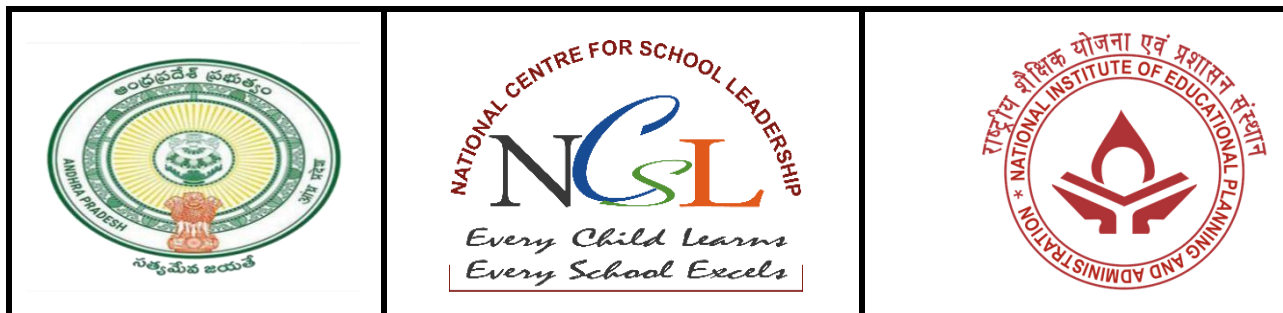




*Title of the Module:*

**“ROLE OF THE LEADER IN CREATING AND USING DIGITAL  
CONTENT FOR FLN AND SECONDARY LEVELS”**

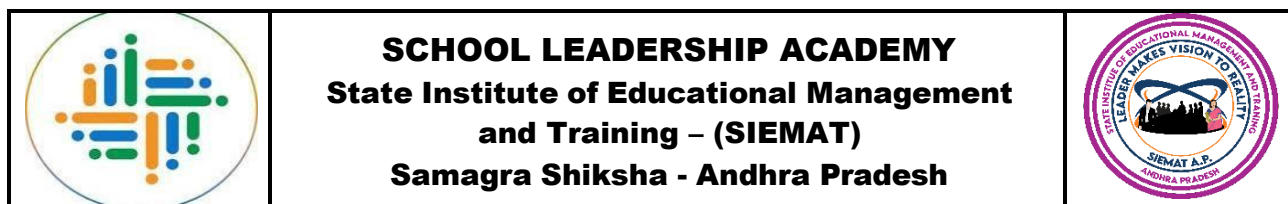
*Module submitted*

*by*

**B SURESH KUMAR**

**Lecturer in SIEMAT**

**SIEMAT-SAMAGRA SHIKSHA-ANDHRA PRADESH**



**THE MODULE SUBMITTED TO  
NATIONAL CENTER FOR SCHOOL LEADERSHIP  
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION  
MARCH – 2025 – 2026**

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## 1. INTRODUCTION

The integration of digital content in education has transformed the way teaching and learning take place across all levels. In India, the emphasis on digital education has increased significantly with initiatives such as Digital India, SWAYAM, and DIKSHA platforms. Particularly in the context of Foundational Literacy and Numeracy (FLN) and secondary education, digital content plays a crucial role in enhancing accessibility, engagement, and learning outcomes.

Foundational Literacy and Numeracy (FLN) refers to the basic ability to read with comprehension, write, and perform simple arithmetic operations. It forms the cornerstone for all future learning. At the secondary level, learners are expected to develop higher-order thinking skills, conceptual understanding, and subject-specific competencies. Digital content supports both levels by offering interactive, multimedia-rich, and learner-centered resources.

For FLN learners, digital tools such as animated videos, storytelling apps, phonics-based games, and numeracy applications help in making abstract concepts concrete. These tools cater to diverse learning styles and provide repeated practice in an engaging format. For instance, visual learners benefit from images and videos, while auditory learners gain from narration and sounds. At the secondary level, digital content enables deeper exploration of subjects through simulations, virtual labs, interactive quizzes, and collaborative platforms. It supports differentiated instruction, allowing teachers to tailor content based on learners' abilities and interests. Moreover, digital resources encourage self-paced learning, critical thinking, and problem-solving skills.

Creating effective digital content requires an understanding of pedagogy, technology, and learner needs. Teachers must ensure that content is age-appropriate, culturally relevant, accessible, and aligned with curriculum objectives. The use of multimedia elements such as text, audio, video, graphics, and animations should enhance learning rather than distract from it.

The National Education Policy (NEP) 2020 highlights the importance of integrating technology in education to improve quality and equity. It encourages teachers to develop digital competencies and utilize open educational resources (OERs) effectively. Digital content also supports inclusive education by providing alternative formats for learners with disabilities.

However, challenges such as the digital divide, lack of infrastructure, and limited teacher training need to be addressed. Teachers must adopt innovative strategies to overcome these barriers and

ensure equitable access to digital learning.

This module aims to equip educators with the knowledge and skills required to create and effectively use digital content for FLN and secondary levels. It provides practical exercises, case studies, simulations, and reflective activities to enhance understanding and application.

## **2. LEARNING OBJECTIVES**

- 1) Understand the concept and importance of digital content in FLN and secondary education.
- 2) Identify different types of digital content and tools.
- 3) Develop digital content aligned with learning objectives.
- 4) Apply pedagogical principles in designing digital resources.
- 5) Use digital content effectively in classroom teaching.
- 6) Evaluate digital content for quality and effectiveness.

## **3. KEYWORDS**

### **a) Digital Content**

Digital content refers to educational materials available in electronic form, such as e-books, videos, audio lessons, animations, and interactive applications that support effective teaching and learning. In the Indian context, the National Education Policy 2020 emphasizes the use of digital platforms like DIKSHA to provide accessible, engaging, and multilingual resources for students and teachers. It highlights that the integration of digital content can enhance learning outcomes, promote equity, and ensure quality education across diverse regions of the country.

### **b) FLN (Foundational Literacy and Numeracy)**

Foundational Literacy and Numeracy (FLN) refers to the ability of children to read with understanding, write effectively, and perform basic arithmetic operations by the end of Grade 3. It is considered a critical building block for all future learning and academic success. In the Indian context, the National Education Policy 2020 places the highest priority on achieving universal FLN, recognizing it as an urgent national mission. The policy stresses that without attaining basic literacy and numeracy, further learning becomes difficult, and it calls for structured teaching methods, trained teachers, and the use of appropriate learning materials, including digital resources, to support early education.

### **Multimedia Learning**

Multimedia learning refers to the use of multiple forms of media such as text, audio, images, animations, and videos to enhance the teaching–learning process and improve understanding. It helps learners grasp complex concepts more effectively by engaging different senses and promoting active learning. In the Indian context, the National Education Policy 2020 emphasizes the integration of technology and multimedia tools in education to make learning more interactive, engaging, and accessible for all students. The policy recommends the use of digital platforms, virtual labs, and audiovisual content to support both school education and higher learning, thereby improving the overall quality of education. <sup>1</sup>

### **Interactive Learning**

Interactive learning is a student-centered approach that encourages active participation, collaboration, and engagement through activities such as discussions, quizzes, simulations, group projects, and digital tools. It moves beyond passive learning by involving learners directly in the process, helping them develop critical thinking, problem-solving skills, and deeper understanding of concepts. In the Indian context, the National Education Policy 2020 advocates for interactive and experiential learning methods at all levels of education. The policy highlights the use of technology, multimedia, and digital platforms like DIKSHA to facilitate interactive learning, making education more engaging, inclusive, and effective.

#### **c) E-learning**

E-learning refers to education conducted through electronic media, primarily via the Internet, enabling learners to access courses, lessons, and resources anytime and anywhere. It includes tools such as online classes, digital modules, virtual labs, and interactive assessments, supporting flexible and personalized learning. In the Indian context, the National Education Policy 2020 emphasizes e-learning as a key strategy to improve accessibility, equity, and quality in education. Platforms like DIKSHA and SWAYAM provide curriculum-aligned content, digital courses, and teacher training programs, ensuring that learners across the country can benefit from structured and scalable online education. <sup>1</sup>

#### **d) Open Educational Resources (OER)**

Open Educational Resources (OER) are freely accessible, openly licensed learning materials such as textbooks, lesson plans, videos, and modules that can be used, adapted, and shared for teaching, learning, and research. OER promote equity in education by providing quality resources to all learners regardless of socio-economic background. In the Indian context, the National Education Policy 2020 encourages the development and use of OER to enhance access to knowledge, support teacher training, and improve learning outcomes. Platforms like DIKSHA and National Repository of Open Educational Resources (NROER) facilitate the creation and dissemination of curriculum-aligned OER for schools and higher education institutions.

**e) Digital Pedagogy**

Digital pedagogy refers to the practice of using digital tools, technologies, and online resources to design, deliver, and enhance teaching and learning. It integrates traditional teaching methods with modern digital strategies such as interactive lessons, e-assessments, virtual simulations, and multimedia content to make learning more engaging, personalized, and effective. In the Indian context, the National Education Policy 2020 emphasizes digital pedagogy as a key approach for improving the quality of education across all levels. The policy encourages teachers to adopt technology-enabled teaching methods, use digital content from platforms like DIKSHA, and implement innovative instructional strategies to enhance learning outcomes and ensure inclusive education.<sup>1</sup>

**f) Simulation**

Simulation refers to the use of digital or virtual models to replicate real-world processes, experiments, or scenarios in a controlled learning environment. It allows learners to experiment, observe outcomes, and understand complex concepts safely and interactively, which is especially useful in science, engineering, and vocational education. In the Indian context, the National Education Policy 2020 highlights the use of technology, including simulations and virtual labs, to enhance experiential and practical learning in schools and higher education. The policy recommends integrating such digital tools to improve conceptual understanding, problem-solving skills, and overall learning outcomes.<sup>1</sup>

**g) Gamification**

Gamification refers to the use of game elements—such as points, badges, leaderboards, challenges, and rewards—in non-game educational contexts to motivate learners, increase engagement, and make learning enjoyable. It helps reinforce concepts, encourage

participation, and improve retention by turning learning into an interactive and goal-oriented experience. In the Indian context, the National Education Policy 2020 encourages the integration of technology-enhanced learning, including gamified digital content, to make education more engaging and effective. Platforms like DIKSHA support gamified activities and interactive modules to strengthen foundational literacy, numeracy, and subject-specific learning outcomes.

#### **h) Blended Learning**

Blended learning is an instructional approach that combines traditional face-to-face classroom teaching with digital and online learning methods. This approach allows learners to benefit from direct teacher guidance while also accessing interactive digital content, e-learning modules, virtual labs, and self-paced study materials. In the Indian context, the National Education Policy 2020 promotes blended learning as a means to enhance flexibility, engagement, and personalized learning for students. The policy highlights the use of platforms like DIKSHA and SWAYAM to support blended learning models, ensuring equitable access to quality educational resources across schools and higher education institutions.

### **4. CORE CONTENT**

#### **A) Understanding Digital Content for FLN and Secondary Levels**

Digital content refers to any learning material available in digital format such as videos, e-books, animations, podcasts, interactive modules, and simulations.

##### **Types of Digital Content**

##### **a) Text-based (PDFs, e-books)**

Text-based digital content includes materials such as PDFs, e-books, and digital documents that present information in written form for reading and study. These resources allow learners to access curriculum-aligned content anytime and anywhere, supporting self-paced and flexible learning. In the Indian context, the National Education Policy 2020 emphasizes the use of text-based digital resources through platforms like DIKSHA and the National Repository of Open Educational Resources (NROER) to make learning more accessible and equitable. Such resources are particularly useful for foundational literacy and secondary-level education, helping students develop reading comprehension, critical thinking, and subject knowledge.

##### **b) Audio (podcasts, recorded lessons)**

Audio-based digital content includes podcasts, recorded lectures, and audio lessons that allow learners to engage with educational material through listening. This mode of learning supports auditory learners, enables learning on-the-go, and is particularly useful in regions with limited access to written materials. In the Indian context, the National Education Policy 2020 emphasizes the use of audio resources to enhance foundational literacy and numeracy, as well as subject learning at the secondary level. Platforms like DIKSHA provide curriculum-aligned audio lessons and podcasts, ensuring equitable access to quality education across diverse linguistic and geographic contexts.

**c) Video (lectures, animations)**

Video-based digital content includes recorded lectures, educational animations, and instructional videos that combine visual and auditory elements to enhance understanding and engagement. Videos help learners grasp complex concepts, visualize processes, and retain information more effectively, making them suitable for both foundational learning and secondary education. In the Indian context, the National Education Policy 2020 emphasizes the use of video resources on platforms like DIKSHA and SWAYAM to provide curriculum-aligned, interactive, and multilingual content, thereby improving learning outcomes and promoting equitable access to quality education.

**d) Interactive (quizzes, games)**

Interactive digital content includes quizzes, educational games, simulations, and activities that actively engage learners in the learning process. This approach promotes critical thinking, problem-solving, and retention by encouraging participation and immediate feedback. In the Indian context, the National Education Policy 2020 highlights the use of interactive tools and gamified learning on platforms like DIKSHA to enhance foundational literacy, numeracy, and secondary-level education. Such resources make learning more engaging, personalized, and effective, while supporting equitable access across diverse regions and learning contexts.

**e) Simulations and virtual labs**

Simulations and virtual labs are digital tools that replicate real-world experiments, processes, or scenarios in a safe and controlled virtual environment. They allow learners to explore concepts, conduct experiments, and observe outcomes without physical constraints, enhancing conceptual understanding and practical skills. In the Indian context, the National Education Policy 2020 emphasizes the use of simulations and virtual labs in school and higher education to promote experiential and interactive learning. Platforms like DIKSHA and SWAYAM provide

curriculum-aligned virtual labs and simulation modules, supporting both foundational learning and advanced subject knowledge.

### **Characteristics of Good Digital Content**

#### **a) Clear learning objectives**

Clear learning objectives are specific statements that define what students are expected to know, understand, or be able to do by the end of a lesson or course. They guide both teaching and assessment by providing a focus for instruction and a measurable target for student achievement. In the Indian context, the National Education Policy 2020 emphasizes the importance of setting clear learning outcomes, particularly for foundational literacy and numeracy (FLN) and secondary-level education. Well-defined objectives help teachers design digital content, lesson plans, and interactive activities that align with curriculum standards and enhance learning outcomes for all students.

#### **b) Age-appropriate design**

**Age-Appropriate Design:** Age-appropriate design refers to creating educational content, activities, and learning experiences that match the cognitive, emotional, and developmental levels of learners. It ensures that students can understand, engage with, and benefit from the material without being overwhelmed or bored. In the Indian context, the National Education Policy 2020 emphasizes designing curriculum and digital resources suitable for different age groups, particularly for Foundational Literacy and Numeracy (FLN) and secondary-level learners. This approach ensures effective learning by tailoring complexity, language, and interactivity to the needs of each age group.

#### **c) Interactive and engaging**

**Interactive and Engaging:** Interactive and engaging learning refers to teaching approaches and digital content that actively involve students in the learning process through activities such as quizzes, discussions, simulations, games, and multimedia resources. This type of learning keeps students motivated, promotes participation, and helps in better understanding and retention of concepts. In the Indian context, the National Education Policy 2020 emphasizes the integration of interactive and engaging methods, including technology-enabled and gamified learning, to enhance foundational literacy and numeracy (FLN) as well as secondary-level education. Platforms like DIKSHA provide curriculum-aligned, interactive content that makes learning enjoyable and effective for all students.

**d) Inclusive and accessible**

Inclusive and accessible learning ensures that educational content and teaching methods are designed to meet the diverse needs of all learners, including those with disabilities, different linguistic backgrounds, or socio-economic challenges. This approach promotes equity in education by providing every student with the opportunity to participate fully and benefit from learning resources. In the Indian context, the National Education Policy 2020 emphasizes inclusive and accessible education, advocating for multilingual digital content, assistive technologies, and flexible teaching strategies, particularly in foundational literacy and numeracy (FLN) and secondary-level education, to ensure that no learner is left behind.<sup>1</sup>

**e) Curriculum-aligned**

Curriculum-aligned learning ensures that educational content, activities, and digital resources are directly linked to the prescribed syllabus and learning outcomes defined by educational authorities. This alignment helps students achieve the intended competencies and ensures coherence between teaching, learning, and assessment. In the Indian context, the National Education Policy 2020 emphasizes that digital content and instructional materials should be curriculum-aligned for both Foundational Literacy and Numeracy (FLN) and secondary-level education. Platforms like DIKSHA provide resources that follow state and national curricula, enabling teachers to deliver structured, goal-oriented, and effective learning experiences.

**Practical Exercise**

- Design a short digital lesson (5 minutes) for Grade 2 students on “Addition using objects.” Include visuals and narration.

**CASE STUDY:**

**CREATING AND USING DIGITAL CONTENT FOR FLN AND SECONDARY LEVELS**

**1. INTRODUCTION**

In Krishna District of Andhra Pradesh, the Department of School Education has actively pursued digital education to strengthen both foundational literacy and numeracy (FLN) and subject learning at higher levels. The district educational office reports that digital and virtual classrooms have been established in government schools as part of efforts to bridge learning gaps, improve student engagement, and modernize teaching practices. These classrooms supplement the traditional curriculum with digital content in both English and Telugu, enabling teachers to deliver lessons using multimedia and interactive resources. <sup>1</sup> Digital classrooms in the district are supported by

community contributions, NRIs, and government funding, with the District Collector playing a pivotal role in their establishment. The digital content used in these classrooms provides curriculum-aligned lessons, visuals, and interactive modules that make learning more meaningful for students at all levels. <sup>1</sup>

## **2. DIGITAL CLASSROOMS IMPLEMENTATION**

In many government schools across Krishna District, digital classrooms have become key learning spaces where digital content is regularly integrated into teaching. According to local reports, digital classrooms in Andhra Pradesh, including in Krishna, have seen increasing use over time. During one monitoring period, the number of usage hours in schools grew significantly, indicating adoption by teachers and students alike. For example, in digital classrooms, topics like English and biological sciences are taught using digital content such as 3D models, which have shown to improve understanding and retention among learners. <sup>2</sup> Digital classrooms help in teaching foundational skills like language and numeracy at FLN levels by exposing learners to multimedia lessons that reinforce textbooks with visual and audio support. At the secondary level, subjects like science benefit from videos and models that illustrate complex concepts more clearly than traditional methods. This blending of digital resources with classroom instruction supports differentiated learning and keeps students engaged.

## **3. IMPACT ON FLN AND SECONDARY LEARNING**

The integration of digital content in Krishna District schools supports teaching strategies that promote active learning. FLN outcomes—such as basic reading, comprehension, and number sense—are strengthened when students interact with audio-visual and animated resources that make abstract concepts easier to grasp. At the secondary level, simulations and virtual visuals aid conceptual clarity, especially in science subjects where practical exposure might otherwise be limited. Teachers in these schools have reported that students show better engagement and improved confidence when lessons are supported by digital content. In subjects like English, digital classrooms allow learners to hear correct pronunciation and contextual examples, thereby improving language skills more effectively than rote methods. <sup>2</sup> Moreover, the district education office's systematic provision of digital content reflects a broader state policy drive in Andhra Pradesh to modernize education through technology, which aligns with national priorities for digital literacy and inclusive learning.

#### **4. CHALLENGES AND OPPORTUNITIES**

Despite these advances, challenges remain, including inconsistent internet connectivity in some schools and the need for continuous teacher training to optimally use digital tools. However, the growing adoption of digital classrooms and related content suggests a positive trajectory toward enriched learning environments in both primary FLN contexts and secondary education. The Krishna District experience highlights the potential of digital content to transform instructional delivery and learning outcomes when supported by infrastructure, teacher capacity building, and consistent usage.

#### **SIMULATION**

- Imagine a classroom where students interact with a digital math game that adjusts difficulty levels based on performance. Reflect on how this supports personalized learning.

#### **HYPOTHETICAL EXERCISE**

- What would happen if digital content is used without considering learner age? List possible challenges.

#### **REFLECTIVE QUESTIONS**

- a) How does digital content improve student engagement?
- b) What challenges do you face in using digital tools?

#### **VIDEO CLIPPING**

**Video link:**

**Click on Here:**

- 1) <https://youtu.be/eGETtAkZC5Y>
- 2) <https://youtu.be/sYNW9YB1zMs>
- 3) <https://youtube.com/shorts/1hP8-e8NcIM?feature=share>
- 4) <https://youtube.com/shorts/5QuTiBPAS3c?feature=share>

**PHOTOGRAPHS**



**Shri, B. Srinivasarao I.A.S., State Project Director, Samagra Shiksha, Andhra Pradesh**



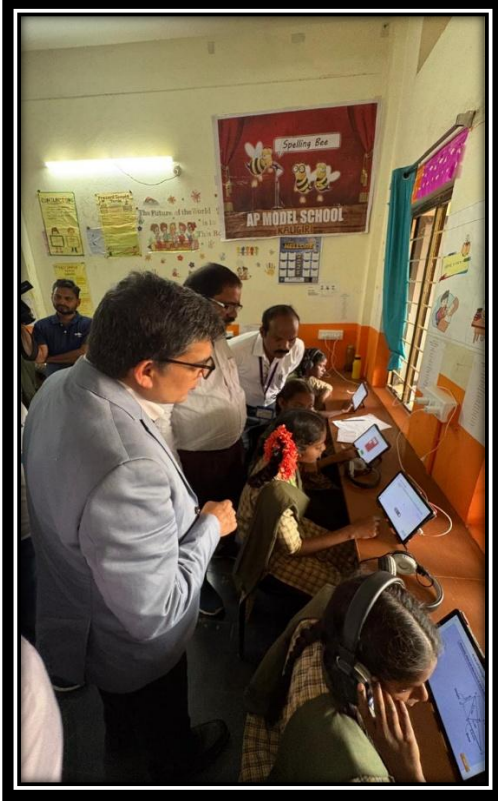
**State Project Director, B. Srinivasarao I.A.S., Samagra Shiksha, Andhra Pradesh**



**Shri, K NAGESWARA RAO, Director, SIEAMT, , SAMAGARA SHIKSHA**



**Personalised Adoptive Learning (PAL) Lab**



**చదువు ఇక ఆనందకరం**  
మన విద్యార్థుల భవిష్యత్తు కోసం.. ఒక సరికొత్త అడుగు!

**ప్రత్యేకత:**  
మన ఉపాధ్యాయులే **AI TOOLS** ఉపయోగించి రూపొందించిన  
66 యానిమేటెడ్ వీడియోలు.

|             |             |             |
|-------------|-------------|-------------|
| తెలుగు      | ఇంగ్లీష్    | గణితం       |
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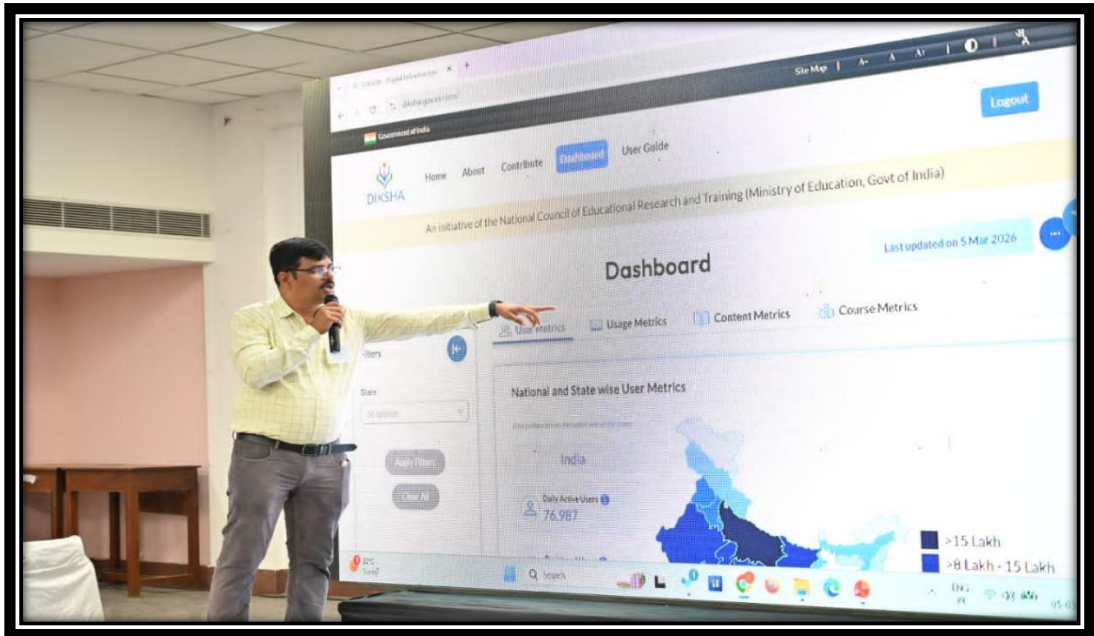
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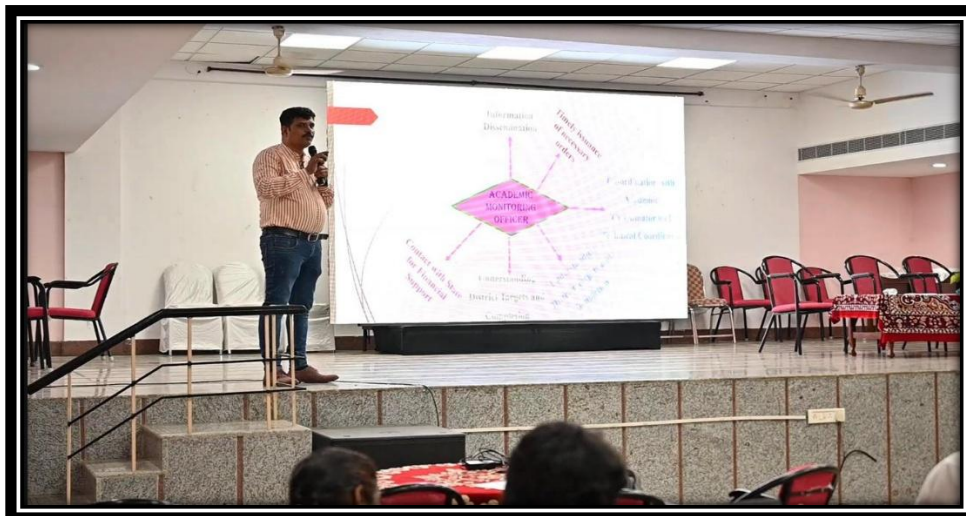
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| <b>చూపించండి:</b><br>వీడియోలను<br>తరగతిలో ప్రదర్శించండి. | <b>చేయించండి:</b><br>యాక్టివిటీస్‌ను<br>పిల్లలతో చేయించండి. | <b>సాధించండి:</b><br>నిపుణ్ లక్ష్యాలను సాధించండి. |
|----------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|

**ఎక్కడ చూడాలి?**

|                      |                       |                   |
|----------------------|-----------------------|-------------------|
|                      |                       |                   |
| దీక్ష (DIKSHA) యాప్. | దీక్ష యూట్యూబ్ ఛానల్. | లీప్ (Leap) యాప్. |

**మన వ్యవస్థనే 'గ్యారంటీడ్ FLN' సాధ్యం!**  
సమగ్ర శిక్ష, పాఠశాల విద్యాశాఖ, ఆంధ్రప్రదేశ్ ప్రభుత్వం.





## **Discussion Questions**

- a) Is digital learning better than traditional learning? Why or why not?

## **References**

- a) NCERT (2021), \*Digital Education Guidelines\*, p. 12–18
- b) NEP (2020), Government of India, p. 56–60

## **B. Designing Digital Content**

### **Steps in Creating Digital Content**

- a) Identify learning objectives
- b) Understand learner needs
- c) Choose appropriate tools
- d) Develop content
- e) Test and revise

### **Tools for Creating Content**

- a) PowerPoint
- b) Canva
- c) Scratch
- d) Google Classroom
- e) DIKSHA

## **Practical Exercise**

- a) Create a PowerPoint lesson with images and voice-over for Grade 5 science topic “Water Cycle.”

## **Case Study**

- a) A secondary school teacher used simulations for teaching physics concepts like motion, improving conceptual clarity among students.

## **Simulation**

- a) Design a virtual science lab experiment where students test plant growth under different conditions.

## **Reflective Questions**

- a) What tools are most effective for your subject?
- b) How can you ensure inclusivity?

## **C. USING DIGITAL CONTENT IN TEACHING**

### **Strategies**

- a) Blended learning
- b) Flipped classroom
- c) Gamification
- d) Collaborative learning

### **Practical Exercise**

- a) Plan a flipped classroom lesson for Grade 8 mathematics.

### **CASE STUDY**

- a) Students watched video lectures at home and solved problems in class, leading to better understanding.

### **Discussion Questions**

- a) What are the benefits of flipped classrooms?

## **D. EVALUATING DIGITAL CONTENT**

### **Criteria**

- a) Accuracy
- b) Relevance
- c) Engagement
- d) Accessibility
- e) Feedback

### **Practical Exercise**

- a) Evaluate a YouTube educational video using the above criteria.

## **REFLECTIVE QUESTIONS**

- 1) How can digital content improve students' understanding of basic literacy and numeracy skills?
- 2) What factors should be considered while designing digital content for young learners (FLN stage)?
- 3) How can digital tools be used to make learning more engaging at the secondary level?
- 4) What challenges might teachers face while using digital content in classrooms?
- 5) How can digital content be adapted to suit different learning abilities of students?
- 6) In what ways can local context be included in digital learning materials?
- 7) How can teachers ensure that digital content is interactive and not just informative?
- 8) What role does feedback play in improving digital learning experiences?
- 9) How can digital resources support both classroom teaching and self-learning?

- 10) What are the ethical considerations when using digital content in education (e.g., screen time, copyright, accessibility)?

## **LET'S SUM UP**

Digital content is an essential component of modern education, especially for FLN and secondary levels. It enhances engagement, supports diverse learning needs, and promotes interactive and self-paced learning. Effective digital content creation requires a balance of pedagogy and technology. Teachers must carefully design, implement, and evaluate digital resources to ensure meaningful learning outcomes. While challenges exist, proper planning and training can help educators maximize the benefits of digital learning.

## **REFERENCE**

- 1) **Anil Sadgopal** – Work focuses on meaningful learning and integrating technology with pedagogy in school education.
- 2) **Krishna Kumar** – His writings emphasize child-centered learning and thoughtful use of educational resources, including digital content.
- 3) **Sugata Mitra** – Known for experiments like “Hole in the Wall,” highlighting self-learning through digital tools.
- 4) **Punya Mishra** – Co-developer of the TPACK framework, which guides effective integration of technology, pedagogy, and content.
- 5) **Madhav Chavan** – Founder of Pratham, known for using digital and activity-based methods to improve FLN outcomes.

## **ASSESSMENT FOR THE MODULE**

### **1. FLN stands for:**

- a) Foundational Learning Network
- b) Foundational Literacy and Numeracy
- c) Functional Learning Node
- d) None

**Answer (b)**

### **2. Which is NOT a type of digital content?**

- a) Video
- b) Podcast
- c) Chalkboard

d) Simulation

Answer (c)

**3. Flipped classroom involves:**

- a) Homework in class
- b) Lectures at home
- c) Exams online
- d) None

Answer (b)

**4. Digital content should be:**

- a) Complex
- b) Engaging
- c) Lengthy
- d) Expensive

Answer (b)

**5. Simulation helps in**

- a) Memorization
- b) Practical understanding
- c) Writing
- d) Reading

Answer (b)

**True/False**

6. Digital content replaces teachers completely?

7. Multimedia improves engagement?

Answer (False)

**ADDITIONAL READING**

Answer (True)

- 1) **Sugata Mitra** – *Beyond the Hole in the Wall: Discover the Power of Self-Organized Learning*
- 2) **Punya Mishra** – Research papers on *TPACK (Technology, Pedagogy, and Content Knowledge)*
- 3) **Krishna Kumar** – *What is Worth Teaching?*
- 4) **Anil Sadgopal** – Writings on curriculum, pedagogy, and use of educational resources
- 5) **Madhav Chavan** – Reports and publications from Pratham on FLN and digital learning
- 6) **Jiddu Krishnamurti** – *Education and the Significance of Life*
- 7) **Kiran Bir Sethi** – Work on design thinking and student-centered digital learning
- 8) **Azim Premji** – Publications from Azim Premji Foundation on education and technology integration
- 9) **Nandan Nilekani** – Contributions to digital infrastructure in education (e.g., digital public platforms)
- 10) **Rukmini Banerji** – *Pratham's ASER Reports* on foundational learning and use of simple tools including digital resources

**Thank you ...**

