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- Digital learning practices in school education
- Haryana Government initiatives

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- Digital technology in education
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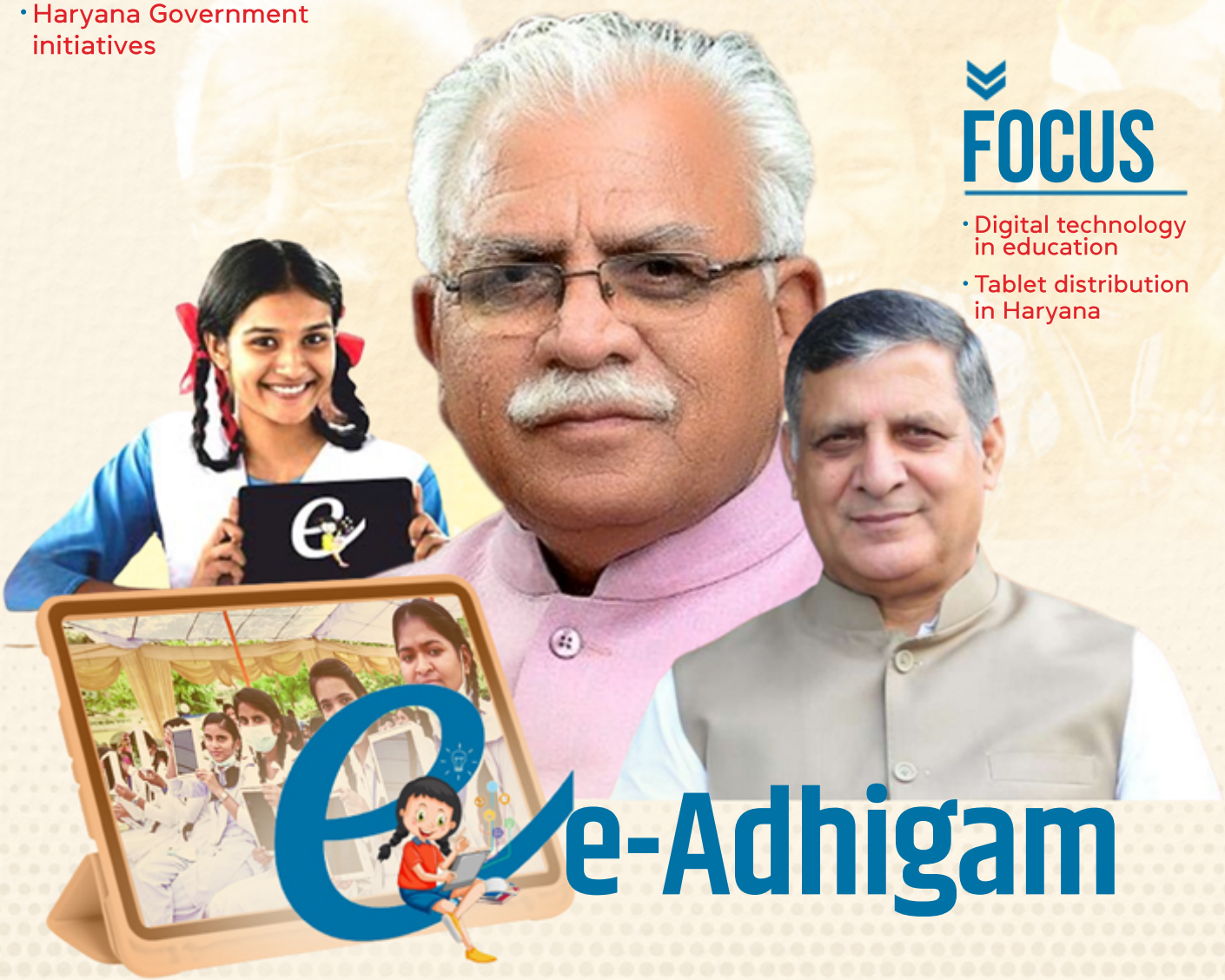

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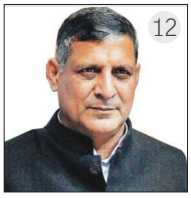

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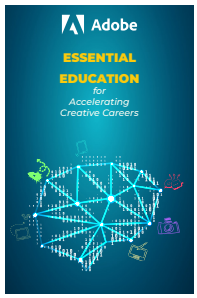

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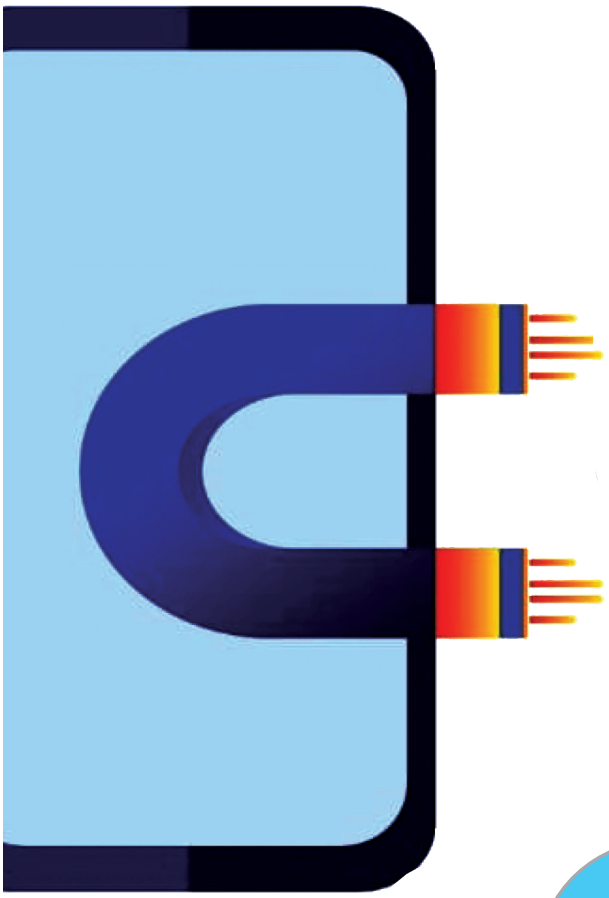

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EDITORIAL

Bolstering Innovation in Education

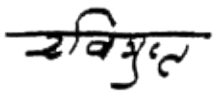
Innovation in education is more than just a buzzword and has been the nucleus of all our discussions and initiatives. Through this special issue, we bring forth 'Innovation' in a broader sense– its impact and implementation in the field of education with key focus on school education and the Haryana Government's best practices to bolster ICT initiatives to accelerate education especially in government aided public schools.

The Haryana Government of late has been making headlines with the launch of its prestigious e-Adhigam Scheme envisaging students of Haryana to become global students. Thus the Haryana Government took upon the onus to distribute tablets which will help them acquire skills of the 21st century and open up new avenues. Against this backdrop, our cover feature and the subsequent tablet distribution story offers insights into the key measures undertaken by the Haryana Government that marks the tectonic shift it signals in the teaching-learning sphere.

The current issue also brings in exclusive interviews of distinguished personalities of the Haryana Government, speaking of innovative initiatives to keep afloat the crisis-ridden education sector. Also, do read novel undertakings of Edtech players in and around innovation in education.

You may be happy to learn that we are hosting the 24th World Education Summit on July 27, 28 in Hyderabad and India Transformation Summit on June 24, 25 in Dehradun.

We look forward to your feedback to further enrich our offerings.
Happy reading!



Dr Ravi Gupta
Editor-in-Chief, digitalLEARNING
Magazine and Founder Publisher and CEO,
Elets Technomedia Pvt Ltd

INNOVATION IN EDUCATION: CATAPULTING CHANGE IN THE COUNTRY

Technology-backed innovations are key to redesigning the education environment in which schools and institutes are operating. **Nikita Bothra** of **Elets News Network** delves on the effects of innovative technologies on the educational environment of the country and the roadmap ahead

Just like any other sector, innovation is indispensable to improvise the qualitative changes in educational content, teaching methods, and practices. Our government has adopted various initiatives towards educational support for children who lost their parents to Covid-19, children with special needs, integrated teacher training programmes, and so on. Now the onus is upon the private edtech players to join the bandwagon and innovate together, forming better public-private partnerships.

Students have suffered in their academic pursuit owing to the lockdown and this constraint now needs to be overcomed by adopting unconventional techniques and methodologies of reaching out to the students. It is time when systems and procedures for eDelivery of courseware are embraced with the extensive use of eLearning and other modes of digital outreach. The Pandemic has surely compelled us to bring in various aspects of life and online is definitely the way forward. What remains a worry is whether or not the adoption of

online learning will continue to persist post-pandemic.

Haryana Government's best practices: Studies have proved that children extensively use their senses to learn, henceit is very crucial to make it fun and effective through the use of technology.There are 8,686 government-run primary, 2,423 middle and 1,154 high schools spread across 22 districts of Haryana. Department of School Education, Haryana took an innovative approach to confront the academic and organisational challenges faced by the education sector. Even before the national closedown, in the third week of March, the Government of Haryana shut down the schools as a precautionary means tostop the spread of the Corona contagion.As the crisis deepened further, students were advised to stay indoors for their safety and protection. There was no clarity as to when the schools will re-open. Consequently, it rendered lakhs of students sitting in their homes with zero access to education; this triggered an alacrity to come up with immediatemeasures like eLearning Initiative to ensure continuity of learning for all the school students of Haryana. Going by these circumstances, the Chief Minister of Haryana, Shri Manohar Lal Khattar gave a visionary 3S Mantra, 'Stay at home, study at home and school at home' for home-bound students. To back this initiative, the State Council of Education Research and Training (SCERT) launched Ghar Se PadhaoAbhiyan, an eLearning campaign to connect parents and students with over 50,000 teachers through WhatsApp, SMS and phone calls across the state to start academic activities. Stringent efforts were made to make these modules available in both hindi and english. Haryanaproudly became the first state in the country to use TV for providing distance education during lockdown period. Almost all the DTH providers and local cable services were roped in to further this purpose. Such unsolicited circumstances called for a well-crafted educational practice and therefore, the Department of School Education, Haryana collaborated with the educationists in the state to form various strategies to provide access to students to a myriad of eLearning platforms without adding on any financial strain.

> *The 2021 Global Learner Survey by Pearson suggested that the pandemic is forging a stronger generation. With 90 per cent of people believing internet access to be a basic human right, the future of education is bound to be driven by new & ground-breaking technologies. The global market size for proctored exams is estimated to increase to a whopping $1,068 million by 2026, growing at a CAGR of 20.8 per cent*

Additionally, the Haryana State Government's move of offering tablet computers to nearly 3 lakh students under the e-Adhigam schemedeserves special mention. These devices come with pre-loaded content along with personalised and adaptive learning software, and 2GB free data. **Chief Minister Manohar Lal, says, "This will help students acquire skills of the 21st century and open new opportunities"**

Technology intervention in education: Most of the academies in the country are essentially continuing to deliver the same thing, in the same way, as they have for the last 100 years.As put across rightly, by **Dr. Hridyash Deshpande, Vice Chancellor Ajeenkya DY Patil University**,"Technology is now inside anything and everything. A few technologies are very critical like automation of knowledge work, internet of things, cloud technologies, advance robotics, next generation geonomics, renewable energy and so on. Whether we will have incorporation of these things in our regular programs is a concern. How do we use technology to deliver superior student experience? and can we use technology to deliver education which is highly personalised? is what we need to think of. Traditional institutions have unique abilities to meet the needs of our students. But not to forget, that some degree of reinvention is a necessity."

The global standpoint: Pearson, the world's leading learning company, reveals the technology trends that will disrupt education in 2022. The amalgamation of Virtual Reality (VR), Augmented Reality (AR) and Artificial Intelligence (AI) into courses has increased significantly across higher education, reshaping education and making learning more adaptable, accessible, and interactive. Most educational institutions will adopt online tests,

making their examination process more resilient, convenient and accessible. As demand-driven learning gains impetus, corporations are benefiting from collaborating with higher education institutions to offer working professionals the opportunity to reskill/ upskill and recruit the right talents, while universities gain valuable insights to better prepare graduates for employment.

Long term innovation encouragement: The onset of the pandemic left educators with no choice but try out new things to acclimatize themselves with innovation in technology. The responsibility is now on the universities to uphold that innovative spirit. The simplest way to do this is to pull instructors out of their discipline silos and provide space, time and enticements to be part of learning communities focussed on teaching practices. This has to be done on a large scale by the university community that supports innovative pedagogies and follow-through, if at all success has to follow. For instance, university administrators mightstand with the idea for active, student-centred learning and invest in classroom tables and chairs that can be wheeled into configurations to drive group learning. But if too many students are scheduled in that room that no furniture can be moved around the crammed space between classes, then the innovation and investment is going nowhere. Hence, what's required is joined-up thinking from start to finish.

Lowering online offerings cost: To impede the rapidly growing disruptors, the universities must expand quickly and parallelly lower the cost of their online offerings. With online learning becoming the new norm; it ought to be cheaper and more effective than the traditional lecture hall experience. Institutions that do not provide this educational curve to students will, to put in the business term "lose market share." Consequently, this triggers a debate on how to grow this needed online capacity. Should the university build that capacity themselves or should they enter into strategic partnerships with one of the disruptive innovators,is their call.

Creating transformative experiences: Although, experts advocate for theatrical learning, rote learning and exam-based learning, universities should identify ways to become more distinctive. Online degree delivery removes the monopoly of "place" which has been long held by higher education. For instance,if a student can access the same degree online from somewhere else perhaps at a lower price point, why should he/she necessarily choose the local college or university? The answer to this is, local option is feasible in terms of value addition and benefits that are not available in the growing online marketplace. Now this sounds like an idea and can be equally exciting for many faculty and administrators. Hence, the primary emphasis should lay on producing distinctive and transformative experiences to students who have for long been craving tactile experiences.

"Additionally, the Haryana State Government's move of offering tablet computers to nearly 3 lakh students under the e-Adhigam schemedeserves special mention. These devices come with pre-loaded content along with personalised and adaptive learning software, and 2GB free data. Chief Minister Manohar Lal Khattar,says, "This will help students acquire skills of the 21st century and open new opportunities"

Role of National Education Policy (NEP): The NEP as quoted by the **Union Education Minister Dharmendra Pradhan**, "Has come at a time when disruptive technology such as artificial intelligence and virtual reality have taken solid routes in many sectors." These technologies lay umpteen number of opportunities for the students and teachers. "Our government has announced National Digital Education Architecture (NDEAR), a unifying national digital infrastructure to energise the entire education ecosystem," he said in his address at the Techspectations Educate summit. He goes on to discuss the challenges that are underpinning the country in the education vertical which he feels can be addressed by implementing collaborative, approach-centric and project-based learning in our educational institutions.

Making learning student centric: Every student possess different intellectual abilities and his interests are diversified. Under the current education system, offering bespoke solutionsso as to meet the demands of every student looks unachievable. But disruptive technologies can make it feasible. One instance of disruptive innovation in education is online learning. Furthering this argument, **Prof. N.S. Santhosh Kumar, Vice Chancellor, Dr. Ambedkar Law University** says, "For the majority of population in India, the financial obstacles are always a problem in the path of education. So, adoption of eLearning no doubt will give a big boon for teachers as well as students."

Ultimately, it all boils down to being attentive to how institutional structure and culture are impeding the needed change. At the end, what matters is how well can one embrace the change. So, the call is upon the administrators, faculty, and staff to accustom themselves to new approaches and ideas leading the way.The reality is, no one has the formula needed to create the next generation thriving university, but a community and culture of experimentation can help build that new and exciting future. **Kunwar Shekhar Vijendra, Chancellor, Shobhit University**, sums up, "The government is talking about digital university and so we need to take eLearning seriously. Today teachers and professors have to become co- learners. In a country like India, we do have our set of challenges because technology that we have is majorly to deliver and it does not add much value. Apart from the physical infrastructure, a lot needs to be done and changed." DL

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Digital Transformation Summit	Mumbai	22nd July 2022
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DIGITAL LEARNING		
Elets Education Innovation Summit	Chandigarh, Haryana	27th May 2022
3rd Elets India Transformation Summit	Dehradun	24th - 25th June
24th World Education Summit	Hyderabad, Telangana	27th - 28th July 2022
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Elets Knowledge Series I Urban Development: Transforming Citizen Experience in Urban Utilities	Virtual	23rd May 2022
Elets Education Innovation Summit, Haryana	Panchkula	27th May 2022
Digital Governance Summit, Gujarat	Virtual	10th June 2022
3rd Elets India Transformation Summit	Dehradun	24th - 25th June
Urban Mobility Summit	Pune	19th July 2022
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PROVIDING QUALITY EDUCATION IN GOVERNMENT SCHOOLS IS CRITICAL: KANWAR PAL GUJJAR

Kanwar Pal Gujjar
Education Minister
Government of Haryana

Education has been among the worst impacted sectors by the COVID pandemic and governments across the country came up with technology-driven solutions to ensure continuity of education. The Government of Haryana also took innovative initiatives to keep afloat the crisis-ridden education sector and ensure education to all. **Kanwar Pal Gujjar, Education Minister, Government of Haryana** talks on the theme at the Elets Education Innovation Summit

What measures are being put in place by the Education Department of Haryana to augment the quality of school education?

The education sector in India was one of the most affected sectors by the COVID pandemic. However, the Centre and the State governments across the country proactively stepped forward to bring in innovative solutions and the Government of Haryana has been no different. The Government of Haryana has bridged the digital divide in the state's education and how the government has managed to ensure education to all through digital means, especially during the COVID pandemic. We have Model Sanskriti Schools which are known for their quality education. Increasing the number of these schools had always been on the government's agenda. Therefore, we opened 113 new Model Sankriti Schools across the state. The Central Board of Secondary Education (CBSE) is a popular choice among the masses in the State, hence we got the institutions affiliated from the board. These schools have set a benchmark. We have witnessed many parents who have withdrawn admissions from private schools and enrolled their kids in these Model government schools. It is a common observation that numerous students are taking coaching classes after school hours but most of those attending government schools are not economically fit enough to afford tuitions. In a bid to address this challenge, the Government of Haryana rolled out Super 100 Programme. Under this, the government provides tuitions to those students who cannot afford private coaching. As many as 25 of these students managed to get admission in IITs and about 72 successfully cleared the NEET examination. Earlier we offered coaching only in two cities, Rewari and Panchkula, but after the success of these we have planned to open up in two more cities, Hisar and Kurukshetra. .

How do you plan to implement the changes brought in by the NEP in the education sector?

As far as the New Education Policy (NEP) 2020 is concerned, the Government of India has asked the States to implement the policy completely by 2030. However, the Haryana government has decided to completely shift to the new systems, as per the policy, latest by 2025. Most states are abiding by the scheme to provide free education to students of classes 1 to 8th but the Haryana government has taken a step forward and extended the scheme for students of classes 1 to 12th. Moreover, from 2021, the state government has also extended the associated aid for books, uniform, etc. for students of classes 1 to 12th, this was earlier restricted till class 8th. The NEP 2020 lays emphasis on skill training for students. Aligning with the policy, we have identified 1001 schools for providing skill-based education and training to the students. One of the core objectives of the move is to make students industry-ready.

Many students attending school do not have a smartphone, tablet or laptop to access the online classes, especially the government school students. This posed a major challenge affronting the state government during the pandemic. Therefore, a decision was taken to distribute tablets to all the students of classes 8th to 12th.

In what ways are you leveraging ICT technologies in Government Schools?

The pandemic and the following nationwide lockdowns brought the entire education sector to a standstill. Therefore, the Government of Haryana took the digital route to rise from the crisis. Recurring efforts were made to kickstart education through digital mediums. Through four of our educational TV channels and the Centre's Swayamprabha TV channel, we broadcasted recorded lectures so that even the students residing in villages and remote areas could access classes at the specific time. Further, we leveraged Awsar App for holding online tests for the school's students. Many students attending school do not have a smartphone, tablet or laptop to access the online classes, especially the government school students. This posed a major challenge affronting the state government during the pandemic. Therefore, a decision was taken to distribute tablets to all the students of classes 8th to 12th. The decision has been approved and the government will cater to as many as 8,06,000 students providing them with tablets. Looking at the changing scenario and how education was moving from traditional to digital, many parents and guardians were not able to cope up. Therefore, the government started tele counselling services and opened 'UmeedKendras' in 16 districts of across the state. Over 2 lakh students and parent/ guardians leveraged the services.

How do you plan to accelerate the employment scenario in the State & how do you foresee its growth in near future?

In 2020, the state government kept a target of having a college in every 20-km stretch to cut down students' travel time and expenses. Moving on, in 2021, we have revised the target and decided to have a college in every 15-km stretch. **If we talk about employment, earlier there were multiple challenges related to reservations, but the present-day government under the aegis of the Chief Minister Manohar Lal, we have provided jobs to nearly 85,000 students on merit basis.** Similarly, for sportspersons, there is a specific policy in place that enables them to get a government job on merit basis without the hassle of running from pillar to post seeking approvals from MLAs. DL

DIGITAL FACELIFT OF EDUCATION IN HARYANA

School education in Haryana has seen a complete transformation in the past few years with learning leapfrogging from a traditional classroom to virtual and hybrid classrooms. The historical change has come about under the leadership of **Dr Mahavir Singh**, Additional Chief Secretary, Department of School Education, Haryana, who has pushed ground breaking changes while being at the helm of affairs, writes **Priya Yadav**, Senior Assistant Editor, **Elets News Network (ENN)**

Haryana is the only and the first state which has managed to adopt digital learning in the true sense. How did this transformation come about?

During the COVID pandemic, lockdown was imposed across the state and therefore the schools and other educational institutions were shut down. We understood that there were four modes of learning - classroom learning from teachers, from peers, from additional or co-scholastic activities, and self-study. Three of the four modes were adversely impacted by the lockdown as they require in-person interactions. The students were left with the only option of self-study in the initial days of the pandemic. Nearly 75 per cent of the learning process was hampered as the children were confined to homes.

We realised the immense loss of learning that children were going through. Even the academia raised concerns about the loss and started considering the pandemic year as the zero year of learning. Realising the dire need to revive education in the state, we brainstormed ways to tackle the woes. As a solution, it was finally decided to leverage the existing Edusat scheme. However, a major challenge was the delivery as the infrastructure to support the Edusat was locked up in schools. Hence, decisions were made to link the Edusat scheme to televisions and broadcast lectures, educational programmes, and more. With this, Haryana became the first state to leverage TV for delivering education.

We joined hands with the ministry, cable operators and DTH operators and liasioned the Edusat infrastructure with TV. Through this we were able to reach out to almost all the students in the state.

The Government of India appreciated our model to deliver education and later on adopted the same to deliver educational content nation-wide. We were able to shift to digital modes quickly, within a month after the lockdown was announced. Meanwhile, Chief Minister Manohar Lal brought forth the idea of "triple S - Stay at home, School at home and Study at home".

What were the challenges you faced while implementing digital education across the state? How did you manage to overcome the challenges?

Despite shifting to the digital modes and delivering recorded educational lectures and other content through TV, there were challenges that persisted. One of the challenges was that the teaching was one-way and student-teacher interaction was missing. Therefore, we started takings tests on communication platforms like WhatsApp and online classes were introduced. Also, we started a dedicated YouTube channel to impart learning.

More than 75 per cent of the students attending government schools come from lower strata of the society and faced economic crisis, especially during the pandemic. These students had no access to smartphones or laptops or even internet connection. Therefore, the government decided to provide mobile devices to the children. To overcome this challenge, the CM who is also the Finance Minister of the state rolled out a massive drive to provide tablets to the students of classes 9 to 12. Initially, the idea was to provide smartphones. But considering the small screen size that could strain students' eyes, the government decided to distribute tablets. Further, we were asked to make a presentation before the Committee of Welfare of SC/BC ofVidhan Sabha. Following the presentation, the committee recommended that to all the students of these three classes from SC/BC should be given tablets.

We came out with tender for providing tablets to about 5 lakh students of classes 10 to 12 in the first phase. Whereas, about 3 lakh students of class 9 will be provided the tablets in the next phase.

However, that is not all, we were still wanting improvisation to put sim cards in the tablet. Also, we have started developing on the software part - Personalized Adaptive Learning software is exclusively meant to keep real time monitoring of students learning statistics. This will also help in fetching feedback from the students on learning outcomes. Moreover, teachers have been asked to share teaching plans beforehand. In doing so we can monitor and identify the problem areas and areas where teachers need to emphasise. Besides, reaching out every student through teachers will aid in monitoring and improving learning outcomes of children. Therefore, to enable effective implementation of digital learning and better pedagogical methos, the government has decided to provide nearly 33,000 tablets to PGT teachers.

How has the digital learning methods and virtual classrooms transformed the student-teacher connect and the overall education scenario in the state?

During the pandemic, we had developed the Avsar app – to get all the assessments done online. More than 97 per cent of the teachers and about 90 per cent of the students were onboard. The positive response posed a motivation for us to take up the digital route. Besides, time was no longer a constraint as virtually, it was 24x7 connection between the teacher and the student. Students could pose any query or suggestion to the teacher who would get back to them with suggestions and inputs on the same. Also, the students could interact amongst themselves and with the teachers and vice versa. Therefore, the platform worked as a virtual classroom for the students.

Another interesting feature is that the learning outcomes of students are regularly monitored and we have developed some analytics on the response from the teachers. The data from the same is being leveraged to upskill te teachers in case needed. Moreover, the daily diary of the teachers was being uploaded online.

Overall, the devices distributed to the students hold preloaded content, hardware, and a monitoring software. Further, these would be centrally monitored by the government that allows us to control what content is fed to the students. Also, students will not be able to venture out to any other platform on the device except for the academic sessions.

"The Government of India appreciated our model to deliver education and later on adopted the same to deliver educational content nation-wide. We were able to shift to digital modes quickly, within a month after the lockdown was announced"

After the pandemic effect wanes and the children get back to their classes, how will these tablets help them in learning?

Technology is going to stay; the pandemic was a blessing in disguise because we captured this opportunity to go digital. Providing assistance to students who are loving the idea is that instead of carrying the burden of bags they will have to just bring a tablet.

Kids are very handy with learning new technology and so they will adapt to it easily. When we have technology available, the hybrid model will continue alongside physical classes and online learning. All their homework and classwork will be done on the tablet. DL

HARYANA'S e-ADHIGAM: A COMPREHENSIVE TABLET BASED LEARNING PROGRAM

Dr. J. Ganesan, IAS
Director-General, Secondary Education & State Project Director, Samagra Shiksha Abhiyan
Government of Haryana

Though the importance of technology in education was realized early in India, successive governments have had limited success in implementing Ed-Tech programs that could positively impact learning. The pandemic has disrupted the traditional teaching- learning space and has further emphasized the relevance and urgency for Ed-Tech. It is in this context that I intend to share Haryana's experience of rolling out "e-Adhigam", the comprehensive tablet-based learning program.

The Covid-19 pandemic apart from causing a world-wide public health havoc, has unsettled every aspect of human existence. Teaching and learning were not immune to it and underwent major disruptions. As an UNESCO report points out, 1.6 billion learners in more than 190 countries were rendered out of school and over 100 million teachers and school personnel were impacted by the closure of learning institutions. The school closure put 24 million children and youth at risk of dropping out and over 100 million children falling below the minimum proficiency level in reading. It also points out that apart from learning, the shutting down of schools alsoimpendedthe progress made towards gender equality and exposed girls to gender-based violence, sexual exploitation, adolescent pregnancy and forced marriage. The access to quality teaching and learning resources by learners was threatened by the pandemic, which brought back focus on adoption of digital technology in education.

The Government of India responded by launching the PM e-vidya initiative on May17, 2020 which unified all efforts relating to digital, online and on-air education. The DIKSHA (Digital Infrastructure for Knowledge Sharing) platform which can be accessed through a web portal and mobile application was developed as a national repository for e-content. The Swayam Prabha TV channels reached homes which did not have access to the internet. Radio broadcasting was used for children in remote areas who were not online. Even community radio stations and podcasts (Shiksha Vani) were used to transmit learning content.

The Government of Haryana also responded with its own set of unique initiatives that catered to local needs. The focus was on creating e-learning content and ensuring its access through mobile phones (mainly WhatsApp) and TV channels.

The mobile application AVSAR proved to be an effective tool that teamed the teachers and students in a virtual mode and facilitated in assessing student behaviour and performance. While in the rest of the country, student assessment was given a pass in view of school closures, Haryana gained the distinction of not only regularly conducting assessment tests through the AVSAR application but even issuing e- report cards to the children. The application was regularly accessed by close to 95 percent of the students and 98 percent of the teachers indicatingvery good user acceptabilitygiving us the confidence of introducingfurther ambitious technology solutions. However, sincere efforts notwithstanding, there were learning losses which was clearly attributable to lack of computing devices with the children. Since, most of the government school children came from a poor socio-economic background, the screen time available to them was very limited as they were dependent upon their parents and relatives for the device. It was at this stage that a decision was taken to provide computing tablets free of cost to the 500,000 children of classes 9th to 12th.

The school education department had for some time been pre-emptively researching and drudging upon an implementation strategy.Having a young and dedicated team surely did help in sifting through scores of research papers and arriving at a feasibledisposition. Experience from other states in India in

implementing similar projects revealed limited success, since the program was restricted to mere distribution of devices. The states that had distributed laptops to school children saw these devices end-up in the grey market in record time and being sold at throw away prices. Research revealed that the laptop was alien to the teacher-student learning interface and neither knew what to do with it. Also, the high cost of servicing and lack of internet connectivity worked to its detriment. A holistic approach with a clear understanding of current practices and barriers to adoption of technology with inputs incorporated from a range of stake holders including teachers, parents and students, was necessary for a successful roll-out. Our team devised a comprehensive strategy learning from such experiences. A three-pronged strategy of providing a durable secure device equipped with academic content delivered through an adaptive system and internet data to access content was subsequently worked out.

Apart from procuring a durable device, it was important to ensure after sale maintenance and service and provide on-ground support by deploying adequate field management staff. Hence, the service level agreements were designed accordingly.

Preventing the misuse of the device wasan area of concern that was addressed with the induction of the mobile device management software that hardwired the device into accessing only whitelisted content. Providing good quality academic content aligned with the school curriculum and a software that allows both navigation and access in the vernacular language was a specific requirement. It was also necessary to ensure that the software includes interactive features such as quizzes, games, discussion prompts and a repository of practice questions. Our team worked around this problem by seeking out vendors who could curate content already available free of cost on various platforms and deliver it through a Personalised and Adaptive Learning (PAL) algorithm. **The Personalised and Adaptive Learning (PAL) is the new frontier in education technology in India and across the world that allows every student to chart their own unique learning path**. The dynamic software adapts content as per real-time student performance and provides data on his/her progress. Though the Government of India had issued detailed guidelines on PAL in 2018, experience in implementing it at scale was very limited. It is here that the "Edtech Tulna" framework developed by IIT Bombay came to our rescue. An across-the-board scaffold to evaluate PAL vendors was established after multiple rounds of discussion with experts from IIT Bombay. The evaluation criterion was diverse and drew upon scores obtained in the pilot studies conducted in schools to PAL specific product and process features. A wide melange of subject and technical experts were deployed to evaluate the product. Resultantly, academic content through PAL for the subjects Hindi, English and Social Science has been developed at very competitive prices. The process of identifying vendors for other subjects is in progress. The third leg of the program was to ensure adequate data connectivity along with the hardware and software. A credible data plan of 2GB per day per student has been ensured as a part of this program.

Haryana's e-Adhigam also makes sure that the role of the teacher is not forgotten in this milieu. Ed-Tech interventions that minimize the role of the teacher or have poor training modules built- in or that lack an incentive structure have shown low student engagement. Care is being taken to ensure thatteachers are properly trained till they become comfortable in navigating and using the basic features of the product (including student features) and understand the connect with the curriculum. All the Post Graduate teachers numbering 33,000 have been given a computing tablet with a built-in specialised teacher module enabling them to connect with their students in a virtual mode. The service level agreements with the vendor provide for periodic and systematic teacher training.

A robust grievance redressal module which brings together the users, vendors and the education department is being developed that would enable time bound redressal of issues. An MIS based dashboard is also in the offing that would facilitate data collection and analytics.

The 5th of May 2022 which saw the state-wide launch of "e-Adhigam" would be permanently etched in the memory of the school education department, not only for the fact that it marked the fruition of a yearlong effortbut also for the tectonic shift it signals in the teaching-learning sphere. The students demand that the learning experience must meet their interests, time constraints and academic needs and "e-Adhigam" is a definitive step towards this front. **DL**

TECHNOLOGY TRANSFORMING EDUCATION- GLOBUS INFOCOM LIMITED

Kirandeep Dham
CEO
Globus Infocom Limited

Incepted in year 2001 with an aim to provide advanced technology and learning solutions to our users, Globus Infocom forayed into the market with a few products and solutions in the Education Technology domain. Within few years of its inception, the brand became trustworthy and one of the most sought-after technology solutions providers in India.The company houses one of the most elaborate ranges of technology solutions ranging from Smart Classroom Solutions, Digital Board Solution, Online learning solutions, Digital Language Lab, Interactive Displays, to Video conferencing solutions, AI-based advanced biometric & surveillance solutions likeClassroom Monitoring Solution, Facial Recognition Attendance Solution, Student Behaviour Analysis Solution etc equipped with unparalleled technology and highly advanced features.

Apart from Education technology, we have also forayed into Collaborative Conferencing & professional Displays, Security & Surveillance Solutions & Healthcare & Wellness range of solutions. We have the widest and the most comprehensive product/solution basket for the entire range of our verticals.

We strongly believe that technology has the power to transform education and we hope to create a digitally enabled& easily accessible education environment across the country with a range of technologically advanced, meaningful yet cost-effective solutions. The journey has been full of learning and challenges at the same time wherein we have learned through the challenges and evolved ourselves as one of the leading technology solution providers of the EdTech industry.

Digital solutions:advancing learning requirements

We believe education should be a mix of academic & practical

learning methodologies. Only academic learning can develop the information but what matters is the implication & utility on the practical grounds. The need to redesign education and sync it up with digital transformation has emerged at the forefront of the education industry.

From the career perspective, academic education should be empowered with the right skills & practical knowledge to grow and succeed in the professional world.

Education should encourage the curiosity, engagement & collaboration among the students & it should empower the teachers to equip the learners with best of the learning pedagogies. We have been developing such technology solutions which on one hand are tailor made to suit the advanced learning methodologies also, on the other hand, create an accessible, engaging & highly user-friendly education scenario. The implementation of technology in the classroom also offers a personalized approach to learning based on their individual skills & abilities.

Revolutionising India's education system

With the development of technology, there is an even greater need for it to be exploited in India's educational systems.Children from India's public school educational systems will be prepared for a world outside the four walls of their free and obligatory education as a result of the digital revolution in public education. It will assist them in progressively recovering from their learning lags and instill a sense of confidence that will allow them to dream beyond their current reality. It will also help the teachers in easing out their heavy load of preparation & assessment work. They can remediate instead of spending time in instructions& paperwork. By going digital, they can also upskill themselves to tackle the current dynamic learning scenario. Digital classroom solutions also provide access to unlimited knowledge resources to teachers & students both which allows them to explore out of the limited option of books & notes.

Bridging gap between technology and government schools

Globus Infocom is bridging the gap between technology and government schools by making quality education accessible even in the remotest part of India. Our cost effective, highly user-friendly solutions address beautifully the needs of rural education scenario providing the teachers ample training, counseling to remove the technology usage barrier for their minds. For learners our solution consists of interactive tools & resources including engaging academic content which not only generates student's interest in attending classes but also creates a sustainable yet effective learning ecosystem. Our Virtual classroom solution has connected learners from the remotest part of India with the best of the education par geographical barriers.

Apart from the academic learning content, we also focus on developing their language skills which play a major role in bringing them into mainstream education & prepare them for better career opportunities. We offer Language content in three languages – English, Hindi, and Sanskrit to enable enhancement in communication and help develop language as a skill. So far, we have proudly implemented our digital solutions in no. of prestigious Government schools like under the Department of School Education, Govt. of Haryana, the Government of Gujrat, the Government of Goa, Kendriya Vidyalaya Schools pan India, Kashi Vidyapeeth, Varanasi and many more...

Empowering teachers in integrating technology

Initially, many schools specifically in rural India had a difficult time in accepting technology as part of their regular pedagogy. Teachers were not comfortable enough given the complex nature of technology. But we have started providing training &counseling sessions to the teachers to make them comfortable with the technology in classrooms & empower them enough to optimally utilize the power of technology in order to bring the desired change in the learning ecosystem.

Teachers are getting trained to enhancethe key skill sets, such as communication, creative & critical thinking, and problem-solving, which are enhanced through advanced technical tools and resources. The non-traditional ways of teaching allow teachers to teach via interesting & engaging methods which opens a world of opportunities for learners to gain experience practically. The ease of creating effective content, evaluating students & generating reports eases out teachers to focus more on learners' need for attention. Our in-house training department deeply focuses on providing comprehensive training to the teachers which help them in using digital solutions with great ease and confidence. We focus on instilling the impact technology implementation can make and how easy it is to embrace it once you are open to the changes. This has helped us tremendously in changing the age-oldmindset& limitations they had about technology & digital changes in pedagogy. Today, we have come a long way & we are proud to see teachers being the torchbearer of the digital revolution.

Though we have come a long way from where we started, we still have a long way to go. From implementing technology in the classroom to making quality education accessible for one and all, we are moving step by step. Today, proudly we can state that our solutions are creating a bridge for learners who are not able to access quality education and enabling them to stand up to their abilities. In the future also, looking at the post-pandemic scenario, we will be introducing more solutions in our kitty creating a safe yet quality learning environment. We look forward tobringing in more solutions that could drive innovation & open doors of opportunities for learners.

Throughout this journey, we are focused on creating a learning environment that could bridge the digital divide spread across the rural areas of the country. We have not only broadened our range of offerings but also widened our family with 260 team members that work together tirelessly to take this company to even greater heights. With a few customers in the beginning, we have now amassed 30,000+ customers from educational establishments, Government organizations, Training centres& many othersdue to the exceptional services and customer experience we offer. **DL**

DIGITAL DIVIDE IN EDUCATION

Need to reboot our government & public schools

The Education sector in India has evolved massively with the adoption of technology tools. However, there is a digital divide that persists among the student population attending government schools and private schools. Highlighting the disparity and how the digital solutions and the National Education Policy (NEP) 2020 is addressing these woes, **Dr Avantika Tomar**, Executive Director, EY-Parthenon shared at the Elets Education Innovation Summit - Haryana Edition

Dr Tomar was of the view that the digital learning divide in the country has become more prominent after the COVID pandemic. She gave a presentation highlighting how this digital divide translated on the ground and impacted the public education system in the country, especially the government school students.

She said, "One should first understand the public education system in the country before assessing the impact of the pandemic and digital learning divide in the country." Presenting a few facts about the public education system, Dr Tomar highlighted that India has over 1.5 million schools, more than 50,000 educational institutions, and nearly 37 million students taking admissions each year. There are about 124 million students attending government schools and nearly 129 million students going to private and other schools.

The statistics: "Before we talk about actions taken by the Centre or the State governments to augment the school education system in the country, we need to consider these mammoth numbers. Any initiative taken needs to address 124 million students attending government schools and 1.08 million government schools where these actions will be implemented," she pointed out. Though there are remote areas where connectivity is poor, there is a digital divide

that exists, there are people who are unaware of the benefits of the government but to reach out to address the sheer numbers and this scale of implementation of any corrective measure is itself a major challenge, she added.

Looking at the statistics for fiscal 2016, 2018, and 2020, the number of admissions in public schools has witnessed a decline when compared with the admissions in private schools. The major reasons reflecting the downward trend spotted by the parents were - the overall quality of education and the quality of pedagogical methods used for delivering pre-primary education at nascent stages. On the contrary, the factors that back the upward trend of admission in private schools are - focus on the quality of education and learning; and focus on a child's holistic development and the provision of better facilities. Another trend observed was the increasing number of enrollments in secondary and senior

secondary grades.

Speaking of the fundamental and digital challenges that the government or public schools face, Dr Tomar mentioned:

- Rote learning methods of teaching create gaps in curriculum expectation and current learning.
- Lack of system or processes to identify and help children who are not making adequate progress in the early grades.
- Lack of properly trained and skilled teachers.
- Lack of accountability of teachers and school authorities.
- Limited internet penetration and poor connectivity.
- Vernacular interface to operate the digital content.
- Limited digital literacy among the teachers.
- Presence of only basic infrastructural support in government schools.
- Co-ordinated planning and implementation supporting digital intervention in the nascent stage.

The role of NEP: Calling the National Education Policy 2020 (NEP 2020) a big step towards reshaping the future of school education in the country, she said, "The NEP 2020 has given the impetus to the use of technology in education and named digital tools as key enablers in meeting learning objectives and supporting fundamental challenges."

In the previous year, the Government of India brought out the NEP 2020 which focuses on the extensive use of technology in teaching and learning, removing language barriers, increasing access for students, and educational planning and management. This clearly highlights that the future of education in India is going to be digital-driven and enabled by technology, she added.

> Looking at the statistics for fiscal 2016, 2018, and 2020, the number of admissions in public schools has witnessed a decline when compared with the admissions in private schools.
> The major reasons reflecting the downward trend spotted by the parents were - the overall quality of education and the quality of pedagogical methods used for delivering pre-primary education at nascent stages.

Impact of pandemic: Addressing the impact of the COVID pandemic on schools and students, she highlighted that the pandemic has adversely affected not only the Indian school education system but the lives of students, and their physical, emotional, and social development. In addition, the pandemic also impacted the administration affecting the payroll system, mid-day meal scheme, monitoring and capacity building, shutting down of schools, and more.

However, the silver lining in this crisis situation was that State governments like the Government of Haryana came up with innovative interventions to ensure continuity of education. From initiatives like satellite streaming and digital classrooms to e-content repositories or e-learning portals, the state government has been proactive in taking technology-led initiatives and transforming the education system.

The way forward: A well-thought and structured approach has ignited the possibilities of overcoming the gaps and challenges. However, there is still a long way to go to make it mainstream and impactful. Dr Tomar, while citing the example of Singapore, said that the South Asian country adopted a systematic and systemic approach to the introduction and adoption of technology for teaching and learning to combat gaps and was better positioned to tackle the pandemic crisis.

"Singapore started technology-enabled education and digital learning practices way back in 1997. They're still developing on the approach and growing better by the day. Taking this in consideration, we need to have a master plan when it comes to the way forward for the digital transformation of education in India. We need to pivot to areas where we are not leveraging technology and develop on those to match the global pace of development and overcome the pandemic crisis," she concluded. **DL**

Transforming Campuses to Next-Gen Institutions

> “Our mission is simple: We want to aid the Institutions across the Country in making their curricula industry-aligned as well as uplifting their Placements in terms of Quality(CTC and Roles offered) and Quantity(no. of students getting placed).”

Amit Mahensaria
CEO, upGrad Campus

HOW ARE WE CHANGING THE WAY INSTITUTIONS FUNCTION?

upGrad Campus is a subsidiary of upGrad which aims to improve employability across Indian Institutions by bringing institutional curricula in line with industry requirements and help them in the digital transformation of their campuses through its technology solutions.

upGrad Campus equips institutions with two key offerings:-

- **Content Solutions**
- **Technology Solutions**

Content Solutions

upGrad Campus provides a host of industry-relevant Technology and Management Courses through the long-term Joint Degree Programs (JD) as well as the short-term Job Ready Certification Programs (JRCP).

These courses help institutes to make their students job-ready for a practical world, primarily since Industry Experts and domain faculty members teach them.

Joint Degree Programs (JD)

Joint Degree Program is a collaborative partnership of upGrad Campus with universities that enables them to offer students engaging courses and new-age specializations. Our Joint Degree programs empower institutions to launch courses with new-age specializations.

Our Joint Degree Programs are a perfect blend of industry experts and cutting-edge delivery. This helps institutions to ensure that students become job ready.

Currently, we've got the following Joint Degree Programs:

Technology Specializations (B.Tech/M.Tech./BCA/MCA): Artificial Intelligence & Machine learning, Data Science, Full Stack Development, Cyber Security, Blockchain, Internet of things(IoT), Cloud Computing

Management Specializations (BBA/MBA/B.Tech.): Digital Marketing, Business Analytics, Product Management, Branding and Advertisement, Financial Risk Management

Job Ready Certification Program (JRCP)

upGrad Campus' Job Ready Certification Program is designed to prepare every student on campus for employment.

JRC Program helps institutions train their candidates to become capable and trained to spearhead the practical world, i.e., Industry. Students are equipped with in-demand skills and new-age certifications, which allows them to become more place-able (employable) and improve the institution's Placements.

TECHNOLOGY SOLUTIONS

Lecture Capture System (LCS)

Our flagship product, the turnkey lecture capture system (LCS), is an automated tool that enables automatic audio and video recording and distribution of classroom lectures.

Interactive Blended Classroom

Our interactive blended classrooms enable educational institutions to 'upGrade' conventional classrooms with the facility of conducting lectures online using the Lecture Capture Solution.

Interactive Online Classroom

This Product offers students and teachers a platform to interact within online classes. Here, institutions can conduct live online sessions and undertake on-demand video-based learning. It comprises rich features designed to accommodate extensive moderated online sessions.

Concluding Point

The pandemic has brought significant changes in the way education is imparted. upGrad Campus provides institutions a great platform with an excellent infrastructure to strengthen and elevate their campuses and offerings – irrespective of where they are right now. 500+ Institutions have shown their trust in upGrad Campus over last 9 years and we are proud of the trust shown by each one of them in our journey.

Reach out to us at campus.sales@upgrad.com

OVERCOMING COVID CHALLENGES WITH IT INITIATIVES

The nationwide lockdowns imposed due to the COVID pandemic brought forth multifold challenges for the state governments and the citizens. **Munish Chandan**, Head - State eGovernnance Mission, Department of IT, Electronics and Communication, Government of Haryana, while addressing the Education Innovation Summit, highlighted how the Government of Haryana leveraged IT solutions to overcome the challenges and ensure a smooth delivery of services to the citizens

When the lockdowns were imposed, the only sector that was functional was the government sector, especially the IT department. The government was tirelessly working day and night to ensure that services are delivered seamlessly to the last citizen.

Citizen mobilisation

Speaking of innovative measures taken by the Government of Haryana, Chandan said, "As soon as the lockdowns were announced, we started a 'Sangharsh Senani' concept. The Chief Minister came up with the idea that the government could call for volunteers - Sangharsh Senanisto help the people as well as the government. For this, we invited applications from people from numerous domains including doctors, nurses, grocery store owners, etc. and their availability was informed to the district officers, deputy commissioners and the Chief Minister's Office (CMO). Within three days of the launch of the online portal for Sangharsh Senani, we received nearly 60,000-70,000 people who volunteered. In the later phase, during the second wave, we utilised this portal to rope in people who had recovered from COVID and were ready to donate their blood plasma." All the efforts made by the government were to facilitate the citizens and ensure that none of them face any issues due to the lockdowns, he added.

Streamlining service delivery

Another innovative step that the Government of Haryana took was the launch of the Aatmanirbhar Portal. Previously, this was launched as Bank slot & Bank cash delivery at home portal - an initiative of the Finance department. Lockdown posed as a challenge for the people to reach out to their nearest banks and withdraw cash for their everyday needs. Therefore, through this portal people could book a slot at their nearest bank within 15 minutes. For small banks, five slots were earmarked in a day while for medium banks eight slots, and 10-12 slots for large banks. People were allowed to book a slot. Once a citizen books a slot, an e-pass is generated. The concerned person can show that at the branch and utilise the slot for the banking operations.

Further, he said, "Also, we started a unique concept of 'Cash Delivery at Home' with the Department of Posts. Under this, a postman could deliver a cash sum up to Rs 10,000 to the people at their doorstep. This was one-of-a-kind initiative, where the postman within a time frame of one working day could reach to any person residing in the state and deliver the cash amount. Later on, the Finance department

introduced interest on pension scheme on this portal and renamed it as the Aatmnirbhar Portal." All these initiatives are live at present and are available at atmanirbhar.haryana.gov.in, he added.

Managing the pandemic

The state government also came up with the Covid Sample portal and roped in all the government and private laboratories. The labs were asked to enter and update the details of the COVID patients on their health status and condition. As per the details, SMS and alerts were sent to the district administration and CMO along with the concerned person. Further, based on the alerts, actions were taken if there is a need to declare an area a containment zone or a buffer zone, or in case the person needs to be home isolated.

Apart from these initiatives, the government also came up with Healthy Haryana portal. Chandan said, "The Healthy Haryana portal was launched alongside its mobile application. This was an effective search engine designed to carry out surveys and identify the COVID hotspots. Through this, as many as seven lakh families were surveyed and COVID patients were identified and further actions were taken based on the data collected. The survey also came in handy to detect people with co-morbidities.

In an effort to prevent overcrowding at the mandis, the government prepared schedules for the farmers and asked them to visit the mandis accordingly to sell their farm produce. The schedules were handed over to the farmers beforehand and based on that the mandis operated while keeping social distancing in check. **DL**

TOWARDS NIPUN HARYANA AND NIPUN BHARAT

When New Education Policy 2020 focuses on foundational learning as the bedrock for all future learning. It puts a spotlight on the gravity of the issue at hand - that over 5 crore elementary level students (pg 8, NEP 2020) have not attained foundational literacy and numeracy (FLN). A deficiency of FLN skills leads to a learning gap in such students, resulting in their dropouts in later stages of schooling. To address this, the Government of India launched the NIPUN Bharat Mission on 5th July 2021, with the aim of attaining foundational literacy and numeracy for all children. The Mission advocates that students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which forms the basis of all future learning.

Haryana is duly committed to achieve the objectives of the NIPUN Bharat Mission for foundational literacy (Hindi and English) and numeracy for grades 1-3. Accordingly, Government of Haryana launched the NIPUN Haryana Mission on 30th July 2021. Under the mission, Haryana is undertaking various academic and governance initiatives to ensure that all students of grades 1 to 3 become grade-level FLN competent. These initiatives will be supported by a robust tech-enabled monitoring system to track all the factors inside and outside of a classroom that affect the learning outcomes of children.

The most critical of these factors is the making available the teaching-learning materials (TLM), teaching-learning equipment (TLE), and teacher resource materials that leverage innovative competency-based pedagogy to create a joyful learning environment in a classroom. We have conducted research on best practices on pedagogy 1 which has been customized as per local context in partnership with our foundation partners. As a result, our government schools have appropriate TLM, TLE and activity-based pedagogy for joyful learning. Lesson Plans and Teacher Guides have been created to help teachers plan their teaching and incorporate best practices of classroom management and time-table management. All materials have been designed keeping in mind a shift towards competency-based learning. Competency-based learning is focused on student learning outcomes (LOs). It divides competencies into explicit and measurable learning outcomes. It further aims to focus on the learning needs of each child instead of a one-size-fits-all approach. Providing instructions at each child's levels of readiness is critical to make students fall in love with the learning process.

Special attention has been given to Teacher Professional Development (TPD) or the capacity-building of our primary

Anshaj Singh, IAS
Director
Elementary Education, Government of Haryana

teachers. A 3-day teacher training has been conducted in the State for all ~36,000 primary teachers. They have been oriented on the NIPUN Bharat and NIPUN Haryana Mission, and have been introduced to innovative pedagogical interventions in the teaching of Hindi, Mathematics, and English. Further blended trainings have been planned with the aim to empower teachers to create an engaging and stress-free learning environment for their students.

With regards to assessing the learning levels, the aim of assessments is to be independent, periodic and holistic. There are two types of assessments - school-based assessments and large scale assessments.

We are strengthening school-based assessments to decentralize the approach and make regular monitoring of student learning possible without the stress usually observed in high-stakes one-time exams. Teachers will use the state's skill passbook to assess students on 2 grade-level competencies. Large-scale assessments will be sample-based and conducted at a lower frequency. These include the National Achievement Survey (once every three years) and baseline/endline exams (annual).

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IEC (Information, Education, Communication) is another critical aspect of the mission. An IEC campaign has been developed keeping all stakeholders in mind including teachers, parents, academic mentors, administration such as DEEOs, BEOs, and the general public, leveraging materials like infographics, school-to-parent communication material, letters, and channels like social media, radio, print and TV. Various community level events including school readiness melas, book fairs, reading events, gunotsavas etc. will also be conducted. We have made a special effort to include parents as the key enablers in the mission. Research has shown that whenever parents are involved in their child's learning process, the learning outcomes usually improve. We have created provisions to ensure daily interaction with parents about their child's learning. Through WhatsApp groups, we share updates with parents about daily activities conducted and skills taught to their children. They are encouraged to take a regular interest in their child's learning and take part in home-based activities.

Technology will play a key role in implementation and monitoring of all these initiatives. For NIPUN Haryana Mission, we have planned for a robust all-comprehensive integration of technology that makes dissemination of content, information, monitoring, evaluation and decision-making efficient and effective. The plan includes development of an FLN mobile application, a web application, NIPUN Haryana Mission website, and other tools. The FLN mobile application is a key highlight of the plan. It will be a multi-stakeholder solution, bringing all the key stakeholders including teachers, parents, mentors, officials together at one platform. Each stakeholder will have access to their own interface in the application according to their roles and responsibilities. This will ensure better communication, easy access of information, reporting, and monitoring of the critical KPIs of the mission.

Haryana has been leading the way among all the states in implementation of NEP 2020 imperatives and lays paramount importance on achieving the goals of foundational learning. Ensuring quality education at foundational levels will go a long way in providing equitable access to quality education at higher levels, later on leading to a better standard of life. Thus, we are determined to make certain that under the NIPUN Haryana Mission, each child in Haryana achieves grade-level competencies required under foundational literacy and numeracy and play our part in making the NIPUN Bharat Mission a success. **DL**

TECHNOLOGY: THE PEN AND PAPER OF OUR TIMES

Technology has revolutionised the field of education. Education as a social collective has moved away from just being discussed and debated within the classrooms through blackboards and chalks to an increasing use of technology in schools and colleges across the world. Even ten years ago, teachers and students might not have imagined the degree to which technology would impact education. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable.

Over the past decade, technology has changed the way we looked at education or its outreach capabilities. It goes without saying that technology has widened the most important aspect of education access. Technology engages students to often retain more information. It also provides meaningful learning experiences by providing hands-on learning opportunities that can be integrated into all school curricular areas, including mathematics, reading, science, and social studies as well as other academic subjects.

Students these days are smarter, faster on the uptake and better-placed to understand the world they live in. It is that bigger picture, or the external stimulus, technology brings to both learning and teaching. And we are not talking about just cellphones and smartboards here.

What's more, technology has created greater opportunities for collaboration among students, and among students and teachers. Not too long back, exchange of ideas, lessons, assessing effective information and perceptive behavior were confined to classrooms. Against this backdrop, technology arrived as an enabler, bringing the whole world into the segmented domain of education. Today, through the use of technology, students can give feedback to their teachers about the progress they are making and at the same time, cross-pollinate minds with peers who don't sit in the same classroom.

A paradigm shift has taken place in the roles of teachers and learners in smart classrooms. Although in some traditional institutions passive learning is still continuing, wherein a teacher speaks and students listen without any heightened sense of curiosity, many schools and colleges are using technology in assisting teachers to be an able guide to enhance learning skills.

One of the greatest source of information are search engines which have been used as an effective tool for searching information where both teachers and students are benefited. In case if a student or teacher wants to search for an information online, google has been able to drive the optimatisation by showing up relevant information through various websites. The application of technology has made education more collaborative. There are online forums where subject experts can meet and discuss subject

specific topics, review the syllabus and plan assessments to enhance the process of teaching. Teachers can impart customised education to cater different learning abilities and needs of the students

There are different online education programs available which has given a new dimension to education. The students and teachers can be a part of one virtual classroom, even if they are physically far away from each other. There are online libraries with books, journals, encyclopedias, etc. where students can access various resources, highlight, save and use the soft copies.

Technology is also solving immediate-world problems in classrooms, the ease of research being a downright benefit. Even though Internet is parallel intelligence, it is making students aware that what they are learning are about real-world problems, real people, real places and evolving thought processes of the humanity.

Although technology's presence in education has been penetrating for over a decade now, there was no better a time than in the recent past to acknowledge its sheer benefits keeping teachers and students connected with reality. During the lockdown period after the outbreak of COVID, students at random created online groups, web pages and virtual communities to share concerns, participated in debates, learnt and gave feedback to teachers by enriching and comprehending the bigger picture of learning.

At the other side of the spectrum, teachers are turning into trainers as they have begun to feel that enhancing their learning skills through a variety of online tools and making students understand has proved too be a rich repository of knowledge education will be accessing in the years to come. The internet is being used as a source of providing information where students will play a more active role, which will help them retain more information.

In today's fast changing world, most of the jobs involve the use of computers and advanced technologies. We all need to be computer savvy to keep in pace with the moving world. We live in a technologically advanced world where it has become necessary for us to be familiar with the latest technologies and inventions. So, computer technology has become an integral part of school and college curriculum. **DL**

About the Author -

Harsh Podar is the Director of Podar Education Network. He has been working with Podar Education Network since 2009. Harsh Podar's great grandfather Shri. Anandilal Podar started the Podar Group of Schools in 1927 with the prime motive of educating children from the marginalised section of society. The First President of the Anandilal Podar Trust was none other than Mahatma Gandhi. Harsh Podar graduated from University of Southern California, Los Angeles in 2009 securing a Bachelor of Arts Degree. He plans to build first-choice schools where every child gets an equal opportunity. His Mission is to create 'Happy Children in Happy Schools by making a Happy World'.

WITH DUAL DEGREE AND CUET IN PLACE, UGC ALL SET TO MAKE STUDENT LIFE MORE SKILLFUL

The year 2022 is certainly bringing in a lot of good news for those who will be entering their college life. With the University Grants Commission (UGC) announcing a host of new norms for students, the youngsters can look forward to gaining a lot more from their college life. **Tarannum Manjul** of **Elets News Network** takes a look at a few of these changes

The college years are indeed some of the best years of life. One not only gains a lot in terms of education and knowledge but also in terms of personal growth. Understanding the need of the changing times, the University Grants Commission (UGC) too has brought in some changes that can change the way students gain from their regular college life.

The first of such moves is the Dual Degree programme. The University Grants Commission recently issued new guidelines to allow students to pursue two academic programmes simultaneously at higher education institutes recognised by it or statutory councils or the Government of India.

According to the UGC notification, the guidelines are now in effect, based on which universities can devise mechanisms through their statutory bodies to allow students to opt for two courses simultaneously. The guidelines will be applicable for academic programmes other than Ph.D.

An official letter in this regard was issued by the Secretary, UGC, Rajnish Jain to the Vice Chancellors, principals and deans of colleges, universities and higher education institutions (HEIs). The letter stated that the move was in line with the National

Education Policy (NEP), 2020, "which emphasises on the need to facilitate multiple pathways to learning involving both formal and non–formal education".

Explaining the reason behind this move by UGC's Jainwrote, "With the rapid increase in demand for higher education and limited availability of seats in regular stream, several higher education institutes have started a number of programmes in Open and Distance Learning (ODL) to meet the aspirations of students. It has also led to the emergence of online education programmes."

It may be noted that the UGC has approved the guidelines for dual degree programmes from the coming academic year. Looking at the fact that some courses have lesser number of seats but higher takers, some HEIs have already started offering select programmes through online modes. In its recent communication, the UGC has said that students can either register for another degree and pursue it physically without any clash with the first-degree programme or opt for OL mode for the second degree or do both via the latter mode.

It also said that students can consider doing the dual degree programmes in person, through the two-shift system that is already in vogue or from two different institutions based on their proximity. Students opting for the dual degrees can consider institutions from India and abroad, which meet the stipulated standards.

Experts feel that this move will certainly help the students acquire better skills. With foreign Universities too looking at on-campus options in India, this move will help students gain better insights about the market trends and prepare themselves for the industry

The UGC Chairman M Jagadesh Kumar in a recent press conference stated that the Dual Degree programme will benefit students in a big way. 'As announced in the new National Education Policy (NEP) and in order to allow students to acquire multiple skills, UGC is coming up with new guidelines to allow a candidate to pursue two degree programmes in physical mode simultaneously. The degrees can either be pursued from the same or different universities," Kumar opined.

The Common University Entrance Test (CUET) -

University Grants Commission (UGC) guidelines on Central University Entrance Test (CUET), seems to have struck the right cord among institutions. Announcing the CUET, the UGC stated that this move will enable students to take admission in a college of their choice based on their merit.

The tests will be conducted by the National Testing Agency (NTA). According to the UGC, CUET has been rolled out with an aim to standardise the evaluation process in all universities across the country. "Different boards have different evaluation patterns. Certain boards are more liberal in terms of their evaluation, which results in inflation of the marks as compared to students from other boards. Due to this inflation, students suffer through a competition of high cut off merits. CUET is expected to provide a level playing field and be a great equaliser for all students across the board," experts opine.

While academicians believe that CUET will reduce the tendency of high cut offs for students, they have also added that the common entrance test will give an impetus to internal migration and diversify students' engagement in the universities. According to the UGC guideline, students can give entrance exams in 13 languages. Experts feel that this will give more consistency. Universities from different states will be able to engage a diverse population. The classroom diversity will eventually grow, which is important for national progress and improvement of cultural and subcultural interactions. Students will be able to migrate more from one state to another state, which otherwise would not have been possible due to the restrictive education system." **DL**

"EDTECHS & EDUCATION INSTITUTES NEED TO RETHINK TO ADDRESS THE NEED TO WEAVE TECHNOLOGY INTO EDUCATION"

In the times of Instant Gratification and 'On-demand' purchases, one may wonder how this will play up in the education sector that has largely been a brick-and-mortar system. Education is influenced by superior classroom teaching pedagogy and largely a multistep, long process of learning, application and milestone-based growth.

As the consumption patterns are changing with a stronger appetite to consume more content in less span of time, education institutes and ed-tech companies surely have a huge process of thinking to do. A casual conversation with a professor of a premier B-School in India brought out a powerful depiction on post-COVID times and the dependence on technology. He said, "We need to rethink the way higher education is delivered. The technology has shrunk boundaries and students are finding value in being at home and getting degrees along with picking up work experience through projects. Even though we are amongst the top 5 B-Schools in the country, we need to develop new ways of providing content to students that will bring them closer to actual learning despite shorter attention spans."

In such a backdrop, daunting challenges are staring at India's education model. From inefficiencies in basic education that existed even before the pandemic, where one in two children lacked basic reading proficiency at the age of 10, to a staggering 46% unemployment rates reported at graduation and post-graduation levels, there has to be technological intervention at a massive scale to repair the current problems.

Coinciding with the learning crisis is the Fourth Industrial Revolution which demands a skilled workforce that is ready to deliver and adapt as fast as they can with a stronger and deeper understanding of emerging business models. Thus, the new imperative now is to reimagine education and align it with the unprecedented technological transformation. While critics may have a view on the service delivery models of new age companies, ED-tech companies as well as education institutes will need to rethink on new ways to deliver education to address the impending need to weave technology into education.

Educational institutes can bring about this change strategically and in a phased manner:

- Start with the basic premise that technology doesn't replace teachers. Teachers must co-exist for better learning of students. The tech solutions are impactful only when complemented by teachers whose training and continuous professional development is the mainframe agenda of the institutes.
- Leverage the digital boost provided by the Government of India in form of tech infrastructure, internet connectivity and programmes such as Digital India, open-source learning and the new education policy that urges integration of technology at each level.
- Improve governance systems, including learner feedback processes, ability to innovate on the learning design, establishing correlation between skills taught and skills imparted, and leveraging matrices such as improvement in employability at the core of each intervention.
- Collaborate with Industry and ensure there is meaningful participation beyond campus for familiarisation with corporate formats.

Meenu Bhatia
Co-founder Vmentor.ai

Intervention of technology at the higher-education level should improve multiple matrices that have been a cause of concern and has proven to be an opportunity for a comprehensive solution. These matrices could include:

- Engaging learners in formats that help impart essential skillsets and thus, improve employability
- Curation and integration of solutions through enhanced corporate - academia partnerships
- Incorporating the voices of each stakeholder have been considered - teachers, learners, academic institutes and corporates at large. DL

"INTRODUCTION OF INTERNET IN LEARNING WAS A PIVOTAL MOMENT"

Rohit Saha, Co-Founder, CollegeDekho, has over 20 years of experience across industries like telecom and IT. He writes about the disruptive technologies in higher education

Technology constantly evolves. Every once in a while, a new technological advancement comes our way that does away with the previous practices and becomes the new norm. The field of education has gone through similar technological advancements over the years and the introduction of the internet in teaching and learning practices was a pivotal moment. Let's have a look at a few disruptive technologies in the higher education space.

Online Learning: Online learning has been slowly gaining popularity. The pandemic merely hurried it along and now it is generally accepted as a viable alternative to traditional education. It holds many advantages over the traditional lecture formats. Video conferencing and video-on-demand streaming are some features that have ensured the success of online learning. It has revolutionized the way education is delivered and has made learning more accessible than before. Many students were unable to join their colleges abroad due to the pandemic induced travel restrictions and online classes allowed these students to still take up admission to their preferred colleges.

Chat-Based Collaboration: Even though online learning has proved to be a viable alternative to traditional education, it lacks peer interaction. Students need to discuss their learnings with each other and chat-based forums have helped in accomplishing that.

AI Learning: Research has shown that every student has a different capacity to understand various topics. What one student can understand in 5 minutes, the other student might need an hour. Artificial Intelligence Learning ensures that each student is able to learn at their own pace.

Interactive/ Digital Whiteboards: One of the biggest challenges that college teachers faced during the pandemic lockdowns was the lack of a board-like object to write down the highlights of the class. Interactive Whiteboards helped fill this need as not only did they work as a traditional blackboard but the digital nature of these boards ensured advanced features like pattern recognition capabilities as well. Pattern recognition helps the board convert handwritten text, shapes and drawings into digitally transmittable content. This is especially useful for engineering and medical classes in colleges.

Virtual and Augmented Reality: Both Virtual and Augmented Reality are relatively new technologies. VR can provide the best

solution as it combines face-to-face interaction and online education in a vivid encounter. The biggest advantage of VR is being able to create any environment and make the learning experience very interactive. Augmented Reality (AR) mostly uses cell phones to add a layer of information to physical reality. AR helps add additional information that adds value to the learning experience. For instance, with the help of AR, a student can better navigate through a new campus or they can find additional information about a painting in an art gallery. The biggest advantage that AR has over VR is the lack of infrastructure required. These days most students carry a smartphone and that is precisely what is needed to implement augmented reality. VR on the other hand requires a VR headset which is not cheap. Even though most colleges are yet to implement both these technologies, there is no doubt that these technologies are the future. **DL**

2020 SAW A BIG CHANGE IN COLLEGE HIRING TRENDS

S Pasupathi is the Chief Operating Officer of HirePro, an AI powered hiring platform. With over two decades of experience in the recruitment industry, Pasupathi's expertise lies with recruitment consulting, recruitment setup and implementation, change management, compliance, automation, metrics and training. He holds an Integrated M.Sc. in Mathematics and a degree in Computer Applications from Indian Institute of Technology Delhi. He spoke to the DIGITAL LEARNING MAGAZINE about placement trends

What is the change that you see when it comes to talking about placements?

Organisations across industries have been on a hiring spree, primarily because of rising business demands and high attrition rates. Campus recruitment is one of the age-old ways used by businesses to augment their talent pool, and the past year saw a very high demand for college hiring. Generally, college hiring is an operationally intensive activity as it involves liaising with colleges, traveling to campuses, and conducting assessments and interviews. However, in the year 2020, the entire volume of college hiring has been seamlessly done without the candidates or the hiring managers having to move out of their locations. Since companies were not physically present on campuses, they started placing unprecedented importance on building their employer brands to attract the right talent, making it one of the biggest changes in college hiring in recent times. The last two years have been difficult and different for campus placements. How far do you think technology has supported in keeping it all together?

Technology has been the saviour for high-volume college hiring, which typically involves the following activities:

- Connecting with placement officers and freezing dates
- Working with interview panels internally, figuring out their availability, and planning drives
- Conducting assessments, followed by interviews
- Rolling out offers and keeping in touch with candidates

These activities were mostly done through a combination of telephonic conversations, emails, and management of data over spreadsheets, apart from using assessment platforms on the ground. Today, technology makes it possible for organisations to manage this workflow seamlessly and addresses the challenges that one could face because of the remote nature of hiring. Here are some of the pertinent challenges that technology can solve:

- Branding of the company as an employer of choice
- Identity check of the candidates to ensure no impersonation during assessments or interviews
- Proctoring while an examination is underway
- Seamless document uploading, verification, and offer rollout.

Share your experience on how campus placements jumped from a three month to a three-week cycle with technology interventions?

There were certain operational limitations when the entire campus hiring was offline. Some of these were:

- The ability to conduct only a limited number of assessments on a day because of the need for physical presence of the company and proctors
- Availability of panels was always a challenge as they had to spend 2-3 working days
- The logistics and costs involved in travel and stay for the recruitment team/interviewers

With online assessments, the assurance of the sanctity of exams and a platform that supports scale, the number of concurrent assessments which a company could do went up significantly. Instead of one college at a time, it is now possible for organisations to accommodate multiple colleges in a single test. The significant reduction in the operational effort to plan travel has enormously increased the interviewers' productivity. Also, it is possible to include a larger set of panels with fewer hours rather than limited panels and blocking their day. Since interviewers could be aggregated across locations, the interviewing bandwidth expanded significantly. We have seen peaks where companies conduct 5,000 to 10,000 interviews in a single day, which would otherwise take a week or two. Some of these changes have helped organisations in reducing the duration of their campus hiring cycle from months to weeks.

There were certain operational limitations when the entire campus hiring was offline. Some of these were:

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- The logistics and costs involved in travel and stay for the recruitment team/interviewers

Excess use of technology is also said to be hampering education and creating a disruptive environment. How can this be managed effectively?

Individuals learn from peers/class besides what is taught by the teachers. A teacher, teaching in a physical class, gets feedback from students about the pace, clarity etc. A complete remote education, especially in schools and colleges, has significantly hampered learning and development of social skills. Most of the full-time residential programmes not only impart education but also help students to build their social networks which helps them throughout their life. The hostel life shapes individuals' personalities to manage things on their own and helps them to build discipline and make decisions. Remote learning gives access to the best of faculty, reduces cost and effort to travel etc. However, for regular learning, interactive, live sessions are very important. Sitting at home trying to attend classes in front of a computer does not help. DL

"TECHNOLOGY MARRIED WITH LIBERAL ARTS YIELDS US THE BEST RESULTS": DR PIYUSH ROY

Dr Piyush Roy, Dean, RV University, School of Liberal Arts and Sciences, Bengaluru. He spoke to Digital Learning Magazine

What do you understand about STEAM?

Simply put, a STEAM-centric education model is designed to integrate traditional STEM (Science Technology Engineering Mathematics) subjects with those in the domain of Arts (Humanities and Social Sciences) in an immersive way that is truly inter-disciplinary. While STEM-driven careers lead to popular imagination, the mandate for education today is no longer about just guaranteeing the means to a student's livelihood; but to develop their emotional resilience, socio-cultural confidence and professional intelligence, through abilities for anticipating and dealing with change, which a foundation in subjects in the Arts stream guarantee. As regards impacting the way we perceive higher education expectations, the STEAM model offers a game-changing approach to learning as a multi-disciplinary endeavour vis-à-vis traditional silo-centric pursuits. The idea that Arts and Sciences command distinct and different learning orientations no longer holds true, and the STEAM approach is yet another endorsement in making higher education go the 'liberal, holistic, multi-disciplinary way.

How can a paradigm shift from STEM to STEAM through the integration of arts and humanities with technical education help in creating well-rounded individuals?

Contrary to misplaced criticisms about education in the Arts being esoteric and unscientific compared to its STEM counterparts; many modern subject streams within Arts oriented disciplines, especially when offered in the Liberal Arts way, expose students to an equivalent degree of rigorous inquiry methods and analysis, ranging from quantitative mathematically-based methods to qualitative methods derived from social sciences. The latter research techniques expand the scope of studying any subject by helping articulate 'the nuance beyond the obvious'. However, it's imperative that institutions shifting from STEM to STEAM, or offering arts within sciences do not limit it to just another 'unique' degree-awarding pathway but get to the worldview widening spirit of creative and logical quests done together. Such a multi-disciplinary approach can be extended even beyond STEM, to Law, Management or any education that envisions impact through its learners.

Aesthetic sensibilities with scientific temper, responsible citizenship with emotional balance – as personality attributes when accompanied with the rigours of knowledge expertise in one's chosen domain will make one irresistible on an individual as well as employability quotient. Steve Jobs, CEO and co-founder of Apple Inc., once famously said, "Technology alone is not enough – it's technology married with liberal arts, married with humanities, that yields us the result that makes our heart sing". Not surprisingly, many successful digital era entrepreneurs (e.g. the founders of LinkedIn, PayPal, YouTube, Facebook, Airbnb, Pinterest, Alibaba, etc.) are all people with a background in liberal studies/arts.

With the changing of jobs and job destinations becoming commonplace in twenty-first-century careers, the purpose and nature of education too will have to go the liberal studies way – i.e. making students career-ready, instead of only being ready for their first job. Hence cross-disciplinary pursuits will increasingly be prioritised over silo-centric studies. At present, a liberal approach to education arguably is, the only education model that gives a way to acquire holistic knowledge from a combination of study in the arts and the sciences.

When we talk of Liberal Arts, which are the most favoured and in-demand subjects?

Two years of Covid and work-from-home across sectors, while achieving tectonic shifts in technological advancement, has also resulted in a spurt in the study of Psychology for emerging careers in health and caring. This has also been a consequence of a growing acknowledgement of 'mental health issues as an illness/health challenge like any other physical ailment arising from confining a diversity of age groups to limited shared space. Today, many are looking at Psychology and Psychotherapy as a valuable calling toward servicing mankind, along with helping bring sanity to their own experiences in times of prolonged uncertainties. Answers to the latter identity-oriented struggles can also be found through deeper quests in Philosophy and Literature. The boom in content creation and the diversification of creative and infotainment industries across various platforms – theatre, television and online – have made Film and New Media Studies, popular among emergent new streams. Among the traditional Social Sciences – Economics, Political Science and International Relations – continue to retain their attraction as top draw subjects with assured, lucrative careers.

How is RV University's School of Liberal Arts and Sciences helping prepare for careers of tomorrow?

Future workplaces across the world are going to get more complex, more culturally diverse, and transnational. Hence, young career entrants can no longer afford to be highly specialised in only one field (except for highly technical applications such as scientific and medical research). Our liberal education model offers an equal mix of subject choices from the Arts (Visual and Performing), Humanities, and the Sciences (Physical, Social and Behavioural) with focus on the context of their unfolding. Presently, RV University's School of Liberal Arts and Sciences (SOLAS) offers students the opportunity to take Major Specialisations in six subjects, which while including popular/essential Humanities and Social Science disciplines like Psychology, Philosophy, Indology/India Studies and Politics and International Relations; also feature emerging multi-disciplinary streams like Film Studies and Environmental Science.

Historically, the 'liberal education' model has produced notable global leaders, thinkers, scientists, writers, poets and scholars, both in ancient civilisations and the modern world. A Bachelor's degree level study of any subject involves engaging with a discipline in significant depth and breadth.

The liberal education curriculum at SOLAS, offers students the opportunity to study in a secondary specialisation (Minor), which can be in total non-alignment with their primary specialisation (Major). A Minor subject gives students the opportunity to explore and enrich their passion, while a Major specialisation arms them with preparatory skills and knowledge for myriad career opportunities in their chosen subject. Depending on a student's Major and Minor subject combinations, the jobs can vary across a range of sectors and profiles. While a liberal studies Major in traditional humanities and social science disciplines can make one employable as a journalist, editor, researcher, counsellor, psychologist, social worker, research analyst, archaeologist, economist, human resources consultant, project coordinator, operations manager, anthropologist, brand consultant, etc.; a Film Studies major can join the creative/entertainment industries as director, broadcast presenter, researcher, film curator, film scholar, critic, journalist, film historian, professor of film studies, curator, writer, commentator and film festival director. Environmental Science majors can graduate to join environmental thinks tanks, NGOs, Government and corporate sector or pursue careers in environmental entrepreneurship and business.

Furthermore, in many of the new and emerging careers today – like idea entrepreneurship, filmmaking, decision scientists, digital artists, social media influencers, motivational speakers, content creators, consultants, policy makers, bloggers, environmentalists, diversity and ability officers, curators and teacher-communicators – achievers have been hailing from an educational background that's been liberal and drawing from the above disciplines in its learning opportunities.

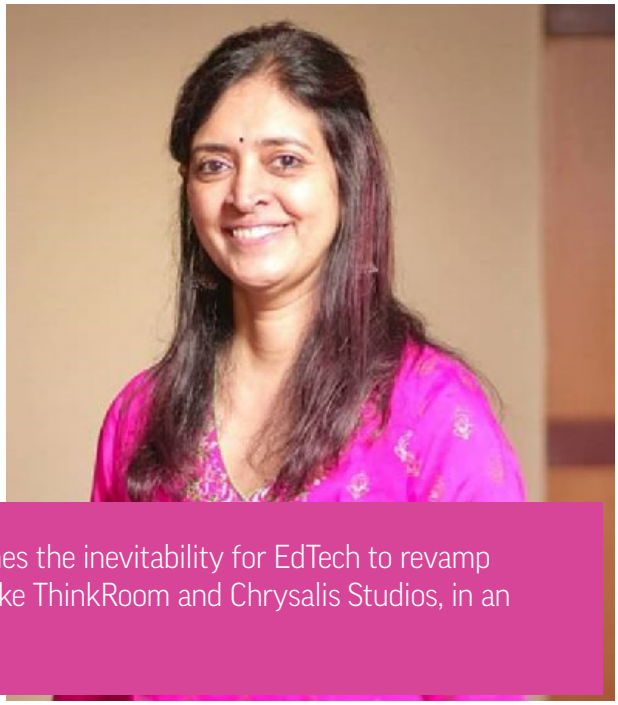
Finally, aligned to our vision of preparing responsible global citizens with valuable subject expertise, the curriculum is cognisant of building an India-centric awareness that takes into account emergent aspirations towards decolonising twentieth century curriculums. Aiding this endeavour are our various discipline-specific centres of excellence, industry-academic collaborations, knowledge partnerships with global universities, and Explore India internships for students to partake in experiential work-based learning opportunities across the nation.

Do you think technology has disruptive effects on higher education? Your take.

If parents and teachers ask, how to educate youngsters and students to embrace the pace of change in attitudes and abilities that living today calls for, instead of being ready with professional qualifications for surviving through – just a job, a skill, a technique or a discipline [only] – they will realise that technology is an integral element, if not the core factor in ongoing interdisciplinary assimilation and expansion within subject domains.

Education in the twenty-first century should enable youngsters to think critically and work creatively, while being responsive and adaptable to evolving skill expectations and lifestyle changes around them. Technology, I see, as a facilitator in nurturing the above quests by opening up access to a wide variety of resources and a diversity of skill platforms to learn from across the globe. Combining divergent thinking with convergent thinking is the way ahead, but any thinking without solid rooting in ethics, values and one's context can be dangerous. Hence, path-shaping, future anticipating interdisciplinary curriculums, offered through interactive new age, technology-driven teaching methods that encourage and reward creativity is essential. **DL**

CHRYSALIS: CONVERTING CLASSROOMS TO THINKROOMS



Chitra Ravi, Founder & CEO, Chrysalis, defines the inevitability for EdTech to revamp educating processes with its merchandise like ThinkRoom and Chrysalis Studios, in an interview with Digital Learning magazine

Could you brief us about the company and its founder?

Chitra founded Chrysalis about 20 years ago. Until 2010, Chrysalis was more like a boutique advisory and consulting firm for schools' computer education. In 2012, Chitra realised that just being in the periphery of the school system and organising external training for teachers wasn't adequate. Hence, Chrysalis launched the ThinkRoom programme for schools, which fundamentally reimagined the way textbooks were created and introduced Studios which while covering the syllabus, also nurtured the thinking skills and 21st Century Skills. It was an instant hit with schools and the rest is history.

How does Chrysalis help in bringing out the innate potential in every child?

Chrysalis believes that there are four distinct ways that you can think. They are: Look Deep, Look Within, Look Around and Look Beyond. Chrysalis brings these four facets of thinking as we call it. The result is that the children start thinking divergently all the time.

Can you brief us on the emergence of blended learning and how it is helping enhance the learning experience of students?

Blended learning comprises offline and online teaching methods, which are synchronised. In synchronised learning, instruction and learning occur simultaneously as for example, online learning from instructors in real time, but not in person. Pre-recorded video lessons that students complete on their own constitute asynchronised learning. We have specialised in asynchronised, synchronised, as well as offline instruction. We believe that in future every school, is going to have blended learning. When children go to school, they have a good mix of peer and teacher interaction with blended learning.

What are the tech-enabled solutions used by Chrysalis?

We are pioneering the AI and Machine Learning enabled Blended Learning Platform KidsLoop, which is a global EdTech Platform with a powerhouse of features for schools and education service providers. Also, KidsLoop has flexible delivery options including live, in-class and homework that allow education providers to choose their preferred method of instruction. Whether you're in a traditional classroom, strictly remote, or a bit of both, the KidsLoop platform has what you need.

What is the 'ThinkRoom' concept? How is Chrysalis transforming Classrooms to ThinkRooms?

The whole idea of the ThinkRoom was to transform mundane, unstimulating classrooms to a stimulating ThinkRoom because every child deserves the mental stimulation. If proper stimulation isn't given to the muscles - by inactivity, the muscles become weak and one becomes complacent. Similarly, minds also need to be stimulated constantly. We need to bring a more colourful, stimulating ambience in the classroom. The school and the teacher need to create an emotionally safe environment.

What are your growth plans for the next 12 months?

Chrysalis is looking for a 5X growth in the next 12 months. Currently, Chrysalis is impacting around one million students. The goal is to impact over five million students in the coming months. The KidsLoop international brand helps in tapping into several markets, including Africa and parts of Korea and Vietnam. Chrysalis is looking forward to tapping into Indonesia, Vietnam and other parts of the world. DL

"ROBOTICS IS A GREAT WAY TO LOOK AT REAL-WORLD CREATIVITY"

Shekhar Jain is the CEO and Cofounder at "ON MY OWN TECHNOLOGY" or OMOTEC. He spoke to Digital Learning Magazine about Robotics in education

How can robotics become a supporting tool in ensuring better and more creative education for students?

In recent years, robotics has played a prominent part in learning process that takes place in both- formal and informal contexts, primarily in STEM-related subjects (science, technology, engineering, and mathematics) It helps in soft skills development as it requires working in a team to find a solution or completing tasks which allows for the promotion of social connections between students. Robotics integrates conceptual knowledge of Math and Science subjects with practical handson activities which augments the students learning and promotes curiosity. Robotics is a great way to look at how real-world creativity evolves from students' interactions with their social, physical, and cultural surroundings. Learning robotics involves cognitive, conative, and environmental aspects which contributes to students being globally aware citizens. Robotics also develops both conceptual and innovative strategies and skills which contributes to creative mindsets.

There has been a lot of hue and cry on how much coding should children be taught. What is your take on this and what is the level of coding that children should be taught?

In my opinion, just how human communication is inevitable be it with words or actions, human communication with computer language too has become a need of an hour. In simple terms, Coding is a set of sequential steps to be performed by a machine to get the desired result.

The demand for coders is only rising. Learning coding delivers the competitive advantage for job, internships and college applications. Coding allows kids to understand the working of real-world technology better. It spikes curiosity, creativity and improves problem solving skills. There is no "level" to learn coding and its never enough as we believe innovation and learning never stops.

Excess use of technology is also said to be hampering education and creating a disruptive

environment. How can this be managed effectively?

Of course self discipline is important but Gone are the days where technology was separated from education.. Infact education has got better with technology. It feeds the curiosity of anyone, anytime, anywhere who wants to learn by parting knowledge in the form of audio-visual, However excessive use of technology can work detrimentally towards social interaction which is a big part of being HUMAN. Balance and discipline is the key for all walks of life. We need to guide students in a way that they can draw limits and use technology to make living and environments better instead of using technology in a haphazard way.

Please share a bit about your brand.

OMOTEC, as the name suggests stands for On My Own Technology where there is an emphasis on the words "On My Own" which is about creating technology on your own and applying it to solve real problems compared to using technology. We believe in Learning by Doing which allows students to transform Ideas to Execution. DL

"UGC'S DUAL DEGREE MOVE WILL HELP STUDENTS ACQUIRE MULTIPLE SKILLS"

Ambrish Sinha is the CEO of UNext learning, an edtech firm that specializes in providing online certificate programmes. He spoke to the Digital Learning Magazine.

How is the online education industry faring in the global scenario?

Globally, the entire education system is transforming thanks to the burgeoning EdTech industry. Increased adoption of online education during the pandemic years attracted fresh funding that propelled innovations in the online mode of learning and teaching. Now, some elements of online mode have made inroads into traditional education as well. All the educational institutions are now preparing to adopt hybrid learning as an effective education mode. The sporadic growth of online education can be seen in the numbers. According to Facts & Factor, the global online education market was worth USD 144 billion in 2019 and is projected to reach USD 374 billion by 2026. Most market research firms forecast double number year-on-year growth of the online education market across the globe.

With UGC allowing dual degrees, do you think online degrees like MBA, MCA and more will now get a bigger boost?

Definitely. Pursuing two academic programmes in parallel is the long-time dream for many learners. Soon, with the UGC approval, students can enroll and pursue two courses and earn two degrees at a time. The UGC guidelines underline this move for the benefit of the student community to acquire multiple skill sets and improve their career prospects. It allows students to pursue two degrees from one or more universities. This move enables students to graduate in two courses at similar levels.

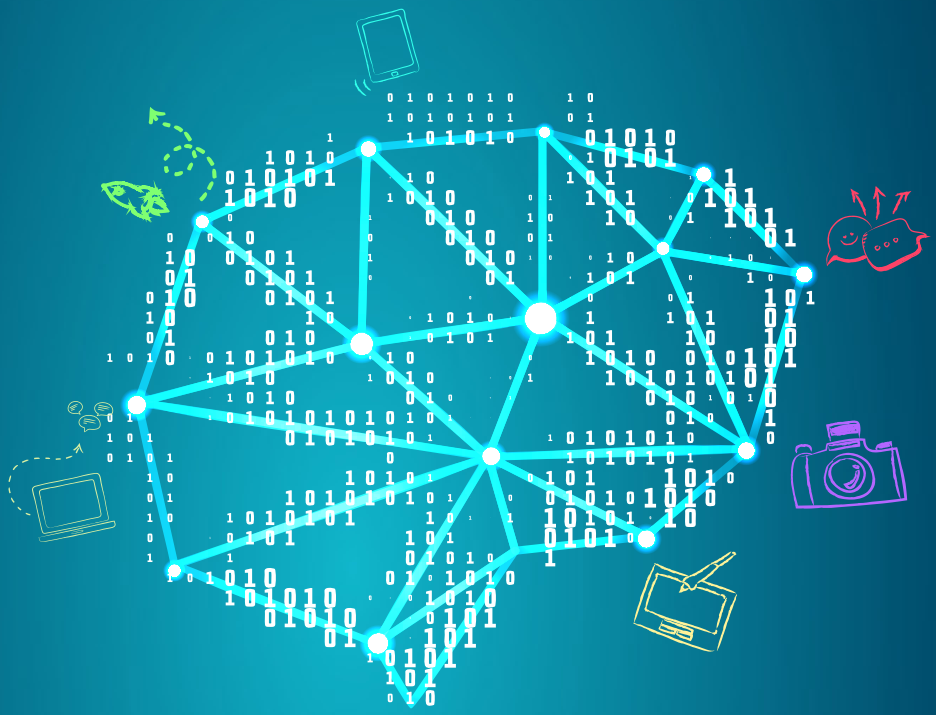
Are online courses being seen as career advancement and skill updates by the youth?

Yes. About 60 to 75% of learners in online education are young working professionals who pursue programmes for career advancement, by upskilling in their own domains. Some of them look for career switches to other in-demand domains. By pursuing an online degree in any in-demand area, a learner can meet both objectives simultaneously. Upskilling is important for every fresh graduate and working professional because the business environment is undergoing tremendous changes.

We have seen a new trend of military personnel pursuing online degrees. How far do you think this is helping them create a second career option post-retirement?

The adoption of online degrees is seen in all quarters, such as military personnel, home makers, freshers, etc. For years, the military personnel have been a major chunk of learners in the remote mode of education - be it distance or correspondence. During peacetime, soldiers get some free time to spend for other purposes, including learning. Majority of soldiers join the army at a young age, after finishing secondary or higher secondary education, because it is the basic qualification for army recruitment. Once they settle in their military jobs, they realise the importance of higher education to grow in the army ranks or to find a suitable job after retirement. Online degree programmes are a very convenient mode for soldiers to pursue higher education and enhance their education levels to achieve better ranks and good employment post-retirement. **DL**

WEBINAR REPORT



Exclusive Webinar

ESSENTIAL EDUCATION

for Accelerating Creative Careers

Thursday, 21st April, 2022

Webinar specific for:
Architecture & Engineering Institutes

Webinar specially designed for:
Design & Fashion Institutes

Webinar specially curated for:
Arts, Animations & VFX Institutes

FUSION OF TECHNOLOGY AND CREATIVITY WILL AUGMENT EDUCATION STANDARDS

Today, technology is acting as a super express highway giving us myriad of options to make expressions using voice, video, character and some even going to the extent of making 3d avatars. It cannot be denied that the creative industry is a huge domain for the students to explore the opportunities for entrepreneurship and that in turn will bolster the economy of India at large.

The 90 mins exclusive webinar on Essential Education for Accelerating Creative Careers that was held on the 21st of April in association with Digital Learning Magazine, entailed to have meaningful conversations where eminent panellists across the country discussed and deliberated different facets of education.

What started off as an opinion sharing platform on leveraging technology in education as a whole, went on to be a thought exchanging discussion on the eruption of game design in the landscape of India especially in the vernacular space and the scope of web technology, video technology, character animation, 3D printing and the like in the world of designing. The experts also shared their views on how the education system should metamorphose, anticipate and prepare for the impact of digitalisation ahead and how they peg the growth and evolution of the universities in future.

The panellists shared their views on how technology today is at the forefront of education curricula; wherein creative component is an important area of learning and this amalgamation is what will produce good graduates from all disciplines across the country.

Webinar specific for:

Architecture & Engineering Institutes

Prof. Sasmitarani Samanta, Vice Chancellor, Kalinga Institute of Industrial Technology (KIIT) Bhubaneshwar, Odisha

Revolutionary change has happened to education due to digitalisation and it is here to stay. In future to what I understand, there will be two types of educational institutions. One is digital & inclusive connected to the industries and will be affordable. And the second type of university will be purely experienced based university that will offer multi-disciplinary courses.

Essential Education for Accelerating Creative Careers

Prof. (Dr) Raj Singh, Vice Chancellor, JAIN (Deemed-to-be-University) Bangalore, Karnataka

The online teaching in no more a bad word. The pandemic has affected us in so many ways, but coming to education and as we rise out of the pandemic, few things have become clear to us. One thing is that not everything needs to be taught in the classroom, there is some part that can definitely be taken out of the classrooms particularly the theory part which can go digital." Sums up by saying, "In every walk of life technology has a role to play but as I said, automate the routine but humanise the exceptional. Do not mix up the two.

Dr. T Sasipraba, Vice Chancellor, Sathyabama Institute of Science and Technology, Chennai, Tamil Nadu

There is a huge scope in all the disciplines provided creativity be an essential part at the institutional level. So, with the technological support and also with the support of the administrators, if we can decide our curriculum in such a way that the creativity component is also an important area of learning during the course of study, we can surely bring good engineer graduates to the industry and to the society.

Supreeth Nagaraju, Head Education, Digital Media -India & South Asia, Adobe

Today students' aspirations are not just about doing a degree or landing themselves in six figure or a seven-figure salary. In fact, it is about entrepreneurship, about creating new products that are cutting edge in the industry and compete with people who have twenty years' experience while the student is graduating from the university. He adds, this ambitiousness and aspiration is the fire that will reinforce the economy of India as a whole.

Essential Educationfor Accelerating Creative Careers

Webinar specially designed for:
Design & Fashion Institutes

Prof. Kuldeep Kumar Raina, Vice Chancellor, M.S. Ramaiah University, Bangalore, Karnataka

Adobe is the leader in photoshop and that is why students have realised the importance and different parameters of design. Today we see how designers across the globe are using the concept of new thought process using innovative design machines." He further added, "When we see design as a career path, I see a great robe, a very strong one, which is coming to our country now which was neglected for some time. Also, the social sciences, the liberal arts connecting with the design thought process is coming to our youth.

Surojit Bose, Director Chair (Academia, Admin & International Collaboration) KU Global, Gandhinagar, Gujarat

Turning and transforming class 12 and other stream students to the way for them to be industry ready in a very transformed world where the metaverse is going to be the new big step ahead is a priority. Design is so global and how we move to an arena where students get into creative careers is what matters.

Dr. Sukanta Kundu, Dean Avantika University, Ujjain, Madhya Pradesh

Design is what we call is learning by doing. Learning by doing in the pre- digital technology era was primarily focused on physical skill development like the drawing skills and how to deal with the materials, material properties from a designer's point of view. And in the post digital era, the focus is drawing through digital medium through illustrations and visual graphics, 3d printing

Essential Educationfor Accelerating Creative Careers

Supreeth Nagaraju, Head Education, Digital Media -India & South Asia, Adobe

Adobe has embarked into a very ambitious journey of creating amazing experience on 3D content creation with the intent of getting into the AR and Metaverse content creation space. We are also now open to having partnerships with institutions to establish 3D centre of excellences. Additionally, he said, " This has a far-reaching impact and we are fully invested into this as an organisation to make some of these a reality both for the industry and for the academy.

Webinar specially curated for:

Arts, Animations
&
VFX Institutes

Dr. Sendilkumar.B, Dean & Director, Vinayaka Missions Research Foundation-Deemed to be University (VMRFDU), Salem, Tamil Nadu

Animation is very useful for the medical students wherein video lecturing will be popularised in the future. Technology is upscaling the education's global standard." It is empowering students and teachers in finding ways to leverage these enhanced options to increase their motivational engagement. Thus, the education system should metamorphose, anticipate and prepare for the impact of digitalisation ahead," he sums up.

Essential Educationfor Accelerating Creative Careers

Dr. Hridyash Deshpande, Vice Chancellor Ajeenkya DY Patil University, Pune, Maharashtra

Technology is now inside anything and everything. A few technologies are very critical like mobile internet, automation of knowledge work, internet of things, cloud technologies, advance robotics, next generation geonomics, renewable energy and so on. Whether we will have incorporation of these things in our regular programs is a concern." He continues, "How do we use technology to deliver superior student experience? and can we use technology to deliver education which is highly personalised? is what we need to think.

Prof. Prabhas Pandey, Director, Parul University, Vadodara, Gujarat

If technology is not disrupting the soul, it should go on. Today video editing, photo editing, video learning are mandatory tools to be learned in the 1st year of college." He remarks that the, "The faculty has started to adopt the digital medium and are slowly adopting the practises of AI. In fact, now all the academic institutions are moving forward to the professional programmes instead of the conventional programmes

Supreeth Nagaraju, Head Education, Digital Media -India & South Asia, Adobe

Design is no longer a specialisation, in fact it's a language by itself to communicate various sets of ideas together. Over the last 30 + years of Adobe's existence in the education space, one of the key tenets that we have always followed is equity and access. We firmly believe that we need to offer this at subsidised models to a greater number of users with a clear intent to deliver learning outcome.

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"ENTREPRENEURIAL EDUCATION IS THE BACKBONE FOR THE PROCESS OF TRANSFORMATION"

Sushil Mungekar, Founder & CEO, Enpower has worked with more than 45,000 students across schools affiliated with different educational boards. He spoke to Digital Learning Magazine

What is the purpose and vision of Enpower?

An ever-evolving market with rapid expansion in cutting-edge technology are making careers redundant and irrelevant in future. ENPOWER took birth with the sense of responsibility to ensure that children become drivers of tomorrow's economy and be prepared to manage uncertainties of future, create their own careers aligned to their passion and build entrepreneurial thinking skills while solving real world problems. We are aiming to build an experiential learning ecosystem of knowledge, mindset & skills enabling educational institutions to foster innovation & entrepreneurial mindset among young minds.

Why do you believe it's essential for children to be familiar with entrepreneurial lessons?

Traditional learning approach confines children to grades & marks to seek admissions in better institutes that would help them procure jobs. Mostly, they are not encouraged to identify their own passion or explore creative career opportunities. Thus, Entrepreneurship Learning is the option- driving self-motivation to fulfill their calling.

How does ENpower hope to change the rigid job-centric educational ideology set forth by society?

The interventions built by ENpower are experiential simulations for students. They are modular in nature and compliment with the NEP framework, giving wholistic framework on curriculum, deployment techniques and assessments for schools on entrepreneurship, design thinking & 21st century life skills. Conclusively, we have built India's Future Tycoons- an aspiration platform for entrepreneurship search & mentorship of young adults for children to showcase their ideas and win recognitions.

What inspired you to spearhead this vision of entrepreneurial education?

Inadequate opportunities for less privileged children, despite doing reasonably well in their academics, fails to do justice to their aspirations. India is the second largest marketplace in the world, with the world's largest english speaking workforce: playing a dominant role in global economy. Around 15.4 lac schools in India can be turned into centers of transformation for shaping children to provide themselves a meaningful sustenance. Introduction of entrepreneurial education is the key cornerstone of this process of transformation!

What is the basic curriculum of entrepreneurial learning?

It is based on four pillars, the first being learning 21st century life skills and competencies (defined as 'Skills of 2030' by OECD) that help learners to be future ready. Secondly, exposure to technologies of the future and using them as enabler in innovative problem solving. Thirdly, building structured approach towards innovation & user centric creative solutions using design thinking framework. Conclusively, nurturing entrepreneurial mindset to initiate in identifying opportunities and convert solution ideas into sustainable ventures.

Do you believe business aspirants of your or older generation fared better if entrepreneurial learning was boosted from an early age?

While the education system has contributed to building a faculty of knowledge, it hasn't helped in various facets of life such as being a good decision maker, managing resources well, negotiating better, managing failures and building capabilities to learn from changes. Hence, this age is the most suited to expose them to entrepreneurship life skills. **DL**

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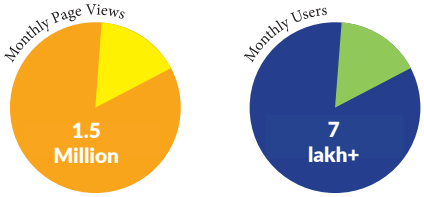

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