal participation and grades. Hence a teacher should weigh this while making decisions during instructional and evaluative methodology.

4) Reframe the way teachers discuss working alone or spending time alone. Rather than automatically labelling it "anti-social," talk with students about how creative achievers often experience breakthroughs, generate new ideas and get more work done when retreating to solitude.

5) Introverts are generally good listeners. When people talk to them, they know they are being heard. It's a very appealing quality in a person. An educator can constructively utilize this quality.

6) The response to an incorrect answer should be even motivating and encouraging as the introvert, and shy students feel immoral due to their highly sensitive nature.

7) Introverted children need time to process their thoughts and emotions before they speak. A slight shift in how teachers seek class input can help. When teachers pose a question but give kids a certain amount of time to consider the question before raising their hands to speak, kids learn to think first. This also offers introverted kids a chance to collect their thoughts and join the classroom conversation.

8) The last but not the least important point for a teacher is to avoid the "typecasting" in a classroom.

I will sum with a great saying *"Being an introvert is great. Being an extrovert is great. The key is authenticity. Authenticity is the daily practice of letting go of who we think we're supposed to be and embracing who we are."* We need to pay that respect to our students too, by embracing them as they are.

"Many childrens are like dandalions, able to thrive in just about any environment. But others (like the highly sensitive) are more like orchids: they wilt easily, but under the right conditions can grow strong and magnificient." -Susan Cain, Quite

Neelu Goswami
Principal

EMPOWERING
SCHOOL LEADERS

"Only when educators are empowered, can the nation have a young generation equipped with skills and aptitude to work towards building a strong, enlightened and empowered society."

Empowerment, leadership, and collaboration are crucial for headteachers, schools, and local authorities to maximise their potential in the coming years. Educators are increasingly being pushed into new roles as their ability to connect online opens up new opportunities. They are finding avenues for their professional development, sharing lesson plans, and teaching tips with colleagues around the world, and have become ambassadors to the public on new approaches to teaching and learning.

Easy access to information has empowered many educators to think and teach differently, but often, those innovations remain isolated inside classrooms. Without a school leader who trusts his or her teachers, it is challenging to convert pockets of innovation into a school culture of empowered teachers. One way of building that kind of integrated school culture is through decentralisation of leadership. The head of the institution empowers teachers and staff to run crucial aspects of a school, such as admissions, professional devel-

opment, and the mentoring of new teachers.

The leader's job is to listen to and include different viewpoints in a school's vision statement and supervise every decision. Through flexibility and distributed leadership, staff can work together to improve the teaching practices that help them reach those big goals.

Good leaders are out in the hallways and classrooms, staying connected to the real work in schools. Strong leaders try not to say "no" to ideas from teachers, but rather push them to refine their ideas until they are actionable.

Empowerment of leaders requires three key areas to be focused upon:

1	Taking the lead in learning and teaching.
2	Empowering the learning community.
3	Ensuring the best use of each of the school's resources.

There is growing consensus among educationists regarding the idea of learning from one another and showing an inclination towards creating an environment to network, build skills, and develop teaching practices.

At the centre of this change is the development of teacher's efficiency and professional voice; and ensuring that professional leadership and reflective practice are a key motivation for all education-related strategies and decisions.

An empowered system will grow stronger and more confident when we work in partnership to achieve it. Through collaboration, everyone should feel far more invested in the education system. To ensure all of our children and young people get the best from their education, effective partnership between local authorities, schools, parents, and children should be given priority.

Decentralised leadership creates a community of people with a shared vision and motivates them to work hard towards common goals. When teachers feel valued and trusted, they are more likely to trust and empower their students who will not only learn to trust their capabilities but also deliver optimum results.

Empowering leaders, through positive emotional support, boosts confidence and motivation among subordinates as they set out to accomplish their individual and organisational goals. It is essential for principals to understand leadership as a process, to develop human relations skills, and to promote joint action for bringing improvement and effectiveness. There is thus, a dire need for school leaders to be professionally prepared for their roles as school heads, and to continually enhance their skills, attributes, and competencies through structured continuing professional development (CPD) programmes.

Educational leadership and management should be seen as a process where the development of educational leaders and the achievement of organisational goals are synchronised. Principals need to acquire and improve necessary competencies to lead and manage their schools efficiently.

If they are adequately prepared for their leadership roles, they can significantly help the school achieve its educational goals. This can be achieved by exposing principals to structured CPD programmes, based on needs analysis.

Innovative leadership development programmes prepare the principals of the 21st century to apply creative approaches to address the broader responsibilities and to use core technologies to achieve intended outcomes.

Participating in structured CPD programmes enable school heads to make autonomous decisions, adapt teaching programmes to local needs, promote teamwork among teachers, and engage in teacher monitoring, evaluation and professional development. Schools leaders should be encouraged to strengthen professional learning communities within schools and engage with those who need to change their practices.

> "
> **A good leader is always looking to improve the school and takes responsibility for its successes and failures.**
> **-Derrick Meador**
> "

Raising Good Citizens

"We must remember that intelligence is not enough. Intelligence plus character - that is the goal of true education." — Dr Martin Luther King

As educators and parents, we want children to become good human beings. We want them to be thoughtful, resilient, respectful, and virtuous. We want them to revere the founding principles and ideals of our country. In a nutshell, we want them to be responsible citizens with strong character.

Cultivating good qualities and values in a preschooler is as vital as teaching them to read and write. Studies indicate that children who receive holistic education tend to excel in schools. They grow up to be ethical individuals who are adept at making the right decisions and positive contributions to society.

On the contrary, children who do not acquire values and skills are susceptible to destructive behaviour. They may drop out of school or maybe involved with violence, drug abuse, and even teenage pregnancy. Therefore, children must foster proper values and skills to lead good lives.

Let us look at essential life skills and values, as well as some practical ways, to turn your kids into good, wholesome citizens. This particular article is aimed at the 2–7 age group.

▶ 1. Self-Discipline

Turning off the television to finish homework, brushing teeth twice a day, and cleaning up after playing are examples of self-discipline. Self-discipline involves persistence, keeping promises and fulfilling long-term commitments. It also includes monitoring and controlling their own emotions like envy and anger. It is a fundamental of several other qualities of character.

Allow your young ones to develop self-discipline by making responsible choices. Parents and teachers should talk to kids about setting attainable goals. For instance, today's modern schools use preschool management systems like **Entab's CampusKidz**, which notify parents and students of assignments and events well in advance. Help kids divide big tasks into simple small tasks and show them how they can be easily accomplished step by step. Encourage kids to prepare checklists and schedules for finishing school activities.

▶ 2. Motor Skills

Imperative for a child to be independent, motor skills are actions that involve the coordination of muscles for movement. A child's motor skills should be on par with other students in order to succeed in school sports and projects. These skills are classified into:

• Fine motor skills
Smaller, more precise movements like turning pages, brushing teeth, and tasting food with lips and tongue. These skills control dexterity and lay the foundation for academic learning.

• Gross motor skills
Larger movements like getting out of bed, climbing down the stairs, and jumping on a trampoline. Mainly responsible for coordination, these skills allow your child to carry out routine tasks.

A child must have a firm grip on the pencil for neater handwriting. Hence, at the age of 3, refining motor skills and hand-eye coordination is more useful for the child than intellectual activities like memorising alphabets and numbers.

To improve fine motor skills, preschoolers can learn to use a pair of safety scissors and practice cutting various shapes under the supervision of a teacher. Other activities such as pasting things onto paper, building a tower of 8-10 blocks and solving puzzles with 6 or more pieces can help children master fine motor skills.

Teachers can allocate kids easy homework exercises by using **CampusKidz**, India's most preferred preschool management system. This will enhance their fine motor skills even when they are at home.

TRAINING   SKILLS   KNOWLEDGE   COMMUNINY
• ABILITY   • INFORMATION   • EXPERIENCE

3. Resource Management

Want your child to learn a life skill that can make or break their future? Teach them resource management. Apart from education, the judicious use of resources, especially money, is a requisite for your child's secure life. A sensible spender knows the importance of money management, avoids indulgences, responsibly handles debts, and effectively invests for future goals.

When it comes to teaching about money, it is recommended to start as early as possible. When kids are in preschool, have conversations with about how money works. Ask children to manage and save their pocket money to buy a game or a snack for themselves. This will help them understand the value of saving towards a goal.

4. Time Management

How do we set children up for success that will last forever? By empowering them with an indispensable asset, i.e. time management. Establishing the significance of managing time in a child's mind is as crucial as teaching them how to tell time.

Children develop not only good study habits but also grooming habits and grow up to be well-rounded individuals. Begin with involving preschoolers in simple, time-bound chores such as putting back their toys and completing their homework. **CampusKidz** is an excellent tool to teach your little ones the importance of time. Kids can view activities, homework, and submission dates assigned by their school teacher. Let the young ones chalk out their own plans and set deadlines. Hold them accountable for finishing the task by the set deadline. This will stimulate the habit of setting reachable goals.

5. Good Judgement

More often than not, it is difficult for children to recognise the difference between being brave and being foolhardy. They try to justify by making excuses for their reckless or selfish behaviour. As educators and parents, we need to instil in them the need to introspect and to make sound judgements about right or wrong and good or bad.

If you ingrain values like righteousness, courage, and leadership, your infants will be able to see the flaws in their reasoning and reach the right conclusion about what to do. To inculcate a sense of judgement, parents and teachers need to work very closely.

For instance, preschool management software **CampusKidz Digital Parent Diary** bridges the communication gap between parents and the school. Teachers can instantly send a remark about a child's behaviour. The remark could either be positive like the child has won a competition, or it could be about indiscipline in the classroom. On getting positive feedback from the teacher, parents should appreciate the child. However, on receiving a negative remark, parents should not reprimand them. Instead, explain to them why their action was wrong and what can be done to amend it.

Children learn from our actions, our words, and how we conduct ourselves in our daily lives. They do not imbibe values and skills merely by being instructed about them. The best way to teach them is by upholding those values and setting examples such as showing them our concern for sufferers, standing up for someone being bullied, being virtuous and courageous while making difficult decisions or saying a simple **"Thank You."**

Deploying **VR** and **AR** in Today's Classrooms

Virtual yet real – these two adjectives sound polar opposites, but they have revolutionised the way students learn nowadays. Education technology and ICT-based learning have changed the dynamics of classroom teaching, as it has become more interactive and experiential. Different technologies in education have elevated the level in which students grasp a concept. Virtual reality (VR) and augmented reality (AR) are a few of them.

As a kid, most of us must have thought of going and catching a glimpse of the amazing Northern Lights or for that matter, understand the scientific phenomena behind it. What if we can get the same experience and knowledge about it right here, right now, without having to travel all the way to Norway. Yes! This is very much possible with the help of virtual reality, which helps create a virtual environment, offering a realistic feel of being in the actual environment.

Immersive Experience Through VR

Imagine yourself sitting in a classroom, and the teacher explaining the laws of friction. It can be difficult for you to grasp the concept without any visuals. By deploying virtual reality, you can easily understand abstract concepts. For instance, without travelling to the Sydney Opera House in Australia, you can have a 360-degree view of one of the most famous performing arts venues.

Virtual reality gives a very engaging experience, and when rightly used in education, it can help in increasing the attention span of students. It is a three-dimensional world where a user can manipulate and explore while feeling as if he were in that world. In a virtual reality environment, a learner experiences complete immersion with the feeling of being inside and a part of that world and all sensory organs are utilised. The 360-degree view makes the graphics more compelling and caters to better understanding.

Enhanced Experience Through AR

Augmented reality adds on to another dimension of learning as it allows us to augment any object in space, explore and interact with it. AR can be used in classrooms to change the way students interact with the real world.

AR replaces printed textbooks, bulky models, and paper charts, offering portable and less expensive learning materials. No special equipment is required. As a result, education becomes more accessible.

AR in the education sector in India has recently come into existence, yet it has begun to show its possible future potentialities. A preschool curriculum can have augmented books and worksheets having graphics superimposed on them to provide a superb visual experience.

Froggipedia, the iPad App of the Year across the world, is an augmented reality app that lets a user enlarge a frog in any ground plane and explore its different parts, allowing the user to dissect the amphibian virtually.

There is an AR app for books where conceptual images can be mapped with the interactive models/activities and videos. The app initialises the augmentation when the camera of the device scans the image in the book. The 3D model gets augmented on top of the textbook, where the user can interact and have real-time experience, making learning interactive, fun and effortless.

Blend Digital Content with Classroom Teaching

Digital content empowers teachers. The right blend of digital content in the lesson plans ensures holistic teaching. The teaching-learning process had become student-centric. The use of technology always improves the engagement and retention level of the learners. When students can simulate the environment, they learn by doing.

Why do you need VR & AR in education?

VR/AR is better than old-school lessons

Technologies become affordable

Use it in practice

> **"Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event."**
> **–Heidi Hayes Jacobs**

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- Yearly Staff Training
- Parent Support Helpdesk

- Communication Portals
- 3 ERP Versions
- Mobile Apps
- Microsoft Technology
- Website Development