

Issue No. 3 :: August, 2020

WORLD EDUCATION FELLOWSHIP

INDIAN SECTION - NEWSLETTER

In this issue

Editorial

Message from WEF Global
WEF news

Showcase: Pawar Public School;
Highlights of the 'NEP 2021':

How Should Schools and Teachers Prepare
for the 'New Normal'

Resources for schools and
and much much more...



This issue is dedicated to all teachers. They, who have transformed themselves into online facilitators, over-riding every personal challenge, for the sake of their students



Editorial

Dear Readers,

2020 is a year no one is likely to ever forget. We were suddenly woken up one day, to the strike of a bolt of lightning. The world had been hit by a novel virus which was becoming a pandemic. While many of us thought this was a passing phase, the virus had the last laugh. It came, it stayed and has come to reside in our midst for no one really knows how long! Lockdowns were inevitable, but the world is slowly coming out of its forced hibernation and learning to face what is being termed the 'new normal'. Things we took for granted can no more be expected to continue in the same way. Every possible enterprise, including education, has been hit.

Schools have a built-in resilience, which make them survive all odds. Teachers, who work at bringing about change in their students, are trained to take things as they come and move on from there. However, as teachers we normally see incremental change both in our students as well as in the system and this slow speed gives us time to adapt. What does one do if the change is totally disruptive - like a 'blitzkrieg'?

The sudden impact hits people in different ways. Teachers, however, are a class apart!

At the first announcement of a lockdown their minds started working overtime, trying to imagine ways in which they could go on doing what they do for children. They immediately realised that the only way out was to up their tech skills and get on top of the game. They continue learning how to manage their classes, even when they cannot look the student in the eye. The first online lessons may have been rather simplistic, perhaps just transmission of videotaped lessons but teachers have come a long way from the simple format of a few months ago. Teachers are on to interactive teaching and gaming as part of their strategy and have learnt of ways to keep students engaged with creative exercises and direct talk.

The greatest positive that emerged from this highly adverse and uncharted situation has been, as several teachers and administrators have pointed out, a level of collaboration, never before seen.

This issue is dedicated to all those brave hearts, who, no matter what their apprehensions about technology in teaching, have gone ahead and embraced technology, and more, taught each other how to overcome the inevitable glitches in the new strategies.

A word of appreciation for the parents who have made the time to become part of the 'home-school' to ensure that children follow the required regime and continue to progress in the new environment.

Apart from a message from the Guiding Committee of WEF global, and the usual WEF news, this issue includes a brief outline of the recently announced new NEP 2020, experiences of online teaching learning, by teachers from across the globe, educational leaders' insights into what to expect in post -Covid times as well as prescriptions on how to deal with it. We are happy to share a host of resources available to educators for these uncertain times. These range from how to deal with classroom issues to which platforms are available for teachers and schools to try out. They come from recognised authorities as well as Government initiatives available to schools and teachers.

A reminder for all those who are not yet members, A membership form has been attached for your convenience.

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

Membership entitles you to all our regular communications as well as opportunities to participate in the WEF programmes and conferences as well as become our resource persons.

Happy teaching to all of you!

May the tribe prosper! May the year ahead continue to be one of learning and sharing both for the teachers and their students! May each one of us contribute in every which way to the nurturance of those in our care.

And may we all celebrate our great mission with pride on the coming 'Teachers Day'!

Good Luck and Stay safe.



Dr. Priti Sachdev

Hon. Secretary
World Education Fellowship – Indian Section

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

Lessons for 2020

As we celebrate 100 years since the establishment of the World Education Fellowship (the New Education Fellowship as it then was) we can reflect on what has changed in a century and what has stayed the same. I like to think that those who were involved with the New Education at the beginning would have wholeheartedly embraced the new technology.

Maria Montessori was first and foremost a scientist, and wanted to apply the latest scientific knowledge to designing the education of young children. And John Dewey travelled to Europe in search of inspiration, because the methods of Froebel had become too regimented and regulated by Froebel's followers.

These were no hidebound traditionalists. Although there is no fixed doctrine or set of beliefs to guide the New Education, the spirit is generally captured in the phrase "child-centred", meaning that the learner has to be given control, and take control, of his or her own learning. That seems to be the hardest thing for teachers to manage.

Generally speaking, teachers like to be in control. I do not say that is necessarily a bad thing. Teachers want to do the best that they can for their students, and expect to be held to account for the outcomes of education. It is only natural, if they are going to be answerable that they should also wish to be in control. But at some point, that control has to be relaxed to create the space for the learner to manage his or her own learning.

Somebody told me once that the highpoint of a teacher's work is to meet students who are going to be better than their teacher, and I believe that to be true. A teacher has to know when that has happened, and to accept that they cannot control where those learners will go. Who is in control, has to be a question of subtle balance.

Moving to teaching on-line, as most of us have been forced to do in recent weeks, has an important and perhaps unexpected impact on the balance of power in the classroom. We are used to getting immediate feedback from our students; we see when their attention is wandering, and when they are imagining something different from what we have thought.

Those little cues that we take so much for granted have gone in the virtual classroom. For better or worse, the students now have the space to imagine their learning differently.



Dr. David A. Turner
Prof Emeritus, USW, UK
Member, guiding committee WEF Global

That has several consequences. The first is that teaching on-line is much harder than we might have thought, and we will have to learn new skills if we are to keep the interest of our students.

But it may also mean that, at long last, teachers will have to step back a little and let learners take more responsibility for managing their own learning.

I am not going to pretend that I know how that is going to have an effect on education in the long run. But I am sure there are some opportunities here as well as challenges. And I hope that we have the sense to take advantage of them.

"I know that we are all living in difficult times, but remember, after the rain there is always a rainbow. Corona virus is tough, but we are tougher "

--Marwa,
a high school student from Lebanon

Living with the Crowning Glory

Faint news of a new virus starting emerging in fine letters by the end of November, 2019. Maybe another of its kind like SARS, said WE, unenthused, "Will be dealt by Science and its doctrine - not for us to bother"! We went on with our New Year's resolutions.....We will diet, spend productive time with our families, freak out with exercisethe list was superficially unending. Until the headlines read "Covid 19"- A deadly, lethal Virus has reached our shores.

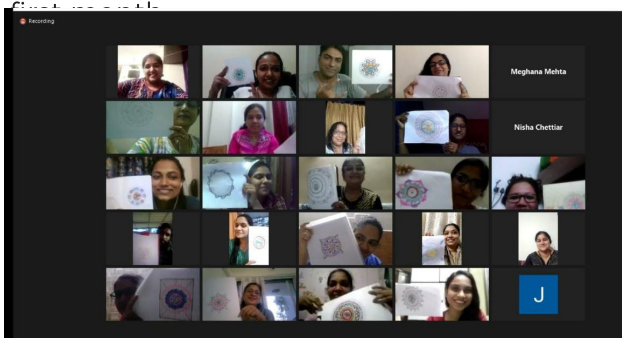
The same unexpected Virus had struck big. Having no experience of living in the 18th century but being alive in 2020 caught us holding tightly to the mantras of dos and don'ts.

Before lockdown in March We dealt with preparedness concerns of the deadly virus. A PPT by SIEMENS was shown to students on the interactive board on COVID 19 every morning, parents were sent the brochures, print outs were put up in the corridors, trained house-keeping and bus drivers and cleaners on handling COVID 19.

The Crowning Glory was within the reach of every girl and boy but for the first time, No HUMAN wanted it to walk the ramp. Its Glory was to be shunned and shunted with the lockdown from 19th March 2020 when everything in Mumbai came to a stop.

During the lockdown: Overnight the unpopular, classroom Geeks emerged (were well versed with smart boards), embodied with the features of asynchronous learning, They seamlessly starting sailing over the wavy academic waters. The 'Strong Leader' and her team took up the challenge of striking the

perfect balance between the heart and the head, keeping in complete sync with the GR from the Education Department' and waded through the



Pawar Public School, Kandivli



Zoom online classes on 1st of June.

The predictable surge, and the unfathomable spirit that the Pandemic had built in us, led us to finding the most effective platform, equipping teachers through training programs leading to techniques and activities that surfaced later....

The biggest challenge was, reaching out to RTE Students. Most were active whatsapp users and this we could capitalize on. Through assisted training programs we could reach students facing academic challenges -

These children were contacted and taught through whatsapp and telephone calls if they were unable to access zoom lessons.

The Counsellors played an important part, reaching out to parents and students regularly and conducting stress busting activities for teachers. The rising concern among parents encouraged us to reach out to them through a common webinar.- conducted by a motivational speaker whose suggestion of a life skills program for class 9 and 10 is being taken up. All celebrations are now moved online --And we are ready with that!

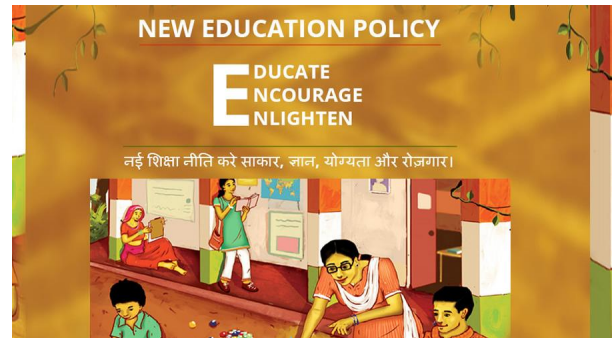
Dr. Pramila Kudva,
Principal



We believe "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in difficulty." -- we have seen many opportunities and strive to make the best of these, today and always

The NEP 2020, which will replace the 1986 policy, was in the works since 2016, with the T.S.R. Subramanian Committee submitting its report to the Union government. The Draft NEP was based on the inputs provided by the Subramanian committee and was thrown open to the public for feedback in 2019. The main features of the final NEP (2020) are listed below.

1. O+2 board structure adopted in 1974 has been dropped
2. The new school structure will be 5+3+3+4
3. 3-6 years - preschool, 6 to 8 years - Mid School, 8 to 11 years - High School, 12 years - Secondary
4. All Degrees will be for 4 years
5. Vocational courses will be available from 6th Std.
6. From 8th to 11 std. students will have more choice of subjects and flexibility to choose subjects across streams; all subjects to be offered at two levels of proficiency
7. All graduation course will have a major and a minor. A variety of combinations will be possible. e.g. a science student could have Physics as Major and Music as minor.
8. All higher education will be governed by one single authority. Over the next 15 years all affiliations would disappear. Colleges would have graded autonomy to give their own degrees.
9. UGC and AICTE to be merged.
10. All University government, private, Open, Deemed, Vocational institutions will have same grading system and other rules.
11. A new Teacher Training board (National Curriculum Framework for Teacher Education, NCFTE) will be setup for all levels/kinds of teachers in the country by 2021, and the B Ed course will become a 4-year integrated course by 2030.
12. Same level of Accreditation to any college and based on its rating, a college will get autonomous rights and funds.
13. New Basic learning program will be created by government for parents, to teach children up to 3 years in home and for preschool 3 to 6 years.
14. Multiple entry and exit from any course will become possible.
15. A Credit system for graduation for each year student will be evolved. A student will be able to get some credits which he could utilize later if he takes break in the course and comes back to complete a course
16. All school board exams will be semester-wise - twice a year
17. Board exams will focus on core competencies and syllabus in all subjects will be accordingly reduced.
18. More focus on student practicals and application of knowledge
19. A school quality and assessment & accreditation framework (SQAAC) will be developed.



20. For any graduation course if a student completes only one year, s/he will get a basic certificate, if s/he complete two years, s/he will get Diploma certificate and if s/he completes the full 4-year course, s/he will earn a degree certificate. In this way, no year of any student will be wasted if s/he is unable to complete the 4-year course.

21. All the graduation course feeds of all Universities will be governed by single authority with capping on each course.

Some Reactions :

NEP 2020 makes a bold prescription to free our schools, colleges and universities from periodic 'inspections' and place them on the path of self-assessment and voluntary declaration. Transparency, maintaining quality standards and a favourable public perception will become a 24x7 pursuit for institutions, leading to all-round improvement in their standard. A single, lean body with four verticals for standards-setting, funding, accreditation and regulation is proposed to provide 'light but tight' oversight,"

Prof. B Ramamurthi Director, IIT, Madras

"The NEP 2020 has taken the soul of the Right to Education away from school education.....a document full of promises which are not time bound, Without the RTE Act encompassing the universalisation of school education till year 18, universalisation will be very difficult, emphasis laid on digital education can lead to further segregation as India currently doesn't have adequate infrastructure to support it.

More than 70% children from marginalised backgrounds could be excluded, as evident from the COVID-19 pandemic, where many children are missing online classes due to the digital divide in the country,"

Ambarish Rai, RTE forum

Given the diversity of languages and dialects in India, and growing internal migration, it will be very difficult to implement a mother tongue-based learning. Given how centralised the education system will become after the new policy is put in place, it will become increasingly difficult to factor in varied needs of diverse Indian people.

The Wire/Education/NEP

Preparing for the Post Covid Classroom: Recommendations from the Practitioners

Teaching Through a Pandemic: Reflections on Change

Dr. Jayashree Inbaraj
Principal, K K College of Education



The learning curve during Covid-19 pandemic has been a steep one for almost all service sectors and school and colleges are no exception. Circumstances pushed teachers at all levels, overnight, to innovate and adapt to online formats of teaching-learning. The LMS Moodle at the college became the most sought after platform. Teachers explored its features like never before and for many, for the first time, it seemed a worthwhile space to explore.

The learning in the first few weeks to explore technology was phenomenal. Technologically, as professionals, we moved rapidly and teachers adjusted brilliantly and collaborating with students to adjust to the challenges the pandemic had posed. The pandemic helped us accept that the more knowledgeable other can be your student or even a young junior teacher equipped with techno skills. The synergy led to experimentation, collaboration, innovation in teaching and assessment through Moodle, and innovative assessment techniques. It seemed we had hit a jackpot. All tidy and sorted through, online in April May and June. It seemed like *Déjà Vu* time 2020.

Soon, of course, the techno excitement started to make us weary. Teachers realised this was not easy. It was one way communication! To make it interactive, teachers had to work doubly hard, use multiple tools such as post it notes, chat box, chat rooms, discussion, white board, PPT which requires practice. Try as you might you can't see the faces of your student, the small dots of faces did not permit you to understand the pulse of the classroom. Your non-verbal communication and body language suddenly made no impact. Eye contact, where every student felt the teacher is looking at them in a regular classroom, would not work in a digital set up. A feeling of incompleteness and something missing from the whole experience lingered on.

The new normal of course did teach us one significant lesson; to unlearn the traditional classroom: to stop looking for rows of desks, bags with books, mass lecturing, mass exams and mass disciplining. What worked well was small group teaching, groups led by mentors, team teaching where more than one teacher could take questions and discuss their perspectives in a dialogue format, sharing anecdotal experiences to enrich the discussion, flipped classroom where advance reading is provided, films recommended, followed by discussions to listen to student responses. All of this still fell in the paradigm teacher led model of teaching-learning. The worry is that the pandemic will lead to feverish levels of technology driven teaching, mimicking novelty and innovation, but perpetuating existing teacher-centred pedagogy, rather than using technology move their teaching to a student-centred pedagogy. It will be a sad story if we do not use this crisis to reflect and transform.

In the current scenario, education truly needs to use technology to reimagine teaching and pedagogy. As educators, we need to make it truly inclusive - a need based curriculum using technology, to offer hybrid blended learning models, to create self-learning programs, to design authentic learning projects and to integrate 21st century skills. Educators will need to learn how to embed all of this into their technology driven teaching.

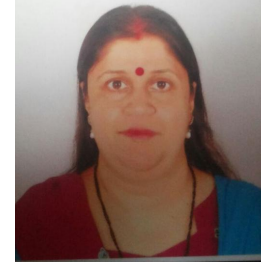
However, what really matters is as a teaching fraternity who do not lose the socio-emotional connect with students in this overdrive to go technology based. Teachers will need to understand that devising ways to reach out to a large group that does not have access to technology will be the game changer. What will matter in the long run; most important is the humanness and compassion that we can show students in the many interactions within and outside classrooms, whether real or virtual.

In Parker Palmer's book **The Courage to Teach**, he writes, "The connections made by good teachers are held not in their methods but in their hearts – meaning the heart in its ancient sense, the place where intellect and emotion and spirit will converge in the human self."

Years later, when we as educators meet our students; they will not remember the content we taught but the willingness to teach with compassion.

Reimagining and Revitalising Education After Covid 19

Dr Shrima Bannerjee
Faculty, H J College of Education, Mumbai



Learning has been rebooted during the lockdown, with more Indians turning any place into a virtual classroom. Distance learning, or e-Learning, has scaled up so fast and become so important that UNESCO came out with a curated list of educational apps that students can use to continue learning during the lockdown. In India, where 37 million students are currently enrolled in higher education, e-learning is set to play a major role in the coming days as we grapple to find innovative solutions to deal with this new normal. Similarly, what better time could there be for working professionals to upskill and update their resumes. So, it's time to discover the new side of learning for education as well as professional development by catering the following points into consideration.

Requirements for Quality Online Learning Experience:

With the lockdown being extended, it seems that learning and studying online is a system that's here to stay for a while. It's important, then, to be aware of ways to ensure that a child gets the best possible experience out of it.

- **A network connection** that provides with the option of experiencing the best video viewing and downloading them.
- **A quiet and comfortable space** at home with appropriate lighting arrangements, so as to engage in FDP's, webinars and online sessions.
- **Ease of idea sharing and built in social and collaborative elements.**
 Holistic, engaging virtual classroom experience through utilization of emerging trends in the field of educational technology.
- **Courses with flexibility** with respect to the pace of learners to manage with other daily tasks.

Steps to Extract Maximum Benefit from Online Learning:

The boom in e-learning can only become a real silver lining if one is able to derive the most outcome from their courses; otherwise, it is a dead investment – both in terms of money and time. Here are some steps you can follow as you decide to kickstart your e-learning journey.

Discipline yourself: Treat the course like any other offline course you might have taken in your life. Make and follow a schedule. Even better if you can give yourself a dedicated space and dedicated time when you do nothing else but focus on your lesson. This will increase your chances of coming back to the course every day and not quitting mid-way.

Schedule breaks: When you start the course, you might think that you'll be able to complete it in one or two sittings. Do not underestimate the rigour and set unachievable targets for yourself. This will only burn you out, not help learn or retain information properly and dissuade you from completing or participating in new courses.

Take notes: Like in an offline course maintain notes. These help you focus during the course and make revision easier which will help retain the information and make it useful as you progress through your learning.

Reimagining and Revitalising Education After Covid 19

Participate in online forums: Discussing a concept or a problem with other people only makes it clearer for you. Always participate in online discussions, share notes, and learn from other people and not only the instructor.

Make a plan that works for you: Finally, build a plan that will help you extract the most out of yourself. What this means is that in case you are a morning person, schedule your session first thing in the morning. In case you only really start living post 8 pm, that's the right time for you. Enjoy the flexibility of e-learning and set yourself up for success. Also, every time you finish a lesson mark it on your calendar or give yourself a treat. A little positive reinforcement goes a long way. Because of the lockdown, the number of e-learners by 2021 is going to be even higher, which means the only thing that's going to stand between a student of any age and a quality education is their network connection. After all, seamless online education requires fast internet speeds so you can stream course videos and attend online classes without your video freezing - yes, we are living in the times when buffering and frozen video calls can be a hindrance to your studies. If you can ensure you have fantastic streaming quality and download speeds, you can learn and upskill impressively.

Knowledge of Best Courses/ Platforms Available: There are a wide range of online learning platforms available at the onset of a single click. It is very essential that one needs to acquire knowledge about the best courses and platforms availability, so as to provide learners with the best possible outcome. Here is the list of courses and platforms available for online learners.

1 For school level education :

BYJU's: This is a great app for school students to study online with ease covering study material from primary to high school, with subjects such as Maths and Science. The platform hosts videos for kids to understand concepts in a fun and entertaining manner, including revision modules, and quizzes to facilitate retention creating a powerful learning environment at home.

Ta course waiting for you. So, it's time to get engaged and pick up a skill while spending time at home.

Khan Academy: This is a wonderful e-learning platform that covering many subjects and providing methodical learning for children that they can put to test through quizzes and interactive exercises for enhancing maximum learning.

Extramarks: This is an e-learning platform that covering study material for both CBSE and ICSE exams. It enables the students to easily navigate their course and personalise their learning journey to learn at their own pace.

2 To develop skills/further develop on your hobbies :

Udemy: Udemy is one of the most well-known platforms for online courses with over 5000 courses having an impressive repertoire of skill-based courses. Whether you aspire to become a better writer, guitarist, photographer or simply improve your handwriting - there is a course which is available for you.

Skillshare: It is a platform to explore a wide range of creative courses and get working with hobbies. It offers videos from many well-known experts and has tremendous width in types of courses available. From learning piano to calligraphy, think of a subject and find it on Skillshare.

Reimagining and Revitalising Education After Covid 19

3 For Professional Development:

edX: Founded by Harvard University and MIT in 2012, edX is one of the largest MOOC providers and a leading e-learning provider, hosting courses from the world's leading institutions to benefit users across the world. The site boasts of more than 90 world-wide partners and covers a plethora of topics ranging from architecture, art and culture, biology and life sciences, to business and management, and math, medicine, music.

Coursera: One of the leading names in online learning, each course is curated with experts from that field of study complete with online resources, videos, notes and a thriving online community to interact and share notes with while studying for a course. It also offers certificates on successful completion of courses.

Udacity: The leading platform to pick up up-to-date, relevant and in-demand technology skills. What started as a free AI course has given way to a thriving ecosystem covering courses from autonomous systems to data sciences. The program is developed in a manner that even the busiest professionals can learn and advance with ease.

MIT OpenCourseWare: MIT OpenCourseWare (OCW) hosts MIT course content virtually. These are free courses that are available to everyone across the world. OCW, as mentioned on their site, is open and available to the world and is a permanent MIT activity.

The Covid-19 crisis has presented an opportunity for the education sector to come together, forge connections and share what works. We may have not have seen this before the crisis, but we will be definitely missing a great opportunity if we do not act now. Online education will be a priority not only as a potential source of revenue, but also acknowledged as core to every learner's strategic plan for resilience and academic continuity.

Despite technological advancements, the difficulties and limitations posed by technology are challenges that every teacher faces when using technology inside the classroom. However, this should not prevent or discourage teachers from using tech. Every learner has to try, or else, will lose their relevance in this digital age.

Webilography:

<https://en.unesco.org/covid19/educationresponse/solutions>

Recovery of the Education System after the Lockdown

Dr. Ritu Uppal
CEO Edexpert Consultants,
Head, Center of Educational Technology, M E T ,
Mumbai



Formal school and college Education all over the world has been impacted due to the covid caused lockdown and closure. UNESCO estimated that over 290 million students in 22 countries have been adversely affected due to Coronavirus pandemic. Around 320 million school and college going students have been affected in India as estimated by UNESCO. To deal with such a situation Governments have encouraged e-learning programs so that students are not deprived of education during this pandemic. Many ed-tech firms are offering free online classes or providing discounts on online courses. Response from the students towards these steps is overwhelming. Online learning seems to be an appropriate solution looking at the current condition as students can attend classes from home without coming in contact with each other. But we also need to evaluate this solution from a long term perspective. Recently WHO official David Nabarro said, 'Coronavirus is a new reality. I believe that the world will have to learn to live with Corona in our midst.'. So there should be a well-planned re-opening of schools and colleges along with changes in the way we teach keeping in mind the pandemics and their impact on education.

Fortunately, technology has been a saviour for the education system during this pandemic. The learners of this age are native to the rapidly evolving digital era. But most of the teachers and all the academic leaders are migrants to this age. COVID has accelerated the migration of teachers and academic leaders to the digital ways and teachers are using WhatsApp, blogs, wikis, Facebook, and Twitter not only to interact but also to teach, assess, and solve problems.

The change is irreversible and here to stay. It is highly unlikely that things will be back to the way they were pre COVID. The new normal has arrived but just like a pendulum, it will take time to reach its equilibrium.

Diana Laurillard, professor at University College London's Institute of Education, says "With teachers using traditional face-to-face teaching alongside digital tools, blended learning is the model for the future". Educational institutes have discovered that with the right amount of training and technological support, online education can support face to face learning. Teachers need to become proficient in using Digital tools for teaching.



COVID - 19 has made several changes in our economy, lifestyle, and mainly in our education system. According to Pathak (2020) "We ought to contemplate and re-examine what we have taken for granted till now—our 'academic' and 'technical' skills, or our pride in the 'intelligence' that universities cultivate." So, now it is time to rethink our current education system as it will be the 'new normal' for all of us.

In the education system post lockdown, students and parents are expected to be facing issues, coping up with it, but in the long term, it will be good. According to an article posted by Kumar (2020), "the department and regulators have started moving towards developing an online mode of education". He, however states that percentage of internet users' in India is very low, (all-India users stood at 20.1% with rural at 13% and urban at 37.1%). While online learning methods have seen some success worldwide, but India has a long way to go yet.

Recovery of the Education System after the Lockdown

The government needs to come up with practical solutions to ensure access of digital tools and internet to all, specially the hitherto deprived students in rural as well as in urban areas. No one should be deprived of quality education for want of access to digital tools and internet. Internet availability and digital tools need to be considered as public goods where in government must intervene and provide speedy access to these to all students on arfooting with appropriate policy interventions.

In the Education system, both teachers and students will need to adjust to the new normal of increasing use of digital tools in teaching-learning. The faster teachers are trained and students adapted to the new methodology, the better will be the result. The Government has moved fast in this area and provided a number of online learning options.

RESPONSE TO COVID 19: PROMOTING DIGITAL EDUCATION WITH EQUITY –

A Government of India Initiative .

The Government, through the Ministry of Human Resource Development and its associated institutions, took immediate action to intensify digital learning with equity to mitigate the effects of this disruption. The Ministry has, over the last few years, developed a rich variety of online resources that are available on a variety of platforms. While students and teachers can access these through their laptops, desktops and mobile phones, these resources are being reached to learners in remote areas through Television and Radio.

DIKSHA – This is an online platform for school education (Grade 1-12) in multiple Indian Languages. Free App is also available e-PATHSHALA - It has 1886 audios, 2000 videos, 696 e- ebooks (e-Pubs) and 504 Flip Books for classes 1st to 12th in different languages.

NATIONAL REPOSITORY OF OPEN EDUCATIONAL RESOURCES (NROER): A portal equipped with best quality informational content on diverse topics in multiple languages a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages

SWAYAM:

This is the national online education platform hosting 1900 courses covering both school (class IX to XII) And Higher Education (both UG and PG) in all subjects including engineering, humanities and social sciences, law and management courses.

SWAYAM PRABHA -. Has 32 DTH TV channels transmitting educational contents on 24/7 basis. even the private DTH operators are telecasting these courses through their channels. The channels cover both school education (class IX to XII) And Higher Education in a wide range of subjects like engineering, vocational courses, teacher training, performing arts, social sciences and humanities subjects, law, medicine, agriculture and many more.

NISHTHA –An integrated Teacher Training Portal and Moblie App and life-long learners, all disciplines, all popular form of access devices and differently-abled learner(mhrd_digital_resources (1).pdf)Website : This is a digital repository of a vast amount of academic content in different formats and provides interface support for leading Indian languages for all academic levels including researchers and

Recovery of the Education System after the Lockdown

Changes we anticipate after lockdown in our education system:

1. Reimagine and Recreate

Whenever the school managements plan to reopen, they must consider these 3 guiding principles: ·

- Preparation ·
- Precaution ·
- Prevention



This means the school need to use protocols as per industry standards such as preventive hygiene, social distancing and daily medical examination for symptoms of corona infection among students, teachers, staff and any parent or visitor entering school premises (TOI,2020)

1. Hygiene principles after lockdown

According to UNICEF (2020), Every school must keep students, teachers, and staff safe at school and help stop the spread of this disease. As a recovery measure it is important to take the following steps:

Unwell students, teachers, and other staff should work from home.

Schools should enact regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution, and, at a minimum, daily disinfection and cleaning of the school surfaces.

Schools should provide water, sanitation, and waste management facilities and follow regular environmental cleaning and decontamination procedures

Schools should promote social distancing

Assigning teachers to conduct daily or weekly follow up with students in case of absentees

Provide a checklist for school administrators, teachers, and staff to ensure an organized way to handle COVID situations.



2. Technology use:

Half of the total number of learners, 826 million (82.6 crores) are students. It is also stated that E-education turned out to be a new thing for school children and even more so for their parents who are struggling to help understand the e-assignments. In this case, teleconference software like Zoom, Google meets etc. play an important role as it is easy and convenient to use. There are a number of interesting global statistics available: Zoom had a record-breaking number of downloads in a single day – approximately 343,000 people worldwide, compared to 90,000 users just two months ago. Udemy has seen more than 400% growth in course enrolments for individuals between February and March (Venturebeat, 2020),

Recovery of the Education System after the Lockdown

BYJU's has seen a 200% increase in the number of new students using its product, according to Mrinal Mohit, the company's Chief Operating Officer (World economic forum, 2020)

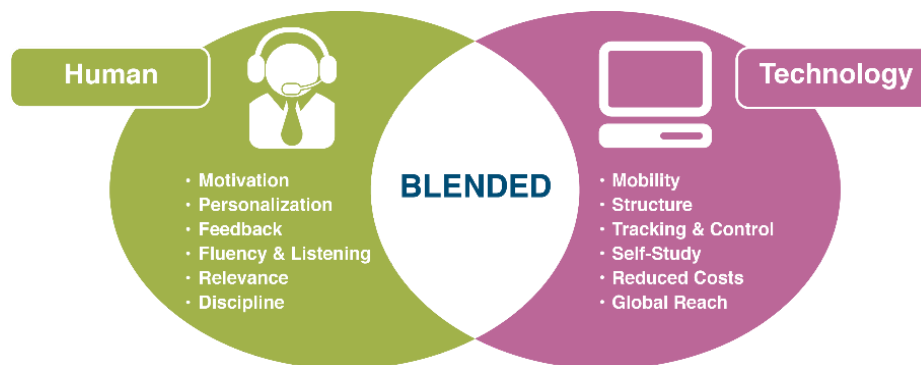
For schools it is time to

- o Digitise - The content
- o Train - The teachers
- o Mentor - The school Leaders
- o Evaluate and review : The efficacy of new system for improvements

1. Blended learning:

Blended learning is an approach to systematically mix face-to-face teaching with online learning. Its inherent advantage of anytime anywhere online learning coupled with intermittent face to face sessions is the way ahead. Use of flipped classroom, flipped learning, and other blended learning strategies need to be adopted to enhance the learning experience.

With a plethora of open education resources available on Indian and international portals; it is high time teachers start reusing, revising, redistribute, retain, redistribute the excellent quality open educational resources, instead of creating content. There is a need of a shift in mindset of the teachers as well as parents in this regard.



2. The online assessment used:

Schools and colleges need to invest in technology infrastructure. After COVID 19 innovative assessment methods and tools need to replace traditional methods. Polls, Online quizzes, e-portfolios, blogs, crosswords can be created using free online tools. Many vendors are offering proctored

examination solutions wherein remote physical as well as AI enabled state of the art exam proctoring is now possible. Many educational institutes have used this system for summative assessment and evaluation of their students in present situation.

ASSESS ONLINE

Create Assessments
Curate required assessments with various options like MCQs, fill in the blanks, subjective questions

Auto Evaluation
Review each student's submission on the dashboard from an auto evaluated mode

Remote Working
The platform works in low network areas also

Prevent Cheating
Advanced plagiarism checker to ensure the tasks are not copied

Individual Attention
The dashboard allows the identification of weak areas for each student

Working Together
The platform allows the usage of questions shared by co-faculty members

Assess Online is free to use @

<https://engage.techgig.com/assessments>

Recovery of the Education System after the Lockdown

1. Reduce screen time and increase physical activities:

Complete lack of outdoor activities and sports has caused serious concerns over psychological health and physical fitness of children during this long lockdown period. According to the Cambridge assessment of international education (2020), the following measures should be taken:

It is very exhausting for both teachers and students to be on screen for a long time. Researchers at the University of Peking have said that “online sessions between 15 to 30 minutes are most effective” (Nin & Corcoran, 2020).

So, there should be few breaks in every session which will help in powerful teaching.

Students are likely to face anxiety, uncertainty, fear, and isolation in this period. Educators need to create an online community so that students do not feel isolated. Many students suffer a lack of access to appropriate bandwidth or devices and a lack of school readiness. This digital divide has been worsened by the crisis and will leave gaps in many children’s learning. Governments are investing between 2-4.5% of GDP on education. It is now important to invest even more in education for the future. This investment should ensure training teachers to digitize their teaching effectively and ensure learners in deprived areas are given access to technology that has become essential for learning. The school need to have some kind of online extracurricular activities like online Yoga, PT classes, Zumba, or any physical activity which can work as an icebreaker for the students and do not make the sessions monotonous.



2. Parent teachers’ meeting:

According to the headteacher update (2020), “parental involvement in children’s learning has a positive effect on their performance in school.” Therefore, the importance of regular parent-teachers’ meetings which schools can manage through video calling instead of face-to-face. This will help parents and teachers in many ways:

- Parents' work shifts will not clash due to personal meets
- Due to video conferencing, the overall attendance will also increase. This will be beneficial for teachers
- Teachers can make recorded videos for parents aiming to tell them about what is planned for the next week. This will be helpful for parents to be well aware of the future timetable.
- Teachers' skills, creativity, patience, and teaching methods need to adjust to the new way of digital teaching in order to be impactful.
- There is an urgent need to provide teachers with sufficient training and the tools to adjust to the new approach.



Teachers are the most important link in the emerging blended learning environment.. On their shoulder lies the responsibility of making the new system succeed. However, the majority of teachers are not familiar with digital tools and how to use them effectively. This calls for immediate intervention at mass scale to upgrade the skills of our teachers, particularly in the following areas:

- a. Familiarisation with digital tools available and how to use them effectively
- b. How to create and design effective learning and assessment material for blended learning
- c. How to ensure that online sessions are interactive, interesting and personal
- d. How to take into account learning needs and styles of different learners

The new system once put in place will result into these specific advantages:

- a. Reach out to more learners with flexibility in accessing learning material
- b. Standardisation and improvement quality of education
- c. Cost effective as massive reach will more than offset initial and recurring cost of technology

(All References available with the author)

How Should Schools Prepare for the New Normal

Ms. Damayanti Bhattacharya
Principal, J M L School, Mumbai



My experience of the last few months is most eerily reminiscent of the opening lines of Dickens' novel *A Tale of Two Cities* 'It was the best of times, it was the worst of times...it was the season of Darkness, it was the Spring of Hope, ' quite a cocktail of conflicts!

Never did I once imagine that I would not be able to return to my office, as I switched off the computer and left to go home on March 17th 2020! Slowly the weeks turned to months, and the whole world realized that our lives had changed forever. The school buildings stood there in stoic silence while the children started their on-line lessons after the summer break – in their own homes.

Teaching-learning did not come to a halt. Quickly, the teachers threw aside their diffidence, fears and jumped into the fray—to learn to teach virtually! It took many weeks for the initial shock and disbelief to abate, and for the teachers, parents and students to reconcile to this 'new normal.' We all embarked upon a new journey—to learn, to improve, to excel and to overcome obstacles. I would say the learning curve for teachers started to move upwards, the day the technologically better equipped teachers reached out to their colleagues who needed some help.

The proverbial staff room politics melted away and was replaced by a new found camaraderie- with team teaching, problem-solving, critical thinking, communicating, and some high quality innovative teaching to hold the attention of the students in a non-classroom environment and with the teachers displaying exemplary team work!

Parents have adapted too, and they are now more involved and participative as the classrooms have entered their homes. They have come to recognize and appreciate the important role of the teacher. School authorities have come to acknowledge that without the efforts made by the teachers—the school would not survive.

As we await a vaccine or a cure for Covid, schools would have to reopen at some point. The lockdown, social distancing, loss of lives, crash of economy and the lack of the old normal life, has humbled us and made us realize that we have to establish the 'new normal'. When children return to school, they will need orientation sessions along with their parents as new rules are laid down. Perhaps only 12 to 15 children will come in a day, by rotation, and the rest will stay at home to hear an audio/video recording of the lesson. Teachers can use the flipped class method more frequently. Teaching and learning through student research will replace the traditional chalk and talk method.

Teachers would have to find innovative ways to hold the attention of the children online. Instructions would have to be punctuated by interesting and stimulating activities. Giving the child a small break between classes would become essential. Methods of assessment would change. I would imagine that the children would be tested more on the concept taught with the help of case studies, experiments, projects and other hands-on learning methods.

Children would learn to apply their minds while concepts are consolidated. Teaching would finally come out of the text book and learning would become real and tangible. Co-curricular activities like Physical Education, Music, Dance and other Cultural and Sports related activities would need to be carried out on-line for the safety of the children.

As they walk into the school building, the children will be greeted by a machine that will read their body temperature, spray sanitizer on their bodies and every child will walk to their classrooms keeping six feet away from their best friend. They will need to understand, that to stay safe, they have to stay apart. Class teachers, counsellors will have to be on high alert and look out for the children and help them adjust physically and emotionally, to the norms of social distancing. The children would have to be taught to be cautious, independent and self-reliant.

Children will mature faster as they learn to protect themselves. Most certainly man is a social animal, and social isolation is expected to take its toll. Some will adapt, others crumble and get left behind in the race of life. As a civilized society we need to take care of each other, respect the innumerable things of life that we take for granted-like the light in the eyes of a mischievous student in class, like a token of appreciation given by a teacher to a student, like the shoulder of a dear friend or even the sheer joy of playing a team game in the playground of the school...

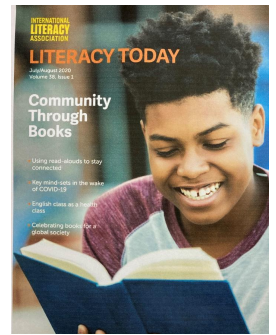
It has been a hard lesson for all of us, and I hope and pray that the Corona pandemic will leave us soon, but leave behind the invaluable lessons of Life that it has taught us.

New Space. New Rules? Learning How to be Together Online

Suzanne Smith 3rd grade teacher, Academy, Walkertown, NC

Julie West 3rd grade teacher, Academy, Walkertown, NC

Beth Buchholz Asst Prof Reading Education, ASU, NC



The move to using synchronous video meetings/instruction (e.g., via Zoom, Microsoft Teams, Google Meet) as a result of COVID-19 has presented a new challenge for K-5 teachers. There are the hardware/software issues to work through, but there are also social and literacy practices to negotiate as groups of students and teachers gather in online spaces: How will we talk, listen, and write together in this online space? Here, two third-grade teachers (Suzanne and Julie) share their experiences and insights from using synchronous video meetings to build from the dialogic social environment developed in the face-to-face classroom.

Practices rooted in social-emotional learning

This spring, artistically designed lists of “rules” for classroom video meetings emerged and circulated around social media and popular teaching resource sites including rules such as finding a quiet place, free from distraction; staying on task; keeping the webcam on to promote focus; and refraining from chewing gum, eating, or drinking in front of the camera.

Though it is easy to copy and share a list of rules constructed for the “new” world of teaching/learning online, there is power in teachers building bridges between/across face-to-face and online spaces, highlighting the contextual, relational aspects of learning that have always been central to working with students in schools.

Prior to COVID-19, Suzanne and Julie spent the year working to integrate restorative justice practices into their classroom. This work started during their morning meetings (class circles) and became a tool for helping students name and reframe social interactions that may have otherwise been punished and labelled as “misbehaviour.” Restorative practices, rooted in social-emotional learning, are a framework for building classroom communities through authentic dialogue and collective understandings in order to repair and restore relationships.

Some of the key classroom guidelines used to develop responsive dialogue in Suzanne and Julie’s face-to-face classrooms were as follows: Speak from your heart, Listen with your heart, Say just enough, Trust yourself. When forced to move online, they kept these guidelines consistent for synchronous class video meetings, visually sharing and stating the guidelines at the beginning of each meeting. The aim was to help students, in a time of extreme uncertainty, see/feel consistency across face-to-face and digital classroom spaces. Notably, these guidelines—and the work of restorative justice more generally—revolve around building trust. After holding synchronous meetings two or three times a week for the final 10 weeks of the academic year, Suzanne and Julie offer three additional trust-based guidelines they’ve found instructive.

1 Trust that our community is still “here” and still growing.

In our synchronous video sessions, we co-taught and worked to nurture a space where students could continue building relationships with us and their grade-level peers, as well as fostering relationships across grade levels through multi-age book clubs and schoolwide read-alouds. At the beginning and end of every meeting, students had the opportunity to openly share and converse with one another and both of us. The end of meetings was particularly boisterous, as students were all unmuted and the air was filled with a chaotic—yet comforting—chorus of parting messages. Just like in the face-to-face classroom, students’ social interactions varied across individual social, educational, and emotional needs, and it was important to set up multiple channels for public and private communication.

New Space. New Rules? Learning How to be Together Online

2 Trust that you can attend meetings as you are, wherever you are.

When school buildings closed, students' daily lives changed significantly. Whether it was families/caregivers now working from home (or searching for new jobs), necessitating children work/ play independently and/or take care of siblings, or children of "essential workers" being placed with extended family/friends or other childcare contexts during the day, students had little control over where they were during the day/week. To allow for equitable access, we extended empathy toward how and when students engaged with remote learning platforms. We positioned meetings as invitations, openly welcoming whomever could attend, for however long, in whatever setting. This spring we had students attend meetings while traveling in a truck, stopping by the gas station, sitting on their front porch, and sitting on their bed. We trusted students to turn audio/video on as it made sense for them given their particular context that day.

3 Trust that we'll "make things right," creating a safe virtual space for all.

Within the first few meetings, we found that the written chat function presented the most significant challenge to creating a safe virtual space. Though the main action during our meetings was verbal discussion, initially some students playfully explored the chat as a kind of side conversation, posting emojis, strings of random letters, and a few seemingly disrespectful comments ("This is boring."). Rather than shut down the chat, we talked with students about these issues and created simple guidelines (e.g., "Use letters and words in the chat." "Use nice and respectful language in the chat."), helping students see that both our verbal and written communication were important for enabling a restorative and safe learning environment. Over time, the chat developed into a more substantive communication channel, with students sharing questions and thoughts, such as while watching short videos or while others were speaking.

Focusing on trust

Ultimately, teachers must consider how they will spend time together with students in virtual spaces and what students need from those spaces. Instead of considering these altogether "new" spaces, teachers can build from what they know about nurturing responsive, restorative faceto-face classrooms. Working from a place of trust, teachers can continue developing classroom/community guidelines that allow students to develop the kinds of literacy practices necessary for engaging collaboratively with others and that are mindful of students' basic social and emotional needs during these challenging times.

Reflection

The following are questions teachers can consider when developing guidelines/rules for synchronous video meetings:

What do students need out of synchronous sessions to feel seen, to be nurtured, to learn?

What do my guidelines/rules communicate about how I trust/do not trust students/ families?

What do my guidelines/rules say about what we value as a community?

How do my guidelines/rules develop literacy practices that help students lead more responsive, engaged lives?

Taking Control and Orchestrating Learning Pathways

Susan C Aldridge, PhD
Marci Powell
Drexel University



Have you ever wondered how the virtual learning experience might be greatly improved if it was more like, let's say, shopping on Amazon or finding all of the information you need through a simple Google search? For us at Drexel University Online, it's become a question well worth contemplating, at a time when technology is dramatically transforming the way we live, work and yes, learn.

In fact, we have spent two years researching pockets of digital learning innovation worldwide – a project that not only served as the impetus for our website, Virtually Inspired, but has also provided us with plenty of food for thought around how we might re-imagine the virtual classroom of the future.

And based on what our research uncovered, we began to envision a next generation learning environment that, like Amazon and Google, functions within the context of a digital ecosystem. As we imagine it, this ecosystem will be contextual and adaptive, role-based and self-organizing, to provide convenient and continuous virtual access to active and authentic, customized and self-directed learning across time, space, and multiple spheres of influence. It will also enable educators to streamline and integrate all of the digital systems and tools, apps and content their students must have to succeed into a single platform, with a consistent user interface and secure sign-on, designed for self-service, interconnectivity, and innovative use of technology. Under this scenario, learning will no longer be confined only to the online classroom; but will aggregate and capture both formal and informal knowledge-building opportunities that support connected lifelong learning on-demand. Likewise, the virtual learning ecosystem will deliver personalized, just-in-time content and support, based on the user's role, needs, and preferences, empowering students to engage with a robust virtual community of learners, while building a social learning network that can be leveraged in and out of the classroom. Equally important, the virtual classroom of the future will incorporate technology for its experiential value as a robust learning enhancement, rather than its transactional value as an expedient to education access and delivery. Consequently, it will optimize the many evidence-based, digital learning tools and applications at our disposal – from virtual and augmented reality, to gamification, robotic telepresence and artificial intelligence – that empower students to connect, construct and apply new knowledge.

Of course, we know that for busy educators, it's always helpful to have something more concrete to use in plumbing the depths of any vision that requires both a broad shift in mindset and significant investments of time and money. So, in the spirit of collaboration, we have partnered with ICDE to share "The Online Classroom of the Future" – a whitepaper you may download from our website. We hope that the ideas and resources it provides will inspire all of you to join the conversation, both within and beyond your own institutions, as we create the next generation of virtual learning.

<https://www.icde.org/icde-blog//mapping-out-the-future-of-virtual-learning>

Shared by permission

The Resiliency Advantage:

Master Change, Thrive Under Pressure and Bounce Back from Setbacks

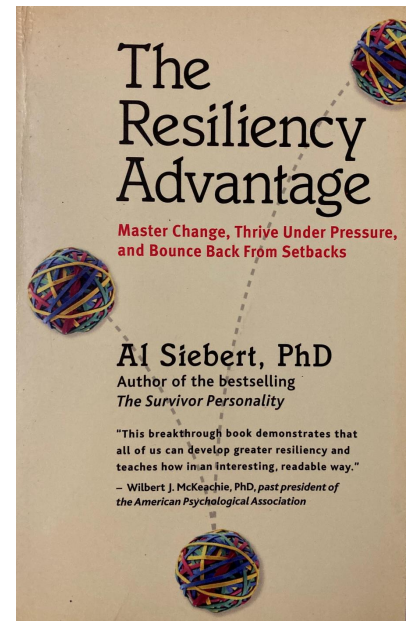
BK Publishers, San Francisco, 2005

Al Siebert; PhD

Reviewed by Dr. Priti Sachdev

The author, a psychologist by profession and Director of the Resilience Center at Portland, USA, is an internationally recognised expert on resilience. He bases this book on his research, over twenty years, on survivors of tragedy and trauma both in their personal lives and careers. Though an acknowledged academic work this book is written in an easy readable style and highly relevant in today's changing educational climate.

In his book Dr. Siebert explains how and why some people are more resilient than others and how resiliency can be learned at any age. Use of the word "new normal" has become commonplace in today's conversations, indicating that 'it' is vastly different from what was "normal" only a very few months ago. The Corona virus pandemic and the consequent lockdown has hit every area of enterprise like a bolt of lightning, and while businesses can sometimes wait out the bad times, education certainly cannot. The lives and futures of the young are at stake.



Educationists needed a quick re-alignment to continue to provide students with what students needed, to continue to grow and develop their intellect. And, this needs teachers who can quickly realign themselves to move to the 'online' mode. Online teaching-learning was a fledgling in school education, and teachers, no matter how 'tech-savvy' they were, or were not, needed a quick move in that direction. They needed a quick upskilling to cope with this immediate new expectation from them. The challenge lay also in fitting this into the new 'work from home' environment, which called for fitting their own work into demands on their time from home and family as well as sharing of tech devices. In other words, a blast of challenges!

Siebert's book talks about resiliency as the major factor which can help anyone facing challenges (including teachers), not only to survive, but thrive, in these adverse times. The book is a guide for people on how to become better and better at handling change, continuous pressure and setbacks. It talks about reaching inside to access one's inborn abilities, many of them unknown to us, to become more resilient to face disruptive changes in the environment.

Just like there are 'born teachers' there are those who are born resilient. The rest of us - we learn, we practice and we become the more proficient as we go along. Dr Siebert talks of five levels of resilience and compares these to moving from the white-belt to the black-belt in martial arts. The book describes the three barriers to resiliency and how these can be overcome with methods and practice. He stresses the importance of accepting realities quickly and aligning ourselves to the new reality. He provides practical ways of getting there, so that we can influence events and things can turn out well for us. The book cites many inspiring stories of people who have faced extreme challenges and through their resilience have not only survived, but thrived to come out stronger and better.

A good book to refer to at this time, when, education as we knew it, is going through an existential crisis. A guide for teachers and individuals on how to grow and contribute in times of unexpected and disruptive change.



WEF Announcement

In view of the continuing lockdown and the inevitable restrictions the usual June/ July presentations by teachers of "**Best Practices**" has had to be re-formatted.

Instead of the usual stage presentations, WEF - IS invites teachers to present a recording of a complete online lesson of about 30 minutes in any subject.

And this time there will be two prizes each at the primary and secondary levels for the most innovative use of technology as well as the most interactive/engaging lesson. Please look out for details coming to you by email in september.



United Nations
Educational, Scientific and
Cultural Organization

Announcements



Takhte
Writers & Publishers

Essay Competition

To engage in a constructive reflection on current and forthcoming challenges during and after this lockdown period, UNESCO and Takhte are organizing an essay contest for children (aged 11-14 years) and youth (aged 15-24 years) entitled 'Year 1 AC (After Coronavirus): Pan India Online Essay Contest 2020', with the belief that the power of writing can be leveraged to combat isolation, expand horizons while stimulating creativity.

Essay Topics for Age 11-14

- Learning at home during lockdown: my parents and my teachers
- Stronger together, and a new word for us: solidarity
- Science and health: what should we change to be more resilient?
- Culture and crafts: how to be creative when staying at home
- Not everything we find online is true!

Essay Topics for Age 15-24

- The current crisis is showing the best and the worst of humanity. Will a new form of solidarity emerge at the end of the tunnel or do you think on the contrary that previous trends of the last few years (e.g. increasing nationalisms) will be enhanced?
- Do you think that the COVID-19 pandemic will force us to redefine the quest for a better use of our natural resources? Will there be a before and an after for environmental issues? If so how?
- The lockdown affected men and women equally. At home, it also forced them for instance to share household chores. Do you believe this crisis will have long lasting consequences on gender roles and stereotypes in the country?
- What will be the role of young people in addressing the crisis caused by the pandemic and related issues, such as new balances in power, raising inequalities and reduced employment opportunities?

Complete Details available on <https://www.takhte.in/essay-contest.php>

Valuable Resources for Teachers and Administrators

Dear Educators,

There has never, in our lifetime, been another time like this. While we continue to reflect on what our students need, and how best to get across to them, educators all over the world are coming out with new understanding on how teaching - learning can be more effective. This is the time to learn from each other. We don't want to waste time re-inventing the wheel. All we need, is to look in the right direction to find out how best we can provide whatever it is that our students need.

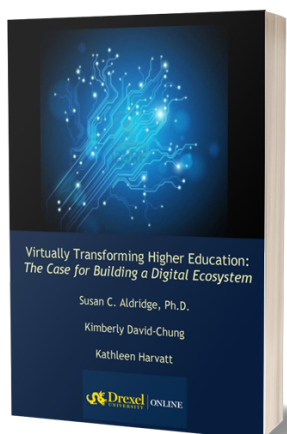
Collated here, are a list of complete resources prepared by the Government of India, other practitioners and acknowledged international bodies. Administrators and teachers can reach out to these various free resources which will definitely enhance their new online paradigm.

We trust you will find these resources useful, and, if you have other good resources available to you, in the spirit of the times, we hope you will share these with us so we can pass these along to others.

Good luck to you!

Virtually Transforming Higher Education

by Susan C Aldridge, Kimberly David-Chung and Kathleen Havatt



The document gives an overview of how education systems, world over are transforming to become virtual.

Key competencies have been identified, and a business model created for higher education. It provides the attributes of the 'instruction paradigm' as well as the 'learner paradigm'.

The document explains the importance of design thinking, an iterative process, in the transformation. "Like any other complex problem / system, it needs to be grounded in an agile, hands-on and user centric approach" The five stages of the process have been elaborated. It provides a good assessment tool through 'key performance indicators'.

Though prepared in the context of higher education, in the most part, the ideas can be applied to educational institutions at every level.

The document has been produced in collaboration with ICDE (International Council of Distance and Open Education) The ideas and resources provided will inspire all teachers to join the conversation, both within and beyond their own institutions, as they create the next generation of virtual learning.

It is available for free download from

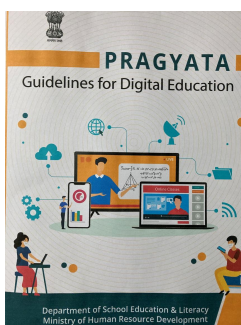
<https://virtuallyinspired.org/virtually-transforming-higher-education/>

Supporting Teachers with learning anywhere :

Oxford University Press

<https://global.oup.com/education/support-learning-anywhere/international-school-support/>
https://global.oup.com/education/support-learning-anywhere/international-school-support/?region=international&utm_campaign=learninganywhere&utm_source=facebook&utm_medium=cpc&utm_content=free_resources_lal_ad3&utm_team=inta little bit of body text

Valuable Resources for Teachers and Administrators



Pragyata: Guidelines for Digital Education

By Ministry of Human Resource Development

The paper is a detailed step-by-step guide on DIKSHA – to enable users to access e-resources linked to QR Codes

Some areas it covers include:

- Guidelines for School Heads, Teachers, Parents and Students
- Supporting online Learning of Children with Special Needs (CWSN)
- Guidelines for Physical Health & Mental Wellness during Digital Education
- National Initiatives for Digital Education and Teacher Preparation
--- the e-Vidya Program

These include

- § DIKSHA- One Nation One Digital Platform
- § TV Channels- SWAYAM PRABHA
- § SWAYAM
- § Radio and Community Radio
- § Special e-Content for Visually and Hearing Impaired
- § Online Coaching

Available for free download from:

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf

Extract from “EdTech Review news”

ConveGenius, one of India's leading edtech social enterprise working to reduce the existing learning and skill gap through affordable means of tech-enabled teaching and learning, has launched a pan-India campaign #EdtechforNayaBharat to empower education for a rising digital India.

Under the campaign, the social enterprise will provide high-quality education and essential resources to the 100 million students at the bottom of the education funnel

ConveGenius has collaborated with state governments of Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, Uttar Pradesh, Goa etc. to reach a majority of students. The company also works with corporates, NGOs, and affordable private schools to offer personalized and adaptive learning methods that can be accessed anywhere and anytime.

ConveGenius is the #EdTechforNayaBharat as its hardware and connectivity agnostic platform is highly scalable with the lowest cost-per-student model addressing the mass market. The campaign is diverse as the platform is available in 9 vernacular languages and caters to 20+ curriculums followed by different schools and learning centers for quick and reliable execution

Valuable Resources for Teachers and Administrators

FIVE APPS TO ENHANCE DISTANCE LEARNING

By Kyleen Gray

These (mostly free) applications allow teachers to create virtual classrooms, record lessons, and collect student work. Distance learning has become the new norm in education, and teachers have adapted—with the help of some truly amazing online applications.

MY ESSENTIAL DISTANCE LEARNING APPS

1. Flipgrid: A free online application that allows students and teachers to record short, online videos. Teachers can easily create accounts and then within accounts create “classrooms.” Flipgrid is a fantastic oral communication application that is easy to use. It can be adapted to almost any age group or subject area effectively.

2. WeVideo: An online video editor with free and paid accounts, WeVideo has offered free upgrades to accounts for teachers and students during the pandemic. The actual video editor program is absolutely the easiest and most user-friendly. WeVideo has stock images, videos, templates, music, and sound effects, which make video creation a snap.

3. Google Forms: This application is often used to gather information in a variety of contexts (surveys, quizzes, etc.). Its quiz feature can be enabled to block users from opening other windows. It also offers auto grading for multiple-choice tests. Google Forms is user-friendly and free if you have a G Suite account. It’s a great way to ensure students are on track and to allow them an anonymous way to share feedback with you as a teacher.

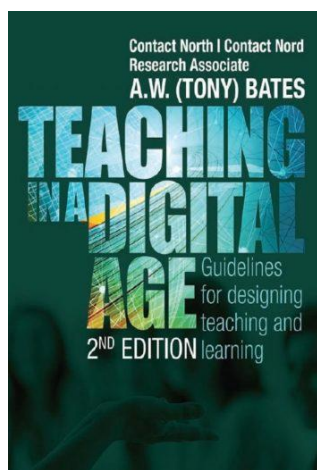
4. Google Meet: is able to deliver course material live or, depending on grade level, to record lessons and then post them to Google Classroom. It has the option for students to show their faces, allow only their voices, or stay silent.

5. Google Classroom: This popular application allows teachers to create online forums to share course curriculum, news, or lessons as well as a platform to assign, collect, and give feedback on student work.

The obligatory move to distance teaching learning has allowed teachers to explore and experiment with different applications to provide the optimal one for students

<https://www.edutopia.org/article/5-apps-enhance-distance-learning>

Valuable Resources for Teachers and Administrators



Teaching in a Digital Age 2nd Ed. Guidelines for Designing Teaching and Learning

A W (Tony) Bates

The book examines the underlying principles that guide effective teaching in an age when all of us, and in particular the students we are teaching, are using technology.

A framework for making decisions about your teaching is provided, while understanding that every subject is different, and every instructor has something unique and special to bring to their teaching. The book enables teachers and instructors to help students develop the knowledge and skills they will need in a digital age: not so much the IT skills, but the thinking and attitudes to learning that will bring them success. The book contains many practical examples, but is more than a cookbook on how to teach. Some of the questions it addresses are:

- Is the nature of knowledge changing, and how do different views on the nature of knowledge result in different approaches to teaching? ·
- How do teachers balance the demands of their discipline with developing the skills that students will need in a digital age?·
- What research can best help teachers in their teaching?·
- What strategies work best when teaching in a technology-rich environment?
- What methods of teaching are most effective for blended and online classes?
- How do teachers make choices among all the available media - text, audio, video, computer, or social media, in order to benefit their students and the subject?
- How do teachers maintain high quality in teaching while managing the workload?

The book examines the underlying principles that guide effective teaching in an age when everyone, and in particular the students are using even more technology. The book is about helping students develop the knowledge and skills they will need: not so much digital skills, but the thinking and knowledge that will bring them success in a digital age. For that to happen, though, the students need teachers to be on top of their game. This book can be a teachers' coach. little bit of body text

Available as a free download from

<https://pressbooks.bccampus.ca/teachinginadigitalagev2/>

National Digital Library of India

One Library, All of India

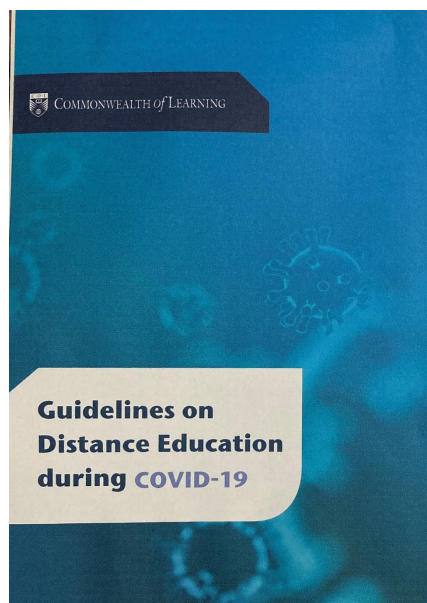
Developed by IIT Kharagpur

Supported by MHRD

A One stop source for books, journals and every other kind of resource which can be accessed through type of media, source, subject and learning resource. Caters to all levels and all areas of study. An excellent resource for teachers and students as well, for those who want to study at home

<https://ndl.iitkgp.ac.in/>

Valuable Resources for Teachers and Administrators



Guidelines on Distance Education During Covid - 19

Commonwealth of Learning

This comprehensive document provides guidelines for educationists at all levels

Governments,
Educational Institutions,
Academic and support staff,
Students,
Student bodies,
Parents

and provides measures that can be taken to ensure quality and compliance with accreditation and academic recognition. A good reference document for all.

Freely downloadable from

https://iite.unesco.org/wp-content/uploads/2020/05/Guidelines-on-DE_COVID-19.pdf

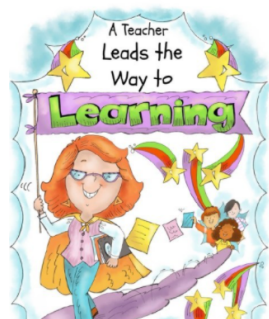
ED HELPER

EdHelper, a provider of education resources, is offering free distance learning resource to aid teachers during the COVID-19 pandemic. edHelper provides a place where online learning games are offered with relevant math workbooks.

These workbooks can help students develop the critical thinking skills needed to learn new math concepts. They can practice their new skills by playing a relevant math game online, eliminating the need for parents and teachers to search for games that match the skills being taught.

Unlike other online math games that must be downloaded with an app and played on a tablet or a cell phone, edHelper's distance-learning games can be accessed immediately on any computer and played right away through the Let's Play app. Kids can practice math online at

<https://www.edhelper.com/math-games.htm>,
or they can use the free iPhone/iPad edHelper app to practice math skills.



<https://www.mactech.com/2020/08/13/edhelper-is-offering-free-distance-learning-resources/>

Valuable Resources for Teachers and Administrators

32 Great Educational Websites for Teachers

www.educatorstechnology.com

Websites for Science Teachers



Mosa Mack



The Lawrence Hall of Science



Science Buddies



Mystery Science

Websites for Math Teachers



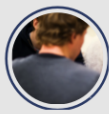
Math Central



Get the Math



Khan Academy



Math Planet

Websites for Language Arts Teachers



Reading Rockets



Brain Pop



Duolingo



ReadWriteThink

Websites for History Teachers



Teaching History



Historic Newspapers



History Engine



Histography

Source of the Infographic

<https://www.educatorstechnology.com/>

Educational Technology and Mobile Learning

A resource of educational web tools and mobile apps for teachers and educators



Websites for Arts Teachers



Kinder ART



Arts Edge



National Gallery of Art



Google Arts & Culture

Websites for Physics Teachers



Pysics central



PHET Interactive Simulations



Physics.org



CK-12

Websites for Music Teachers



Chromatik



Smart Music



Music Notation Practice



Music Theory Lessons

Websites for Social Studies Teachers



Smithsonian Education



Library of Congress



Discovery Education



PBS Learning Media

Source:
<http://www.educatorstechnology.com/2017/02/the-ultimate-edtech-chart-for-teachers.html>

Innovating Rural School Education An Experiment



Swami Amar Dev Adarsh Sr. Sec. School, Gonder Karnal

The majority of India still lives in the villages, and so an understanding of rural education in India is of utmost importance. Quality and access to education is a major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Though Government schools do exist, when compared to private schools their quality is a major concern. Most people living in villages have understood the value of education and know that it is the only way to overcome poverty. However, due to financial constraints they are unable to send their children to private schools.

The one way by which India can be transformed into a strong nation must be through the strengthening of the primary level rural schools. The quality of education, right from the beginning, for everyone, should be excellent. With an aim of providing quality education either free of cost or with minimum contribution, SADA started its journey in 1986.

The vision of the SADA school is to ensure, that all children grow with the "I can" However, due to financial constraints they are unable to send their children to private schools. mindset – the belief that they are not helpless, that change is possible and that they can drive it.

The school is creating a difference; amidst green fields, orchards, cows, buffalos, birds and loving teachers. Children learn and grow joyfully. The academic program is intensive and creative and aims at excellence with a special focus on developing problem-solving skills, critical thinking and a high level of empathy. Our strategy is based on keeping Teachers, Parents and Students aligned to make these three pillars grow and learn together.



In spite of limited finances, the school was able to introduce a number of innovative projects. There is a difference between city and village students- not in terms of intellect or development but their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. All of these must be considered while making the curricula which should not be different but how it is taught would make the difference.

The first step we at SADA took was to bring circle time in their day, where all students were given a full one hour to discuss and resolve their educational and emotional concerns with the teacher.

Providing good education was possible only through passionate and dynamic educators. But the school was unable to get good educators in the village as it is far away from city and has no public transport facility, so we decided to use internet and video conferencing to bring global educationalist into the classroom. They could now access a whole world of knowledge!

We impart world-class education, by providing a "level playing field" to students. With minimum use of textbooks, and outdoor classrooms, students are encouraged to learn together through puzzles, games, and discussions.

To bring creativity and innovation, they are taught STEM in classrooms, where students make useful objects from trash. To improve their confidence they are encouraged to participate in different competitions and workshops at the block level, district level and national levels

Innovating Rural School Education An Experiment



Students have a Public Speaking Club, where every class given a turn to organize school morning assembly. This helps them become an orator and organizer.

We are working on mathematical and scientific aptitude among students by involving them in solving school problems and concerns through a students council.

We have an NCC as part of the curriculum. The main aim of National Cadet Corps is to groom students into disciplined, responsible and patriotic citizens.

In addition to social skills they also get to learn about the history and art of the new place. NCC cadets learn to take pride in them and the training also strengthens the spirit of being an Indian. This helps them gear towards joining the forces and providing their 100% when the country is in need of them.

The SADA School works towards improving students' academic status, as well as inspiring them to be responsible and compassionate citizens.

Some of our success stories:

Taniya Rana – A hesitant girl of class 12, who was not even confident enough to ask doubts in the class, won the International Public speaking competition organized by MS Talks India in 2019- 2020. This was her first victory and thereafter she won two more positions in block level and district level public speaking competition organized by Youth Club of Haryana Govt.

Harshita – A simple girl of class 7, comes from the family of daily wagers. In the school's STEM club, she conceptualised and projected a table lamp which could reduce the risk of virus attack. Her project was submitted to Students Innovation Challenge 2020 and her project was listed in top 100 innovations at national level. She was recognised and felicitated by Mr. Mitul Dikshit (president of International Space Society) and Mr. George Salazar from NASA, USA.

Our school girls of **class 9** represented District Haryana in Relay race and won several medals and certificates.

The School Principal was felicitated as '**Innovative Principal of the year**' by, Modern Education group in 2019- 2020.

Three students of classes 11 and 12 were in Top 10 in a nation- wide photo story competition 2020 .

The **School team** (of 50 students of class 11) won 1st Position in republic day function of DC level.

The school is led by the Principal Mrs Rakhi Gibrani and a team of interested professionals with backgrounds as diverse as Educationists, Bankers, Service officers and the whole team of "Think Tank"



Membership drive is on in full swing and if you have not yet become a member, this is the time to do so. There is a membership form at the end of this newsletter. You can read about some of the current benefits in the write-up on the WEF-Indian Section and more benefits are planned for members.

We are available on Facebook as  'wefindia'.

Do join and keep updated with professional development programmes organised by WEF and several other useful resources

KIE -WEF

The WEF Centenary lecture at the KIE WEF mini conference (Originally scheduled to be held in Madrid, Spain), was delivered virtually by Dr. David Turner from his home in Mexico

He spoke on

A Hundred Years of the New Education: COVID-19 and the Future Learning of the Child

Upcoming Events

October 2020

"BEST Online Practices"

Presentations by teachers. now need to be videotaped and submitted
Details will be circulated through email by mid September
Please keep a lookout for announcement by email.
This year teachers will be invited to compete and two prizes each, will be offered for presentations at the primary and secondary levels

15-18 October 2020 SHAPING THE FUTURE OF LITERACY; 2020 VISION

At Columbus, Ohio, USA

Annual Conference of the International Literacy Association,

Details available on the ILA website

11-15 September 2021 100 YEARS OF NEW EDUCATION: TOWARDS THE FUTURE OF THE CHILD WEF

International Conference organised and hosted by the Tamagawa University, Tokyo, Japan. It is usual practice to take a fairly large Indian contingent to a WEF International Conference.

**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: _____