adhyaapanam

SIES Institute of Comprehensive Education
RISE WITH EDUCATION

VOLUME-V | ISSUE-2 | E-NEWSLETTER OF SIES INSTITUTE OF COMPREHENSIVE EDUCATION

Learners of 2030

From the director's desk

Dear Readers,

Greetings from SIES Institute of Comprehensive Education.

When it rains, look for rainbows; when it is dark, look for stars said Oscar Wilde. The Pandemic has taught us not one or two but so many learnings for a lifetime. When we started out in the preparation of this issue, the lockdown had commenced leaving many of us completely perturbed and unsure of our future. As days turned out into months, one of the greatest embracing that happened was with technology for each and every one of us.

This issue focusses on the "Learners of 2030" and we never realised that it was going to be so topical when we planned the theme for this issue of our e-newsletter Adhyaapanam. Our contributors for this issue are esteemed and established individuals in the field of education. Dr. ReetaSonawat's article stresses clearly on the mastery of technology as a key characteristic for the learner of 2030. Dr. Gayathri Deepak has weaved in varied perspectives that link the future of education in a beautiful manner. It is incomplete to envisage a learner in 2030 without envisaging the teacher of 2030. This aspect is brought up very well by Ms. Parveen Shaikh in her article. Learning by doing rather empowering oneself by experiential learning is reiterated by a young international doctoral student Ms. Gauri Desai.

Life has changed for all of us, especially for those in the field of education. What we require is not mere positivity and hope but also adept teacher preparation, spirit of scientific enquiry, technological embracement and research-based approaches. This will help us to prepare our future learners who are going to be far from what we could possibly imagine. The impetus to a great start has been triggered by the New Policy on Education like the icing on the cake. To lose patience is to lose the battle said the Mahatma. Every obstacle brings in some good and each one of us is testimony to this.

Stay home, stay safe and happy reading,
We hope you enjoy reading this as much as we enjoyed making this for you.

Warm regards,

Vidhya Satish PhD
Director

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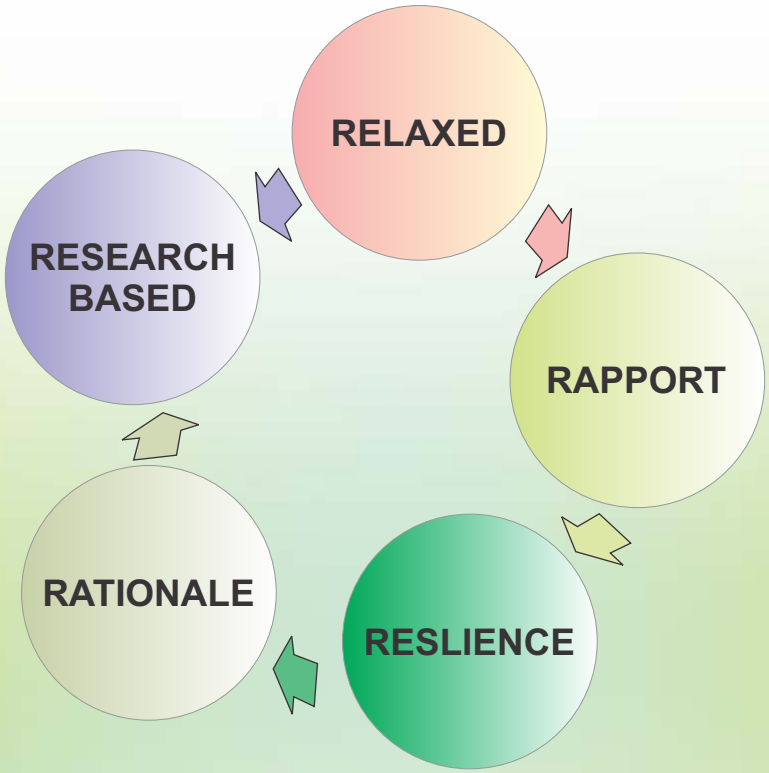
Ms. Rashmi Pradhan, Advisor, SIES-ICE, Nerul

Learning never stops.....

Education is the most powerful weapon which you can use to change the world - Nelson Mandela.

At SIES Institute of Comprehensive Education, we truly believe in the above quote, and it is our endeavour to help our students build their resilience and emerge stronger even when the entire world is in turmoil.

The Covid-19 lockdown redraws our concept of classroom teaching and educating the millennial learners. Hybrid learning is the need of the hour. Informal teaching, connecting to students on their level and the technology that interests them is extremely important. Millennials seek purpose and practicality hence the knowledge and information need to be validated and research based.



The teacher and students are coming to terms with the changes while adapting and accelerating to the new teaching – learning processes. Despite these unprecedented times we are collaborating with all stakeholders and continuously providing quality education to our students. We at SIES express much gratitude to all those who have supported us in this ongoing journey.

-Dr. Reeta Sonawat
Director, Early Childhood Education,
Ampersand Group (VIBGYOR group of Schools), Mumbai

Learners of 2030

The future of education will be technology based. Learners need to develop competencies related to technology. As most of the developmental and learning needs match up well with the appropriate use of technology in the classroom, especially exploration, manipulation of symbolic representation, using alternative learning styles and adjusting learning modalities that a child can control and pace to meet their academic needs. Technology also clearly has lot of potential for young children and children with varied disabilities. To understand the uttermost importance of technology, we should consider some of the genetic biases of the human brain. For 99 percent of the time we have been on the planet, we lived in small hunter-gatherer groups of about 40 to 50 people. Our brains developed specialized capabilities for cognitive development, social affiliation, communication and various kinds of symbolic representation.

As per Vygotsky's theory our cultures evolved through social interactions, oral tradition, initially without written language. The development of written language changed the way human beings developed, in large part by influencing brain development and expressed new brain-mediated capabilities that had previously been un-expressed. Technology is doing the same things today. The brain clearly could not have genetics specific for the use of a joystick. Nor could the brain have genetics specific for continuous attention to a two-dimensional moving image such as those in the television. Yet external symbolic representation such as the written word, visual images on television, and complex three-dimensional videography are all sensed, processed, stored, and acted on by the human brain. Because the brain literally changes in response to experiences, these "new" (from a historical perspective) experiences (the written word or television) cause changes in brain development, brain organization, and brain function that were never expressed hundreds of generations ago.

The problem with this is that many of the modern technologies are very passive. Because of this they do not provide children with the quality and quantity of crucial emotional, social, cognitive, or physical experiences they require when they are young. The developing child requires the right combination of these experiences at the right times during development in order to develop optimally. This cannot happen if the child is sitting for hours passively watching television.

Experts believe that technology is developmentally appropriate for children over three years old. Children this age are concrete learners who are interested in using newly acquired symbolic representation—speaking, writing, drawing and numbers—in a variety of new, creative ways. Furthermore, children at the age of 1 year to 8 years are extremely active with technology specially with mobile. They often have difficulty sitting still; they need constant change in learning modalities; and they need physical experiences involving dance, physical play, climbing, and sports. According to Jean Piaget in the Preoperational stage, children are also continuing their mastery of language and exploring various facets of social behavior. Technology will be part of the learning landscape of the future. Those who master these skills will be the learners of 2030.

-Dr. Gayathri Deepak
Director, Chetana

Re-thinking Future Ready Schools

As in many other sectors and dimensions of human life and human enterprise, the Covid -19 pandemic is bound to usher in many changes in the space of school education. In the light of the inevitable cascading and sweeping impacts this is likely to leave through this decade, it is difficult to make predictions of what challenges students, educators and school managements are likely to face in the next decade, beginning 2030. However, it certainly calls for a re-think of the directions that school education must take. Dimensions of teaching learning processes will evolve once the major thrust areas are identified.

Education in the 2020s must certainly prepare our future citizens of the world to expect the unexpected, and face challenges cooperatively and with collective fortitude. Radical changes in education to make it not just economically viable, but also relevant to the real world, would include:

A. Physical changes in the location and working of educational institutions
B. Changes in pedagogy and curriculum

Physical changes in the location and working of educational institutions

Much is being said about digital learning and e-learning platforms. The thrust of the previous years and in current times on the use of technology in learning, is no doubt helping us to cope with this major global crisis. But this is hardly enough to face future challenges. We are just beginning to scratch the surface of a major shift in the domain of school and higher education.

Schooling or higher education is not as much for learning the three Rs and getting a University degree that makes you job ready, as much as it is for healthy socio-emotional development and enabling one to evolve into a caring and contributing member of the world. Day to day interactions with peers and adults leading to a cumulative growth in socio-emotional learning are a vital constituent of any space where individuals gather for a collective educational experience. Therefore, digital learning can never replace schools or colleges of higher learning totally. Having said that, the many environmental challenges we will continue to face, coupled with further growth in the use of technology in education in this decade are likely to also pave the way for many changes in the physical spaces of learning.

- Neighbourhood schools or schools within housing communities will become a necessity, reducing the need for young children to commute long distances.
- For Secondary Schools and institutions of Tertiary Education, week boarding or full boarding in facilities on the outskirts of urban areas would have to be mandated, to provide the much-needed physical space and facilities for students of this age group as well as to save the environmental impact of running buses.
- Staggered working weeks for such educational institutions that mandate week boarding could be implemented, on a week on/week off basis. With increased use of technology in learning, this would be very easy to implement.

- For existing schools and colleges within urban areas, the school week could be split as work from home days and school attendance days, which could be just twice or thrice a week, depending on the age group.
- Class sizes will become much smaller and will also necessitate increase in staffing and staggered timings.

Changes in pedagogy and curriculum

A multi-pronged effort towards a broad based, liberal and humanistic education is needed. While use of technology will inevitably grow in leaps and bounds, with an even greater glut of information, and bombardment of the senses with newer applications and versions of multimedia platforms, emphasis must necessarily shift towards a balanced education that is as much for the heart as for the brain. While education in the last three decades focused on the 4Cs of Communication, Critical Thinking, Collaboration and Creativity, the new Mantra in Education will be **Fostering Sustainable Living**. Above all, there is a trigger now towards shifting education to encompass a deep understanding of the myth of supremacy of human beings and the reality of the frailty of human race vis a vis the strength in oneness of all life on this planet. It is now time to shift towards fostering **"MUCH"** - Mindfulness, Understanding, Conscious Consumerism and 'Heartfulness' right from early schooling years to University education. Some pedagogically relevant changes that this major shift in focus in the space of education would precipitate as we hurtle through a chaotic beginning of the new decade:

- Learning by experimenting, doing and collaborating in the real world, and community-based outreach projects should be made essential to even complete schooling in order to make every student a contributing, responsible and mindful citizen.
- Phenomena-based or trans- disciplinary learning, inclusion, and mixed age classes would need to become the norm rather than the exception in schools if we are to make education relevant to the real world.
- Equity in education can be ensured by encouraging peer to peer teaching across schools which cater to different socio-economic strata. This would certainly also encourage developing empathy and a greater understanding of the needs and problems of the real world.
- All schools must include time to work with one's hands with natural materials to cultivate life skills and creativity. The importance of working with clay, wood or fabric can never be overemphasised. Neural connections built during such periods of creative and concentrated work help to quieten the mind apart from building a sense of reverence for the bounties of nature that even makes human creativity possible.
- Mindfulness towards fellow creatures and the environment would make subjects like Environmental Education / Ecology mandatory. Schools and Universities which can afford the space could make courses in areas like organic farming mandatory.
- Courses in Economics and Business Studies would need to be introduced at Middle School level itself. A connect between educational institutions and industry would have to be strongly established, and a stage-wise curriculum laid out right from school to University level if we are to encourage innovation, enterprise and entrepreneurship.
- Focus on research-based learning, critical thinking, skills of mature communication must continue to be fostered. Simultaneously, to stimulate development of finer and refined emotions, study of Literature, Humanities and Arts have to be made mandatory throughout schooling and Undergraduate courses, even when opting for STEM courses. In other words, while it is being practised to a certain extent in India, a greater shift towards Liberal Education has to be expedited and become mandatory.

All these call for sweeping and urgent policy level changes and much educating of the masses to understand and accept these shifts in education, which will have pervasive, qualitative impacts on every aspect of our preparedness for the next decade.

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-Ms. Parveen Shaikh
Principal -The Somaiya School

Reimagine Learning

(Disclaimer: This is an opinion piece written by a very optimistic educator, who wishes what she has written comes true)

As the world struggles to control the impact of Covid and save lives, it has surprisingly and unintentionally given rise to the biggest revolution in the education system. It is interesting to see that the forced lockdown of all educational institutes has sparked a rare creativity in the educators and brought about the much-needed paradigm shift in everyone's thinking. Just a month back, it was nearly impossible to believe that millions of students across the world can learn, sitting in the comfort of their homes, rendering existence of physical schools redundant. The most reluctant teacher has jumped onto the bandwagon of online teaching and is enjoying ride. The schools are shut but the learning continues.

Technology has claimed it's much deserved place in teaching and learning as an enabler. I must say the forthcoming decade looks promising for educators and learners. Remote learning, blended learning and personalized learning is here to stay. Having said that, change and uncertainty will also be a regular feature of our lives in the days to come. This calls for a systematic and serious pedagogical shift by educators and learners. The student of today and tomorrow will need to be equipped with 'What matters", besides the subject knowledge and expertise.

Social Emotional Learning will need to take centre stage across grades. Growth mindsets, ability to handle anxieties and uncertainties, strengthening the grit and tenacity will help them navigate through both academic and personal lives. The curriculum for wellbeing will have to be thoughtfully crafted and implemented.

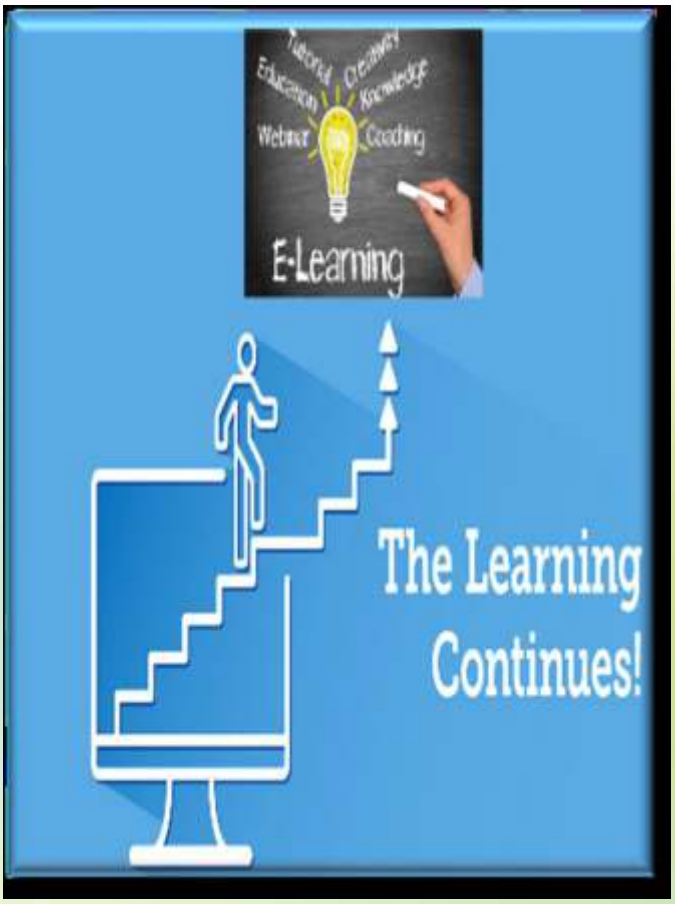
Moving ahead, the educational decisions will need to be based on real-time data. Educational institutes and teachers will have to use technology and AI to understand their student profiles and help them optimize the curriculum. Data driven and need based teaching-learning will overtake the rigid bookish curriculum. Project based, inquiry based and personalized learning will pave the way.

The learning will also have to be more competency and skill based. "The McKinsey Global Institute (MGI) estimates that, globally, about half the work people are paid to do today could be automated by existing technology by 2030, and up to 375 million people may need to switch occupational categories between now and then" .(2018). The increasing mismatch and gap in the available jobs and the talent and skills needs to be urgently filled. Schools are a good place to begin doing so.

Young people are most technology savvy and the predicted change in the educational landscape will lead to a diverse learner profile. The student of 2030 will have access to a fluid and flexible learning experience.

They will be reading, writing and engaging in activities while on the go. Their school will be in their palm or pockets. Collaborative learning will be the key. Students will collaborate beyond boundaries and social media platforms.

How do we prepare for this exciting unfolding of the futuristic learning scenario? The most important piece of the Jigsaw, the Education Colleges. They have to catch up with the rapidly changing educational sector which will largely be driven by technological changes and student demands and needs. The education colleges will have to be the torch bearers in driving this change and begin training the teachers of today for the students of tomorrow.



-Ms. Gauri Desai
Doctoral student

Covid-19 Pandemic -An architect of the new revolution in teaching profession

"As we look ahead into the next century, leaders will be those who empower others" – Bill Gates
Among other things, the COVID-19 pandemic has heavily challenged effective leadership. When we speak of leadership in unprecedented crises, rarely do we speak of pedagogy. Why so? Is it because we see teaching as simply academic discourse? As both a teacher and a student, I lean towards the answer being an affirmative YES. However, we must reinvent the wheel when we approach education post this crisis because leadership in education will be the architect of the "new normal".

It has been 8 weeks since we first received our stay-at-home order here in Indiana, USA, as part of the COVID-19 lockdown. Every morning, I sit back and recall teaching my last class before a mid-term break here at Indiana University, bidding adieu to the happy faces of my students eagerly looking forward to a week on the beaches of Florida or forests of Sequoia. I too, as a student and teacher, looked forward to a few days of no grading or teaching, fewer emails, no assignments, and lots of research. Three days later, the health crises worsened, and most plans were cancelled. The rest of the semester would now be taught virtually. As a teacher, I had to make new plans that now included recording lectures to post for students online, re-working the syllabus to make course material more accessible, and evaluations less burdensome. As a doctoral student, I had to adjust to attending live online classes, abiding by altered assignment due-dates, and constantly striving to remain motivated to deliver sound research work. My own experiences as a student highlighted for me the need to change my approach to teaching.

I realized that simply disseminating information and setting up regular evaluations online was not enough. Being available to answer questions was not enough. Making assignments less vexatious was not enough. I had to somehow bring in the flavours of in-person teaching virtually. I had to be more than just a teacher, in the sense of the word as it is used today. Could I be a friend? Could I be someone they wanted to pour their heart out to on days they needed it the most? As a student, would I like my teacher to be all these things? Absolutely! As an educator, I see myself engaging in these practices now and in the future because a crisis highlights fault lines, and not attempting to plaster these fault lines will be to our disadvantage. As a student, I aim to equip myself for long term transitions to virtual learning and leveraging this new system to my benefit.

As we enter a new decade in a way unseen before, teaching and education will inevitably include online mode of instruction which will bring its challenges like the ones we currently face. To overcome these challenges, we need to shift the focus of education from producing high achievers to producing empowered individuals. Empowerment will need to be viewed as an essential commodity without which survival is at risk. As educators, we need to empower students to make well-informed decisions and have a well-informed opinion, empower them to express without apprehension and question us frequently. As a student, I already see this happening but with leaps and bounds to go. These leaps and bounds if made will transform education into the interactive system it should be. With inevitable crises arising again, such an interactive system can be leveraged to overcome challenges like a disconnect in the student-teacher relationship and ineffectiveness of online instruction. If we do not rise to these challenges, the impact on the future may be adverse. For example, can we positively say that those being laid off due to the current crisis are equipped by our education system to innovate and create opportunities for themselves? Will they be able to adapt to the new virtual work-structure

with ease? How might this impact their efficiency, zeal and rigor?

While interactive education systems will be the need of the hour, the dynamics of these interactions may change. Innovations like Artificial Intelligence are increasing our reliance on technology to carry out tasks previously completed by human beings. By 2030, we may see in-class instruction being carried out by robots. While I like the idea of reducing occupational stress on teachers and increasing efficiency, I can't help but wonder how human interaction may be irreplaceable. Will robots be able to fuel passionate discussion as teachers do? Will they display empathy and compassion, responding to students' concerns both academic and otherwise in a heartfelt manner?

Further, while virtual learning may take center-stage, I also hope we can foster learning via experience – syllabi can be geared toward contributing to society and nature. For example, physics lessons on concepts like mechanical work and power can be centered around constructing models of wind turbines to teach students how wind turbines convert kinetic energy in the wind into mechanical power which can then produce electricity. This may encourage them to become environmental physicists! Students need to get their hands dirty with whatever they are taught. Doing is empowering! We need to move away from a 50-minute conceptual lecture discourse to a 50-minute build-your-concept discourse. And as for evaluations, students who become future employees/employers will not survive a crisis due to a six-page essay they wrote or a sixty-minute exam they appeared for. They will survive because they were given the freedom to build their own windmill! And yes, as a doctoral student, I will survive this and future crises because my advisor entertained the craziest of my theories with a pinch of salt, empowering me to be my own version of a responsible scientist.

Dr. Vidhya Satish
Director, SIES Institute of Comprehensive Education,
Sion and Nerul

3 Ps of the Class of 2030

What is special about a learner of 2030 one may ask? A learner is a learner who needs the 3 Ps - a Pedagogy, Professionals to impart the pedagogy and a Platform to execute it. Well, the pandemic COVID-19 has completely changed the educational landscape especially in our country. Whoever thought the entire educational setting would go digital overnight!!

We all understand the educational scenario of any time be it now or in 2030 needs to be cocreated by teachers, school leaders, social agencies, students and policy makers. Amongst the stakeholders, student agency assumes prime importance. Student agency is developed when students can set goals, reflect on them and act in a manner that depicts responsibility leading to change. One of the positive influences of student agency is learning how to learn. When learners develop this skill, it will remain with them life-long. It acts as an aid to not only influence their own lives in a positive manner but also that of the world around them. It needs to be exercised in other areas such as moral, social, economic, and/or creativity enabling a holistic personality to develop. Sometimes the need for a Co-agent in the form of parents, teachers and/or community is also beneficial as mutually supportive relationships are established leading to achievement of goals that is co-constructed (www.oeced.org).

The Pandemic has set a precedent in enhancing digital or technology-based learning. By 2030, the norm for students would be to engage in learning activities on-the-go. Mobile phones would probably be the platform that would provide the students with a fully equipped Learning Management System (LMS). Such mobile learning would make the students focus on their workloads, keep up deadlines and engage in discussions. In short, it would be their educational world in their palms completely! Video learning is no longer a new concept and it would reach newer heights by the time we touch 2030.

It is envisaged that a 2030 classroom would :

a) Have a New Classroom Ambience – lessons based on holography, digital textbooks replacing hardcopy textbooks, online sessions. In short, a virtual classroom.
b) Innovative technology-based learning ideologies that use smartphones and tablets that would be affordable by all. Flipped classrooms and paper-less classes would be the reality.
c) More blended learning environments
d) Common digital forums where students can interact and discuss well.

The Class of 2030 and Life Ready Learning: The Technology Imperative (2018) is a summary report born out of the research collaboration between Microsoft and McKinsey and Company's Education Practice. The Executive Summary clearly states the following:

- The World is going to see rapid changes in the educational landscape by the time the

Kindergartener of today graduates.

- There will be unprecedented opportunities for collaboration, students with an autonomous mindset, employers expecting well-rounded skills in their employees.
- Occupations that require higher level of cognitive skills that will focus on problem solving, critical thinking and creativity.
- Socio-emotional skills will be of utmost importance especially those that focus on self-regulation, self-awareness and self- recognition. It could be accompanied with a gap between student and teacher perceptions.
- Global challenges will require the student to innovate in a manner that is unimaginable.

- Technology will play a pivotal role in providing opportunities for personalized learning that are not only technology enabled, but also student-centric, individualized where teachers adopt a coaching model is envisaged. Technology will not only save the time for the teachers but would help teachers develop pertinent insights about students learning, aid inclusivity to cater to the needs of all students and provide innovative learning experiences.
- This study has led to certain areas that need to be worked on which are as follows:
- Collaborative platforms for both teachers and their fraternity and students along with their peers will be an imminent possibility.
- Artificial Intelligence will provide teachers and schools fantastic opportunities for curation of content. From grading to AI powered robotics, a sea change is expected.
- Mixed reality that focusses on cognition and socio-emotional learning will be the 'existing normal'.
- Thus, we need to understand that change is the only constant. The learner of 2030 will be provided with technological aids in the most sophisticated manner. What is important here is to understand that the nomenclature of the 3 P's - Pedagogy, Professionals who aid the pedagogy and Platform may remain the same but the semantic understanding is going to change completely. We have to wait and watch to see the interesting classroom of 2030. Just 10 more years to go and not miles to go before we sleep!!

Our year in pictures.....

National Seminar
Ki & Ka Gender Equality and Sustainable Development

Our year in pictures.....

Our year in pictures.....

Our year in pictures.....

COMMUNITY OUTREACH AT GOTHEGHAR ASHRAMSHALA

TEACHER TRAINING PROJECT PRESENTATION

Our year in pictures.....

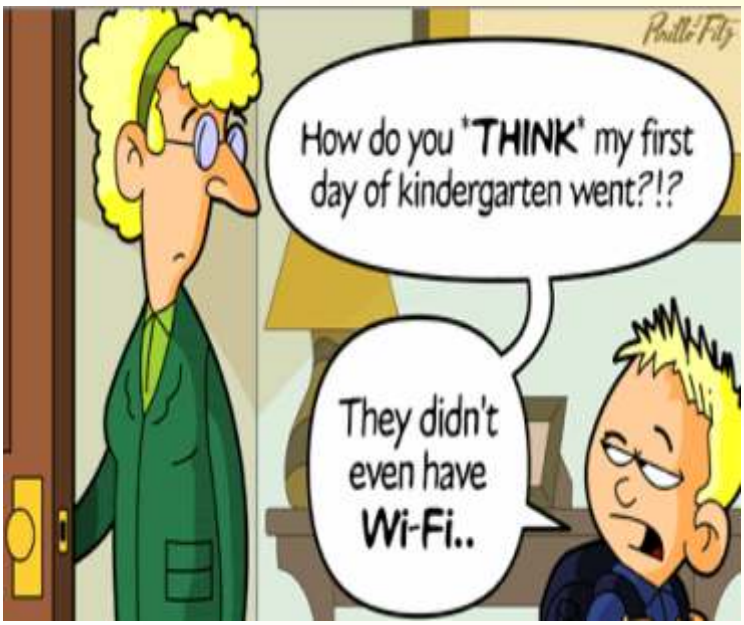
Our year in pictures.....

Our Team.....

T together
E everyone
A achieves
M more

RECEIVED AN AWARD FOR INNOVATIONS IN COUNSELLING EDUCATION AT THE 11TH HIGHER EDUCATION FORUM (HEF) CONVENTION 2020

On a lighter note...



Poem on Gratitude

There Is Always Something To Be Thankful For!

Look! The pandemic has brought the world to a stop;
Has the rat-race ended with shut doors of every shop?
The clock no longer ticks as fast,
Giving us the time to reminisce memories of the past!

Social distancing is the need of the hour,
Leaving many dear ones stranded afar!
Is this the time to wonder what's in store for the future?
Or is it the time to value our planet for every creature!

There isn't any hustle-bustle or honking of cars,
We're now privileged to see a clear sky and count the beautiful stars!
See the birds chirping, butterflies happily fluttering,
The pat of flamingoes flocking while the peacocks merrily dancing.
These are not times of apprehensions you see!
Rather beautiful moments to be treasured with glee.
Alas! It was time our mother earth needed rest,
This pandemic is an excuse to put us to test!

The ray of hope is shining bright in the sky,
Gratitude within our humble hearts doth lie.
The "Gift of Life" is what we have today,
Let's stay strong and bury our worries away!

These are times for personal reflections,
To fill our hearts with more affection!
Our planet is gazing at us with a smiling face;
Saying, "Embrace each day as it comes, you are no longer running a race!"
Like everything else, this too shall soon pass by,
A little patience and this time will indeed fly!

Gratitude brings peace, joy and hope,
In difficult times it helps us cope!
Treasure this wonderful life every single day,
For life is uncertain, a thankful prayer we must say!
Holding hands walking through this testing phase,
Keeping the faith-'Tomorrow the earth will be a much better place!'

- Rochelle Aranha

Poem by our student Rochelle Aranha
-PGDECE batch 2019-2020

Our Courses

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SIES Institute of Comprehensive Education

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RISE WITH EDUCATION

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- University of Mumbai affiliated Diploma in Early Childhood Care and Education (D.E.C.C.Ed)
- Diploma in Early Childhood Education (DECE)
- Post Graduate Diploma in Early Childhood Education (PGDECE)

2. Counselling
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- Short Term Courses in Counselling

3. Special Education
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Shri Chandrasekarandra Saraswati Vidyapuram,
Plot No. 1-C, Sector 5,
Nerul, Navi Mumbai – 400 706.
Tel.: 61196458/9821542344
Email : siesnice@sies.edu.in
Website : www.siesice.edu.in

Teacher Education

Diploma in Early Childhood Care & Education (DECCEd) – Affiliated to University of Mumbai

Duration : 2 Years.

Eligibility: 45% in Std XII and above

Diploma in Early Childhood Education (DECE) (Conducted in Sion & Nerul Campus)

Duration : 1 Year.

Eligibility: Std XII and above

Post Graduate Diploma in Early Childhood Education (PGDECE) (Conducted in Sion & Nerul Campus)

Duration : 1 Year.

Eligibility: Graduates from any discipline

Counselling

Post Graduate Diploma in Counselling (PGDC) – Affiliated to University of Mumbai

Duration : 1 Year.

Eligibility: Graduate with Psychology, Human Development, BSW, B.Ed., B.A. (Education).

Post Graduate Diploma in Guidance & Counselling (PGDGC)

Duration : 1 Year.

Eligibility: Graduates from any discipline

Short Term Courses in Counselling

Certificate in Counselling (CC) – 15 Sessions

Eligibility: Minimum XII Pass & above

Advance Certificate in Counselling (ACC) – 10 Sessions
Eligibility: Should have completed CC

Special Education

Post Graduate Diploma in Special Education (PGDSE)

Duration : 1 Year.

Eligibility: Graduates from any discipline

Online Certificate Course in Main streaming Children with Special Education Needs (Online SEN Course)

Duration : 6 Months

Eligibility: Undergraduates & Graduates, School Teachers, Parents

Online Certificate Course in Teaching Students with Learning & Behaviour Difficulties (Online SEN Bridge Course)

Duration : 3 Months

Eligibility: Should have completed SEN Course or P. G. Degree in Psychology

Self-Learning Online Certificate Courses in
- Understanding Emotional & Behaviour Difficulties
- Decoding the Autism Spectrum Disorder

Professional Development Online Certificate Courses in
- Differentiated Instruction for Inclusive Classrooms
- Positive Behaviour Management of Children of all Ages : A Caregiver's Toolkit

Teacher Training

Online Teacher Training

Counselling

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Choose your own path..
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REGISTER NOW!

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(AFFILIATED TO UNIVERSITY OF MUMBAI)

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SHORT TERM COURSES IN COUNSELLING
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- **ADVANCE CERTIFICATE IN COUNSELLING**

Admissions open for the academic year 2020-21

SIES INSTITUTE OF COMPREHENSIVE EDUCATION
SIES COLLEGE OF ARTS, SCIENCE & COMMERCE,
JAIN SOCIETY, SION (WEST), MUMBAI - 400 022

9821317674 / 9619448882 **siesice@sies.edu.in**

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Special Education

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Do you want to contribute towards an inclusive society???
Do you want to help children with Special Education Needs ???

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ELIGIBILITY : GRADUATE FROM ANY DISCIPLINE
DURATION : ONE YEAR FULL TIME

Course Highlights :

- Highly qualified experts from the field of Special Education
- Intensive internship
- Training to handle and manage a child with Special Education Needs (SEN)
- Can practice as a Remedial Educator at your convenience
- Innovative teaching methodology

SIES INSTITUTE OF COMPREHENSIVE EDUCATION
SIES COLLEGE OF ARTS, SCIENCE & COMMERCE,
JAIN SOCIETY, SION (WEST),
MUMBAI – 400 022

ADMISSIONS OPEN

☎ **8108300070**
☎ **9619448882**
✉ **siesice@sies.edu.in**
Website : **www.siesice.edu.in**

Certificate Courses

BUILDING COMPETENCIES FOR MIXED ABILITY CLASSROOMS

Drishti and SIES Institute of Comprehensive Education, Nerul Campus, Navi Mumbai are collaborating to offer Professional Development Courses to enable Educators, Specialists and Caregivers to better support children with Special Education Needs.

Professional Development Certificate Courses

A. Differentiated Instruction for Inclusive Classrooms

B. Positive Behaviour Management of children of all ages: A Caregiver's Toolkit

₹ REGISTRATION FEES 10,000/- per course registration

PROGRAM STRUCTURE

- 120-hours Course (Maximum access: 3 months)
- Batches: Aug 19 - Nov 19 & Dec 19 - Feb 20
- Comprehensive Contact Program at SIES Nerul Campus

Open to Educators, Parents, Caregivers and all other professionals who want to work with children in inclusive environments

FOR REGISTRATIONS CONTACT

+91-22-26732496/97
+91-22-24090516
+91-9930546249
adminmumbai@drishtionline.com
siesice@sies.edu.in

Drishti 25 YEARS ENABLING INCLUSION

SIES Institute of Comprehensive Education RISE WITH EDUCATION

SEN–Bridge Course broadened my perspective and helped me understand the process involved in helping students achieveing academic success"

- Ms Akriti Rekhi
Student of the SIES–Drishti Bridge Course

www.drishtionline.com

Certificate Courses

BUILDING COMPETENCIES FOR MIXED ABILITY CLASSROOMS

Drishti and SIES Institute of Comprehensive Education, Nerul Campus, Navi Mumbai are collaborating to offer capsule short term courses on subjects that are needed to ensure we are able to ACCEPT and SUPPORT all children in a Mixed Ability Classroom.

Self Learning Certificate Courses

A. Understanding Emotional & Behaviour Difficulties
B. Decoding the Autism Spectrum Disorder

REGISTRATION FEES
5,000/-
per course registration

PROGRAM STRUCTURE

- 30 hours Online Certificate Courses (Maximum Access: 60 days)
- Batches start every month

Open to Educators, Parents, Caregivers and all other professionals for self-learning

SEN–Bridge Course had broadened my perspective, understand the process and steps involved in helping students achieveing academic success. As a counselor, i have gained more insight to help students work towards academic achievement"
- Akriti Rekhi

FOR REGISTRATIONS CONTACT
+91-22-26732496/97 +91-22-24090516
+91-9930546249
gowri_a@drishtionline.com
siesice@sies.edu.in

Drishti

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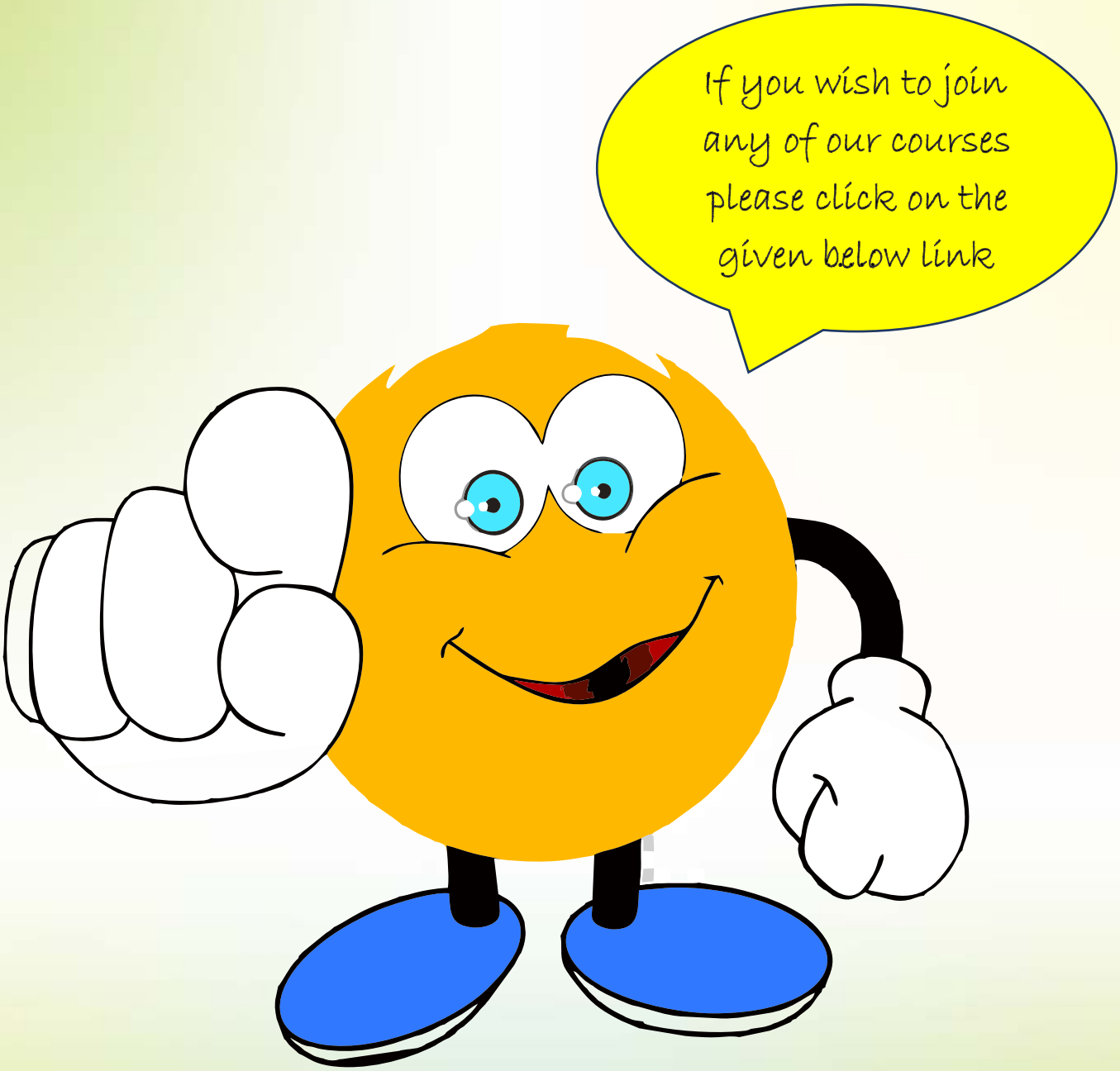

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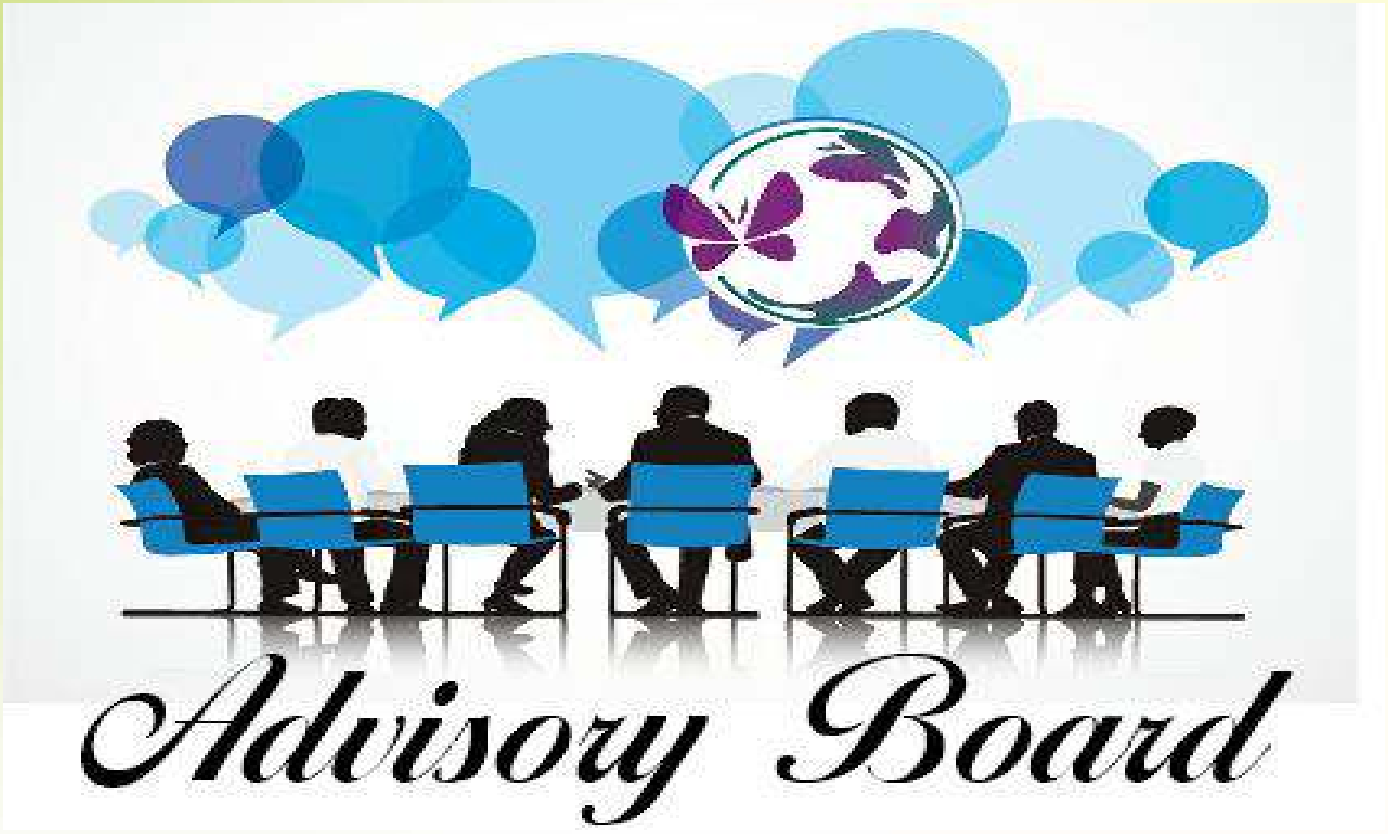

- Dr. V. Shankar, President, SIES.
- Dr. S. V. Viswanathan, Member, Managing Council, SIES.
- Dr. A. K. Sengupta, Higher Education Forum, Nerul, Navi Mumbai.
- Dr. Seema Mishra, Director, SIES Indian Institute of Environmental Management, Nerul, Navi Mumbai.
- Ms. Kalyani Arumugam, Principal, SIES High School, Matunga, Mumbai.
- Dr. Vidhya Satish, Director, SIES Institute of Comprehensive Education, Sion (W), Mumbai.

Issue Editor :
Ms Nikita Mehta
Faculty, SIES Institute of Comprehensive Education, Sion (W) &

Ms Rashmi Pradhan
Advisor SIES (Nerul) Institute of Comprehensive Education, Nerul, Navi Mumbai.

adhyaapanam

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Sion West, Mumbai 400 022.
Contact us: 24090516
www.siesice.edu.in
e-mail: siesice@sies.edu.in