ETMA Presents

EducationMatters@ETMA

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Consultant EdCIL for Research
and Evaluation.

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Editorial

As we are on the verge of the seventh month of an unprecedented nationwide lockdown due to the pandemic, schools and colleges remain shut, examinations have been postponed and millions are locked out of classrooms. This has precipitated the shift to online education. Schools, colleges, technical institutes, universities and even coaching centres have launched online classes to ensure continuity in curriculum and seamless resumption at the end of the lockdown. Millions of students across the country are logging into virtual classrooms every day, using a variety of platforms, from Zoom to Google Meet. Assignments are done, submitted and evaluated online while even examinations have gone online.

Our cover story, 'The Contemporary 'E' in Education', talks about the trend to find out whether the digital classrooms can afford India an opportunity beyond the immediate crisis?

This issue bring in a bouquet of experiences and reflections on online education by the educators, school leaders, education providers, parents and young students.

The Union government is also pushing online education. It has launched the *PMeVidya* programme, a multi-mode digital online learning education platform, using TV channels, community radio and podcasts. The government has allowed the top 100 universities to start online courses since May 30 for a simple reason, online education can help India shore up its creaky education infrastructure.

One of the main elements to reaping technology benefits is to ensure that there are persons who are able to utilize such technology otherwise the technology will become void of its offerings. As systems and technologies become available, a transition period is necessary between implementation and full integration. People need time to become familiar with newer techniques and be able to utilize them effectively. Unfortunately, practical application takes time.

I feel that online education allows for continuity in school and higher education, but it requires preparation. Organizations of all types– Small and Medium size Enterprise (SMEs) or Multinational Corporation (MNCs), manufacturing or financial, for-profit or not-for-profit, public or private have a need for their employees to get continuing education. It is increasingly being realized that the best way to get such education is through some form of online education.

The Contemporary 'E' in Education

Jayanti Guha

E-learning, the buzzword in education, has been greatly amplified during COVID-19.

It seems like the ant and the elephant story playing out in real life. A microscopic virus has wreaked havoc in the lives of human beings worldwide. Like everything else, education systems across the globe have been disrupted. How are the various stakeholders in education coping with this crisis? Have we found ways to adapt? Is online education the solution to our problems? While the situation we are in is unprecedented and therefore scary, perhaps we should also look upon this as an opportunity to rethink what education should actually be like and work towards more permanent solutions that will help us withstand future crisis.

Recent past

At a time when the flags of our destinies were yet furled, with infinite lightness of being, with far more tenderness and far less cumbersome customs, we bonded over seasons and collective life. Those classrooms that spiced the shores of our life with the vibrant colours and aspirations of a supple youth and its ardent socialites, are soon to be a thing of the past.

The COVID-19 pandemic has fossilised us in space, building islands of solitude all around. The classroom was a social space, a habitus, a network of individual and collective practices.

The transition to the online makes many wonder whether the students of tomorrow will be Shakespearean soliloquies, characters who speak aloud to themselves; spectral beings glued to computer displays, strangers to the consolations of another beating heart, or the sweat of a burdened brow, or the gentle flow of another's tears. The collectivism and organic nature of our traditional classrooms will slowly yield to the individualism and plasticity of the online.

The need of the hour is to think of ways of devising a healthy balance between the two. Digital tools and e-learning have enabled many teachers override the narrow physical limitations of the classroom and acquire new kinds of mobilities, both in terms of content and in terms of methods.

Transforming Classrooms

A typical classroom, teacher-centric and bound by the shackles of time and syllabus gives its

students absolutely nothing. Try and transform the classroom into one where students are given a free rein to explore questions that interest them and where teachers stay on the side lines and then see how learning blossoms.

Team together

How do teachers work as a team at different levels - within the classroom and outside or even through the life cycle of the children? When a group of teachers works pedagogically, the real learning for students lies in the nature and quality of relationships among the teachers themselves. Children learn more from observation and can see if teachers are truly coming together to serve a larger interest or otherwise.

Embracing risk and uncertainty

Can a teacher afford to take risks in her class and experiment with newer ways of teaching? Or should she stick to the tried and tested path, of not leaving her comfort zone? The moot question is how can she even begin to think out of the box? The first step would be to nurture a mind-set that says it is alright to fail and to start looking at effort and not result. Fear and failure need to be a part of the process of learning.

Internet as a basic right

In a networked society, where the idea of space and time, along with economy and governance, have undergone paradigm shifts, so much that the enjoyment of all fundamental rights seem linked to information technologies, the government could, of course, try to make Internet access a basic human right. Communication technologies have become crucial to marginalised people all around the world in their need to express opinion and their right to freedom of speech, as also in exercising other fundamental rights.

But even amidst this transition to the online, where many seem happy to uncritically accept the fact that states of exception might soon become the new norm, the resounding question is one that predates the virus, one that is probably as old as civilisation itself: "What is the function of education?" How we answer this question will determine how deeply the virus has dehumanised, dissocialized and depoliticised us.

Teacher Speaks:

My Experiences with Webinar

S. P. Malhotra

During the Covid-19 days, I got the chance to be a part of 10 different webinars being organized by different agencies like universities and colleges. Here are my experiences as resource person and not as a participant.

Since I never knew the meaning of webinar, I could define Webinars as seminars or conferences that are performed on the World Wide Web under the platforms like Google meet or Zoom. Webinars can include videos, audios and textual communication. Once the organizer has restored the link, the participant users are invited to join a meeting at an allotted time. The participant users also need a pair of headphones, a microphone and a laptop or android mobile. To

join webinar the user participant must download and install the appropriate software. Otherwise a good number of webinar tools do exist. Once joined, the participants will find themselves in a virtual classroom or meeting room. The organizer of the webinar will host the meeting while other members can raise points or ask questions through the hand raising function or a buzzer function. Webinars can also be recorded and referenced at a later time. This function can be very useful for reviewing a session or for those who were unable to attend. Webinar sessions can enable participant users to engage with one another and collaborate and express their opinions and ideas (American Institute of Higher Education, n.d; Webex, 2015).

Overall, I found the webinar software like Zoom or Google meet quite convenient and flexible. The tools are particularly useful for teaching students at different locations at the same time. The webinar experience was rewarding and useful but the experience also caused anxiety at times due to the possibility of technical issues like availability of data-usage or internet linkage etc. The Webinars have applications in not only e-learning courses but as part of a blended learning course where full participation is difficult. However, I still hold the ground that Webinars cannot be direct replacement for the traditional classroom environment. The technology may have limitations for certain situations and subjects. Webinars are helpful in social cohesion within a group of learners. Teaching through webinar relies totally on the technology for it to be successful.

I had been using previously the Skype and Face time for having interaction with friends and students on-line apart from the email, but the use of tools like Google meet and Zoom is markedly different from face to face teaching. These options helped me to avoid long explanations and misunderstandings. I had some apprehensions and pre-formed conclusions when

I began interacting through webinar. The first part of the process was to install the software. The process was straightforward and simple. The software is available in both a desktop and mobile version. Due to the unreliability of the internet at home I opted to install both versions. This enabled me to use the software through a Smartphone and a mobile data plan in the event of a lack of internet connection. During the webinar, I made slide presentations on an overhead projector screen (the option available in the tools). This provided a large surface area that could be easily seen by all user participants. The text was enlarged as much as possible. In some cases the text size could have been further increased to aid readability but this would have resulted in a loss of uniformity throughout the presentation.

The webinar revolution relies heavily on a good internet connection. The reliance on a shared Wi-Fi connection or slow broadband connection usually makes the process difficult and frustrating. I personally, twice lost connection during the presentations, once momentarily and on another occasion at the end of the presentation. Both instances were quite noticeable with a caution that the presenter is placed at the mercy of technology. When the technology does not work there are no options for the presenter.

The main benefits of using webinars in education are many and appear to outweigh the disadvantages.

1. It is quite economical with respect to time, place and money. The users as well as the

organizers do not have to worry for the tea or snacks, timings overshooting (as the organizer can just cut the link) and the participants can join from any location (where-so-ever the internet is available).

2. Webinars can reach a large audience without the need of a classroom or travel costs. In relation to this point, discussions/interaction can be done from distant locations. The webinar software is generally simple to use for both teachers and students.

3. For small group sessions at least, webinars offer interactivity.

4. The use of webinars for interaction or faculty development programme is not trouble free. The presenter may need to devise methods for keeping the attention of user participants.

5. There are various technical issues attached to the use of webinars. Although relatively simple to use, webinars do still need a level of computer literacy. It is difficult to judge the mood of the group. For large groups there may be a lack of interaction between the instructor and the students.

Webinars for seminars or conferences may need the following cautions to be successful: (the cautions are based on experiences only and not on the basis of any research)

a. Length of time for promotion of the webinar or seminar should be just one or two weeks before the launch of it.

b. Best day of week to promote a webinar-conference is usually Saturdays or Sundays? In order to have highest participation rate the after lunch timings are best.

c. Average length of webinar usually should range from one day to three days?

d. Average webinar attendance audience is usually 75% to 95%? However some user participants leave in between by keeping their identity intact as they never switch off the participation.

In the end, I refer to Ms Gerd-Hanne Fosen, the Co-Chair of the International Task Force on Teachers for Education 2030 (UNESCO) who emphasized the need for policies to remain focused on the most marginalized, and that is those who do not have access to technology or who do not have a supportive home environment.

Prof. S. P. Malhotra
Former Chief Consultant to EdCil, MHRD, Government of India; Director, ETMA

Student Speaks:

Learning Online: My Experience

Nilay Pal

Teacher

Every teacher makes the class interactive. In my school, we have different teachers for each subject. All teachers are friendly. They create a friendly environment in the class. Whenever, I had a problem, teachers used blackboard making things easy to understand; if my difficulty persisted, they were always ready to help and clarify it. The teacher use to teach primarily in English. However, they also use bilingual communication i.e. English and Hindi for

better understanding of the students. When teaching face to face, the teacher pays attention to all the students at the same time, whereas in online teaching, the teacher has to be attentive towards the students one by one. In online education, only few teachers explain. However, now I can use social media using WhatsApp and SMS service to get clarification from the teacher and my classmate friends 24x7. In face to face mode, I could get clarification during school time only.

Friends

During online classes, student can play online games or some other activity as teachers can't supervise. In classroom teaching it is not possible. Online classes can be disrupted due to power cuts and technical issues. But in normal classes it is not possible.

Experience of learning

- **Science:** For science practical earlier I used to go to the lab but now couldn't. Our science teacher would always conduct quizzes. They suggested us some tryouts. Still quizzes are conducted on online websites. The easy activity in the book is given to us as a homework so that we can have a clarity of the concept. I had a better guidance of teachers compared to now.

- **Maths:** Our teacher suggested us some tryouts. Quizzes are conducted through online websites now only. Our teacher was

using blackboard through which it was easy to understand.

- **Social Science:** I experienced similarity in online and face to face learning.

Sports & Games

I used to have games period in which I could play with my friends the game of our choice. Sitting at home I play online and offline mobile games only. Physically active games have gone for a toss.

Other co-curricular activities

In normal classes I can make the notice board of the class. There was access to the school library now there is no library. I also had the music period which I enjoyed a lot. I can't go to picnic anymore. There is no monitor, head boy, head girl and prefect active right now.

Other miscellaneous

Online classes also save transportation time and transporting fees. I need not get up early and get dressed up in uniform I can sleep now more and study in the clothes of my choice. My parents also need not prepare lunch for me and not to drop me to the school. Also health of children has been affected due to online studies like eyesight because of remaining on the screen for a long period of time and also hearing has been affected due to long usage of headsets.

Mr. Nilay Pal
Sixth grade student of DAV School, Vasant Kunj
New Delh

Online Teaching and Learning

Rachna Pant

I t has not been an easy road and navigating it did not come naturally. There were several learnings en-route. We all learned not to take anything as a given and be less circumspect about integration of technology. We were bound by several ironies - on one hand discouraging a device bound/enslaved life and simultaneously promoting entire learning in digitalized form. We were in knots but circumstances propelled us to work towards the best possible option. A judicious mix of both which amalgamated the best of both worlds seemed to be the most viable resolution.

It was ironical to see that we were using devices to free them of devices. This strategy worked well for activities undertaken like Art, Craft, Yoga, Debate, Oral Assessments and a Variety of Projects as well.

Our classrooms graduated to portals. The e-learning began tentatively in all earnestness but gained momentum as both mentor and the mentee got familiar with the usage of various learning platforms/ portals. It became a veritable challenge to control this speed as the new found digital empowerment had its flip side as well. It could potentially be used by unsavoury elements to create dissonance or distraction. To combat this scenario several trainings on cyber security were conducted. The students were taught **netiquettes - a new term dealing with etiquette while using net.**

The teachers explored all its features. The science department began to conduct digital practical's and labs became totally safe sans any chemical. It opened us to experimentation. It's understandable to miss the dynamics of a live interactive classroom yet I can't say that we have failed to achieve this on net. In fact, we are in closer contact with the students.

It has really challenged of 'Me Time' of the teacher and intrusion into her private space has become the norm.

The students are constantly connected and free to reach out at any given time. It has its down sides too, yet the merits outweigh them by a margin.

The virtual school is buzzing with life and teeming with ideas. The brain has begun to flex its muscles and is tickling us to explore what was hitherto unknown. The virtual world has now become a virtual reality.

A smooth transition to Testing, Assessing and Communicating happened while we were still grappling with the immense logistics involved. We

experimented with online PTM which was an unprecedented success as each one had a voice and accessibility. Those who shied away from normal engagement with others, experienced a new - found freedom which was both liberating and exhilarating.

Only technology can fail technology. Erratic connection, poor bandwidth, network issues and parents' limitation kept us on tenterhooks, but we have learnt to do our ballerina act well and nimbly balanced it all.

To say that we are alone won't be fair, the government agencies, examining bodies like CBSE also revamped their act and produced material and lent support. Help and understanding poured from all quarters. Everybody was in it together, embarking on this new unique journey.

It is possible that we might find it difficult to retrace our steps or revert to pre-COVID times even when the schools reopen. We might retain a melange of both worlds and create a medley of our own. The way

forward would indeed be a new challenge. When we negotiate the new normal, we we'd to redraw and demarcate what is normal.

We intend to go with the flow and make the most of this opportunity. We are on the cusp of change and intend to embrace this new world well prepared.

Dr. Rachna Pant
Principal
Ramjas School, R K Puram
New Delhi

Mother Speaks:

Education Now-a-days

Niharika Meena

The COVID 19 situation has affected all of us very deeply. The feeling of negativity and uncertainty is making it difficult for all of us to cope with the situation. The Situation is taking a toll on children's mental, physical, and emotional health. It had become very challenging to keep them engaged. They were missing out on the opportunities in the school for their intellectual nourishment. Activities like sports, music and summer camps, etc. which ensured children's overall development were missing due to the lockdown.

Here, online education comes as a saviour. Kids spend a significant time attending their online classes daily. Schools have opted for different online education software to keep the classes running online. None of us want our child to be left behind; therefore online education is the new normal which has enabled students to carry on

with their school syllabus and other co-curricular activities. All the schools are striving hard to make this change a success, by making it more interactive and fun-filled. It really helped a lot to keep the anxiety and loneliness at bay.

There are kids, who cannot afford expensive online classes, so they can opt for free online courses offered by various online portals to keep themselves up skilled, at the comfort of their home. Students who are preparing for competitive exams are taking free online lectures, interacting with each other on discussion board and chat sessions, and sharing notes to keep the preparation going on. Many students also find substantial savings on fuel costs with no commute for classes.

But online learning may be more challenging than regular classroom learning. It demands good time

management skills; you need to be a more independent active learner. As there is no one to keep an eye on, you need to keep yourself engaged and motivated throughout.

With the help of online classes, one gets to control the learning environment, which ultimately helps her/him develop a deeper understanding of their courses. So as a parent and an Individual I feel, if one can concentrate, online classes are the ideal solution.

Ms. Niharika Meena,
is a successful Homemaker

Present Day Classes Scenario

Sukrita Dutta Guha

Some say that wisdom comes with age while others insist that it comes from learning.

Nowadays, thanks to the internet, learning is open to all. Hence, people in the countries where traditional learning is facing various obstacles can take advantage of online courses.

E-learning has made the world of learning much better, more conducive, more convenient, less energy consuming, and lots more. So far, it has been effective to the people who understood its value. It offers the chance to have great results for lower costs and sometimes for no costs at all.

Online education is very quick as compared to regular or other mode of education. Online learning takes lesser duration than full-time degree program, and distance education is affordable.

Taking online classes has a lot of advantages and below are some of the most important ones.

1. Online Learning Accommodates everyone's Needs

The online method of learning is best suited for everyone. This digital revolution has led to remarkable changes in how the content is accessed, consumed, discussed, and shared. Online courses can be taken up by office goers and housewives too, at the time that suits them. Depending on their availability and comfort, many people choose to learn at weekends or evenings.

2. Offers Access to Updated Content

A prime benefit of learning online is that it makes sure that you are in sync with modern learners. This enables the learner to access updated content whenever they want it.

3. Consistency

E-Learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all learners receive the same type of training with this learning mode.

4. Environment friendly

E-learning protects the environment to a lot of extent as it is paperless. As per a study done on eLearning courses, it has been found that distance-based learning programs consumed around 90% less power and generated 85% less amount of CO_2 emissions as compared to traditional campus-based educational courses. With eLearning, there is no need to cut trees for obtaining paper. Thus, eLearning is a highly eco-friendly way of learning.

Due to the wide set of benefits, eLearning has become quite popular, and it is appreciated among students all over the world.

Sukrita Dutta Guha,
a German Language Specialist,
with IBM,Google and
international schools, has
recently joined ETMA

Online Education[1]

Online education and e-learning

Online education and eLearning are often mentioned together. "Online education is a type of educational instruction that is delivered via the Internet to students using their home computers"[2]. And, **"eLearning** is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online."[3] Thus, there is no practical difference between e-learning and online education.

Current Scenario

Agencies	Learners	Courses	Micro-credentials	Degrees
Coursera	45million	38,00	420	16
edX	24 million	2,640	292	10
Udacity	11.5 million	200	40	1
FutureLearn	10 million	880	49	23
SWAYAM	10 million	1,000	0	0

Source: Shah (2019)

Evolution of Online Education

The first online education was offered in 1960 through PLATO (Programmed Logic for Automatic Teaching Operations), the first computer assisted instruction system. ... PLATO pioneered many of the modern online practices like online forums, message boards, online testing, email, remote screen sharing, etc. (Tom for Peterson's 2014). Few other landmarks were Lemonade Stand (1979), Electronic University Network (EUN – 1984), CAL Campus (1994-Computer Aided Learning), California Virtual University (1997), Open Courseware Project (2002) that evolved as Open Education Resource.

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[1] *Excerpts from Chapter on Online Education from the forthcoming book, Educational Technology: Technology Integrated Education for Teachers by Prof. Marmar Mukhopadhyay*

[2] *https://www.online-education.net/articles/general/what-is-online-education.html*

[3] *http://www.elearningnc.gov/about_elearning/what_is_elearning/*

Pedagogy of Online Education

FUTURA deliberated and came out with a comprehensive report on Next Generation Pedagogy: IDEAS for online and Blended Higher Education (Guardia 2016). IDEAS stand for Intelligent, Distributed, Engaging, Agile, and Situated Pedagogy. Rather than five ideas, FUTURA actually provides much more - a pedagogical framework for online education.

Bill Pelz (2010)[4] enunciates three principles of effective online pedagogy.

- Students to do most of the work so that they can engage with the content for longer time; the interactivity, especially in asynchronous learning. Authoring collaborative research projects, preparing research proposals for team projects are some of the activities that build in interactivity.

- Striving for presence - social, cognitive and teaching presence.

IDEAS for Pedagogy of Online Education
Source: *Guardia (2016)[5] Adapted by Authors*

The Prospect of Online Education

As of March 2020, the number of Internet users worldwide is 4,648,228,067, which is 59.6 percent of the world's population[6]. In 2020, total 3.50 billion people have Smartphones (45.15% of total population of the world) including this 4.78 Billion (61.67% of total population of the world) mobile phone/feature phone users in the world[7]. Up to April 2020 there are 3.81 Billion social media users (49% of population) around the world[8].

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4 *Pelz, B. (2010) (My) Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, 14(1), 103-116. Retrieved from https://eric.ed.gov/?id=EJ909855*

5 *Guardia, L. (ed.) (2016) Next Generation Pedagogy: IDEAS for Online and Blended Higher Education. Barcelona, Spain: UOC eLearn Centre. Retrieved from* https://www.tonybates.ca/2016/12/01/5-ideas-for-a-pedagogy-of-online-learning/

6 *Internet World Stats- Usage and population Statistics 2020,* https://www.internetworldstats.com/stats.htm

7 https://www.bankmycell.com/blog/how-many-phones-are-in-the-world

8 https://datareportal.com/social-media-users#:~:text=There%20are%20now%203.81%20billion,of%20the%20world's%20total%20populat on.

Teacher Speaks:

My Experiences with Online Learning in last few months

Subhash Chander

The recent changes in academic discourse at every level has done something which many organized efforts at different levels could not achieve; use of online learning platforms by almost all teachers across the country is the distinguished one. Personally, I have been preparing students in teacher education courses about using online platforms since many years. So, the transition was very smooth. We already had Google classroom, where every student of B.Ed. was enrolled for my course. We were actively using that platform to share things online. The main change was with respect to taking video classes, which was sudden and implemented during a time when huge changes were taking place. Being from a central university, many of my students belong to different states of India. Hostels were closed, so this city was not the place which could give them shelter during that time. Luckily for them, many were already in their native places due to mid semester break, so they stayed there. Now, the real challenge started, majority of them were able to attend classes online but few were not attending classes. They shared lack of internet as one of the main reasons for not being able to join. It was mainly with B.Ed. students. My Ph. D. scholar travels every week for 8 kilometres to attend his joint session with other scholars. So, signal and connectivity somewhere could not convince me as a major deterrent at this level of education, where students are more mobile and independent than school students. School students have completely different challenge. They are mostly dependent on their family to provide them with devices and connectivity. I realized they are on completely another plane.

It was not just challenges which came across. There were some students who took initiatives which, they were mostly hesitant about earlier. Some of them started their own YouTube channels. Some of them shared their places and it was wonderful sharing for all. But these examples were few. I am hoping for more organized and positive approach when we start our next session.

On closing note, I would like to also mention about online webinars and workshops. It seemed that there is tsunami of such events. But, it showed how small the world is and our community is even smaller. Somewhere many are left behind. Hope we have a more inclusive system which is for learning and sharing and not just replicating what we did offline.

Dr. Subhash Chander,
Teaches in Department of Education, Delhi University and Member of ETMA Council

ETMA News

Rhymes by Children

One of the flagship programmes of ETMA is the School Improvement Program (SIP). In this program, ETMA has adopted 35 rural primary schools in Howrah District in collaboration with Howrah Rural Teachers Forum. During the lockdown, the enthusiastic teachers and headmasters were clueless. It initiated a creative program of writing rhymes by primary school children. Children composed as many as 92 rhymes. Every budding poet and poetess has been given a gift book, *Abol Tabol*, a very popular children's book by Sri Sukumar Roy (father of legendary filmmaker Sri Satyajit Roy). These poems are now being published in the form of a book for larger circulation.
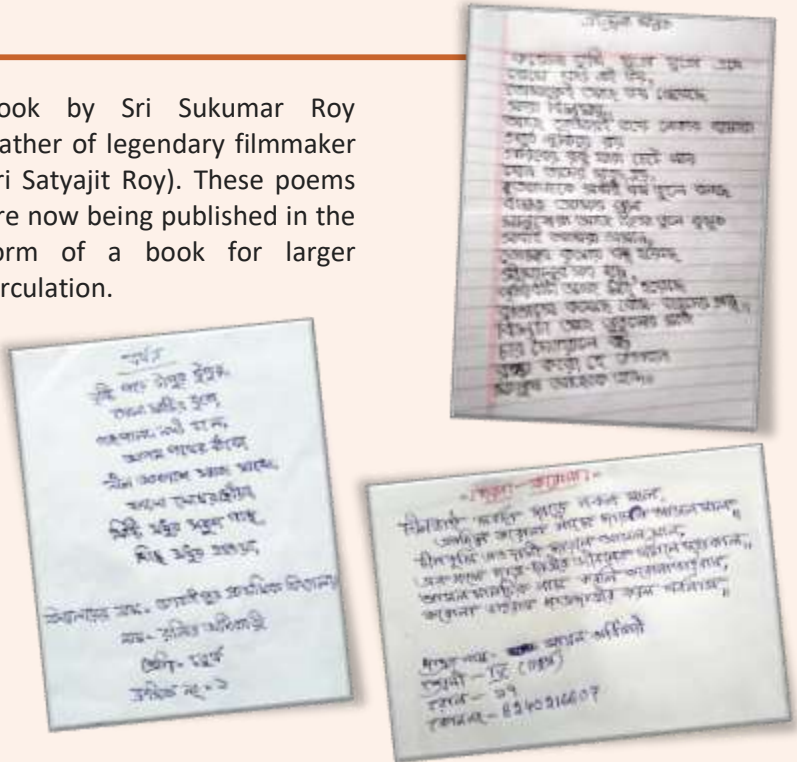
Prof. M N Palsane, Former Head of Department of Applied Psychology, Pune University has been a source of inspiration and support to the SIP Projects. He joined the Children, at our request and wrote the following Rhyme and composed the Visual.

Dreams are true only in nights
Branches grow on the trees of ideas
Birds fly high in sky leaving nests
Stars become flowers on the branches
The darkness of the night comes alive.

Prof. M. N. Palsane
Former Head of
Department of Applied
Psychology
Pune University

Paintings and Handicrafts

Enthused by the successful experiment with rhymes, children as well as teachers of these primary schools have been encouraged to do painting and handicrafts with available material around. The second initiative has produced a large number of beautiful paintings and some attractive handicrafts.

Webinar of NEP

Under the SIP, ETMA and HRTF jointly organised a webinar on National Education Policy 2020 primarily to orient primary teachers on the new National Education Policy as well as its implication for implementation.

Science of Parenting for Pre-Schoolers

ETMA has been working on parenting of nursery children. Dr Subhash Chandra and Dr Sweta Singh Rathore developed six modules in the form of short messages pertaining to children's Physical Development, Health and Hygiene, Intellectual Development, Language Development, Social and Emotional Development, and Moral and Values Development. The material and the approaches were earlier tried out with a group of parents of children enrolled in Salwan Public School, New Delhi. The material has now been published as a printed book for larger circulation.

Schools are procuring copies for distribution among the parents of pre-schoolers. ETMA is also offering online and offline workshops for parents integrating this publication.

Educating the 3rd Child

In the project, **Educating the 3rd Child**, two new brilliant students have been added - Rakhiaj Molla from Sundarbans and Bidhan Roy from Gopalpur in Coochbehar who wants to pursue science and social science respectively.

Further, all the scholars currently receiving scholarships and many of the scholars who have already graduated from the IITs, Engineering Colleges, Polytechnics and Universities have been enrolled in a WhatsApp group. They now regularly interact with each other.

Academic audit

ETMA conducted to academic audits of schools. The first academic audit was conducted on *global Indian international schools* located in Singapore, Kuala Lumpur, Tokyo, Abu Dhabi, Noida, Ahmedabad, and Bengaluru. Each school was visited by a team of four auditors comprising reputed senior school principals led by a senior professor from the University and other national institutions. The team visited each school for three days looking into every aspect of academic and academic support structure. This included classroom observation using Mukhopadhyay's Classroom Teaching Competence Scale with teacher behaviour rubrics. Unlike the quality assessment exercises for accreditation, the academic audit was more in the form of health check-up of already high-quality schools.

The academic audit was also conducted on BVB's Sarda Vidya Mandir, Raipur. Same instruments were utilized, and same procedure was followed in this school as well.

Capacity Building in Flipped Blended Learning Design

ETMA has been working and promoting flipped blended learning design for the last few years. ETMA conducted two programs - one each in Bluebell's International School, New Delhi and Mira model School, New Delhi. Instead of the conventional approach, ETMA sent in advance a self-learning module on Flipped Blended Learning Design prepared by Prof. Marmar Mukhopadhyay. The set planning model has been developed with a series of exercises and worksheets. On completion of all the exercises and worksheets, the outcome is a flipped blended learning design on one of the selected chapters are part of the chapter. Following the self-learning, ETMA conducted a short two-day tutorial-cum-workshop. About two hours are spent on workshop more for clarifying adults in the questions raised by the teachers. Remaining time is utilized in workshop more by teachers prepared and other flipped blended learning design on a second theme.

Online Course

Prof. Mukhopadhyay developed a test for assessment of employability skills of young graduates. The test will be offered online by ETMA.

ETMA is now developing an online course on Technology Integration in Classrooms for the benefit of the teachers. Following the international trend and practices, ETMA plans to launch a few more mini online courses that can be completed in a few hours or in a few days. Participating teachers may collect badges leading to ETMA certificate in educational Technology

Outcome based Learning Design

Mr. Sanjay Dalmia

"Success is half won when one gains the habit of setting Smart Goals" Og Mandino.

It is important for a teacher to set clear **outcomes** for each class – as a first step towards charismatic & persuasive class.

A clear outcome needs the support of a good **plan** to convert it into a reality.

The role of a teacher is quite demanding. They are expected to be content experts with knowledge of various models and techniques to achieve specific objectives.

Then they need great skills
- for Charismatic delivery of content
- strong relationship bonds with children

It is obvious that the learning outcomes will be great for a student - if the teacher is a great story teller and someone – who the student can relate to.

With 30-35 periods in a week, and admin duties – **TIME** is always short for teacher!!

How can we take some work load off the teachers?

tickLinks – helps. It provides lesson plans, activities, worksheets, videos .. These are aligned to curriculum.

This content helps the teachers to make the class relevant and interesting with activities, worksheets etc.. and helps differentiated learning. It reduces class preparation time and helps effective classrooms.

It is a wikipedia like community tool for teachers.

visit www.tickLinks.com **or** download **tickLinks** from playstore

FREE, HIGH QUALITY, TEACHER RESOURCES @

tickLinks.com

New Faces in ETMA

ETMA has been strengthened with two new young staff members.

Ms. Sukrita Dutta Guha, a German language specialist with several years of work experience with IBM and Google and International schools, has joined ETMA.

Dr. Mrityunjoy Kaibartya is a professional in education from Vishwa Bharati University. He is working with ETMA from his native village in Birbhum district.

Profile of Trustees, Members of ETMA Council and Advisors

About
Educational Technology and Management Academy (ETMA)

E TMA is a registered trust engaged primarily in the education space with focus on quality improvement in education through constructively aligned intervention of educational technology and management. ETMA is guided and advised by an interdisciplinary group of educationalists, scientists, medical experts, technologists, management scientists, entrepreneurs and others drawn from IITs, IIMs, Universities, Medical Institutions, Schools, International agencies and corporate leaders in education.

ETMA's work space includes research and consulting, training and capacity building of educational leaders and teachers, media and publications, seminars and conferences, and extension and outreach programme.

ETMA has been consulted and/or collaborated by UNESCO, UNICEF, USAID, CEMCA, Intel, Microsoft and many other organizations.

Under the extension and outreach programmes, ETMA identifies and supports education of brilliant students from at risk poor families converting potential unskilled worker into IIT (Kanpur, Mumbai, and Kharagpur) and engineering graduates, university scholars through a monthly scholarship. ETMA has also adopted 35 rural primary schools under School Improvement Programme, and successfully eliminated drop out and achieving improved performance.

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