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Insight

Welcome to 2021!

"A year foreseeing technological innovation in teaching - learning process."

We are glad to present Adhigam with interesting and informative articles .This issue focuses on varied experiences of authors towards virtual teaching and learning. Dr. Peter Cunningham, an international expert in education, training and development has shared his perspective.

The pandemic has inculcated learning initiative in people from all walks of life to face different challenges. The objective of the department was to develop educators, office staff and students on required competency for effective professional and personal growth.

With the new normal, SIESCTD has conducted various programs for all teaching, non-teaching members and students to enrich their knowledge and skills. These eight workshops on diverse topics were well received from all participants. The program on 'Self-development-Way to Happiness' was appreciated by the staff . The highly requested advance session for the same was also organized. Webinar Discussion on 'Impact of NEP on Educators' was attended by more than 150 faculty members. The five-day online workshop on 'Advance Excel' was actively participated by office staff. The students also welcomed (reframe the sentence)corporate readiness programs .

SIESCTD has emphasized to design, and conduct value added programs from its inception. Over the years, generic as well as specific competency-based programs have been successfully carried out, contributing to learners and institution development.

The continuous guidance, support of management and all institutions facilitated the training programs and the e-newsletter-'Adhigam' to achieve its goal.

Happy Reading …..

Suma Nair – SIES Central Training

Message from President- Dr. V Shankar

The current issue of Adhigam focuses on online education. Despite large scale disruption of learning in campuses, the Central Training Institute of the Society has ensured that Adhigam is released on time during the year for a greater insight into education, training and development.

Online education has become the mainstay during these pandemic times and despite infrastructural bottleneck has emerged as the sole tool of academic delivery. Is online education the panacea for all the ills that plague modern day education? Pandemic is being used to push online education, but it can most supplement, not replace, physical sites of learning. I believe the incredible synergy unleased by Information and Communication Technology (ICT) is the best thing to have happened to education since the printing press. Indeed, higher education is unthinkable without some form of computer and some mode of digitised data transmission.

It is the social rather than physical space that educational campuses create that plays a crucial role. Online education could be the proactive trojan horse smuggled in under pandemic condition to abrogate the state's commitments in public education. As long as we can safeguard campus learning and strengthen it with online content, the students would be the winners. The purpose of education would be better served by co-existence. In order to keep the online learning from overwhelming the students, one should not put new curriculum ideas and constantly review curriculum equity. Massive changes occurs only deep crisis. No doubt COVID-19 has been a huge catalyst in forcing everybody to utilise technology. The current issue highlights various facets of online education. I am sure it will open new vistas for a hybrid that would judiciously combine both physical and online education.

 Happy Reading

IS (INTERNATIONAL) EDUCATION IN FREE FALL? A SOUTH AFRICAN PERSPECTIVE

Prof. Dr Peter Cunningham,

Emeritus Professor, Nelson Mandela University, South Africa

The impact of Covid-19 during the past year is likely to generate extensive debate and research in the coming years, specifically as to whether it has negatively influenced the quality of education. This begs the question as to whether the quality of higher (university and college) education is in free fall regarding quality.

Although this is a moot point at this stage, what the pandemic has done is to showcase the depth of creativity among academics in their effort to ensure the continuation of studies and research. Central to the resilience of the sector are advancements in the adoption of various forms of electronic modes of delivery.

In the case of South Africa, one such electronic mode of delivery that has gained traction in higher education over the past year is Collaborative Online International Learning (COIL).

COIL is a teaching and learning method that facilitates virtual global exchange by enabling faculty or educators to successfully link a class at one educational institution with another in a different country or cultural setting (USF. 2020). Collaborative Online International Learning as one of the methodologies of virtual education has enabled inclusivity in internationalisation, and has taken it to scale that has not been possible through academic (student and staff) mobility due to a number of limitations, specifically funding.

The State University of New York Collaborative International Learning (SUNY COIL) Centre was established in 2006 and was developed from the efforts of a group of SUNY faculty innovators who were each exploring ways to bring international students into their classrooms.

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As a pedagogy, COIL includes developing shared learning outcomes that emphasise experiential and collaborative student-centred learning. Divinia Jithoo is a COIL specialist and provided the following insights to its methodology, implementation and quality.

1. *What makes COIL different from other virtual learning tools?*

Collaborative Online International Learning (COIL) is a teaching and learning methodology providing innovative cost-effective internationalisation strategies that aim to foster faculty and student interaction with counterparts abroad through modules or projects. The modules or projects aim to foster multicultural, multidisciplinary blended learning environments that emphasise experiential student collaborative learning.

COIL is understood to be a specific type of pedagogy that requires collaboration between faculty members at each institution through the development of the programme, module or project, as well as collaboration between student groups at each institution.

COIL encourages inter-or multi-disciplinary collaboration, making it unique to other forms of virtual programmes that are designed for a specific discipline.

2. *How does COIL improve internationalisation of Higher Education, specifically the quality of education?*

COIL contributes to internationalisation as a tool for internationalisation of the curriculum.

It enables collaboration between faculty and their peers abroad through opportunities in collaborative teaching and module or project design. It also fosters a mindset of international collaboration among students with peers abroad. Further to this, COIL specifically focuses on internationalisation of the curriculum and of teaching and learning by aiming to engage 100% of an institutions student population through international collaboration and virtual mobility form within the classroom.

3. *What do I need as an institution to implement COIL?*

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This is a very complex question to answer. Depending on where in the process the institution is with COIL, it would start with the basics of the technical and teaching and learning requirements.

The technical requirements would include: A strong Internet connection with enough bandwidth to support synchronous collaboration between academics at different institution as well as student collaboration on projects through various platforms such as ZOOM, MS TEAMS, Padlet, Whatsapp, etc.

Teaching and Learning requirements would begin with an understanding of the COIL concept by institutional faculties and faculty members and a drive to implement the teaching and learning method or pedagogy within the different departments in a faculty.

A willing international office or professional staff team that can assist with COIL partnering would be a plus.

A good foundation would include engagement with institutes, or consortiums that are engaging in capacity building for COIL. Such example are:

The State University of New York COIL Centre: http://coil.suny.edu/

The Association of Commonwealth Universities are producing a number of resources and toolkits for Virtual Engagement: https://www.acu.ac.uk/

The Forum on Education Abroad have hosted a number of webinars on understanding COIL:https://forumea.org/training-events/webinars/

There are also a number of EUROSA funded projects to support capacity building in virtual education and COIL in higher education internationalisation. An example is: https://www.ufs.ac.za/ikudu/the-concept/coil-virtual-exchange

In the light of Ms Jithoo's comments it can be concluded that: The current COVID-19 pandemic is forcing us to rethink internationalisation of higher education practice for innovative new methodologies of achieving higher education internationalisation.

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It also poses an opportunity for us to rethink internationalisation in a way that enables us to deliver on these objectives in a more inclusive manner as is the case in South Africa.

The impetus created by the pandemic to adopt various electronic modes of delivery is likely to continue for the immediate future. However, their long term adoption is likely to be influences by a growing voice that electronic or virtual learning has a medicating effect on the quality of education, and the negative influence on the socialisation role that education plays. In terms of the internationalisation of higher education the push by students to experience another country first hand is also likely to influence delivery, thereby leading to a continuum of adoption from face-to-face to virtual modes of delivery.

Furthermore, not only is the production of globalised knowledge influenced by various eco-political and cultural factors but concomitantly by the level of technological development and access. The pandemic has thrust the level of social unevenness in access to education-related technology to centre stage.

Throughout the developing world education among the poor has been hardest hit because of their lack of access to technology. The challenges in the delivery of quality education specifically among the rural poor has been exacerbated because of the lack of access to a suitable learning space and an appropriate in-home supervisor.

In the coming year the real challenge for educationalists is going to be to get children and adults back into formal education with many having given up with school and university. And, more dangerously with many children having been forced into child labour. A 'given-up mentality' both at the junior and higher education levels is therefore likely to be the major challenge going forward. ■
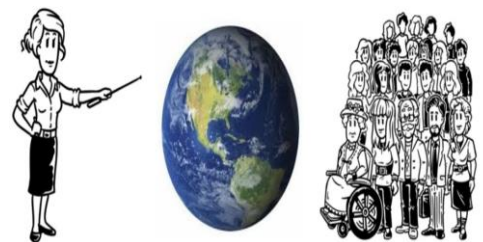
TEACHING DURING THE PANDEMIC - A BLESSING OR A CURSE

Dr. Bigyan Verma

Director, SIES College of Management Studies

The hint of euphoria of an unscheduled 'holiday' was unmistakable amongst the teaching fraternity when a countrywide lockdown was announced in the month of March 2020. To be able to work from home was akin to a holiday and the challenges of it seemed obscure and distant. Eights months down the line, the stress levels of school and college teachers have seen a new high with preparatory work trebling in the last three quarters. To achieve efficacies similar to pre covid-19 times, many teachers are putting in additional 3-4 hours on a regular basis. While week-ends have become a misnomer, work – from – home is posing unbelievable challenges for many.

The Background

To understand the magnitude of the Covid-19's impact, a quick look at internet availability in India will enable a better understanding of the prospect of online teaching.

According to UNESCO report, over 1.5 million schools closed in India due to the pandemic affecting, 320.71 million students, which included 158.15 female, 162.55 male students

Little over 100 million Pre-Primary, 143.22 million Primary, 133.14 million Secondary and 34.34 million Tertiary students were left high and dry for the initial few days when almost all activities came to a complete halt. Though the government recommended shifting to 'online teaching', it didn't quite take into account India's massive digital divide.

With over 560 million internet users, India is the 2nd largest online market after China and yet the internet penetration stood at 54 percent of population in 2020. Around half of the 1.37 billion Indians therefore do not have access to internet even now.

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Further, just 24 per cent of Indian households have internet connections to access e-education, and there is a large rural-urban and gender divide that is widening the learning gap across high, middle and low-income families. According to UNICEF's Remote Learning Reachability Report, huge population of economically disadvantaged families struggle with access to remote learning. The report further said that students, especially girls, from most marginalized communities do not have easy access to smartphones, and even if they do, internet connectivity is poor, and quality education content is often not available in vernacular languages.

The Schools

From the schools' standpoint, the pandemic has heralded the biggest education disruption ever. The privileged institutes were quick to anticipate and react. Armed with a cohesive team of IT professionals and access to global research, they were able to invest, create programs and relay it back to the teachers. The missionary and publics schools grappled with sheer hard work and tenacity with the entire teaching and administrative staff acknowledging and trying to rise to rise to the near insurmountable crisis. It was the lower end schools, especially those located in the rural part of the country, that constitute majority of the institutes in the country that found themselves at the deep end. Extremely limited network, negligible laptops with students and a crisis that was growing unabated, it is an absolute mayhem!

The Teachers

For the teachers who form the frontline warriors, it rapidly dawned upon them, that it was not a paid holiday at all. Used to chalk-and-talk teaching, adapting to e-learning method of teaching was like the first day at the first job. For most of them who had been in the teaching profession for a couple of decades, computer literacy was an acquired skill and was mentioned in their CVs as additional proficiency and not a millennial talent that they were born with. To brush up and get some semblance of expertise was a humbling experience as on more than one occasion they were 'schooled' by their post 2005 born pupils on several applications.

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But that was just the beginning and a minor setback. Retaining the interest levels of the current generation who still hadn't come to terms with the nuanced difference between a holiday and the routine of studying from home, was the biggest monkey on the teachers' back. These got exacerbated with the lower classes. Holding the interest of smaller children in normal classrooms was a challenge – to be able to first get and then retain the attention of a distracted child remotely for over 30 minutes has been a nightmare. Stories of children doing a song and a dance during a 'class in progress' has become the most discussed topic during Zoom, WebEx and Google Meets. Parental participation during lessons and post lessons had never assumed greater significance especially for children in the 10-13 age group and particularly in the age group/s below that. Try telling a 7-year-old child to study from a mobile phone when all he is interested in are the games that the phone has built in it!

One very pertinent school of thought is that relationship shared in a live class is difficult to replace with an online class.

No peer interaction or even interaction between teacher and student, no camaraderie with batch mates and a complete absence of physical touch has taken a huge toll on both the teacher and the taught. Strangely, teachers feel the absence of a live class vibes just as much as the pupils.

Boon and the Bane

The biggest casualty has been education at the most basic level. The 4Cs of education -Communication, Collaboration, Creativity and Critical thinking – are unfortunately missing at this level of schools. Learning and teaching are not two sides of the same coin. If all these are missing for the children, school is rigid, uninteresting and ultimately alienating. The result is a mismatch between the learner and educator. But it is not the children who are mismatched to the schools, rather the schools are mismatched to the children. The plight of teachers with no training or supervision in the tough current situation is unenviable.

But like most crisis, Covid-19 is also emerging with its positives.

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A host of skill sets acquired in the education industry during the ongoing pandemic are refreshing and forward thinking. Computer literacy even for the uninitiated, research of academic material on the internet, conference meets, skills to retain student attention, keeping in-sync with the progress of all children and most of all one document containing all details of all students. A lot of the learnings acquired during the pandemic will be implemented even after covid-19 vaccine is found.

It may be a fair assumption to combine traditional methods with some of the online teaching methods. Could three days of school and two days of study from home become a reality of next gen teaching? A teacher must also remember that online teachings don't "just happen". They need careful planning . Most students get bored of online learning, but teachers must prove that it doesn't have to be like that. According to Donna J Abernathy, "*Online learning is not the next big thing, it is the now big thing.*" ∎

FROM REAL TO VIRTUAL TEACHING – A TEACHER'S EXPERIENCE
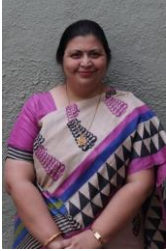
Dr. Koel Roy Choudhury

Vice Principal -SIES (Nerul) College of Arts, Science and Commerce

My name is Dr. Koel Roy Choudhury and this is my journey from real to virtual teaching. My role has a teacher, mentor to my students can be divided into two phases.

Before Covid 19, my teaching pedagogy was primarily chalk and duster method of teaching. I would illustrate concepts in economics by drawing diagrams on board and explain them to the class. There would be easy interaction between myself and the students as it was very easy for me to gauge whether they have understood. The class would be lively and it would be fun to interact and get the reactions from the students. The examinations would be conducted through offline mode where we would have to spend days sometimes nights correcting answer papers.

All that changed with spread of coronavirus (COVID-19) and the lockdowns announced by the government.

Most educational institutions moved all lectures online as an emergency response to the spread of coronavirus (COVID-19).

Shutting down all classroom teaching and delivering classes online, e.g., virtual classroom. The transition from real classroom to virtual classroom was sudden and unexpected.

It was a challenging task trying to bring teachers and students on a common online platform. Initially we started delivering lectures on ZOOM platform and then moved to WEBEX. Once I mastered the process of organizing lectures on these platforms, I could once again start interacting with my students on a regular basis. Throughout the summer of 2020, our College conducted several webinars, quizzes, short film competitions, Yoga sessions Cooking session and even meditation using different online platforms

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like ZOOM and Microsoft teams. One of the important activity that we organized was conducting mentoring sessions for our students as they become very anxious due to delays in their examinations. Regular interaction with students was essential to boost their morale and keep them focussed to their studies.

The lockdown period also have given me an opportunity to participate in webinars at national and internal level. It was a great boon to listen to experts from prestigious institutions and research organizations and upgrade my knowledge. This has definitely helped me to evolve as a better teacher.

When the new academic year began in August 2020, we started taking lectures on Microsoft Teams. Several sessions were organized by the Central IT department to familiarize us with features of Microsoft teams. We also had sessions within the department to understand the scheduling of lectures using Teams. As lectures commenced, I had my share of good and bad experiences. One of the interesting aspects of online teaching was the different ways in which economic

concepts could be explained. I could share videos, news paper articles, case studies on different economic topics like Inflation, Indian economy, demand analysis. The sessions were structured with no interruptions in the middle of the lecture. Initially students were hesitant to answer during lectures but with little persuasion and encouragement, classes become very lively and interesting. In fact, I found the first years students to be most enthusiastic with students switching on their cameras to show the diagram they have drawn or the sums that have solved.

Challenges

The sudden switch to 100% online teaching was challenging equally for both teachers and students. We as faculties had to suddenly work on content development in systems like Microsoft Teams and also identify and use convenient E-learning application systems for classes and assessment acceptable by students. Conversely, students had challenges in procuring gadgets needed for E-learning from home. Some students' laptops not functional and no repair services available, making them use hand phones for learning.

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Challenges in terms of the availability of stable internet for all, especially for students in the remote areas, was another major huddle for the students. Some of the faculty also faced internet connectivity issues.

Another challenge was that different students have different learning styles: auditory, visual, etc and mixed. In a regular classroom, it is easy to understand students grasping level of a particular topic being taught. But in online mode, it is difficult to assess student's understanding of different concepts.

Another challenge has been the conduct of examination for the third-year students who had to give an online examination instead of a written examination. After several deliberations, it was decided that examinations would be conducted through Microsoft Teams using Microsoft Forms.
We had to undergo training sessions to create question papers for examinations using Forms. First time, the College conducted online examination for 1000 students of third year at the same time.

With meticulous planning and co-operation from all teaching and non-teaching staff, the College could successfully conduct regular third year and ATKT examinations.

With College remaining closed for extended period, both students and faculty have adapted to the new normal to a certain extent but with challenges. A virtual classroom can replicate the real classroom only to a limit; it can never fully replace a real classroom.

But one thing remains the same — the teacher's zeal for teaching. If at all it requires us as teachers to go the extra mile to develop our online skills or come up with innovative ideas to keep students focused on online classes, we are ready to do it. ■
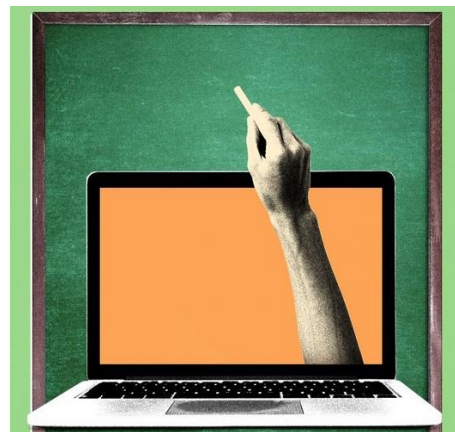
HYBRID LEARNING – WILL THIS BE THE FUTURE OF OUR EDUCATIONAL SYSTEM POST THE PANDEMIC?

Dr. Vidhya Satish

Director - Sies Institute of Comprehensive Education, Sion & Nerul

Much is spoken, read and written about the pandemic and its lasting impact on the educational systems across the globe. Digital learning owing to the pandemic has left an indelible mark in the Indian education system. The effect of this overwhelming, sudden but positive transformation that has occurred across cities and states and different levels of education was never imagined. Teachers had to literally embrace technology, albeit overnight. But the impact of online and digital education has completely changed the trajectory of our teaching-learning systems.

The Pandemic will end one day. Sooner or later we will all be stepping back to our classrooms with increased vigour and motivation to meet our students and transact the curriculum. But the question is "Will we go back to our old methodologies or will we embrace the newer ones that we have adopted

The answer is but obvious. Experts believe that a hybrid learning environment is going to be the future. The present article is an attempt to ponder on this methodology that we will, in all probability use in our classrooms.
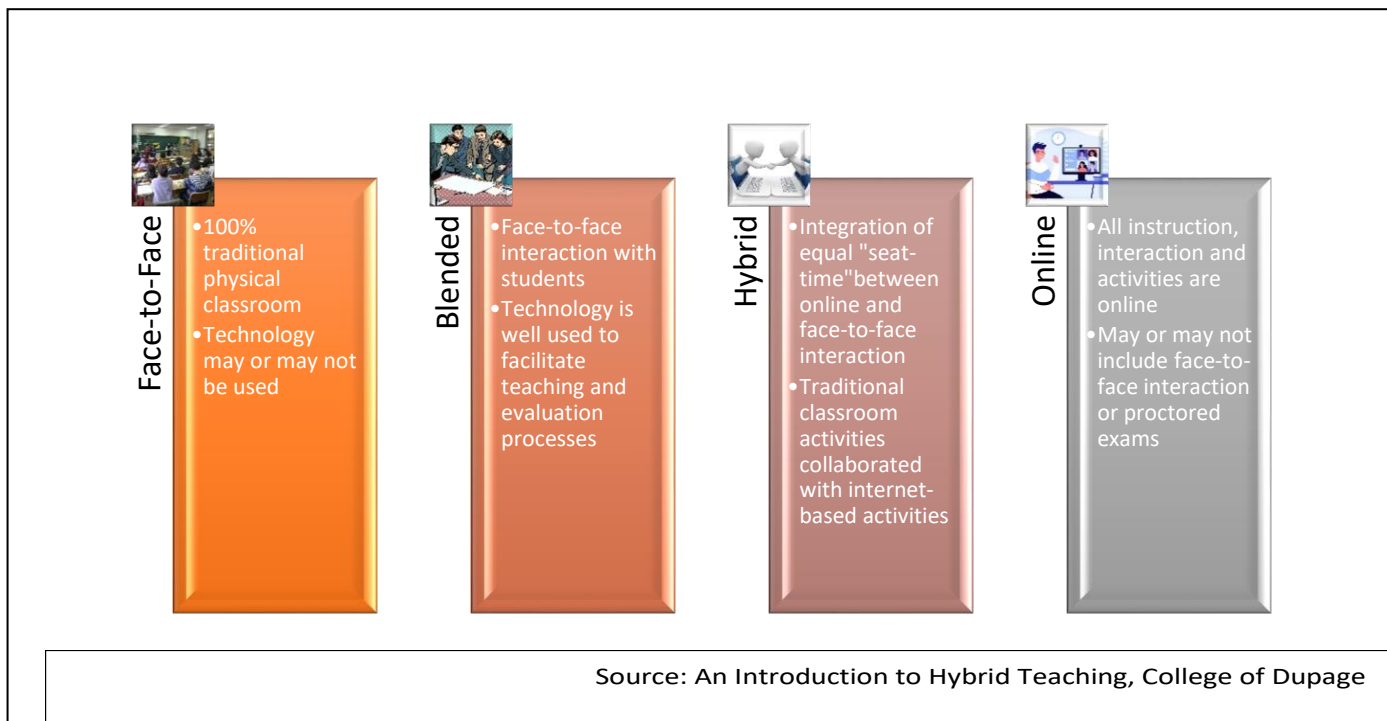
What is Hybrid learning?

Hybrid learning is a cohesive learning experience that combines face-to-face interactions between the teacher and the taught with equal impetus to teaching via online medium. It also means that learning experiences will be held outside of the campus and within the four walls of the classroom. This method would be a good system as it incorporates the best teaching experiences for every learning objective. Traditional classroom experiences will be combined with experiential learning and incorporating digital teaching to make learning experiences most optimal.

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The words 'hybrid' and 'blended' are often used interchangeably in the learning context. In reality, they have different meanings. The proportion of face-to face and online sessions and/or instructional material offered is balanced roughly as 50/50 in hybrid learning scenarios whilst in blended learning it is predominantly face-to-face classroom instruction with a few online sessions which can amount to roughly 75/25. Since there is no absolute definition, the following figure will give more clarity.

Face-to-Face
- 100% traditional physical classroom
- Technology may or may not be used

Blended
- Face-to-face interaction with students
- Technology is well used to facilitate teaching and evaluation processes

Hybrid
- Integration of equal "seat-time" between online and face-to-face interaction
- Traditional classroom activities collaborated with internet-based activities

Online
- All instruction, interaction and activities are online
- May or may not include face-to-face interaction or proctored exams

Source: An Introduction to Hybrid Teaching, College of Dupage

Benefits of Hybrid teaching:

- Hybrid learning can offer the best of both – traditional face-to-face and e-learning.

➢ Face-to-face interactions foster real-time engagement between the teacher and the taught. It aids discussions, project work, group presentations and concept clarity. Facial expressions can be read easily by the educator. Healthy peer relationships can be cultivated leading to the growth of a community atmosphere.

➢ Online learning on the other hand foster development of independent exploration, innovative collaboration, information and technology literacy, and content mastery. Students can revisit the lectures multiple times for better understanding

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> They can complete assignments in their time and pace. Online discussion forums offer students a platform to exchange their ideas with the peers and be free of the rapid-fire interaction that one sees in a physical classroom.

- The learning modules can be easily maintained, shared and re-purposed.
- It offers newer methods to teach courses, student engagement is more effective.
- Better interaction with each other and with the educator.
- In-seat class time is effectively used. Traditional class time may be often devoted to lectures, reading time, taking down notes to name a few activities. There is active use of in-seat time in this design.
- It is cost-effective over a period of time.
- Encourages faculty to share their best teaching practices online.
- The end result is sustainable e-learning module.
- Studies also suggest that hybrid learning leads to lower rates of attrition and more efficient use of

- campus resources (especially classrooms and parking).

Student engagement is the crucial aspect in hybrid learning. In his article, "Blended Learning: Strategies for Engagement," educational consultant and Edutopia online editor Andrew Miller offers the following strategies to maximize student engagement:

1) Leverage Virtual Class Meetings with Collaborative Work – Class time can be well used for collaborative work amongst students if recordings of classroom lectures are given to them. Collaborative work is meaningful work that aims at problem solving and adding value and meaning to the student learning.

2) Understanding the purpose of every activity carried out. When students understand the purpose, the indulge in the activity in a better manner.

3) Reflect and set goals. Goals need to be SMART – Specific, Measurable, Attainable, Relevant and Time-bound.

4) Differentiate Instruction through Online Work - Online work can be well used to meet the needs of the students

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1) In such contexts, they can engage themselves in focused, individualised learning rather than boring, monotonous and uninteresting work.

2) *Using tools for mobile learning – Leveraging the use of apps on mobile phones will help in integrating online activities. Apps such as khan academy, YouTube can be used by students inside and outside classrooms to review learning episodes offered by these apps thus creating interest in the topics under study.*

One of the pertinent insights from the University of Wisconsin-Bothell's Learning Technology Center is as follows:

"The schedule and structure of hybrid courses can vary significantly from one class to another. This underscores the pedagogical flexibility characteristic of the hybrid model. The instructor of a hybrid course typically determines what instructional activities should be online or face-to-face depending on the learning goals, course objectives, content, and available resources.

Similarly, the timetable for face-to-face versus online work can be organized in quite different ways that may reflect not only pedagogical criteria but also the particular circumstances of the instructor and students".

A few interesting suggestions are given below:

- The educator conducts lectures and carries out classroom discussions in the physical classroom. Students are given assignments that they complete online, and the completed assignments are posted in asynchronous discussion forums.

- Another method is recording of lectures either as a voiceover PowerPoint or using a streaming media. Students review the online lecture, and, in the classroom, they carry out a group discussion in small groups.

- Group projects are prepared by students and posted online. This is reviewed by a peer group. Suggestions and revisions are incorporated, and students present it on a face-to-face classroom for discussion and assessment.

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- Other activities would be meeting the class face-to-face for a couple of weeks and then go online for a week; alternatively, first few weeks of any course can be face-to-face and then engage students for an extended period using online classes.
- Night classes to save class time and complete assignments can also be adopted.

Planning for Hybrid learning

This system may appear deceptively simple but requires utmost planning for its effective execution. Planning must begin 3-6 months ahead of the commencement of the program. The most difficult part would be integration of both online and face-to-face approaches. The following questions will help the educator plan the hybrid learning strategy well:

1. Am I providing the students with adequate knowledge at the end of the hybrid courses?

2. Are the learning objectives planned achieved? What are the objectives that can be achieved by face-to-face interactions and what can be achieved through online platform?

3. What type of online activities complement the face-to-face interaction? Are they achievable? Are they merely online activities for the sake of it?

4. Since online asynchronous discussions are part of the hybrid learning methodology, are these planned? Do you as an educator foresee any learning opportunities that arise out of the discussions? Are there any challenges and if yes, how does one address them?

5. How will online and face-to-face activities be integrated in the same course? How can each component support learning by using both the ways?

6. How will you help students plan their time especially for online learning which is time-consuming?

7. While planning, how is the time apportioned between online and face-to-face activities?

8. What type of assessment would be conducted?

9. Are you planning to familiarise students regarding the technology that will be used for the online classes? How do you plan to orient them regarding web-based activities?

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1. How will you see to it that the workload is equally distributed between online activities and physical classroom activities taking care not to increase the workload?

Tips for success

- It is important to plan ahead of time. Planning must begin 3-6 months in advance.

- Start small and build slowly. Try to avoid having too many activities.

- Be experimental in your approach. Do not be sceptical about trying new technologies.

- It is important to keep the technology simple. It should make the students embrace it with ease rather than being fearful of adopting it.

- Also, remember that more assessments and feedback are more work for the educator. Be aware of their usage.

- Goals and objectives must be carefully re-examined and the way they lend towards success in the hybrid environment must be studied.

- Plan activities that can capitalize the strengths of both online and face-to-face interactions.

- Avoid overloading the course in your new-found enthusiasm. Online activities take longer than expected.

- Educators must seek and see the connection between online and face-to-face components. Care must be taken to see their integration. One should not end up teaching two parallel but unconnected courses.

- Use online resources that are readily available.

- Remember to seek help from experts who have used this methodology.

- It is important to manage student expectations regarding their progress and the conduct of the course.

- Be ready with back-up plans if technology fails or if you face any technical glitches.

- Planning carefully with back-up during exigencies is important.

- Seek student feedback at regular intervals and take it seriously.

- Try to add buffer days and time slots in order that the course is not too tight.

- Planning time for both online and face-to-face activities is very crucial.

Conclusion: The year 2020 is a year that none will ever forget!! The educational institutions in particular will not. It is a year that has brought about phenomenal changes in the teaching learning processes. At the end of it all, we will surely emerge technologically far more advanced and somewhere come closer to Generation Z for whom a world without gadgets is unimaginable.

In such a context, hybrid course design would certainly aid in meeting the needs of the learner. The best practices of traditional classroom teaching, previously adopted practices that were successful can be integrated using the digital platform. It will truly bridge the digital divide between the haves and the have-nots. The students for whom education is inaccessible owing to geographical divide can get access to learning through this method. We as educators have embraced technology in more ways than one. Our classrooms have seen a sea change in the past few months. With the hope that "This too shall pass" we will soon move on from a completely online mode and adopt a hybrid learning environment!! May the 'force" be with us!!■
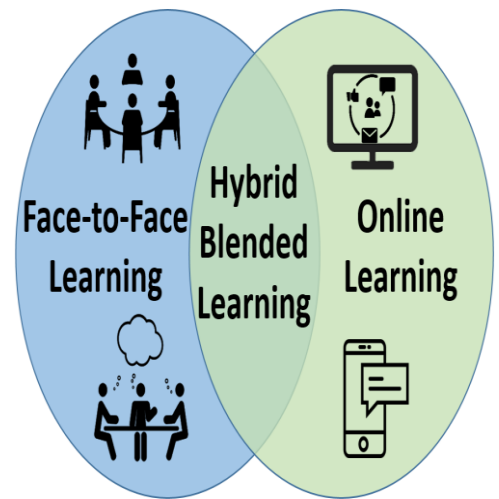
Details of SIESCTD program conducted from October 2020– December 2020

| Sr No	Title of the Programme	Date of the program	Beneficiaries	No. of Participants	Trainer Internal /External
1	Self Development - Way to Happiness	12th September 2020	Non Teaching Staff	25	External
2	Self Development - Way to Happiness	26th September 2020	Non -Teaching Staff	26	External
3	Placement - Corporate Readiness	17th October 2020	Students	50	External
4	Webinar Discussion on Impact of NEP on Educators	28th October 2020	Teaching Staff	152	External
5	Checks and Balances in maintenance of Quality	04th November 2020	Teaching Staff	52	External
6	Online Workshop :The art of writing How to become a published author	5th & 6th November 2020	Teaching Staff	12	External
7	Workshop on Advance Excel	22nd,24th,29th,30th December 2020 & 5th January 2021	Non Teaching Staff	20	Internal
8	Placement Grooming Program	21st December 2020	Students	3	Internal

Glimpse of Programme
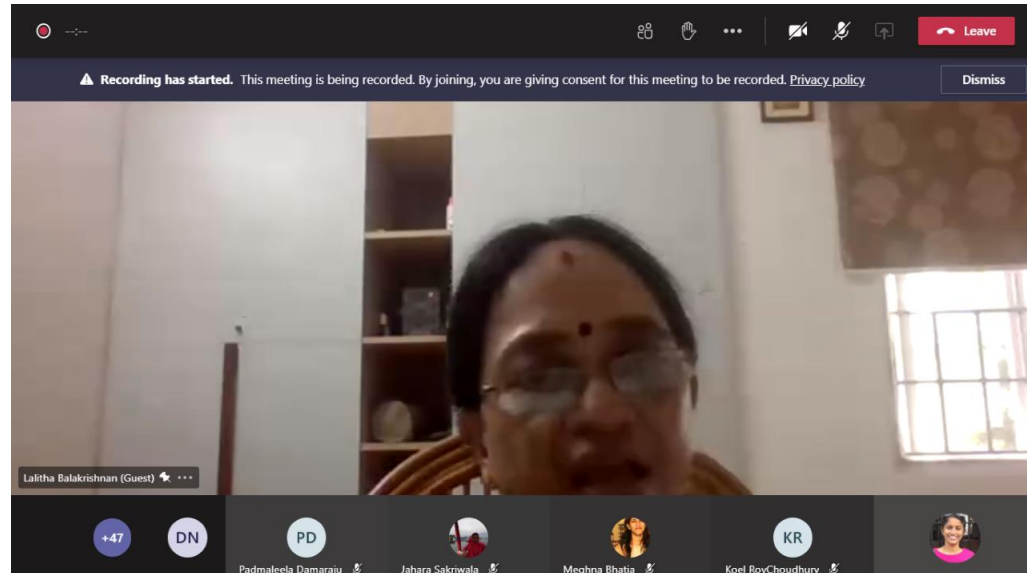

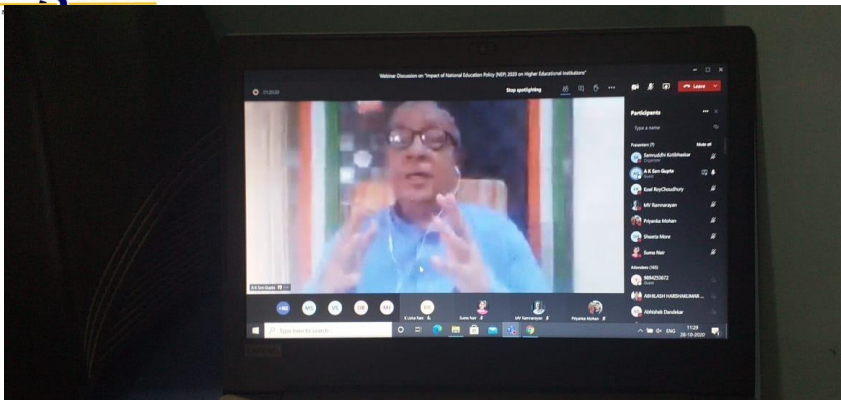**Workshop on Self Development**
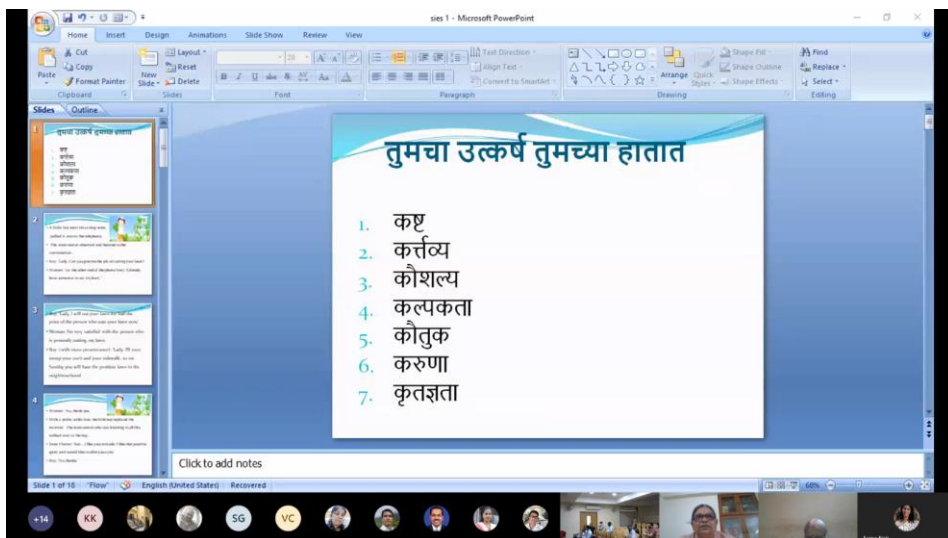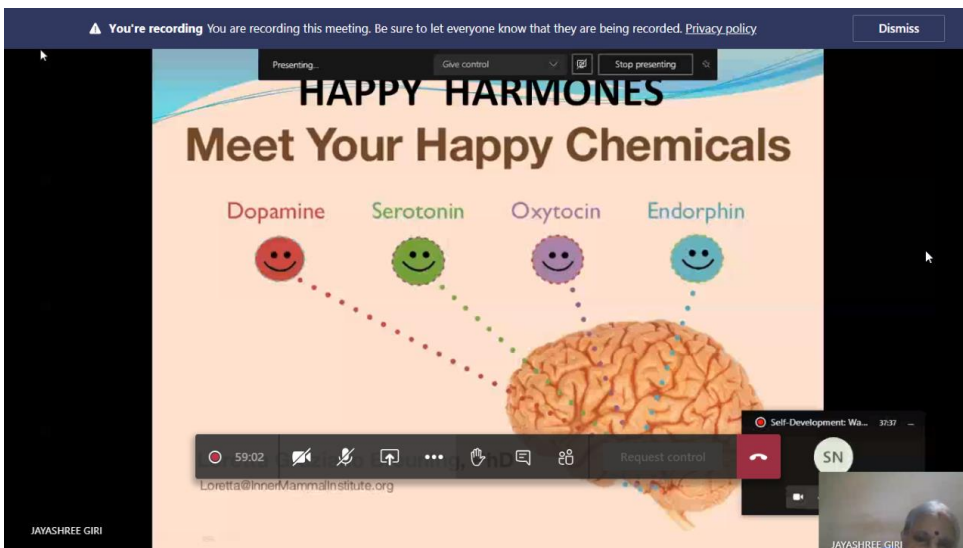
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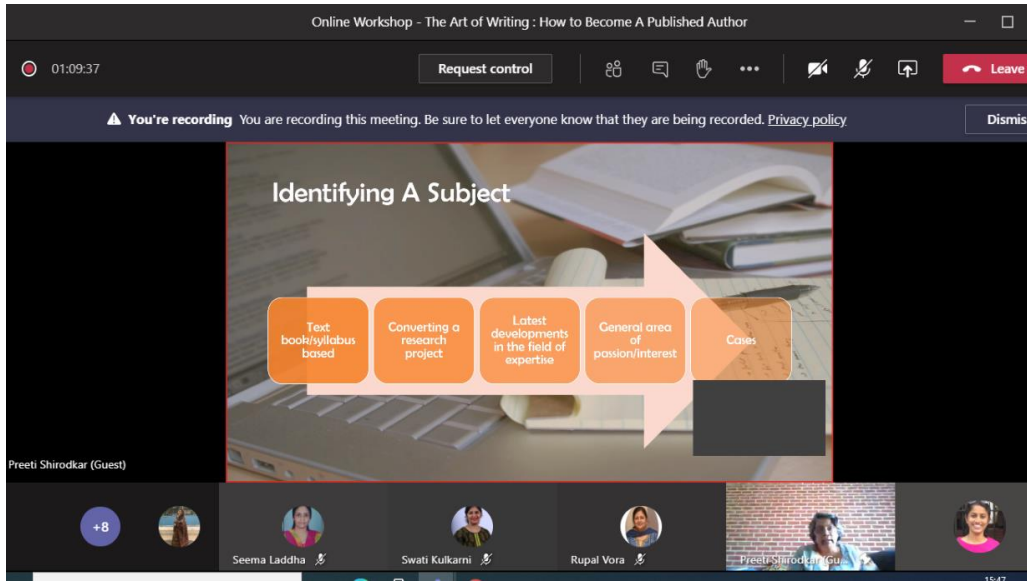
Online Workshop: The art of Writing How to Become a Published Author
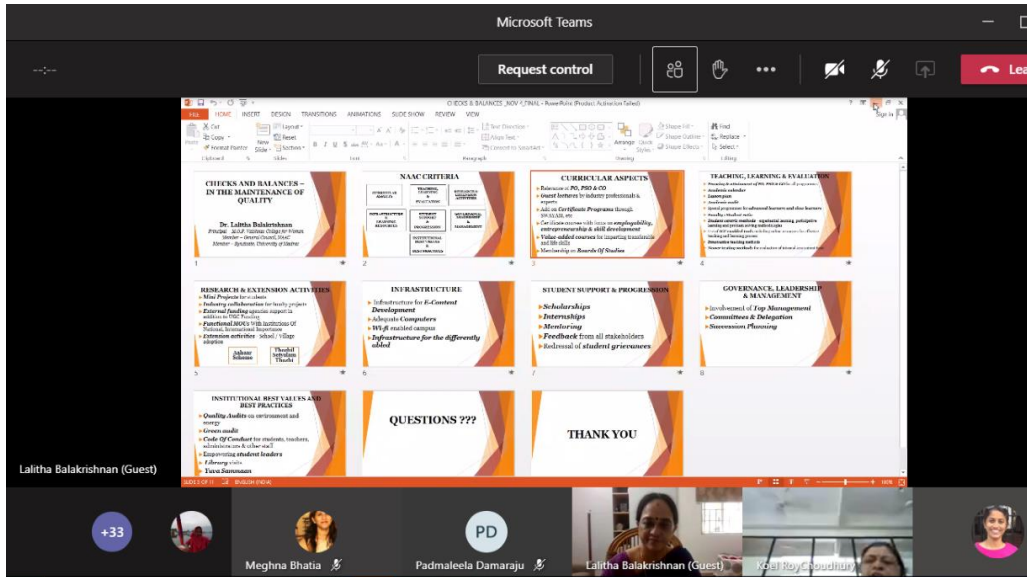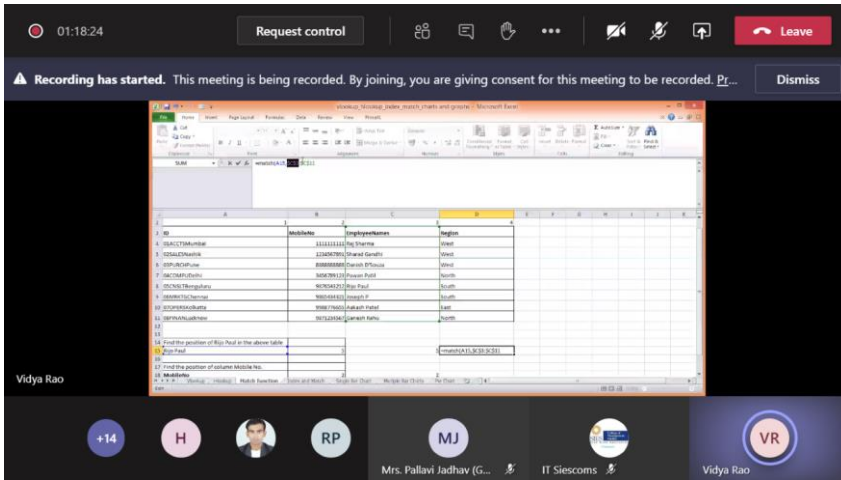
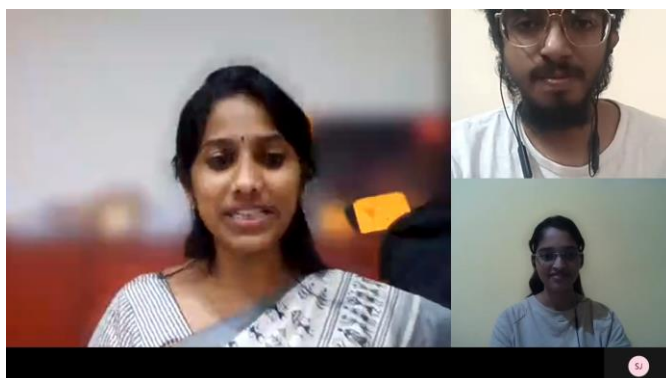

Workshop on Checks and Balances in Maintenance of Quality
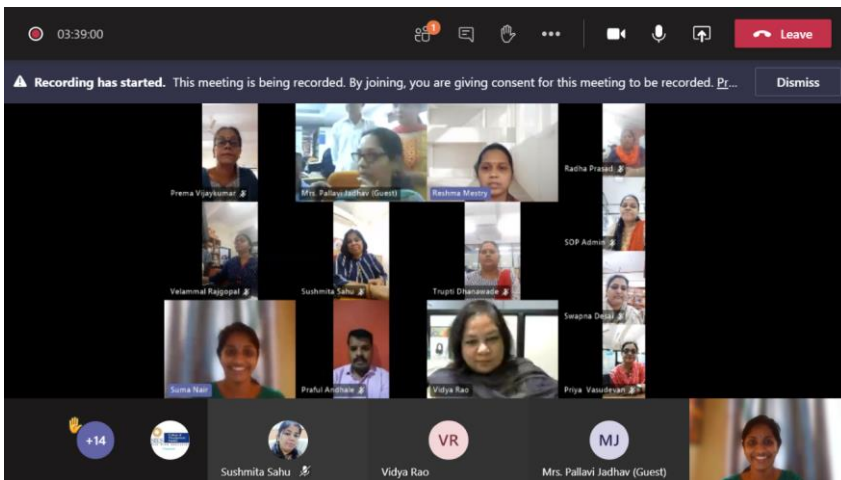
Webinar Discussion on Impact of NEP on Educators

Workshop on Advance Excel

Placement Grooming Workshop

Checks and Balances in Maintenance of Quality

Very informative program and helpful for upgrading us during the process of third cycle - **R.Perumal- Faculty - SIESASCN**

Online Workshop :The Art of Writing How to Become a Published Author

Wonderful Session by Dr. Preeti. An eye opener on basics of writing a book. The session covered all aspects very well in the timeline. The instructor of workshop made it a relatable Session with her personal examples.-**Saanchi Bhide–Faculty-SIESCOMS**

The sessions gave insights into the entire process of writing and publishing. Very detailed guidance.-**Rashmi Pradhan-Faculty - SIESICE**

Corporate Readiness :

- Very effective session, we would like to attend some more sessions. -**Student of SIESGST**

- It would be great if more such lectures / seminars are conducted on soft skills – **Student of SIESGST**

Placement Grooming

- I learned the proper etiquette for the interview. Also learned about the proper format and representation of resume. – **Student of SIESIIEM**

- The three days interactive sessions was quite helpful in understanding how to prepare resume and also helped in getting prepared for the future interviews**.- Student of SIESIIEM**

Feedback on program

Self Development- Way to Happiness

The session was life inspiring. The secrets if healthy living was revealed . I will practice this in my personal & professional life also.- **Pankaj Srivastava – Head SIES Central IT**
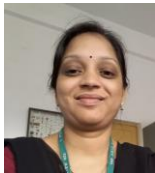
Thanks for organising very nice program -**Trupti Dhanawade– Office Staff -SIESASCN**

Workshop on Advance Excel

Very informative program -**Praful Andhale- Office Staff - SIES High School Matunga**

Very informative and useful - **Harshada Sachin Bhalera – Office Staff - SIESGST**

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 articles by 10th March 2021 at suman@sies.edu.in

SIES Central Training Department

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