



ETMA

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Inclusive Education During Pandemic

Inclusive Education During Pandemic

Educational Technology and Management Academy

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Editorial

Education during Pandemic

Global and National Experiences for Different but Equal Stakeholders

Sudesh Mukhopadhyay

It has always been a struggle in spite of all the Declarations, Conventions and other legal and values held over the history of human civilisation to be different and yet equal. With our being signatories and rectifiers of being to such declarations and conventions, the Pandemic again showed the mirror to all of us to prove that being different by no means that one is at the "Receiving End" of the sympathy and pity and most of the time facing lower expectations.

In this issue, I am sharing with you the experience of being DIFFERENT, yet many Persons and Organisations addressing the education challenges of the current Pandemic Protocol Induced implications of fulfilling their promise to children and persons with and without disabilities.

Today we have NIPUN Bharat in place as a step for ensuring Foundational Learning. I bring you an initiative of an NGO known for ensuring Inclusion for all types of disadvantaged children (Ankur, located in Pune), which really implemented this before the government shared this idea. I wonder how many more such innovations are in place. Are we looking at these and learning from them to build into Joined Professional Development programmes, or will the Top-Down Model continue!

My second pleasant surprise came from a school (JPM School) for the Blind Children located in South Delhi when I was invited to attend a Webinar being organised by the school to share its response to Pandemic's new normal of Online education. All students have visual impairments, and they are from across the country and mostly from rural areas. Many teachers are also with VI. Not only do the students move over to the next grades through proper and timely examination, but a new session also is in progress. It also facilitated a Special Education B. Ed, trainees to complete school internship!

I decided to explore more to find out how other B.Ed. Colleges are addressing these new developments. I got a response from Chandigarh, where a college of education supports the practising schools and could conduct the practicum requirements. The principal, who is also part of an ongoing, more extensive study, contributed the write-up.

I am sure these efforts at the near to the student levels will inspire and motivate us to develop joint Professional Development Programmes (offline and online) to ensure the quality of education, which has become a real challenge as reported below:

"In January, the Azim Premji Foundation undertook a study of 16,067 primary class children in 1,137

schools spread over 44 districts in five states. The purpose of the study was to assess the "forgetting/regression" kind of learning loss among children regarding language and math. Since these are referred to as foundational abilities, the loss could imply serious consequences for the future. The results of this study showed that 92 per cent and 82 per cent of children lost one or more of the abilities that constitute language and math learning, respectively. Put simply, they had forgotten how to speak or write, add or multiply." (source: <https://api-esp-eu.piano.io/story/viewall/1>, India must allow children to return to classrooms. Parents' fears are legitimate, but children have suffered huge learning losses. It is the responsibility of the government to find the best and safest ways to reopen schools. Written by K. Sujatha Rao, Updated: August 7th, 2021, 8:00:52 am).

As an endnote, JPD is: "Sebba et al. challenge traditional approaches to CPD (Continuous Professional Development), which are based on transferring knowledge or 'best practices, and introduce the term 'joint practise development (JPD). As the process by which individuals, schools or other organisations learn from one another involving interaction and mutual development, sometimes co-constructing new ways of working (2012, p. 2)."

<https://www.europeanagency.org/sites/default/files/Empowering%20Teachers%20to%20Promote%20Inclusive%20Education.%20Literature%20Review.pdf>

I am thankful to all the contributors as they are my source of professional development following JPD!

Conceptualising Ankur Vidyamandir Extension Centres 2021

Madhuri Deshpande

Genesis

It was March 2020, and the Government of India announced a countrywide, rather worldwide pandemic of Covid-19, followed by a countrywide lockdown! The virus caught the rich and the poor with no difference. In January 2021, the situation seemed to improve a bit, but alas, there was a second wave of covid with mutation, and it was a more dangerous strain seen so far. Society at large has started accepting to live with Covid -19 henceforth, an emerging reality. Trains, buses, cinema halls, religious activities have all started except schools and colleges.

We as a school were getting quite restless, being closed almost for a year. We needed to think about the children's future doing their school work on the tabs and cell phones or some on the computers. We have been giving a lot of thought to it and have concluded that if the children cannot travel to the school due to the uncertainty caused by the Pandemic and are home-bound, we will take it to their doorsteps! We can engage them in joyful learning experiences for at least three hours per day for six days a week and let them enjoy being children.

We took stock of our ex-students who live in Pashan, Bibvewadi, Shivajinagar or Jangli Maharaj road with this idea in mind. We found 10-12 students who readily agreed to work as a teacher in the extension

centres of Ankur Vidyamandir. They would be given a well-planned but evolving induction experience for operating these extension centres with continuous support from us.

Ex-students also expressed a concern that these children were being left to themselves and were playing around in the area around their houses as their parents went to work, leaving their kids at home. Hence, concerns and Commitment became a shared motivating factor as we felt that waiting for the government's education department to start the school was not the solution. What about such children who were to start their schooling in June 2020?

The Modus Operandi

Therefore, we at Ankur Vidyamandir took the decision to start the extension centres.

- These centres will also operate for two months in April and May 2021 for three hours for preschool children and four hours for 1st and 2nd standards. Each centre will have 5-10 children of three to eight years (same as suggested by The National Education Policy – 2020 for Functional Literacy, Preschool and Grades I&II)).
- We will depute two of Ankur Teachers to support this activity for the two months. They will supply the extension centres with all the stationery, teaching aids to be used,

all the toys, balls, sanitisers, masks for the extension teachers, books for reference, storybooks; adequate for the two months and Google forms based on the activities for reporting.

- The plan is to have frequent google meets and what's app live with the teachers from Ankur Vidyamandir as a means of sharing, reporting and reviewing the experience of these centres.

Our Experience

At the time of sharing this concept in practice, the extension centre young teachers rather than facilitators are doing a fantastic job.

- They are extremely resourceful and innovative in gathering the children and giving them an attractive environment in their classes, in this case, these Extension teachers' own homes.
- They not only use the teaching aids for the development of the children, but they also use them in many different ways than we at Ankur Vidyamandir would have thought of.
- They give maximum importance to providing every child with an opportunity to participate in the programme and see that those who are unable to do a particular activity are given a number of opportunities to do the activity to reach the planned Learning Outcome.

Our Learning from Extension Centres

- They have demonstrated the way for many would-be teachers of creating a child-centred learning environment. The child is at the centre of every activity that is planned and executed.
- As a result, all children are well assimilated in these classes/Centres. They are eager to come to the classes; rather, they do not like to return home at the end of the three hours. They all are engrossed in the activities given by their teachers and wait patiently as their friends finish playing with the toys or completing the activity, as may be the case.

It is an eyeopener for everyone in the field of education. The children come to the classes neat and tidy, they leave their footwear in a line outside the home of the teacher, they are all quiet when they come in, listen obediently to the teachers, they sit in a circle even without being told. They all wait for their turn, they laugh with all the children when a joke is cracked, but when the teacher gives them an activity, they are all attentive and involved and do whatever they are engaged with. The curriculum is flexible, and they will be ready for the "School" as and when it opens; we hope schools will also be ready for children who lost valuable childhood due to the Pandemic.

NOTE: To know more, visit Ankur Vidyamandir@coer.ankurvidyamandir and also the next Issue of ETMA

Ankur Vidyamandir Extension Centres

Interview of Madhuri Deshpande/July 7th 2021

I happened to visit Pune in the first week of July 2021 after duly getting vaccinated in Delhi and following all protocols. As per my practice of more than two decades of visiting Ankur and meeting the well-known Psychologist & Former Professor of Pune University and my mentor Dr M N Palsane, we met at his place.

This visit resulted in knowing this great practice of reaching out to kids who have been missing the joy of schooling and peers and getting enriched by experiences that many families are not in a position to provide, but schools have been and are now closed for uncertain times.

Her narration in her own words has been shared; I am sharing this interview to share some more details further. Our interaction facilitated Madhuri Deshpande to reflect as an initiator and me as a professional exploring experiment at the grassroots during this Pandemic! Here are my queries (in bold) to her and her responses:

Origin? I wanted young children to be meaningfully occupied and have one to one contact with full safety measures during this Pandemic and lockdowns.

Beginning? I started thinking in March 2020 and started with two centres, and as of today(July 2021), we have 13 Extension Centres, the extension of schooling experiences.

Organisational Structure?

- Ankur Vidya Mandir is the base as this has been an Inclusive school for more than three decades now, and we have been serving children with and without disabilities (not anyone specific but as per the conditions that children come to us with).

Note from Sudesh: It is my pleasure to add for my readers that Madhuri is a trained ECD person and started her first Inclusive set-up from her home when she, as a young mother of a very young boy. Met incidentally another mother with a Down Syndrome child at such a time when preschool/K.G. etc. were non-existent even in Pune of that period! You can read the rest on their Website. It important is that more children join, and some of the so-called normal children refuse to leave her school, and she has to upgrade to higher secondary as these continue. Many of these are now graduates and also Teachers for these extension Centres.

- Two Full-time Teachers of Ankur Vidyamandir are designated Supervisors for these 13 Centres
- These 13 Centres are grouped into 3 Clusters with I/Cs from amongst the 13 Extension Teachers (ETs). Eleven ETs are paid @ 6000/- per month, and each I/C ET is paid Rs 8000/- per month.
- The Ankur Vidya Mandir provides all materials required for children, and this cost comes to about 30000/- (Details of Materials

is mentioned in the Note by Madhuri Deshpande).

- Every Friday, there is a pre-planned online Google meeting with all the supervisors, I/c ETs and ETs from 3-5 PM to seek guidance, cooperative planning, and sharing experiences. Ms Madhuri Deshpande herself also participate, and according to her, we learn a lot more as a school from these ETs.
- *Her observation was that at times she and her full-time teachers are wonders struck by the way these ETs innovate, connect and respond with their insights, behaviours and innovative use of material given and further enriched by what is available at their homes.*

Explain the Motivation of ETS?

Ms Madhuri smiled and, with great pride and wet eyes, explained that all these ETs have been our students over the years in the Inclusive Set-up. They have grown up respecting all types of diversity from disabling conditions to varied socio-economic and professional backgrounds,

Incidentally, Ms Neha was also present, who at one time Joined Ankur in the pre- Primary section. She is a Physicist by profession, also taught in this Vidya Mandir, and I could feel the involvement and pride and this dialogue motivated me to share this experience and learn with you all.

Sudesh Mukhopadhyay

July 17th 2021

Dedicated to the memories of

Late Prof. N K Jangira (23 June 2021) and Late Prof. Suman Karandikar(28 June 2021)

The Pandemic & Online Schooling 2020-21

Principal and Staff- JPM School, New Delhi

JPM Senior Secondary School for the Blind

Journal Periwai Memorial (JPM) Senior Secondary School for the Blind is a special residential school for visually impaired boys, established and administered by the Blind Relief Association (BRA) Delhi.

The school has been recognised and aided by the Directorate of Education, Government of NCT Delhi since 1969 and affiliated to the Central Board of Secondary Education (CBSE) since 1974. JPM is widely renowned in the country for nurturing and grooming visually impaired children to be optimistic and ambitious citizens excelling in academics, sports and co-curricular activities. The school offers free education, boarding, lodging, assistive device, books and other services to visually impaired boys from nursery to Class XII.

Pandemic and Our Response

The Delhi Govt. ordered the closure of schools on 19/3/2020. And on 21/3/20, the PM ordered the National lockdown. The school had to arrange to send the students to their families, and we needed to continue with their education.

JPM School students do not live in the neighbourhood. They come from various states in India. Its beneficiary students live in remote villages, and getting them together online has been a tough task to deal with.

Shifting to Online Education

Realising the gravity of the Pandemic, the teaching community created staff groups and class groups on WhatsApp. They soon began to work out strategies to begin the classes in case the lockdown continued. Concern, Commitment and dedication, along with teamwork and timely decision making by the school and school management and support of its own IT department, resulted in this shift to online education, which was very challenging for all children, especially those with Visual Impairment (Blind, With Low Vision). We initiated the following actions immediately:

- ✓ *Sitting at home, the staff compiled the Annual school Results 2019-20, and the same was declared successfully and posted in the respective class groups on 31/3/2020.*
- ✓ *The school embarked on teaching the students online on 1/4/2020 itself, although many students didn't show a keen interest in the beginning. The School Counselor continued to persuade such students to join the online classes.*
- ✓ *Further, as the lockdown continued, students began to take online exams.*

Our Journey to Online Education

1. JPM School had to shift suddenly to online teaching instead of direct classroom teaching. The school had to look for online digital options to reach out to students of different states and both rural and urban areas. For a smooth

transition to online classes, the following various strategies were planned before the commencement of the classes:

- The teaching faculty was given requisite training.
 - Class groups were created on WhatsApp.
 - The school mostly used Zoom or Google meet app for live online teaching.
 - Tutorial videos on how to operate the online platforms were shared with the students and their parents.
 - *MP3 Pen drives with audio study materials were given to students from class VIII to XII.*
 - *Needy students of Board classes were provided with smartphones. The school management paid internet charges for all students of board classes.*
 - *Braille text and other assistive devices like Braille slates, Taylor frames, etc., were provided to students.*
2. Our school is registered with FIT INDIA MOVEMENT, an INITIATIVE by CENTRAL GOVERNMENT. In spite of the fact that boys did not have access to the playground in their localities, they used whatever little spaces they could find at home or on rooftops, and they participated in all the activities initiated by FIT INDIA MOVEMENT. More stress was given to focus on Yog-Asanas as students could do it easily and safely at home.
 3. Children made videos and posted them online in their respective class groups.
 4. **The school Counselor**, with the support of her known persons from the IT field, took the following initiative:
 - The school got a site created and managed by Bluebyte PTY Ltd. Australia.
 - She created a class-wise ID for students.

- Teachers posted their **audio class sessions** (a must as all our students with visual impairment cannot access videos, and they will need support from others) and other connected links available online for the benefit of students.

5. **Twww.jpmschool.com:** The salient features of this specially created Website are as follow:

- The school website is disabled-friendly, powered by the screen reader.
 - There is the complete information of the school as per DoE and CBSE guidelines.
 - All important links relevant to students of all classes are available on this Website, including Audiobooks by NCERT.
 - Complete study material in audio/video/mp3/pdf/doc format is available class-wise for students of classes 1 to 12th.
 - ***The database is managed on the cloud of One Drive facilitated by Microsoft (thanks to the initiative of the School Management, the Blind Relief Association, Delhi and Microsoft)***
 - The teachers are regularly updating study material as per guidelines being issued by the Directorate of Education Govt. Of NCT of Delhi from time to time.
6. **Students actively participated** in the online classes, at times with help from parents, peers as well as the school and teachers facilitating to overcome day-to-day challenges.
- Posted their homework in Audio/Video format, pdf or as word doc file as well as Braille format clicked as image.
 - Efforts were made to make all study materials available to students, including assistive devices like Braille slates etc.

- Parents of the Delhi/NCR region students came to school to collect the same whenever the situation was conducive.
- Further Landline calls were made to the students who were unable to attend online classes due to the non-availability of smartphones.
- Teachers dealing with Mathematics faced great difficulty in teaching concepts. Where parents assisted the wards, they could follow the lessons.

It was a happy experience as students mutually tried to help the other if someone lagged behind after the classes.

The online teaching-learning provided an active platform for chat, discussions and consultations. This was the best way to beat the loneliness and stress posed by the Pandemic and the lockdown.

However, teaching geometry online in classes 9 and 10 was not that successful and required lots of effort from both teachers and taught to understand the concept.

To support the learners, they need more help. For that, parents were roped in for assisting their wards during the online classes.

Attached are the following links for the visuals:

1. Presentation on Journey of JPM school
https://youtu.be/_fdCXs_tB_Q
2. FIT INDIA MOVEMENT
https://blindrelief-y.sharepoint.com/:f/g/personal/moolchand_blindrelief_onmicrosoft_com/EnSbRyWo4pFEpUeY7zyCNdIBLvy3u7jHGgCaybgVx6UFhQ?e=GJy48C
3. TEACHERS DAY CELEBRATION
https://blindrelief-y.sharepoint.com/:v/g/personal/c_b_dubey_blindrelief_onmicrosoft_com/EYCX5HEA1ThCmOrOXRiXPmoBkFKUx36PpI3jk1yhTG-jsQ?e=CMBMlt

Mr K.J. Kuriyan
Principal, JPM Schools., New Delhi

Practice Teaching for B. Ed. Spl. Edu. (VI) during Pandemic

Swati Sanyal

Durgabai Deshmukh College of Special Education (VI) is located on the same campus as JPM Senior Secondary School. Both are, in the way, part of the Blind Relief Association (BRA).

This college held teaching practice at the JPM School. COVID 19 and the national lockdown instantaneously disrupted regular activities of the schools and institutions of higher education in many ways. As for the B.Ed. Colleges, the most important component of providing school teaching practice experiences to the trainees, suffered the most, as schools across the country suspended their offline classes. All such institutions are also offering two-year B, Ed, Spl.Edu, programmes as well as for general B. Ed. Programmes teaching practice and many other practicums require collaboration with schools.

Positives for this College

Even under these circumstances, Durgabai Deshmukh College of Special Education (VI) was fortunate enough to carry out the teaching practice of its trainee students through online mode in JPM Senior Secondary School for the Blind, where online classes were being held for all classes and subjects on a regular basis.

The principal of the school not only facilitated the teaching practice for the second year B.Ed. Students allotting individual classes as per their pedagogy

courses and provided access to all college faculty members for supervision of the same.

Further, the school also extended its help by allowing the trainee students to observe the online classes conducted by the regular school teachers.

Managing School Experience for Trainee Teachers During Pandemic

Sneh Bansal

In March 2020, India rang the alarming bell for COVID-19, and lockdown started with all its uncertainties. This also happens to be the time of every year when most of the educational institution schools and institutions for higher studies are in the process of planning for completing the ongoing academic sessions, completing annual assessments, admissions for new sessions and so on. The rapid, unexpected and 'forced' transition from face-to-face to remote teaching has entailed several challenges and constraints but also opportunities to pave the way for introducing digital learning. Teaching cognitive and social issues was very well predicted when it comes to online practices in the teacher education programme. The need to create learning environments for student teachers doing their teacher education preparation implied decisions, choices, and adaptations to meet the expectations of students and the requirements of teacher education and the conditions in which both teacher education institutes and schools had to operate.

Being an educationist and leading an institution before me was the big question: What are the alternative education system and assessment strategies required to respond to this pandemic emergency to ensure the academic semester's continuity through online teaching? In this article, I will be sharing my perspective on what works in the current emergency situation, but most importantly, the process of online practices has been adopted to create an effective teaching-learning ecology that results from careful instructional design and planning.

Facilitating Schools for the New Normal

The beginning of the new Sessions, even for us as teacher education, also has the biggest challenge. The students are not familiar with the institution work culture and do not have face to face interaction with the faculty leading to lots of confusion and doubts in the mind of the new batch.

To begin with, conference calls were held with teachers of the schools that we interact with for practice teaching to motivate them, to sensitise for a different way of education, i.e., life over learning. The team happily recommended their ideas for coming out of the subject teaching genre to be a facilitator for developing skills to overcome the ongoing challenges.

This time orientation was conducted online, emphasising emotional support to be provided fully to the students. Initially, students were a bit nervous and anxious, but personally, as a head, I counsel them by arranging online sessions daily, which includes sharing short stories, biographies of eminent personalities/ life philosophy which worked tremendously. Slowly they felt comfortable. Google Classroom (LMS) has been created along with the WhatsApp group with small counselling groups designated to each faculty to individually take care of the needs of each and every student holistically. We focused initially on family values, health hygiene, emotional and social skills enhancement, etc. So that insecurity or anti-society habits do not get infused in the mindset of pupil teachers. We

encouraged the students to get involved in some concrete tasks like exploring hobbies, helping others, online skill learning and acquiring new skills. Many students learnt painting, instrumental music, Shabad Gayan, rap, songs composing, designing new clothes, lyric writing, gardening, art & craft etc. We prepared videos, posters, songs, mimes' skits, etc., and sent a schedule of activities according to the age group to parents. Imbibing positive thoughts and motivational lines as *parents are to be the teachers, and so far, those designated as "teachers" were to be the resource/facilitator*. The proposed schedule has time slots for exercises like Yoga, aerobics, games, watching TV, study time, art /craft, family- time, helping in household activities, fun activities, story time, meditation, etc. We held live sessions of these activities and also invited parents and students to join these sessions. We encouraged students to prepare a portfolio on activities and the learning experiences they were undergoing using easily available materials at home. Teachers keep on interacting with the students through blogs, chat, forums, web conferences or video conferences and social networks. These interactions supported the students in effectively engaging and participating in all the academic and non-academic activities and led them to eliminate the fear of Covid Protocol Induced Isolation especially being away from peers. Counselling sessions were held with parents on how to keep the family atmosphere happy, congenial and compassionate in these testing times. Some parent-volunteers sent the videos of activities done at home and also gave suggestions. *Academically, teachers prepared revision assignments from the previous grade level and focused on experiential learning.*

Getting Ready for the Internship

The internship is the most important part of any teacher education program. It gives pupil-teachers hands-on experience and skills required to become a competent, dedicated and professional teacher. Though there were no physical classes in schools due to complete lockdown, virtual teaching-learning

practices needed to be in place. If teaching-learning is possible in an alternative mode, why not school internship?

As per the NCTE guidelines to the Teacher Education Institution (TEIs), to cope up with the COVID-19 Pandemic Crisis, the internship and field engagement domain shall be as per the direction of the affiliating body/University /Institution under the prevailing situation. At the same time, to facilitate and support pupil teachers to ensure effective internship, we approached the schools. After their consent, they were allotted online classes as shadow/assistant teachers with the school subject teacher. Besides that, on our part, we have prepared short videos related to online learning tools- creating google classrooms, online learning tools, workshops on e-content development to make them prepare for the online classes. Weekly interaction has been done to discuss if any challenges have been faced in online classes. The pupil teachers developed one important aspect which has personally been emphasised and competence during virtual classes was how to manage the online classes for children with special needs. As NEP 2020 has focussed on the capacity building of the general teacher to address the diverse needs, sessions on Universal design for learning, inclusive teaching strategies, adapted assessments, collaboration with the parents and special teachers were conducted. Orientation with the MOOC, gamification, virtual apps, OERs, teaching-learning material using the VAKT approach was part of the training for the pupil-teacher.

In one way, Pandemic turned blessing in disguise; we could connect with the international educators who were invited to share their knowledge and experience on evidence-based online teaching practices with the trainee teachers. The world has become so small that anyone can be connected anytime, anywhere, which gives us an opportunity to learn, share, and grow.

Final Thoughts

To conclude, the influence of the COVID-19 Pandemic on a global scale has shocked education institutes at all levels and, at the same time, inspired them to find solutions to problems they have not encountered before. As per the current trend, trainee-teachers should have the techno-pedagogical expertise for imparting education in a technology-based environment. It has opened up an opportunity for the teacher education institutions to reflect and carefully consider collaborative programs with experienced teachers, parents and community members in mentoring pre-service teachers for building an effective online teaching-learning environment.



International Conference
on
Hybrid, Blended & eLearning

3rd - 5th December 2021

Presented by



Educational Technology and Management Academy



Association of Indian Universities



Gurgaon Progressive Schools Council

CALL FOR PARTICIPATION AND COLLABORATION

As the pandemic recedes, we would move forward to normal. Indeed, a new normal. During the pandemic, the educational institutions experienced the power and effectiveness of technology-enabled education. It was a case of emergency technology response; there was no time to learn technology-integrated learning designs that could have changed the game of learning. Now is the time to prepare to move forward from technology-enabled online or face-to-face lectures to technology-integrated learning design for everyone to evolve as Lifelong Self-learners. We need to converse with the learning design scientists face-to-face with grassroots practitioners.

Educational Technology and Management Academy, in collaboration with the Association of Indian Universities, bringing together some of the finest experts on technology integrated education from all over the world and India at the online International Conference on Technology Integrated Learning focusing on Hybrid, Blended and E-Learning on 3-4-5 December 2021. The primary objective of the forthcoming International Conference is to create a forum for practitioners to meet the global leaders in technology-integrated education.

The Conference will have four keynote sessions, two panel discussions, ten paper presentation sessions and eight workshops.

Call for Paper Presentation and Participation

The Conference invites participation and presentation of case studies, thematic and research papers on **technology-integrated education, Hybrid Learning, Blended Learning, Online Education and e-Learning**. Please send an abstract of your paper by **3 October 2021** to etma.india@gmail.com, cc chandansetma@gmail.com.

Registration: Registration Fee is Rs. 1000/- only.

Please register online at

https://docs.google.com/forms/d/e/1FAIpQLSffPXeR10iGh_T83pSh0JivJvmC0kBTUIxP-w7ZqChTCSUM9Q/viewform

Participants will receive Certificates of Paper Presentation/Participation

Note: All papers will be brought out as Conference Proceeding in e-format. Papers will be further referred for evaluation. Only referee recommended papers will be considered for publication.

Keynote Speakers and Chairpersons

Speakers

3 December 2021

4 December 2021

Prof. Asha Kanwar



President & CEO
Commonwealth of Learning,
Vancouver, British Columbia,
Canada

Prof. V. Chinapah



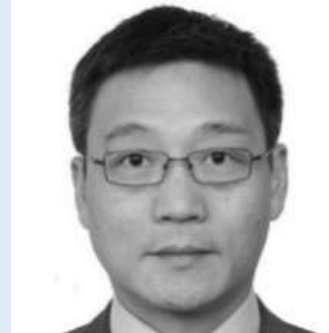
Professor Emeritus,
Department of Education,
Stockholm University,
Stockholm; served UNESCO
Headquarters in Paris-France
for 16 years.

Dr. N. M. Ostashewski



Associate Professor with the
Athabasca University Distance
Education Program, Alberta,
Canada

Dr. Libing Wang



Chief of Educational Innovations
and Skills Development and
Senior Programme Specialist in
Higher Education at UNESCO,
Bangkok

Chairpersons

Prof Tony Bates



Distinguished Visiting
Professor, Chang School of
Continuing Education,
Ryerson University

Prof Matiul Alam



Professor of the Education,
University of British
Columbia, and CEO of World
Education, Vancouver,
Canada.

Dr Sanjaya Mishra



Education Specialist e-Learning,
Commonwealth of Learning,
Vancouver

Prof Pankaj Mittal



Secretary-General, Association of
Indian Universities, Former
Vice-Chancellor, BPS Women
University, Govt. of Haryana)

Panel Discussions: 5 December 2021

There will be two panel discussions on Technology-enabled learning assessment and examination management and Innovations and Research on Technology-Enabled Learning on Sunday, 5 December 2021. Expert panellists are introduced below:

Technology-Enabled Learning Assessment & Examination Management

Dr Vineet Joshi

Mr Anshul Sonak

Dr Rajesh Barnwal

**Dr Manish Gupta,
Chairperson**



Additional Secretary, Ministry of Education, Government of India and Chairman, National Testing Agency, India

Global Director- Digital Readiness Programs and Senior Director for Global AI Readiness at Intel Corporation, Singapore

Principal Scientist of CSIR-India, leading the AI & IoT Lab at CSIR-CMERI, Durgapur.

Director of Google Research India. He holds an additional appointment as Infosys Foundation Chair Professor at IIT.

Innovation and Research on Technology-Integrated Education

Dr Som Naidu

Dr Indira Koneru

Prof Amarendra Behera

**Prof Madhu Parhar
Chairperson**



Principal Fellow of the Higher Education Academy (PFHEA); Executive Editor of Distance Education Journal of Australia's ODLA. Former Pro-Vice-Chancellor, The University of South Pacific, Fiji

Associate Dean & Head, eLearning Department, ICFAI Business School, & Founding Director of Koneru Bhaskara Rao & Hemalata Human Development Foundation

Joint Director, Central Institute of Educational Technology (CIET), National Council of Educational Research and Training, New Delhi

Director, Centre for Educational Media for Commonwealth Asia, Former Director, STRIDE (IGNOU), New Delhi

Workshops - 3 & 4 December 2021

There will be eight workshops. As the workshops will run parallel, participants can choose only one theme. Participants are advised to indicate their preference along with their registration

Learning 321		Going forward to normal: Education in a different world		Design Thinking		Repurposing OER for Blended Learning	
<p>Prof M M Pant</p>  <p>Former Pro-Vice Chancellor at IGNOU & Visiting Professor at University of Western Ontario.</p>		<p>Dr Sugata Mitra</p>  <p>Former Professor of Educational Technology, Newcastle University, UK; Visiting Professor at MIT Lab</p>		<p>Mr Kapil Singh Murdia</p>  <p>Creative Lead - Prodeeo Design Studio. Specialist in Design Thinking</p>		<p>Dr Indira Koneru</p>  <p>Associate Dean & Head, eLearning Department, ICFAI Business School,</p>	
Virtual Reality in Education				Open Education Resources			
<p>Dr Ramesh Sharma</p>  <p>School of Global Affairs, Ambedkar University of Delhi & former Associate Professor, Wawason Open University</p>		<p>Mr Sunil Sharma</p>  <p>EdCil Consultant to CIET (NCERT), New Delhi; a specialist in Virtual Reality Application in Education</p>		<p>Prof. Norazah Nordin</p>  <p>Dean, Faculty Of Education, Universiti Kebangsaan Malaysia</p>		<p>Prof K. Pushpanadham</p>  <p>Head, Department of Educational Administration, FEP, M. S. University of Baroda.</p>	
Advanced Educational Research Methods				AI & Machine Learning			
<p>Prof Renu Nanda</p>  <p>Dean Faculty of Education, University of Jammu, India.</p>		<p>Prof S P Malhotra</p>  <p>Hony. Director (ETMA), former Dean (Academics), Kurukshetra University.</p>		<p>Prof Syed Fawzia Nadeem</p>  <p>Professor of Education, Jamia Millia Islamia, New Delhi</p>		<p>Mr Sachin Sharma</p>  <p>Co-founder of Funoppia, specialist in Artificial Intelligence and Machine Learning.</p>	
<p>Note: Participants are advised to register for the workshop of their choice; please choose any two in order of priority.</p>							

Academic Advisory Committee



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Dr Indu Khetarpal
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Educational Technology and Management Academy: Brief Introduction

ETMA is a non-government, nonprofit Educational Trust registered in 1993. It is registered as a Charitable Trust under 12A, including exemption of donations under 80G. Its mission is research and innovation for quality improvement at all levels of education. ETMA is guided and run by a team of scholars from IITs, IIMs, Medical Institutions, Universities, National Institutions, leading Schools and research organisations in corporate organisations. ETMA works on five verticals.

- **Personal Social Responsibility (PSR):** ETMA identifies brilliant students from high-risk families and provides scholarships. More than 40 students have benefitted from the scholarships; ETMA scholars completed programmes in IITs (Kanpur, Mumbai and Kharagpur). GOI flagged ETMA's successful *School Improvement Programme (SIP)* for rural government primary schools at the HLG Meeting in Brazil (2005). Members of the ETMA fraternity support these outreach programmes with personal donations (PSR).
- **Research and Consultancy:** ETMA conducted several research and consultancy projects for UNICEF, USAID, COL, ICSSR (sponsored study), CEMCA, Intel, BEI, GSF, and others.
- **Publications:** Publishes occasional online e-magazine with a circulation of more than 8000. Besides, ETMA has published books, digital content, and training materials.
- **Capacity Building and Professional Learning:** ETMA supports professional learning initiatives of educational institutions. ETMA has conducted many Capacity Building Programmes for the Leadership team and teachers of schools, colleges and engineering institutions.
- **Seminars and Conferences:** ETMA organises Academic Conclaves every Saturday, addressed by Vice-Chancellors, Professors, teachers and young scholars. About 1000 participants have attended conclaves. ETMA organises conferences only on special occasions. This is one such conference aimed at collectively constructing a more efficient technology-integrated pedagogy. More on www.etma-india.in.

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