



ETMA

Presents

EducationMatters@ETMA

Vol. 1, No. 1, April 2013

Editorial

Why this e-magazine?



Continuous staff development is necessary for quality in education. Governments spend huge amount of money on capacity building. Yet, we don't see the results because of huge training loss - almost 80% within one month. Training loss, can be reduced with appropriate follow up through continuing self-education. Journals and professional magazines are most cost-effective choice for self-education and development.

EducationMatters@ ETMA violates the conventional wisdom and attempts at creating convergence of all stakeholders in education - parents, students, teachers, institutional leaders, policy makers and planners, and researchers. It carries a basketful of articles and information for readers to choose according to their needs and tastes. This is the first issue. Please suggest and advise us; we can create a dynamic menu for you.

- Marmar Mukhopadhyay



Cover Story Pg. 2

Shama and the Diya: A Few Beautiful Moments with Dr. D.S. Kothari

Interview Pg. 8

In Conversation with **Shri Vineet Joshi**



ODL Pg. 11

Copyright and the Need for **Open Educational Resources** -Rory McGreal



Technology & Educational Apps Pg. 21

Understanding and Developing Educational Applications



News Pg. 11

Video Course on Continuous and Comprehensive Evaluation (CCE)

Editorial Advisory Board

Prof. Marmar Mukhopadhyay
Chairman, ETMA Council

Dr. Kailash Khanna
Chairperson, ETMA Trust

Prof. Madhu Parhar
Professor, IGNOU, New Delhi

Prof. Jaya indiresan
Former Professor, NIEPA, New Delhi

Prof. M. M. Pant
Former PVC, IGNOU, New Delhi

Prof. Satish Kalra
Professor, IMI, New Delhi

Mr. Amit Kaushik
Former Director, MHRD, GoI, New Delhi

Dr. Indu Khetarpal
Principal, Salwan Public School, Gurgaon

Mr. Kinner Sachdeva
CMD, Scientity, New Delhi

Dr. Subhash Chandra
Assistant Professor, Lady Irwin College, New Delhi

Ms. Rita Kapur
Director, DPS Group of Schools, Ghaziabad, UP

Ms. Sweta Singh Rathore
Assistant Professor, Lady Irwin College, New Delhi

Consulting Editor: Ms. Aakanksha Tomar

Graphic Designer: Mr. Sabyasachi Panja

In this issue

1. Editorial	1
- Why this e-magazine?	
2. Cover Story	2
- Shama and the Diya: A Few Beautiful Moments with Dr. D.S. Kothari	
3. Talk to Teachers	4
- From Research to Practice: Understanding Self-Regulation	
4. Institution Building	7
- Transforming a Kendriya Vidyalaya	
5. Interview	8
- In Conversation with Shri Vineet Joshi	
6. Open and Distance Learning	11
- Copyright and the Need for Open Educational Resources	
- About MOOCs	
7. Students Speak	13
- With Hope...	
8. Teachers Speak	14
- Participant Centred Learning: The Need of the Hour for Modern Day Classrooms	
9. Parents Speak	15
- Of Times to Come	
10. Tips for Parents	16
- Ready, Steady, Go...	
11. Knowing Our Rights	17
- Right of Children to Free and Compulsory Education Act, 2009	
12. Health	19
- Not Just 'All Work...'	
13. Classroom Innovations	20
- ICT Integrated Blended Learning Design	
14. Innovative Learning Material	21
- Learning Management Systems: Moodle	
15. Technology and Educational Applications	22
- Understanding and Developing Educational Apps	
16. Educational Opportunities	24
- Education in Mass Communication	
17. Career Opportunities	25
- A Career with a Cause: Opportunities in Social Entrepreneurship	
18. Discussion Forum	26
- Teaching: Influencing and Inspiring	
19. ETMA News	27

Shama and the Diya: A Few Beautiful Moments with Dr. D.S. Kothari

Marmar Mukhopadhyay

Preparation for the Annual Conference, 1986 of the All India Association for Educational Technology was in full swing. We had booked the auditorium of the Indian Institute of Foreign Trade in the Qutab Institutional Area in South Delhi. More than 400 delegates were to attend the conference. We had decided to invite Prof. D.S. Kothari, Chairman of the famous Education Commission of 1964-66, better known as Kothari Commission, to address the conference, either at the inauguration or valediction; the choice to be left to him. There was a lot of enthusiasm and hope in all the delegates that they will 'see' him. Fortunately for me, I had the privilege of meeting and listening to him at NIEPA.

Nonetheless, I too was as enthusiastic as anyone else in the organizing committee. And why not? It was the Commission chaired by Prof. Kothari that laid down the foundation of modern Indian education and the first National Policy on Education. As president of the Association, I was entrusted with the job of inviting him personally, and brief him on the theme of the conference, maybe because I had met the legend at NIEPA.

On the appointed day and time, I reached his home in Delhi University campus. He used to stay at the staff quarters of Delhi University with his son, a distinguished professor of physics in the University. Dr. Kothari was sitting in a chair in the balcony, on a rather narrow corridor, probably enjoying the warmth of the setting sun. There was already another chair without any occupant, just next to him. Before taking my seat, I bent down fully as learnt at our village home and touched both his feet, and then touched my head. Dr. Kothari blessed me with his hands on my lowered head.

As I got up, he asked, *"What's this? Are you from a village?"*

"Yes sir, I am."

"Do you happen to be a teacher's son?"

"Yes Sir, I am. My father was a school teacher – headmaster of our village school."

"I thought so. That's why you are touching my feet, rather than wishing me 'Good afternoon' or 'Namaste'. Sit down, sit down."

I took my seat. After a few pleasantries, we got down to business. While I was briefing him about the Association, a lady came out of the house and offered us some biscuits and a banana. She kept it down on a small table kept in front of us. She was about to move when Dr. Kothari called her back and asked me, *"Can you tell me who she is?"*

I felt a little embarrassed and uneasy. Except that Dr. Kothari's son who is a reputed professor of physics, I really knew nothing of the family; nor had I even seen or met him. While I took time to guess, Prof. Kothari waited for me to answer, or hazard a guess. I looked up at the lady to make some intelligent guess. With a lot of hesitation, I murmured, "Your bahu, your son's wife."

"Wrong. Wrong."

I had feared exactly that. Dr. Kothari asked in Hindi, "Diya jalte hue dekha hai?" (Have you seen a burning lamp?)

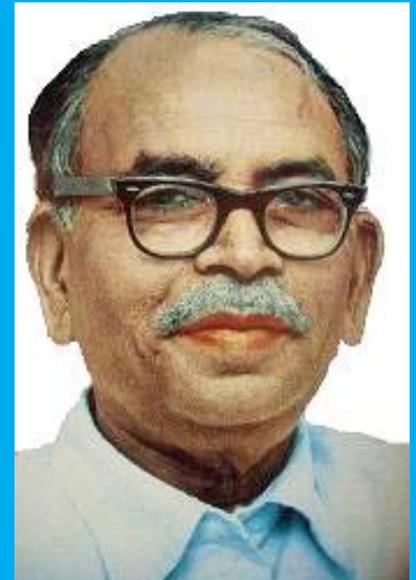
"Yes Sir, I have."

"Shama (flame) jante ho?"

"Yes Sir."

"Good. Everybody knows the flame. Nobody knows the lamp that holds the flame. Nobody bothers about the oil or the wick that burns to create the flame. Mai ek diye ki shama hun (I am the flame of a burning lamp). Everybody knows me; I am the shama. She is the Diya (lamp), she is the oil, and she is the wick. She burns throughout the day and night to keep the flame alive."

Embarrassed, she excused herself. Deeply



Dr. D.S. Kothari was a distinguished Physicist, and architect of modern Indian education. He chaired the Education Commission (1964-66) and submitted the report, Education for National Development. Report is more popularly known as Kothari Commission Report. Dr. Kothari's Report was the basis for India's first National Policy on Education in 1968.

touched by the metaphor, I kept silent to soak in the greatness of the scientist turned educationist.

As soon as she left, we returned to our business. Dr. Kothari chose to address the Conference at the valedictory session. Good for us. Nobody will go away.

D-Day, I was deeply involved in a discussion with the delegates. One of the organizer-professor came and whispered in my ear, "Dr. D. S. Kothari has come and is waiting down stairs for you."

“Why don’t you bring him up?”

“We tried. He won’t. He wants you to bring him up.”

I excused myself from the conference room, came out and walked down the stairs where Dr. Kothari was standing. As soon as he saw me, he was all smiles with the warmth of the shama. He held my arm with one hand and the railing with the other. We slowly walked up at his pace. As soon as he entered, the entire hall stood up in reverence. I escorted him to the dais.

I made him take his seat and then took mine. My colleagues on the dais followed. After the brief formality, I invited him to address the gathering. The subject of the conference was ‘educational technology’.

He turned to me, (loudspeaker was on) and said, **“Can I speak on Gandhi?”**

“Sir, as you please.”

(A short pause) Dr. Kothari turned again and asked, **“Marmar, can I speak on non-violence?”**

“Sir, for all of us in education, you are an enigma. That they are able to see you, listen to you is a big dream.”

It did not seem that he listened to me. He started on the theme that he loved most and he lived his life according to— Gandhi and Non-violence.

All of a sudden, he remembered something and turned, “Marmar, I have written a paper on Gandhi and Non-violence. **Would you please publish my paper in your journal?”**

The Association used to publish an international journal of educational technology; I was the founder editor. I confirmed, “It would be our pleasure and luck to publish your writing in our journal, Sir.” He seemed to be very happy with that and went back to his presentation.

As we concluded, I saw him off – we came down the same way – one hand on the railing another holding my arm.

As he left, everyone felt an amazement. In a conference on educational technology, Dr.

Kothari spoke on Gandhiji and non-violence, not on education. There was a magic spell. ‘What a man!’ ‘How simple and humble!’ ‘How child like!’

‘How deeply lost in Gandhi and absorbed in his thought!’ ‘Seeing him, listening to him is a dream come true!’

The conference was over. No one seemed to be in a hurry to leave the venue long after Dr. Kothari had left. The impromptu buzzing conference had changed its theme from educational technology to Prof. D.S. Kothari.

This is an excerpt from Marmar Mukhopadhyay’s forthcoming book titled **‘Game Changer: Beautiful Moments’**

Prof. Marmar Mukhopadhyay is Chairman, ETMA Council.
e-Mail: marmar.mukhopadhyay@gmail.com

Back

Circulation of Magazine

The eMagazine is free. Circulation of the magazine will cover about **20,000** schools affiliated to CBSE and ICSE, and other state School Boards with estimated teaching staff of **1.75** millions; **5000** colleges and universities with estimated staff of about **25000**; educational policy makers, planners and administrators at the Central Government, all states and union territories; parents, students and others interested in education.

The magazine is being dispatched to more than **500** individuals in India and abroad asking them to forward to their contacts, thereby hoping to achieve a circulation of several thousands.

The magazine will be accessible from ETMA website that had **2.5** million visitors last year.

Print version of the magazine will be available on order from ETMA on payment.

Readership and Reaching Out

A few pages will be available in the magazine for

ADVERTISEMENTS

Please send your enquiries to etma.india@gmail.com



From Research to Practice: Understanding Self-Regulation

Autumn M. Dodge

Series Editors:

Punya Mishra & Matthew J. Koehler
Michigan State University, USA

Introduction by Punya Mishra & Matthew J. Koehler

It gives us great pleasure to introduce the first article for a regular series of columns that introduces readers to contemporary educational research and its implications for practice. The first of these columns is about the important topic of self-regulation. This column was written by Autumn M. Dodge, a doctoral student at the College of Education, Michigan State University working under our supervision

Understanding Self-Regulation Getting Started

In 1970, a scientist named Walter Mischel conducted a famous study. He took children between 4 – 6 years of age, one at a time, to a quiet room, sat them at a table, and placed a marshmallow (a sweet treat) in front of them. The children were told that they could eat the treat right away, but if they waited 15 minutes they would get two! The researcher then left the room and secretly observed the children. As would be expected, some children could not control themselves, and ate the marshmallow before the time expired. About a third of the kids, however, managed to regulate their behavior by distracting themselves in different ways, and avoided eating the treat. They got the extra candy.

Mischel did not stop there. He followed up with the children in his original study decades later to see how they did later in life. This is where things get really interesting. He found that children who successfully controlled their impulses when they were around 5 years old were more successful academically years later. His results represent an amazing finding – indicating that the ability to control one's impulses has a strong influence on future success. Psychologists call this ability to replace our initial response with a more appropriate response “self-regulation.”

Self-regulation has received a great deal of research attention recently, as researchers try to better understand how self-regulation impacts students' success. Which students have stronger or weaker self-regulation?

When and how does it develop? Why do some children have better self-regulation than others? Does student self-regulation affect learning? Other scholars have explored the practical applications of this work. For instance, what does this research mean for educators? Can teachers help students improve their self-regulation? These are all important questions and we will explore some of them below. First we'll look at what the research says and then we'll discuss implications for educators.

What does the Research Say?

When does self-regulation develop?

The building blocks of self-regulation start at birth. In the first few months of life, babies develop the ability to react. For example, Radha, a 2 ½ month old, might smile at her mother's familiar face but not at the face of a stranger. She also recognizes patterns in the things happening around her. At 5 months, Radha is able to control and direct her movements based on her current surroundings. When Radha is 1 year old, she can move and behave intentionally with specific goals in mind. She is able to stop doing something when her dad asks her to and is developing a sense of what kinds of behaviors are expected in certain situations. Even on her own she's beginning to act in the ways that are socially expected. As Radha grows older she can self-regulate her behavior in more complicated situations. As you can see, the progress of self-regulation from birth onward is important for children's social skills.

Why do some children have more self-regulation than others?

Self-regulation develops in complicated ways that can impact different children in different ways. Research reports suggest that children from “at-risk” backgrounds are more likely to have low self-regulatory abilities. Children considered at-risk could be from racial minority groups, low-income households, those that have slower than normal cognitive development, and/or those born to adolescent mothers. Each risk factor is complex and can contribute to lower self-regulation in multiple ways. For example, varying cultural views of what is “appropriate behavior” result in some children in reacting in school with an inappropriate response that might be acceptable in their own home. Research also suggests children from low-income households may have fewer resources like books or games that focus on social or emotional skills that help children explore multiple reactions in different situations and sort out what is the best choice. Parents in low-income households may be working multiple jobs, maybe night shifts, and may have less time to interact with and model appropriate behavior for their children.

Does student self regulation affect learning?

Most teachers expect children to listen to and follow directions, interact kindly and cooperatively with their peers, and work on assigned tasks. To complete school tasks, students need to set goals, pay attention, and use strategies. Imagine two students in

a classroom. Jamal has strong self-regulation. Sara has weak self-regulation. Jamal's parents both work but are home evenings and weekends. They spend time with Jamal on his homework and Jamal has learned to self-regulate his behavior while working on a task. For example, to complete a task, he gives it full attention. He suppresses thoughts and desires about playing video games or playing outside. He understands having a plan makes work go more smoothly. His parents demonstrate how to use strategies to work through tasks step-by-step. Jamal learns to self-regulate his actions so he does one thing at a time even if he wants to rush to the end. Jamal knows successful task completion requires conscious regulation of his goals, effort, and final product before the task is complete. Sara has less success working on classroom tasks. Her parents are always tired and irritable from sporadic work schedules. She doesn't bring schoolwork home because her parents don't have time to help. Her difficulty self-regulating her behavior in reaction to teacher directions extends to her ability to work through a task. She does poorly on in-class work and continues to struggle in school. Over time these differences can lead to significant differences in their academic success.

How Can Teachers Help Students Develop Self-Regulation?

So teachers may well ask, "What can I do to help my students with low self-regulation abilities?" Clearly, students come to school with different levels of self-regulation, and, students' self-regulation is the result of multiple factors many of which are beyond a teacher's control. *There are explicit skills and strategies, however, that teachers can present, model, and encourage that can help students develop stronger self-regulation skills.*

Presenting—Presenting helps children become aware that they can control their behavior and that we all control our behavior and behave differently in response to different situations. Several key elements can guide presentation:

1. *Explicit instruction.* Children cannot be expected to figure out for themselves how to regulate their own behavior. Instead, behavior control

must be introduced explicitly and explained multiple times in multiple ways and in multiple contexts.

2. *Individual control and purposeful thought.* Children should be introduced to the notion of being in control of their actions, their thoughts, and how they interact with their surroundings. Explicit language can be used to explain that the thoughts they have in their head are their own and that they can control and change their thoughts and use their thoughts to control their behavior.
3. *Current situation.* Teachers must explicitly explain that we behave differently in different situations. Children can be encouraged to use their thought control to ponder what a situation calls for and then make behavior choices that match the situation.
4. *Support and transfer of new skills.* Teachers can support children's learning and application of this information by providing strong and frequent support as children experiment and develop their skills. As children learn more, teachers can offer less support with lower frequency. Gradually, children enact behavior control on their own and transfer this skill to other areas of their life.

Modeling—Teacher modeling can support explicit instruction presented to students. "Think-alouds" are a good way to model the thought processes behind self-regulation. For example:

Teacher: *"Okay, I've been told to get my book bag and line up quietly at the door. Hmm, I'm having a really good time talking with my friends and I don't like standing in line because I always get shoved around. So my initial reaction is that I don't want to follow this direction. I want to stay at my table and talk with my friends. But then I think...hmmm...what am I expected to do in this situation? I know that I'm supposed to do what the teacher says, and most of the students always line up at the door. The students that don't line up get in trouble, so that's the wrong thing to do. So, I have to let go of what my initial response and respond in the way that's appropriate for school."*

In this think-aloud, the teacher has modeled important parts of self-regulation: her

thoughts before her response, how she determined standards for her behavior, instructions she gave herself to guide her decisions and how she monitored the appropriateness of her chosen behavior, evaluation of her choice based on consequences, and evaluation of her choice based on her own standards. This can lead to a step-by-step behavior checklist teachers can give their students so that they can better monitor their thoughts and actions.

Students can be encouraged to do "think-alouds" or practice behavior control through acting out skits. The teacher can have a bowl with slips of paper, each with situations and possible reactions written on them. Students, in small groups, choose one. Then they spend a few minutes deciding on behaviors appropriate for the situation. Skits can demonstrate how students think through problems and strategize ways of regulating their behavior.

Encouraging- Teachers can encourage student self-regulation through language, questions, and responses that facilitate students' conscious thought about their behaviors. For example, the following teacher questions could be applied in multiple situations:

"Are we all thinking about our behavior and making good choices?"

"Let's step back for a moment. What kind of situation are we in? What is the best behavior for this situation?"

"I see you've chosen - behavior. Do you think this is appropriate? What are the consequences of this behavior?"

"Do you think that behavior is appropriate? Have you seen others choose different behaviors in this situation? Which do you think is better?"

Through strategies such as these teachers can better help their students become self-regulated learners and help set them on a path to academic success.

Further reading

Dembo, M. H. (2010). Helping students become more self-regulated learners. Retrieved from <http://www.slideshare.net/vadenbd/helping-students-become-more-selfregulated-learners>

Davis, S. G., & Gray, E. S. (2007). Going beyond test-taking strategies: Building self-regulated students and teachers. *Journal of Curriculum and Instruction*, 1(1), 31-47.

Also available at: www.joci.ecu.edu/index.php/JoCI/article/download/4/6

Bigenho, C. W. (2010). Helping students develop self-regulated learning strategies. Retrieved from <http://bigenhoc.wordpress.com/2010/02/24/helping-students-develop-self-regulated-learning-habits/>

Kong, E. (2011). 1-16. The role of self-regulated learning in enhancing learning performance. *The International Journal of Research and Review*, 6(1), 1-16.

Also available at: http://libir1.ied.edu.hk/pubdata/ir/link/pub/A1_V6.1_TIJRR.pdf

Autumn M. Dodge is an advanced doctoral student in educational psychology in the College of Education at Michigan State University.
<http://michiganstate.academia.edu/AutumnMDodge>

Punya Mishra and Matthew J. Koehler are professors of educational psychology and educational technology at Michigan State University.

(<http://punyamishra.com/>)

(<http://mkoehler.educ.msu.edu/>)

[Back](#)

Video Course on CCE

ETMA decided to bring out an Authentic Video Course on CCE to fill in the void of uniformity and quality assurance in training generated by various agencies that have come up with materials on CCE. In tune with the Teachers' Manual on CCE by CBSE for which Prof. Marmar Mukhopadhyay was consulted, Prof. Mukhopadhyay led a team of interdisciplinary experts of educational scientists, instructional designers, producers, and media specialists to produce this Video Course.

The videos are authentic since innovators and experts speak directly with the implementers in it. However, the video course goes beyond the Manual with more enriching ideas and practices. The video course will comprise of videos on

- CCE: Perspectives, Challenges & Response;
- CCE: Idea of a Child;
- CCE: Framework;
- CCE: Tools and Techniques of Measurement;
- CCE: Data Gathering, Analysis, Reporting & Feedback;
- CCE: Parent Teacher Partnership.

With the mission of pioneering research-based innovations for quality in education, ETMA also proposes to launch an online course on CCE, making use of the Video Modules.





Transforming a Kendriya Vidyalaya

Original story by Savita Kapoor

Retold by Aakanksha Tomar

“Madam, your school does not have drinking water, what will you do about it?” “The students under question have been failed intentionally, will you pass them?” When Ms. Savita Kapoor took, for the first time, the Principal’s chair at Kendriya Vidyalaya (KV), Noida, these were the kind of questions she was being bombarded with by news reporters.

Ms. Kapoor completed her post-graduation from one of the well established and reputed Indian universities, where discipline was good and all classes were held regularly and punctually. According to her, this made them disciplined, self-dependent and confident. She was advised to take up a teaching career by the Head of the Department of her university. Soon after, she started her teaching career as a substitute teacher in KV and eventually got selected as Principal through open selection. She went through three-month induction training and was then posted to a KV away from her husband and children.

Ms. Kapoor described her posting at this KV as ‘perhaps the most challenging assignment of her entire career.’ It was a big school with strength of about 3000 students. It was a seven-section school imparting education in all the three streams, Science, Commerce, and Humanities. The Vidyalaya was running in two shifts with staff strength of 130 members. Both, on the front and the rear side of the building, there were large spaces which were barren with wild bushes all around. The assembly mud-ground was big enough to accommodate all the students of the Secondary section at a time. The school building was spread over three floors. The labs were well-equipped but poorly maintained with worn-out furniture. The classrooms, corridors and staircases wore a depressing look under dust and cobwebs. The *safai karmcharis* were not to be seen anywhere. She came to know from parents that students would avoid using school toilets as they were very unhygienic. There was stink all around as the sewers were blocked. The building gave an old look because of the lack of maintenance.

Another thing that attracted her immediate attention was indiscipline among students and some staff members. Coming late was

a routine. The teachers normally avoided going to their classes. The students roamed about in the corridors. Some of them were very destructive. The furniture in the classes was broken. The overall scene was very depressing.

But Ms. Savita had entered the school with firm determination and great confidence. Her vision of a good school was based on her personal experience of working in a number of KVs, visit to some public schools in Delhi during her training as Principal, and visit to some of the best schools in the U.K. She had visited some good schools and attended a number of conferences and seminars on school education in India as well as in England. As a result, she had imagined developing a school wherein the focus would be on ‘learning’ and not on teaching. It was the workshops and seminars which she had attended that broadened her horizon and enriched her experience. All this rich experience that she gained as a Post-Graduate Teacher and as Principal was translated into practice in her KV.

With the adrenaline to transform the existing condition of the school, Ms. Kapoor found her hope in the students. She met them in small groups and talked to them at length, thus observing that the students in general were very bright and highly receptive. She conducted regular meetings with monitors, prefects, and captains. The students opened up and she came to know about their problems, their expectations from the school and the areas which needed immediate attention. This helped her in planning the future course of action, and students opened up and felt that they can also contribute significantly in improving the functioning of the Vidyalaya. They slowly developed a sense of belongingness, which in turn reduced the damage to school property.

She decided to formulate a long term strategy for the management of the Vidyalaya. The first and the most important task was the regular cleaning of the building. The *safai karmcharis* were asked to give their requirements of cleaning material. The acute shortage of water for cleaning was solved by procuring large drums for storing water. The cleanliness work started in right earnest. The work was closely monitored

and supervised by a small committee comprising of teachers and students. Within a few days the school started looking neat and clean. Next, a number of large earthen pots and 200 litre plastic buckets were purchased to solve the problem of the shortage of drinking water. This gave some immediate relief to the students.

To check the nuisance of late coming among some teachers, Savita decided to set an example herself. Every day she reached school ten to fifteen minutes before the official time. The teachers understood that a Principal, who could reach the school well before time after driving a distance of 35 kms. from Delhi, meant business. The message was loud and clear, and it worked.

The next big issues concerned electrical repairs, availability of pure drinking water and cleanliness of the school building. A submersible pump was installed which permanently solved the perennial water problem of the school. The VVN budget was prepared and got approved from the Chairman of the Vidyalaya. All the toilets were fully repaired; broken fittings were changed; whitewash and painting work was undertaken. A beautiful garden was developed, the whole building was painted and polished and it was kept neat, clean, and tidy. The school wore a different look.

On the Principal’s recommendation, KVS initiated disciplinary action against those staff members who were undisciplined and were non-performers. Some of them were transferred. All these actions had a positive effect on others and they all started working and took their work seriously, and shouldered all responsibilities in respect of the work assigned to them.

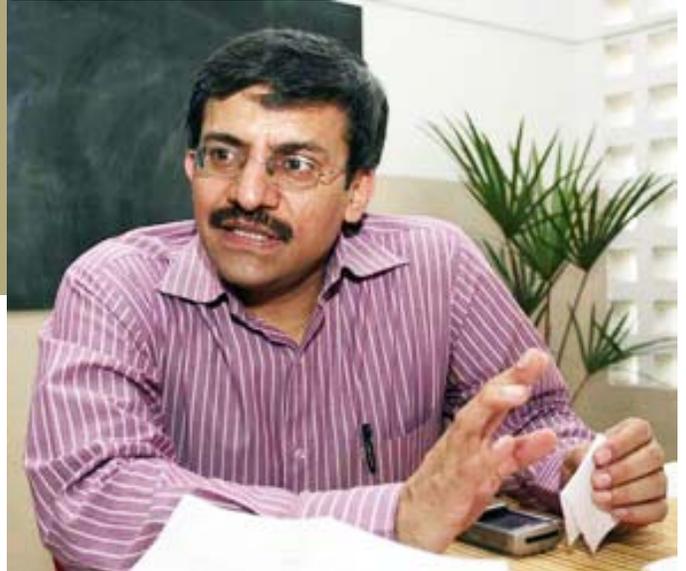
Simultaneously, the academics improved and the House system started functioning. The co-curricular activities were systematically planned for the whole year. Parent teacher’s meetings were held at regular intervals. A qualified Counselor was engaged for the Vidyalaya for helping the students to solve their personal and academic problems. The new look and content of the Vidyalaya became a talk of the town in the whole of Noida.



In Conversation with Shri Vineet Joshi

Radhika Singh

The Central Board of Secondary Education (CBSE) has pioneered numerous innovations and advances that have reformed the landscape of school education in India. Shri Vineet Joshi, Chairman, CBSE, elaborated on some of the latest innovations introduced by the Board, in a hearty conversation with ETMA's Radhika Singh. He talked about everything from the need of novel teaching practices, to ETMA's contributions in some of CBSE's major initiatives, and a lot more.



RS: What are some of the major innovations in education by CBSE?

VJ: One of the most important innovations in the recent years has been the introduction of **Continuous and Comprehensive Evaluation** at such a large scale. We had been discussing about it since the year 2000, but it was only in 2009 that we could introduce it properly in a framework which is applicable to all the schools affiliated to the CBSE.

Another innovation is the introduction of **different types of courses**. The idea (behind introducing diverse courses) is to encourage every child to realise that he/she is good at something or the other, by providing them as many opportunities as possible, and not limiting them by the courses that are offered at the regular +2 level. So keeping this in mind, in the last few years, we have offered courses in Financial Market Management, Hotel Management and Catering Technology, Geospatial Practices, Mass Media Studies, Retail, Security, Automobile Technology, and IP Enabled Services. Also, we now plan to start courses in the areas of music production, designing, and beauty services. So, on the one hand we are emphasizing CCE which accentuates holistic development, but one of the major aims of holistic development is also that one is able to identify their strengths and weaknesses, and accordingly choose their career path. One should eventually be able to enjoy whatever they are doing.

Therefore, more and more courses are being introduced.

Also related to this is aptitude testing. How does one know his/her aptitude and interest, since in our school system otherwise we don't give any time to children to introspect and to find out what their strengths and weaknesses are. We have, therefore, started with aptitude testing which we are calling **Student Global Aptitude Index**; this was the third year since its inception. The idea is again to get students to emote what are their interests and aptitudes and make an informed decision when it comes to opting for different subjects.

A further innovation has been in terms of using **proficiency tests** which is in response to students who get motivated by external assessment. Since we have now made the board exams optional, there was some feedback that there are still a number of students who want some kind of external certification for motivational purposes. For such children we have devised these proficiency tests which are innovative in the sense that even though they are dependent on the syllabus, they don't require any rote memorization. If you have understood the concepts then you should be able to perform well.

Another thing is **Physical Education Cards** or PE cards, which try to use health and physical education, and sports activities to

impart the classroom knowledge. This helps children in two ways in the sense that, one it involves them in the academic work that they are required to do, and two, it simultaneously takes care of taking them outside the classroom and be in the natural environment as far as possible. It is also aimed at the parents who think that physical activities are a complete waste of time, as here you are not wasting your time, you are learning while engaging in physical activities. This we did for classes 1 to 5, and then 6 to 8, and finally 9 and 10. We are ready with this model but we have to take it forward in terms of informing the teachers also. For PE cards for the primary classes, teacher training has also happened at a large scale.

Innovations Under-way

Another step has been in terms of the **international research and innovative programs of the CBSE** which is basically an alternative to any other international curricula which are there in the world. So it is essentially a benchmark for any other curricula which is available. It offers flexibility of language, social sciences, integrating life skills and ICT into all areas of learning. Ways of learning that are there

in any curricula are the same but it is about how you actually do that learning inside the classroom. As of now it is being delivered through a portal and we haven't printed any textbooks yet. But based on the feedback that we're getting, we now will have a glance of the textbooks. Earlier it was only limited to a few schools in the Middle East and South East Asia but then there was a demand in India. So hopefully from this academic year we will be starting with these practices in Indian schools also and there are already about 60 to 70 CBSE International schools in India. The most important characteristic of this (program) is that it lays focus on the researching skills of the child and is also going to focus a lot on teacher training. Another thing is that it requires a very strict student-teacher and student-computer ratio because of heavy emphasis on the use of ICT. It isn't only for IT subjects, we are aiming that ICT should be integrated with all the learning areas.

We are also going to start with the **accreditation of schools** which is basically a quality assessment of the schools and Prof. Marmar Mukhopadhyay, Chairman, ETMA, has been deeply involved in this. The pilot study has been done and very shortly we should start with the accreditation of the schools.

One more thing that we are introducing this year is **onscreen marking of the answer sheets** of the students who are appearing in the board examination. Since the number is not very huge (there are about 2.5 lakh answer scripts of the 50,000 students appearing for boards in Delhi), so we are going to evaluate their answer scripts using onscreen marking. Basically we will be scanning the answer sheets and sending them across to teachers sitting somewhere else who would be evaluating the answers based on the marking guides which would be made available to them. This again is one of the pilots that we are doing, and if it is successful in terms of fewer errors and saving time (it would save a number of processes therefore there would be economy of time as well as money), then we will take it forward.

RS: What do you have to say about the online and virtual labs

that have recently been introduced by CBSE?

VJ: I think it is a great resource to supplement whatever the child learns hands on in school. It will help students in two ways: one, practical tasks are linked to theoretical concepts, and many a times when you are being taught theory you reach a stage where you need practical support but the practical person has not come so there is a lack of lead regarding what has to be done in the practical. As a child you keep the two things in two different compartments, for you practical becomes some different subject than the theory. The advantage of a virtual lab is that the practical can take place at a prior or a later day. Of course the idea is that the teacher should try to link the two but many a times such problems exist. But if you have online labs then, suppose you are being taught inertia, you can do the inertia related practical yourself and learn even if your practical teacher takes the topic into the lab at a later time, thus making the whole learning process easier and more comprehensive. Second, it is an added advantage in the sense that in real labs each practical is done only one time and once you've done it you move on, especially one faces this problem in chemistry and biology practical. In the real setting, the child doesn't get enough time to explore the possibilities, everyone just wants to do what is told, get some readings, and submit the thing and move over to the next topic or next class. With these online labs one can explore the subject in one's own time and pace.

RS: Why is there a need for such innovations? What goals do you wish to achieve through these innovations?

VJ: The ultimate idea is that education is for holistic development. Of course one can't also leave the vision that education should be such as to provide gainful employment, that can't be wished away. But we have to make sure that education is providing an all round development of the child, and if a person is aiming to earn a decent livelihood, education should be able to get him/her to that point. The aim is to

change the education system in a way, that it not only prepares you for employment but also makes you a better human being.

RS: What according to you has been the impact of such innovations?

VJ: I would say that it is too early a stage to judge the impact as we are still in the phase where studies are going on. All that we can say is that, not in terms of outcomes but in terms of processes, there is a mixed response. Some courses are being implemented properly and in some other courses there is still a lot that needs to be done. But overall, if you ask me, the response has been mixed. As far as we are concerned, it is more than we had expected.

RS: Considering that there are about 40 other boards in the country other than CBSE, how are the efforts and innovations of CBSE influencing education at a broader level in the country as a whole?

VJ: We have the advantage of being in all the states of the country, so any practice that happens in the CBSE has good chances of being replicated in the other boards in those states, majorly because of the presence of our schools in these areas. We have seen this in the past also that whatever we have started it has been adapted or adopted by the other boards. Similarly, we also get the advantage sometimes because our schools are there in all the states so we also get to know the good practices of all the boards. For instance, when we introduced the scheme of CCE, we took very heavily from Kerala, Rajasthan, and Jammu and Kashmir Boards. There are schools who told us that such practices are available, so it is a two-way process in action.

RS: For quality education, people look at everything else but miss out a very decisive factor that is the quality of parenting. What are your views on parenting?

VJ: It is important for parents to know about why something is happening. For instance, we can talk about labourers who frequently move from one place to another. They are not aware of their rights, like how do they admit their children to the local schools as they would be in one camp for some time, then after a while their camps will shift bag and baggage to another place. How does the education of the children of such parents happen? They have to be told what their rights are. If there is awareness, I'm sure there would be no parent in India who could afford it and yet would not want their kids to go to school. Now affordability is also being taken care by the government by guaranteeing free and compulsory education. But whether parents from all sections of the society are aware of these rights or not is going to play a very important role in anything that happens, by putting pressure from the demand side. It cannot happen that we keep on supplying good schools, good teachers, highly qualified Principals; unless the parent knows what to expect, all this would be of no use. And the government can't reach everywhere to monitor and inspect schools; it has to be left to the systems of the community which alone can ensure better quality of education. So the involvement of parents will definitely play

a major role in improving the quality of education.

RS: *ETMA has been helping CBSE in some of its innovative efforts like SQAA, CCE, and in some way the Sahodaya Movement. How do you see ETMA's contribution?*

VJ: In anything new that we are doing, ETMA has been with us under the leadership of Professor Marmar Mukhopadhyay. He has a vast experience of NIEPA (National Institute of Educational Planning and Administration), NOS (National Open School), as well as lots of other policies of the Government of India. Anywhere that we have initiated anything, we've got help from the work that ETMA has done. Also, if we have wanted to polish anything, there also ETMA has helped a lot. So we see ETMA as one of the partners in all this work that we are doing.

RS: *To complement CCE, ETMA has worked for four years and developed an alternative pedagogy, ICT Integrated Blended Learning Design. To implement CCE in letter and*

spirits, ETMA has developed an Authentic Video Course on CCE. You and Dr. Sadhana have contributed. Prof. Mukhopadhyay, whom CBSE consulted, has conceptualised and personally presented the course. Similarly, for your agenda of all round development of the children, parents need to be involved. ETMA has developed a course on parenting. What are your views on ETMA's innovations complimenting CBSE's innovative efforts?

VJ: Again, I think ETMA is one of the organizations who is constantly thinking and innovating, so it is a synergistic relationship that we share with ETMA. Therefore, we also look forward to what ETMA is doing, whether something of that could be used by the CBSE, which is in the interest of the schools. Many other agencies that come are working solely for commercial purposes whereas ETMA's mission is not that. Therefore the innovations that ETMA does definitely hold a lot of value for CBSE also because there are things which can help us in taking forward our mission of improving the education system in our country.

Ms. Radhika Singh is a Project Assistant of Educational Technologist and Management Academy (ETMA), Gurgaon.

e-Mail: radhikaisinghr@gmail.com

[Back](#)

Space for
Advertisement



Copyright and the Need for Open Educational Resources

Rory McGreal

Many readers will be surprised to know that copyright was never intended to be primarily a vehicle for protecting the rights of the copyright holders. On the contrary, copyright law in the Common Law countries was initiated specifically to promote learning: The Statute of Queen Anne, *An Act for the Encouragement of Learning* was passed by the British House of Commons in 1709. It forms the basis for copyright under common law. In addition, it is enshrined in the US in the *Copyright Act 1790: An Act for the Encouragement of Learning*. The US Constitution also echoes the original British copyright law affirming that copyright was enacted “to promote the progress of science and useful arts.”

Copyright holders do not ‘own’ anything. They possess a simple ‘copy’ right that gives them an exclusive right to exclude others, and otherwise control the expression of their ideas for a limited time. In other words, they are granted a privileged monopoly.

Copyright Protection

In spite of this, copyright controllers keep referring to their monopoly as property. The term ‘intellectual property’ was seldom used prior to its popularization following the establishment of the World Intellectual Property Organization (WIPO) by the United Nations in 1968. Since then, controllers of copyright on creative works have conducted a constant campaign, with some significant success, to transform the perception of their copy right into a property right. They are extending the property label for intangible things like texts, songs, movies, plays, software, and learning objects.

Copyright “stealing”

No one “owns” an intellectual work. The so-called owners possess only the copy right for the creation. Stealing and theft, as confirmed by both the Oxford and Merriam Webster dictionaries, involve taking something ‘away’ as well as the taking of ‘property’ belonging to another. Since,

nothing is taken away (the owner still has it) and there is no property, it cannot be stealing. The correct word to describe the act of illegal copying is ‘infringement’ not ‘stealing.’

On the other hand, how much extra money have copyright controllers “stolen” from consumers paying full price for music and movies in a new format when they had already paid full price only a few years before? For example, many people have bought the phonograph record, the tape, the 8tracks, the CD, the DVD, and MP3 of the same song.

Pirating and bootlegging

Ironically, the present day copyright controllers owe their very existence to piracy. The Hollywood film industry only exists on the west coast because the copyright and patent controls enforced by Edison and others were unduly restrictive forcing independents to flee in order to make movies. The recording industry began by recording songs without permission as did radio and the cable industry for television programming.

Content companies crying about the loss of their profits to digital pirates should examine their own history. They tried to stop radio from playing their songs, not realizing that it would be the biggest promoter for record sales. Movie companies attempted to limit the showing of movies on television and TV. Yet, it became a huge aftermarket for their used products extending their life. Although B movies and newsreels suffered, the aftermarket for the top hits has become very lucrative. The VCR terrified studios and TV executives. At the time of its introduction, the MPAA's Valenti once commented, “the VCR is to the American film producer and the American public as the Boston strangler is to the woman home alone.” Yet, the VCR proved immensely profitable, once the content controllers came to terms with rentals and reduced their pricing to sustainable levels. Now with DVDs and online distribution, the aftermarket is often more profitable than the original cinema showing. The only movie

theatres to (almost) disappear because of the new technologies are the pornography theatres.

Role of the copyright controllers

The big content companies’ protestations that they are protecting the rights of their artists are sham. They have been manipulating copyright laws for years, stealing everything they could from the authors and artists who created the content. Movie studios use “creative accounting” to minimize their profits, thus avoiding taxes and depriving the creators of their proper percentage. It is estimated that the majority of musicians with major label contracts cannot pay up the money advanced to them. Musicians want to be heard so much that they are willing to sell their souls to the big record companies.

A rather contemptible example of the usurpation of an artist’s right by the big companies is that of Disney and other recording companies, who took over the rights to the hit song “The Lion Sleeps Tonight” otherwise known as “Whinawei” or originally “Mbuba”. According to a Reuters article, the original South African song writer, Solomon Linda died a pauper, although the estimated value of his song is 15 million USD.

Conclusion

Copyright controllers are trying to entrench their monopoly. They want to control “in infinite detail all use and duplication of material, monitor that use, and possibly charge for it on a transactional basis if they don’t block it out of hand.” The copyright controllers have waged a continuous war aiming to extend their rights at the expense of education and the general public. John Perry Barlow has warned us: “The greatest constraint on your future liberties may come not from government but from corporate legal departments laboring to protect by force what can no longer be protected by practical efficiency or general social consent.”

What do you think of Copyrights and Open Educational Resources? Share your views with us on this, or any other aspect of education that concerns you. Write to us at etma.india@gmail.in

Prof. Rory McGreal is UNESCO/COL Chairholder in Open Educational Resources.

Email: rory@athabascau.ca

[Back](#)



About MOOCs

Madhu Parhar

Education especially Distance Education has seen various generations in the use of technology for imparting education. Few years back large number of universities, world over started **Online Courses**. Then came the movement Open **Education Resources** which originated from developments of open and distance education. Now in the last one year, we are reading and listening **about MOOCs (Massive Open Online Courses)** - the latest buzz in education.

What's that? In this article and few more in future issues, I shall introduce this new education approach to our readers.

What is MOOC?

George Siemens and Stephen Downes were the early birds in this field, who have developed an open course (CCK) in 2008. The term Massive Open Online Courses (MOOC) was coined by Dave Coormie and Alexander.

Wikipedia (http://en.wikipedia.org/wiki/Massive_open_online_course) defines MOOCs as "A **Massive Open Online Course (MOOC)** is an online course aiming at large-scale interactive participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and TAs."

Since 2008, many providers of MOOC have emerged and the year 2012 became the "Year of MOOCs". It was not only at the higher education but also at school. The first high school MOOC was launched by the University of Miami in 2012.

Who are MOOC Providers?

MOOCs are online education platforms offering free online courses from some of the well known universities in the world. Some of the important ones are:

Coursera (www.coursera.org): Coursera is one of the most popular MOOCs who are offering 368 courses in the discipline of Humanities, Medicines, Biology, Social

Sciences, Maths, Business, Computer sciences, and others through 69 partner institutes. This educational company was started by two professors of Stanford universities and is funded by private entrepreneurs'. The vision of Coursera is to provide education to everyone around the world and improve learning. The platform is designed in a way that it gives opportunities to learn the content. Like immediate feedback is given to the learners, they are provided with randomized versions of the same assignment based on mastery learning.

edX (www.edx.org): It is a not - for - profit enterprise with a mission to create online learning experience with online courses. The partners in this enterprise are from Harvard University and Massachusetts Institute of Technology. It is based in Cambridge Massachusetts. At present edX are offering fifteen courses but are planning to enlarge the scope. edX provides certificates to online learners who demonstrate mastery of subject.

Udacity (www.udacity.com): Udacity has its beginning when Sebastian Thrun and Peter Norvig conducted an experiment in Stanford University on "Introduction to Artificial Intelligence" course online which was offered free. Over 160,000 learners' in more than 190 countries enrolled in this course. The mission of Udacity is to change the future of education by democratizing it. Udacity gives a certificate of completion and the learners earn new skills. The courses offered in Udacity are interactive project based, with built in videos, virtual field trips, and forums with engaged peers to support learning.

Futurelearn (futurelearn.com): Futurelearn is a private company owned by the UK Open University with a mission to increase access to higher education for students in the UK and around the world by offering a diverse range of high quality courses through a single website. It is the first UK-led, multi-institutional platform for free, open, online courses backed up by the UK government. It is being partnered by the British Library, British Council and 17 of the UK's top universities and will launch its first courses by end of 2013.



OpenupEd (www.openuped.eu): The European MOOC offers 40 courses in 12 different languages and supported by European Commission and eleven European Universities. Subjects offered under this portal are mathematics, e-commerce, climate change, fiction writing and languages. Courses can be taken either in a scheduled period of time or anytime at the student's own pace. They typically involve from 20 to 200 hours of study.

Students have the opportunity to get the completion certificate. OpenupEd is initiated by and coordinated by European Association of Distance Teaching Universities.

There are many other MOOC websites like **Udemy Free Courses, iTunesU Free Courses, Carnegie Mellon Free Courses, Khan Academy etc.** which are offering free education.

Through MOOCs learners are learning on their own, watch videos, involve in online discussions, online laboratories and also involve themselves in other learning tools. As the name "Open Online" it is important to understand what technology is used to develop MOOCs by the various providers. Going through the various MOOC websites it is important to share that in developing MOOCs, providers use Cloud Computing and number of Application Software's. All MOOC platforms are available as open source package.

Conclusion

These are information only on the various providers of MOOCs. There are several issues in MOOCs, like Pedagogy, Instructional Design and Research that needs to be examined. It is too early to reach to any conclusion on this approach. But universities and private entrepreneurs are ready to invest and see it as a business opportunity. In the next issue, we will take up certain other issues related to this new approach.

Resources

- <http://news.stanford.edu/news/2013/april/online-learning-analytics-041113.html>
- http://en.wikipedia.org/wiki/Massive_open_online_course
- <https://www.coursera.org/>
- <https://www.udacity.com/>
- <https://www.edx.org/>
- <http://futurelearn.com/>

Prof. Madhu Parhar, Professor of Distance Education, IGNOU, New Delhi

e-Mail: madhu.parhar@gmail.com

Back



With Hope

Sumangali R. Niar

There are students who hate going to schools. You can see them crying and kicking everything that comes in their sight while their parents bundle them off to school in school buses. Then, there are others who dutifully go to school, without making any fuss because they think it is, well, their duty to go to school. And then, there are others who love going to school. I belonged to the latter category since the very beginning. How I started going to school is actually a funny story. When I was barely three, I started following a teacher who used to take the road outside my house regularly to a school in the neighbourhood. I was of course, always caught by my mother before I could run out of her sight but, troubled by my constant attempts to run away to the school, my parents finally enrolled me there as a stopgap arrangement. Now, the said school was nothing but a few walls with tents overhead. I do not know what it is that attracted me to the concept of going to school. The school had no playground, electricity, and I remember a few teachers not hesitating to use their canes on students who behaved in ways considered 'naughty' - read not having done their homework, talking in the class, talking outside the class, running around, basically anything that made teacher get up from her chair. Needless to say, I was soon transferred to another school.

My experience at the first school did not in any way wane my enthusiasm towards going to school but when I look back and think about the other students, I wonder, how it would have affected them. Scared at the prospect of being away from their parents and their comfort zones for such a long time in an unfamiliar situation, children enter their schools with as much apprehension and nervousness as experienced by their parents at leaving their offsprings there. Now imagine, these

children being exposed to cane wielding teachers. From a behaviouristic point of view, this would naturally lead them to experience aversion towards that teacher in particular, and schools in general. Primary schooling is the time when students need to be exposed, to the wonder the world is, letting them fly with their imaginations, and instilling in them values which would enable them to live as responsible citizens of not only their countries but also the world. From the looks of it, the primary education scene in our country has changed for the better but still a lot needs to be done. Moral education needs to move out of textbooks and move into their minds and

minds; giving them an opportunity to understand and appreciate their own culture while respecting cultures different from one's own, rather than keeping them in a cocooned world or exposing them to one's own insecurities and unfavourable attitudes towards another group. Perhaps



hearts. Embodying values of respect for oneself and others, justice and truth is a prerequisite for today's child to turn into a responsible citizen tomorrow. Young children are often compared to wet clay that can be moulded by those around them. If this is true, then primary schooling is the time when students need to be taught to differentiate between what is right and what is wrong rather than being told what to do and what not to; encouraging them to think and question rather than stifle their curious

this value-based education would help us in reconstructing our society which is currently plagued by violence, hate crimes, and other such evils. I do realize that this goal cannot be achieved unless and until, parents or guardians are active participants in this mission. Stories they tell their children should not only capture their imagination but also consciously or unconsciously affirm these values and morals in the children. Perhaps then, we could look forward to a generation which is educated and not just literate, a generation which speaks its mind without hurting others, a generation which respects and honours others and oneself rather than one which fears punishment. Perhaps then, we would have a generation which is free-free to think, trust, live, and love.

Ms. Sumangali R. Niar, is Pursuing Masters in Psychology from University of Delhi

e-Mail: sumangali.jmc@gmail.com

Back



Participant Centred Learning: The Need of the Hour for Modern Day Classrooms

Kanwal Anil

With the ever increasing number of students in pursuit of B.Techs and MBAs, comes the mushroom growth of MBA and B.Tech institutes in the country. Educational institutions, in a bid to outshine each other, are leaving no stone unturned in providing their students with state of the art campuses which have 5-star facilities on the campus. Few among them however realise the importance of the quality of inputs being given to the students in terms of the teaching-learning methodology being adopted by these schools.

Many leading B-schools today have already moved on to novel methods of teaching like the case study method, teaching with the help of short videos, and learning by doing approach.

A variety of pedagogies are operational in the modern day classrooms of management and technology students. Instructors are trying to use and experiment with a plethora of styles to make their instructional style and material interesting to the students.

One such methodology gaining ground in many B-schools today is an approach called 'Participant Centred Learning.' This pedagogy is also termed as Student-Centred Learning (SCL), or learner-centeredness by many instructors.

The basic tenet of this methodology is to place the 'participant' or 'student' or the 'learner' at the centre point of all the learning process which takes place in the class. Thus the learner is the pivot around which the entire teaching process revolves.

In 1999 the National Centre for Research on Teacher Learning defined the process in the following words "Student-centred learning (SCL), or learner-centeredness, is

a learning model that places the student (learner) in the centre of the learning process. In student-centred learning, students are active participants in their learning; they learn at their own pace and use their own strategies; they are more intrinsically than extrinsically motivated; learning is more individualized than standardized. Student-centred learning develops learning-how-to-learn skills such as problem solving, critical thinking, and reflective thinking. Student-centred learning accounts for and adapts to different learning styles of students."

Therefore this kind of teaching breaks away from the so called 'teacher centred learning' approach which is more of a monologue approach which often leads to breaking the connection between the teacher and the taught.

The teacher centred learning is a pedagogy where there is a flow of information from an expert in the concerned area to the student or learner who remains passively listening and comprehending. Low or no participation from the side of the student leads to setting in of monotony in the total process, thereby sending the whole teaching-learning process for a toss.

According to McCombs and Whisler (1997), learner-centred learning is "...the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners)."

An instructor who would like to embrace this methodology for her/his class has to prepare herself in many ways, like sharpening her skills in managing the classroom time, having the right kind of questions in her kitty to fuel classroom discussion, listening and responding to create an interactive learning environment for her students.

Such sessions can also be interspersed by certain related anecdotes which give a chance to the participants to relax and get a feeling of bonhomie.

The transition from the traditional lecture method to PCL doesn't come easy to an instructor. A lot of midnight oil has to be burnt to first understand the nuances of the whole process. A common technique of participant centred learning is using the case method of teaching in the class. A case typically talks about a business situation or a decision dilemma which a company or enterprise may be in and furthermore the case may also give the industry and economy perspective in which the company is thriving. Thus an interesting design has to be planned out by the instructor where she can, with the help of her pertinent questions and interventions, weave together a fruitful discussion keeping in mind the time constraints and number of sessions which have to be allotted to each of the cases in her session plan for the course in question.

Case method of teaching comes with a lot of prior preparation on the part of the instructor who wants to take it up as pedagogy for her class. Black Board management also plays a vital role in the whole discussion process.

Thus it goes without saying that the popular brick and mortar teaching model of "Chalk and Talk" coupled with a forceful case discussion, power packed with some very poignant questions sets the tune of a very successful modern day management class.

*Dr. Kanwal Anil is an Assistant Professor in Accounting and Finance, School of Business Public Policy & Social Entrepreneurship (SBPPSE), Ambedkar University Delhi.
e-Mail: kanwal.anil@lbsim.ac.in; kanwal.anil@yahoo.com*

Back



Parents Speak

Of Times to Come

Piyush Sharma

I still clearly remember the time when I was in school; how the teacher would come to the class and dictate notes, and how many hours were spent memorizing those. The thrust of education in our times was pronounced by rote learning and the understanding of concepts was, at best, secondary. Ultimately how well you were able to memorize and reproduce that information, decided how qualified and meritorious you were in the classes.

But today, when I look at my kids studying, I feel much more optimistic about the education system than I ever did in the past. Nowadays, relatively speaking, the education process lays more emphasis on understanding rather than rote learning, even as the examination system still needs greater reforms and has a long way to go. Even though, a child is still required to 'memorize and reproduce', now children are encouraged to make their own notes quite early in the day compared to an earlier education system where everything was spoon fed till a very late stage.

Also, examinations were aplenty in our times and happened from practically class 1. This is in stark contrast to today time when they start quite late. What has been a welcome surprise is, that in the last decade or so, we have adapted our evaluation systems in sync with changing times. The marking and grading schemes have now been refurbished to suit the new system of Continuous and Comprehensive Evaluation which lays emphasis on classroom participation, work experience, skills, dexterity, innovation, steadiness, teamwork, public speaking, etc. to evaluate and present an overall measure of the student's ability. This has given the students the opportunity to not only explore the academic world, but also discover alternative fields such as arts, humanities, sports, music, athletics, etc., wherever their interests may lie. Consequently, the whole system of education is far more inclusive in nature, and both depth and width clearly get their due emphasis. So an average

child these days is far smarter for his age and class as compared to the times that we lived in.

Another aspect that deserves a mention is the question of whether or not quality primary education, middle education, and secondary education exist today in India at affordable rates. And the answer, I would say, is a resounding yes. Today I no longer, even as a rich parent, have to send my children abroad, or to boarding schools for value education. And yet, I can ascertain that they are getting almost the same kind of staple diet as in the best of institutions around the world, while affording to live with us and leading their student lives as day scholars. In terms of affordability of quality education, different pricing structures exist, so if one can afford it, one could send their kids to an international school, and procure a world standard degree.

All kinds of educational models exist today, including alternative educational systems which specifically thrive on the concept of alternative and paced learning rather than rote learning. Even for parents of children with different needs, there are opportunities today that a generation ago were not conceivable.

A famous quote says that "the aim of education should be to teach us rather how to think, than what to think - rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men." Today, I am very hopeful that in the very near future, we will bear testimony to a time when each child will create his own unique thoughts, inimitable perspectives, and unmatched ideas.

So long as the education leads us to converting an 'empty' mind into an 'open' mind... and in the end to realise that there really is no terminal degree in education... that it is after all an ongoing and a lifelong process.

[Back](#)

Mr. Piyush Sharma is working at Media Transasia India Limited as CEO & Publisher.

e-Mail: piyushpiyush@hotmail.com



India's First Professionally Developed Course on Parenting

Your Child is Precious... Help your child excel

What will a parent learn?

Science of her child's

- Physical Development
- Language Development
- Intellectual Development
- Emotional Development,
- Moral & Value Development
- Health and hygiene

How will a parent learn?

- Course innovatively designed as short lessons delivered through mobile phone or through e-mail;
- Year-long e-counselling for resolution of specific problems by professionally trained and qualified counsellors.
- Participation Certification for all; qualifying certification on demand against test;

How long is the Course?

Following the science of adult learning, andragogy, lessons posted in regular intervals through 12 months allowing enough time for reflection, interaction and deep understanding.

Course Faculty

Interdisciplinary team of psychologists, child development specialists, medical doctors (paediatrician), and educational scientists

Course starting on July 1, 2013

Limited number of seats. Send request for Course Prospectus to

etma.india@gmail.com



For Further details, Please contact:

Educational Technology and Management Academy

T-6/1701, Valley View Estate, Gwal Pahadi, Gurgaon-122001

Haryana, India Telefax: 01242588559

Website: etma-india.in e-mail: etma.india@gmail.com





Ready, Steady, Go...

Sweta Singh Rathore

Most parents of children entering formal schools in Delhi have spent the past three to four months in endless rounds of schools, looking up lists, and saying prayers. After a long and stressful period of going through the admission seeking process, young parents must be a relieved lot and looking forward to the time when their baby takes his/her first steps into the school. It is perhaps an apt time to talk about school readiness.

Entry into formal school is marked more by anxiety, stress, and emotional disturbances in children than by enthusiasm. One can witness children softly muffling, crying, sobbing or shrieking as parents drop them to schools and bid goodbye for the day. This separation anxiety is a natural part of the settling-in process in a new school. As children slowly ease into the new schedule, they start enjoying their school experiences and those early anxiety laden days are but a distant memory.

However, it is always wise to be aware of the phenomenon and try some often-suggested tips and tricks. You never know, one of them might work and make your life easy. Some strategies to ease this phase where the children settle have been suggested.

Be prepared for bouts of anxiety:

Changing times have demanded parents to constantly supervise young children. It is rare to see preschoolers venture out on their own in the neighborhoods. As a consequence, our children today are less independent. They might be a smart bunch and able to negotiate their way through any app on their parents' smartphones, but are unsure and may hesitate to negotiate their way to the classroom. The formal school is vastly different from their small cozy preschools too. Researches tell that children as young as 3 and 4 understand these differences. They have been quoted as calling their formal schools 'vast', 'all different room split up (containing specialized sections besides classrooms)' and containing 'lots and lots of big kids' (Mirikhil, 2010). All this newness contributes to children's apprehensions.

A new school may trigger anxiety, crying, refusal to go to school or disturbed sleeping patterns for a few days. This may occur even if your child earlier loved to attend his/her playschool. This is a phase that will pass and does not mean that you have chosen a school that is too harsh or unsuitable for your child.

Develop positive ideas about their prospective schools:

As a parent you can help the child to develop positive ideas and feelings for his/her new school. Talk about the experiences and

routines that the child will have in school. Encourage your child's questions about his/her new school. Involving your child in events that impact their development is a wise move.

Let them be independent:

In the months before your children enter formal schools, give them opportunities to be independent. For instance, try leaving them without your company for short durations in safe environments. They will gain confidence and learn to adapt to new situations more easily.

Give them confidence of a predictable routine:

Make sure that you have the routine of dropping and picking up the child from school set beforehand. It is important to develop confidence in the child that a parent or some responsible person will be there to pick him/her on time. This will certainly ease some anxiety.

Keep separation short:

Parents often tend to linger when they are dropping off children at school. Words and phrases to soothe the child, parting glances, and repeated waves do more harm than good. It is futile to extend separation. Rather leave the child swiftly after reassuring that someone would be there for him/her as soon as school ends.

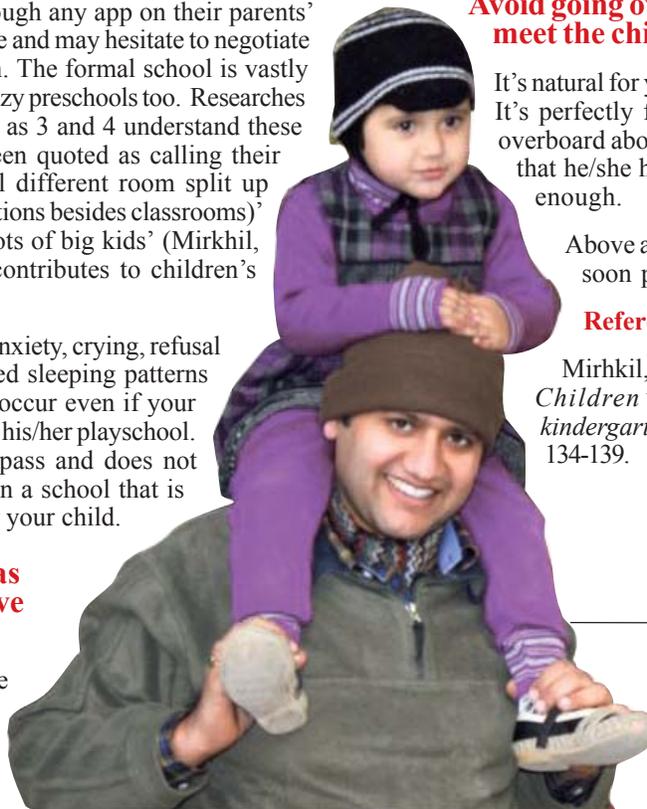
Avoid going overboard with emotions when you meet the child afterschool:

It's natural for your child to greet you affectionately after school. It's perfectly fine for you to reciprocate it. But avoid going overboard about having missed him/her. You may tell the child that he/she has been in your mind, but that I suppose is just enough.

Above all, remember that this is a teething phase and will soon pass away.

References:

Mirikhil, M. (2010). *'I want to play when I go to school': Children's views on the transition to school from kindergarten*. Australian Journal of Early Childhood, 35(3). 134-139.



Back

*Dr. Sweta Singh is an Assistant Professor in the Department of Education of Lady Irwin College, New Delhi.
e-Mail: swetasinghrathore@gmail.com*



Right of Children to Free and Compulsory Education Act, 2009

& (Amendment) Bill, 2012 (As Passed by the Rajya Sabha)

Sudesh Mukhopadhyay

Article 45 of Directive Principles of State Policy as per the Constitution of India, 1950 states: “*The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years*”. The Supreme Court in 1993 held free education until a child completes the age of 14 to be a right (Unnikrishnan and others Vs State of Andhra Pradesh and others) by stating that: “*The citizens of this country have a fundamental right to education. The said right flows from Article 21. This right is, however, not an absolute right. Its content and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age of fourteen years. Thereafter his right to education is subject to the limits of economic capacity and development of the State.*” Taking force from the Unnikrishnan judgment and a public demand to enforce the right to education, successive governments from 1993 worked towards bringing 86th amendment in December 2002 to make education a fundamental right by inserting/substituting the following articles in the Constitution:

1. “21A. The State shall provide free and compulsory education to all children of the age of **six to fourteen** years in such manner as the State may, by law, determine.”
2. Substitution of new article for article 45-The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years.”
3. Amendment of article 51A by adding - “(k) who is a parent or guardian to provide opportunities for education to

his child or, as the case may be, ward between the age of six and fourteen years.”

It took another 9 years after the 86th amendment to finally enact the Right of Children to Free and Compulsory Education Act, 2009 (popularly known as RTE 2009). The following brief shows the role of various governments:

- 2003-2004: The Free and Compulsory Education For Children Bill, 2003 (NDA Government)
- 2005: The Right to Education Bill, 2005 (June-August) (CABE Bill) (UPA- I Government)
- 2006: Central legislation discarded. States advised to make their own Bills based on The Model Right to Education Bill, 2006 (UPA- I Government)
- 2008/9: Central legislation revived. The Right of Children to Free and Compulsory Bill, 2008, introduced/ passed in Rajya Sabha and Lok Sabha. President’s assent in August 2009.
- However, the notification of the Act and the 86th amendment, issued on Feb 19, 2010 in the Gazette of India, stating that implementation will begin from April 1, 2010, eight months after the presidential assent. (UPA- II government).
- ***The Right Of Children To Free And Compulsory Education (Amendment) Bill, 2012 (As Passed by the Rajya Sabha)***, Bill No. XIX-C of 2010 (Amendment of section 1, 2, 3, 21, 22, 25 and Insertion of new section 39. Power of Central Government to remove difficulties for including Children with disabilities as defined under PWD Act 1995 and National Trust ACT 1999 with option for Home-based education for severe cases)

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The Salient features of the RTE Act, 2009 are as under:

- (i) The right of children to free and compulsory education *till completion* of elementary education in a neighborhood school; with 25% children from the disadvantaged groups including children with disabilities in private and aided schools in the beginning class(Class/ preschool as may be the case; this has also been now upheld by the Supreme court).
- (ii) It clarifies that ‘compulsory education’ means *obligation of the appropriate government* to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to

pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

- (iii) It makes provisions for a non-admitted child to be admitted to *an age appropriate* class.
- (iv) It *specifies the duties and responsibilities of appropriate Governments*, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (v) It lays down the norms and standards relating *inter alia* to *Pupil Teacher Ratios* (PTRs), buildings and infrastructure, school-working days, teacher-working hours. The ACT and its Model rules also specifies the *Minimum working days for school, instructional hours of schooling, teacher working hours for primary and upper-*

primary as well as time to attend to student related academic functions besides classroom instruction.

- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides *for prohibition of deployment of teachers for non-educational work*, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- (vii) It provides for *appointment of appropriately trained teachers*, i.e. teachers with the requisite entry and academic qualifications.
- (viii) *It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d)*

private tuition by teachers and (e) running of schools without recognition,

- (ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure *the all-round development of the child*, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.
- (x) It provides for In Govt. Schools - School Management Committee for each school with 75% of members to be parents (50% Mothers); School Managing Committee to prepare school development plans, basis of budget allocation to the school, will look into all aspects of the school.

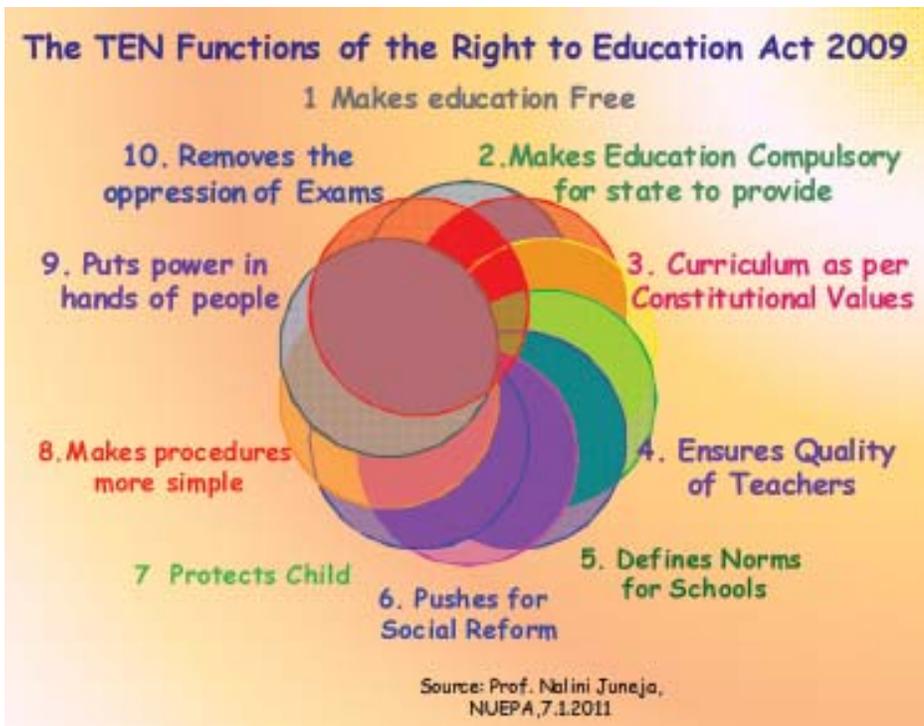
RTE provides a legally enforceable rights framework with certain unambiguous time targets that Governments must adhere to.

Activity Time Frame

- Establishment of neighborhood schools (3 years by 31st March, 2013)
- Provision of teachers as per prescribed PTR (3 years by 31st March, 2013)
- Training of untrained teachers (5 years by 31st March 2015)
- All quality interventions and other provisions (With immediate effect)

All State Education Acts have to be brought in conformity with the Central Act. As per article 54 of the constitution reproduced below, a state Act can not violate the provisions of the central Act in a concurrent subject. States could amend such a central act, but that would require Presidential assent. However, if the state Act contains anything on which the central Act is silent, then that may remain as a part of the state Act. By now most of the states have enacted the RTEACT.

[Back](#)



*Prof. Sudesh Mukhopadhyay, is an independent educational consultant.
e-mail: drsudesh.mukhopadhyay@gmail.com*



Not Just ‘All Work...

Kiran Seth

Education has traditionally been held as a major determiner of health, but this relationship has seldom been explored in the other direction. The issue of how health might affect education has more or less remained uncharted. Even so, health is of prime concern for anyone venturing into education. Among the many factors that influence health in children, as well as in adults, physical exercise is becoming exceedingly important.

Regrettably, it has been noticed that in the midst of schoolwork, homework, and private tuitions, young children today are hard pressed on time for any kind of physical activity. This absence of physical play or activity, cumulated with the hazards of having to do everything from being in the classroom to working on PCs in the same sitting position, negatively affects the physical and psychological health of the child. We can see the results all around us in the form of very young children already starting to burn out from the stresses of life, or developing health problems such as obesity, and heart diseases.

The American Heart Association (AHA) says that “Physical inactivity is a major risk factor for developing coronary artery disease. It also increases the risk of stroke and such other major cardiovascular risk factors as obesity, high blood pressure, low HDL (“good”) cholesterol and diabetes.” AHA recommends that children and adolescents participate in at least 60 minutes of moderate to vigorous physical activity every day.

Increased physical activity has been associated with an increased life expectancy and decreased risk of cardiovascular disease. Inactive children are likely to

become inactive adults. Exercising helps to control weight, reduce blood pressure, raise HDL (“good”) cholesterol, reduce the risk of diabetes, and attain improved psychological well-being, including gaining more self-confidence and higher self-esteem.

Physical activity produces overall physical, psychological and social benefits. It leads to a stronger immune system, and the body’s ability to fight diseases is improved. Children become less prone to colds, allergies, and diseases, including cancer. Exercise increases the blood flow to all body tissues, including the brain, thus enhancing



the brain’s metabolism. Studies show that active children have improved memory as a result of better brain function. Moderate, fun-oriented exercise burns off excess harmful hormones and, at the same time, increases the release of beneficial ones. One of the beneficial hormones acts as neurotransmitter for establishing new

memories; as a result, active children have the ability to concentrate much better, even at the end of a long school day. Studies also report that exercise decreases anxiety, reduces depression, and improves mood and outlook in children. In addition, their quality of sleep is improved. These effects of exercising can be seen to have direct positive relationships with academic outcomes.

Taking cue from the ‘All Work and No Play...’ idiom, parents and teachers need to encourage children to engage in some form of physical activity and saving them from going down that lane where they end up becoming ‘couch potatoes.’

Kids can choose any activity from a huge array of options like jogging, cycling, swimming, dancing, kick boxing, and all kinds of outdoor games.

Physical activity should be increased by reducing inactive time (e.g., watching television, playing computer video games, or talking on the phone). The whole process of exercising should be fun for children and adolescents and most importantly, parents and teachers should try to be role models for active lifestyles and provide children with opportunities for increased physical activity.

Children are the future of our world, and our understanding and appreciation of their natural urges for physical activity will lead them to a lifetime of good health and happiness. If we teach them to incorporate exercise into their lives at an early stage in their development, we will be giving them a gift that they would cherish for life.

*Dr. Kiran Seth is a Consultant Physician, Max Hospital, NOIDA
e-Mail: drkiran71@yahoo.com*

Back



ICT Integrated Blended Learning Design

Paushalee Datta Pal

“Change becomes significant of new possibilities and ends to be attained; it becomes prophetic of a better future. Change is associated with progress rather than with lapse or fall.”

– John Dewey

According to Prof. Marmar Mukhopadhyay, Chairman, ETMA, “to convert India into a knowledge superpower, we have to turn it into a knowledge creating society instead of knowledge consuming, archiving, and disseminating society”. To achieve this end, today’s classrooms are to be made outcome based, and a new and alternate pedagogy is to be adopted in this respect. ETMA has designed and developed ‘Thinking-based Learning’ as an alternative to rote learning. ETMA’s research based design is based on twin principles of ‘Learning to Think: Thinking to Learn’, creating the alternative paradigm of thinking-based sustainable learning as opposed to contemporary memory-based fragile learning.

In this alternative learning paradigm, students, instead of being patient listeners and slogging to memorize without understanding, get actively involved in ‘discovering knowledge’ and ‘inventing solutions’. This alternative pedagogy is ICT integrated blended learning design (iBLD). iBLD implies blending of different schools of psychology, learning tactics, and finally integrating the total process with ICT.

As technology is progressing at a much faster rate, so the need of the hour is its enculturation. This pedagogy of education, actively involves students in the process of learning, offering ample opportunity to teachers to innovate. Not only that, it helps to instil higher-order thinking skills amongst the learners.

The science of iBLD becomes applicable to all levels of education– from elementary to higher and professional education– by appropriately selecting the learning tactic according to content, level of education, learning styles, teaching styles, feasibility, and assessment, etc. The design has to be drawn/planned in such a fashion that the upper levels of Bloom’s taxonomy are developed subsuming the lower-order thinking skills; learners are to be made active so that they work collaboratively instead of in isolation.

The design consists of several steps such as curriculum and time planning, writing objectives, preparing tests, content analysis,

concept map preparation, selection of tactics, describing and allocating time to each tactic and finally documenting the experience. The strategic part of this learning design is to cover the fundamentals of the curriculum (a chapter in this case), through digital content supported by some teacher intervention in about 25-30% of the time required for conventional coverage. ICTs provide powerful tools to support the shift to student-centred learning, and defining the new roles of teachers and students. Internet can be a good source of such digital content, the only requirement on the part of the teacher is to identify it properly keeping in mind certain factors like relevance, student’s requirement, sequence of the concept, ease of use, ethics and aesthetics. Remaining 70-75% time thus generated/saved due to the use of e-content can be used to develop higher-order thinking through chosen tactics in a blended learning design.

The concept was first tested by ETMA with 75 teachers from schools in Delhi and Gurgaon with an objective to explore the feasibility of designing iBLDs by teachers. Till date ETMA has given training on iBLD designs to about 1000 teachers from C.B.S.E. schools and KVS.

Thus, with this approach the teacher can act as a facilitator and help the learners to learn how to think, helping them to be creative with ideas, leading to creation of knowledge.



Dr. Paushalee Datta Pal is Fellow, Educational Technology and Management Academy (ETMA)

e-Mail: dattapaushalee6@gmail.com

[Back](#)



Learning Management Systems: Moodle

K. Srinivas

Introduction

Most of the significant developments that one can observe today can be attributed to the advancements in science and technology. The ICT increases the flexibility of delivery of education so that learners can access knowledge any time and from anywhere. Learning Management Systems (LMS) such as Blackboard, Moodle, SAKAI, and ANGEL, are now nearly ubiquitous in all spheres of education, and they represent a suite of technologies, tools, and processes that, when implemented and utilized skilfully, can have a positive effect on teaching and learning. The success of the Learning Management Systems is largely dependent on teachers and students, and how effectively they manage the resources on regular basis.

Learning Management Systems: Features & Functions

Academics have taken to the use of computer based applications in teaching & learning much more readily than they adopted audio-visual media. This is because of the strength of computer based applications and their power to manipulate words and symbols, which is at the heart of the academic endeavours. Today web has reached the masses mainly due to its affordable cost and the convergence of PCs/Mobile/ Multimedia and Communication technology. With advances in internet technologies, our dependence on ICT has increased allowing us to connect a variety of resources; also we have the opportunity to create new types of services. The focus of Learning Management Systems is always on giving the educators the best tools to manage and promote learning. Many institutions are using LMS platforms like Moodle, to conduct fully online courses, while some are using it simply to augment face-to-face courses (known as blended learning).

Learning Management Systems have

revolutionized the learning process, by offering an advanced and user-friendly solution for encouraging the collaborative work of students and teachers. They come with a toolbox full of online teaching techniques which facilitate and enhance the proven teaching principles and traditional classroom activities. The philosophy behind LMS states that through an accent on collaborative learning, students get better motivated to engage themselves in the training process.

Many of the LMS users love to use the activity modules (such as forums, databases, and wikis) to build richly collaborative communities of learning around their subject matter (in the social constructionist tradition), while others prefer to use LMS as a way to deliver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes.

Moodle – Learning Management Systems Architecture

Activities are at the heart of a course management system. Moodle was designed by an educator and computer scientist, with “social constructionist” principles in mind. “Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a spoken sentence or an internet posting, to more complex artefacts like a painting, a house, or a software package. The concept of *social constructivism* extends the above ideas into a social group constructing things for one another, collaboratively creating a small culture of shared artefacts with shared meanings. When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels.”

A constructivist perspective views learners as actively engaged in making meaning, and teaching with that approach looks for what students can analyze, investigate, collaborate, share, build, and generate

based on what they already know, rather than what facts, skills, and processes they can parrot.

Some of the tenets of constructivism in pedagogical terms include:

- Students come to class with an established world-view, formed by years of prior experience and learning.
- Even as it evolves, a student’s world-view filters all experiences and affects their interpretations of observations.
- For students to change their world-view requires work.
- Students learn from each other as well as the teacher.
- Students learn better by doing.
- Allowing and creating opportunities for all to have a voice promotes the construction of new ideas.
- Allows students more control of their own learning.
- Allows lecturers to guide more, teach less.
- Allows students to build up knowledge, and become part of the teaching process.
- Can provide some really engaging learning experiences.
- Collaborating can be very well supported

Conclusions

An LMS system is seen as a software platform which automates many of the processes associated with learning. It is a management software application enabling the delivery of learning content, resources, and activities while also handling the associated administration tasks. With the extraordinary increase in information, increased student variety, new learning theories, and ready access to the internet, teachers in today’s classrooms are being presented with an opportunity to transform the learning in their classrooms from a traditional transmission model to a student-centred model, where students are more responsible for their own learning.

Dr. K. Srinivas is Director IT Services, Ambedkar University, Delhi (AUD)

e-Mail: directorit@aud.ac.in

Back



Understanding and Developing Educational Apps

Karan Kapoor

In the recent years, Technology has played an important role in the growth and development of the educational system. Technology has become a vital part of every facet of our modern society, thus making it imperative for educators to understand the ever increasing gap between how students live, and how they learn. Teachers must develop relevant skills of using technology in the classroom and learn to incorporate ICT into the curriculum. At first, individual computers were tried in the classrooms but as they became an integral part of classroom teaching, it was seen that their applications were limited.

The establishment of computer labs was the natural next step, but these have also proven to be problematic in terms of cost and availability which is limited by scheduling issues. Laptop computers have addressed a number of the problems associated with desktop computers, but there are still many issues which limit their effectiveness. Mobile handheld technology is the latest evolution of personal computing and studies have demonstrated that these new devices have the power to transform the curriculum.

The number of mobile Internet users in India is expected to nearly double and hit 165 million by March 2015, up from the present 87 million mobile surfers. "The number of users increased to 87.1 million by December 2012 from 78.7 million users in October 2012, and is expected to further grow to 164.8 million by March 2015." The report by the Internet and Mobile Association of India (IAMAI) attributed the rise to increased bandwidth on mobile networks and cheaper availability of internet-enabled cellular phones.

What is mobile learning?

The M-Learning, or 'mobile learning', has different meanings for different communities. Although related to e-learning and educational technology, it is



distinct in its focus on learning across contexts and learning with mobile devices. The objective of M-learning is to provide the learner the ability to assimilate learning anywhere and at any time. Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable continuous learning. Mobile learning also encompasses efforts to support broad educational goals such as the effective administration of school systems and improved communication between schools and parents.

Mobile learning is a branch of ICT in education. Yet, because it employs technology that is more affordable and more easily self-procured and managed than tethered computers, it requires reconceptualizing traditional models of technology usage and implementation. Where computer and e-learning projects have been constrained by hardware that is expensive, fragile, heavy, and kept in tightly controlled settings, mobile learning projects

tend to assume that students have uninterrupted and largely unregulated access to technology.

Enable Continuous Learning:

M-learning is convenient and easily accessible from virtually anywhere. The important component of M-Learning is collaboration and sharing among the users using the same content and devices which leads to the reception of instant feedback and tips.

Because people carry mobile devices with them most of the time, learning can happen at times and in places that were not previously conducive to education. M-learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. Using mobile tools for creating learning aids and materials becomes an important part of informal learning.

Understanding various Platforms for mobile learning:

If one wants to use mobile as a teaching-learning tool, one needs to understand the various platforms available to familiarize oneself with a number of more advanced mobile development options. Here's some background on each platform:

Android: You can create apps using Java for Android by downloading its free software development kit. The kit comes with samples, source code, developer tools, and emulators for testing your app. Android even provides 'how-to' videos, technical articles, and instructions on how to develop apps, just in case you're feeling overwhelmed. A one-time \$25 developer registration fee is needed to distribute apps in the Android marketplace, now known as Google Play.

Apple iOS: If you want to create an iPhone app using the iOS platform, you'll need to shell out about \$99, which isn't much considering the elegance and functionality of the program. The iOS Developer Center has a wide selection of tools, tips, debugging tests, and guides for creating apps for just about any purpose.

BlackBerry: The BlackBerry platform supports several ways to develop applications, mobile websites, themes and even widgets. To distribute apps on BlackBerry's App World, you have to pay a fee for every 10 apps you submit for approval. BlackBerry often offers promotions to waive this fee.

Windows: The Windows platform may not be the world's largest, but its user interface is easy to use. The Windows phone development program provides valuable documentation on the best practices for marketing your app. Plus, you don't have to worry about your app or game idea getting rejected after you've spent time creating it. Windows provides clear documentation on what will fly and what won't with its approval process.

How to Build a Mobile App:

Conduit Mobile: Conduit mobile is among the best free products in the market. They offer excellent reliability, great design for both your app and the admin you will use to create and manage it, a reasonable range of functions that you can add, and help with monetizing your new apps too. The free service stipulates that you allow their ads to be placed on your application, but they aren't overly intrusive.

Widgetbox: Widgetbox originally started out as a way for people to create free web apps, or widgets that could be added to blogs or other websites. This is still a large part of what they do, but they also now offer the same service for creating phone apps. You can get started with a free account and create an app using feeds, embedded video and so on. You can modify the colors and do other basic design, but you have to upgrade to a pro account to get more advanced controls as well as extra promotion for your creations on their site.

GENWI: This tablet and smartphone publishing platform allows you to create and manage your presence on all popular mobile

devices, including iPad, iPhone, Android and HTML5 apps. It delivers rich graphics, photos, video, audio, and other forms of interactivity. GENWI also enables you to revise your apps as often as you like. What's more, apps can include various revenue-generating capabilities, like ads, coupons, and in-app subscriptions. After a three-month trial, pricing varies by features included.

AppMakr: This is a browser-based platform designed to make creating your own iPhone app quick and easy. You can use existing content and social networking feeds to produce a variety of different approaches for your app. It includes features such as push notifications, location-aware GeoRSS, custom CSS and JavaScript capabilities. The tool is free to use, but a \$79 monthly fee per app subscription gets you access to more advanced features. AppMakr works on the iOS, Android and Windows operating systems.

The long-term goal of mobile technologies is to create flexible teaching solutions, which will enable access to information with all kinds of devices, and to produce materials flexibly in a variety of situations.



Mr. Karan Kapoor is an Assistant Fellow, Educational Technology and Management Academy (ETMA)

e-Mail: karan.kapoor7@gmail.com

[Back](#)



Education in Mass Communication

Aakanksha Tomar

Whoever said that ‘the pen is mightier than the sword’ must have been talking with the twenty-first century on his mind. Today, more than ever before, the pen (or alternatively, the camera) does hold greater power than anything that the human mind can conjure. It is particularly for this reason, and because of the mammoth advances in technology in the recent past, that mass communication is providing exciting job opportunities across the globe.

Career in the field of mass communication is not only highly celebrated but it is also well paid. As mass communication is all about the collection and dissemination of information to the masses through print and electronic media, one can choose from among an assortment of sub-categories that include writing, editing, reporting, researching, photographing, broadcasting, anchoring, film making, and advertising. But with everlasting opportunities come challenges of novelty and innovation. Simple reporting of events is no longer sufficient, more specialization and professionalism is required. Therefore, courses have come up that provide specialization in diverse areas such as politics, economics, law, culture, and sports.

Eligibility: One can opt for diploma and undergraduate programs in mass communication right after 10+2 and for PG diploma and postgraduate degree courses after a Bachelor’s degree in any discipline. However, for doctorate level courses, a Master’s degree in mass communication is mandatory. But along with these formal qualifications, one needs to have an inquisitive mind, a flair for language; an aptitude for accurate, precise, and effective presentation of information; one needs to be articulate, tactful, confident, and organized.

Job Prospects: There are brilliant career opportunities in mass communication

providing abundant alternatives to explore. Since it has established itself as a comprehensive field, one can find lucrative job openings in newspaper, radio, television, publishing houses, advertising agencies, and public relations, while also having the option of freelancing.



Remuneration: Although the remuneration varies greatly among various sub-fields and organizations, yet, on an average, beginners may earn anything between Rs. 10,000 - 15,000 per month. Initially, the pay also depends upon the

institute from which one has completed the course but eventually it comes to be determined more by one’s experience and time in the field.

Institutes Offering: Today, mass communication has emerged as one of the most sought after courses in India and getting admission in one of the top institutes is actually a Herculean task. But the great demand for these courses has also led to the opening of several mass communication institutes all over the country. Some of the most reputed colleges of mass communication in India include Indian Institute of Mass Communication (IIMC), New Delhi; Indian Institute of Journalism and New Media, Bangalore; AJ Kidwai Mass Communication Research Centre, Jamia, New Delhi; Manorama School of Communication, Kottayam; Times School of Journalism, New Delhi; Xavier Institute of Communication, Mumbai; Asian College of Journalism, Chennai; Film and Television Institute of India, Pune; Symbiosis Institute of Mass Communication, Pune; and Mudra Institute of Communications, Ahmedabad.



Ms. Aakanksha Tomar, is Pursuing Masters in Psychology from University of Delhi

e-Mail: tomar.aakanksha@gmail.com

Back



A Career with a Cause: Opportunities in Social Entrepreneurship

Aakanksha Tomar

The stresses of modern life and the countless evils breeding in the society have led many to realise the costs of unrelenting greed and the value of purposeful work. In a world that needs vast social change, social entrepreneurs represent our higher aspirations, and so it is no wonder that so many people want impact jobs today.



Who is a social entrepreneur?

While a decade back, young people wanted to be doctors, lawyers, engineers, or business executives, today 'social entrepreneur' has emerged as a career of choice. Social entrepreneurs are individuals with innovative solutions to society's most pressing social issues. They recognize social problems and use entrepreneurial principles to organise, create, and manage social ventures to achieve a desired social change. While a business entrepreneur typically measures performance in profit and return, a social entrepreneur measures positive transformations in the society as well as economic returns.

Why social entrepreneurship?

C. K. Prahalad in his book 'The Fortune at the Bottom of the Pyramid' says that, "the world's most exciting, fastest-growing new market is where you least expect it: at the bottom of the pyramid. Collectively, the world's billions of poor people have immense untapped buying power. They represent an enormous opportunity for companies and individuals who learn how to serve them. Not only can it be done, it is being done-very profitably. What's more, people aren't just making money: by serving these markets, they're helping millions of the world's poorest people escape poverty."

College and graduate students today have become very business-savvy, even if their studies are focused on political science, medicine, or arts. Management and business methods are no longer the exclusive domain of a specialized section of students; they have been integrated into diverse courses as a vital survival tool. Out of these disciplines, some people rise who want to dissipate the differences that have traditionally existed between government, business, and the non profit sectors. They are those who believe that an integrated approach, which is fundamental to social entrepreneurial methodology, has the best chance of success.

The most critical reason for the rise in social entrepreneurship as a career path, however, is that young people today are seeking meaning in their lives and work.

How to make your way into the field?

Competition, the relative newness of the field, and a tough economy have made finding employment at a social venture a difficult task. But, there are organizations like 'Echoing Green,' that provide seed money and support to promising social entrepreneurs. Such organizations annually choose a certain number of fellows through a rigorous selection process.

However, to make way into this field, one needs to be ambitious, persistent, and inspired to tackle major social problems through novel ideas for wide-scale change. Also, one must believe in the importance of helping others in difficulty, and be motivated to work for a cause.

Dr. Muhammad Yunus illustrates this fact well. Dr. Yunus is known throughout the world as a pioneer of the microcredit concept that uses small loans made at affordable interest rates to transform the lives of impoverished people, mostly women. The founder of the Grameen Bank in Bangladesh, Yunus and Grameen Bank were jointly awarded the Nobel Peace Prize in 2006. Prior to this initiative, loans to poor people without any financial security had appeared to be an impossible idea. But Dr. Yunus emerged as a leader who managed to translate visions into practical action for the benefit of millions of people, not only in Bangladesh, but also in many other countries.

The first step for budding social entrepreneurs is to define their 'heart' - the issues, ideas and people that move them. The second step is to assess one's 'head,' or skills, abilities, knowledge, and connections. A life and career that aligns heart and head, leads to that state where a person is completely engaged and committed to one's job. Finally there comes a stage where one is driven by something extraordinary: their personal purpose.

We are at a critical time in the history of our planet and the challenges we face are often daunting, but with new and emerging careers like social entrepreneurship one has reason to be optimistic about the future of the world. More smart young entrepreneurs are eager to take on the challenges. More people believe in the importance of supporting their efforts. And more of such careers and lives are being created that are both right for inspired individuals and good for the world.

[Back](#)



Teaching: Influencing and Inspiring

Marmar Mukhopadhyay

Teaching is influencing and inspiring. It is not simply communicating information. The information can be communicated through a large number of mechanical and technological devices, and probably with better accuracy and efficiency. Such technological devices, however, can neither inspire nor influence.

Education, especially in the organised sense, in the form of schooling and at the college youth levels, has mostly been equated with communication of knowledge that is already documented in the textbooks. With technological developments, such knowledge can be accessed through multiple sources. For example, Salman Khan, the founder of Khan Academy claims in his book 'The One World Schoolhouse: Reinventing Education', that in his repertoire of video programmes, almost every concept, every content of school education is covered. And, they're actually covered much better for a significant impact on learning. Edward Hannah has offloaded more than 3000 video programmes on school subjects. We did a simple exercise of accessing educational programs from the Internet, at random, and we were not disappointed. On every topic we chose from the school subjects, we were able to find multiple resources, and most of them are in the domain of open source. It is not only the E-content, in fact today there is a large range of print material from a variety of sources - both state-owned as well as private. Hence, it is possible to access knowledge from the mechanical and technological devices.

As knowledge gets more and more obsolete due to fast changes and

developments, the most serious issue is that of the process of learning. Only learning can be sustainable even when knowledge becomes obsolete. Also, human learning seems to have a self organising mechanism. This mechanism of self organising is largely a product of the process of thinking. Thinking develops through a series of influencing activities. Very often such interesting activities come from the teachers, who in their unique styles, analyze and interpret a process, an event, an author, an invention, and many such other things. This interpretation of the knowledge that is presented to the mechanical and technological devices influences the pattern of thinking. This is exactly where teacher is far superior in communicating information. In fact, it goes beyond merely influencing patterns of thinking. Almost all great scholars share the experience of being influenced in numerous ways by some of their teachers.

Beyond influencing, is inspiring. The effect of inspiring is setting the student on his/her own path development. Lance Secretan in his book 'Inspirational Leadership' makes an important point that an inspired person finds his/her own way of moving forward. For example, any scholarly teacher in a school or college or university continuously learns through reading, participating in serious discourses with peers, at seminars and conferences, etc. They continue to engage themselves in research and authoring scholarly papers. But who teaches them? No one, in the conventional sense. They are actually 'inspired learners'. Let me share one of my many inspiring moments with a teacher.

I was undergoing a short course in IIM Ahmedabad somewhere in 1972-73. Prof.

Ravi Mathai, person credited to have developed this great institution was taking a class. He was basically presenting a case study. He initially created a structure on the chalkboard, and then presented the case entering appropriate information in the relevant place. He never used a duster; his left hand was actually occupied with a piece of loaf which he was biting from time to time. At the end of the presentation, he raised a couple of issues. For whatever reason, he turned to me for my opinion. I failed. He asked me, 'you were thoroughly attentive in the session. How is it that you missed it?'

My response was, 'I was not listening to your case. I can find that in some case bank, in some library. I was watching you the way you transact, the way you move around. Honestly, I've never seen such a teacher in my life!' Ravi dumped himself in the chair; for, he too had not heard such a comment. Just that one-hour, in thousands of hours of my classroom learning, has stayed with me. That experience is indelible.

Have you noticed people vie to call themselves students of a particular teacher who actually may not have taught them at all? I remember when I introduced Dr. M. B. Buch to Prof. Gopalan, the then director of NCERT as my teacher, he sharply reacted asking me not to monopolise all of Dr. Buch. 'I too am his student', he said.

The reality is that out of thousands of 'teachers', only a few influence; and out of hundreds of teachers who influence, a few inspire. The ultimate goal of teaching is to reach that level where we can inspire and make students inspired learners.

[Back](#)

ETMA News

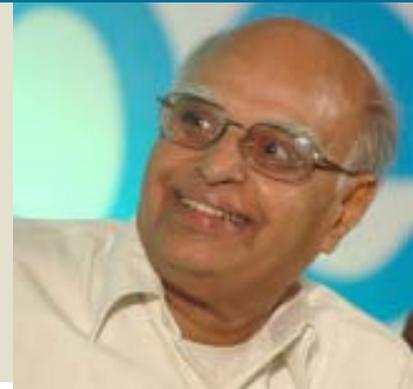
Obituary:

With profound grief, we would like to inform about the sad demise of Padma Bhushan Prof. P.V. Indiresan, Honorary Member of ETMA Council, on 24th day of February, 2013 at Pune. He was former Director, IIT Madras and an honorary member of the

prestigious Institute of Electronics and Electrical Engineering, USA. He was a pioneer of many reformist ideas.

He had long association with ETMA and was a great pillar of strength for all of us at ETMA

May The Almighty rest his soul in eternal peace!



Collective School Leadership Programme:

ETMA organised Collective School Leadership Programme from 11th -15th February, 2013 at Salwan Public School, Gurgaon. The Programme was conceptualised by Prof. Marmar

Mukhopadhyay, Chairman, ETMA. The Programme was an effort to discuss the paradigm shift in the concept of leadership and the nature of school management, and to explain and appreciate implications of recent government policies on education, such as RTE and Inclusive Education; CBSE initiated innovations like CCE, ICT Integrated Blended Learning Design; and to develop leadership skills and qualities. The participants were from various Kendriya Vidyalayas and CBSE schools.

The sessions were conducted by some of the best known experts in the field of education and management like Prof. Sudesh Mukhopadhyay, former Head,

Inclusive Education, NUEPA; Mr. Y.N. Kaushal, Director, Enablers Management Institute; Ms. Rita Kapoor, Executive Director, Delhi Public School, Ghaziabad Society; Ms. Rashi Narula, Principal, The Indian School; Prof Marmar Mukhopadhyay, Chairman, ETMA; Prof. Madhu Parhar, Director (i/c) of IUC, IGNOU; and Dr. Indu Khetarpal, Principal, Salwan Public School.

The valedictory function was chaired by Dr. Dinesh Kumar, Additional Commissioner (Acad.), Kendriya Vidyalaya Sangathan, where he appreciated the programme and the innovations of ETMA.

ICT Training for Teachers:

A three day Programme on “ICT Training for Teachers” was conducted by ETMA for the principals and teachers of Kendriya Vidyalayas and CBSE-affiliated schools from 21st to 23rd February, 2013 at Salwan Public School, Gurgaon.

The basic objective behind the programme was to enable the principals and teachers to utilize various web-based resources, effectively use FOSS (Free and Open Source Software), use ICT skills in curriculum planning, enrichment, develop e-content, e-reports, create learning designs with the integration of ICT, use web 2.0 tools, and evaluate quality of the e-content for classroom worthiness.

The programme was inaugurated by Mr. Ashutosh Chadha, Director of Strategic Education Initiatives, APAC, Intel. He laid the foundation for the entire programme by explaining the role of student engagement in the process of classroom learning.

Eminent experts like Prof. Marmar Mukhopadhyay, Chairman, ETMA; Dr. Nisha Singh, Deputy Director (R&D) IUC, IGNOU; Dr. K. Gowthaman, Deputy Director (T&D) IUC, IGNOU; Mr.

Kinner Sachdev, Co-Founder Director at Scientity Inc; Mr. Ashish Kumar Awadhiya, Assistant Director (T&D) IUC, IGNOU; Prof. Madhu Parhar, Director (i/c) of Inter-University Consortium, IGNOU, ETMA; and Dr. Paushalee Datta Pal, Fellow, ETMA conducted the sessions.

The programme received 94% satisfaction as per a participants’ satisfaction survey.



ICT Culture in Education

ETMA organized an International Conference on ICT Culture in Education from 27th -29th September 2012, at IIC, New Delhi. The main idea of the conference was enculturation of ICT into classrooms.

The conference was woven around the keynote address, plenary sessions and individual presentations. It was an effort to raise different issues related to ICT culture in education, discuss them, and find a way for ICT policy shift in education.

The conference had plenary sessions on ICT Culture in School Education, ICT Culture in Open and Distance Learning, ICT Culture in Early Childhood Care and Education, ICT Culture in Higher and Professional Education, Open and Distance Learning in Early Childhood Education, ICT Skills and Digital Divide, e-Learning and m-Learning, ICT and Special Needs, ICT Policy in Education,



ICT Integrated Education & Research, and Public-Private Partnership for ICT Culture in Education.

About 180 delegates from fourteen countries participated in the conference. The delegates were from school and higher education sectors and NGOs. The conference was supported by UNICEF, INTEL, NIIT, COL-CEMCA, and NEUPA.

Prof. Marmar Mukhopadhyay's Keynote Address at SNDT Women's University

SNDT Women's University, Mumbai organised a three day India-Canada International Conference on 'Open and Distance Learning' from 20th to 22nd February, 2013. Prof. Marmar Mukhopadhyay was invited to deliver the keynote address in the session chaired by Prof. Ram G. Takwale, former Vice Chancellor, IGNOU. Prof. Mukhopadhyay spoke on 'Quality Assurance on Distance Education' and said that Quality Assurance in Open Distance Learning is a subject of global discourse and is not exclusive to India. In India the normal practice has been to manage quality through external controls like Distance Education Council (DEC). He further pointed out that the DEC was established to ensure high quality of Open Distance Learning and to meet challenges of access and equity to reach the un-reached; but somehow it did not work. Quality Assessment must be both internal and external, taking into account all the dimensions including academics, human resources, students, infrastructure,

interface and networks, and office assistance, etc. He also highlighted the crisis of leadership in institution building and brought to focus the acute shortage of ethical leaders in current times. He

concluded with his research findings that it is ethical leaders who build institutions and the lack of such leaders is a huge hindrance in the process of institution building.

Video Course on CCE

ETMA decided to bring out an Authentic Video Course on CCE to fill in the void of uniformity and quality assurance in training generated by various agencies that have come up with materials on CCE. In tune with the Teachers' Manual on CCE by CBSE for which Prof. Marmar Mukhopadhyay was consulted, Prof. Mukhopadhyay led a team of interdisciplinary experts of educational scientists, instructional designers, producers, and media specialists to produce this Video Course.



The videos are authentic since innovators and experts speak directly with the implementers in it. However, the video course goes beyond the Manual with more enriching ideas and practices. The video course will comprise of videos on **CCE: Perspectives, Challenges & Response; CCE: Idea of a Child; CCE: Framework; CCE: Tools and Techniques of Measurement; CCE: Data Gathering, Analysis, Reporting & Feedback; CCE: Parent Teacher Partnership.**

With the mission of pioneering research-based innovations for quality in education, ETMA also proposes to launch an online course on CCE, making use of the Video Modules.

Course on Parenting

Educational Technology and Management Academy (ETMA) is coming up with India's first professionally designed course for Parents of the school-beginners (age group 3 to 5 years) through Mobile Phone or email. ETMA feels that children of this age are growing up in an environment that is continuously charged with new information and developments every second. Parents need to help them grow, and must raise them in such a manner so as to prepare them to face the changing world, survive and thrive in it.

A team of experts at ETMA comprising child development professionals, paediatricians, and education specialists under the guidance of a distinguished group of experts have developed this unique course. Anybody who is playing the role of a parent- mothers, fathers, grandparents, parenting partners can join this course. This course adds value to parenting, and helps achieve one's ambition for their child. It is a good investment in the sense that by spending a small amount as course fee, one can add a lot of value to the admission fees and tuition fees one pays for their child.

The course will cover the modules on Physical development, Emotional and Social development, Values and Moral development, Language development, Health and Hygiene, and Intellectual Development and Learning of a child.

Just as buying a horse without reins is unwise so is missing a parenting course after admitting your child in a top end school.

Workshop by Prof. Marmar Mukhopadhyay on iBLD through Video Conferencing

A video conferencing session on ICT Integrated Blended Learning Design (iBLD) was organised by Global School Foundation in Noida on 15th February, 2013. This 3-hour session was based on a novel pedagogy developed by Prof. Marmar Mukhopadhyay and ETMA. The participating schools were from Malaysia, Singapore, Thailand, Japan, and India, and belonged to the Global School Foundation. While the traditional systems of education are still focused on imparting learning strategies to students, the aim of this pedagogy is to develop thinking in them.

The basic premise of such an approach is that thinking is not a single layered process, it rather comprises of eight layers, with creativity at the highest rung. The digital format of the content enables a manifold reduction in the time consumed in delivering a lecture. In fact, the amount of content that is covered in 12-15 minutes in a properly developed digital content would need at least 3-4 periods in a traditional classroom. The time thus saved can be utilized by children in working on projects and other tasks that can stimulate higher-order thinking in them. The session saw a lot of excitement from the participants, especially the teachers who were thrilled with this new experience and eager to integrate this new pedagogy into their teaching-learning practices.

Addressing Parents at DPS, Ghaziabad on Parenting

Dr. Subhash Chander and Ms. Sweta Singh Rathore, Assistant Professors from Lady Irwin College addressed 150 couples who are the parents of young school going children at DPS Ghaziabad 9th March, 2013 about ETMA's upcoming programme on parenting. The address was aimed at making the parents realise the need for such a programme. They elaborated on the vision of the course, its mode of delivery, and its basic modular structure by citing some beautiful examples on the various phases of child development.

New faces in ETMA Council

ETMA is happy to announce that it has enriched its council by incorporating Ms. Rita Kapur, Executive Director, Delhi Public School, Ghaziabad Society, Ghaziabad, Uttar Pradesh; Dr. Subhash Chander, Assistant Professor, Lady Irwin College, Delhi who is also actively involved and associated in various projects funded by UNESCO, MHRD; and Ms. Sweta Singh Rathore, Assistant Professor in the Department of Education, Lady Irwin College, New Delhi whose areas of interest are science education, educational technology, and educational psychology.

ARBAS Project Evaluation

ETMA completed an evaluative impact assessment of the unique award scheme, Anundoram Borooah Award Scheme of Government of Assam where laptops are given as an award to students who get first division in HSLC, High Madrasa, and Senior Madrasa exams in the State. For the study ETMA was commissioned by Intel.

The objective of the study was to assess the implications of the award scheme— as to whether it is successful in terms of enhancing healthy competition amongst the student community and whether the students are using the laptops to get a rich experience and keep themselves up to date in terms of knowledge and information.

The study was conducted in five districts of Assam, namely, Bongaigaon, Hailakandi, Dhemaji, Kamrup (R), and Jorhat.

In the report, experts on ICT policy in education have made some important recommendations as: if specific digital contents related to the syllabus of Assam are created in the local language (Assamese) and offered along with the Laptops, it would be of great help to the students, and that the teachers must also be provided laptop.



[Back](#)

Educational Technology and Management Academy (ETMA)

ETMA is a non-government, non-profit registered Trust Institution working in technical and management education, higher, school and vocational education. ETMA pioneers in research and development in education; helps and advises governments on educational policies and reforms agenda; collaborates with private enterprises in establishing and managing educational institutions and quality management; offers capacity building programmes to management, principals, teachers and non-teaching staff; offers life skills programmes to students.

Vision: Pioneering innovations for improving quality of education at all levels

Mission: ETMA's Mission is to create a synergy between latest developments in science of education and leaning with culturally embedded modern management. ETMA is Quality Focused, Research-Based, and a Creative Spirited Institution.

ETMA Council



Prof. Marmar Mukhopadhyay

(Chairman, ETMA Council) A distinguished research professor and author in Educational Management and Technology and an institutions builder, served as Director of NIEPA, Chairman of NIOS, Vice-President of ICDE, member of CAFE and Chairman of CAFE Subcommittee on USE.



Dr. Kailash Khanna

A committed teacher, educator and mentor of the budding teachers led the Department of Education, Lady Irwin College (Delhi University). She is regularly consulted by CBSE, NIOS, IGNOU and other major national educational institutions.



Prof. Madhu Parhar

Specialist in Instructional Design and Director of Inter-University Consortium, IGNOU, she is an established author of educational literature with several research papers and books to her credit, an effective and sought after trainer of teachers.



Prof. Jaya Indiresan

Former Head (Higher Education) in NIEPA and an author, she is a leading exponent of women empowerment with several major research and development projects to her credit; she has also worked on campus diversity.



Prof. M.M. Pant

An Information Scientist of distinction, he has served at IIT Kanpur and IGNOU in senior positions. Ideation, development and delivery of educational products, processes and services for the next generation learning space is his passion.



Dr. Indu Khetarpal

An institution builder and a natural leader, she represents rich experience in organization and management in education; she leads Salwan

Education Trust, Gurgaon Public School Conference and is a regular consultant/facilitator of CBSE programmes and projects.

Sri Amit Kaushik

Richly experienced in educational policy making, planning and implementation at the highest level in government of India, he has equally rich experience in working in directing high quality school network, education in NGO and corporate sector.



Prof. Satish Kalra

'Most Popular Professor' of management students and a leading expert in behavioral sciences and organizational development, he heads Corporate Relations at International Management Institute, and has significant interest and expertise in educational management.



Ms. Rita Kapur

Executive Director, Delhi Public School, Ghaziabad Society, Ghaziabad, Uttar Pradesh. She received National Award for Teacher in the year 2005. Her area of specialization is school leadership.



Dr. Sweta Singh Rathore

Assistant Professor in the Department of Education of Lady Irwin College, New Delhi. Her current research focuses on school life experience of pre service student teachers. Other areas of interest are science education, educational technology and educational psychology.



Dr. Subhsah Chandra

Assistant Professor, Lady Irwin College, Delhi. He has done his Ph.D. in the field of inclusive education with an emphasis on science education and visual impairment. He is actively involved and associated in various projects funded by UNESCO, MHRD and ETMA.

