



KAMLA NEHRU INSTITUTE OF PHYSICAL AND SOCIAL SCIENCES

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Approved by AICTE, NCTE, BCI & Accredited 'A' Grade by NAAC

NATIONAL WEBINAR ON

“CHALLENGES AND OPPORTUNITIES ON MATHEMATICAL TEACHING AND STUDENT LEARNING DURING COVID-19”

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Prof. Manoj Dixit
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Sri Vinod Singh
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Our Speakers



Prof. T.N. Pandey
DDU Gorakhpur University



Prof. S.P. Tiwari
IIT(ISM) Dhanbad Jharkhand



Dr. J.N. Mishra
G S P G College Sultanpur



Dr. Swapnil Srivastava
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Prof. H.K. Mishra
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Prof. K.K. Dubey
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Dr. Rajat Tripathi
NIT Jamshedpur Jharkhand



Dr. Bal Ram
Gov. Polytechnic, Lucknow

**June 25
2020**



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KAMLA NEHRU INSTITUTE OF PHYSICAL AND SOCIAL SCIENCES

Challenges and Opportunities on Mathematical Teaching and Student Learning during Covid-19

We are living amidst what is potentially one of the greatest threats in our lifetime to global education, a gigantic educational crisis. As of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students. We were already experiencing a global leaning crisis, as many students were in school, Colleges and Universities but were not learning the fundamental skills needed for life. The World Bank's "Learning Poverty" indicator – the % of children who cannot read and understand at age 10 – stood at 53% of children in low- and middle-income countries – before the outbreak started. This pandemic has the potential to worsen these outcomes even more if we do not act fast.

What should we be worried about in this phase of the crisis that might have an immediate impact on children and youth? (1) Losses in learning (2) Increased dropout rates (3) Children missing their most important meal of the day. Moreover, most countries have very unequal education systems, and these negative impacts will be felt disproportionately by poor children. When it rains, it pours for them.

Starting the school year late or interrupting it (depending on if they live in the southern or northern hemisphere) completely disrupts the lives of many children, their parents, and teachers. A lot can be done to at least reduce the impact through remote learning strategies. Richer countries are better prepared to move to online learning strategies, although with a lot of effort and challenges for teachers and parents. In middle-income and poorer countries, the situation is very mixed and if we do not act appropriately, the vast inequality of opportunities that exists – egregious and unacceptable to start with – will be amplified. Many children do not have a desk, books, internet connectivity, a laptop at home, or supportive parents. Others do. What we need to avoid – or minimize as much as possible – is for those differences in opportunities to expand and cause the crisis to have an even larger negative effect on poor children's learning.

Fortunately, we are seeing a lot of creativity in many countries. Rightly so, many ministries of education are worried that relying exclusively on online strategies will imply reaching only children from better-off families. The appropriate strategy in most countries is to use all possible delivery modes with the infrastructure that exists today. Use online tools to assure that lesson plans, videos, tutorials, and other resources are available for some students and probably, most teachers. But also, podcasts and other resources that require less data usage. Working with telecommunication companies to apply zero-rate policies can also facilitate learning material to be downloaded on a smartphone, which more students are likely to have.

Radio and TV are also very powerful tools. The advantage we have today, is that through social networks, WhatsApp or SMS, ministries of education can communicate effectively with parents and teachers and provide guidelines, instructions and structure to the learning process, using content delivered by radio or TV. Remote learning is not only about online learning, but about mixed media learning, with the objective of reaching as many students as possible, today.

Some countries will be able to increase their teachers' digital skills. Radio and TV stations will recognize their key role in supporting national education goals – and hopefully, improve the quality of their programming understanding their immense social responsibility. Parents will be more involved in their children's education process, and ministries of education will have a much clearer understanding of the gaps and challenges (in connectivity, hardware, integration of digital tools in the curriculum, teacher's readiness) that exist in using technology effectively and act upon that. All of this can strengthen the future education system in a country.

The mission of all education systems is the same. It is to overcome the learning crisis we were already living and respond to the pandemic we are all facing. The challenge today is to reduce as much as possible the negative impact this pandemic will have on learning and build on this experience to get back on a path of faster improvement in learning. As education systems cope with this crisis, they must also be thinking of how they can recover stronger, with a renewed sense of responsibility of all actors and with a better understanding and sense of urgency of the need to close the gap in opportunities and assuring that all children have the same chances for a quality education. Mathematics is one of the toughest subjects which is teaching and learning difficult. We have Organize this Webinar that how can make it easy to learning for Student and Researchers and taken it to as Opportunities. Mathematics is one of the toughest subject in which teaching and learning is difficult for non-technical students and teachers. We have Organize this Webinar, how can we make it easy to learning and teaching for Student, Researchers and Teacher's taken as it's Opportunities.

SUB THEME OF THE WEBINAR

1. Mindfulness in the Classroom: Strategies for Promoting Concentration, Compassion, and Calm
2. Engaging Every Learner with Curiosity
3. Teaching and Learning in the Digital Age: A Framework for Enquiry
4. The Digital Leader's Tool Kit
5. Learning in the Fast Lane
6. Engaging Minds in the Classroom: The Surprising Power of Joy

About the Institution

Established in 1972, Kamla Nehru Institute of Physical and Social Sciences, Sultanpur is one of the oldest affiliated institutions of Dr. Ram Manohar Lohiya. Avadh University Ayodhya. During the forty-seven years of its existence, the institute has established itself as one of the premier affiliated colleges of the University for the Study of Arts, Science, Commerce, Law, Education and other related areas of interdisciplinary studies. To begin with, the Institute was founded by the great visionary Sri K. N. Singh, the then, Deputy Cabinet Minister for Agriculture, Govt. of India on 2nd Oct., 1972, the birthday of Mahatma Gandhi, the Father of Nation and was affiliated to Gorakhpur University. The institute has prime location at the bank of holy river Gomti, 4 Kms. Away from the historical city of Sultanpur on Allahabad-Ayodhya highway approx. 140 Kms. East of Lucknow. From July 1973 till the Institute separated as Kamla Nehru Institute of Physical and Social Sciences in April 1985, it functioned as Kamla Nehru Institute of Science and Technology. Following the separation, the suffix "Science and Technology" was dropped from the name of the Institute and it became Kamla Nehru Institute of Physical and Social Sciences (KNIPSS). Since the Institute provides legacy of students' discipline and regular class teaching, students from neighboring districts prefer to take admission in spite of the availability of several colleges in their localities. The environment of the Institute induces students to seek admission.

About the Department

Initiated with the scholarly luminosity of Dr. Virendra Singh (Ph.D. from Moscow) and Dr. M.P.S. Rathore (Ph.D from B.H.U.) Mathematics department of the Institute under the worthy leadership of Mr. Y.B.Singh (M.Sc. Gold medalist) is progressing with diligence and discipline. The inception of M.Sc. In mathematics took place in the year 2000. So many students of the department have been the toppers of the University. Books written by Mr. Y.B.Singh are being taught in different colleges of the University. Mr. Singh has also written books on mathematics which are of national standard. Apart from mathematics Mr. Singh has also several publications to his credit related with poetry and Ghazals. The faculty members Dr. K.B.Pandey, Atukl Kumar Singh Dr. Nidhi Srivastav, Ashish Singh have many more publications in repudiated journals.

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Our Speaker

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PROGRAMME SCHEDULE

[Online Registration : 21 June to-24 June, 2020 ... 24x7 Hrs.](#) [\(Click Here\)](#)

25 June, 2020 (Thursday)

Login Session : 09:45 A.M. Onwards

Inaugural Session & Key Notes : 10:00 to 10:30 A.M.

Panel Session : 10:30 A.M. 02:00 P.M.

Valedictory Session : 2:00 A.M. 02:30 P.M.

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