



Parijñāna Patrikā

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Dear Teachers



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Amrita Oval: Why coding & should girls be promoted to learn coding.

Reports by the World Economic Forum says that 65% of children entering primary school today will ultimately end up walking in completely new job types due to the growth of software industries and drastic technological changes everywhere. Before the Industrial Revolution, only 10% of schools taught mathematics. Currently, technology is so booming that it has been incorporated into the curriculum. Coding gives students logical skills as well as analytical skills that will enable students to learn through their mistakes.

We live in a new modern technological era, where it will be possible to control the devices with a chipset, through Artificial Intelligence. Instead of focusing on gadgets, children should



VIJI VINAYAKA
Principal,
Stratford Public School,
Karunagapalli



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spend their time analysing how they can develop these skills. In China, children are exposed to coding before they even enter into a play group. This will help them develop more analytical skills to be able to look into things from a different perspective and dimensions.

Online classes have improved teaching and learning, and this can help children, especially girls who are better decision makers, to improve their analytical knowledge and develop products. With the advent of the internet and technology, a lot of learning equipment is readily available and anything to learn in coding or programming is available at our fingertips.

Technology is definitely the word of this century. Today, in order to call yourself a literate person, you have to be aware of technology. But in schools, the majority of the admissions for computer or robotics programmes are still boys. Girls are less confident than boys in their ability to learn computer science and do not expect to have a career in engineering or computing. They seem to internalise stereotypes that computer science and coding are for boys. Another reason for this might be the lack of the right role models. Schools should break all stereotypes and bring girls back into STEM education to prevent their

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**LET'S DEBATE
THIS OUT!**

tendency to move away from technology without making it part of their profession. Girls have to be told the many benefits of coding, like job opportunities, a non-existent pay gap between genders, the leisure of choosing their workplace and time of work. Girls who have learned coding and in STEM careers earn 35% more than their counterparts with non-STEM jobs and 40% of men with non-STEM jobs.

Girls have to be made aware of many instances of creative empathy. During the pandemic, everyone wanted to own pets and when they had to go back to their workplaces, they didn't know what to do. Most pets were left on the streets. To address this problem, a girl developed a chip that could be fit into these pets and they could be taken to shelter homes. The ability to understand how others experience the world and factor in their feelings when coding and such positive role models will surely inspire girls.

The expert panel for this discussion consisted of Ms Viji Vinayaka, Principal of Stratford Public School, Karunagapalli and Ms Thara Krishnan, Principal of Bharathiya Vidya Bhavan, Kozhikode.

About Amrita Oval

This is an informative knowledge discussion platform by Amrita Vishwa Vidyapeetham for Principals, MDs and School Owners. It focuses on currently trending topics and domains and comprises 90 minutes long interactive sessions moderated by Amrita experts discussing the pros and cons of the central theme handpicked by educators.

My School My Pride: How I bagged the drama personality of the year award

My School My Pride recognises youngsters who have excelled in areas other than academics with the guidance and support of their school mentors. The September episode focused on the achievements of Adharsh S Menon, a class 7 student from Chinmaya Vidyalyaya, Vaduthala, Kochi. He was joined by his mentor, Ms Deepa Palat, his English teacher and mentor. Adharsh won the Drama Personality of the year (Best Actor award) in the National Drama Competition conducted by the prestigious Helen O'Grady International, Mumbai. He competed with participants from all over India and was adjudged by an eminent international jury.

The contest was held in 2021, when the pandemic was at its peak. From a very young age, Adharsh has been passionate about acting. Apart from watching movies, he has been a keen observer of how people express their emotions. When he expressed his interest in participating in the competition, he was wholeheartedly supported by his teacher and his school. In the first round of the competition, Adharsh spoke about the mosquito menace, the one thing that affects everyone from huts to high-rises in India. His wonderful suggestions to combat this helped him to get chosen as the best speaker in the category for students between 10 years and 12 years at the national level and in the final round he enacted a monologue from Shakespeare's Merchant of Venice .The judges were so overwhelmed by his performance that he was selected as the best actor in his category from around 70 to 80 participants from all over the country.

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During the session, Ms Deepa enlightened us about the Chinmaya Vision Programme, where children are the focal point. The programme also embraces the school management, teachers and parents, through whom the light of this vision spreads to society, country and the world. The integrated development of the child includes physical, mental, intellectual and spiritual development, giving importance to nature, patriotism, universal outlook and Indian culture. The Chinmaya Vidyalaya and its philosophy undoubtedly played a major role in shaping the young boy.

It is always a privilege to be able to interact with young minds, and shape their minds, Ms Deepa added. Children should know that if they are very sincere in whatever they do, they should not worry about results. As teachers, we should make them understand that there's no need to be depressed at all, because if God closes one door, he opens another for you. With a positive attitude, we have to tell the children that when you participate in competitions, if there is a failure, remember that when you lose, you can take that as an opportunity to win again, where as the person who has won will be complacent and may think that winning is easy . But for a loser, he will know that he has to try to reach the end of the race and will try to be better. The students need to understand this simple truth in life. And every competition can be looked at with that positive attitude and as an opportunity to make a change. Mentors have to reiterate that no matter what, our children should stay grounded and together we can plan what is to be done next. The Bhagavad-Gita asks everyone to stay grounded; if the feet are firmly on the

ground, then there will be a launching pad from where we can jump higher. And most importantly, whatever happens in life, "keep smiling" as the Chinmaya Vidyalaya motto says.



Adharsh S Menon

Class 7 Student
Chinmaya Vidyalaya,
Vaduthala, Kochi



MENTOR

Deepa Palat

Teacher & Educator
Chinmaya Vidyalaya
Vaduthala, Kochi

My School.My Pride.

Amrita Vishwa Vidyapeetham is here with a unique platform for student achievers - an exciting series that would give focus on students who have achieved exceptionally well in something beyond studies and their school mentors. A student stands out as an achiever when he or she wins distinction in academics or in any area of extracurricular activities like music, art, painting, sketching, graphic designing, debates, audio-visual flicks, team performances in sports or performing arts like dance and theatre. It could also be team leadership in clubs or social services. Students' evolution into achievers includes their volunteering, aptitude identification, motivation, goal-setting, leadership, critical-thinking, problem solving and persistence. There will be no restriction as to the grade of students. Any young achiever can be highlighted in the session.

My School My Pride

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Educators' Corner

"Technology is a useful servant but a dangerous master." – Christian Lous Lange



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Technology can be said to be basically application of information for the building and development of devices and equipment that can be used in a lot of different ways.

Today, technology is now a very integral part of the day-to-day life for each and every one of us. Even though technology has gone a very long way in making life more convenient for every one of us, technology has also brought along a variety of negative effects that we cannot overlook.

What is technology?

We live in a world driven by technology — hardly anyone would argue with you if you said this. Technology, literally meaning the “science of

craft”, refers to the collection of techniques, skills, methods, and processes used to produce goods or services or for accomplishing objectives such as scientific investigation. Technology can be embedded in machines enabling them to be used by people even without a detailed knowledge of their inner workings.

Technological growth is closely linked to the expansion of scientific research and knowledge. In the last 50 years, thanks to the exponential increase in computing power and microchip design and manufacture, there has been unprecedented innovation and technological growth in nearly every field of human endeavour from health and transport to industrial production and education.

Technology in Daily Life:

It is automotive technology that drives today's electric and hybrid cars, and which will drive tomorrow's driverless cars, hover-taxis and space cabs.

It is technology that drives the ubiquitous mobile phones that you will now find in the hands of even the poorest of the world's poor. It is technology that creates hybrid seeds that resist inhospitable climatic conditions and difficult terrain, giving high yields in shorter times.

It is advancing medical technology that makes remote surgery, minimally invasive surgery and life-saving cures using stem cell transplants. Technology puts space crafts on asteroids and distant planets and lets us see new worlds. Technology splits atoms, revealing their secrets, and gives us ways to exploit them to create energy, quantum storage for data, and virtual reality games.



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For Students, Teachers and Parents

Technological growth: good or bad?

There are people who strongly oppose technology and claim that it spells the death of 'humanity', and that we are approaching the day when machines will rule everything. They refer to fans of technology as 'techies' or sometimes 'geeks'. On the other hand, proponents of technology call these people Luddites, a derogatory name for someone who is opposed to industrialisation, automation, computerisation and new technologies in general.

Is this true? Is technology really a curse disguised as a blessing? Many believe that the convergence of biotechnology and AI might be the most consequential development of all.

When Technologies Converge:

In the last five decades, two areas in particular have grown faster than the rest, powered by research and advances in computing power. One is artificial intelligence, or AI; the other is biotechnology. Huge benefits have emerged from each of them for human beings in general, such as self-driving cars — which will dramatically reduce the death rate from road accidents — and robotic surgery, which enables precise, highly efficient and targeted surgical interventions.

Yet, visionaries like Yuval Noah Harari, author of the best-selling *Homo sapiens* and *Deus*, are now warning that the convergence of biotechnology and AI will irreversibly and unpredictably change both the quality of human life and its challenges in the next few decades. A good example of this is the facial recognition technology that is now present in all photo management programs. The AI in the software is

capable of not only spotting the faces in every photograph but also recognising the person by name.

This technology has now expanded so that photo apps can recognise cats, dogs, beaches, mountains and cars too. Computers with AI are already correctly identifying human emotions through observing facial expressions and body movements. Some robots are able to mimic human emotions. This is called effective computing, sometimes called artificial emotional intelligence, and refers to the study and development of systems and devices that can recognise, interpret, process, and simulate human effects.

How could this be a negative?

When Computers become Human-Like:

The ability to read human emotions is just a step away from predicting human emotions. For example, if a computer attached to a video camera could identify which products a consumer is showing greater interest in or which ones he is really keen to buy, various tactics could be used to influence her to buy it.

Activists worry that computers that can understand and anticipate human wishes and desires by scanning their irises and analysing their micro-expressions could also be programmed to exploit and manipulate them.

Another very real fear is that humanoid computers with human-like skin, speech, and expressions could jeopardise and dehumanise relationship and create emotional vacuums.

Machines that do Human Jobs:

An enduring fear of Luddites has always been that computers will rob humans of their livelihood by taking their jobs and doing them

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more efficiently at lower cost. However, in reality the exact opposite has happened. As computerised machines began taking over mechanical and repetitive human activities, new jobs for people opened up that needs thinking and analytical skills and judgement, or human interpersonal skills. A good example is the worldwide proliferation of call centres.

When drones were invented many feared that pilots would soon be redundant. However, few people know that it takes almost 30 people to fly one military drone, and an additional 50 people to analyze and make sense of the data being streamed back by the drone.

The US army suffers from a serious shortage of trained, high quality drone pilots; anyone who masters this skill will have a job. But a social scientist warns that in 10 years, it is certain that computers will be flying that drone and humans will be redundant. Equally sure is that some brand new skill requirement will have opened up with advancing technology, calling for new talents.

How Technology will Change Careers:

In the 20th century, a young man was supposed to choose a skill, vocation or profession, master it through education and practice, and then earn a living from it till he or she retired. However, the fast-changing nature of technology is making skills obsolete at a higher rate than ever before. To survive, tomorrow young man must keep re-inventing himself and updating his skills continuously. Life could be difficult if every new skill has a shelf life of only a decade or so. Or perhaps one could look at it the other way — and say that changing technology will keep human beings on their toes throughout their life.

Conclusion:

Technology is the result of human inventiveness. It reflects our evolutionary heritage. We are neither strong like gorillas or tigers, nor fast like cheetahs and hawks, but our brains and thinking powers have given us the greatest edge of any species on the planet. Technology is a result.

Technology is either inherently good or bad; it is how we use it that makes it so. The splitting of a hydrogen atom is technology at work. As history has shown us, technology can equally be used to make a nuclear bomb that kills millions — or generate electricity that lights up a million homes.

“The purpose of technology is not to confuse the brain but to serve the body.”

William S. Burroughs

Career For Freshers

Getting an opportunity to start a career is not like just getting a job. It's like getting a new lease on life in the industry atmosphere. For almost 15 to 16 years, an individual might have enjoyed his life as a student which is appreciated by the parents and teachers, or encouraged by his friends and kin. But in industry, none can help him, as he has to prove his individual caliber, because, now he is treated as an adult in society. Hence the first career makes a student or individual an adult to run his life and support others.

WHAT ARE THE BASIC REQUIREMENTS TO GET A CAREER?

A student should have a basic 4 components called Attitude, Aptitude, Soft skills, and Knowledge.

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ATTITUDE:

Attitude determines Altitude, as usually said by society. But Attitude is a basic requirement for any individual to grow in life. The right attitude fetches the right Job, on time. Attitude for a fresher is inborn, and of course- it can be moulded to an extent, that he should have respect towards other individuals, and work cultures, seeing all job profiles as equal opportunities to grow. No job is lesser or no job is higher when he is starting his career. Applying for a suitable job and accepting the profile once selected while performing in the job is an attitude.

APTITUDE:

Aptitude is an acquired skill in present-life situations, which includes, Mathematics, arithmetic, decision-making, Logical decisions, conclusions for problems, Problem-solving etc. Unlike attitude, Aptitude can be practised and acquired. Aptitude needs precision in work, and intention to solve problems. Aptitude is of various types and methods available. Aptitude requires determination and out-of-the-box thinking.

SOFT SKILLS

This is a mandatory skill not only for the employee, fresher or experienced, but we need the soft skills for daily life, even those who work indirect, official work which does not have access to other humans. Soft skill includes body language, dressing sense, Behavioral gestures, and all walks of speech. Soft skill is the icing on the cake, as the cake is your Attitude and Aptitude Knowledge, and Icing sugar is the Soft skill, where most people like the icing decoration of the Cake. Especially body language and

gesture behaviour are very important to human-to-human interactions, either in person or through virtual or voice communications.

KNOWLEDGE:

Here, knowledge means subjective knowledge and application knowledge. Few of our freshers are good at subjective knowledge related to the bookish subject which they have studied. But when the application comes, the knowledge should prompt them to apply it on the application, where the knowledge performs its role. If knowledge is not performed into action it's like just having known about a car, but not being in a position to drive it, even for self-purpose. Action with knowledge develops wisdom, which can be gained through practice, Observation and application of the knowledge. Risks are always associated with the practice of knowledge, which motivates one to come across challenges.

The above said are very basic points, which can be pondered, to the extent where each topic above, can be expanded with examples for each situation. Situation and reaction to the situation determine maturity, which is a soft skill, that differentiates one person from another. While fresher who get their job should be humble and interested to face challenge and learn for a better future. A combination of the above AASK would determine the individual's growth in Career and personal life. We can discuss elaborately on the same to a larger extent.

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Expert Talk



Curated by

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Behaviours That Help Leaders Manage A Crisis



The roles and responsibilities of leaders have dramatically changed in the past few months. Before COVID-19, leaders in high-growth institutions were focused on fostering innovation, driving revenue, and gaining market presence. Today, many of those same leaders must make rapid decisions about controlling costs and maintaining order. They may encounter unforeseen roadblocks — supply and material issues, team shortages, and operational challenges — that drastically alter the scope of their roles and priorities.

All the while, they and their teams are navigating health and safety concerns, working remotely, and supporting their families. Those in charge will be tested in areas where they have not fully developed their leadership muscles, and the

learning curve will be steep. To move forward in a crisis, leaders need to cultivate some behaviours in themselves and their teams. They must decide with speed over precision, adapt boldly, reliably deliver, and engage for impact.



Behaviour 1: Decide with speed over precision.

The situation is changing by the day — even by the hour. The best leaders quickly process available information, rapidly determine what matters most, and make decisions with conviction. During a crisis, cognitive overload looms; information is incomplete, interests and priorities may clash, and emotions and anxieties run high. Analysis paralysis can easily result, exacerbated by the natural tendency of matrixed institutions to build consensus.

Leaders must break through the inertia to keep the organisation trained on system/ work continuity today while increasing the odds of mid to long-term success by focusing on the few things that matter most. A simple, scalable framework for rapid decision-making is critical.

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- 1. Define priorities.** Identify and communicate the three to five most important ones. Early in the crisis, those might include employee safety and care, financial liquidity, stakeholder (Parents/ Guardians/ Students) care, and operational continuity. Document the issues identified, ensure that leadership is fully aligned with them, and make course corrections as events unfold.
- 2. Make smart trade-offs.** What conflicts might arise among the priorities you have outlined? Between the urgent and the important? Between survival today and success tomorrow? Instead of thinking about all possibilities, the **best leaders use their priorities as a scoring mechanism to force 3.**
- 3. Name the decision makers.** Establish who owns what. Empower the front line to make decisions where possible, and clearly state what needs to be escalated, by when, and to whom. The default should be to push decisions downward, not up.
- 4. Embrace action,** and don't punish mistakes. Missteps will happen, but research indicates that **failing to act is much worse.**

Behaviour 2: Adapt boldly.

Strong leaders get ahead of changing circumstances. They seek input and information from diverse sources, are not afraid to admit what they don't know, and bring in outside expertise when needed.

- 1. Decide what not to do.** Put a hold on large initiatives and expenses, and ruthlessly prioritise. Publicise our "what not to do" choices.
- 2. Throw out yesterday's playbook.** The actions that previously drove results may no longer be relevant. The best leaders adjust quickly and develop new plans of attack.
- 3. Strengthen (or build) direct connections to the front line.** In triage situations, it's crucial to have an accurate, current picture of what is happening on the ground. One way is to create a network of local leaders and influencers who can speak with deep knowledge about the impact of the crisis and the sentiments of parents, teachers, students and the management. Technology can bring the parties together.
- 4. Seek different perspectives.** The successful crisis leader seeks out individuals who have a different perspective on an issue. They include individuals with whom they may not agree and whose advice may be contrary to that of their closest advisers. Effective leaders extend their antennae across all the ecosystems in which they operate.

Behaviour 3: Reliably deliver.

The best leaders take personal ownership in a crisis, even though many challenges and factors lie outside their control. They align team focus, establish new metrics to monitor performance, and create a culture of accountability.



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- 1. Stay alert to and aligned on a daily dashboard of priorities.** Leaders should succinctly document their top five priorities (on half a page or less) and ensure that those above them are in accord. Review performance against those items frequently — if not daily, perhaps weekly — and make sure that leaders share this information with direct reports. Review and update your “hit list” at the end of each day or week.
- 2. Set KPIs and other metrics to measure performance.** Choose three to five metrics that matter most for the week, and have leaders regularly report back on each.
- 3. Calm, courageous and positive.** They feel a sense of urgency and remain even tempered. They recognize that an organisation, a country or the world is watching them and know that how they present themselves will provide non verbal signals to the audience. They will deliver bad news when they need to and do it in a way that avoids panic and provides a realistic level of hope for the future. Above all, they are courageous enough to make decisions they believe to be the right ones, regardless of whether they are the more popular ones.
- 4. Keep mind and body in fighting shape.** To reliably deliver, leaders must maintain their equanimity even when others are losing their heads. Establish a routine of self-care: a healthy diet, exercise, meditation, or whatever works best for you. Stock up on energy, emotional reserves, and coping mechanisms.

Behaviour 4: Engage for impact.

In times of crisis, no job is more important than taking care of our team. Effective leaders are understanding of their team’s circumstances and distractions, but they find ways to engage and motivate, clearly and thoroughly communicating important new goals and information.

Leaders need to reiterate new priorities frequently to ensure continued alignment in this time of constant and stressful change.

- 1. Connect with individual team members.** Reach out daily for a “pulse check” with least five; block out time on the calendar to do this. Relate on a personal level first, and then focus on work.
- 2. Dig deep to engage our teams.** When communication breaks down and leaders act without team input, as can more easily happen when work is remote, they get sub-par results. Good leaders are able to see the big picture. They can see all of the moving parts and understand what is cause and what is effect. They can **dig deep into detail without being mired in it** and quickly develop a very detailed knowledge of the issues. This ability further enhances their capacity to view the problem realistically.
- 3. Collaboration.** The best leaders know they can’t do everything themselves. They understand, however, that a long-term solution requires the input and involvement of many stakeholders. They identify those individuals and work together towards a

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solution that most support and most can live with.

4. Ensure a **focus on both customers and employees.**

a. To support customers: Reach out, but first do no harm. Track and document intel across your customer base. To strengthen relationships and build trust, keep the focus off yourself and explore how you can truly help your customers.

b. To support employees: Lead with empathy and a focus on safety and health. Compassion goes a long way during turbulent times. Find ways to lend material aid to frontline employees who cannot work remotely.

5. **Collect and amplify positive messages**—successes, acts of kindness, obstacles that have been overcome. Many companies are tied to a noble purpose. Whatever your purpose, celebrate your daily (often unsung) heroes. Simply staying productive in these times is heroic.

Guest Teachers' Corner

Vocational Courses: Here's Why Studying These Skill Based Subjects Is Desired For The Overall Development of Society and Country

The National Education Policy 2020 is progressive in multiple ways. The reformative framework introduced during the pandemic peak has undoubtedly set the tone for a major revamp how academics must be perceived subsequently in India. NEP proposed various reforms that would change the course of Indian education over the following decades. While chalking out a route for the academicians, teachers, and students from all age groups, the policy insisted on incorporating vocational training into mainstream education.

In a country where professional courses like engineering, medicine, chartered accountancy, and graduating in computer science are looked up to in awe, encouraging students and parents to embrace vocational courses is going to be a Herculean task.

One may wonder how vocational training would benefit the most-aspiring generation of this century. Let us ensure that all these strategies are not only farsighted but would also ensure holistic growth of our country through generating employment and stimulating faster economic growth. But how?

Before we delve deep into the details, let us understand what vocational courses are.

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What is A Vocational Course?

Vocational courses are defined as skilled craft or trade, which can either be technical or artistic but generate employment opportunities or help the individual set up a small-scale industry. Vocational education is often taken up parallel with higher education or after schooling.

How Popular Are Vocational Courses in India?

Vocational education in India is imparted at two levels: Vocational education (theory) and practical training. Unfortunately, the data released by various government agencies and NGOs are quite deterring.

According to the 12th Five-Year plan for 2012-2017, less than 5% of Indian youth aged between 19 to 24 received formal vocational education, while an abysmal 2% of the workforce between ages 15-19 received formal training in these courses. National Sample Survey Office data further states that 24% of students from rural areas joined Industrial Training Institutes (it is), while only 8.3% from the urban regions enrolled in these institutes. Overall, only 15.3% of the total population is registered in vocational training institutes for formal training.

Why Is NEP Insistent on Introducing Vocational Training In Schools?

There are quite a few reasons why which are being right perceived by the think-tank behind NEP and are aimed at the following targets:

To overcome the hierarchy associated with white collar jobs and prevent society from looking down upon vocational education.

Integrating vocational courses with regular academics makes it possible to achieve social inclusivity and gender equality.

Skills in vocational courses encourage youngsters to develop their start-ups and become entrepreneurs.

Last but not least, there is a significant gap between demand and supply for various products and services. An adequate workforce tackling the same would solve the issue and change social mindsets.

What Is The Road Ahead?

The NEP aims to integrate vocational courses into mainstream courses in a phased manner over the next decade.

NEP aims to generate at least 50% learners by 2025, with significant exposure to these courses in higher education. Each child should learn at least one vocational course during school hours. The NEP document ensured 'no hard separation' between vocational and regular academics. Children from preschool to Grade 12 will have all the flexibility to choose their subjects.

The concept of 10 bagless days in a year will be utilized for introducing vocational courses of their choice, and students from classes 6 to 8 get to do a fun course for hands-on training.

Schools are expected to set up skill labs or can also allow other educational institutions to use the facility.

NEP's Vocational Courses Policy In A Nutshell:

The National Education Policy 2020 proposed revolutionary changes in introducing and integrating vocational courses into mainstream academics. This aims to improve the quality of vocational jobs, generate employment, and encourage youngsters to take up entrepreneurship, thus boosting the country's economic growth. The policy hopes to reach at



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least 50% of the target by 2025 by creating awareness about these courses by allowing students to enjoy the flexibility of choosing their courses. This entire initiative will eliminate the social stigma associated with blue-collar jobs and appreciate societal inclusivity and gender equality.

Field Trip: Get, Set and Go On A Study Tour With Your Students To Experience Learning Outside Classrooms

Think field trip. Think fun, lots of learning, and outstanding bonds! Field trips are not a new concept, they have always been an integral part of teaching, but it picked up steam in recent years. While we agree that taking students of an entire class or classes for a tour requires meticulous planning, the ultimate benefits prove that it is worth the effort!

According to emerging trends in modern pedagogy and various studies, student group tours open new perspectives and encourage children and teachers. These trips not only let the participants have great memorable times but trigger logical thinking for solving various problems. If planned and executed well, field trips leave an indelible, positive mark on a child's life and improve their cognitive skills even after growing up!

The Cool Benefits of Group Tours:

Triggers Critical Thinking:

The science of imparting knowledge, especially to younger kids, has transformed in many ways, and it is focused on encouraging students to

master problem-solving, develop communication skills, and successfully execute tasks in the real world. However, let us agree that these mammoth endeavours cannot be accomplished in the classroom environment. The teachers should be innovative by introducing the curriculum through school trips, group discussions, and hands-on projects. School trips are tried-tested formulas for overall development and witnessing the desired results.

Introduces Global View:

Study tours often bring great experiences – be it cultural or economical and make the children understand the ground realities. When experienced first-hand, these trips not only give a newer perspective about the society, learn languages, cultures, and the living conditions of the people but also make them accountable for their actions.

Out of Comfort Zone:

Staying in a comfort zone can negatively affect a person's growth, be it personal or professional. Facing real-life situations boosts confidence and induces feel-good positivity in a child. These experiences prepare the child to try new things, figure out solutions for problems, make them creative and be non-judgemental.

Fun With Curriculum:

Study tours are a great way to introduce classroom material. Visiting museums, landmarks of historical significance, factories, and public places provide students with an opportunity to decipher and experience the situations and living conditions besides developing great empathy. A deeper

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understanding of history, how things are made, civil society, and on-the-ground realities make them better human beings.

Stronger Bonds:

Field trips are a time to learn and unwind at the same time. Spending quality time with students in a productive manner outside the classroom environment lays the pathway for solid rapport. Fun and meaningful interactions motivate students and make them appreciate teachers' efforts.

Places To Visit During Field Trips:

Wondering where to go for a study trip? Here's the list you can choose from for the field trips. Please browse through the facilities in and around your city, make a list, and put it on the calendar.

Museums – Art/Science/Historic

Aquariums

Factories

Theatres

Botanical Gardens

Planetarium

Zoo

Farmlands

Tribal Areas

Architectural wonders

Travel opens up new vistas for learning beyond the classroom. Field trips from school are genuinely magical as they encourage students to explore a wider world and experience exciting hands-on events while transitioning from the unknown to a life of understanding values. The group outings create a sense of complete joy and contentment.

Our students often visit museums, media houses, factories, historical sites, dams, river banks, and wildlife sanctuaries. We took our children to interact with students and faculty from Harvard Business School, MIT in the USA, Kobe University of Technology, Japan, Nottingham University in Malaysia and the UK, National University of Singapore, and University of Cambridge, UK.

I should say that these trips inspired them to perform better, discover their true potential, and also understand that sky is the limit and success comes with hard work!



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