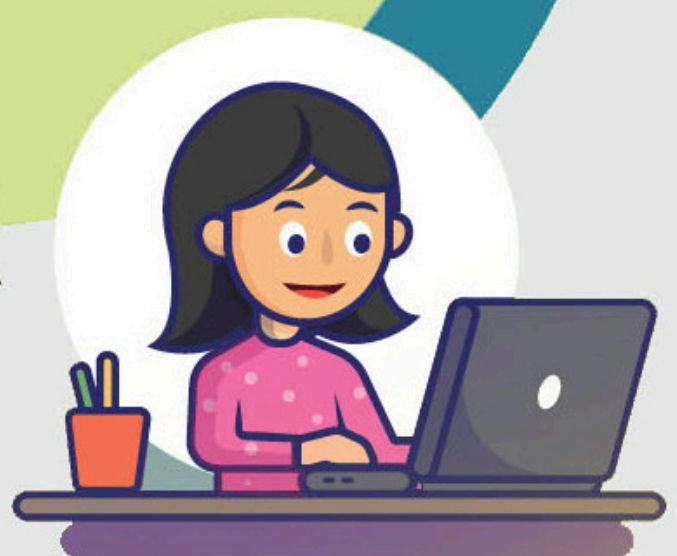




ADHIGAM

Quarterly Enewsletter

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May 2020–August 2020



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Insight



Suma Nair
SIES Central Training Department

We are glad to present Adhigam with interesting and informative articles. This issue is focusing on and many articles which are catering to awareness, teaching learning techniques and varied experiences of authors.

During the period we have conducted around 17 online programs on various subjects from Health & lifestyle, research and online teaching skills. The focus was to orient, guide and equip faculty and staff members for accustoming to the new normal.



The world has gone through major turmoil in pandemic and every profession has faced different challenge. Educators have positively taken the challenge towards the shift from classroom teaching to virtual teaching. They have invested time to learn, relearn and equip for effective online teaching learning process. Everyday has been a new learning to understand different teaching learning practices and tools for conducting seamless classes, interaction with students, parents, colleagues through virtual mode. In this training has played a vital role. All the webinars and online trainings have been conducted efficaciously.

Learning must be continuous and beneficial for the development of knowledge, skill, and attitude with this thought the journey continues. Some of our upcoming programs for next quarter are FDP Book Writing, Financial Planning, Staff development programs etc.

Wishing all a great learning year ahead.

Happy Reading ■

Message



Shri. M V Ramnarayan
Hon. Secretary



“Because things are the way they are, things will not stay the way they are” - Bertolt Brecht

These are the words we must remember during these tough times. The COVID 19 crisis has thrown the world into turmoil, but it is only these times that separate the grain from the chaff. It is now nearly 6 months since the lockdown, and while we could constantly complain and feel depressed about the lack of movement or other inconveniences we are subject to, most of us need to be grateful that

we have a roof over our heads, and food to eat. This has also been a time to reinvent and re-engineer ourselves so as to confidently take on the challenges - both present and future.

Many of us would have understood, that this period of compulsory home confinement is in fact, a most opportune time to do many things, which we otherwise would not have done. Adapting to a digital environment is one thing which comes to the top of my mind. Online classes and meetings have by now become

routine and substantially saved a lot of our time without sacrificing the outcomes. This is one change which is likely to become the so called new normal. The second important impact has been on our food habits – forced to eat at home, we have all become healthier which is evident in the reduced number of illnesses within our immediate families. How many of us have had to really visit a doctor for regular complaints? Our heightened sense of personal hygiene is also a big contributing factor to our continued well-being. We all need to make these habits permanent.

Another major impact, in my opinion, is our adoption of a ‘minimalistic’ style of living.

of many patents, inventions and innovations which will immensely benefit the world at large. Transportation will become cheaper & cleaner, digital delivery of many services & products will become more efficient both in terms of cost & features, tele-medicine will enable the remotest villager to access world-wide expertise, education will become much more accessible & relevant, and renewable cheaper energy will contribute to a much more cleaner environment.

By upskilling ourselves, helping those around us with our physical help and expertise, enriching ourselves spiritually, spending substantial time with our immediate families, and staying healthy – all these will stand us in good stead in



COVID has forced us to rethink all our priorities. By now, we all have realized what are essentials needed to live a good life and what are the superficial spends forced upon us by the world of advertising & status symbols. This has also been a good time to learn new skills, revisit some of our forgotten ‘likes’, and a good period to read those books which we had kept aside in the normal times. For faculty and students involved in research this has been a wonderful period. The positive outcome of this pandemic would be evident in the years to come, in the form

the years to come. As this pandemic has got still some more time to run its course, we need to challenge ourselves to strive more and raise our personal benchmarks.

We would then need to do our self-assessment for 2020 and then decide – did I profit from this crisis?

“As you start to walk on the way, the way appears”- Rumi

All the best. ■

Blended Learning – A New Normal



Prof Mandar Bhanushe

In-charge of Virtual Learning Center,
Institute of Distance and Open Learning, University of Mumbai

The year 2020 has brought a phenomenal change in the mindset of educators. The half yearly calendar in the present year has brought a plethora of events, one of the important aspects being bringing the colonial mode of teaching-learning system to a breakdown. This has triggered the non-tech savvy generation to swiftly adapt to the new realm of virtual machinery and resume work with a new mindset. Introspection in the current education system specifically on three major aspects of teaching-learning-evaluation is inevitable. Considering physical classrooms, where the majority of time flies in delivery of the content, it is barely feasible to give undivided individual attention to learners in their learning. This pandemic has also presented the opportunity in disguise to take a break; review the gaps, realise the opportunity for improvement, get the required skills and optimize learning with skills and values, further making students an independent real human being.

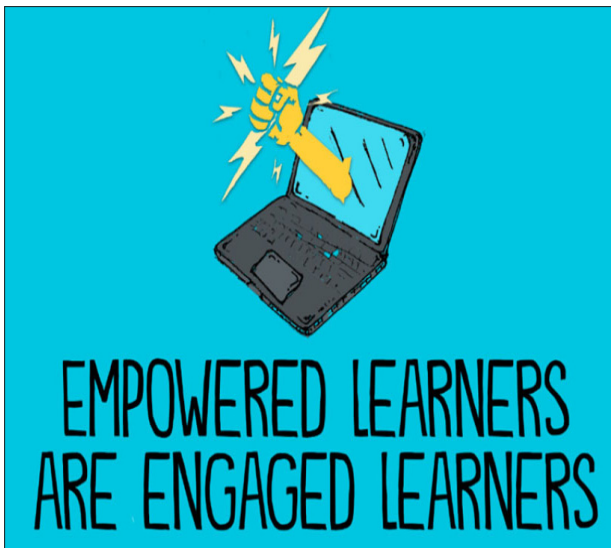
CONVENTIONAL TEACHING-LEARNING-EVALUATION

The focus in conventional education system has been generally to complete the syllabus in due time, conduct the internal evaluation and semester-end examination and declare results of learners. We have accepted a credit

system that talks of learner's load and slowly are moving ahead of the teacher's workload. How does our system plan this learner's load and more pertinent reflection would be how do we facilitate this load to be taken and digested? Continuous evaluation of learners gives a regular feedback of the learner's learning graph. One or a maximum of two internals in mid-semester and then final examination, is a discrete way of evaluation. Because, from admission to mid-semester internals and from mid-semester to semester-end final evaluation, the learning is not tracked. In a Commerce class of 100 plus students, a teacher is not in a position to address the behavioural issues of all learners. It is practically difficult for an EVS teacher or a Business Law teacher to give projects to 400-600 students every year and expect transparency and zero plagiarism and creativity from learners. The entire efforts remain focussed only on two aspects – teaching (completion of syllabi) and evaluation (conduct of examinations). How do we address the learning component which is completely lost somewhere in the conventional system? It is not that the teachers are not experiencing this. It is just that as individuals many times they feel helpless in this mad competition of producing mass graduates! But WE only can change this system. Let us create our examples and the rest will have to follow.

ICT BASED TEACHING-LEARNING-EVALUATION

The use of ICT in Teaching-Learning-Evaluation (TLE) is not a new concept now. It has become now more relevant for us to integrate technology in education or else we become irrelevant! ICT intervention in all three processes increases its productivity. Teacher education becomes dynamic with the use of ICT tools like multimedia resources – videos, audio podcasts, animations, infographics, simulations, etc.



Learning becomes more engaging, interactive, collaborative, participative, and joyful if a blend of different strategies is practiced. Today's learners are netizens by birth. They are born with a net-enabled smartphone. Gone are the days of “Fold your hands and finger on your lips” or “Keep your phones in your bags”. Now it is time to say “Take out your smartphones and attempt the quiz now”! And finally, the evaluation of learners also has to transform. Rote learning, memory testing now can be replaced (supplemented at least) with different methods of periodical assessments. Rubrics can be designed and using ICT, learners can be assessed continuously on various domains of learning. Learning outcomes can be finely achieved, and everyone will have something to gain towards the end of a semester.

BALANCING THE EXTREMES

Broadly three types of teachers can be observed – one who feels the chalk-and-talk method is THE method. The second type who feel that ICT-based TLE is THE best method and a middle category who feels a balanced use of both is going to optimize learning. And having a blended approach is the most fruitful amongst the three. The problem is that amongst these blended approach thinkers, seldom does the majority practice it! There are genuine challenges and barriers for not using blended methods which have to be addressed and resolved. Teachers in the 21st century must accept the fact that the whole of TLE needs to be integrated with educational technology.

BLENDED TEACHING-LEARNING

“Change is the only constant”. Whether to change ourselves accordingly to remain relevant or be as we are and become irrelevant is our choice.

Online tools for teaching have become the only option now due to the Covid19 pandemic. Using technology henceforth will not be an option anymore. Hence it has become more important to understand the need for e-learning, access Open Educational Resources (OER), get acquainted with online teaching-learning pedagogy, and acquire ICT skills as a necessity in our subject domain. Subject expertise is already there within. What is required is the up-gradation of new-age skills to make our teaching holistic, more fruitful, make learning interesting, engaging and participative and assure continuous evaluation of learners using various assessment methods to achieve the learning outcomes of our courses.

That's the new normal...! That will be the new normal!! ■

Story Telling As A Tool For Student Engagement



Dr. Harini C
Faculty- SIES College of Commerce & Economics

“If teachers can be story tellers then children will love and learn all the subjects”
- Ameen Haque

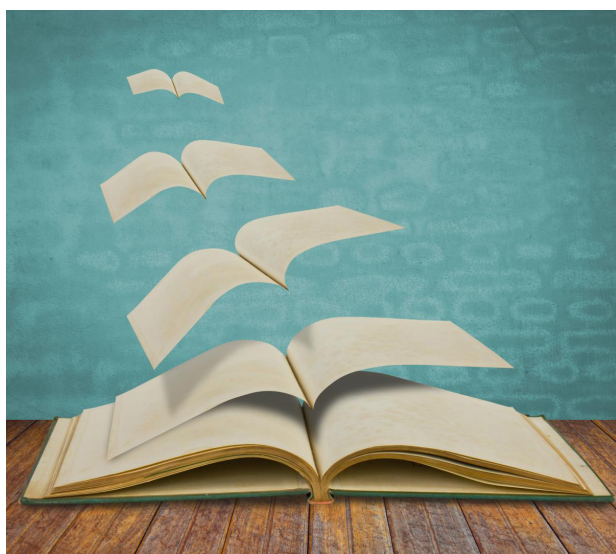
Humans always had a fascination for stories since ancient times. Story telling is often considered as a powerful tool to nourish imagination and language in children. For generations stories were used to develop social skills and to inculcate values in children. But often we undermine the importance of storytelling in higher classes where concepts are taught as concepts alone. Students of any age prefer the use of stories to

explain concepts. Only the nature and method of storytelling need to change. But sadly, this is often not implemented in higher education. Storytelling can be used as an effective tool for student engagement in higher classes.

Stories need not be fiction based all the time. Students love to listen to stories based on personal experiences. Especially they would be keen to know the experiences of their teachers and how they dealt with different situations in life. Stories give a better understanding of the topic. Stories can add a unique flavour to



any boring topic. Starting the lecture with a story or embedding the lecture with stories are good strategies to set an atmosphere for learning and also to sustain the attention of students. Especially when a new subject or topic is introduced, teachers being experts in their area have a tendency to use jargons in class which would scare the new learners. Stories can help to bring in a favourable environment for learning, by bridging this gap of knowledge between the learner and the teacher. I have personally experienced the change in the body language of my students when the lessons are being taught through a story rather than just being explained. Teachers who follow this strategy should have witnessed this change in their students.



Stories can be effectively used as a platform to introduce and explain concepts. When students listen to a story, they participate in the story with their mind and body and try to react to it. They also help students to relate to the concept well, because they often try to relate to the story thereby learning the concept with ease. Story telling promotes some kind of personal learning. Stories can also be used a stage for classroom discussion. For instance, a story

could be narrated before the class and they can be asked to brainstorm and come up with their ideas. Exercises like this can help in role reversal (where teacher plays the role of a student and vice versa) in class and students can come up with the concepts even before it is formally taught. Concepts that come through introspection and discussion are often better retained in memory. Cohesion of ideas is a characteristic of a good story. So when concepts are embedded in a story we tend to retain more than while listening to individual concepts. Research suggests that, when we listen to a story, the frontal and parietal cortices get stimulated. This brain activity lasts for many days, and this is the reason why good stories linger with us.

To sum up, the many benefits of storytelling in class include

1. Sustained attention of students
2. Smooth flow of lecture
3. Opens up a platform for open discussion and interaction
4. Strengthens the bond between the teacher and the students
5. Can be used as a platform to increase student participation by encouraging them to share their experiences in class
6. Better retention of concepts by building stronger memories
7. Helps to reduce the fear of learning new and difficult concepts.

Story telling is an art that every teacher should master. A teacher can improve story telling skills by effectively making use of silence and pauses, by polishing the language and also by adding adequate gestures and hand movements. Include stories in lectures and see the beautiful transformation that happens in the class and how the process of learning itself becomes joyful. ■

Tabletop Video Recording Using A Smartphone



Prof. Geeta Paluskar

Faculty- SIES College of Arts, Science and Commerce (Autonomous)

The month of March is always busy and full of deadlines in the academic world. The ongoing exams, academic audit, paper correction, NAAC report filing to name a few tasks. March 2020 was no different, except for the fact that the grip of coronavirus was tightening all across the world and also advancing towards India. By mid-March it was clear that a temporary lockdown may be imposed soon and it came sooner than expected. From 18th March, 2020, colleges were shut down and from 23rd March, 2020 the entire Nation went into a locked down state.

In the month of April, there was a spree of online lecture series and webinars for teachers. The entire teaching community was eager to learn tips and tricks about online teaching and master the techniques. Online faculty development programs on “e-content creation and engaging students online” became very popular. It was evident to the teaching community that as quarantine continues, educational activities will have to be restructured in order to maintain social distancing norms in the months to follow. The use of ‘Flipped Classes’ and blended mode of learning would be inevitable. Designing of instructional material in the form of presentations, video lectures, lecture notes would be the need of the hour to facilitate students. The content covered usually in 4 lectures in a classroom, would now be needed to be covered

online in possibly half the time.

At SIES ASCS, online surveys were conducted during the month of May 2020 using Google forms to assess readiness of teachers and students for online education. The survey revealed two major underlying problems worth consideration:

1. Poor or limited network and non-affordability of large data packs which are required for online education.



2. Smartphones are the only available e-learning tool to a large fraction of teachers and students during the pandemic.

Of these, the first problem could be addressed on an individual level. The second one, however, points at the fact that teachers need to explore smartphones as a tool to develop instructional material during pandemic period. An easy methodology to record educational videos and to share instructional material using smartphones was therefore needed to be explored.

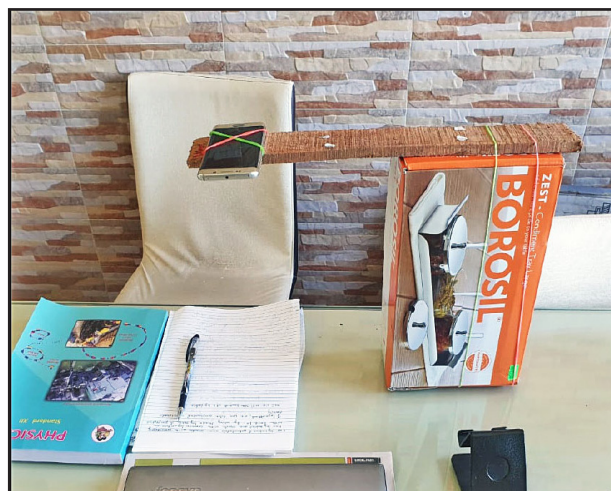
There are some apps available for this purpose, in which we can use PowerPoint presentations (PPT), screen capture softwares and record instructional videos. However, in subjects like Mathematics, Physics, Statistics which require lots of problem solving, derivations, proofs and symbols, making PPT is not a very suitable option. Actual step by step problem solving experience can be efficiently delivered in chalk and talk method. Also not to forget that we are talking about teachers from the age of 25 to 60. Whereas for a 25-year-old teacher, making PPT and recording it would be a cake walk, the same task for a teacher who is close to retirement and has little exposure to presentation techniques would be immensely difficult.

Creating effective PPT using smartphones is also a challenging task. To address this, two options could be considered:

- a. Fit a black/white board and record lectures on smartphones, or,
- b. Use paper and pen and an arrangement to capture the writing using smartphones.

In small city-houses, it may not always be possible to fit a board on a wall and occupy

one room for video recording. The camera and light set up is expensive too. Hence Paper-pen with smartphones is most suitable for home set-up.

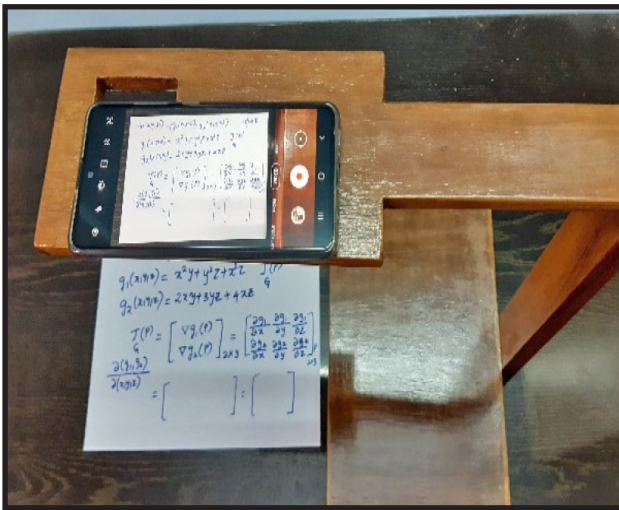


Picture 1: DIY Table Top Video Recording using a smartphone

I was driven by the thought that I should be able to record a table top video using a smartphone which is good enough to be shared with the students. My internet searches led me to the website 'ETMantra' by Dr. Yogendra Pal, Educational Technologist, IIT-B. This website gives some solutions to record table top videos using smartphones. I experimented using material on hand. Remember, nothing except essentials was available during lockdown. So I explored the house and found an empty cardboard box, a wooden plank retrieved from a mango cart and assembled a DIY table top video recording stand with the help of rubber bands (picture 1). This trial attempt was successful, and I could record a video lecture satisfactorily.

This motivated me to design a customised wooden stand for this purpose. During the month of June 2020, when lockdown was partially released, it was possible to get a customised stand made

with the help of a carpenter (picture2).



Picture2: Customized stand for Table Top Video recording with a smartphone.

While recording a video, the teacher comfortably sits in a chair with a paper placed on the table in front, a smartphone placed right above the paper. Video camera of the phone focuses on the paper

and captures the writing on it. The smartphone is positioned conveniently to facilitate video as well as voice recording. (Picture 3)

A few trial sessions are useful to get the judgment of positioning of the paper and phone and improvements can be made. Like any other recording method, this method too has certain requirements: a quiet room, mobile notifications to be turned off, usage of a bold marker pen are a few to list here. If paper slides are prepared in advance, they can be used like presentation slides during video recording.

There are numerous benefits of table top video recording using a smartphone. It is easy to set up, inexpensive, easy to use, and gives students a classroom-like experience. While

recording, the teacher is comfortably sitting in a table-chair arrangement with microphone position convenient for voice recording. There is one downside which concerns me, which is the waste of paper. The option of using plastic slides which can be cleaned and reused may be considered, though I have not yet explored it.



Picture3: Simple arrangement - Table Top Video Recording using a Smartphone

Time and again it is proved that 'Necessity is the mother of all invention' and that 'where there is a will, there is a way'. This pandemic has created unrest, anxiety and insecurity about the future in the minds of students. As teachers, it is our primary task to reassure them that we are there for them and we will ensure that their education doesn't suffer due to this hurdle. Teachers all across the globe are trying to cross their limitations (mostly technological) to adjust with this new norm. Table top Video Recording using a smartphone was my humble attempt to do the same. ■

Happy e- teaching.

Struggle And Survival Of India From 1918 Pandemic



Dr. Smitha

Faculty, SIES Graduate School of Technology

The Spanish flu, also known as the 1918 flu pandemic, was an unusually deadly influenza pandemic caused by the H1N1 influenza, a virus. Lasting from spring 1918 through spring or early summer 1919, it infected 500 million people – about a third of the world’s population at the time. Since there were no vaccines to protect against influenza infections and no antibiotics to treat secondary infections, control efforts in 1918 were limited to isolation, quarantine, personal hygiene and limiting public gathering - steps which are being followed now for the Covid-19 pandemic.

LESSONS FOR INDIA UNDER CURRENT COVID SITUATION

While the line between preparedness and panic can be seem rather thin, especially in the midst of a pandemic, Amir Ullah Khan, a development economist and public health expert, says that India must do two things immediately: ban all large-scale gatherings and launch a massive information and awareness campaign on basic hygiene and social protection.

The anxiety over the ongoing new Corona Virus from COVID-19 has motivated people to look for lessons from history, notably from the **1918-1920 Great Influenza Pandemic**, often mislabeled as the Spanish Flu. While it is reasonable to look at the 1918-1920 event as

a plausible worst-case scenario, the inferences have been clouded by the use of incomplete or incorrect data.

The flu death rates from 1918 to 1920 varied sharply across countries, with the highest in India, 5.2 per cent (**An estimated 10-20 million Indians died (a fifth of the global death toll, making India the worst-hit country)**), followed by South Africa at 3.4 per cent and Indonesia at 3.0 per cent. The rate in Spain was not special, 1.4 per cent — **the pandemic should not be called the Spanish Flu**, and a better name is the Indian Flu. The United States was much lower than the average, 0.5 per cent. Australia avoided the flu in 1918 by employing an extreme maritime quarantine and ultimately had a comparatively low death rate of 0.3 per cent. Of particular relevance to the current crisis is that Australia’s preventative actions did not just postpone the flu deaths; they apparently led to lower total mortality.

The COVID-19 outbreak has sparked urgent questions about the impact of pandemics and associated countermeasures, on the real economy. Policymakers are in uncharted territory, with little guidance on what the expected economic fallout will be and how the crisis should be managed. A recent research paper to discuss two sets of questions.

First, what are the real economic effects of a pandemic—and are these effects temporary or persistent? Second, how does the local public health response affect the economic severity of the pandemic? In particular, do non-pharmaceutical interventions (NPIs) such as social distancing have economic costs, or do policies that slow the spread of the pandemic also reduce its economic severity?

HOW CAN WE SAVE LIVES AND THE ECONOMY? LESSONS FROM THE SPANISH FLU PANDEMIC

- Non-pharmaceutical interventions (NPIs) such as social distancing can have positive effects on the economy, through limiting spikes in infections and avoiding mass casualties.

Gujarat and Mumbai were the two of the most affected areas in India. Under nourishment, unhygienic life-/style and the unavailability of the western medicines were the main cause of infection. It was pre-antibiotic era. India used indigenous medicines to fight the pandemic situation during the pandemic outbreak in 1918.

British Officials stayed in hilly areas and British soldiers were kept away from the diseased people. Shortage of trained doctors also made the situation worst. All these factors, increased the chances of spreading the diseases rapidly.

Because of the absence of British government missionaries to fight the pandemic situation, people themselves came forward to handle the situation effectively. Citizens forms anti influenza committees, NGOs and volunteers joined the response team to fight against the pandemic. They set dispensaries, small hospitals, treated patients, removed corpses, arranged cremation. Raised money, medicines, distributed clothes.



“The Times of India” the leading English daily in India, published from Bombay was trying to appeal the people to keep the “Social distancing” and other necessary guidelines to control the

IMPORTANT TO THE PUBLIC.

The following instructions were issued yesterday by Dr. Edward A. Ingam, local officer of the State Board of Health, and Dr. L. H. Powers, City Health Commissioner:

TO AVOID INFLUENZA.

<ol style="list-style-type: none"> 1. Avoid the person who coughs or sneezes without covering his mouth and nose with a handkerchief. 2. Avoid the person who spits when he sneezes or coughs. He is dangerous as well as indecent. 3. Avoid crowds. They multiply your chance of catching influenza. 4. When you cannot avoid crowded places keep your mouth shut and breathe through your nose. 5. If you see a person with red, watery eyes who is sneezing or blowing his nose stay away from him. 6. If any of your friends have a cold or are sick with influenza, do not associate with them. 7. Stay out of doors as much as possible. 	<ol style="list-style-type: none"> 8. As long as you avoid crowds it is far better to go for a walk in the evening than to call on a friend or go to the theater. 9. Keep all of your rooms well ventilated. 10. Avoid getting chilled when you are warm from work or other exertion. 11. Avoid dusty places. Dust irritates the nose and throat and makes it easy for you to catch influenza. 12. If smoking irritates your throat stop it for the same reason as above. 13. Drink plenty of water. 14. Eat enough, but not too much. 15. Keep your bowels open. 16. If you wish to use additional precautions ask your doctor.
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IF YOU CATCH INFLUENZA.

<ol style="list-style-type: none"> 1. If you feel feverish and have a headache, sore throat, or cold in your head, consult a doctor at once. 2. Stay in bed until you are absolutely well—at least three days. 3. If you have influenza or any cold, avoid giving it to your family, friends and others. 4. Never cough or sneeze without covering your nose and 	<ol style="list-style-type: none"> mouth with a handkerchief. 5. Do not eat on sidewalks, floors, street cars, or places where germs will spread. 6. Roll your handkerchiefs after they are washed. 7. Keep your rooms well ventilated. 8. Eat enough plain food, but not too much. 9. Drink plenty of water. 10. Keep your bowels open.
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spreading of Spanish flu. “Ramakrishna Mission” and “Social Service League” are the two major organizations to take over the supply of food and medicine in Mumbai. Christian missionaries and western medicine introduction started after 1918 pandemic.

Christian Missionaries in South India like “LMS”, “Salvation Army” have provided the medical aid and treatment to the Lower caste people also. This also helped to reduce the caste discrimination in the country.

A Government report said “ Never before perhaps, in the history of India have the educated and more fortunately placed members of the community come forward in large numbers to help their poorer brethren in the time of distress.”

A study of the economic impact of the 1918 Spanish Flu also found that those cities that implemented early and extensive NPIs

suffered no adverse economic effects over the medium term.

Cities that intervened earlier and more aggressively experienced a relative increase in real economic activity after the pandemic subsided. Altogether, pandemics can have substantial economic costs, and NPIs can lead to both better economic outcomes and lower mortality rates. Regarding India- Bombay and Gujarat were early affected areas.

All these above said factors helped to fight the pandemic as well as to improve the socio economic condition of India during post Pandemic Era of 1918.

MALTHUSIAN THEORY OF POPULATION
A theory which deals with the “Exponential population growth and Arithmetic Food Supply Growth”

The 1918 influenza epidemic provides a unique opportunity to observe how an economy plausibly in a Malthusian population equilibrium react to an exogenous decrease in population and hence increase in wealth per capita. India's growth rate prior to 1921 had been low, 0.4% annually since 1891. Literacy rates were just 7.2%. Estimates of the influenza's death toll range from 10.9 million to 22.5 million out of a 1911 population of just over 303 million.

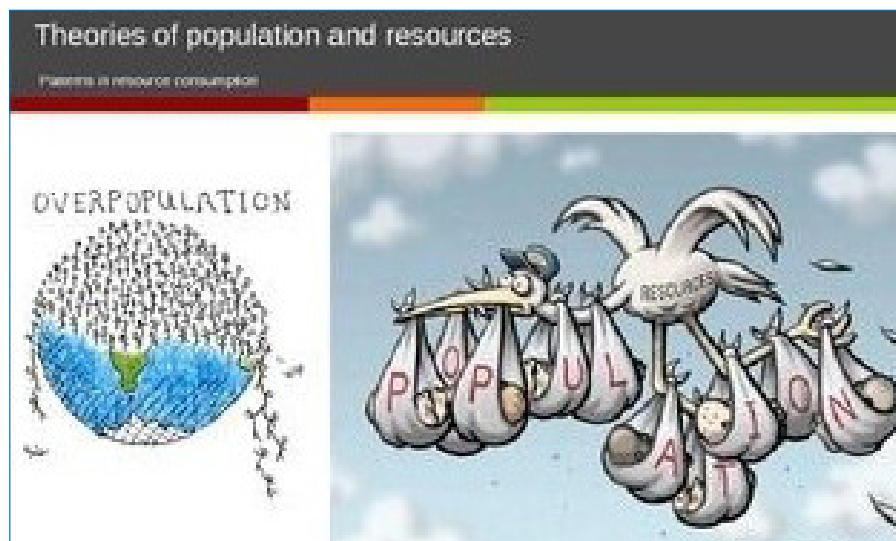
Contemporary sources report that health officials could do nothing to control the spread of the epidemic, and that it affected all classes of society. However, the intensity of the epidemic differed greatly across regions with the most affected districts in the Central Provinces suffering greater than 10% mortality, while the least affected had no appreciable increase in deaths during 1918.

no decrease in yields. We explore the extent to which this increased per-capita wealth gave rise, over the ensuing decades, to heightened investments in both child quantity as well as child quality (as measured by the literacy rate). Which showed that increase in wealth at or near the Malthusian equilibrium should be allocated entirely towards additional fertility.

Spanish flu and the First World War ended almost simultaneously. The in-effectiveness of British government to fight against the Pandemic situation and the end of First world war fuelled the Swadeshi movement in India up to a large extent.

Indian firms in industry, insurance and banking were given a boost by the Swadeshi movement, which was a nationalist boycott of British goods in favour of Indian enterprise.

During the First World War, lack of British imports strengthened the hold of Indian firms on the home market for textiles and steel. After the war, under nationalist pressure, the government started to favour Indian enterprise in its purchase of stores and it agreed to create a tariff commission in 1921 which started raising tariffs for



The 1918 influenza epidemic struck India when the subcontinent was mired in its long-term Malthusian equilibrium of low population growth and stable per-capita consumption. ***It's terrible death toll left survivors with additional agricultural land, which we show they rapidly put to agricultural use with***

protective reasons. By 1925, the average tariff level was 14 percent compared with 5 per cent pre-war. The procedure for fixing tariffs was lengthy and tariff protection was granted more readily to foreign-owned than to Indian firms, but in the 1930s protection was sharply increased.

The government was more willing to protect the textile industry when the threat came from Japan and not the UK. Between 1930 and 1934 the tariff on cotton cloth was raised from 11 to 50 per cent, although British imports were accorded a margin of preference. **As a result of these measures, there was considerable substitution of local textiles for imports. In 1896, Indian mills supplied only 8 per cent of total cloth consumption; in 1913, 20 per cent; in 1936, 62 per cent.**

SUMMARY

- Due to the ineffectiveness of British rulers in India to fight the Pandemic Situation, citizen themselves handled the situation effectively with the help of other organizations. This increased in the unity among the people which in turn helped the country to improve the social and economic conditions during the later years.
- Due to the high mortality rate during the Spanish flu pandemic, it helped India to maintain the balance between agriculture and industrial production versus the population growth. Agriculture production, overcome the population growth. So it helped to maintain the economic situation after the Pandemic era of 1918.
- The government was also forced to change the economic policies after the First World War due to the Swadeshi movement. It was energized by the pandemic outbreak . The changed policies helped to improve certain industrial sectors in India and to boost the economy.
- 1918 Pandemic helped India to overcome some of the social obstacles in the country like caste system, rich-poor imbalance, illiteracy etc. It helped to energize the anti colonial movement as well as the economic development.
- Due to the low population growth after the pandemic, helped to enhance the education quality of the children in India, as a result people were more trained and skilled which helped to improve the productivity of the country.
- Due to the absence of small and large scale Industries in the Government sector during the British era, Indian industrialists aggressively started to run large industries which helped to improve the economic condition of India during the pre independent era and post Spanish flu pandemic in 1918.

All these above mentioned points helped India to overcome the deadly pandemic situation and fueled the socio-economic growth during the early first half of the 20th Century.

CONCLUSION

During a time of uncertainty, it's important for the Government to step in and protect the people who will suffer most, both directly and indirectly. In a similar way, in today's COVID situation, people should stand united to flatten the COVID -19 curve. **This crisis should help us come together across boundaries.** Like 1918 pandemic, many socially responsible organizations are still doing a good work.

India is already having a good agricultural growth rate, that may help us to feed the poor and needy people at this pandemic situation. Once this situation will get over, we may face new challenges, in all sectors of life, like education, jobs, agricultural and industrial production, financial crisis etc. Our struggle and survival episodes during the 1918 pandemic situation may give a driving force to overcome the obstacles during the ongoing COVID -19 Pandemic situation. ■

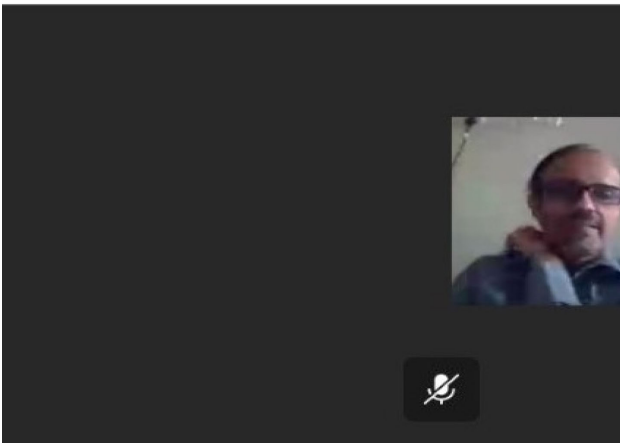
Details of SIESCTD program conducted from May 2020– August 2020

Sr No	Title of the Programme	Date of the Programme	Beneficiaries	Beneficiaries No of participants	Trainer Internal / External
1	Voice Care-in The Yogic Way	7th May 2020	All Staff	120	External
2	FDP on Descriptive Analysis	11th May 2020	Teaching Staff	44	External
3	FDP on Attainment of CO & PO from NAAC Perspective	16th May 2020	Teaching Staff	52	Internal
4	Webinar on Eye to Mind Connection	27th May 2020	All Staff	96	External
5	Webinar on Mastering The Medium: Online Teaching Learning	29th May 2020	Teaching Staff	83	External
6	FDP on Online Teaching Learning Tools	6th-10th June 2020	Teaching Staff	31	Internal
7	Orientation to MS Team	15th June 2020	All Staff	60	Internal
8	Orientation to MS Team	16th June 2020	All Staff		Internal
9	FDP on Online Teaching Learning Tools	17th June 2020 to 3rd July 2020	Teaching Staff	30	Internal
10	Healthy Life Style - English	18th June 2020	All Staff	85	Internal
11	Healthy Life Style - Marathi	20th June 2020	All Staff		Internal
12	Spatial Anxieties and Estrangement During and Post-Pandemic: An International Perspective.	30th June 2020	Teaching Staff	55	External-International
13	FDP on PRISM-A self development tool towards effective engagement with stakeholder	24th July 2020	Teaching Staff	30	Internal
14	FDP on Collaborative Teaching Tools	30th July 2020	Teaching Staff	65	Internal
15	Understanding on CO,PO,PSO	19th August 2020	IQAC Members and Teaching Staff	152	External
16	Developing Professionalism	25th August 2020	Students	65	Internal
17	Webinar on Book Writing	20th August 2020	Teaching Staff	58	External

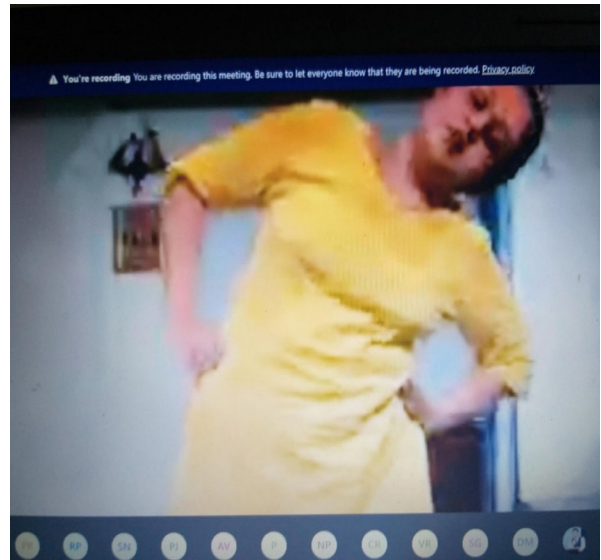
Glimpse of programme

FDP on Descriptive Analysis

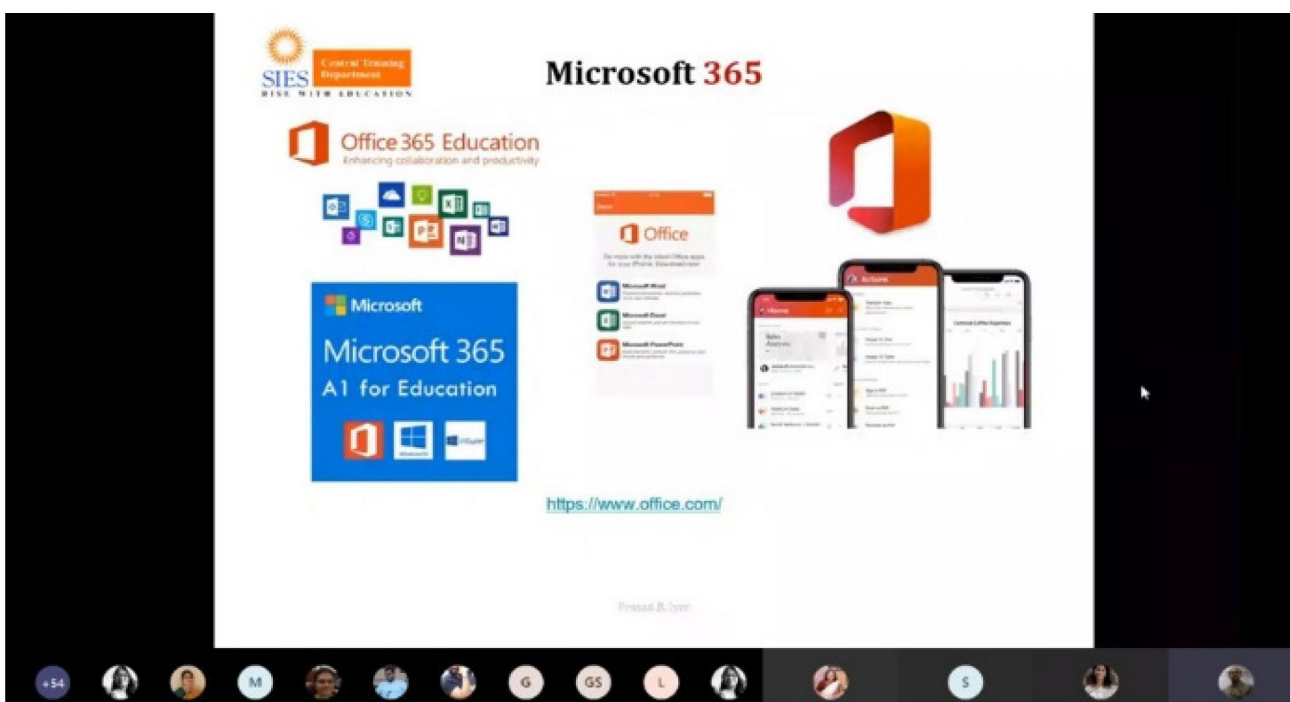
- Quartile Deviation
- Standard Deviation
- COV- Shows the variation of the sample= Standard
- Skewness-It is a measure of the asymmetry of the p distribution of a random variable about its mean
- Covariance – Shows the directional relationships between values. If it is positive then it shows the 2 sets of together



Program on Healthy Lifestyle



FDP on Collaborative Teaching Tools



SIES Central Training Department
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Microsoft 365

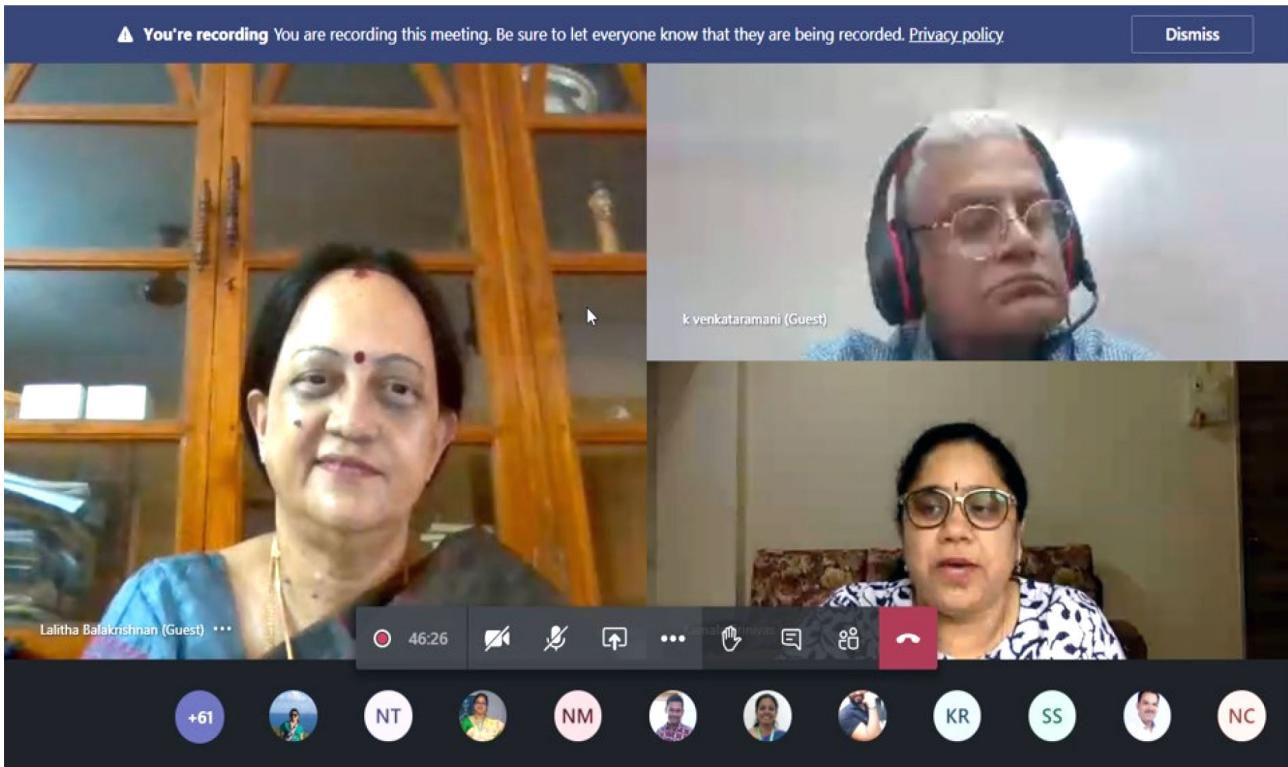
Office 365 Education
Enhancing collaboration and productivity

Microsoft 365
A1 for Education

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

Presented by: [Name]

Understanding on CO, PO, PSO



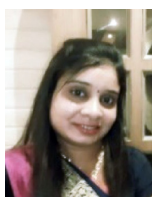
Webinar on Book Writing



Feedback



FDP- Attainment of CO & PO from NAAC Perspective - Understood how to calculate attainment levels and how to frame cop- Faculty - **Dr. Swati Prasad Vitkar- SIESACSN**



Online Teaching Learning: The session was interesting. I learnt things which I can use during my online teaching.
- **Ms. Jasmine Patel- Teacher – SIESAPJ School.**



FDP on Collaborative Teaching Tools: Excellent Session by Prof. Prasad as always. Import settings during meetings, about Desmos for solving mathematical equations, office tools for collaboration were well explained.
- **Prof. L Swasthimathi – Faculty – SIESCOMS**



FDP on PRISM : Program was very effective for self-development and growth.
- **Prof Sanghamitra Shahal-Faculty – SIESSOP**



Understanding on CO, PO, PSO – How to formulate PO, PSO, CO was made very crystal clear by setting various examples. - **Dr. Neeraja Tukane -SIESASCSW**

Developing Professionalism

- The resource person was explaining so well and session was very interactive. Today I learnt without presentation also online teaching can be engaging.
- The basic and minute things which we normally overlook in case of being professional were nicely explained by the speaker.

Students of Teacher Training & Counselling Course –SIESICE



CALL FOR ARTICLES

We invite articles (around 800 words) from all faculty / staff to make the newsletter interactive learning forum by sharing learning/ teaching initiatives, experiences/ideas.

Send us the write-up / articles by 10th December 2020 at suman@sies.edu.in

SIEST Central Training Department

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