APEEJAY SCHOOLS:
EDUCATIONAL PROGRAMMES
FOSTERING CREATIVITY AND INNOVATION

S. Samra
Co-ordinating Principal of Apeejay Schools
'All ideas begin with an objective. An objective has a commitment - to the future'
The following 13 Schools have been established by the Apeejay Education Society throughout the country, with a combined strength of over 24,000 students and 1700 faculty:

- Apeejay School, Mahavir Marg, Jalandhar 1968
- Apeejay School, Sector 14 & 15, Faridabad, Haryana 1972
- Apeejay School, Sheikh Sarai, New Delhi 1974
- Apeejay School, NOIDA 1981
- Apeejay School, Nerul, Navi Mumbai 1986
- Apeejay School, Saket, New Delhi 1987
- Apeejay School, Pitampura, Delhi 1990
- Apeejay School, Charkhi-Dadri, Haryana 1994
- Apeejay School, Tanda Road, Jalandhar 1998
- Apeejay School, Kharghar, Navi Mumbai 2000
- Apeejay International School, Greater NOIDA 2001
- Apeejay School, Rama Mandi, Jalandhar 2001
- Apeejay Svran Global School, Sector 21D, Faridabad, Haryana 2010
The following 16 institutions of Higher Learning have been established by the Apeejay Education Society throughout the country, with a combined strength of approximately 8,000 students and 500 faculty:

- Apeejay School of Management, Dwarka, New Delhi 1993
- Apeejay Institute of Technology – School of Management, Greater NOIDA 1997
- Apeejay Svran International College, Greater NOIDA 2009
- Apeejay Institute of Technology-School of Management for Women, Greater NOIDA 2009
- Apeejay Institute of Management, Jalandhar 1997
- Apeejay Svran Institute of Management, Jalandhar. 2009
- Svran Apeejay Institute of Management & Design, Gurgaon 2005
- Svran Apeejay Institute of Management, Sohna, Gurgaon 2008
- Apeejay College of Fine Arts, Jalandhar 1974
- Apeejay Institute of Design, New Delhi 1992
- Apeejay College of Engineering, Sohna 1997
- Apeejay Institute of Technology – School of Computer Sciences, Greater NOIDA 1997
- Apeejay Institute of Technology–School of Architecture & Planning, Greater NOIDA 1997
- Apeejay Institute of Mass Communication, Dwarka, New Delhi 2003
- Apeejay Saraswati College for Girls, Charkhi-Dadri 1974
- Apeejay Svran Institute for Bio-Sciences & Clinical Research, Gurgaon 2009
REALIZATION OF A VISION

Dr. Stya Paul ji,
Founder President
Apeejay Stya Group & Apeejay Education Society
(October 4, 1919 – June 7, 2010)
MRS. SUSHMA BERLIA
PRESIDENT, APEEJAY STYA & SVRÁN GROUP
PRESIDENT, APEEJAY EDUCATION SOCIETY
CHANCELLOR, APEEJAY STYA UNIVERSITY
'Learning to know, Learning to live together, learning to do & learning to be'
Development of creative perspectives, attitudes & values related to sustainability for current and future societies
HEARTIEST CONGRATULATIONS

to

MRS. SUSHMA BERLIA

President, APEEJAY STYA & SYRAN GROUP
President, APEEJAY EDUCATION SOCIETY
Chancellor, APEEJAY STYA UNIVERSITY
Chairperson, APEEJAY STYA EDUCATION RESEARCH FOUNDATION

for being felicitated by the
Confederation of Indian Industry (CII) for

"Outstanding Contribution to Academia & Industry"

on November 8, 2012

Your ACHIEVEMENT!
Our PRIDE!!
Stakeholders’ Profile

**Students:** Inquisitive, alert and challenging.

**Parents:** Well informed and demanding, result oriented with high expectations from the school.

**Teachers:** Blend of teachers with readiness to adapt to the change, 'thinking teachers' and some of the faculty - parochial in their thought process.

**Management:** Encouraging and supportive
Apeejay Stya Group

TEACHER EMPOWERMENT
Apeejay Styia Group

STUDENT EMPOWERMENT
Anniversary Celebrations

15 - 16 November, 2012
Hyderabad International Convention Centre, Hyderabad, Andhra Pradesh, India

We are honoured to confer on
Apeejay School (under aegis of Apeejay Education Society)

The Award for the Best Education Initiative in Schools

Citation

Apeejay School has launched many innovations in education with the aim of transforming from ‘Enriching School’ to ‘Empowering School’. The project is focused on enabling teachers and students to become reflective practitioners through experiential and enquiry based learning, decision-making and interpersonal trust. The objective is to encourage independent thinking, nurture curiosity, promote research based approach to culture and maximise learning effectiveness.

Signed

Prof S S Mantha
Chairman, All India Council for Technical Education (AICTE)

Ravi Gupta
Consumer, eINDIA 2012 CEO, Elets Technomedia Pvt Ltd

Sanjay Jaju
Secretary, ITA C, Government of Andhra Pradesh
Broad & Balanced Curriculum

Vital Dynamism

Intellectual Empowerment

Social Responsiveness
Change calls for a response and innovation requires initiative.
Our objective is to create a "think culture"

Ability to

• think creatively
• increase motivation
• explore feelings and develop skills in self-expression
• process, interpret & apply information rather than mere collection of knowledge of subject matter
Creativity is a vital cognitive tool, not a subject discipline and it needs exercising.
CASE STUDY - I

Students of grade XI (Commerce stream) - an English language class of fairly able students who are reasonably motivated. Asked to write a paragraph on 'Dangers of Drug Abuse'

Learning objectives
- Communicate ideas effectively in grammatically correct structure
- Content
- Cogency & Coherence

Outcome
A piece of standardised writing in fairly good English, containing relevant content points.
Innovative Approach

Students were asked to design a leaflet on 'Dangers of Drug Abuse' for distribution in school.

The emphasis was as much on the process as on the product.
The creative process viewed in the following phases:

1. Inspiration
2. Clarification
3. Distillation
4. Incubation
5. Perspiration
6. Evaluation
What were the learning outcomes for the students?

- non-linear thinking
- collaboration
- organizing their thoughts
- selecting their thoughts/ decision making
- communication
- creativity
- meaningful learning
What did we learn as teachers?

• Students like to work in different ways.
• Teacher has to devise and innovate purposeful activities for creative exercises to become productive.

Mind-sets and creative blocks

Inspiration - Uncritical, deeply involved, spontaneous, fearless, risk-taking, self-believing, intuitive

Clarification - Strategic, purposeful, unhurried and not afraid to ask difficult questions

Evaluation - Critical, but positive about your vision and willing to learn

Distillation - Positive and intrepid about the potential of ideas, strategic about choices

Incubation - Trusting of yourself to find a way forward

Perspiration - Preserving, uncritical, enthusiastic and responsive to evaluation
CASE STUDY II: DESIGN THINK
Learning Objectives

• To enhance imagination leading to creative thinking
• Collaborative learning (team work)
• Holistic learning
Creative Solutions to Mathematical Problems
Math-e-lay
Designing with colours
Design Think

Topic: 'My School in 2025' - 3D Model using Geometrical Shapes
STUDENTS AT WORK
3D MODEL

Learning Outcomes

• Non Linear thinking, effective articulation & communication skills
• Culminating in a creative, meaningful and purposeful learning experience
Thematic & Integrated Teaching Learning
Why Thematic Teaching?
HOW?

MAPPING & GAP FINDING EXERCISE
CASE STUDY - III

A DAY AT SCHOOL FOR ROHAN
Apeejay Stya Group

Condensation

Evaporation

Observation

HOT AIR RISES UP

COOL AIR SINKS
CLASS: K.G.

TOPIC: 'WATER'

LANGUAGE
- Listening Skill
  - Story narration
  - Picture reading
  - General instructions

- Speaking Skill
  - Free conversation related to the topic
  - Talking about different uses of 'Water'
  - Action rhymes

- Reading Skills
  - Reinforcement of letters (q, e, l, b)
  - Reading letters along with their phonics sounds ('a' & 'e' sound)
  - Blending sounds to read the words

- Writing Skills
  - Introduction of cursive writing making patterns in four lines. Letters for the month - k, h, t, n, m

Hindi Pre-Writing Skills
- Pattern writing of अक्षर ट ठः ठः चः तः
- अंग्रेजी से अड़त रूप सा अड़त रूप

NUMERACY
1. Pre-number activities-counting, sorting out, matching, classifying, differentiating and measuring.
2. Pre-number concepts-
   - Light/heavy, Wet/dry, clean/dirty, Full/empty
3. Forward counting (1-40)
4. What comes after/between (1-40)
5. Number name 6-six, 9-nine

ENVIRONMENTAL AWARENESS
1. Sources of water
2. Properties of water
3. Uses of water
4. Conservation of water
5. Forms of water

ART AND CRAFT
1. Freehand drawing of fish in the water.
   - Tactile play
   - Coloured rain
   - Water Rangoli and designing
   - Sensory play
1. Heavy objects sink, light objects float.
2. Spray away

INFORMATION COMMUNICATION TECHNOLOGY
- Cal Package
  1. Water
  2. 'Per clear'
  3. Presentation uses / Sources of water
  4. Thirsty Crow

GAMES
- Organized games
  1. 'Fill and spill'
  2. Water reflections
  3. Water and sand play
  4. Hara samander gopi chander (Traditional game)
- Free Play
  1. Floating paper boats
  2. Playing on the swings and 'Fun Station'

ASSEMBLY (THEMES)
1. Rainy season
2. Water - the source of life
3. Uses of water
4. Save water

HEALTHY HABITS
1. Cleanliness
2. Appreciation of nature
3. Kindness
Thematic & Integrated Teaching Learning

• It allows learning to be more natural, students come to view subjects as connected and inter-related rather than isolated. Thematic Approach starts by making connections and providing experiences that are broad and rich in detail to enable the students to connect their learning with real life.

• It allows for authentic learning by utilizing problem solving across areas of learning.

• It supports students learning style in a variety of interactive and collaborative ways.
Thematic & Integrated Teaching Learning Approach

- **Fluency**: thinking of many ideas
- **Flexibility**: thinking of different ways to do, or use, things
- **Originality**: thinking of different, unique things
- **Elaboration**: thinking of details and enrichment of ideas
Exploration, Learning With Water (Movie)
CASE STUDY - IV
Theatre in Education

Truth Alone Shall Master The Change
Objectives

• To sensitize the students to historical and pertinent social issues
• To channelize the thought process of students in a meaningful way
• To enhance spontaneity, creativity, sensitivity and analytical thinking
• To develop their ability to communicate through expressions (non-verbal communication) that is through body language and facial expressions
• To provide time, space and opportunity to develop their confidence and acknowledge their abilities
STRATEGIES : GROUP ACTIVITIES

STAGE I
Imaginary situations were created to which the students had to react 'non-verbally' followed by role-play.

STAGE II
Students volunteered themselves and chose the role for the musical feature to be staged on the Annual day.

STAGE III
• The theme for the feature was introduced and guidelines were discussed.
• Students' research and responses were documented.
• A script evolved using dialogues and other theatrical techniques and devices.
Learning Outcome

A musical feature of one and a half hour duration proved to be a fulfilling experience for students and teachers.

It was lauded by the audience for its originality, sensitivity and relevance.
Self-Sustainable and Continuous Professional Development of Teachers

- **Training & Empowerment of Teachers Through INSET**
- **Field Trips & Visits to British Council Library**
- **Career Counselling Sessions**
- **Lesson Demonstrations & Diagnostic Feedbacks**

**Action**

**Resource Centre**

- Improved Learning Outcomes
- Improved Life Consequences

**Self-Sustainable and Continuous Professional Development of Teachers**
This encourages our teachers to become **reflective practitioners**

- who think about what they do well.
- reflect on what they could share with colleagues.
- identify their own learning needs.
Self-Sustainable and Continuous Professional Development of Teachers

• Regular need-based workshops and in-service programmes conducted for teachers by schools' own internal Resource Persons.

• Inter-vision Teams formed thereafter for pre-conferencing and post-conferencing of issues/topics related to teaching-learning/evaluation.

• Feedback from all inter-vision teams collated for next cycle of workshops.
Self-Sustainable and Continuous Professional Development of Teachers

Outcome:
Teachers work together, share professional know-how in an atmosphere of confidence, togetherness and trust.
Self-evaluation and accountability encouraged in all teachers, through introspection and feedback from students/peer-group and Management.

Outcome: Teachers feel empowered, grow professionally and personally, and develop warmth and respect for peer-teachers in an atmosphere of trust and friendship.
SOME OF OUR CONCERNS / CHALLENGES

• Little scope for creativity at the 10+2 level and somehow our system does not provide enough flexibility and opportunities for innovation.

• In the present scenario of shifting priorities and values the greatest challenge for us is to equip the students with the ability to make the right choices.

• The quality of professional skills and competencies found among the new intake into the teaching profession is rather alarming which reflects insufficient focus on teacher training programmes nationwide.
The River you put your foot in today is not the river, you will put your foot in tomorrow…

A Chinese proverb
The only thing permanent is change and thereby, making it imperative for us to explore the transformative role of education.