



touchEDUCATION

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WE ARE INVITING ARTICLES FOR THE NEXT ISSUE. THE THEME OF THE NEXT ISSUE IS
HEALTH AND PHYSICAL WELLNESS - VITAL FOR HOLISTIC APPROACH

Best Practices to reach schools through the Educators Magazine "touch EDUCATION".
Invite Schools to Share the Creative (One Page) and get recognized as the BEST SCHOOL TO STUDY !!

Submit your article on or before 5th August at educatorsmagazine.2020@gmail.com
Selected Articles will be published in the next issue of the Educators Magazine "Touch Education"



Global Talk Education Foundation

A Training & Assessment Unit registered under MSME (Govt. of India)

School Network Initiative

Global Talk Education Foundation is an educational forum framed by academic and technical experts across the country. GTEF endeavors to empower School Educators and all Stake Holders by addressing their needs and concerns.

Empowering Principals and Educators with the new trends of education. A mission to empower all educators of the country, the new methods and practices of learning.

GTEF is an endeavour of like-minded professionals working for enrichment of schools and seeks to empower and support the teaching fraternity to enrich school environment and redefine the national guidelines for a better future of our empowered children.

The Training and Assessment Unit is registered under MSME, Govt. of India and approved by National Institute of Education, Maldives.

A unique body developed and run by School Principal's and Educationists, who have been into School Education for more than two decades. A premium platform for the passionate and those desirous of building a Brand.

MISSION

The core areas in which GTEF is working upon first leg of recommendation are.....

- Effective Learning Outcomes in Elementary Education
- School standards, assessments and system management
- Comprehensive inclusive Climate for schools in India
- Child and Adolescent Health, safety and Wellbeing including Mental Health Promotion
- Life Skills paradigm, ethics, Arts, Physical Education
- Innovative revamping of Teacher Quality systems
- Examination reforms which are stress free

VISION

GTEF steps towards the Vision of child Friendly Schools of India

- Quality learners: Healthy, well-nourished, ready to learn, and supported by their family and community.
- Quality content: curricula and materials for literacy child Development and skills for lifelong learning
- Quality teaching-learning processes: child-centered; (life) skills-based approaches, technology
- Quality learning environments: policies and practices, facilities (water, sanitation), services (safety, physical and psycho social health) & Positive Behavior and Gender Sensitive throughout

OUR SERVICES

CURRICULUM AND PEDAGOGY

We develop the school's Academic Model. We plan for implementing the Academic Model. We conduct regular Academic Audits and also do students' Evaluation.

We put the curriculum into operation with experience resource team.

FRANCHISE ASSISTANCE

Our ability to roll up our sleeves and get into the trenches with franchisees when required shows our in-depth knowledge of the system.

We help to start Franchise Model of the clients' school and at the same time help Schools looking to franchise themselves with their plans. We provide end to end assistance with franchise negotiations & procedures.

PROJECT FINANCE

We help in Determining the Feasibility of the Project

We help in preparation of a detailed bankable Project Report for the project and help the client raise the requisite funds from the Bank and the NBCs. The DPR takes into account all the requirements of funds in detail and a phase wise requirement of funds.

We will guide schools as well in creating School Budget

EDUCO LEGAL ADVISORY

We help client understand the Government directives regarding 'Not for Profit' entity and in the formation of Sec 8 Company/ Society/ Trust with complete legal help & compliance for running of school. We get all the details regarding the laws applicable in education in the different states for the clients

ORGANIZATION DEVELOPMENT AND RECRUITMENT

We provide assistance in Recruitment and Selection of Teaching & of Non – Teaching Staff. We also helps schools with the Human Resource Manual, Staff Policy, Induction & Orientation Programs & Organization.

We Develop, improve, and reinforce strategies, structures, and processes to get best results.

TRAINING AND WORKSHOPS

Teacher quality being the strongest- school related factor, it is vital for all the veteran educators to have continuous and sustainable opportunities to enhance their skills and competencies

We help clients with complete Teachers' Training Modules which will help them understand modern pedagogical approaches and use of the new techniques. GTEF also helps with the training of the Non – Academic Staff.

ARCHITECTURAL ASSISTANCE

We help clients discover architecture with School Designing experience or help the existing architect design the plan with the knowledge of the affiliation boards' guidelines and our experience gained from our different projects.



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OBJECTIVES

GTEF is one of the India's leading Education Foundation in the field of School Management, Training, Assessment and Accreditation. We specialize in setting up and management of educational institutes with new age activities and Integrated Academic Curriculum.

Schools have an unprecedented opportunity to improve the lives of young people. As nations have moved toward a commitment to universal education, school are finding it necessary to expand their role by providing health services including mental health services to deal with factors interfering with school.

Education is an important contributor to well-being and critical force for driving success. The dynamics of education and its role in national development and social transformation make it essential that educational programs keep continuously renewing in order to maintain its relevance to the changing societal needs, personal needs of learner and to the emerging national development priorities.

Global Talk Education Foundation is an endeavor of like-minded professionals working for enrichment of school and seeks to empower and support the teaching fraternity to enrich school environment and redefine the national guidelines for a better future of our empowered children.

The Holistic development of the young ones depends on several interactive and complex factors. They includes the socioeconomic circumstances in which they are born, the environment in which they grow up, their inter-personal relationship within the family, peer group pressure, values of the community in which they live and the opportunities for education and employment.

Therefore with increasing technological complexity, the burden on youth in terms of societal adversities is increasing at an unprecedented rate. There is a need to look beyond symptom relief and focus on recognizing parameters and attitudes that can be taken care of at the prevention level itself. Therefore there is a need to understand the concept of resilience.

Emerging trends in and wellbeing of children, opine that it a a set of inner resources, social competencies, and cultural strategies that permit individuals to not only survive, but recover, or even

thrive after stressful events, but also to draw from the experience to enhance subsequent functioning. If the purpose of education is to prepare young people to thrive in their futures, then we are committed as Edu Leaders to think about the global drivers of change.

The aims of Edu Leaders is to enable school to become future ready by taking a fresh look at the National Curriculum, pedagogy assessment, training and learning technologies and by acting positively in their redesign. This is an ambitious but critical task, and our children futures depend on our willingness to rise to the challenge. That is why education has the aim of producing global learners so that our forthcoming generations could develop all the skills and courage to make this world a better place to live in.

GTEF has the vision for Healthy & Happy Children of India where making a holistic difference in the wellbeing of their lives will be the guiding force.

- ✓ It is with the philosophy that Every Child Matters for the Nation, that GTEG shall focus on
- ✓ School Ethos Enrichment
- ✓ Supportive Environment
- ✓ Leadership & School Management
- ✓ Multi --- Agency working & community partnership
- ✓ Pedagogy professional Management
- ✓ Life Skill Approach to Child Centered Wellbeing in School

GTEF March towards the vision of.....

Child Friendly Schools of India

- ✓ **Quality Learners:** healthy, well-nourished, ready to learn, supported by their family and community.
- ✓ **Quality content:** curricula and materials for literacy, child Development and skill for lifelong learning.
- ✓ **Quality teaching:** – learning processes: child centered; (life) skills based approaches, technology
- ✓ **Quality learning environments:** policies and practices, facilities (water, sanitation), services (safety, physical and psycho-social health) & positive Behavior

And Gender – sensitive throughout....

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FROM THE EDITOR

The Journey of Excellence Continues.....

Vocational education and skills development has become a dire need to improve the productivity and efficiency of the youth in the country. It is absolutely necessary to have skilled workforce for rapid economic growth, high productivity and reduction of unemployment. India has 69 per cent of its population between 16-29 years. Greater efforts have to be taken to provide vocational education and training so that employability of people should be increased worldwide.

We dream of a Digital India.

Where access to information knows no barrier.” These are the now famous words of Prime Minister Narendra Modi that

underscore his commitment to creating a digitally connected nation where information technology empowers all citizens in areas as diverse as education, health, employment taxation etc. He launched his ambitious project ‘Digital India’ amidst much fanfare and media buzz and for good reason. The vision and goals charted out as part of the initiative can go a long way in making India a true knowledge economy and can alter the face of education in a country which has long suffered due to the digital divide.

Digital divide refers to the gap that exists, in a country like ours, between those who have ready access to information and communication technology and those for whom digital knowledge is still a distant dream. In India the digital divide exists due to a variety of factors such as poor computer skills, abysmally low literacy levels, inadequate funds, lack of political will so far, unavailability of the internet in many corners of the country etc. However, in the last few years digital inclusion has been deemed not just as a minor social issue but as one of the primary economic concerns for the country. In a highly competitive global market, digital empowerment has become a pre-requisite to succeed academically and professionally for our large and youth- dominated population.

Taking this initiative forward, ‘touch Education’ an educators magazine with Global Talk Education Foundation invites you all the Global Leaders Summit & Awards (GLSA) in August to discuss the paradigm of skills education and the significance of skill development in the creation of a knowledge sharing society with thought leaders and Edu-experts from the Global Education sector slated to be a part of this virtual platform. Looking forward to your presence at the Global Leaders Summit & Awards to be held on August 27-28.

Dr. Priyadarshi Nayak

Editor-in-Chief, Touch EDUCATION MAGAZINE

Founder, Global Talk Education Foundation





The AI Super Power For Educators



AI Correction Of Descriptive Handwritten Answers

Question - What are the functions of heart ?

The human heart is a organ that pumps blood throughout the body via circulatory system, supplying oxygen and nutrients to the tissues and removes Carbon dioxide.

Context Statistics
50 Students

Context

0

1-25%

26-50%

51-75%

76-100%

Attended

13

12

15

06

05

Point 1 - the cardiovascular system

The heart pumps the blood around the blood vessels. Functions of blood and circulation:
Circulates OXYGEN and removes Carbon Dioxide

Never Before Seen

& Humanly Impossible To Create

The Deep Reports

Answer Analysis 50 Students

	Attended	Marks	Avg
1 The cardiovascular system	12	2	1
2 Pumping oxygenated blood	19	1	1
3 Pumping hormones	15	1	0.5
4 Receiving deoxygenated blood	04	1	0.5

— You are here

Spell Check

Grammar error

Mistaken word	Correct Spell	Message	Replacement
oxyjen	oxygen	'Use "an" instead of 'a' if the following word starts with a vowel sound, e.g. 'an article', 'an hour',	an

DeepGrade Score

1.5 / 2

Benefits



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GLOBAL WELLNESS SUMMIT

25 - 26 JUNE 2021

16-17

PROFESSIONAL DEVELOPMENT & CAPACITY BUILDING

1 JULY TO 29 JULY, 2021

18-20

THE TEACHER IN NEP 2020

PROF CB SHARMA
FORMER CHAIRMAN - NIOS



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***WHAT DO YOU THINK IS THE BIGGEST
CHALLENGE THE SCHOOL EDUCATORS,
PARENTS AND SCHOOL MANAGEMENT ARE
FACING DURING COVID 19 PANDEMIC?***

PROF. LUIS MIGUEL CARDOSO
PROFESSOR, PHD, POLYTECHNIC INSTITUTE OF PORTALEGRE (PORTUGAL)



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LANGUAGE IN SCHOOL EDUCATION

DR. AWADESH K. MISHRA

ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, SHILLONG CAMPUS, SHILLONG, MEGHALAYA



25-26

MEDIUM OF INSTRUCTION IN MOTHER TONGUE FOR FOUNDATION YEARS

DR. REETA SONAWAT

DIRECTOR AMPERSAND GROUP, MUMBAI
FORMER DEAN & PROFESSOR AND HEAD DEPARTMENT OF HUMAN DEVELOPMENT,
SNDT WOMEN'S UNIVERSITY, MUMBAI

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STRATEGIES FOR ONLINE JOYFUL LEARNING

MR. MOHAMED EISSA

EDUCATIONAL CONSULTANT
EGYPT



GLOBAL WELLNESS SUMMIT

25-26 JUNE 2021

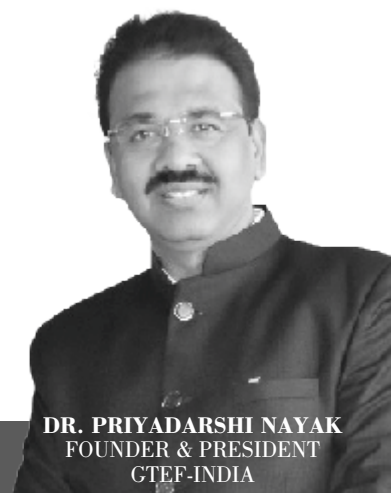


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Bangalore Sahodaya
Schools Complex Association



DR. PRIYADARSHI NAYAK
FOUNDER & PRESIDENT
GTEF-INDIA

Attended by 12000+ delegates from India and from 27 countries.

Post Pandemic -Mental Health & Wellbeing of teachers is an important issue....it was discussed in the two days Global Wellness Summit (25-26 June).

Global Talk Education Foundation, the largest Principal's Forum organized this summit virtually.

Eminent experts from Education industry.... spoke to the teachers. It was attended by 1000 eduleaders from zoom and 13000+ from facebook.

Summit was inaugurated by Dr. Abdullah Rasheed Minister of Education Maldives, in presence of Prof. CB Sharma, Former Chairman NIOS, Director CBSE,

Dr. Biswajit Saha, Mr. Damodar Padhy, Country Head, TCS & Dr. Priyadarshi Nayak Founder President Global Talk Education Foundation.

Investment in teacher wellbeing contributes to improved health and well being of all.

Models of Well being were discussed to understand the complex concept of well being.

The Mental Wellness Foundation - Global Talk Education Foundation members are appreciated by all for this wonderful Global Wellness Summit.



DR. ABDULLA RASHEED AHMED
MINISTER OF STATE,
MINISTRY OF EDUCATION, MALDIVES



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PROF. M M PANT
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GLOBAL WELLNESS SUMMIT

THEME : MENTAL HEALTH AND WELLBEING OF SCHOOL EDUCATORS

Moderator - Mrs. Anupama Ramachandra

- 1) Summit Review Mrs. Mini Johny, Principal, Yashasvi Vidyanikethan, Treasurer, BSSCA, Bangalore, India

Value points:

Mini ma'am spoke about the challenges faced by teachers, areas with limited connectivity, teachers facing issues with limited resources. How stressful it is for teachers to balance both personal and professional life. Tips for teachers to cope up- making connections, share resources, stay in touch, create work routine, self-care, reflect on what has gone wrong, write journals, professional development. Gave the summary review of the previous day session.

- 2) Keynote Address by Prof. M M Pant, Former Pro Vice Chancellor IGNOU, Brand Ambassador, CED Foundation, India

Value points:

Pant sir spoke about : Remedial measures- embrace the mobile- do not focus on the core subjects alone but the skill subjects too. Don't get carried away by all asana but concentrate on the core too.-niyam too, have multi dimensional approaches to avoid stress. Educators are shaping young minds -have a mind to run a long race.

- 3) Dr. Priyadarshi Nayak, founder and Chairman -Centre for Education

Sir welcomed all the dignitaries and thanked all the speakers for accepting to be a part of this huge event.

SPEAKERS:

- 1) Address by CEDx Speaker H.E Dr. Elizabeth Lucas, Award Winning Author, Global Advisor, UK

Value points:

Ma'am quoted Barack Obama about change and mentioned that how we are the solution. Without change there will be no progress. She shared her personal story, struggles faced by her as a lady and when she was young, how she never gave up and overcame her struggles and hardships and succeeded. Inspirational talk- admit any challenge, follow your heart, avoid negativity, educators should work hard, think critical, discipline, discover your strength, discover who you are.

- 2) Address by CEDx Speaker Prof. Dr. Beatriz Lucia Salvador Bizotto, Brazil

Value points:

Her talk was about- How the teachers and counselors have managed during pandemic- how less focus was given on mental health during pandemic. She discussed Mental health tips for teachers. 10 health tips for teachers to balance. They are- model self-compassion, self-care, set reasonable expectation, set realistic goals, communicate, be unapologetic, have a dedicated workspace, set office hours and reach out. She discussed about the practical tips for wellness. She concluded by saying. "Be transparent of what you are capable of".



- 3) Address by CEDx Speaker Mr. Mbarek Akadar, GIESD President Morocco

Value points:

Sir briefed about, Myers –Briggs Type Indicator for self-regulation and wellness to cope with Covid stress. Immunity is the answer –physical and mental. Reinforce strategies to find out what kind of personalities do you have. Psychological and personality discovery. This test is of 4 main keys- extroverts, introverts, thinkers, feelers. - sensors, intuitive, judgers, perceivers. He explained about the types of personality types and how different people should be dealt with differently.

- 4) Address by CEDx Speaker Ms. Mamta Rokshana Akhter, Assistant Teacher Madam Bibirhat Shahjahan High School Sitakunda, Chattogram, Bangladesh.

Value points:

Ma'am covered the topic, Wellness post pandemic- The global expansion of the mental and physical abilities of teachers, students and the surrounding environment. She shared how her school teachers and the Bangladesh chapter teachers coped with the pandemic. How they encouraged the teachers and educators to give their valuable advice and also follow the goal to increase the quality of education and enhance professional skills. With WE (World Educator) they want to bring a digital revolution through teacher window and teen window for students. 17 goals of SDG4.- She mentioned about the activities conducted in her school for educating teachers and students in global education and global wellness. GMRT- Global Matrix readers theatre. Sharing personal experience and strategies in facing the global pandemic.

- 5) Address by CEDx Speaker Mr. Kamal Jabr, Chairman of directors • Human for Human - Sweden

Value points:

Normalcy in non-normal situation- teaching as a method for teachers well-being. He emphasized on why teacher's well-being matter, the importance of using teaching activities on covid 19 wellness- creating a supportive working environment, teacher's workload. How schools can support and promote teacher wellbeing. - PERMA model- positive emotions, engagement, relationships, meaning, accomplishments – Recreational activities for students and embedded messages in curriculum content. He focused on teacher wellbeing and discussed common points regarding the same.

- 6) Address by CEDx Speaker Dr. Thakur S. Mulchandani, School Director & Principal Sunrise English Private School, Abu Dhabi

Value points:

He covered the topic on Wellbeing of teachers –Teachers have to juggle many competing demands, teachers should take time to prioritize their own mental health. Tips to teachers- Reconnect to purpose, adopt a growth mindset in teaching, focus on kindness and gratitude, Clear boundaries between school and home, Set up effective debriefing and mentoring structures, establishing good sleeping habits, building up emotional resilience, keep focused on your goals, reward ourselves, building new connections with all stakeholders.

He also highlighted on how initiatives should be taken by the school- talk about mental health issues, training them to spot early signs- appoint mental health ambassadors, ask yourself if we recognize teacher's needs, create ongoing



systems of support, building a culture of check ins, recognizing that some need more than others-enquire, school culture to find trust, relationship building, professional learning, teacher's voice. Teaching is the greatest act of optimism. Value the teachers.

- 7) Address by CEDx Speaker Mr. Rajneesh Chandra Gupta, Vice Principal, Siddhartha English Boarding School, Nepal

Value points:

He highlighted on, How physical and mental fitness is really important for the overall wellness. - if every individual works on it, the community is at gain- Personal wellness depends on 2 factors- Internal wellness, external wellness. How eating healthy food and drinking water helps internal wellness. DRINK FOOD AND CHEW WATER. External wellness- emotional, social, spiritual, financial, academic, global.

- 8) Address by CEDx Speaker Dr. Munther Mohammad Zyoud, Assistant Professor of English Language Teaching. Al-Quds Open University Palestine

Value points:

Climate change and how it affects the teachers and students wellbeing. -What is climate change, how the weather affects the commuting of the teachers, pollution. Who is responsible for climate change – consequences of climate change on the planet and eco systems- biodiversity – what studies say. -climate change and corona virus- He emphasized that how any form of change around also will bring an impact to the wellbeing of the educators.

- 9) CEDx Speaker Dr. Ruby Bakshi Khurdi, Award

Winning Innovative Educationist, TEDx Speaker
Author & Expert Trainer, Switzerland

Value points:

How many of us do pay attention to wellness –the process of health and wellbeing should be ongoing and holistic process –change the mindset and focus on small things like self care, conduct activities – time management – all are educators and everybody's wellbeing is important- educators should be happy, show that you are happy.- share happiness- Embrace a growth mindset, maintain social supports and connections, normalize emotions, be resilient, - make it like a culture to be comfortable and have fun., have a healthy posture, annual training programmes- self competencies and personal competencies – self-awareness and self-management and later social awareness .

Highlighted on the 3 E theory- educate, empathize, empower.

- 10) Address by CEDx Speaker Mr. Mukesh Shelat, Principal DPS, Varansi, India

Value points:

He rightly emphasized that when a culture of wellbeing is prioritized across the whole community, positive social norms and behavior are built between leaders and all the stakeholders, and also a sense of belonging and inclusivity is woven through everything the school or the community already does for the wellbeing of the educators. How educators have to be provided with strength from whichever source possible and emotional wellbeing. Mentioned the mantra of LOOK WITHIN AND LESS IS MORE!!



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GTEF-INDIA



DR. MANOJ MADAAN
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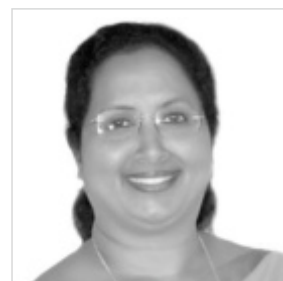
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PROFESSIONAL DEVELOPMENT & CAPACITY BUILDING

1ST JULY TO 29TH JULY, 2021



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Founder President
Global Talk Education Foundation

Convener & Moderator



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General Secretary, Principals Executive
Council of "Sharjah Private Education Authority"
Govt. Of Sharjah, UAE

01
JULY

MAGIC OF GRATITUDE

02
JULY

**GLOBAL TRENDS OF
EFFECTIVE TEACHING**



Mr. P. Ravi

Former Regional Director
NIOS



Prof. M M Pant

Former Pro Vice Chancellor-IGNOU
Brand Ambassador
CED Foundation-India



Mr. Mukesh Shelat

Principal
Delhi Public School

05
JULY

**APPLICATION OF
BLOOMS TAXONOMY**

06
JULY

LEARNING TO SELF LEARN

07
JULY

**INNOVATIVE PEDAGOGY
IN ONLINE TEACHING**



Dr. Dheeraj Mehrotra

Teacher Coach, TEDx Speaker, Academic
Evangelist, President of India Awardee,
Author & School Auditor



Prof. C.B. Sharma

Former Chairman
NIOS, India



Captain (Dr.) Dinisha Bhardwaj Singh

Principal,
Global Indian International School Kuala
Malaysia

08
JULY

**STRATEGIES FOR ONLINE
JOYFUL LEARNING**

09
JULY

**IMPLEMENTATION
STRATEGIES OF NEP**

12
JULY

**THE JOURNEY FROM
LEADERS TO STALWARTS**



Ms. Gurpreet Kaur
Chief Manager
(Education & Training)
Shri Educare Ltd.

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JULY

ICT INTEGRATION IN TEACHING



Dr. Sanjay Malpani
Director, Malpani Group of Industries
Chairman, Dhruv Global School
Pune & Sangamner

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JULY

STORY TELLING TECHNIQUES



Ms. Mansa Pande
Education Coach &
Master Trainer

15
JULY

ART INTEGRATED LEARNING



Dr. Thakur.S.Mulchandani
School Director/Principal
Sunrise English Private School,
Abu Dhabi, UAE

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ADOPTING INCLUSIVE PRACTICES



Mr. Anand Prakash Sharma
Principal
Birla Public School
Doha Qatar

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ECCE - CHANGING PERSPECTIVE



Mr. Pramod Mahajan
General Secretary, Principals Executive
Council of "Sharjah Private Education Authority
" Govt. Of Sharjah, UAE

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POST COVID CHALLENGES & DESIGN FOR SCHOOLS



Mr. Kris Bhatt
Principal
Secondary School,
NPS International School, Singapore

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COMPETENCY BASED LEARNING



Dr. Swati Popat Vats
President, Podar Education Network
Early Childhood Association-India & Association
for Primary Education and Research

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CREATING A THINKING CURRICULUM WITH METACOGNITION IN TEACHERS



Ms. Kala Mohan
Educationist, Counselling Psychologist
Special Educator
International NLP Practitioner

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NURTURING CREATIVITY IN CLASSROOM



Shri G . Balasubramanian
Former Director Academics,
CBSE

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PROFESSIONAL DEVELOPMENT & CAPACITY BUILDING



Mr. Mukesh Shelat
Principal
Delhi Public School

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EXPERIENTIAL LEARNING IN PRACTICE



Dr. Javed Alam Khan
Joint Director - Principal
The Lucknow Public Collegiate

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BLENDED APPROACH TO HAPPINESS CURRICULUM

THE TEACHER IN NEP 2020

PROF CB SHARMA

FORMER CHAIRMAN - NIOS



It has been mentioned by many including the Prime Minister, Narendra Modi that the National Policy of Education 2020 (NEP), focuses on making Indian education Bharat Kendrit (-centric). Many people are interpreting the meaning of Bharat Kendrit education, so that the policy documents that are to come, like the National Curriculum Framework (NCF) and the new text books which will be written in the next one year can be written with the objective to achieve the goal of making Indian education Bharat Kendrit. I will try to present my views on what needs to be done to make our education Bharat Kendrit.

Everyone who understands education knows there are two important aspects that impact change through education. The most important component is 'curriculum' and the second is the 'teacher'. What we teach the students i.e. the curriculum, becomes their thinking or in other words they are 'destined' to think the way what is taught to them. We have been teaching through our text books to our children that before the Britishers came we were not a nation but the Britishers combined all small states into a country named India, so all our children believe and express this hypothesis. We did not teach them emphatically how the Mauryan empire extended from the east of India up to Kandahar in Afghanistan. We were a large nation. Our school pass outs brush these as myths. We need to

design our text books very carefully so that our children know and be proud of our ancestry. We were not only a large nation geographically but excelled in the fields of science and technology, astronomy, chemistry, arts and culture and most areas of human engagement but our children are not even aware of the achievements and the people involved in these inventions. We will have to wait and watch who designs the National Curriculum Framework (NCF) and write the textbooks of the NCERT, to accomplish the vision of making our education Bharat centric.

The second and the more important focus of the policy is to reinstate the place of the teacher in the Indian education system. Even if we are able to develop a good NCF and write good *Nationalist* text books who will transact the content in the classrooms. Based on the NCF a National Curriculum Framework for Teacher Education (NCFTE) will be designed which will determine the method of training and the quality of teachers in future. The Section 15.2. of the NEP 2020 confesses "... - over 10,000 (Teacher Education Institutions) in number are not even attempting serious teacher education but are essentially selling degrees for a price." It is general knowledge in our country now that teacher education degrees are fudged but even those who have passed

through prestigious institutions are demoralised and often face humiliation in society. The most important issue at present is to wash off the stigma in the award of teaching degrees and infuse quality in the curriculum of teacher education and make the teaching profession most honourable and prestigious. Because, the teacher alone will transform the classrooms of the country.

The issue that I want to highlight is - why are teachers important? and what will be the role of the teacher?

The NEP 2020 in its Introduction says "The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity and autonomy, while also instilling in the system basic methods of quality control and accountability." (NEP, 2020, p.p.4).

The Bhartiya pedagogy gives equal importance to the teacher and the taught. We cannot imagine of one without the other. However, in the recent decades the Western pedagogues have put over emphasis on 'learner-centric' education. This needs to be debated. It has been said in the Yajurveda Taittiriya Upanishad, which is a prayer recited before the start of a class. The shloka reads:

“Om Saha navavatu

Saha nau bhunaktu

Saha viryam karavavahai

Tejasvi navadhitamastu

Ma vidvisavahai

Om Shantih, Shantih, Shantih..”

This is a prayer of the teacher who says *“Om, May we all be protected; May we all be nourished; May we work together with great energy; May our intellect be sharpened; Let there be no Animosity amongst us; Om Peace, Peace, Peace.”* This has been our spirit of Bhartiya education and this has to be the spirit of education. It is well known that the over emphasis on the learner autonomy has forced teachers to withdraw from the guardian position to that of employer. The teachers in most countries are doing a job and not taking the responsibility of students' learning and welfare. The spirit of NEP is, I feel, that the teachers take charge of the curriculum design, transaction and certification. We can safely predict that the teacher will be involved in all decisions related to schools.

Even though it has been said in the NEP; how will this become a reality? The responsibility has to be taken by the teachers especially the school leaders. The job of the teacher is to teach. To teach one has to be a learner all along. There is a new lesson to be learned by all school teachers and principals. The society has slowly lost respect for the teachers. The students, parents and society at large do not respect the teachers. This is not by chance but has been done skilfully by the Colonial masters and unfortunately by the Governments since Independence too. The loss is of the society and the nation. If the teaching

community gets demoralised who will suffer? The nation obviously. So, if it is the job of the teachers to teach the next generation who can take charge of the nation - Who will educate the society? Teachers are not just to transact content and prepare students to get jobs. Without educating the society and creating an echo-system where the teacher is respected and heard we won't be able to make a strong society and nation. We will have to take up 'education' of the society as well. Chanakya, the teacher has to be our ideal. Even if the King does not think and work in the interest of the nation then we will have to stand up against the King in the interest of Bharat. This policy visualises a nation where the teachers will be at the centre (read the quote above from NEP 2020 again) and then only we can expect a new Bharat to emerge in 2040.

The school leaders first will have to tighten their belts to bell the cat. Start asking all those who have so many sermons to give to the teachers if they know all about pedagogy then they better take charge of their children. Ask them – “Why do you need a teacher?” Everyone comes to us with the expectation that we will make their child attain what they (the parents) have not been able to achieve. Our job is not to please the students, parents and governments. Our job is to tell the learners and their parents what their ward is capable of and what they can achieve and what they should not aspire to. This will not please anyone because each one wants their dreams to be made true through us. In the 37th doha of Sundar Kand of Ramayan, Tulsidas ji says:

“Sachiv Vaidya Guru Teen Jyon Priya Bolahi Bhay Aash;

Raj dharam Tan Teen Kar Hohai Begahi Nash”

If the secretary, the doctor or the teacher does not give us right advice in an expectation of reward or out of fear then the state, the patient or the student is not in the right hands. The job of the teachers is to give right advice, appropriate for the student, even if it displeases the student or the parents. At the present time because

the Govt. controls school education it also becomes our duty to educate the Govt. officials on how to manage education. This is not out of the ambit of the teaching profession. This is an integral part of our profession and we must start exercising this.

Many people will come to you and tell you how they are better off financially, socially or otherwise. You must make them realise that they have reached the position they hold because of some teacher(s) and their children can lose that if the teachers of their children do not teach them well. Once again this is not to twist arm of parents to give us respect but to make a strong Bharat which can be done only by “re-establishing” the position of the teachers in the society. Once again I will like to refer to Chanakya who stood up against a powerful state and overturned it through training and grooming a poor student. We change lives and we can change the fate of families and also the nation. The NEP 2020, I strongly believe, has this message and intention.

It must also be mentioned in the same vein that our effort to re-establish the teacher should not be seen as selfish. The litmus test for all our actions will be – “Will the nation be stronger by this act of mine?” If the answer is yes then it is an effort in the direction of making Bharat Kendrit education. Prime Minister, while speaking in the Parliament on the 10th of February 2021 had made a very relevant comment in this context. He said, some people ask me if people had not asked for certain legislation to be passed. He said as the PM it is my duty to think for the people and take pro-active measures. He has taken initiative to pass the Acts related to agriculture, Jan Dhan Yojana etc which were not asked for by any particular group but as the PM it was his duty to think of these things and go ahead. Identical argument stand true for the teachers. We have decided to become teachers. We have worked on it and have been trained to be teachers. Now it is our duty to think pro-actively for every individual learner, parents of learners, the society and the nation. We don't need permission or orders. This is our

job and we must be allowed to do it. Besides teaching the children in the classrooms we also need to educate the other stakeholders. Let us think of all areas in education and take initiatives.

A major issue will be of training the teachers. The NEP proposes complete revamping of the process of teacher education. The duration of teacher education program has been extended from two years to four years. Half the time the trainee teachers will be in the schools because it is now established that hands-on training or actual practice in classroom teaching is most

crucial. The school leaders must be on board in training the teachers. The teacher education departments in the colleges and universities must work in tandem and jointly train the teachers. This will bring great prestige to the teacher education degrees. Unless and until the school leaders and the professors in the universities are given equal status, salary and perks this cannot be achieved. We must pressurise the government to pass a law to make it compulsory for all schools to pay the school leader identical salary and perks as paid to university

professors. This will fast forward the process of change towards Bharat kendrit education.

The purpose of this essay is to share some meta-issues which will actually start the process of making India centric education, Bharat kendrit. The teachers will have to assert their position, not for their own benefit but for the betterment of this nation. Start telling the student, the guardians and the governments you better take us seriously or you be ready to face consequences. Don't be shy. You have nothing to lose.





PROF. LUIS MIGUEL CARDOSO

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WHAT DO YOU THINK IS THE BIGGEST CHALLENGE THE SCHOOL EDUCATORS, PARENTS AND SCHOOL MANAGEMENT ARE FACING DURING COVID 19 PANDEMIC?

The biggest challenge we are facing is the construction of a clear, strong, united, and true network between teachers, students, communities, and authorities in order to overcome this abyss that the COVID-19 pandemic brought to our common future. Unity is the only path to win this battle and as education can't stop, I would like to highlight some topics of a recent UNESCO report entitled Education in a post-COVID world: Nine ideas for public action (2020). This report is focused on our post-COVID world but does not forget the lessons from this period. Moreover, they are the inspiration for presenting the nine guidelines for our future: a strengthened public commitment to education as a common good; an expanded understanding of the right to education; the importance of the teaching profession and teacher collaboration; An emphasis on student, youth and children's participation and rights; Protecting the social space of the school in the transformation of education; free and open source technologies for teachers and students; scientific literacy within a curriculum based on strong purpose; the need to protect domestic and international

financing of public education; 9. Global solidarity that does not accept current levels of inequality. Allow me to finish this text quoting the report: "History is being written with great speed and we are faced with choices and decisions that will define the futures of education. When we look at responses to this crisis, we find original and creative ideas coming from all corners of the world. (...) The situation we face is so dramatic and difficult that we cannot afford to be pessimistic. We are facing the biggest changes in education since public schooling emerged in the 19th century. The urgency of improving on the world that before presented us all with a real challenge and responsibility. We must build narratives for what the new reality could look like. We have to nourish the sources that give us hope for rethinking how the world works. Education needs to be at the heart of a post-COVID-19 world. For that future, we need boldness of thought and courageous action now."

Courage, inspiration, and networking: these are keywords for our future.

LANGUAGE IN SCHOOL EDUCATION

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With reference to language in education, the National Education Policy-2020 (NEP-2020), among other things, talks about the following: the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language, and thereafter, the home/local language shall continue to be taught as a language wherever possible; high-quality textbooks in home languages/mother tongues; bridge the gaps between the language spoken by the child and the medium of teaching; the use of bilingual approach in teaching including bilingual teaching-learning materials; teaching of languages in an enjoyable and interactive style, with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond; and continuation of the three-language formula.

The above premises are based on well established and proven language education theories, research and practices.

The teaching of mother tongue/first language basically involves introducing the learners to reading and writing at the initial stages and later develop the higher order language skills, viz. representation, argumentation, refutation and supporting one's point of view, while the teaching of second language basically involves introducing the learners to aural-oral (listening-speaking) skills at the initial stages and later develop reading and writing skills.

Mother tongues will facilitate richer classroom transaction, greater participation of learners and yield better learning outcomes. If children have the mother tongue as the teaching language, they would understand the teaching, learn the subjects, develop the cognitive-academic language proficiency in the mother tongue and develop higher abstract thinking in any subsequent language, and have very good chances of becoming a thinking, knowledgeable person who can continue the education.

A strong foundation in mother tongue will support the learning of the second language. A good bridging process requires the gradual growth of the second language first through increasing the oral ability in the new language, moving on to written forms and then gaining fluency in all literacy skills. Thus, children would acquire the competency before using the second language (English, Hindi, state language, etc.) as the medium of instruction. They need first to learn the new language before learning in the new language.

'Materials' include anything which can be used to facilitate the acquisition of a language.

Every teacher should use additional teaching material over

and
above
the
textbook.

Language

is acquired by using it for real communication. The mother tongue/first language is generally acquired, while a second language is generally learnt. But learning, to a great extent, is 'knowing about' language. Acquisition of a second language is the product of a subconscious process very similar to the process children undergo when they acquire their mother tongue/first language. Real acquisition requires meaningful interaction in the target language, i.e., the speakers are concerned with the messages they are conveying and understanding, not with the form of their utterances. A second language can also be acquired if the right conditions/environments (similar to that for the mother tongue) are present. Provide as much comprehensible input as possible to students, both listening and reading. The more exposure students have to input that is comprehensible to them, the more likely the language will become uptake and make its way to the long-term memory. When new material comes along and that older material has not moved on to long-term memory (uptake) it is replaced by the newer material. That's why the grammar structures, vocabulary, etc. they know on a particular day is not as easily produced a few days later. Instead of making students learn 'about' the language, the teachers should help them acquire language so that it becomes part of their uptake.

The NEP-2020 also emphasizes on developing language proficiency, and alludes to language across the curriculum exhorting the curriculum designers, textbook writers and teacher trainers to build networks across different subjects and languages in order to enhance levels of language proficiency. Achievement is tied to the given textbook/course, and it refers to how well students have learnt (the rules of grammar; certain synonyms, antonyms, etc.; fixed answers to the given "comprehension" questions; etc.) or what they are expected to know. Proficiency is the degree to which the student exhibits control over the use of language. It refers to their ability to use language for real-world purposes to accomplish real-world linguistic tasks across a wide range of topics and settings. If, instead of mechanically learning the so-called language skills, students become proficient so that they can use language on their own in listening, speaking, reading and writing, it will certainly help us wean them away from rote learning and make teaching-learning a language and other subjects successful.



NEP 2020: REFORMS IN EXAMINATION AND ASSESSMENTS

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Introduction to NEP 2020 – Modern and yet rooted:

The lines from the NEP 2020 page 12 reference para 4.4, “Ultimately knowledge is a **deep seated treasure** and **education helps in its manifestation** as the **perfection which is already within an individual**” stands very apt in the present context.

Here, the words “deep seated” reflects the Indian values and ethos arising from the Vedas and the Upanishads and yet it is reflected in the report made to UNESCO by the International Commission on Education in 1996, **learning: the treasure** within headed by Jacques Delors for the Twenty-first Century Education. The four pillars of this document widely followed in the education systems around the world are learning to know, learning to do, learning to be and learning to live together.

In addition to this the next words that call for elucidation are “*Education is the manifestation of the perfection already existing in man,*” reflects the idealism, naturalism and pragmatism of Swami Vivekananda’s philosophy on Education.

Along with this the last part of the sentence that is “perfection which is already within an individual” holistically reflects the integral education of Shri Aurobindo ji where the focus of developing the inner potential of an individual is the essence of education.

Furthermore, The NEP 2020 aims for radical transformations in the education systems from the Preschool to higher education to ensure that the outcome of this educational process will lead to the development of learners who are rooted in their values and culture and modern in their outlook for self-empowerment and nation empowerment.

Now the question arises, how do we check that learners have learnt and that



learning will contribute to the individual’s growth (**assessment of individual learning**), to the growth in the societal context (**assessment of the educational systems** – overall school improvement for quality and teacher’s performance assessment) and above all to the national context (**assessment of knowledge at the national level**)?

The symbiotic relationship among The Nation, Assessment and the National Policy 2020

As we all know that the nation witnessed the release of the third Education policy, the National Education Policy 2020 (NEP 2020) on July 29, 2020, a significant moment for the Indian educational landscape.

Significant as it draws its inspiration from the deep rooted values of the culturally and spiritually rich heritage of the country and envisions a pragmatic, innovative and holistic approach to architect the youth of this nation towards a 21st Century learning for self-empowerment and global sustainability. The framing of the NEP 2020 has been gathered from the villages, municipalities, local bodies through a collaborative and participative process as stated by the press release from the Government of India.

The symbiotic relationship therefore is in the performance analysis of the national educational index of a nation through a system of assessment. The need of the hour is to aim for transformations

that are envisioned in the NEP 2020 and translate into the desired direction. The NEP 2020 has emphasized the importance of assessment and the need for a reform in the processes and procedures of assessment. The symbiotic relationship between the nation, NEP 2020 and the assessment comes in the educational index of the country through the assessment

procedures which is in relation to the nation's progress as an outcome of students' learning. The outcome of this educational encounter is assessed through the students' performance. The symbiotic relationship between the nation, National policy and the processes policies and practices that are adopted by the educational systems.

Education Assessment and Evaluation in current times:

The implementation of NEP2020 is the need of the hour that has a multi-disciplinary, value-based approach focusing on holistic education along with life-skills with special emphasis on skill development and indigenous education to improve high employability rate among the diverse students of Bharat. Besides this, the imperative questions are, What do we need? How are we going to improve? To explore the scenario we need to understand the problem at the ground level.

Currently, many educational institutions and bodies, both at the central and state level, are headed by bureaucrats. While the political interference can still be reduced since its representatives mostly hold power for five years at a stretch, the real concern is to keep out the interference from the bureaucrats who remain a part of the system. As a matter of fact the teacher has been pushed towards the margin, we need to bring teachers to the center stage and the NEP 2020 tries to de-bureaucratize the education system by giving governance powers to academicians. The policy recommends including more academicians in decision-making bodies. It recommends preparing a category of educational administrators among the teachers and the idea behind this move is to minimize the dependence on the administrative services and reduce hierarchy. Therefore, the real stakeholders (teachers and principals) need to come up with the issues and voice for the reforms required.

Another important area class X and XII board exams, which represent two of the most important milestones in a student's life. This year class X exams were cancelled and class XII exams were postponed. The class XII adolescents were confused and were

under lot of stress as to how the things will work out for them. Later on July 1, 2021 the XII board exams were also cancelled. Now again the students are anxious to know, how the assessments will be done? This phase of confusion and failure of decision making would continue, unless the schools also have a regulatory body as Higher Education is having UGC.

Revitalizing the assessment process

The launch of national assessment centre, the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), and National Testing Agency (NTA) as a standard-setting body under the Ministry of Education indicates the government strong will to provide a regular check on the education system. PARAKH can be a game changer as it will not only help states offer quality standardised assessments, but also aid in providing regular data for improving quality. In the long term, this could help India align with global benchmarks such as the Programme for International Student Assessment (PISA).

A competency-based Assessment framework

Need to revamp the framework of the progress report aiming for the holistic development of the learner. Also, The NEP 2020 has given directions for reforms in Assessment & Evaluation with multi fold aims of evaluating the school systems at various levels –

I. The Students level assessment – Assessment of Cognitive, Psychomotor and Affective Domains assessing learners learning through competency-based assessment with a 360 degrees multidimensional approach for collecting learning evidence.

II. The School Level Assessment- Assessing and evaluating the performance of the school based on the teachers performance assessment and students performance assessment, assessment of the school operational processes, policies plans and its execution.

III. The National Level Assessment – Assessing learning at various grade

levels – at class 3, 5 & 8 to track achievement at primary level & at the secondary levels.

IV. The International Level Assessment – Assessing learner's performance in comparison to International standards.

The Assessment reforms aims for optimizing learning and development of students. The features for transforming assessment are based on Regularity, Formative Assessment and Competency Based Assessment. The assessment outcome is to promote students learning and development. The aim is to focus on "Assessment for learning and Assessment of Learning."

The suggested different types of methods for internal assessment are through self-assessment, Teacher assessment, Peer assessment and assessment by parents.

Conclusion

The Examination and assessment are the key to monitor the processes towards reforms. A holistic development curriculum will also need a holistic assessment that involves assessment at all levels. Collectively this will define the report card of the nation.



MEDIUM OF INSTRUCTION IN MOTHER TONGUE FOR FOUNDATION YEARS

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The early childhood years are extremely crucial for the development of literacy that prepares children for reading. Children who enter kindergarten are expected to know and be familiar with specific components of literacy. Teachers job is to make young children understand the top-to-bottom and left-to-right concept involved in reading; use narrative skills, tell stories, and describe things only in mother tongue. They are aware that letters have names and specific sounds and rhyming words have meaning.

Reading research shows that children must develop an understanding of concepts to stimulate the act of reading and writing, not only for continued school success but more so for

achieving educational excellence throughout their lives. Learning to read is required to meet the demands of an increasingly competitive economy. The process ensures that children are employable in the modern world, understand challenging material, and use printed matter to solve problems independently. It involves print awareness, alphabet knowledge and phonological awareness, environmental print, listening comprehension, visual memory, and visual perceptual skills.

Reading preparation is that period when the child can be approached with readiness activities. Readiness is the knowledge that children need preparation to go to school.

How to promote literacy:

- Have books, children books, magazines, around the house, and let your child see that you like to read, too.
- Encourage older children to read to younger children at home and in school.
- Read aloud to your child for 3 to 5 Minutes: story books, newspaper and magazine articles related to children, read the back of the cereal box, labels on cans, soap, tooth past, or directions.
- Read poems aloud together to learn about rhythm and repeated sounds in language.
- Start reading from title and author. Point to the words on the page when you read. Move your finger from left to right.
- Listen to your child read favorite stories to you every day.
- Ask him to read circular which school has given or read a loud for him
- Go to the library together and spend some time together. Be sure to introduce your child to librarian. Tell the child the role of the librarian. You ask her for good books or to help you find what you need. SNDT Women's University has children's library. We need to have such libraries open for children with children's books in all languages.

Approaches to reading readiness:

Emergent literacy: Its perspective begins with the child's initial competence. The construct of emergent literacy was originally proposed in the 1980's as an alternative to the idea of reading readiness that has existed in educational circles since early 1900s. Emergent literacy concerns all of the different ways that humans communicate – through reading, writing, speaking, and listening – in real life situations, specially in mother tongue. When a child is engaged with a picture book, she is becoming a reader, engaging in these activities at her own level of competence.

Teachers and parents can act as a model for reading to a child. One can make a chain like this:

- Select a book with child
- You read to your children,
- they develop an interest in reading ,
- they want to read on their own,
- You read your book and let child read his book
- they pretend reading, and finally,
- they read for their own information or pleasure.

Whole Language Approach: Through this approach, the text, the reader as well as the social or situational atmosphere are treated as an integral whole. In this method of teaching, children read by recognizing words as whole pieces of language. Proponents of the whole language philosophy believe that language should not be broken down into letters and combinations of letters and “decoded.” Instead, they believe that language is a complete system of making meaning, with words functioning in relation to each other in context.

Before beginning any reading activity with children a teacher/parent may need to build up the children's self confidence regarding participation. The ability to communicate effectively is an area of particular sensitivity to children, and even to adults, as communicative skills are a fundamental part of who we are. As a teacher, one has a lot of influence over the children and have the power to make them feel good about themselves and their skills or to feel like a failure depending on one's interaction with them.

It is necessary for the child to recognize and discriminate sounds before he starts to read. Following are the necessary to facilitate reading

- **Observation Skills:** The ability to recognize and remember things in the environment.
- **Development of Vocabulary:** The ability to understand, speak/ use words/ labels for things and people. With increasing age a child learns more words and can use them to comment on matters and express needs and opinions.
- **Visual Discrimination:** Ability to find similarities and differences between objects.

- **Classifying Objects:** Ability to categorize objects into groups, in different ways.
- **Auditory Discrimination:** Ability to develop the skill of listening to sounds, pronouncing them and understanding differences.
- **Sequential Thinking:** Ability to understand the logical order of events/objects and arrange accordingly.
- The focus of the following activities is to promote reading readiness:

Make activity sheet according to age of the child and explain them in mother tongue on:

- Spot the mistakes
- Patterning
- Spot the differences
- Match the halves
- Matching shadows
- Visual tracking
- Find a way out
- Spot the letter
- Match the rhyming words

To conclude readiness skills are acquired in a manner that integrates literacy with play and other everyday activities; as a result, the children do not think that it is difficult to learn to read. A reading readiness program, ideally, should lead the children to an understanding of print by making reading a very familiar experience, providing positively reinforcing situations for success in printing and reading, and setting up situations where learning occurs through a need to use letters and printed words. At the end reading readiness is a stage when children are ready to learn something without intellectual or emotional stress, when they can feel the satisfaction of having achieved that learning.

***“The more you read
the more things you will know.
The more that you
learn the more places
you will go”.***
- Dr. Seuss

REVISITING ISSUES IN SCHOOLING POST NEP 2020: REFORMS IN TEACHER EDUCATION

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A National Education Policy is a roadmap, a vision, a guide to implementation to revisit the prevailing system of education in the country and change it for the better. Translating the policy into praxis is in the hands of various stakeholders like us. We must have the will to do and make it happen through an engaged and reflective deliberation to carve a progressive way forward.

The National Educational Policy (NEP 2020) aims to revamp the educational framework aligning it the SDG4 and the national goals of India and shifting focus of education from rote learning/ learning for exams to making education more holistic, joyful, affordable, accessible, equitable, qualitative and inclusive.

As educators it is our foremost responsibility to create humane individuals with strong character, ethics, compassion and care. We must develop self-directed learners by recognizing, identifying and fostering

the unique capabilities of all students to promote their holistic development which means respecting individual differences, honouring the student diversity for true inclusion, empowering them to choose their own life according to their talents and interests. We have to reorient and redefine ourselves as educators and prepare our children, our youth for a future system equipping them with knowledge and wisdom, deep rooted Indian values, social and life skills, possessing employable skills for the present and a future world with jobs we cannot think of today. We have to

prepare lifelong learners who develop “learning how to learn” ability in this VUCA (Volatility, Uncertainty, Complexity and Ambiguity) world and Industry 4.0 leading to Education 4.0 characterized by Artificial Intelligence, robotics, big data, machine learning.

Therefore, for a systemic overhaul in the Indian Education system in light of the NEP 2020, it is indispensable to spearhead reforms in teacher education in India since the NEP acknowledges that the teacher must be at the centre of the fundamental reforms in the education system. There is a need to re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The NEP 2020 must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and

autonomy, while also instilling in the system basic methods of quality control and accountability.

The NEP 2020 has envisaged the Four Year Integrated B.Ed. programme offering multiple entry and exit options as the future of teacher education in India. It will be the minimum qualification for teaching by the year 2030. Teacher quality is dependent on teacher preparation. Schools have a big role to play in spelling out what changes they wish to see in Teacher Education both at the pre-service and in-service level.

Only 21st century teachers can inspire 21st century learners. The teacher education programmes in India need to provide experiential opportunities through the curriculum and prepare teachers who have the competency to nurture problem solving, critical thinking, metacognition, creativity in school children. The curriculum should be redesigned to develop core competencies, technical competencies and professional competencies of the teachers. This can be done through case teaching, action research and field engagement besides the Internship entailing teaching lessons and learning assessment procedures. It would be important to train future teachers on creating multilingual digital resources and e-content.

Supportive and nurturing environment by the school will help the student intern to blossom professionally. It is crucial that the School leadership should proactively induct new entrants into the teaching profession and mentor them towards excellence. Schools must provide stipend to students-teachers during Internship period like it is done during internship in other professional programmes in India.

The country's attempt to universalize elementary education is nowhere near its goal despite the constitutional and legal underpinnings under Article 21-A and the RTE Act 2010. There is a need to enhance public expenditure in education at all levels of education and especially at the ECE & Elementary level. According to the IMD (Institute for Management Development, Switzerland) World Talent Ranking 2020, India stands at a poor 62 out of 63 surveyed when it comes to the total public expenditure on education per student across the spectrum. It spends 4.4 percent of its GDP on education which is far less than 6 percent GDP reiterated by NEP 2020 in continuance to the recommendation by the Education Commission 1964-66.

Government-run Anganwadi Centres (Community worker provided with minimal on-the-job training) and privately managed preschools (Teachers untrained in ECE) are the two major models of early childhood education available in India today. There are 13.42 lakh Anganwadi Centres (AWCs) functioning across the country today. The AWCs are the focal point for the implementation of all health, nutrition and early learning initiatives under Integrated Child Development Services (ICDS). Deficient in supplies and infrastructure for education; as a result, they tend to contain more children in the 2-4-year age range and fewer in the educationally critical 4-6-year age range; they also have few teachers trained in or specially dedicated to early childhood education. Evidence from the Indian Early Childhood Education Impact Study (IECEI) 2017, published by UNICEF conceived as a five-year longitudinal study (2011-2016) of a cohort of four year olds across three major Indian states (Assam, Rajasthan and Telangana), it was found that when children have been through a quality early childhood education programme, they are more likely to have higher learning levels, especially in the early primary grades. ECCE teachers/ caregivers are either unprepared or inadequately prepared; the courses are obsolete and devoid of hands on training. The NEP 2020 has envisioned Anganwadi/Ashramsala workers/teachers with qualifications of

10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes will be offered through digital/distance mode. With the new structure of education, 5+3+3+4, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), curriculum for teacher education in ECCE should cover the entire developmental continuum from birth to eight years, to provide fuller understanding of child development and the early child care and education practices. It is important that the ambit of the ECCE should extend to all children, including those in difficult circumstances, street children, children forced in to prostitution, child labour. Laws would have to be made more stringent.

Teachers have to keep in pace with the times. Thus, the need for Continuous Professional Development (CPD) for innovations and advances in their professions through workshops, online teacher development modules, creation of online teacher communities to share ideas and best practices. Empowered schools create empowered teachers who create empowered learners. The School Management has to plan and provide a supportive environment through a detailed annual calendar on how every teacher will be provided participate in at least 50 hours of CPD opportunities every year. Every school must customize the CPD programmes as per their requirements to develop core competencies, technical competencies and professional competencies of their teachers. Feedback of CPD should be taken by School leadership from teachers that shall serve as 'feed-forward' for progression and improvement. Likewise, CPD programmes for School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills.

There is an urgent need for additional special educators for identification and teaching *Divyang* children and gifted children. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children, preparing Individualised Educational Programme (IEP) and Universal Design for Learning (UDL). Therefore, such areas could be developed as secondary specializations for subject teachers or general teachers, during or after pre-service teacher preparation either full time or as part-time/blended courses at multidisciplinary colleges or universities.

The regulatory mechanism in teacher education "light but tight" must not compromise in quality teacher education leading to commercialization and further mushrooming of sub-standard, below standard and non-attending teacher education institutions in India.

Field studies, evidence based practices to find solutions to day to day problems in schooling have to be encouraged through action research and the findings disseminated through publications. This would enhance better understanding of what works and what doesn't and reduce duplication of efforts and mobilisation of resources towards workable areas for further improvement. Therefore, schools and teacher education institutions will have to undertake action research to diagnose problems; instructional, academic, organisational and find practical solutions to them.

Hence, if we want to reform the Indian Education system with the fundamental principles of NEP 2020, we have to adopt them in Teacher Education. It has to be synergetic approach rather than piece meal approach to bring in the desired change. India needs to do more to restore the dignity of the teaching profession. Teachers need to be supported not only in their professional and personal lives but their efforts need to be valued and publicly recognised. It should be a selected profession by choice and not by chance.

BHARAT CENTRIC EDUCATION

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Time and again it has been mentioned that the National Education Policy 2020 (NEP) is a Bharat centric policy. When we say *Bharat centric*, as against India centric, we need to understand what did India centric mean and what would *Bharat centric* mean and how it is going to be implemented in the coming times. The only objective of the young bright minds is that how they can earn a degree which would help them migrate to some other Developed country. So, the challenge before us is that how we can make them love this country, stand for the country and work for the country.



We have had World-class institutions in ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi that hosted scholars and students from across the globe. Then why do our students want to migrate to Harvard, Oxford or Cambridge. We have created a system that develops awe and love for rich countries and ultimately creates a brain drain for India. Our education system would have groomed students who would have loved to serve the country but this has not happened.

It's time to review what we have been teaching to our children. There are many instances where freedom fighters from various parts of India have been depicted as anti-national in our text books. Just to cite an example, Birsa Munda from Jharkhand being referred to as a tribal terrorist. We have banked so much on the western literature that depicted everyone working for the freedom struggle as a terrorist or an anti-national. As per my understanding, the policy wants to place them back as regional icons so that students from Jharkhand, Odisha and Bengal can feel proud that they come from a place that has produced such icons. Further, we have given so much importance to the West in our text books that our children are easily carried away by their culture and practices. We teach our children about the Wright Brothers and not Maharishi Bharadwaj, who invented aeronautics much before.

We have had a great tradition of science and technology, of culture, of gender equality which is missing in our textbooks. We follow the Western model that women are deprived; women are not on important positions. This is not the Bhartiya way of gender equality. It's not men vs. women, it's about complementing each other. We gave both genders equal rights including transgenders. We have example of *Ardhanareshwar* which depicts that life originated from the union of men and women and that male and female are completely equal.

The ancient texts also tell that woman were educated during the Vedic period. Rig ved tells us that women were married at a mature age and were probably free to select their husbands, *Swayamvar* or be in live-in relationship called the *Gandharva* marriage. The Rig Veda and Upanishads mention several women sages such as Gargi and Maitreyi. Puranas also indicate that every God was with their wife such as Brahma with Saraswathi and Shiva with Parvati. Thus, it's evident that women have had equal status, they have had liberty and they enjoyed their rights and that they were respected.

The policy wants to focus on who we were and the position of the teacher in ancient India i.e. Bharat. The policy talks of bringing the teacher centre-stage but who pushed the teachers to the boundaries? Our teachers were respected over Gods, "*Guru gobind dou khare kake lago paye, balihari guru aapne gobind dio bataye.*"

NEP 2020 talks about the 12th Five-Year Plan that estimated that less than 5% of the Indian workforce, received formal vocational education. This tells us we are lagging far behind and the urgent need to speed up vocational education. But vocational was the base of our education system in ancient India where a child followed the family occupation. Still, not every child wants to excel in studies and be an engineer or a doctor or a researcher. Some just want to live with their families in their villages and are satisfied. Our education system has failed to create respect for all professions.

The handloom weaves of ancient India were well known for the fine quality muslin they weaved. The atrocities of the British turned weavers in India to beggars and from world's largest exporter of muslin, India became an importer and its share came down from 27 pc of world trade to about 2 pc. We need to bring back vocational education into our education system. Every family must produce enough to sustain and not wait for government subsidy every time. Let's make our villages autonomous so that people don't have to migrate to the towns in the search of jobs.

We have not taught our children about our country, which the policy envisions now. NEP 2020 focuses on the holistic and overall development of the students to make them *Aatm Nirbhar* and to enable them to compete with the world while maintaining the Bharat centric values and culture. But we have to make our students *Vishwaguru* and not just *Atmanirbhar*, as it is rightly said "*Swadeshe pujiyate raja, vidvan sarvatra pujiyate.*"

Bharat centric education would mean a system of education where the teacher will decide on the curriculum, transaction and assessment. Teachers will devote themselves to creating citizens who would love Bharat and also the world and be global citizens.

BLENDDED EDUCATION THE NEW NORMAL

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'Teacher's job is not to prepare students for something; their job is to help students prepare themselves for anything.'

School is not just a building anymore. Teachers are not the only adults from whom students can learn. Today students have unprecedented opportunities to connect with experts and mentors. The rise of online learning has marked the first phase of disruptive innovation, much relative to traditional classes.

How can we forget that social distancing and stay-at-home orders disconnected millions of children from in-person education and left parents, teachers, and students all bewildered for some time? The school buildings were closed due to Covid 19 pandemic, but schools continued online. In the past fifteen months, teachers have organically adopted blended learning as a meaningful learning tool in and out of the classroom.

Change is the eternal law of the Universe. It seems that the new normal will be better than our old normal as every type of learner is being taken care of here. Education is no longer just about putting pen to paper and memorizing facts. Today, innovative educators are improving learning through technology. Real learning takes place when our classrooms depend on the collaboration of their learners. Not solely on the knowledge of the teachers.

Blended learning is not just mixing technology and teaching. It is a mix of either face-to-face instructor-led learning and online or digital learning that gives students some control over path and pace. Learners retain better as they get an opportunity to discuss and practice more. They don't just watch or hear they participate. It allows the learner to use it again and again. It is a cheaper option as it cuts down on travel expenses. One can listen to an expert from the different parts of the world while sitting in India.

The test of a school is the quality of its teachers. Over time the role of teachers and expectations have also changed. Today the youngsters that the teachers are educating are the natives of the technological age. Even Bill Gates has said that technology is just a tool to get the kids working together and motivating them, but a teacher is the most important. The other side also reveals that real learning happens only when our classrooms depend on the collaboration of its learners and not solely on the knowledge of its teachers. Learning should become fun. Blended education allows learners to choose which type of content they want to study. It helps them to practice what they learn. They can communicate with instructors and other learners whenever they wish to.

Engaging learners is essential. Diverse activities like online quizzes, games, role play, group discussions involve the learners. Instead of telling them the facts, we should train them to research at home and report back in the class. Learners are allowed to apply their new knowledge. As a result, retention increases which makes learning joyful. It can be said to be a

win, win for all of us. Albert Einstein had rightly said years back that it is the supreme art of the teacher to awaken joy in creative expression and knowledge, which is relevant even today as teachers have to show how to squeeze out the essence of information from the vast ocean of knowledge present before them.



BLENDING LEARNING: THE NEW NORMAL

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Blended learning is an educational approach under which a student learns at any time at least in part, at a mortar and brick facility and through online delivery with student control over time, place, path or pace. In simple words it is a combination of both online and offline mode of teaching and learning. It includes the best practices of both the modes of teaching and learning. Due the changes in the curriculum, advancement in technology and more importantly due to the present scenario blended learning has become the need of the hour. Blended learning involves courses that integrate online with face to face activities, courses that can be taught both at the classroom and at a distance, combining technology with traditional teaching so that there is a harmonious effect on the teaching and learning practices. As such, we can say that blended learning is an integrated approach to teaching and learning that includes multiple mode of instructions and learner's practice. Blended learning is about finding improved ways of supporting learners in achieving the learning objectives and providing them with the best possible learning and teaching experiences, as well as supporting teachers in their profession as it includes different learning environments and activity types for a certain group with the addition of electronic sources to the face to face learning. Keeping in mind the current scenario, blended learning is a mix of the content, technology and the teacher/trainer. Blended learning model lays down flexible learning paths where the learner uses technology to for finding information, understanding information, using information in the

teaching learning process which is self-paced and the role of the teacher changes from a GURU to a Learning Curator.

Blended learning helps in achieving better students learning

experience and academic outcomes, and effective teaching management. It is all about effectively integrating information and communication technologies into designing course and in term enhancing teaching and learning experiences for both students' and teachers'. It involves amalgamation of delivery modes, teaching approaches and learning styles.

Some of the advantages of blended learning model are:

- Blended learning leads to an enhanced learning outcome for the students.
- Students can prepare their own digital content and prepare for self-assessment.
- Increased use of digital tools for interaction among students- teachers – students.
- Time can be saved and reserved for use in discussing important issues and topics during the teaching learning process.
- Self-paced learning.
- Enhanced opportunities for leaning



- Motivates students through collaboration.
- Improved ability to personalized learning

On the contrary the challenges relating to blended learning may be considered as:

- The learner may lose interest soon
- Increased cost of operation
- Creation of effective content or online modules
- Lack of infrastructural support
- Lack of digitally enabled teachers
- Digital divide
- Proper balancing of online and offline modes

Given the global context Blended Learning is now the need of the hour. School buildings are closed but not teaching and learning. The following figure will give you a clear view of what is blended learning and how there is a paradigm shift from classroom to virtual rooms:

EFFECTIVE SCHOOL MANAGEMENT SKILLS

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Effective school management requires managers or the leaders who succeed in carrying out the organizational goals of their schools & other institutions utilizing the leadership skills such as planning (deciding how to accomplish the organization's goals); organizing (doing the necessary preparation); staffing (filling positions with the right people); directing (motivating staff so that goals are achieved); controlling (guiding the organization in the proper direction); and decision making (which underlies everything the manager accomplishes). The competent School leader chooses a time frame that fits the planning agenda, and develops strategies to monitor progress.

Educational leaders play a pivotal role in affecting the climate, attitude and reputation of their schools. They are the cornerstone on which learning communities function and grow. With successful school leadership, schools become effective incubators of learning, places where students are not only educated but challenged, nurtured and encouraged.

On the other hand, poor or absent school leadership can undermine the goals of an educational system. When schools lack a strong foundation and direction, learning is compromised, and students suffer.

Leadership is second only to classroom instruction as an influence on student learning but what makes the school scenario one of the most enhanced environments for the children. The successful school management requires certain strategies, skills, traits and beliefs that many of the most effective school leaders share.

The Effective School Management needs certain criterias to be worked within:

- 1) Curriculum, instruction and assessments aligned with educational standards are necessary for a school to become a highly performing unit & using research based strategies/materials can also be included as a part of it.
- 2) We can accomplish more as a team than we can accomplish by ourselves. So, the mutual collaboration and productive communication can help in establishing a good network.
- 3) Effective school leadership is an indispensable tool. Anyone who has worked in a school understands the importance of having strong leadership. And strong leadership does not begin and end with the administration. A high-performing school has good leaders at all levels—principal, faculty, staff, parents, students, and so on.
- 4) A clear and shared focus of everyone within the school works better towards the end goal. When an entire school knows what goal to strive for, it reduces the line between the level of the performance and destination fixed.
- 5) Schools need to embrace the concept of "Global village community" by involving the peers & the community. Support from parents and guardians is a vital part of creating successful schools.



BLENDDED EDUCATION- THE NEW NORMAL

ME. JAGDISH SANKHLA

PRINCIPAL
AJIT VIDYA MANDIR

The blended education has become the most important part of the education industry in the present era.

As we everyone know that covid-19 forced the requirement for social distancing and remained in home, this outcome hit education sector significantly.

students and teachers had to face diverse challenges in this difficult time of covid and giving rise to a method which can help avoid social interaction and make someone to live in home and at the same time ensure the quality of education. Due to this, students and educational institutes were forced to adopt virtual learning or online learning.

The Blended learning helps not only students but also teachers to explore technology and use different tools or

techniques for learning with smartly and effectively.

The blended learning improves the quality of education and polish the skill of students as well as teachers and make teaching more efficient and productive.

Now in new normal, we are to depend only on the blended education because now students and educators came to know that this is only the means to study in such typical time and the blended learning gives opportunity both ways (classroom and online study). In my opinion, the time has come to adopt the blended education to make bright future of the students.

In conclusion, I thank to covid-19 which made everyone to learn and teach through digital mode. It forced every educator to get in touch with technology and gave everyone a good platform to impart education through it.

STRATEGIES FOR ONLINE JOYFUL LEARNING

MR. MOHAMED EISSA
EDUCATIONAL CONSULTANT
EGYPT



In January 2020 our life has changed. We had to stay home and escape interacting with other human beings because of the infection of Covid 19. The virus was spread all over the world and we thought at that time, it was the end of our civilization on Earth. But it is not so easy to give up. We have to stand up and fight back to survive. All teachers around the world started to give hope to the educational process by using distance learning. Teachers contacted their students and used online platforms to teach classes online. Classes were recorded and posted in the web to be available for everyone to learn. Teachers saved the educational sector from total collapse and now we are in 2021 celebrating this great achievement. We, teachers, can save humanity by keeping the transferring of experience from a generation to another. Life cycle will continue and everything will be back to normal and new generations will be ready to continue their learning journey without any gaps.

There are many techniques that we can use to make our online classes so enjoyable. The first technique is called Two-Four Minutes Exchange. In this technique, teachers only speak two minutes then give an exercise to the students to share in an activity to practice what they learned. So teachers should organize their presentation to be 2 minutes for teacher and 4 minutes to the students. If you keep this technique, all

students in your classroom will enjoy the lesson and learn 90% of the content.

The second technique is called the Millionaire. In this technique, teachers prepare their lessons in the form of questions. Students take sometime to read the lessons from the books and get ready for the contest. Teacher divided the class into two groups. Teacher asks each group a question and if they answer they get points until they reach Million. Teacher can correct the answers and present new ideas through questions.

The third technique is called the King/ Queen of Googling. Teacher prepares questions for each part of the lesson and asks the students after each part to search in google for the best answers. The fastest students who find the correct answer will be called the King or Queen of googling.

The fourth technique is called the flipped classroom. Teacher will ask some students to prepare the lesson then they present the lessons and ask questions to their colleagues. Teacher control the process and guide the process for achieving the objectives of the lesson.

The previous techniques can change boring classes to exciting, joyful time. The more you let your students share, the more your class will be useful.

EFFECTIVE SCHOOL MANAGEMENT SKILLS



MS. MONIKA SACHDEVA

PGT BIOLOGY AND ACADEMIC COORDINATOR, DARSHAN ACADEMY, DELHI

Schools are the mirror of the life and birthplace of human resource. It helps transform the fortunes of young people who are in their care. Great school leaders enable every child to develop their innate potential and bring to fruition their dreams, hopes and aspirations. This does not happen by chance, but with time and effective school management skills.

To produce creative learners, some of the essential school management skills which must be possessed by the school leaders are-

- **Planning and decision making skills**

Planning and decision making are the core skills for effective school management. It helps in creating a constructive environment, investigates situations in detail, strives for the best alternative, and evaluates one's plan. It helps the leader to focus the concentration on objectives that can give a performance oriented sense of direction to the school.

- **Strong Written and Verbal Communication Skills**

Effective communication is vital in every school leader to gain trust, align efforts in the pursuit of goals, and inspire positive change among staff and students. When communication is lacking, important information can be misinterpreted, causing relationships to

suffer and, ultimately, creating barriers that hinder progress.

- **Teambuilding and Collaboration Skills**

Team work and collaborative skills act as a fuel that allows common people to achieve uncommon results. It helps to improve the interpersonal relationships, fosters creativity and innovation in the workplace. This helps the staff members to improve the performance and efficiency, resolves conflicts and misunderstandings and makes people more accepting towards each other. More people start getting recognised which motivates them and others to achieve more and better the next time. This fosters a positive and motivating environment for students

- **Reflective Thinking Skills**

Reflection is a key tool for personal transformation. By building in reflection as a part of the way, the school leaders can accelerate their own personal growth as well as that of other members of their school community.

- **Deep Listening Skills**

Building positive relations is an important part of leadership, and listening is a critical part of building good relationships. Actively listening to others helps a leader to understand the needs of the staff and students. It makes them more caring and understanding.

- **Emotional Intelligence**

Effective school leaders are not emotionally reactive, but instead emotionally responsive and display a high level of emotional intelligence in all situations. They are able to tackle all the situations and problems with ease by being emotionally balanced with a state of calm.

- **Cultivate Leadership skills**

Great school leaders know that they are not running a one-man show; that they cannot do it all alone. They know that they must surround themselves with great teachers and staff and, not only that, they must fully support teachers and staff by encouraging them to continually learn, develop and, perhaps most important, become leaders themselves. It is no secret that when people are fulfilled and given opportunity for career growth, as well as autonomy and control over their careers, they are more productive, more engaged and more effective overall.

To conclude-

Educational leaders play a pivotal role in affecting the climate, attitude and reputation of their schools. They are the cornerstone on which learning communities function and grow. With effective school management skills, they help schools become effective incubators of learning, places where students are not only educated but challenged, nurtured and encouraged.

EFFECTIVE SCHOOL MANAGEMENT SKILLS

MS. NEHA PRASAD

SCHOOL COUNSELLOR CUM SPECIAL EDUCATOR, KOLKATA

Education is necessary for building nation. It is through education that people acquire knowledge and skills for self-development. In order to achieve the goal of an education effective management skill is required. School management helps in good planning, decision making and implementing education policies. The essential skills required for effective school management are:

Clear Vision -A 'vision' is a clear statement of what the school is trying to achieve so that all **stakeholders** – teachers, students, their families and community members – are working together to bring out the best in students and thus characterises the organization to the rest of the world.

Planning -Planning helps educational managers to anticipate problems and opportunities, to think for the future requirement. Thus planning provides a basis for control in a school and set priorities to focus their emergencies on important things first.

Good Communication skill -There must be a good communication between the leaders and school staff. This means that the effective principal responds the enquiries of the students, parents and other staff of the school. The relations of the school population will be positive when they feel they are being listened and are provided with their requirements.

Encouraging teamwork -It refers specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. Respecting and accepting the views of others also help in better management.

Motivation -When the school leader reinforces students to

learn there becomes a good atmosphere of teaching learning. They must appreciate innovative teaching styles and methodologies. Teaching learning material (TLM) also enhances attention span. So school management must invite creative ideas about TLM to be used in school.

Effective change -Change is an essential function of the managerial role. It may take the form of making improvements

in the way in which we achieve ongoing goals, or we may have to cope with new goals and challenges. As we have seen how schools are coping with the challenges of Covid-19 pandemic situation by making a tremendous changes in its management so that the learning does not stop.

Use of Information Communication Technology -In the present era of modernization ICT plays a vital role in every aspect of the society. Head teachers are considered the administrative teachers who play a major role in preparing notes, teaching learning resources and handling examinations.

They are responsible for keeping overall student records. Student records may include formative evaluation, summative evaluation etc. Administrative staff of a school usually handles financial work. Principals can use power point presentations to deliver instructions and to give in-house training for the staff in an attractive way. This urges to build a rapport between the principals and the staff members.

Thus effective School management skills is a roadmap towards **NEP 2020**.

Training of educator's, innovative lesson plans and use of technology is a prerequisite for the successful management of Schools.



NATIONAL EDUCATION POLICY 2020: REFLECTION ON TEACHER AND TEACHER EDUCATION

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PRINCIPAL, KRISHNAGAR PUBLIC SCHOOL, WEST BENGAL

The National Education Policy 2020 (NEP) envisages extensive transformations for our existing education system. The new policy looks for rectification of poor literacy and numeracy outcomes associated with primary middle and secondary schools and adoption of the multi-disciplinary approach in the higher education system. It's really a big stride towards creating our education system purposeful, absorptive and skill-centric. It has a vision to develop an education system deeply frozen in Indian attribute that has the aptitude to supply top quality education to compete within the international boundaries.

Teachers play a pivotal role in an educational system. Recognizing this reality, NEP aims to support and nurture educators through all phases of their tenure. Teachers should develop a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters) and for this NEP recommends Continuous Professional Development (CPD) and each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development driven by their own interest and passions. However, it should be in a planned manner for example 1 hour of training every week obligatorily in a schedule manner. Time table may be planned in such way that one teacher is released every week to attend the training session and upgrade themselves. Continuous development in a phased manner like we recommend for students is always long term and far reaching. Same policy may also be adopted for Principals and Heads.

Moreover, the training should not be only on pen and paper rather it should be provided to the teachers as a part of refresher training course. It should also include aspects of supporting gifted children and to be effective Online educators. Inclusion and equity to become a key aspect of teacher education and above all 21-st century Teaching, Learning and Assessment should be at the heart of all Teacher training programmes. The General Education Council should be given free hand to unbiasedly assess the worth of the teachers through the National Professional Standards set for the teachers both in rural areas as well as in urban areas. The teachers teaching in schools situated in rural India should be given the same scope to participate in various activities when compared to their urban counterparts. Teaching still, to many of us is an alternative profession so rigorous training needs to be imparted so that we can give our best to the future citizens of the country. There is a need to revamp the entire teaching learning process of Bachelor of Education course keeping in mind the multidisciplinary and integrated approach of the curriculum that the govt intends to provide to the



learners right from their Infancy. Appreciatively, this process of revamping is in the pipeline and to be made effective within 2030. Sub-standard teaching should not be accepted at any level. Thankfully, a new & comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated National Professional Teacher Standard (NPST) to set benchmark for expectations of the role of Teachers, standards for Performance appraisals and inform the planning of pre-service Education.

I am certain the implementation of this policy, if done effectively keeping in mind the challenges in our system, will make our teachers more effective and in turn the pedagogy more experimental, holistic, integrated, discovery-oriented, learner-centric, discussion-arousing, versatile and pleasant.

NEW EDUCATION POLICY AND ITS IMPLEMENTATION

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Tag appellative to Education, India equates supreme position from ancient times. The Gurukul system of imparting education was quite prevalent on the recount of yore. Slowly steadily, to count on, years, Education screened a change, again a rechange, as the time wheeled and revamped as per sine qua non introduced new visibility post-independence. After Independence the first education policy was formed in 1968 then 1986 and with microscale modifications in 1992. Since then, we were following the same education pattern for the last 34 years.

IMPLEMENTATION OF NEP-2020---And there comes COVID 19, a huge expanse of frozen times in education, economy, business sector with a ghostly terror, all foggy around as no one had ever clued up, on this time ever before. There was a standstill on the planet. Suddenly, a new dawn beguiled in the field of Indian Education System and a new Education policy, marshalled by the government in the year 2020. This policy was made with the suggestion of students-parents, educationalist and lots of other stake holders who are directly or indirectly involved in education sector. This is for the first time in India that for making any policy, suggestion and consultation was taken at such a large scale.

a) **DESIGN NEP-2020**, gets down to the brass tracks, of reducing curriculum content to enhance essential learning, critical thinking, not only holistic, experiential, analysis-based learning but ethical, emotional and social development. It also confers about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system, a design in an effort to optimize learning for 360-degree assessment (self-assessment as well as peer assessment) of a child. It's radical transformation in the changing education model that has evolved from CHALK AND TALK TO E-LEARNING.

b) **NEP** would create lifelong learners who can collate the knowledge and take meaningful actions. The core element of NEP, which I want to bring into limelight is a model of three E's.

i) **Efficiency**- NEP2020, aims to sparkle student's curiosity and provide them with opportunities that will extend their interest in experimenting with world. However, schools need to improve their resources in form of context, time and teachers to achieve this.

ii) **Effectiveness**- Basically, learning in NEP-2020 is retention of knowledge and its application in a given situation. Real meaning of learning is hands-on-learning to create confident and knowledgeable individual to put the learning in force, whenever required.



iii) **Entertainment**- Assessment takes away the joy of learning. Thus, NEP lays down emphasis on redesigning and modifying the assessment tools and techniques, where the student understands that whatever he learns is going to do him good, and is evolving him as a skilled human being. From that prospective who would not like to know where does he stand amongst others and assessment would no longer be a fear for them.

To sum up with, we are unprecedented influx and first-generation aspirants with no cultural capital to bank on while executing a new way to NEP 2020. So, owing it we should improve our skill building as practitioners and bring a change in our present system to swim with the tide.

BLENDDED EDUCATION THE NEW NORMAL

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Like all other sectors the pandemic has a significant impact on education sector. Due to this pandemic there is a drastic transformation in the sector and has brought paradigm shift in teaching and learning methods. This has forced educational institutions to re-imagine traditional classroom learning. Many truths and myths surrounding, feasibility and efficiency of online learning have been addressed. Education has been the silver lining in this pandemic. This pandemic has accelerated to hybrid or blended School model.

Now education has gone beyond the confines of classrooms and textbooks. There are countless opportunities for students to acquire new skills. They also can acquire new passion. Students can participate and display their inherent creativity and showcase their ability in the areas of their interest being actively participating in extra curricular activities. This helps in promoting two way learning experience, which is possible through collaboration between students and teachers on online training platform. This promotes better communication between learners which in turn results in more beneficial learning experience. This provides flexibility of time and learning environment to both, students and teachers.

During this situation lot of educational institutions discovered the right tools for education continuity. They had to urgently react to the pandemic by video calls and soft copy materials to run on. The digital revolution has its impact and people have become more tech savvy than before. The pandemic has served as a catalyst in the adoption of these methods but this has been the common practice now. People are getting involved in these methods over the traditional ones. There are high chances that an Irreversible behavioural shift in favour of digital learning will manifest. General preference of physical classrooms and lecture halls learning will not end. Hybrid online - offline learning model is certain to become entrenched. The digital learning is here to stay and national or International teaching learning is certain to be better for it.

BOOKS UNDER NEP 2020

“Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.”



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Books play a quintessential role in every student's life. Books hold their hand and transport them to a world of imagination, impart knowledge about what's happening around us, build on their reading, writing and speaking skills together with elevating their memory and making them quick-witted. The value of books in our life cannot be subverted for they not only assist in broadening our horizons, but also serve as doorways of connecting us with everything that is shaping the world around us. Advancement and pensive formation of new textbooks can pave the way towards successful and fruitful execution of NEP 2020.

The policy endorses the flag of experiential learning but pragmatically the hindrance of training and planning are also widely known. What if we map out the books across subjects centered on Experiential Learning.

In light to this, I would like to illustrate this through an example. If we talk of Grade 6 Science textbook, the first chapter talks about Food. In accordance with the tenets of Experiential learning, the entire experience with reference to Food must be given to the students and it is possible when in every subject they will talk about food from various perspectives and nothing else. Consider

the given example

What should our Textbooks look like:

Science: Food : Nutrition, Nutrients, Balanced diet.....

Social Science: Food: Importance of food, agricultural practices involved, some economic activities, wastages must be avoided.....

Maths: Food: Real life application of fractions, selling cost, buying cost, profit, loss etc. taking examples related to food.

English: Food: Paragraph, Article, Reports related to food, some stories or poems related to food, speaking and listening activities related to food.

Hindi: Food: Anuched, Vigyapan, some stories or verses related to food, speaking and listening activities associated with food.

If the textbooks will have Unit 1 as food in all subjects and will deal with various subject matters, the understanding and development of the students will be maximal. To prepare for exams they will not have to depend on rote memory, rather they will have intricate awareness of the subject, and further application based questions will only increase their conviction. None of them will then have fear of exams or depression symptoms because the word 'fail' will spontaneously be eradicated from our vocabulary.

Subject matter pertaining to Experiential Learning, if catered across subjects, will make students creative, imaginative, responsible, and skilled across the board without any extra training cost of teachers or students, or institutions too. The number of periods will be fixed, to say all subjects will talk about food in 10 periods.

For languages, Grammar must also be included after the text in one book only. If we think deeply we teach

grammar while teaching literature and vice-versa. It cannot be separated hence the concept of teaching a language subject altogether means while teaching the text, grammar must also be discussed. Idioms, Proverbs, Literary devices, quotes, sayings must be discussed with the teaching and learning of the text as these devices also exist in context.

The books must have pictures related to situations giving the students an opportunity of being imaginative, creative, analytical, thoughtful, confident and all the skills listed under 21st century skills and will ensure their preparedness for life. Open-ended questions, introspective questions, questions related to the behavior in society, manners, code of conduct can also be included and drilled.

The text must not be lengthy. When a student looks at a chapter having 10 or more pages he automatically develops a negative feeling for the text. Opportunities for research, projects, experimentation, and expression necessarily be included inside the text.

Apart from all these, we also need to be mindful that many students and for that matter even parents have fear of Mathematics. It must only include the topics of relevance till class 10. Where the chapters must include the relevance and application of concepts. To say where are the concepts of trigonometry, area, volume applicable must be taught. The topics of lesser or no importance in daily life must be taught only to those students who opt for the subject in higher classes and have an interest. Thrusting them on all the students leads them into difficult situations.

If we could produce such textbooks, we will be able to nurture the seeds of New Education Policy and the trees that will grow will have firm roots deep inside the heart and soul of the future seekers of the millennium and the fruits will be very sweet.



BLENDED EDUCATION A NEW NORMAL

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As the teaching landscape is rapidly changing, there is a widespread integration of technologies in our society which is combined with access to the internet which will and has been changing teaching methodologies.

Our children now and their following generations will continue to grow up in a world that's a stark reminder of how rapidly human civilization is changing.

In today's world, Single-Function Devices have already been replaced by Multi-Functional Devices.

This in itself is a marker to show that teaching methods need to evolve to keep up with the times ahead and incorporate integrated technologies into the learning modal. This will continue to grow and the time to embrace them for the advantages they bring in the world of children of today.

Blended learning is a natural development to the growing accessibility of eLearning, online resources, and the continued need of a child component in the learning experience.

A blended learning approach is helping

to cater to the individual needs of a learner.

Every child has a unique learning style and a blended approach helps to explore himself or herself in a self-motivated manner.

One of the most used blended learning models is Flipped Classrooms in which classroom lectures have been implemented as Online videos and video Podcasts. After viewing an online lecture, the students can chat with each other through a discussion and note questions that they have learned from the lecture. The homework is then completed in the classroom in real-time and typically includes some type of activity such as collaborative work with a team or a project. The teacher is available to interact with the students and act as a guide throughout the process.

The credit-based study is another example of online learning outside of the realms of traditional schooling. Classrooms based on this form of learning offer many courses for students to work in school or at home. After completion of the course, students can earn course credit.

Blended learning is not only the inclusion of Online stuff but These days Blending of social media is also taking place in education. Skype, Edmodo, Video Conferencing, Facebook/YouTube Go live section provide the options to constantly share the knowledge among students and interact with each other.

Here are some points that are worth discussing-

It keeps students focussed by providing them 100 percent engagement and curiousness subject to the environment and availability of resources.

It provides autonomy to students where students can assess their selves and hence they solve by strategically moving ahead promoting student ownership.

We can say that blended learning is not only a means to add up online learning tools in the process of teaching and learning but Self blend Is the term that is instilled in the future learners and makers of society where they can blend their knowledge and ideas using tech-tools making upcoming generations smart and tech-savvy.

THE BLENDED EDUCATION THE NEW NORMAL

*“Learning is interpreting and synthesizing
seemingly divergent ideas and data”*

Blended Education combines the best of two training environments—traditional face-to-face classroom training and high-tech eLearning. By covering all the bases, you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training.

Some of these blended education methods are :

- **Face-to-Face:** Traditional instructor-led learning sessions supplemented with technology to allow learners to control their own learning pace. Benefits are role-play, mentoring, hands-on practice, and feedback.
- **Rotation:** Students go from one learning activity to another learning activity, either in a structured learning session directed by a teacher, or online in a self-directed manner. Examples include learning stations, labs, and the flipped classroom where learners practice the lesson before attending the face-to-face training.
- **Flex:** Flex learning is a term that can be used interchangeably with personalized learning. By accessing means of integration of learning in a Learning Management System (LMS), the students control their learning path, choosing what they to learn. The instructor is usually present in a mentoring capacity, to answer questions.
- **Gamification:** One of the most effective ways to motivate learners is by letting them play! By using game play elements such as points or levels, learners feel a little competition and are more motivated to experience the material on their own time.
- **Online Lab:** This blended learning model is entirely digital, with little or no instructor interaction, and takes place either before, during or after a training. Learners can access content on mobile phones (mLearning), laptops or tablets. This modality engages and solidifies learning.
- **Self-Blend:** Self-blended learning is supplemental content—either in the form of webinars, white papers, industry blogs, or video tutorials—that help self-motivated learners delve deeper into a subject. A robust LMS can combine diverse content sources under one system to encourage curiosity and growth.
- **Online Driver:** This blended learning model is entirely self-directed and



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takes place in a digital environment. Learners can engage with an instructor through chat, email or message board. It provides a flexible schedule and personalized learning, but lacks the face-to-face interaction of other types of blended learning. It is the best way to encourage users to direct their own learning while still monitoring their process as they enjoy media and eventually, engage in classroom discussion. You can choose from existing learning management systems or opt to have an LMS developed specifically for your purposes.

A blended education model is undoubtedly a great way to augment the learner's experience, but its advantages go beyond that. Blended learning offers the learner convenience and flexibility; they have the ability to control their learning pace and learn remotely. Academic research suggests that blended learning gives learners a more comprehensive understanding of the course content. It allows learners to interact with instructors and fellow learners, social learning is supported.

AN INSIGHT INTO BLENDED LEARNING DYNAMICS OF INDIAN K-12 SCHOOLS



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March 17, 2020 was the last day in my school when we had regular traditional class experience. Since then, everyone has been living under a constant threat from an invisible enemy, the corona virus 'CoV-19'. In the field of education, things have not been smooth either. The examination that had to be conducted on 20th March, 2020 was held in extremely fearful psychotic conditions.

The education system underwent a paradigm shift. The subsequent session i.e., 2020-21 was conducted mostly in online mode. From October onwards class 10 and 12 students were invited to school with parents' consent. They could clear their doubts, related to the material shared in asynchronous mode, by interacting with the teachers in traditional face-to-face set up. In schools, nothing new was taught to

students who opted to come for physical classes so that students at their homes didn't miss out on any new concepts. Curriculum topics were discussed and explained through synchronous interactions via Google meet etc. Traditional education system had given way to blended teaching learning methods. Blended learning in a blink of eye became the 'New Normal'.

The new NEP 2020 clearly states that it is time to take on a policy that is undoubtedly student centric, or what can be safely put down as Education 4.0. Students are the main stakeholders and that efforts must be made to evolve a system that responds to their dreams and aspirations. In this line of thinking, the new policy gives the acceptability of many modes of learning including that of face-to-face learning, online learning and distance

or open mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches with a focus on blended teaching-learning.

Blended Learning refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centred instructional environment.

Various Blended learning programs being run in k12 schools can be studied under four categories.

1. Rotation model - students may rotate between classroom activities like discussions, projects or paper n pen assignments and online learning in a course

a. Station Rotation - students rotate between various online activities and collaborative activities in the classroom as per instructions of mentor;

b. Lab Rotation – in addition to classroom activities, students move out to visit labs including online learning lab)

c. Flipped Classroom Short lecture videos are watched by students online at home and activities such as projects, content discussions or assignments are completed in face-to-face mode at school

d. Individual Rotation model is a tailor-made schedule followed by student to rotate between different modalities.

2. Flex model - content and instruction are delivered online, students plan their personalized learning activities with the help of teachers who help as and when needed through group projects and individual tutoring.

3. Self-Blend model Learners are enrolled in a school for traditional face to face courses but may opt for additional online courses. Students blend by selecting online and brick and mortar courses of their choice.

4. Enriched-Virtual model - a whole-school experience in which students learn partially in a school campus and partially by using online content and instruction within a course.

The random combination of these Blended learning models is going to rule the teaching learning patterns in 21st century schools.

Digital education has given an opportunity to teachers and learners to reach learning sources on Global platforms. The importance of technology in running schools is obvious in current times. Students need technology to interact with others for bringing them academically at par with the rest of world. Some digital programs initiated by Government of India for K12 schools will strongly

contribute to quality, accessible and cost-effective education.

Diksha - a digital initiative of the national council for education, research and training, it helps teachers to create in class resources, assessment aids and connect with teacher community. Students can also connect with teachers using this platform and also benefit from 80,000 eBooks available in multiple languages.

ePathshala - is a joint venture of MHRD and NCERT. It provides eBooks access for students, teachers and parents across all platforms.

CBSE Saransh - is a comprehensive tool for self – review and analysis for parents and CBSE schools. It is a digital venture to bring teachers and parents closer which enables parents to analyse their child's performance and take remedial measures.

Swayam Prabha Government of India initiated and designed this program so that the three cardinal principles of Education Policy access, equity and quality can be achieved. Students can find information on list and timetable of programs on the website. The portal offers study material, discussion forums, video lectures and online tests.

National Digital Library of India (NDLI) It is a virtual repository consisting of academic content in multiple disciplines which can be used by students of all ages, teacher and researchers. eBooks, manuscripts, thesis, videos, documents etc., are available in more than 70 languages.

Planning for Blended learning classrooms have to be done in advance. Required infrastructure for online systems such as accessibility of internet, bandwidth, hardware, space and other related resources be made easily available for the smooth execution of blended teaching-learning process. All teachers and students along with the admin staff should be able to use WIFI. Necessary firewalls should be in place not restricting student access to ICT tools and Social

media being used by teachers. Classrooms/ labs equipped with desktops/laptops/tablets are recommended for BL environments where integration of ICT can be possible during classroom sessions. Teachers and students should be trained to utilize various online platforms and ICT tools used for BL. Engagement of the teachers and institutional leaders in National and International level training programs in the areas of BL/ ICT enabled teaching learning/ Online learning, etc.

Teachers can announce various online activities on Learning Management System which can be further supported by other ICT tools. Syllabus, Learning Outcomes, reading/viewing resources, announcements and instructions for individual as well as group activities, etc. will be uploaded on LMS in advance.

Learning Management systems (LMS) are online platforms for learning and evaluation. LMSs are web applications where content can be uploaded and shared easily, online discussions can be held, assignments can be submitted and checked, surveys as well as quizzes can be conducted, and record of marks and grades maintained. LMS like Moodle, Google Class Rooms, Zoom Learn, Canvas, TVS can be installed in cloud & all faculty can upload to share all the particular class related documents, video, MP3 etc. The easily accessible, openly licensed content called as open educational resources (OER) can be used as affordable source of delivering education on LMS.

Some of the ICT tools which can be used for collaborating and generating online content are: **Bloggng**, an asynchronous activity where a problem, theme, issue may be provided with a few resources and learners' views, ideas, opinions, examples, scenarios, etc. can be invited as contribution to the blog.

Sticky notes tools such as Jam board used for brainstorming activity, can be done as a synchronous activity in live online class or else an assignment of such idea generation can be given as asynchronous activity.

Collaborative Concept-mapping and Mind mapping

ICT tools such as Miro, Google Drawing, Concept board etc. help learners to discuss topic/theme online and may even add videos, images, sketches, links to other files, hyperlinks, etc.

Teachers and students can explore more free and Open-Source tools. Though the learner is accessing resources and getting engaged in activities, continuous scaffolding will be required. Teachers should supervise and guide classroom discussions that revolve around resolving queries; analysis and application of knowledge sought and creative inputs.

Evaluation of all levels of learning outcomes and skills need to be done. Well defined objective and standardized tools to assess the student's growth and accomplishments should be used. Online assessment strategies should be used at least partially for all subject under BL. Grading of concept-maps, mind maps, stories, info graphs, etc. created by students can be used for product evaluation. Modes of CCE should be

innovative, learner-centred and competency-based. Paper-pencil tests, unit-end exams to be completely discouraged for CCE. Open Book/Closed Book to be followed selectively for all courses under BL. Group-work evaluation and Group Examinations should be encouraged for all subjects. Viva-voce for all experiments, research projects, group projects should be mandatory.

Continuous feedback and support are essential for effective learning. Learners should be provided corrective feedback through Quizzes, presentations formative assessments, assignments and projects well in time to help identify if learner/s have gaps in the learning enabling them to achieve learning outcomes successfully. Students can also engage in providing peer feedback by reviewing each other's work and commenting on blogs or discussion forums. Similarly, students can also give feedback to the instructors.

BL mode will have to be used in all institutions to help learners develop 21st century skills along with the effective learning and skill development related to the subject-domains. BL

should be carefully implemented and should not be replacing classroom time as a privilege. Teachers as facilitators and motivators can keep the cycle of education on track with the help of technology. They will have to plan discreet activities to get attention of the students, try and retain engagement and if students get distracted then make further efforts to re-engage them. Teachers, who are able to communicate and build strong emotional bonds with their students, improve their skills and boost their confidence, achieve the goal of academic interactions.

Blended Learning Environment enhances the opportunities for almost all the students to establish easier communication with their teachers. Students feel more connected with teachers and fellow students as compared to both face to face and online courses. As blended learning offers the good elements of traditional and online learning both, it seems to have arrived, metamorphosing our traditional education system. and is here to stay, as the **New Normal** of the K-12 education world.





BLENDED EDUCATION- THE NEW NORMAL

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8 styles of **PIZZA** and **CRUSTS** !! is what this generation binges on! How and what on EARTH will retain their sheer interest in the consumption of knowledge? Of course, **BLENDED EDUCATION**. This is the processed dissemination of education that utilizes and integrates different models and pedagogies in the teaching and the learning methods. Such modified education will indeed raise the bar of the educator and the learner to be the achievers in a true sense. To be precise, the **PIZZA** with myriad toppings is a stimulator of your taste buds – **BLENDED** teaching and learning will stimulate the seat of your intelligence.

A teacher today has adapted to the world of technology to deal with the tech – savvy class of students. The blended education demands the use of **PODCASTS – PADLETS – MINDOMO – POPPLET – GOOGLE DRAWINGS – MIND MAPS – INCORPORATION OF STORIES** etc., in order to cater to the likes and the needs of the children. It should be a mission and vision of the knowledge imparter to design constructivist learning by re – structuring and fabricating the remote learning of the lessons. This will make the environment conducive to grasp knowledge. The system of education demands the teacher to be evaluative by engaging the student, guiding in the process of exploration and explanation of seeking knowledge and comprehending the

same. **NEP** asks the resource persons to be mindful and empathetic, by allowing the students to voice their needs and study their choice.

Up next, the student – teacher bond can be developed by being in the continuous touch with respect to the progress made. The formative assessments should be like checking the taste with different toppings on the **PIZZA** base, and that will enable the teacher to know the ongoing grasping of the child. Whereas, the summative should be the finally baked and approved **PIZZA**, this will reflect the extent of the knowledge gained by the student. Indeed yes! A teacher today has to be a chef with creative ideas – critical thinking and the best communicator to be compatible with the **NEW NORMAL** style of teaching.

Class – rooms of this century are well – equipped and armed with devices and technology. Learning can be and must be made visible mandatorily. Circumstances demand **QUALITY** teachers with a **MULTIDISCIPLINARY** approach to the knowledge serving task, in order to build strong and confident global youths of tomorrow. Blended learning is the **LITMUS TEST** each teacher must pass.

“Every student deserves a great teacher not by chance but by design” [John Hattie]



BLENDDED LEARNING AN INTEGRATED LEARNING

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Education renewal is required as learners must not only develop what they know, but also skills, attitudes and values to have a holistic development and be a global citizen. There had been new strategies in teaching-learning processes in the last decade to prioritize learner centered education and expertise both in scholastic and co-scholastic areas. The present pandemic situation had resulted in a leap into digital learning which was existing though, to a minimum level. We are existing in the information age and huge knowledge is available to students with just click of a button. Teacher has to be a facilitator and show students how to work and apply the information in a productive way.

Blended learning is one of the modern pedagogies which shows amalgamation of virtual learning and face to face teaching-learning. Refers to the use of resources which combine e-learning with other educational resources. It is vital to understand that it must be a student-centered blended learning which comprises of Teacher led instructions with face-to-face interactive sessions, computer mediated instructions-learning, providing study material, web-based assessments and to give feedback for continuous academic improvement. The present pandemic situation has resulted in change in teaching methodology and educators are finding all the means to reach out to the learner to the best.

Convergence of classroom and communication Technology is one of the means of education where in students work on their own at home and communicate with faculty and other students through video-conferencing, e-mails, chat rooms and other computer-based communication. Students can be given study material in advance to study and attend the classes for the discussion of concepts in the presence of Teacher and the Teacher gives competency-based questions, case study questions which gives higher order and in-depth knowledge of concepts.

Synchronous and asynchronous learning is also one of the aspects of blended learning. Synchronous learning happens when learner and facilitator interact in a specific virtual place at a set time. Attendance of pupil is taken similar to physical mode, live-streamed lectures, discussion, interaction, live chatting can be observed but in an asynchronous learning, learning happens on learner schedule where study material is provided and assignments are to be submitted in a stipulated time. It enables the learner to be responsible for his/her learning, performance and success. Teacher becomes a mentor and coach, guides and supports pupil.

Rotational model is one of the blended learning where a class can be divided in to three groups, each group attending the Teacher led Instruction, collaborative activities and on-line

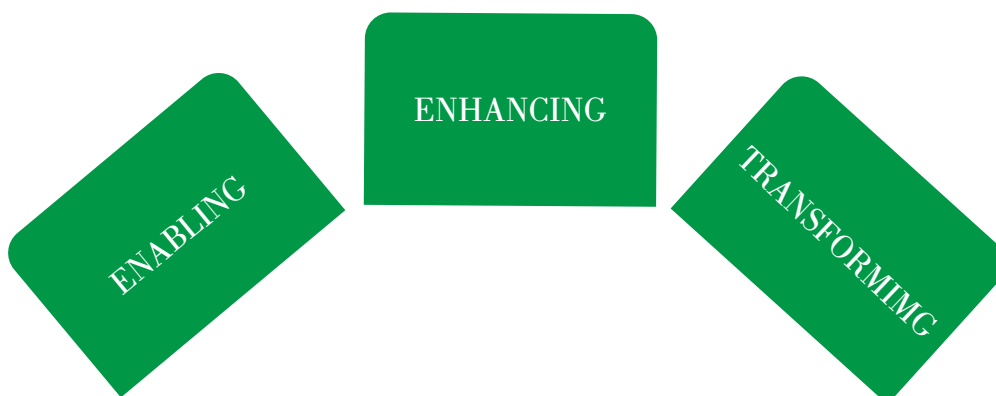


Instruction on rotation basis. The role of computers in learning process to imbibe 21st century skills is vital. For example students can read any book from library and take on-line quiz for self-assessment by the child, all levels of math can be learnt, learning areas like khan academy, Code academy, free on-line learning material for math and computers for self-learning. Students can use O-labs, Designmate to have experiential learning in science lab skills and take a questionnaire too. Students can go at their own pace of learning, take immediate feedback and also can go back for learning. It's important for the Teachers to be flexible, committed and pre-plan the classroom.

The benefits of Blended learning include many like providing more opportunities for students to interact and connect to educators, promotes conceptual understanding, reduces stress in students and increases satisfaction. The Teacher has to transmit from teaching content to skills and mindsets, lecture

based to interactive approach, provide tasks to dynamic groups. But challenges include non-availability of essential infrastructure, expensive resources, proper training to be given to Teachers and students and checking the pace at which different students work or learn. But these disadvantages are not unsurpassable and the positive side can be more channelized if the facilitator checks on student feedback, quality in delivery of concepts with improved technology skills. It can be applicable for a wide range of pedagogical approaches, use of e-learning devices and blended learning approach in formal and informal learning can promote a range of pedagogies, social constructivism and problem-solving learning.

If blending of in-class and on-line learning strategies and activities are offered along with student choice, pace and voice, engaged learners excel.



BLENDED LEARNING

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EDULEADER



Blended learning means different things to different people. The word "blended" implies a mixture or combination. For understanding, when a picture is glued above a paragraph of text, a presentation is created that may be more informative to the viewer or reader, but the picture and text remain intact and can be individually discerned. On the other hand, when two cans of different colored paints are mixed, the new paint will look different from either of the original colors. In fact, if the new paint is mixed well, neither of the original colors will continue to exist. Similar situations exist in blended learning. The mix can be a simple separation of part of a course into an online component. Consider an online program that offers three online courses in a semester that all students are required to take. The courses meet for three consecutive five-week sessions. The students are expected to maintain regular communication with one another through email and group discussion boards. They also are required to meet

face-to-face once a month on Saturdays where course materials from the online courses are further presented and discussed, and some sessions are devoted to group project work. These activities begin to blur the modalities in a new mixture or blend where the individual parts are not as discernible as they

once were. Add to this, the increasing popularity of integrating videoconferencing, podcasting, YouTube videos, wikis, blogs, and other media into class work and the definition of blended learning becomes very fluid.

Blended learning is developing and increasing its usage in all educational institutions, especially in higher education. Blended learning has two components, online and face-to-face sessions. The online component needs very careful planning and preparation. The content must be planned before and prepared according to the needs of the students, the capacity of the institutions, and the subject matter.

Blended learning has become a highly effective means of addressing diverse student needs, expanding access to flexible learning opportunities, and improving the quality of education. As an e-learning solutions provider, WebCT has insight into how thousands of colleges and universities around the world are leveraging learning

technologies to achieve their unique goals and objectives.

The discussion of the transformational potential of blended learning and the importance of alignment with the institution's strategic initiatives, show that key elements for student and faculty support result in numerous positive outcomes, including increased access and the ability to manage growth effectively. Research findings with very large student samples show the impact of blended learning on student achievement, identify predictors of student success, and illustrate correlates of student satisfaction with blended learning when ambivalent feelings mediate student perceptions of the educational environment. By illustrating these principles through a case study in a large metropolitan research university, the authors contend that strategic alignment and evaluation results inform each other in an incremental, transformational process. All teaching scenarios that are not exclusively delivered face-to-face or online can be summarized under the umbrella term 'Blended' or 'Hybrid Learning', which thus means a deliberate combination of digital content and/or activities with in-class instruction. Viewed on a spectrum, blended learning takes a position in between digitally enhanced in-classroom instruction and fully online delivery. Many educators make deliberate decisions which portions of face-to-face instruction to replace with online components as to "find a harmonious balance between online access to knowledge and face-to-face human interaction" (Osguthorpe & Graham, 2003).



The adoption of blended learning is a complex process for higher education institutions and academic staff. Although the move towards blended learning is generally instigated at the institutional level, factors determining its success and minimizing faculty resistance often emerge at the delivery level. A typology of three distinct approaches to blended learning – ‘Technology is all’, ‘Bolt-ons’ and ‘Purely pedagogic’ – emerged from the data extending understanding of blended learning practices.

The notion of blending various teaching methods to achieve an effective learning experience has been a subject of past and present exploration by academics. Adding creative and innovative uses of technology to improve teaching practices has generated new learning opportunities (for example, Clark 2003). Blended learning is envisaged to maximize the benefits of traditional teaching methods and online delivery. Vaughan (2007) contests this assumption and stresses significant difficulties and risks associated with technology uses in learning and teaching. The problems that arise in developing blended learning modules include insufficient support, lack of time and resources for course development, risks associated with the availability of technology, and the necessity of acquiring new teaching and technology skills. Evidence of challenges impeding the adoption of technology by instructors (Derntl and Motschnig-Pitrik 2005) motivated the researchers to investigate approaches of blended learning at the module level and explore the concept of blended learning from the perspective of academic staff at the Business School at one post-1992 University in the United Kingdom. According to Williams (2002), Blended Learning is the combination of face-to-face and online learning that has been contested by some researchers as insufficient because it involves ‘bolting on’ technology into the traditional course as an add-on or extra content and ignores the need for rethinking the course design or pedagogy (Bleed 2001; Vaughan 2007). Delivery of blended learning courses involves a move of a significant portion of the learning activities online. A blend of traditional methods (i.e. face-to-face

classroom teaching), with technology-based instruction, including online communication, activities, and delivery, entails significant changes to the course delivery; for example, leading to shorter ‘seat-time (Garrison, Kanuka, and Howes 2002). These courses are distinct from ‘distance learning’ courses offered online or at a distance, as emphasized by Dziuban, Hartman, and Moskal (2004). Blended learning is significantly different from courses delivered in a traditional face-to-face classroom with a supplemental website. It is not implemented by a simple transfer of teaching materials online, but rather involves the redesign of delivery and pedagogy (Vaughan 2007).

Persistent attention from researchers to blending technology with traditional delivery is related to practitioner beliefs that technology brings a greater level of effectiveness into learning and teaching. Research suggests that information and communication technology can help remove geographical and situational learning barriers, offer better opportunities for learner and instructor interaction and lead to raising the quality of learning experiences (Bates 2000; Garrison and Anderson 2003). A mix of different pedagogies and teaching strategies has been regarded as good practice for many years. Lectures are no longer the standard, and teaching involves more classroom interaction, case studies, student group work and presentation, simulations, and various learning activities (Williams 2002). Blended learning offers an effective platform for employing different pedagogical strategies and has the potential to maximize the advantages of both face-to-face and online learning (Wu, Tennyson, and Hsia 2010). The studies conducted at the University of Tennessee and Stanford University show that blended learning can improve learning outcomes. These findings were confirmed by a study undertaken at two higher education institutions in the UK (Boyle et al. 2003). Also in the United Kingdom, a review of UK literature and practice commissioned by the Higher Education Academy concluded that overall students are very positive about blended learning (Sharpe et al. 2006). In addition, blended

learning produced a stronger sense of community among students than traditional face-to-face or online learning (Rovai and Jordan 2004). Students’ interaction and overall satisfaction have been shown to improve through blended learning (DeLacey and Leonard 2002). Research conducted by Garrison and Kanuka concludes that “blended learning is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences”. Finally, the role of the instructor transforms from teacher to facilitator, as they take charge of learning the new technology, adapting the technology to pedagogy, or even forging new pedagogical principles based on innovations in technology, as discussed in Charles and Anthony (2007). Academic staff encounters the challenge of how to effectively integrate technology in their teaching practices (Arbaugh 2008). Faced with a range of diverse tools including multimedia, mobile technologies, Web 2.0 resources and services, and social networks, academic staff needs to make informed decisions on how to use these technologies in their teaching. A willingness to accept new technologies could significantly affect the success of blended learning development. A preparation time of at least six months is suggested for blended learning integration with a great impetus on encouraging academics to apply blended learning pedagogy. As a result, institutions need to identify ‘early adopters’ and ‘laggards’ in the innovation process (Rogers 1995) and develop strategies as to how blended learning may address their requirements in the changing educational landscape. Blended learning developments take time, and the amount of work involved, even when given support by e-developers, can be underestimated by those staff who are new to blended learning (Ooms et al. 2008).

Research indicates that insufficient time due to contextual factors such as the structure of timetables and workload, and a lack of proper training can cause delays and ineffective use of technology in education (Cuban, Kirkpatrick, and Peck 2001; Pajo 2001).



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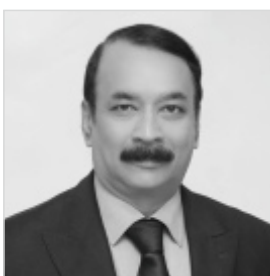
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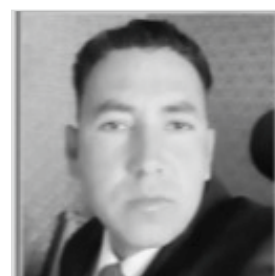
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