



ETMA

Presents

Education Matters @ETMA

January 2021

■ **The fast-forwarded Learning is here!**

- Jyoti Singh

■ **Bridging the Digital Divide**

- Ishita Sinha

■ **Role of Education in Life**

- Jasmeen Kaur



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“What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.”

- Chuck Grassley

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Editor's Note

The New Year is a time when we reflect on our gratitude for the past and our hopes for the future. And it's a chance to welcome a fresh start to reinvigorate our enthusiasm for chasing goals and dreams. Here's to another year of making memories with you all. Cheers to new beginnings!

As the pandemic hit us back in March 2020, the immediate and complete turn to remote learning meant that many if not most schools struggled to meet the needs of students and families. The inability to be flexible and innovative when it came to the effective use of educational technology and the inequity of access that faced many of our students was stark

Over the summer, that stark reality of what happened from mid-March to mid-June shifted to questions of: What will we do for fall? What will school look like in 2021? Will we be in person, remote, what will it look like?

Too many times, the lens was fixed in our minds that things might be “normal” again, relatively soon but the reality we all came to accept is that we have entered a transitional phase of education. What we did know was that there was no going back. Parents, students and educators will have experienced virtual or distance learning at some level since this past March; some may have loved it and others hated it. Parents have seen education up close and personal and their experiences with their scholar's education have now been changed, forever.

This Issue of Education Matters@ETMA talks about the “Future of Learning”, which includes discussions with educational neuroscientist, experts, parents and teachers, to envisage how and what Indians will learn in 2021. The overall vision is that personalisation, collaboration and informalisation (informal learning) will be at the core of learning in the future.

Owing to the steady economic growth and globalisation, education in India is no longer just a teacher talking to a bunch of students in a classroom. With more than 370 million internet users and hundreds of local as well as global business tycoons willing to invest in the future of education, online education in India has picked up pace like never before.

The 3D Trend in Learning

By Harsh Bajpayee



As the work-from-home becomes the new normal, the adoption of digital has become imperative for most sectors. The field of education has not remained untouched in this trend.

This has apparently created myriads of challenges for the students, faculties and educational institutes ensuring fairness in conducting online exams and assessing the acquired skillset of the students through virtual medium throws the biggest challenge to the virtual system of education.

Introduction

Virtual learning environments attracted remarkable interest around 2012 and that interest renewed by the rise of augmented reality applications combine virtual and physical world such as Pokémon Go and SoundPacman (Chatzidimitris et al. 2016; Serino et al. 2016; Piekarski and Thomas 2002). The affordances of 3D virtual worlds have a big part in the development of this situation. They permit users to design interactive environments with the content they want (Omale et.al. 2009). They also make it possible to view a given problem from different perspectives and can include virtual activities that are difficult to practice safely in real

life. Users are able to access virtual contents simultaneously, share information (Prasolova-Førland 2008), receive multifaceted feedback (Cheng and Wang 2011), and conduct activities by interacting with objects and individuals from online connection points in different locations (De Lucia et al. 2009; Sullivan et al. 2011).

Why 3D becoming a trend

3D learning is an exciting, developing area of the eLearning industry. With the technology reaching maturity, it's easy to see that it won't be long before 3D learning approaches, including augmented reality, earn a place in the standard suite of online training products. The third dimension of depth and distance makes things seem much more real than a picture. This changes how we perceive it and relate it to the real world which enhances a student's understanding. We live in a 3D world and the majority of topics we learn are 3D in the real world - so we should be teaching them as they are.

The current learning trend no longer relies on trivia or memorization. There has been a major shift in the way a concept is being taught and learned

by students. This education trend changed when different types of K-12 content providers and K-12 curriculum development companies started their research and found a great way to create eLearning content with a major focus on visualization and knowledge retention.

Students are increasingly having their knowledge assessed through an end of year written examination. This puts an enormous pressure on them to remember specific details of concepts in order to succeed. By making the initial learning an experience rather an ordinary event, students are more likely to retain information for the future. A study found -

- The pupils taught in 3D could remember more than the 2D class after 4 weeks of having studied the material.
- Learning in 3D doubled the rate of improvement from pre to post testing by 17% compared to 8% in 2D learning.
- 3D taught pupils were more likely to recall detailed sequences of processes and were able to order concepts better.

3D means better comprehension

In order to understand various complex theories in mathematics, science, and engineering and their application in real-life scenarios, it becomes essential to encourage students to visualize, evaluate, and analyze a solution for a problem from all angles. This means that students are encouraged to find the solution to a complex problem by looking at it from different angles. By using this approach, the students will start thinking out-of-

the-box, and embark on a journey of constantly discovering new knowledge and developing their skills with ease.

Learning happens through practice

Many organizations report that training has not been successful because learners are unable to apply what they have learned to on-the-job situations. 3D learning allows training content to be blended with a real-world practice environment. Learners could be presented with equipment parts to assemble, learning about each as they virtually touch them, or navigate through

an exploded virtual document or process to learn the steps and links. 3D learning allows students to visualize equipment, procedures, and tasks in a unique, practical way.

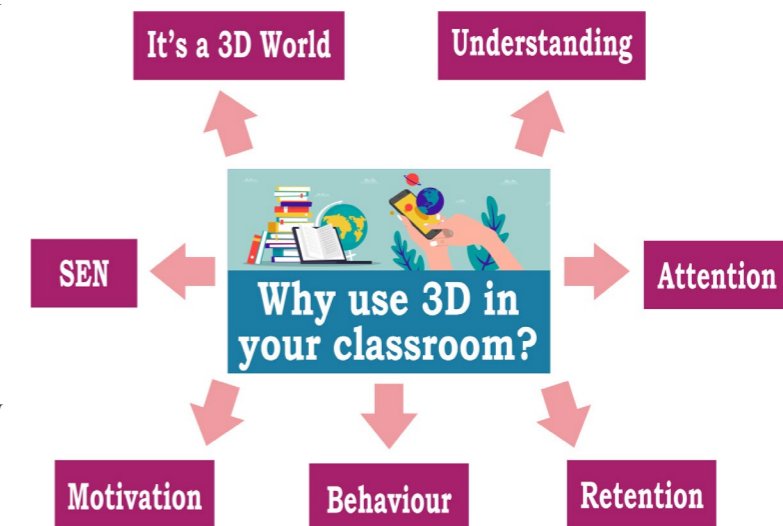
Motivation

There is no greater satisfaction for a teacher than seeing their students confident, satisfied and happy with the lesson and the objectives. The use of 3D gives students higher self-efficacy which in turn also makes the teacher motivated to teach to the best of their ability. Happy students leads to happy teachers.

I am sure 3D has a lot to offer but for us to prepare for this inevitable and exciting future, today's education will have to foster a thriving culture that encourages out-of-box thinking, emphasises creativity and innovation skills, and essentially a learning environment where divergent ideations are encouraged.

Harsh Bajpayee,

Team Member, User Research Practice, CMR



The Fast-forwarded Learning is Here!

By Jyoti Singh



Until now, India was yet to experience the growth curve in online learning the way the US or China had in the recent past. The current crisis has made online learning and home schooling more pertinent than ever.

It has fast-forwarded the adoption of online learning by five-to-seven years within a matter of a couple of months. Schools are expected to stay closed and kids are discovering online modes of learning like never before. Interestingly, it's not the parents or students but rather the teachers who are leading this change. In the pre-pandemic era, the teachers traditionally never used to teach online due to 'high inertia'.

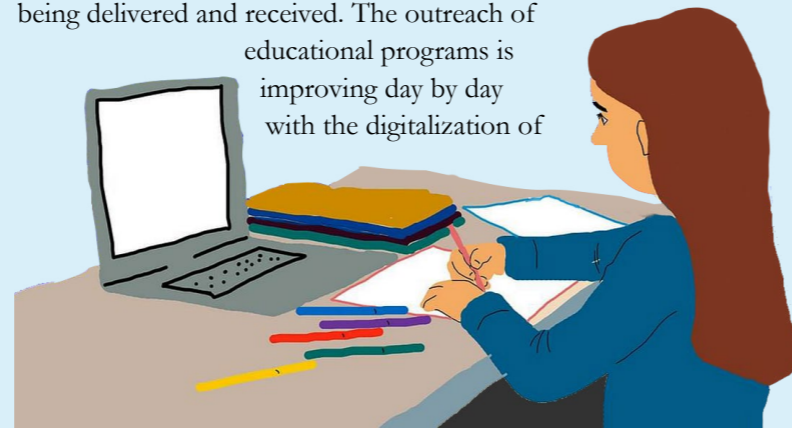
Now, they have moved to the online mode of teaching and have discovered the benefits it entails. This has made the shift more sustainable and makes it here to stay. Teachers have been forced to innovate during the current crisis. This sustained innovation may lead to a lasting change in the way we educate our kids in the post-pandemic era.

Due to the onset of online learning, quality learning content will be freely available to anyone who needs it. It is important to not view education with the same lens as music streaming or OTT platforms. While the latter is only about content consumption, the former is about 'learning' rather than simply consuming content. Learning is a process that involves content, delivery, and understanding. Hence, the need for a mentor who can guide, motivate, and counsel the student at a dedicated

time slot. This is similar to working out at a gym – the equipment is essential but a dedicated schedule and a motivating instructor are important for losing weight.

The innovations teachers use during the outbreak and initiatives, such as the one announced by the government, may lead to lasting change, with technology playing a bigger role in the learning process in future. Digital technologies are increasingly being used to deliver lessons to children at home. With the availability of digital content and ed tech tools, parents are now empowered to make home schooling a reality.

The proliferation of digital technologies is bringing radical changes in the way education is being delivered and received. The outreach of educational programs is improving day by day with the digitalization of



education. Digital education is providing both teachers and students new opportunities to teach and learn thereby ensuring greater participation in the overall learning process.

Jyoti Singh,

Learning Facilitator at D.A.V School, Sreshtha Vihar, New Delhi.

The Benefits of Extracurricular Activities

By Sukrita Datta Guha



As students we hear it all the time, we need to participate in extracurricular activities. Many of us may ask, "What counts as an extracurricular activity?" and "Why do we need to participate?" Today we would like to address each of these questions. To begin, let's first discuss what an extracurricular activity is.

Almost anything that we are actively and productively involved in can be considered as an extracurricular activity.

As the coronavirus pandemic requires many schools to shut down for the remainder of the school year, students may be wondering how they can keep up with their extracurricular activities. Not only are extracurriculars important for demonstrating our passions and talents, but they also help us stay busy—which can be hard to do when we're home all day.

We can still participate in extracurriculars while we're at home—we just need to be more creative. There are so many options out there for students to do that it would be impossible to address them all here. Instead we have been able to gather a few pictures of children doing extracurricular activities from different schools.

Many believe that by committing to extracurricular activities their grades will begin to suffer. Contrary to this idea, many studies show that students who participate in extracurricular activities actually tend to do better in school. Filling our time with things we enjoy actually improves brain function and makes us more passionate about learning, not only things related to our extracurricular activity,

but in other subjects as well. Extracurriculars allow students the opportunity to apply what they learn in everyday situations rather than only in the classroom.

Extracurricular activities are utmost important in a student's life. Students who get involved in extra activities meet new people and because of that their social skills are improved. Students can expand their network which is also beneficial in finding better career opportunities.

When we participate in multiple different activities, we get the opportunity to explore a range of interests and unlock passions we never knew we had!

Plus, diversifying our interests subsequently broadens our world view.

Think about it this way: if we join a philosophy club we'll begin to look at the world through the eyes of a budding philosopher.

The more we achieve success through activities we're passionate about, the more our self-confidence will improve.

For example, let's say a student is really good at maths and his teacher encourages him to get involved in competitions. He joins the school team and start training for the national Maths Olympiad. During the process he realises how fun maths can be and how talented he actually is, which gives his confidence a massive boost.

Working hard and mastering new skills in a fun, relaxed – and sometimes competitive – setting allows us to be successful without the pressure of getting a good grade.

We all should take the time to think about the benefits of extracurricular activities and how to maximise our passions.



Sukrita Datta Guha,
Foreign Language Practitioner and Project Manager,
ETMA

Titbits of an Interview with

Dr. Janet Zadina by Les Howles: Applying educational neuroscience research to instruction and eLearning

Les Howles is an emeritus faculty associate, director, and senior consultant for learning technology and distance education from the University of Wisconsin-Madison. He has more than 30 years of experience working in higher education.



Dr. Janet Zadina is an educational neuroscientist whose mission is to change the way instructors and students understand the brain and learning. She has worked as a high school and college

instructor for more than 10 years. Her teaching experience complements her neuroscience research, enabling her to explain neuroscience in ways that educators can understand and apply.

In this interview Dr. Janet Zadina discusses her work as an educational neuroscientist bridging brain research and pedagogy. She provides insights and advice on how instructors can design more learner-centered course experiences and use online technologies more effectively through a better understanding of neuroscience research related to learning.

Q. Many adult learners returning to school need to balance work, family, and other personal responsibilities, which can be challenging and stressful. In our information-overloaded environment, feeling stressed out and overwhelmed seems more common today. Perhaps these emotional states could be a hidden undercurrent impacting learners. It might be difficult for instructors to recognize and deal with this, especially in online environments.

That is a very good point. Some statistics show this is the most stressed-out generation on record. The statistics could be as high as 50–70 percent of students in a class could be impaired by anxiety, stress, trauma, or depression. In general, stress negatively affects learning and can increase cognitive load. This has become a serious concern as educators become aware of its impact. For example, a student's ability to focus attention can be impaired due to stress-related emotional factors; therefore, they can be distracted and unable to concentrate. A person's alertness and ability to self-regulate learning can be diminished by stress, to a greater or lesser degree. It doesn't mean they're shut down completely, but they're not optimal.

New research shows that existing schema (prior knowledge) and novel unrelated information activate different areas of the brain. Learners under stress seem to activate brain regions for novel information even when they have existing schemas for that information. Understanding these internal

processes may lead to better interventions for learners under stress.

Online learners often have additional stress. Classroom learners may be able to get away from some stressors, such as home problems or work stress, but online learners may be trying to learn in an environment that is creating stress in that moment. Online learners may also be intimidated by the technology and lack of support from classmates. Older learners who may be going back to school online, often fear that they may not learn as well. They're alone and there can be a lot of anxiety. They are not in a classroom setting where they can have support and see that others may feel the same way.

Q. Focusing on learning design, particularly for online courses, what practical advice can you offer from a neuroscience perspective that instructors should be mindful for bridging emotions and cognition?

Instructors and designers need to use practices that reduce, or at least not increase, learner stress and anxiety, especially in online courses. Most importantly, we have to be careful when communicating online because students often can't see our body language and facial expressions. This is where most miscommunication can occur.

Ask yourself, how can I be more personal and social? In online courses, make sure your profile picture is visible. Use a smiling picture of yourself that looks friendly. A smile lights up the reward centre of the brain. It reduces stress by producing positive reward chemicals.

Understand that face-to-face interactions are hugely important to the brain. So, anything that you can do in a virtual classroom that approximates face-to-face interaction—such as incorporating your image or hearing your voice—do it.

When presenting material online, make it feel as socially interactive as possible. Record yourself and show your face and your gestures, or use an avatar that is like a friendly mentor or coach. Rather than always putting instructions in text, make it personal by recording yourself using videos and podcasts. Also, using students' names can be a stress reducer.

Because emotions interact with the cognitive aspects of learning you need to be very careful that your instructional materials do not exceed the limits of normal working memory. Although everyone has limits, students with anxiety and stress often have greater problems with working memory. Instructors need to be cognizant of the length of their material. There must be a means for breaking things down along the way rather than having students remembering long strings of information. Omit irrelevant material that can increase cognitive load or affect the limits of attention. Show students how to break down complex material and work in steps. Use graphic organizers to visually organize content and reduce working memory load.

Source: Howles, L. (2020). Interview with Dr. Janet Zadina: Applying educational neuroscience research to instruction and eLearning. Retrieved from <https://elearnmag.acm.org/archive.cfm?aid=3403583>

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“Dr Kalam used to say - ‘The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers.’ Changes in the education policy is a major way to provide the nation better students, professionals & better human being.”

Bridging the Digital Divide

By Ishita Sinha



The closure of educational institutions in the wake of the Covid-19 pandemic has highlighted the importance of online learning to ensure learning never stops. This, in turn, has also brought to fore the need to bridge the digital divide so that the

benefits of online learning can reach all.

The creation of the National Education Technology Forum (NETF) to coordinate digital infrastructure, content and capacity-building will be a milestone in making education accessible even in remote areas. With e-courses that will be developed in eight regional languages, the push towards digital will not only personalise learning but also help strengthen creative thinking and problem-solving skills, which are imperative for the future workforce. Improvements in accessibility due to an extended focus on digital learning will also provide momentum to the Government's Right to Education Act.

The new policy will encourage educators to use technologies such as Artificial Intelligence (AI) and Machine Learning (ML), which will aid educators

to tailor personalised learning styles according to a student's capacity, thereby improving learning outcomes and strengthening skill development. This will consequently promote skills central to the prevailing conditions, such as creativity, problem-solving, critical thinking and analysis.

Further highlighting the need for e-learning, NEP 2020 aims to introduce an Academic Bank of Credit (ABC). Students who have taken a break from their undergraduate courses and wish to return can earn their degrees without missing the credits earned in the previous session. While easing the re-entry of students, this provision will go a long way in pushing digital learning in tier-II and tier-III cities. Students from these cities can acquire credits by simply adapting online courses and pacing their learning journey with ease, to fulfil their ambition.

Bringing teachers to the forefront, NEP 2020 endeavours to enhance the professional standards among teachers. Under the policy, a National Education Technology Forum will be created to provide a platform for the exchange of ideas on the use of technology for enhanced learning. This will help bridge the digital divide by providing online teaching platforms, which will facilitate a healthy exchange of ideas on the integration of technology for learning, development and assessment.

Ishita Datta,
Senior Educator at Julien Day School, Kahyani, West Bengal.

Student Speaks

Role of Education in Life

By Jasmeen Kaur



Education plays a paramount role in the modern technological world. Nowadays, there are many ways to enhance the education level. The whole criteria of education has changed now, anyone with dedication and Interest may study continuously. It is important for getting bright future as well as plays an important role in the development and progress of the country.

Education is Self-Empowerment:

Education helps you understand yourself better, it helps you realize your potential and qualities as a human being. It helps you to spout into latent talent, so that you are able to improve your skills. Receiving a good education helps empower you, thus making you strong enough to look after yourself in any given situation.

Educated Societies Create the Educational Environment:

Our society should try to create an environment that is helpful for all section of society in getting a good education. Our education is what separates us from other living beings on the planet. It is our

education that gives us the knowledge and skills to use our creative talents.

A Backbone of Developing Countries:

A country cannot progress without having a sound education system. Educated individuals have the ability to become entrepreneurs, technology professionals, scientists, and agriculturists. The major problem for underdeveloped and developing nations is low literacy rate, and large number of people are still living below the poverty line. Educational development is vital for the economic prosperity of a nation.

For Financial Stability:

Education helps you gain the academic qualification so that you are able to get suitable employment. While you earn for yourself, you feel financially independent and free from any financial support. You feel pride that you are earning for yourself. When you begin to be self-dependent, self-dependence not only decreases the load of your family. Additionally, self-dependence turns you into a strong asset towards your family members and loved ones. This means you become capable enough to take

responsibility and wise decisions in your life. You become more productive and self-sufficient. This means you can now accomplish anything and everything you ever

wanted. Such accomplishments lead you on the road of infinite progression. Rather than giving up... you fall, you rise, and you move forward.



Jasmeen Kaur,

Xth Std Student, Gurugram Public School, Gurugram

Teacher speaks

Happily Drift from Passion to Learning

By Anamika Kalra



Infusing our own passions into our classroom is a powerful teaching tool. I thought it sounded selfish at first, infusing what I love into my classroom. Why should my passions have anything to do with my students or with my teaching? But then I realized that passion drives one's enthusiasm and truly motivates giving teachers "fuel" to ignite the wonder and love of learning within

their students. It allows us to be more authentic and enthusiastic in how we teach by sharing our passions with our students connecting it directly into the content. Not only is this self-fulfilling, but it helps build connections and relationships with our students.

This is how I infused my passions into my teaching. Sometimes we get so stuck in "curriculum and programs" that we forget to focus on the way in which we could deliver the content. Although I am extremely passionate and enthusiastic about teaching, I had to delve deeper into my personal hobbies and interests and think about what I could infuse into my teaching and classroom activities. I thought about my background in Sign Language and how I have infused that into my classroom and content. I incorporated some simple signs/hand gestures into the classroom, which is a widely

used classroom management strategy that is so easy to use and implement. I taught my second grade students how to sign a few songs and poems during April's poetry month, and led an enrichment cluster in my school for students who were interested in learning SL. I used this passion and skill to guide my children and they loved it.

Also, for a time I was passionate about learning how to knit so I used knitting to launch my 'how to' writing unit while teaching steps in a process. My students loved seeing the process in action as I demonstrated it, making mistakes along the way, and created the product right in front of their eyes. They all wanted to knit something after that and praised my efforts in making my "not so perfect scarves."

And then, of course, I infused my LOVE for writing and storytelling into my classroom and my students would beg for more. Beg to hear more stories about my miserable fiascos, friendships, cooking concoctions and my days of crime fighting which was all good modelling for showing, not telling in our storytelling writing unit. I realized that I can put my passions to work and engage my students in the content at the same time. Think outside of the box. Be creative and have fun with it.

And when I wasn't so passionate about a topic, like teaching the life cycle of beetles, because insects (except butterflies) are not my thing, I let my students who were passionate about six-legged creatures go to town. They handled the insects, took care of them, observed much more closely than I would have liked to, and helped keep the enthusiasm and learning going for the sake of all of us.

That's what we do...work as a team and learn as a team building on each other's passions and interests.

All of our passions play a role in developing us as learners. That's why there are so many benefits to a classroom of students. We all bring something to the table to help us grow as a learner. Each and every year I can't wait to learn from them, in hopes that they'll embrace my passions tied into the content I teach.

Anamika Kalra,

Online Tutor and a Waldorf Teacher

ETMA News

Webinar on Implications of NEP2020

ETMA webinars are policy discourses on education. ETMA has organised a series of seven webinars on New Education Policy 2020 to orient primary teachers on the New Education Policy. The series included themes like Implication of NEP in ODL, higher education; Language Education. There were webinars on Opportunities for Enhancing Inclusion of Children with Disabilities and Professional Development of Teachers and Educational Reforms, Implications of Artificial Intelligence for Education.

Partnership

ETMA has partnered with Teach for India, Fikri and ticklinks for inspirED 2020, a National conference on Reimagining Education amongst Students, Educators and Policymakers.



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, three new brilliant students have been added - Rakhiaj Molla from Sundarbans, Bidhan Chandra Ray

from Coochbehar, and Joshua Biswakarma from Darjeeling.

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.

Scholar supporting Scholars; New Story

The chairman ETMA received an email from Sri Saikat Jati who received a scholarship for his higher secondary, undergraduate and postgraduate studies from ETMA. He is now doing Ph.D. at the Centre for Biomedical Research in Lucknow. Saikat is receiving doctoral fellowship and is no more on ETMA's scholarship roll. He asked the chairman, "Now that I get a good doctoral scholarship, and it is much more than I need, can I donate for other poor brilliant children?" Chairman cautioned him that he may need that money. Saikat, convinced of his conviction transferred Rs. 6000/- to ETMA account as his donation for his compatriots.

Such a heart-warming act is worth sharing with the readers of ETMA newsletter.

ETMA's Innovative Projects on School Quality

- ETMA developed a framework and tools for Academic Audit of K-12 institutions; It conducted Academic Audit of several Schools in India and abroad.
- ETMA designed and offered online course in Flipped Blended Learning Designs to school teachers. Online course comprised of structured self-learning material, orientation webinars, online tutorials, online asynchronous discussion and project. Participants are provided with Participation Certificate. Project reports are evaluated. Those who successfully clear the project evaluation are awarded Completion Certificate.
- ETMA is now readying to launch an online course on Technology Integrated Learning for School Teachers.

You can partner in ETMA's Outreach Programme

- Under School Improvement Programme (SIP), ETMA nurtures more than 3000 primary school children enrolled in 32 government funded rural primary schools spread over 20 villages in Howrah District of West Bengal. Agenda is quality improvement of rural primary schools.
- Educating the 3rd Child is another flagship outreach programme of ETMA. ETMA identifies brilliant students from very poor families who may dropout after 10th and join the unskilled labour force. ETMA provides monthly scholarships to such students as long as they continue to study. ETMA has so far supported more than 40 students. Some have completed post-graduation from IIT (Kanpur, Mumbai, Kharagpur); engineering and polytechnics, postgraduation in universities. The scholars successfully relieved their families from the clutches of disabling poverty.

ETMA is a Registered Charitable Trust led by some of the educational thinkers from the Universities, IITs, IIMs, National Institutions, Schools and Corporates involved in education.

Online Learning

No doubt, the transition to online learning due to COVID-19 was sudden and hasty. But for students, it's been a positive experience. With educational institutes closed due to the pandemic, the government has been encouraging online education to achieve academic continuity. Most high-end private and public institutions have made the switch smoothly using online platforms such as Zoom, Google classrooms, Microsoft teams, etc.

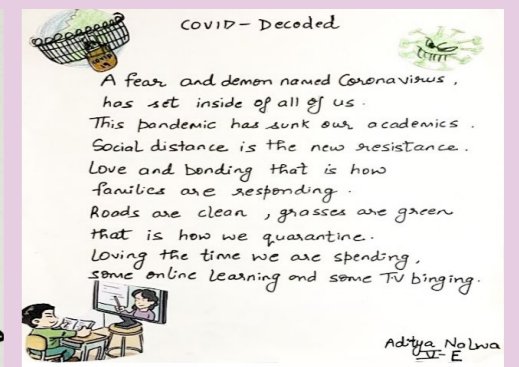
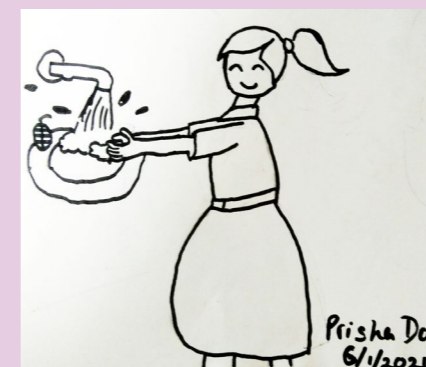
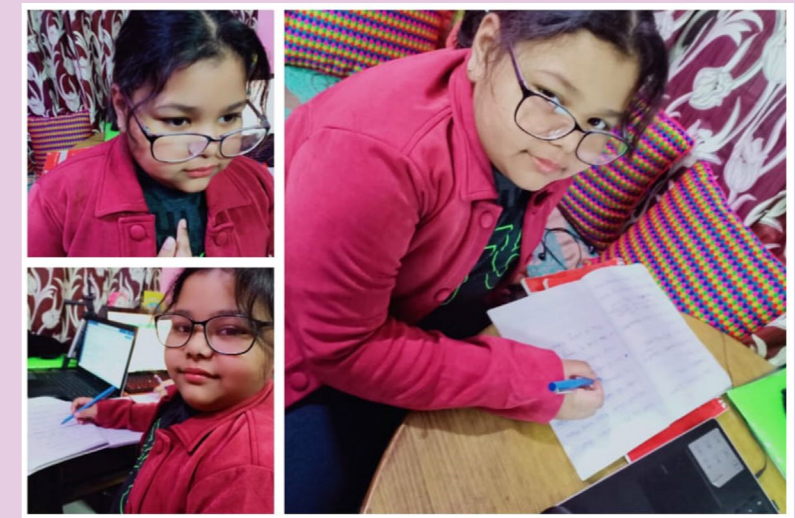
Online education has trickled down to the most basic level—schools and colleges! When asked about their experience with online learning, a student said, "The online option is a need in this pandemic situation. It has brought education to us without us going anywhere, and it is more flexible". Probably, students are finding it a welcome change from strict schedules and long-distance commutes to attend

classes. For some others, who find learning in large classes intimidating, this may be a less stressful option. Many teachers are making the best of this situation by exploring new methods of teaching and assessment.

Most people thought of online classes as a poor substitute for offline schools. But the gradual shift has proved that online schooling can be as effective as offline schooling if integrated well.

Online learning gives our children a better start. With virtual simulations and models, teachers are able to communicate subjects that may have previously been out of reach. Video conferencing and social platforms allow students to communicate with others from different countries and share information like never before.

In a world so consumed with technology (and in particular those gadgets which make life easier and information more accessible), there's never been a better time to start utilizing online learning. Here's a glimpse of children learning online.



Educational Technology and Management Academy (ETMA)

ETMA 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 at risk from poor families converting potential unskilled worker into IIT (Kanpur, Mumbai, 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.



Educational Technology and Management Academy

Gurugram, Haryana

E-mail: etma.india@gmail.com Website: www.etma-india.in