

Issue No. 5 : April , 2021

WORLD EDUCATION FELLOWSHIP

INDIAN SECTION

NEWSLETTER



In this issue :

- Editorial
- Message from WEF Global
- Contributors to the newsletter
- Showcase
- Student Focus
- Professional Development
- New Education Policy 2020
- Book Review
- Resources for Teachers
- WEF News
- Invitation to 'WEF-TEL Champ' challenge
- Membership Form

Dedicated to all counsellors, coaches, trainers and others of this ilk who help nurture minds, young and old, to satisfactorily weave their way through the complexities of their personal and professional lives.



The Editor's Voice

- **Dr. Priti Sachdev**
Hon. Secretary

World Education Fellowship – Indian Section

Dear Readers,

Nature teaches us that life must follow a cyclic process – one of being born, growth, fruition, rest(consolidation) and being reborn! Spring is the time for seeds to ‘spring forth’ before they grow into sturdy plants ready to bear flowers and fruits. Unawares, the formal education system follows the same cyclic pattern.

We enter a new academic year around this time, learn, grow and develop, show proof of our learning, then rest and consolidate, getting ready for being born again for the next academic year! Just as plants need nurturing and care as they are reborn and getting ready for the next phase in their life, so do we. If we are students, we need the care and guidance of counsellors, coaches, mentors and others of this ilk to move on to the next stage in growth and development.

As teachers, we need time to consolidate, reflect and train to be ready for the challenges of the next cycle. We need to subscribe to our own professional development, The fifth issue of the WEF – Indian Section newsletter is dedicated to those people who make this possible – coaches, counsellors, mentors, professional trainers – who make it their job to help others move from one level to the next.

In addition, what's occupying minds of all those associated with education, is the ‘New Education Policy 2020’, wherein the government is trying to accomplish the twin objective of inclusion and excellence, through a more meaningful and relevant education by introducing systemic, curricular and contextual changes. Any change in a system is disruptive, and so is this one! Administrators, school heads, as well as grass-root workers, the teachers, are still struggling to understand and adapt to the expectations in the coming academic years. There is no better time for active professional development and learning as now Here is our offering to all of you. Contributions to this newsletter will focus on three broad areas ‘Guidance/Counselling of Students’, ‘Professional Development of Teachers’ and the ‘New Education Policy 2020’.

As usual, we include a message from WEF Global, a book review, and a host of resources for teachers to go to. The ‘WEF News’ section updates on the various happenings world-wide, some of which you may wish to attend (virtually). And an invitation to all teachers to compete in the ‘WEF – TEL CHAMP ’challenge the submission date of which has been extended to July 15 in order to accommodate teachers teaching in all systems of education (ICSE, SSC, CBSE, IB, IGCSE) in India.

GO FOR IT teachers! Let us see all the good work you do !

Happy reading!

Stay safe!

Professional Development

- Prof. Dr. David Turner
Treasurer, Guiding Committee,
World Education Fellowship

One of the guiding principles of WEF has always been that the learner must be in charge of their own learning. For all that we have faith in the professionalism of teachers, who could possibly be better placed to assess the needs of the learner than the learner himself or herself? For that reason, the learner is, and must be, at the heart of the learning process.

While this might be more contentious in some parts of the education system, it is perhaps less so, and more obvious, in the area of professional development. The word “professional” implies, or ought to imply, a measure of self-management. The professional teacher ought not to be a mere technician, knowing how to “transmit” information in the most efficient way. The professional teacher needs to exercise judgement in order to be able to live in the classroom as a moral agent, doing what is right, and not only what is effective. As the saying goes, doing the right thing is as important as doing the thing right. And that means that each of us has the responsibility for building in our own moral compass that can help us do the right thing. We pretty much accept that this maxim should guide professional development, where we focus on reflective practice. But actually, it should be a part of all education.

It has become fashionable to talk about education in terms of learning outcomes, deliverable performance, and skills, as though these were things that can be added to a person, stuck onto the basic person, without changing them. Deep down, this argument goes, we are all the same people who we were ten years ago, twenty years ago, and in some versions the same people as we were when we were two years old.

This seems to me to be a profound mistake. I prefer to think that education can change a person. Knowing how to do something and having confidence in one’s own performance changes a person. A skilled craftsperson is not an unskilled person with a skill added; having a skill, really dominating a skill, changes a person. Education at all levels has this capacity to change people, to make a whole that is more than just the sum of its parts.

And that means that deciding to learn something is an important decision. It is a decision that is about the kind of person that we want to be in the future. And in the hurly-burly of the classroom, we often forget to emphasise that the learner has really only one responsibility, which is to make himself or herself the best person they can be. And that means making some important decisions about the kind of person we are shaping and creating. And these are much more important decisions than whether we can do mental arithmetic, or remember events from history, or many other things that make up our curricula. That is not to say that curricula are not important; the contents of curricula can help us prepare better people. But we often get so focused on the detail of education that we forget that it makes up a whole, and that it deals with the development of whole people.

As I noted at the beginning, this spirit, that the individual has to be in charge of his or her own learning has been a principle of WEF from the beginning, and it should permeate all of education. But if we have not told our pupils what the whole of education is for, a good place to start is in counselling and guidance of students, and professional development of teachers. Which is why I am particularly happy to be contributing to a Newsletter which focuses on topics.

We rarely acknowledge that each of us is an artist at work on one magnum opus – ourselves. Perhaps, every now and then, we need to stop and remind ourselves, and remind our students, too.

"To realize your potential you must look beyond the end of yourself, realizing that where you end is most likely where you actually begin."

— Craig D. Lounsborough

Submissions to the Newsletter

All submissions should be made by the deadlines (15 March, 15 June and 15 Nov). All submissions will be reviewed/edited before being included. The editor will have the right to refuse (or request a revision of) an article / submission which does not comply with the norms. Editors decision is final and binding.

SUBMISSION NORMS

- § All submissions must relate to education - academic issues and/or practice of education in the classroom
- § Sources of ideas / references should be acknowledged
- § Maximum length suggested for any report/ article is 1000 words.
- § Pictures may be included where relevant
- § The article should not have been published elsewhere

The Newsletter

This newsletter is one more channel we tap towards achieving the WEF aims. We hope, through this to provide an opportunity to educational leaders to showcase the good work their teachers do, and share innovative techniques they would have developed in the course of practice.

The format/intent of the news letter:

- Three issues per year.
- An editorial by the honorary secretary.
- A Showcase for an innovative institution.
- Links to resource materials available to educators
- Articles on Innovative strategies by practitioners
- Academic articles by Teacher Trainers.
- Book Reviews
- Suggested Reading List for students WEF
- News and Member update

Contributors to Newsletter 5

We are happy to have inputs and contributions from a wide variety of educators, parents and others interested in the education of young minds, To all the contributors to this fifth Issue of the WEF IS newsletter, a big 'thank you' .

Dr. Shrima Banerjee



Dr. Banerjee is Teacher Educator – an assistant professor at the Hansraj Jivandas College of Education, Khar, since last 15 yrs. Qualifications: M.Sc; M.Ed; SET;PGDHE;MA(Psychology);Ph.d (Education).Passionate about teaching she sees herself as a lifelong learner. For the last ten years she has been appointed a Field Coordinator at the Department of Life Long Learning and Extension (University of

Dr. Hemlata Chari



Educational Consultant, Trainer , Career Counsellor - Study Abroad Consultancy. Former Deputy Director- Academic, IDOL, University of Mumbai. Starting her career in education in 1981,she went on to become a teacher educator, academician, administrator, course designer and research guide. Dr. Chari has a background in Economics, Sociology and Education and she has taught in several countries since she entered the profession in the early eighties.

Ms. Bhavna Chibber



Ms. Bhavna Chibber is an author, a trainer, a mentor and currently vice principal of the Global Heights School at Gurugram, Haryana. With twenty four years of experience under her belt .Ms Chibber believes in creating curricular change supported by structured professional development. She is an avid supporter of online and technology enabled learning in schools.

Ms Zulekha Dossa



A committed pre-primary teacher at the Bloomingdales Pre- Primary school (A subsidiary of the JML School, Khar, Mumbai).

Dr. Sangeeta Gole



Dr. Gole has been in the school education sector for over three decades in roles ranging from a teacher, teacher educator, research mentor, school assessor and Advisor both in the rural and urban schools. She has worked on several government projects in Maharashtra and is a validated facilitator for British Council's Core Skills development programs as well as an approved Trainer and Assessor of NABET – QCI. Dr. Gole has mentored Principals and teachers on action research related to various classroom and student learning issues. A life-long learner she continually researches ways to help transform schools into learning organizations. Currently, Dr. Gole is Advisor to Art1st an organization, which develops students' creative thinking through Visual Art and is involved with Antar Bharati Balgram School for the marginalized children.

Dr. Jaishree Inbaraj



Principal, Smt Kapila Khandvala college of Education, Mumbai. Dr. Inbaraj has a keen interest in Educational Psychology, Participatory and Action research. She believes in collaborative learning and has coordinated several international projects in education for sustainable development and global citizenship. She is currently leading the college in a partnership with Israel. Dr. Inbaraj has to her credit, several publications both local and international.

Dr. Pramila Kudva



Dr Kudva, principal, Pawar Public School, Kandivali, has been in the field of education for over three decades. She started off as a school science teacher and went on to teacher training, corporate executive and now school administration for the last 17 years. With basic degrees in Science and Education she obtained her doctorate in Education from Mumbai University and a D Litt from the University of South America. She has received several national level and local level awards for her work in Education and is author of "From Chalk to Talk – The Art of Teaching" which was reviewed in an earlier issue of our newsletter. Her recent foray into visual thinking has resulted in several insightful drawings, one of which we are presenting in this newsletter.

Ms Geeta Majumdar



Ms Geeta Majumdar is an experienced middle school faculty in the English Department at the St Kabir International School, Vadodara. She is passionate about keeping the ethos of Literature alive in this tech savvy online generation.

Ms Ruchika Mishra



Our Newsletter layout specialist, Ruchika Mishra is a teacher in Primary section of Jasudben.M.L. school, Mumbai, who adores children and is passionate about teaching them Social Studies , English and E.V.S through innovative activity-based strategies. She is an ex - rotaractor, an author at Women's Web, involved in social service activities. Ms Mishra enjoys writing poems and blogs on topics which are socially inspiring.

Mrs Shitala Pandit

Punyatama Prabhakar Sharma Seva Mandal Residential Scschools, Igatpuri



Mrs Shitala Pandit is the managing trustee for the PPSSM which runs three residential schools for the mentally challenged, the hearing impaired and the physically handicapped at Igatpuri. The institutions are run on donations and sponsorships. Any person wishing to get in touch may contact them through their email : punyatma8@gmail.com

Professor Dr. M M Pant



Prof. M.M. Pant is an internationally renowned expert specialising in pedagogy, technology and the development of tools and curricula for 21st enhance the pedagogy using latest available technologies. He is especially noted for his efforts in leveraging social media for improving learning and bringing the mobile into the classroom where it has been traditionally banned.

Prof. Pant's current work and interests revolve around the development, delivery and promotion of educational products, processes and services that cater for the needs and interests of future learners, a framework that is named "Learning 221".

Building upon 50+ years of research, teaching and development across Science (Physics) at a number of world class Institutes, he has developed a model of learning with Whatsapp on mobiles. His offerings comprise 2 tracks:

- A set of 12 weekend and 8 weeklong courses for lifelong learning.
- Courses in Artificial Intelligence and Machine learning for School age students, their teachers and parents. The AI courses for School students is aligned to the CBSE curriculum, but transcends it to include Computational Thinking, recommended in the draft new education policy.

Interested persons may contact him through his website

www.mmpant.net

Dr. Priti Sachdev



Priti Sachdev, the honorary secretary of the Indian section of the World Education Fellowship and a member of the guiding committee at the WEF headquarters, has been in education space for the last about five decades.

She has an academic background in Biophysics, Education and Management with certificates and diplomas in various areas of learning/teaching/administration.

Starting off as a secondary school science/maths teacher she went on to become a teacher trainer, a university reader, a research guide, a school principal, a trainer, a facilitator and an independent consultant. She currently contributes to the cause of education through her involvement in the World Education Fellowship and its activities in India.

She may be contacted through email pritisachdev@gmail.com

Ms Bhumika Dhingra



Ms. Bhumika Dhingra is the Co-Founder – of Funoppia, where she loves driving kid's creative journeys through Stories, Machine Learning & AI. Empowering each day of learning & as an Education partner for IIT-Bombay - Eureka Jr.

Professor Dr. David Turner



David Turner, is Professor Emeritus of Education at the University of South Wales, and Professor at the Institute for International and Comparative Education, Beijing Normal University. He is a Fellow of the Academy for Social Science and Honorary Member of the British Association for International and Comparative Education. After graduating in engineering, Professor Turner became a science teacher in secondary schools for nine years, before moving into teaching in higher education.

His book, Theory of Education, presented a novel approach to viewing education as a complex system, which is shaped by the choices that individuals within the system make. His second book, Theory and Practice of Education, was published in 2007. He is critical of much current policy in education, including the desire to see institutions ranked in league tables. He is committed to the view that the education system needs to *accommodate diversity in all its expressions*.

Punyatma Prabhakar Sharma Seva Mandal - Registered Charity since 1986

- Mrs. Shitala Pandit
Managing Trustee ,
Punyatma Prabhakar Sharma Seva Mandal

The Punyatma Prabhakar Sharma Seva Mandal provides education to the children from extremely economically weaker section of society in remote areas through its various institutions at Igatpuri.

Music Room



Imagine a situation when a differently abled (deaf/blind/physically/handicapped/mentally challenged) child is born into a family. One can believe that parents have to drastically change their lifestyles to cater to the special needs of such a child. If they could, they would move heaven and earth to provide all the assistance and facilities to ensure a suitable environment for his/her development and readiness for society. Now move this scenario to a EWS home where most likely, both parents have to work to make ends meet

And stretch the imagination a little further to visualise what would happen if such a child is born into the home of daily wage workers who often have to move from locale to locale , wherever work is available on a particular day!

What chance can such a child have of ever learning to overcome his/her handicap and find a place in society! That is where the PPSSM comes in. It provides a stable environment, equipped to train and develop the faculties of the mentally challenged, the hearing handicapped and the physically handicapped, through its three residential schools located in Igatpuri. Since their location falls in the tribal belt, they are catering, in particular, to the children from the local tribal communities. The teachers also stay on site along with the children. Their institutions:

- **The Anusuyatmaja matimand Nivasi Vidyalaya**
o Residential school for 50 mentally challenged tribal children
- **The Indirabharati Karnabadhvir Nivasi Vidyalaya** and
o Residential school for 50 hearing impaired tribal children
- **The Rukmabai Apang Yuvak Swayam Sahayata Kendra,**
o For 20 physically handicapped children



MR Class

The PPSSM mission is to educate differently challenged poor children along with some trade as per their aptitude. So that they will not be burden on their parents and be self-sufficient.

The school are equipped with all the needed teaching aids for the challenged children. The dedicated staff look after these special children with care and love so they are improving and developing at a good pace.

There are hardly any boarding schools for vikalang children and unless there is boarding facility these children cannot avail the facility of education, as they stay in the interior of the hills and daily commuting is not possible.



Tailoring Room



Speech Room

In addition, the PPSSM helps 7 schools out of which 5 schools are special schools for very poor tribal children. Five schools get the government aid so PPSSM provides for whatever the children do not get from the government (uniform, exercise books etc). The main aim is that their education should not stop due to shortage of funds with parents.

The Institutions are managed through sponsorships and donations received. They have specialized teachers with knowledge of the latest technologies to enable the children of various categories to learn with ease. There is considerable emphasis on learning through crafts and music and on games.



Farming Project

Charting Your Future - Alternative Career Choices

- Dr Hemlata Chari

Former Deputy Director Academic IDOL & Career Counsellor

Dear Students ,

By this time of the year, most of you would have decided on your Career and made your choices. Now your path begins – it's not difficult to tread on this path if you have made the right choice. The question that often comes to mind is: Have I made the right choice? Here I shall help you look at alternative careers based on your forte -- your skills, inclination, interest -- and may require adding skills other than those you have acquired during formal schooling.

❖ What is alternative Career?

This is a career that may or may not be related to your main career. For example, if you have opted for a science field and a specialization Bio Chemistry you need to explore various branches that are relevant and need of the day at workplace, there is also a possibility of choosing an add on a specialization like Technology.

❖ Why an alternative career?

Unfortunately, school academic programmes are geared to move the young to the next higher level of academics. However not everyone has the inclination to go into further academics. They should look at other alternative professions/occupations which are more in tune with their interests and aptitudes. No career is more than or less than any other. The society needs people in all kinds of lines of work. You just need to find the fit where you can be happy in what you do.

❖ How do I choose alternative career?

Schools provide students with opportunities in various areas like community work, NSS, Sports, Music, Drama etc. Your participation in these help to develop a variety of skills and an opportunity to explore your interests and understand yourself.

❖ Tips to consider while looking for alternative careers:

- Evaluate your skills
- Add the skills you need
- Volunteer- join NGOs or other organization to gain experience.
- Work to gain transferable skills or integrate the skills you already possess.
- Take up part time job or do freelancing during vacations or otherwise-if you are good in a particular subject give tuitions.
- Network in your specialization or with industry join clubs or organization and be an active member.
- A variety of unconventional careers are available – eg: Event management , Art club ,Trekking & Tours , Animation ,Professional choreographer and so on-----

Inspirational True Stories :

Tina and Anil were two successful IT specialists in the US for more than 10 years, they felt the need to work more at the grass root level and be close to the earth. They finally decided to give up their career and came to India and looked at Farming. Today they are not only making money but are content to stay in a remote place in India because they are able to do the work they love.

Another one is of Mr Radhakishan Damania of DMart, his journey from dalal street to entrepreneur to Billionaire. His road to success were not easy. He dropped of his B. Com from University of Mumbai midway to start his business in stock broking at the age of 32 after his father's death.

We have many such stories from youngsters who started Snapdeal, Shri Narayanmurthy of Infosys, he failed miserably initially but with the strong support of his spouse Mrs Sudha Murthy he was successful. Women are no less in this field there are many such inspirations one can get from these stalwarts from rags to riches.

There are several other stories of people who took the challenge to move towards the work which they found interesting and meaningful. Such people, because of their commitment are able to make a great contribution to the community and satisfy their own interests as well. The Message: **Don't Give UP- SELF MOTIVATION & DETERMINATION are the key to success.**

No job is big or small, there are plenty of online courses offered by reputed universities, that can help you add to your skills. We often hear people asking us to complete higher education as this shall help you chart your future. Especially in India, many of us study to attain a degree straight after school. This is the conventional system of looking at moving from one course to the next. In other countries, most people complete their degree at leisure after considering their interests, many times after taking a break from formal education to think it through.

Here is a list of some alternative careers that need you to strengthen your vocational skills

(as opposed to academic skills) and yet earn well. These career options have the possibility to take you to great levels. Keep updated with the current work options and requirements of the people. It may change and vary based on your locations.

Some possibilities:

- Advertising
- Animal trainer (dogs, horses etc)
- Carer elderly whose kids are abroad
- Choreographer
- Event management
- Interior Designer
- Landscape specialists, (present day homes call for people with skills in indoor and outdoor plants)
- Make-up artist
- Personal fitness trainer
- Pet carer
- Photographer for shoots for various occasions
- Professional You-tuber
- Property Manager- most people from India and abroad invest in properties and they need caretakers.
- Registered Nurse, Lab Technicians
- Sports : swimming, basketball, cricket, wild life,,
- Stock Market Professional,
- Travel Guide: there are many tour operators but very few guides available for tourists.

To achieve success in any career or vocation an important role is the inculcation of some universal values such as discipline, regularity, punctuality, commitment, perseverance, honesty and resilience and a belief in yourself. One cannot go far without these!

So concentrate on developing these along with your vocational skills and no one can then stop you from reaching the heights! All the Best and God Bless you!

Futuristic Skills for Students

Professor Dr. M M Pant
Former PVC, IGNOU

Extract from Dr, Pant's Blogpost

Later in the day, I am in conversation with a group of students who should be completing their School education soon. Unlike their seniors who had a rather predictable and deterministic future, these children of the 21st Century are witnessing that what lies ahead is a VUCA (Volatile, Uncertain, Complex and Ambiguous) world. While the details of the courses and career paths will be unique to each person, here are some general suggestions for them to prosper, flourish and thrive in the coming age of Intelligent Machines. Inspired by the 8 sutras of Patanjali Yoga and the 8-fold path of Buddhism, I have prioritised 8 skills. The first 4 of them are generic skills and the other 4 are more specific. They are:

- 1: Learning to Self-Learn
- 2: Pursue Mastery Learning
- 3: Fostering a Scientific temper
- 4: Developing Foresight
- 5: Fluency in Mathematics
- 6: Fundamentals of Biology
- 7: Making Sense of Artificial Intelligence
- 8: Become Quantum Ready

"We are the creative force of our life, and through our own decisionswe can accomplish our goals."

—Stephen Covey

"Life is a matter of choices, and every choice you make makes you."

—John C. Maxwell

Innovation And Exploration- The Two Strengths For New Generation

- Ms. Bhavna Chibber
Vice-principal
Gurugram Global Heights School, Gurugram

In today's world, the creation of new ideas, discoveries, and innovations happen at a very fast pace so that it has become important for us to stay updated with new and upcoming technologies. The most striking and latest development in all sectors (including education) is the increasing integration of Information and Communication technology. The rapidly changing nature of computer technology continues to expand the range of resources available for any subject of learning. Educators need to be imaginative, flexible, innovative and willing to renew their vision of learning if they are to fully realize the potential of technology.

As Brian Helligan (C.E.O , Hubspot) puts it "Innovation is the imagination of future, and fills in the gaps" The NEP-2020 has done this by introducing STEM education and activity based learning concepts. ICT is playing a vital role in bridging the gap between the generations. Teachers are highly motivated with their newly developed ICT skills with increasing opportunities to practice these. They now increasingly find themselves playing the role of facilitators rather than mere transmitters. "Teachers touch the future" has taken on a new meaning today as the scenario of class rooms has been changed during this pandemic, They have geared up with continuously increasing amounts of knowledge and ICT Skills.

By following the futuristic and progressive approach, teachers are surely becoming pillars of knowledge for students and thus for society. Web 2.0 tools participated actively in boosting up the teaching scenario. These tools are not magical but they may seem to defy definition at times since they save time, help you to stay organized, and often take up little space on a computer. These are tools of technology that allow teachers and students alike to create, collaborate, edit and share content on-line. These can include tools for: presentation, research, collaboration, audio, video, slideshow, images, music, drawing, writing, organizing, mapping, quiz and test generation, file storage and web pages, and also tools for graphing and conversion. New tools are being developed all the time, so it is important to be informed about the newest trends in education in order to keep up with the technology that surrounds the lives of your students. Web 2.0 tools are becoming more popular in the classroom, but can seem daunting for teachers who are not confident in their technological ability. There's some good news though, as these tools are generally designed to be extremely user-friendly.

Web 2.0 tools into four groups:

- Tools for the creation and support of a web-based learning environment: Atutor, LAMS(Learning Activity Management System), Schooltool, Sloodle and many more web tools are there to support teachers to prepare students for academic success.
- Tools for communication and the cultivation of relationships: Edublog, Schoolnotes, Teachertube and a host of web tools are present for teachers for cultivation of relationships among parents and teacher community.
- Tools for collaboration: Basecamp, Edmodo, First class, Gliffy and many more collaboration tools helps to collaborate on ICT projects.
- Tools for students to create: CourseHero, Funbrain, BadgeStack are some important and widely used tools to help teachers motivate students on self creation.

Universities and other institutions such as NAAC and UGC are going for ICT tools which will enhance teaching learning process for teachers and learners in higher education as well. Teachers are facilitators who implement her ICT knowledge following experiential learning in competency based environment for learning new things. This allows them to make possible learning beyond the syllabus and curriculum, and providing the learners enough space for exploration and expeditions.

Of course, the curriculum is a significant vehicle for the realisation of the goals of the National Curriculum Framework and consequently is designed to provide base line. An enhanced exposure to information and resources provides for ongoing professional support, improved teaching-learning-evaluation-tracking, and increased productivity. **The National Policy on ICT in School Education organises the competencies for ICT Literacy into three broad levels-**

Basic stage: It focuses on basic implementation of ICT tools by teachers and learners both emphasizing on basics of computers and basic use of tools and techniques to operate a computer, store, retrieve and manage data. It includes to connect to the internet, to use e-mail and web surfing, to use search engines, to keep the computer updated and secure, to operate and manage content from external devices and to connect, disconnect, operate and troubleshoot digital devices.

Intermediate stage: It focuses on how to create and manage content using a variety of software applications and digital devices, to use web sites and search engines to locate, to retrieve and manage content, tools and resources, to install, uninstall and troubleshoot simple software applications.

Advanced stage: This includes how to use different software applications to enhance one's own learning – database applications, to analyse data and problem solving, computing, design, graphical and audio-visual communication, to undertake research and carry out projects using web resources, to use ICT for documentation and presentation, to create and participate in web based networks for cooperative and collaborative learning, to become aware of issues of cyber security, copyright and safe use of ICT and take necessary steps to protect oneself and ICT resources.

The traditional classrooms were teacher- centric and content-centric. They were not geared to taking interest of students into consideration. But in today's class rooms, students have become active learners and a learner-centric approach is being followed by teachers. Learners are provided with ample amount of time to explore their subjects and gain knowledge and understanding on their own.

“Teaching kids to count is fine, but teaching them what counts, is best.” - Bob Talbert, Sports writer

Exploration and innovation are the two best strategies for learners using ICT tools. However, without facilitators, students may easily lose their way and consolidation of knowledge acquired would become tedious. We need to remember that

“Technology is just a tool. To get kids working together and for motivating them, the teacher is most important.” ----- Bill Gates

The current challenge of professional development for teachers --- first, of course, to developing teachers' technological skills ---- and then, to using these skills to become good online facilitators and motivators.

Professional development of Teachers

-Ms. Bhumika Dhingra
Co – founder - Funoppia

In any profession, it is not guaranteed whatever you are learning today remains useful throughout your career. Technology is changing at a faster pace, innovations are emerging, different socio- psychological situations are affecting our lifestyle & our way of working.

Everyone needs to adapt to changing situations and reskill themselves to walk along with the world. And this goes for teachers too.

Teaching is a profession where teachers create the future. They teach what they have learnt & experienced to the next generation. They build the foundation, so they need to stay informed & updated. For this, teachers are required to focus on their professional development. But what do we mean by professional development?

"It is a process by which teachers review, renew and extend their commitment as change agents and by which they acquire & develop critically the knowledge, skills, planning & practice, through each phase of their teaching lives" ~ (Day, 1999)

Professional development is not just a one-time process, rather it is a continuous process. Continuous learning, re-learning, unlearning, skilling, upskilling & reskilling plays a crucial role in anyone's development. As teaching is a multi-disciplinary activity, it makes it very important for teachers to give time to their development.

The three main competencies that can account for a teacher's development are:

1. **Learning a new skill** - There are various fields to explore and learn today. It can be either technical, creative, research or others. The zeal to learn & grow is what keeps a person moving ahead in life. For teachers, a new skill can be either unboxing the latest trends of that field or stepping into a completely new domain like Artificial Intelligence. Attending webinars, workshops or enrolling in courses are some good ways to start with.
2. **Communicating the knowledge** - After gaining knowledge, it is important to communicate it, especially for a teacher. So, for that different mediums like storytelling or graphs or infographics could be used. To create captivating content to engage students and weave topics into stories, platforms like Canva, Renderforest or Tableau could be used.
3. **Collaboration & community building** - Sharing knowledge with others, building communities for teachers, and helping them in collaborating on different activities is a good practice. This would strengthen their network and will also create a life-changing community of teachers.

"Too many professional development initiatives are done to teachers - not for, with or by them." ~ *Andy Hargreaves*

But now, it is high time and now teachers should step up for themselves, not because the government has made professional development compulsory or they have to prove something, but for themselves, for their own development.



ENHANCING PROFESSIONAL CAPACITY OF TEACHERS THROUGH ART & DRAMA

Dr. Shrima Banerjee

Asst. Professor

Hansraj Jivandas College of Education , Mumbai

Introduction :

Education, which is the process of helping people to find the essential meanings of life, involves both teaching and learning. “The teaching profession is facing rapidly changing demands, which require a new set of competencies.” In order to meet these rapidly changing demands the NCTE has made radical changes in the duration and subject matters of the study of bachelor of education programme all over India.

Having criticized about the paucity of time during the one year, to properly train and develop teaching professionals, the two-year programme is been introduced. A two year programme has ample time, and the subject under studies has greater scope of integration with various subjects to equip the student teachers with competencies needed for the teaching professional. The major change, along the time factor is the introduction of enhancing professional capacities courses. With the onset of two years Bachelors of Education Course National Council of Teacher Education (2015) has introduced ‘Art and Drama in Education’ as a compulsory course. This course is under the title Enhancing Professional Capacities (EPC).

This Paper focuses on Dance & Drama as an enhancing capacity course used for transaction in Education.

Drama can be useful for learning in the curriculum. Education and drama are closely linked to the learning process and they both can contribute to children’s development. Traditional education centered on the curriculum. That is, outside of the child. However, new thinking in education focuses on child as the center of education. It is a fact that the meaning of child centered education is close to children's play rather than subject centered education.

Drama is seen as the "play way" to education. Both imagination and play are inherent parts of effective education. Thus, drama is a vital part of education in schools. The school is a form of community in which everything concentrates on helping a child to share in the inherited resources of the race. When children first enter school, most are faced with an environment where learning is more cognitively and emotionally demanding than that experienced in the home. At the moment the teacher, who is knowledgeable about children's difficulties, could find drama models to relieve them of their anxiety. While using drama for relaxing, students have an opportunity to interpret their own feelings and learn to work together in a conducive environment which permits them to solve problems creatively.

Common Characteristics of Using Drama & Art in Education:

Drama and art serve many objectives in education:

- Developing imagination and creativity
- Understanding human behaviour and becoming sensitive to others
- Character development through the play-acting
- Understanding and accepting social norms
- Expressing themselves appropriately and effectively
- Working in teams and finding one’s own place in the larger picture
- Creative problem solving

Models for Dramatic Action: There are three models for dramatic action: Exploratory, illustrative and expressive

- Exploratory: The exploratory model is the most common in classrooms. In fact, most "how to do it" drama texts deal with this model which is the most widely known amongst students. Teachers use this model for students to explore new experiences.
- Illustrative: The students try to analyze their own inner meaning by means of illustrative model of drama which uses their mental abilities, body and voice. This model allows students to use dramatic action for understanding personal relationships.
- Expressive: The expressive model is used to communicate ideas. This model has a socially practical significance.

Teaching should always be a reflective activity but it is often difficult to see in the classroom. The teacher's traditional role is questioner. Questioning is likely to be teacher's most useful tool to check on the level of learning in the class. However, questioning does not develop the creativity of students as they are not given an opportunity to express their own ideas. Teachers, who believe in the use of drama in elementary schools, help develop the creative potential of the children. They nurture the personal needs of individual students and become aware of their individual personalities through their reactions and understand them better. They use the method to elicit the imaginative capacity of the children towards their fulfilment.

It is the teacher working with the students within the drama, who will build on the students' ideas and make a bridge for them between their own experience of the world and the meaning of drama, so that both insight and understanding arise from the activity.

The educational significance is that the child will learn through his own experience. Therefore, drama in education has enormous potential for the teacher. No book or method can replace a teacher. If the drama activity is successful, it will be because of the skills teachers use to motivate their students, to build on their contributions and to focus and pace the different activities in the classroom. It is only through the teacher's own commitment to, and involvement in it, that drama will realize its full potential as a medium for learning.

Drama is emerging as a powerful model of learning through which students are encouraged to gain mastery over their own thinking.

The two main advantages of using drama:

- self-actualization and
- personal/emotional development.

Self-Actualization:

Using drama & Art in schools allows students to work together and to share responsibility for the development of self-actualization - the main objective of education and which also continues throughout life.

Personal or Emotional Development:

Drama and art open up possibilities for free choice and individual decisions. Therefore, it helps the individual to explore many aspects of the world and his own feelings and emotion.

Conclusion:

Professional development is important because education is an ever-growing, ever-changing field. Teachers must be lifelong learners in order to teach each new crop of students. Drama as 'critical pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change.

Art and its various forms are helping one express creatively in differently. Drama & Art in Education operates most effectively as a teaching/learning method in secondary schools that allow encouragement for developing curricula. The main role of art, music and drama in education is to help in nurture children's creativity and aesthetic sensibilities.

Teachers need to experience different genres of theatre and drama that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilizing for transformative action Teachers of secondary schools are currently undergoing training for this in their pre-service education. In service teachers should join such training where available so that they can also learn about using Drama & Art as a method.

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Investing in yourself is the best investment you will ever make. It will not only improve your life, it will improve the lives of all those around you."

—Robin Sharma

Professional Development of Teachers

Ms. Zulekha Dossa
Bloomingdales School, Mumbai

The pandemic changed many things for many people and Institutions all over the world. Many of our primary and secondary institutions went through a drastic change which led to a lot of alteration to fit in with the pandemic's demands.

One Institution which went through a similar change was that of education- with everything happening online, teachers and students faced a similar and a different set of problems. This is a commentary on the professional development of teachers, especially the ones dealing with the younger lot. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Professional development is not effective unless it causes teachers to improve their instructions which had been the need of the hour.

Working with and teaching children ranging from 2-6 years has a set of problems which tends to be different from teaching students who do have a previous experience with technology and may even be enjoying online learning, hence it was important to keep them engaged but also to make sure that they were learning values like love, compassion and kindness. And this is exactly where professional development of teachers comes in- We need to be aware of ways to keep the children interested, to ensure their overall development and to create a love for learning.

School in the Preprimary section focuses on building up the foundation in the child's development, from setting up of daily routine, discipline, social interaction, love and just providing time for the child to enjoy himself in a comfort zone is the primary idea of a school. Therefore, physical and emotional bonds are very important to maintain a teacher-pupil relationship. However, because of the pandemic the physical bond has been difficult to establish therefore the emotional bond is the key to having a stable and strong, interdependent relationship. While we cannot control or moderate the way the children feel about online learning, we can make sure that we give it a best to make the experience enriching and worthwhile for them.

To make sure that this happens, we are constantly upgrading ourselves with workshops and training on areas like the importance of comfort, laughter, exercise, happiness, peace, etc. These things constantly helped us stay in touch with our children even when we had offline school, but now it was more important as the children were caged into their homes and had limited social interaction therefore, coming up with new ways to get them talk and make them feel that no matter what teachers are always there for them. Hence we had to continuously come up with new ways to keep them engaged and interested in the class through various games, interactive sessions, experiments, dance, singing, virtual tours, problem solving sessions, dramatics and providing them with ample opportunities to speak. Using technology in the most effective way to get the child's attention and interest has been our goal too.

To come back to our discussion inspite of all the difficulties faced by us like space crunch in our homes, technical glitches, constantly being judged by both our family members at home as well as parents we are still striving to make sure that students have the same devotion and interest in learning, While this may seem difficult and we have to learn things which we never thought we would have to, we are all working to build a safe and engaging environment for our children to interact and learn in.

I believe in the saying that the -Grey skies have the clouds ☁ passing by...hence there is a hope, a hope to grow, blossom and eagerly wait for the sunshine ☀ which bring back our old days but filled with appreciation to what life had to offer. With this thought we hope this phase will also pass soon and make us a better professionals with a mindset of 'never say never'.....

The Transition

Ms. Geeta Majumdar

St Kabir School. Vadodara

Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their teaching practice. Sophistication of teaching practices is the need of the hour, as it is imperative to develop student competencies such as mastery of content, critical thinking, complex problem solving. The role of teachers is rapidly evolving and becoming in many ways more complex than when learning took place only in person. One begins to realise how adaptable and resilient teachers, students and families can be.

A lot of water has flowed under the bridge since the Pandemic and there has been a paradigm shift in the educational arena. When teachers transitioned to online teaching- learning, it was a tumultuous phase for them, but eventually they came out stronger and bolder. All of a sudden, they had to adapt to new technology. The sudden shift to online teaching was incredibly challenging. The teachers' role becomes crucial for making sure that the learners stay engaged and do not lose their passion and motivation. Other than technological issues, there were various other hurdles faced during online classes, like a lack of IT support and classroom etiquette.

There are, however, bright spots in this brave new world of online distance education. As a teacher, I am deeply touched by the innate enthusiasm of students. In the present scenario, teachers will need to be willing to unlearn past practices and embark on new technology.

A critical self-analysis constantly challenges me to revamp my philosophy, as the environment in which students are learning is changing fast at an unparalleled speed. Teaching and learning have become more diverse and translucent as never before.

True leadership is about
unlocking the potential of the people
around you - *Carly Fiorina*

Making Professional Development Worthwhile 3 Things to Remember

1 Respect the Time of your Teachers.

Time is perhaps one of the most important resources for any teacher. We provide extra time at schools, donate it to grade papers and develop lesson plans and curriculum, and we never have enough of it. If you ask any teacher what they wish they had more of, they would say "time".

Make sure the purpose and value of the training or information is explicit and that you are valuing the time each individual teacher is taking to learn.

2 Show Them Something New

If you show your staff a trick or concept they can use in the classroom, they will be more likely to hear what you have to say about the "long term" strategies or implementation processes. The activity itself becomes a valuable asset to the teachers. This helps increase their trust for the meatier parts of the training and keeps them engaged.

3 Make it Relevant

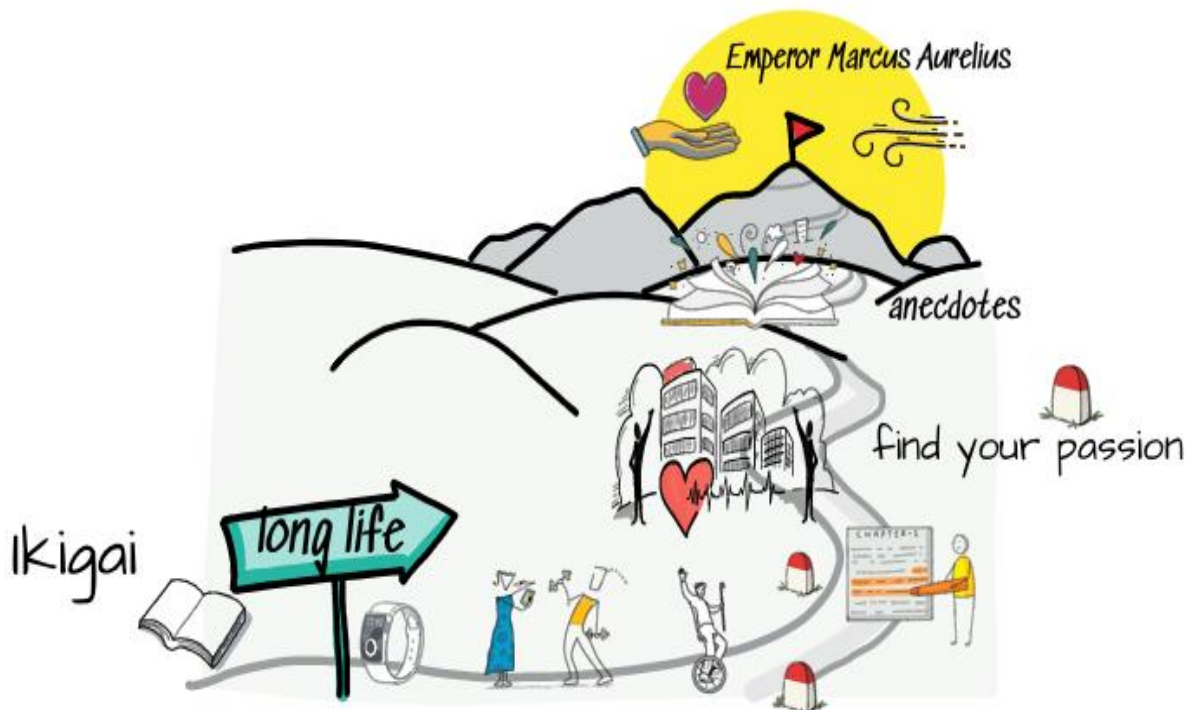
If teachers can't use it in their classroom, chances are they DO NOT care and they will ignore it. Regardless of the topic, strategy, or information you are trying to convey, make sure you are explicit in the "big picture" and how it all comes together for the individual teacher in their classroom. Make this a rule-of-thumb whenever giving examples or discussing information to make it matter to the people that have given their time up to hear it.

There are many other things that make PD better and more effective, but if you start with these 3 you will at least be able to avoid a hostile room or worse...a teacher uprising!

Extracted from

www.teachbetter.com

blog by Chad Orkowsky / May 25, 2016



Made by Dr. Pramila Kudva

PERSPECTIVES AND THOUGHTS ON NEP 2020

- Dr.Sangeeta Gole

School Advisor and Consultant

National Accreditation Board for Education and Training

The NATIONAL EDUCATION POLICY 2020 has set Quality Standards for every vertical and domain that calls for a paradigm shift in theory and practice. It requires us to go back to the drawing board to design and develop all school processes and functions, such that every institution becomes a learning organization. A learning organization is based on the principle of Personal mastery, Shared vision, Team work, Open minds-[mental models] and systems thinking. I have attempted to map this with some of the NEP requirements.

- **Personal mastery:** Each educator takes responsibility for his/her learning and development. Training and development models need to be based on the 70: 20: 10 principle. This principle says that only 10% of learning happens through Training; 20% is through peer learning and 70% learning happens on the job. My experience with training teachers and leaders for the last 15 years endorses this theory. We have been overtraining and it is time to let teachers take onus of new learning through research, collaborative approaches with the collegiate and experts from other fields. The digital platforms are available in abundance to enable enrichment. It is time one invested one's own time and resources for personal mastery. This will build their reflective capacities.
- **Team work:** Collaborating and coordinating with peers and finding creative ways and means of teaching has become the new norm. The pandemic has taught us valuable lessons here. There is a group of Principals that share their professional successes and challenges very week and together work on finding solutions. There is sharing of best practices that leads each one to benchmark with the best. These kind of learner and researcher groups need to increase. We team up with many to be and do more. More often than not, Open minds is a byproduct of this approach.
- **Systems thinking:** All school processes and outcomes are interlinked and so developing an educational quality managing systems is the way forward. Audits and self-assessments is an integral part of all existing National and International Quality Standards. NEP's mandate for each school to be accredited is about the above. The school's Vision and Goals need to be aligned with the National and International Sustainable Development Goals [SDG] and together we synergize to build Citizenship and a better World. Schools have SDG's embedded in their annual Curriculum.

Students are at the heart of NEP 2020 and so, Equity, Equality and Inclusion are considered as the founding pillars of education. Every educator needs to learn more about these and their applications. School managements and leaders have an interesting and challenging job to sew the NEP requirements together, develop integrated working systems and strengthen schools capacity and build its Competence.

NEP 2020 marks the beginning of school transformation in India. The success will depend on the contributions we are all willing to make.

Understanding The ‘NEP 2020’ Policy

Dr. Jayashree Inbaraj

Principal

Smt Kapila Khandvala College of Education

All National Policies of Education (NEP's) have a lasting impact on the generations to come. The 1968, the 1986 and the 2020 cover similar areas to make path breaking suggestions to take the country forward. India Today says the “NEP Policy 2020 is on the lines of universalizing education from pre-school to secondary level. It replaces a 34-year-old policy to become a more inclusive, holistic, comprehensive, and far-sighted policy to make India a knowledge hub by the end of this decade.”

Hindustan times news article says “NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels.”

The broad areas identified where considerable changes have been suggested are:

1. Content Curriculum and Pedagogy

The conventional 10+2 school curricula structure is to be replaced by a 5+3+3+4 structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This means that a student must have 12 years of schooling preceded by 3 years of or pre-schooling experience. The Policy suggests this grass root level change by restructuring curriculum, content and Pedagogy.

2. Technology-Technology Integration in the teaching- learning Process.

There is ample emphasis on integrating technology in the teaching- learning process. The policy recommends a national regulatory body National Education Alliance for Technology (NEAT) to use AI to personalize student learning. Policy recommends capacity building of teachers and students and reaching the unreachable - popularizing education technology to the grassroots.

3. Assessment in Educational institutions

A substantial emphasis on evaluating higher learning outcomes such as creativity, critical thinking, problem solving, visualization and idea generation are highlighted in the document. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is recommended. A national assessment centre has been proposed to set up to keep a regular check on the education system.

4. Mother Tongue as a medium of instruction

The three language formula has been discussed as ways of engaging the learner more deeply with Indian languages. The mother tongue as an instructional medium for early years has been stressed. Home language or local language will be used preferably till Grade 8 as mother tongue lets students grasp complex concepts easily.

5. Multidisciplinary approach to learning

NEP 2020 emphasizes on multidisciplinary learning and it suggest that we need to move from silos in subjects to inter and multi- disciplinarity. The policy suggests no separations are made between vocational and academic streams. Students select the subjects of their choice across streams. Vocational education starts from 6th grade that also include internships.

6. Teacher Training

Teacher training has been highlighted as an area that requires total revamping. The policy states that teachers should be role models and should have a passion for teaching. Teacher training with an emphasis on blended learning, technology integration and on overarching multi-disciplinarity focus should be pursued. 21st century skills, experiential learning and use of creative digital platforms are suggested.

Along with some very revolutionary ideas that are good for the education system in the country the overall policy seems to overtly emphasize centralization of curriculum, regulatory stance and privatization in Education. There are several gaps in addressing certain issues such as the digital divide, language policy, teacher education etc. So how does the common man and particularly stakeholders whom it impacts directly, (principals, teachers and parents) understand the document. It is easy to pick out these significant points and say this is what the policy intends to achieve. As educators we need to analyze the document from a critical perspective. How do educators do that? The simplest way is to learn how to analyze a policy through policy analysis questions.

Policy analysis questions:

Document production and location

Why was the document produced? Where was the document produced and when? Where was it located? Was it easy or difficult to access?

Authorship and audience

Who wrote the document? What is their position and do they have a bias? Who was it written for?

Policy context

What is the purpose of the policy (for the organization or the state)? Are drivers or forces behind the policy evident? What values underpin and guide the policy and are these linked to local or national strategic and quality issues? Are there multiple values that might create tensions?

Policy text

How is the policy structured and how does the text provide evidence of its construction or development? What are the key elements of the policy and are they associated with local or national legal or regulatory requirements? Are there related procedures specified in the text that provide guidance for practice? Are there other policies mentioned and connected to?

Policy consequences

What is the intended overall impact of the policy? How is policy implementation intended to be monitored? How and when is the policy to be reviewed? How does the text draw attention to important aspects of practice related to the policy?

Recommendations :

Which policy alternative should be recommended? Why? How does the recommended option compare to other alternatives in meeting the criteria? (If the criteria are not clear) which policy option has the most important pros and cons? What are the forgone benefits and any uncertainties associated with the recommended policy alternative?

Implementation:

What are the push and pull factors for enacting the proposed policy change? Who would benefit and be harmed from the proposed change? What can facilitate and hinder change? What can your client do about these factors? What should change first/ how to prioritize the proposed change?

It's extremely important for stakeholders to understand the policy from a larger perspective, extensive reading, talking to experts, discussing with colleagues and finally relying on self to reflect and ask the critical analysis questions to broaden our understanding.

References:

Policy analysis as a profession in government. Who does what and how paper by Mahabat Baimyrzaeva, INSTITUTE OF PUBLIC POLICY AND ADMINISTRATION Occasional paper NO.2, 2013

NEP draft analysis document by TISS 2019

<https://www.cdc.gov/policy/analysis/process/docs/Table1.pdf>

https://d2ouvy59p0dg6k.cloudfront.net/downloads/policy_analysis_toolkit_quality.pdf

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."

—*Buckminster Fuller*

"I cannot say whether things will get better if we change; what I can say is they must change if they are to get better."

—*Georg C. Lichtenberg*

MINDSHIFT

Break Through Obstacles to Learning and Discover Your Hidden Potential

- by Barbara Oakley, PhD Penguin Random House LLC

- Reviewed by Dr. Priti Sachdev

Hon. Secretary

World Education Fellowship – Indian Section

The choice of this book is deliberate. It has a message for all - young new entrants to the world of work, those who are thinking of continuing to learn, those who would like to redesign their professional lives as well, those who are wondering what they are doing where they are!!

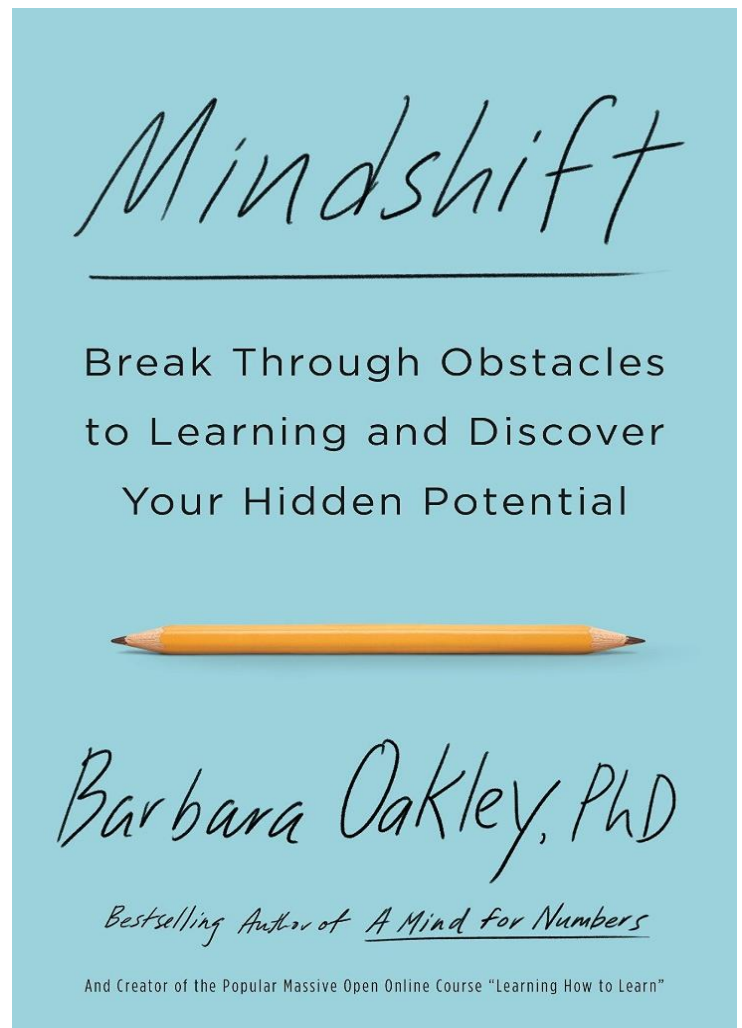
A book such as 'Mindshift' becomes essential reading in the times we are passing through now!

The pandemic has forced most of us to become reflective and look within ourselves to understand what we really want. It is time to re-align, basis our new perspectives and priorities, and 'Mindshift' is one such book that can take us to where we want to be! Mindshift has been defined as a 'deep change in life that occurs due to learning', and that is what the book addresses. Dr. Oakley has filled the book with examples of people who have changed themselves through learning. Her writing, based on what we know of learning and change, inspires one to learn and grow to achieve to our fullest potential.

The book is also about lifelong learning and how, sometimes, seemingly useless skills learnt at one stage can form the basis of, and help us along, to succeed in the next phase -implying, of course, that no skill learnt is ever 'useless'.

In the very first few pages she describes a myriad of situations where people would want to move from where they are to ...well, anywhere, and the barriers that come in the way.

We are, however, lucky to be living in an era where a total shift in career is not thought to be 'odd' and where it has become that much easier and affordable to train and hone new and latent skills towards a new career path. She suggests that you and your perceptions can change quite significantly by simply changing the ways in which you learn. She shows us many fairly easy methods by which you can upgrade your life forever.





The book follows people from all over the world, the Far East to the Far West, who have made unusual career changes after overcoming enormous learning challenges. It examines people's motivation to keep themselves on track during the process of the major change. It rediscovers what science has to say about the learnings of adult learners as well as practical ideas from neuroscience that explain how we can continue to grow mentally, even after maturity.

Dr. Oakley has had this privileged peak position to be able to view the learning of people throughout the world crossing scales of age and geography through the MOOC courses she has been teaching (now crossed the one million student mark).

The book provides plenty of practical advice on how to select the best ways to change and grow through learning. It specially emphasises the unusual but possible move from an 'artistic' skill set to a 'technological' skill set as there is a general perception that this is near impossible.

Very often what holds us back is our past success. One needs to relinquish the temptation to look back on what one is giving up and focus on the new objective. New skills appear hard in the beginning but perseverance is what carries you through. As she says **“Learning something new sometimes means stepping back to novice level. But it can be a thrilling adventure!”** Dr. Oakley acknowledges that career shifts can be scary. You can be lonely on the path and worry constantly about what you can lose.

Each chapter in the book gives an actual example, and at the end a 'key mindshift' followed by a reflection exercise so you can see where you are. Insights from learning theory and neuroscience are scattered throughout the book and provide the necessary understanding of the mind to move you forward in your lifelong learning career.

When is it the right time to think of change careers? The author suggests that when you become really good at something, it is time for a change. Don't wait until you are tired of it. It is not necessarily 'burnout'. To reach your full potential you need to keep developing and keep moving 'upwards' to new and undiscovered areas.

Today is fortunately the online learning age. Online learning provides a great pathway for renewal. The message of 'Mindshift' – 'Significant change is possible!' You can learn, can change, and grow, very often much more than you ever believed or imagined! A great read for students, teachers, professionals, and just about everyone!

STUDENT COUNSELLING

- http://cbseacademic.nic.in/web_material/doc/2014/9_Life%20Skills_Class_VIII.pdf

A Government of India document in the form of a teachers manual for developing the two identified life-skills that students need to inculcate and hone while still in school.

- <https://www.nalandaschool.org/importance-of-guidance-and-counselling>

provides an outline of what is included in student guidance and how it can help them

- <https://www.y-axis.com/visa/study/course-recommendation/>

though a commercial site it does offer some guidelines on how students should approach the selection of their future careers

- <https://johnparankimalil.wordpress.com/2015/01/18/principles-of-guidance/>

The author provides a brief outline of the principles that influence good and effective guidance of students

- <https://johnparankimalil.wordpress.com/>

John provides in this site a number of inspirational success stories to motivate youngsters

- <http://igc.ie/wp-content/uploads/2020/04/code-of-ethics.pdf>

Describes the role and responsibilities of Counsellors and a code of ethics for them.

PROFESSIONAL DEVELOPMENT

- <https://www.bookwidgets.com/blog/2019/04/20-helpful-professional-development-resources-for-teachers>

20+ helpful professional development resources for teachers, about educational technology in the classroom, about using social media for PD, books on PD and videos for professional development.

- <https://www.bookwidgets.com/blog/2021/04/10-bookwidgets-design-tips-to-spice-up-your-digital-lessons>

Design tips to spice up your online teaching

- <https://www.teachers.ab.ca/For%20Members/ProfessionalGrowth/Section%203/Pages/Professional%20Development%20Activities%20for%20Teachers.aspx>

Provides a list of various strategies teachers and administrators can use for the enhancement of classroom practice

- <https://www.prodigygame.com/in-en/blog/teacher-professional-development/>

Why teacher PD is important and how to approach it

- <https://www.ipl.org/essay/Reflective-Practitioner-P35NMKPBU5FV>

Describes characteristics of a reflective practitioner.

- <https://teach.com/online-ed/>

Provides links to a vast variety of online courses for professional development of teachers.

NEP 2020

- [https://pib.gov.in/PressReleasePage.aspx?PRID=1654058#:~:text=Ensuring%20Universal%20Access%20at%20All,%2B3%2B3%2B4\)%3B](https://pib.gov.in/PressReleasePage.aspx?PRID=1654058#:~:text=Ensuring%20Universal%20Access%20at%20All,%2B3%2B3%2B4)%3B)

A quick reference to the highlights of the NEP 2020

- <https://education-services.britishcouncil.org/insights-blog/india%E2%80%99s-new-education-policy-2020-highlights-and-opportunities>

Provides an executive summary of the NEP 2020

- https://www.business-standard.com/article/education/national-education-policy-10-key-highlights-of-school-education-reforms-120073100373_1.html

Provides the highlights of school education reform as visualised by the NEP 2020

- <https://www.livemint.com/education/news/new-education-policy-five-big-changes-in-school-higher-education-explained-11596098141333.html>

Highlights of the higher education reform as visualised by the NEP 2020

- <https://blog.edsense.in/new-education-policy-2020-highlights-and-comparison-with-other-educational-policies-of-the-world/>

A comparison of current educational policies in countries around the world.

“WEF-TECHNOLOGY-ENABLED-LEARNING CHAMP”

“ WEF-TECHNOLOGY-ENABLED-LEARNING CHAMP”

An Opportunity For Teachers

****CHANGED SCHEDULE**

Dear Teachers

The year gone by has been unprecedented, and disturbing, in many ways. It was disruptive, to say the least. While many of us had yet to learn all the possibilities within our mobile phones we were suddenly thrust into the virtual world where our very survival depended on our quick learning to ride the tide.

For teachers, it was even more special –for most of us it was a role reversal. We needed to quickly learn the ropes of online technology enabled teaching – so that learning would happen, and objectives could be achieved. It wasn’t always comfortable to be on the other (learning) side. And the challenge - learning and performing as you went along.

The good news however - teachers are teachers, and they know, not only how to strive but also how to thrive in a challenging situation. That’s what makes them special!

All teachers have, perforce, become ‘virtual teachers’ and have developed strategies that work with their own students/classes.

Here’s an opportunity to show off the special, innovative strategies you have developed that work so well for your students. An opportunity to show the pathway to many others and, in the bargain, be declared the “WEF-TEL Champ 2021”

The award requires submitting by email a successful virtual lesson (in English) in the following format:

- Details of subject, class and age of students
- Objectives of the virtual lesson
- A plan of action/ strategy
- A recording of **15-20** minutes showing the way the lesson was conducted and how the students were engaged
- A sample of assignments given
- A plan for evaluation of achievement of objectives

This should be submitted latest by **July 15, 2021**. Your submission will be evaluated by an independent two member panel and two prizes are in the offing

“WEF-TEL Champ I” - cash prize of 5000/- and

“WEF-TEL Champ II” – Cash Prize of 2500/-

Participation fee : For members : FREE

For institutional members: FREE for two teacher participants

For non-members 800/-

Note

- Any queries to be directed to Dr. Priti Sachdev at wefindiansection@gmail.com
- Decision of the panel of evaluators will be final
- Results will be announced in the August newsletter
- Participants agree to share their submissions with other WEF members after the evaluation



It is passe to say that the world-wide pandemic resulting in a lockdown everywhere. But , life must go on. We find ways to bring life back to normal and make the new normal the norm. Where only about a year ago this would have been inconvenient and seen as an impossible challenge, today we talk casually about meeting others online. Technology has helped us overcome the social distancing challenges. And teachers have joined in the game by learning, training, upskilling. They have joined the lifelong learning scheme so as to equip themselves better for the coming times.

Upcoming Events

3rd World Education Fellowship Centenary Lecture

Date: 29 July 2021.

Place: Online

Registration: *FREE

Dear Colleague,

I trust you are well and keeping safe. I would like to invite you and your colleagues to participate in the 3rd edition of the World Education Fellowship Centenary Lecture, a FREE event of the Knowledge, Innovation & Enterprise Conference.

Topic: *System School on the Test Bench: Challenges of the Present and Orientations for the Future."*

Keynoter Speaker: Prof Dr Ralf Koerrenz, Friedrich Schiller University, Germany & Associate Editor of the *New Era in Education*, journal of the World Education Fellowship.

Attendance/participation at the WEF Lecture is *FREE to WEF members; REGISTRATION for KIE conference is required for non WEF member-participants.

Prof James Ogunleye, Convener, WEF International Guiding Committee

World Education Fellowship 45th International

Conference – online , Organized by WEF Japan Branch, Tamagawa University, Tokyo, Japan September 11 – 13 , 2021

Theme : 100 Years of New Education: Towards the Future of the Child

Dates: September 11th (Sat), 12th (Sun), 13th (Mon) (3 days), 2021, Japan time

Highlights of the Conference:

- Daily keynote address
- 100th Anniversary lecture of the NEF/WEF
- Research Paper presentations in parallel sessions

Themes:

Future of the Child in Perspective
Current Status of Children's Education
History of 'New Education'

- Video Messages from the national sections of countries around the world
- Zenjin Anniversary Lecture
- Symposia/Panel Discussion

Educationists, researchers, school teachers and those interested in children's education invited to present papers .

Registrations are invited for online participation



WEFNews

*Teachers all over are training and upskilling to thrive in the new social environment
Congratulations Ms. Isha Desai (Jasudben.M.L School, Mumbai) for successful completion
of the course on Developing Social-Personal Qualities and Creating a Safe and Healthy
School Environment under the directorate of training and skill education !*

YEAR 2020 MISSED OUT ON TEACHER'S INNOVATIVE STRATEGY
PRESENTATIONS NORMALLY SCHEDULED FOR JUNE. TO CONTINUE
THE TRADITION AND PROVIDE A FORUM FOR TEACHERS'
PRESENTATIONS WEF INDIAN SECTION IS INVITING TEACHERS TO
SEND IN THEIR BEST ONLINE LESSON YET AS ENTRIES TO A
COMPETITION.

TEACHERS – YOU HAVE TWO MONTHS TO PREPARE THE
PRESENTATION IN THE FORMAT SUGGESTED AND SUBMIT IT BY
EMAIL ATTACHMENT LATEST BY JULY 15, 2021.
FOR YOU, THE POSSIBILITY OF PRIZE AWARD CERTIFICATES AND TWO
CASH PRIZES OF 5000/- AND 2500/-

REMINDER

Individual Members and Institutional
members who's membership expires in December
are reminded to renew their WEF – Indian Section
membership to avail of this years advantages
including the one time opportunity for teachers to
compete for the 'WEF-TEL Champ' recognition and
prize money.

**WORLD EDUCATION FELLOWSHIP
(INDIAN SECTION)**

Membership Form

No. _____

Hon. Secretary
World Education Fellowship, Indian Section
Gujarat Research Society
Dr. Madhuri Shah Campus, R. K. Mission Marg
Khar (W), Mumbai – 400 052

Please enroll me as a member of the World Education Fellowship, Indian Section.

Membership compensation with effect from January 2020

Please tick as applicable.

INDIVIDUAL ☐ 1 Year – Rs.800/- ☐ 3 Years – Rs.2100/- ☐ Life – Rs.5000/-

INSTITUTIONAL ☐ 1 Year – Rs.1600/- ☐ 3 Years – Rs.4,200/- ☐ Life – Rs.10,000/- (2 nominees per program. Nominees can be changed per program)

Payment Details: Cheque favouring "World Education Fellowship International Conference"

For NEFT- Account name - World Education Fellowship International Conference, S.B. Account no — 005610100016556, Bank of India, Danda, Khar Branch, IFSC Code : BKID0000056

INDIVIDUAL

Name (block letters) _____

Postal Address: _____

Tel No: _____

Cell No.: _____

Email : _____

Designation & Institution: _____

Current areas of Interest: _____

Research Interest: _____

Date: _____ Signature: _____

For office us

Sr. No.: _____ State: _____

Remarks: _____

Benefits: Subsidized attendance at all sessions organized by WEF India, (10%)

Opportunity to participate in International Conferences

Free subscription to e-newsletter

Subsidized subscription to NEW ERA in Education (Journal of WEF INTERNATIONAL)

Opportunity to showcase your Institution / your research / your articles to members of the community.

Mumbai office

Phone: 022- 26462691 / 26041031 - Email:wefindiansection@gmail.com

INSTITUTIONAL

Name of the Institution _____

Postal Address: _____

Name of the Principal / Trustee _____

Tel No: _____

Cell No.: _____

Email : _____

Institutional Stamp _____

Date: _____ Signature: _____

