

ALL INDIA ASSOCIATION FOR EDUCATIONAL RESEARCH

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WEBINARS 2020 & 2021

INTERNATIONAL LECTURE SERIES ON QUALITY CONCERNS IN EDUCATIONAL RESEARCH

Department of Education, Annamalai University, India

(In association with All India Association for Educational Research (AIAER) and International Forum of Researchers in Education (IFORE))

May 17th and 18th 2021

The international Lecture series on Quality concerns in educational research was organised by the Department of Education, Annamalai University, India in association with All India Association for Educational Research (AIAER) and International Forum of Researchers in Education (IFORE) on 17th and 18th May 2021 by online mode. Prof R. Babu, Head, Department of Education was the Director of this event. There were around 410 participants from all over India joined through Zoom meeting and around 650 participants watched through You tube.

On 17.5.2021 at 2.00 p.m. Prof P V Shelvam, Dean Faculty of Education welcomed the gathering for the international summit. The event was inaugurated by the Honourable Vice chancellor, Prof. V. Murugesan. In his inaugural address, he emphasised the need for quality in educational research and how this will contribute to decision making and in framing policies. Prof. R. Gnanadevan, Registrar i/c in his special address appreciated the efforts taken by the Department of Education in this regard and said that this topic is the need of the hour, because quality research will give quality output. Dr. Sunil Behari Mohanty President AIAER, offered felicitations.

The first lecture was by **Prof. Stephen Mckinney**, Leader of Pedagogy, Praxis and Faith School of Education, University of Glasgow, Scotland, UK. He highlighted as to how research ideas originate and explained the various process of research like how to select a topic, aims of research, implementation, dissemination, and its impact on Government. Six key principles of responsible research, education research during covid 19 and post covid 19 were discussed. The speaker was introduced by Prof PN Natraj (Retired) and he served as the moderator for this session. Interactions and discussions related to the topic made the lecture lively and the participants were highly benefitted. The second lecture was by Dr. **P. Ravichandran**, Malaysia on the topic Building quality literature reviews for educational research and in his lecture, he pointed out the need for literature review, explained how to write effective review and the various tools and techniques in searching reviews. The speaker was introduced by Prof PN Natraj (Retired), and he served as the moderator for this session. Questions were raised by the participants regarding the number of reviews required which was well explained by the expert. This session was highly useful to the young researchers who participated in the summit.

In the third lecture, Prof. **R. G. Kothari**, Former Vice chancellor, Veer Narmad South Gujarat University, discussed about errors committed in research, highlighting various errors committed in selecting the sample size, using of tools, quoting references, difference between significance and importance of the study, method, and methodology. Lots of reference books on research methodology were suggested by the speaker. The session was incredibly useful for the participants and his rich experience was revealed by the content of his lecture. The speaker was introduced by Dr. T. Manickavasagam, Associate Professor, Department of Education and he served as the moderator for this session. Many questions were raised by the participants and were suitably answered by the speaker. The last lecture of the day was delivered by Prof **Ram Ganesh**, Bharathidasan University, Trichy, India on how to publish in high profile journals. He spoke about the various metrics like impact factor, h index of the journals, the expectations of the reader and the points that author should consider before writing an article, created awareness about publishers like Elsevier, web of science, research gate etc., the format of the article to be followed with proper citations using various style manuals like APA, MLA etc. The session was very informative and will really help the scholars in publishing their article in high profile journals. The speaker was introduced by Dr. T. Manickavasagam, Associate Professor, Department of Education and he served as the moderator for this session.

On the second day,

Prof R. Babu, Director – International summit and Head, Department of Education, Annamalai University, delivered the lecture on Education research in India – a prelude. He has emphasized the point that research must be honest and highly objective one and he has mainly focussed on all the essential aspects such as Swami Vivekananda and Socrates views on Education, MB Buch survey of Educational research, areas of research in Education, researches conducted in the Department of Education, Annamalai University, recent areas of research and greatness of Indian researches, He also highlighted the role of budding researchers in doing research on current issues of education. The speaker was introduced by Dr. T. Manickavasagam, Associate Professor, Department of Education and he served as the moderator for this session. Lots of deliberations were there after the lecture and it was quite interesting.

Prof Balakrishnan Muniandy, Head, Centre for Research and Innovation & Professor of Educational technology, Wawasan Open University, Malaysia spoke on addressing quality concerns in educational research, significant contribution of his lecture was that it will help the researchers to identify the areas of research and what are the factors that influence educational research. A- Z of learning was well dealt with. He mentioned the 10 points that concerns with quality research. The speaker was introduced by Prof PN Natraj (Retired), and he served as the moderator for this session. The session was highly informative and were beneficial to the participants.

The 7th lecture was delivered by Dr. (Ms.) **Rekha Koul**, Dean international – Faculty of Humanities, School of Education, Curtin University, Australia on paradigms and quality standards in educational research. In her lecture she highlighted the various paradigms in research, how the students' emotions should be taken care of (personal approach) was dealt in a nice and interesting way. Emotional response to Covid 19, during and after lockdown was explained stage by stage. The lecture was informative, it touched upon the current issue of research and was well received by the participants. The speaker was introduced by Dr. K. Praveena, Associate Prof, Department of Education and served as the moderator for this session.

The last lecture was jointly given by **Prof. (Ms.) Sandra Poirier**, Middle Tennessee University, USA, and **Prof. (Ms.) Mary Ann**, Grand Canyon University, USA on sustainable online instructional modules for the 21st century. In their lecture they clearly explained the higher education digital capacity frameworks, factors that shape the face of education in 2030. The graphical presentation of the various aspects of digitalisation of higher education was very attractive and interesting. The lecture was highly informative making participants ponder about the future of education. Lots of questions

were raised and the speakers dealt with them in an interesting way. The speakers were introduced by Dr. K. Praveena, Associate Prof, Department of Education, who also served as the moderator for this session.

Finally at 6.30 p.m. the valedictory function was held. Prof S. Kabilan, Former Dean, Faculty of Science delivered the valedictory address, and highlighted the significance of quality research in education and explained its need. Prof. V. Ambedkar, event Coordinator proposed the vote of thanks.

AIAER & IFORE INTERNATIONAL WEBINAR LECTURE SERIES

ON

REFORMS IN TEACHER EDUCATION AND HIGHER EDUCATION AROUND THE WORLD

9 -12 Dec.2020

Institute of Professional Studies College of Education, Gwalior, Madhya Pradesh

A four-day International Webinar Lecture Series on “Reforms in Teacher Education and Higher Education around the World” was organized by the All India Association for Educational Research (AIAER) and International Forum of Researchers in Education (IFORE) in collaboration with the Institute of Professional Studies College of Education, Gwalior, Madhya Pradesh during December 9 - 12, 2020. The event was inaugurated by Dr. Aran Kumar Tyagi, Director, IPS Groups of Institutions.

Dr. (Mrs.) Rama Tyagi, Principal of the College and Co-host introduced the guests. On 9th, the webinar started with the lecture of Dr. Briju Thankachan, Ohio University Heritage College of Osteopathic Medicine, Athens, Ohio, United States on the topic Instructional Decisions Model: A Backward Design Approach to Train Teachers for the Future. He took examples from the day-to-day life to explain the concepts. His instructional decision module template covered aspects such as: Introduction and overview, Objectives, List of instructional materials, Reading guide, Instructional strategies, In class event sequence, Facilitator guide, Readiness assurance test questions and Application/final test questions.

The second talk was by Mrs. Sue Cronin and Dr (Ms.) Namrata Rao of School of Education, Liverpool Hope University, United Kingdom. “Teacher Education in United Kingdom”. They reported about three models of Initial teacher education: 1. University Based (Traditional route) 2. school placements supporting university-based education programme. University sets the funds for the placements. Universities recruit, select, and train. Schools work in partnership. 2. School Direct -Schools: select and recruit their own trainees, choose which teacher training provider to work with, formulate the content and focus of the training programme depending on the needs of both the trainees and the school and decide how funding will be split between the school and the training provider 3. SCITT (School Centered Initial Teacher Training) - Candidates selected by schools; Schools are responsible for the training and receive all the funding for the trainees and SCITTs may choose to work with a university but can choose to offer ‘QTS only’ route. Time spent by a teacher trainee in schools as part of training provided by university based programmes are: * Four-year undergraduate programme - 160 days (32 weeks) *One-, two- or three-year undergraduate programme - 120 days (24 weeks) *Secondary graduate (non-employment-based) programme - 120 days (24 weeks) *Primary graduate (non-employment-based) programme - 120 days (24 weeks) Teacher education programmes offered by universities are subject to regular inspection by the Office for Standards in Education, Children’s Services and Skills (Ofsted).

The third talk of the day was delivered by Prof. (Mrs.) Basanti Dey Chakraborty, Dept. of Early Childhood Education, New Jersey City University, United States. She spoke on Perspectives on Becoming an Effective Teacher of Young Children in U.S. Schools. According to her, some of the groups and organizations recognized for taking reform initiatives in teacher preparation programs are: National Network of Education Renewal; Holmes Partnership; The Renaissance Group; Project 30 Alliance; Standard Based Teacher Education Project; National Council for the Accreditation of Teacher Education (NCATE); American Association of Colleges of Teacher Education (AACTE); and National Commission on Teaching and America's Future. Strategies taking care of College/University Level Partnership are Involvement of subject matter and teacher education faculty; Approval and allocation of grants or funds for building partnership with schools; Release time for faculty to build partnership with schools; and Creation of Professional Development Schools. School Level Partnership strategies include Accepting/Placing Interns in Schools and in Professional Development Schools; In schools where many joint projects are carried out between the school and college faculty; Projects may involve students, teachers, interns, college faculty and supervisors; and School teachers and college faculty may engage in joint research and inquiry. College faculty may engage in Professional Development Projects in schools to improve quality of students' learning, community relations, or overall school performance; Conduct research with students in schools or at the level of colleges or universities; and School teacher teach in teacher preparation programs as CLINICAL FACULTY. The college faculty may teach one or several teacher education course/s in Professional Development Schools. She mentioned that her university in partnership with one urban High School carries out collaborative projects such as: Professor in Residence; Project Positive Behaviour Support – IDEA Corporation; Foundation for Excellent Schools; Field Experience for Pre-Service and Student Teachers; and Professional Development Workshops. Field Experiences include --Observing two children (one typical and one atypical) unobtrusively, writing journals of observation experiences, collecting students' artifacts, documenting, and suggesting parent engagements, and homework; and writing a reflective report recommending accommodation for atypical child and enrichment for a talented child.

On 10th December, in the first session, Dr. Ms. Sylvia Christine Almeida, Faculty of Education, Monash University, Frankston, VIC, Australia gave a talk on Environmental and Sustainability Education and Teacher Education in Australia. She pictured the devastating situation both in India and Australia with respect to the floods in Chennai and the Bushfire in Australia. She reasoned out the need for teacher education to give stress on role of teachers in developing a secure world. Referring to Australian teacher education, she referred to four types of programmes: 1. Bachelor of Education - Primary or Secondary (4 years); Double Degree - Bachelor of Arts or Science and Bachelor of Education - Primary or Secondary (4 /5 years); 3. Master of Teaching - Primary or Secondary (2 years) and 4. Master of Teaching Secondary only (2 years). The school teaching practical in Australia is known as 'professional experience' and its duration is at least 80 days for undergraduate programmes and of 60 days for Postgraduate programmes. There was also an alternative approach to become a teacher under Teach for Australia (TFA) programme in which Associates accept two-year employment contracts in schools and teach with a reduced teaching load of 0.8 and work with the guidance provided by a trained in-school mentor. Before starting teaching in school, they complete an intensive six-week residential component. Based on evaluation of their work, they acquire awarded an accredited postgraduate qualification in teaching/ Master of Teaching (secondary). She referred to Australian Professional Standards for Teachers first developed in 2011 and revised in 2018 by the Australian Institute for Teaching and School Leadership (AITSL). Its seven standards are: 1: Know students and how they learn; 2: Know the content and how to teach it; 3: Plan for and implement effective teaching and learning; 4: Create and maintain supportive and safe learning environments; 5: Assess, provide

feedback and report on student learning; 6: Engage in professional learning; and 7: Engage professionally with colleagues, parents/caretakers, and the community.

In the second session of the day, Prof. (Ms.) Roza Valeeva, Institute of Psychology and Education, Kazan Federal university, Kazan, Tartan, Russia spoke on Teacher Education in Russia. She started her delivery with the history of teacher education in Russia which had its origin in the beginning of the nineteenth century in form of pedagogic institutes, autonomous teacher education institutes, and teacher training universities, which got merged with non-pedagogical universities. There are four levels of teacher education- 1. Secondary vocational education; 2. Bachelor's level; 3. Master's level; and 4. High quality professionals. Institutions where teacher education is provided are: 1. Educational institutions of vocational training; 2. Higher education organisations / universities; and 3. Institutes of continuing and professional development and learning. Four problems in Russian teacher training system are: 1. Reproductive character of teaching in higher education institutions implementing teacher training programs. 2. Lack of the system of independent assessment of the pre-service teacher training programs' quality. 3. Lack of the so-called multitrack system of delivering teacher training which aims at attracting highly motivated students to work as teachers. 4. Lack of a well-targeted political strategy which aims at raising a teacher's profile and motivating students to become teachers. 5. Mismatch between the requirements of the professional standards and the work performed by most teachers, who do not have enough knowledge and qualification to be teachers. 6. Gap between content, technologies, and educational outcomes of the main teacher education programs on the one hand, and the requirements to the professional competences of pre-service teachers, set by the teacher professional standard and by the employers, on the other hand. 7. Overload of study programs with theory to the detriment of practical skills. 8. Lack of reasonable connection between the volume of the theory under study and the subsequent labour activity. 9. Gap between the development of practical skills and theoretical knowledge. She pointed out that her university-Kazan Federal University- is one of the biggest teacher education centers in Russia; is the only classical (non-pedagogical) university with a high percentage of teacher education programs; has extremely high quality of incoming students (one of the highest in the country in the field of education); prepares teachers for all school subjects; and offers teacher education programs in all subject areas and at all levels of training.

In the last session of the day, Prof. (Ms.) G. Dayalatha Lekamge, Faculty of Education, Open University of Sri Lanka, Sri Lanka gave a presentation on Teacher Education in Sri Lanka. Pre-service teacher education is provided by universities through their 4-year B.Ed. programmes and postgraduate diploma programmes for teaching senior secondary and by National Colleges for Teacher Education through their Two-year diploma programmes meant for teaching grades 1-5 primary and grades 6-8 Junior secondary. In these two-year diploma programmes school internship is for 1 year. Although state sector plays the key role in educating teachers /prospective teachers, no systematic plans were found for continuous professional development; ODL methods have been incorporated to expedite training and encompass large number of trained teachers to the system and limited collaboration and partnership among education providers. National Authority on Teacher Education was established in 1998 but now it is defunct. The universities and the NIE provide in-service teacher education programmes for graduates and teacher training colleges (TTCs) provide in-service teacher training to non - graduate teachers. Teacher Centres (TCs) established at zonal level provide short term in-service training for teachers in schools. Aspects covered in TC programmes are: New Education Reforms; School Based Assessment; Classroom Management; Aesthetic Education for Primary Teachers; Using Learning aids; Child Centered Education; and Children with Special Needs.

On 11th December, in the first session, Dr. (Ms.) Liu Woon Chia, National Institute of Education, Singapore spoke on Singapore's Approach to Developing Teachers. Transforming Teacher Education in Singapore had for aspects: 1. Deepening Professionalism; 2. Strengthening Practice; 3. Broadening Pedagogies and 4. Developing Perspectives. She listed Attributes of the 21st Century Teaching Professional. Learner centered values were: • Empathy • Belief that all children can learn • Commitment to nurturing the potential in each child and • Valuing of diversity. Teacher identity included • Aims for high standards • Enquiring nature • Quest for learning • Strive to improve • Passion • Adaptive & resilient • Ethical and • Professionalism. Service to the profession and community consisted of • Collaborative learning and practice • Building apprenticeship and mentorship • Social responsibility & engagement and • Stewardship. Skills were: • Reflective skills & thinking dispositions • Pedagogical skills • People management skills • Self- management skills • Administrative & management skills • Communication skills • Facilitative skills • Technological skills • Innovation & entrepreneurship skills and • Social & emotional intelligence. Knowledge covered: • Self • Pupil • Community • Subject content • Pedagogy • Educational foundation & policies • Curriculum • Multicultural literacy • Global awareness and • Environmental awareness. Actions for Deepening Professionalism included Professional Practice & Inquiry Folio which makes teacher trainees discuss and crystallise their teaching philosophy; integrate and aggregate their learning across the different courses and practicum; and reflect on their growing understanding of what constitutes good teaching. Strengthening practice covers reflective practice that helps teacher trainees take greater responsibility for their own professional growth by developing their capacity to think systematically about practice; 4-stage cyclical process of 'WH' – 'What?', 'Why', 'So What?' and 'Now What?'; facilitates reflection-in-action and reflection-on-action used during coursework and development of PPI portfolio and examines their practice after every lesson during practicum. Focused conversation encourages teacher trainees and their mentors to engage in directed conversation that facilitate work through issues in depth; provide opportunities to co-construct knowledge pertaining to teaching and learning, and to examine their prior beliefs and assumptions and facilitate the integration of personal-professional knowledge. Broadening pedagogy strategies are Experiential, Multimodal, Inquiry-based, and connected. Developing perspectives covers: (a) Community as Coach • Group Endeavor in Service Learning (GESL) • Service and Leadership Training (SALT) Programme (Vietnam) • Youth Expedition Programme (YEP); (b) Industry as Partner • Building University Interns for Leadership Development (BUILD) Programme; and (c) World as our Classroom • Semester Exchange • International Teaching Assistantship.

In the second session, Prof. Chris Reddy, Faculty of Education, Stellenbosch University, South Africa gave a lecture on Teacher Education in Post-apartheid South Africa: A Brief Historical Overview. South Africa provides two routes for Initial Professional Education of Teachers (IPET) teacher training: 1. Four-year Bachelor of Education degree (B.Ed.) 480 Credits; 2. 360 Credits first degree (BA/BSc/BCom/BTech) plus 120 Credit Advance Diploma in Education. The four-year B. Ed. degree includes the equivalent of one full-time year of supervised practical teaching experience in schools. The phase specialisations are as follows: a) Foundation Phase: (± 5 – 9-year-olds): Grades R – 3; b) Intermediate Phase: (± 10 – 12-year-olds): Grades 4 – 6; c) Senior Phase: (± 13 – 15-year-olds): Grades 7 – 9; and d) Further Education and Training (FET) Phase: (± 16 – 18-year-olds): Grades 10 – 12. Developments in teacher education took place through actions – National Teacher Education Audit of 1995, Higher Education Act 1997; South African Council for Educators 2000 to regulate quality of teacher education and National Teacher Education Framework 2007; SACE Professional Teaching Standards 2019, SACE Teacher Professionalisation Path 2019 and • SACE Revised Registration Criteria 2020. A teacher may go for his /her Continuing Teacher Professional Development (CTPD) programme by taking part in (a) school led programme; (b) employer led programme, (c) Qualifications; (d) Other programmes by NGOs, teacher unions, community based, or faith-based organisations and (e) self-chosen activities. Each teacher is expected to have a targeted number of PD points in each successive three years cycle. Teacher trainees are financially supported by bursaries and loans.

In the last session, Dr. Sunil Behari Mohanty presented an overall picture of Higher Education on the topic, “Training of Higher Education Teachers - An International Overview”. Nations differed regarding provision for training teachers of higher education in teaching skills. Such training was not part of career development in nations like UK and US which have 5 top ranking universities as reported in QS as well as Times World University rankings 2021. However, some universities in these countries have teacher training courses for higher education teachers that one may join by paying prescribed fees. In many nations each university has its own teacher professional development centres which guide new teachers. A few nations have teacher training programmes included in Ph.D. course work. He pointed out problems in higher education teacher training such as availability of high-quality resource persons possessing recent knowledge and availability of in appropriately scrutinized materials in various platforms maintained by various agencies of the higher education. For instance, E Pathshala has a document ‘History of Education Policy in India’. It has been written for Sociology subject paper ‘Society and Education’. The document mentions a professor as paper coordinator and another as subject coordinator. The pressure of work has not made them to verify the content by going to original documents mentioned in it. Example of a wrong statement is (Referring to Janardan Reddy Committee), the document stated, “The report of the committee had been submitted in 1992 and it came to be known as the National Programme of Action of 1992.” This uncorrected document was included in Course handbook given to participants of an Induction programme organized by a central university. Possibility of such errors could have been reduced if such materials are would have been reviewed by another agency to give feedback for correction.

On 12th December, in the first session, Ms. Ene-Silvia Sarv, Estonia spoke on Teacher Education in Estonia: Future perspectives.” School-obligation covered 7 - 17 years of age. Stages of education: Kindergartens (pre-school) 3-6 years, School: Primary 1 – 6th grade (class teacher teaching most subjects), general education 7 – 9th grade, and secondary school (gymnasium) 10-12th grade. Around 89% of Estonian adults aged 25–64 have earned the equivalent of a high-school degree, one of the highest rates in the industrialised world. The typical Estonian teacher is 49 years old woman having pedagogical preparation from university (MA level). A preschool teacher may be B.A. / M.A. Other teachers must be M.A. degree holders. Initial teacher education is provided by universities and professional higher education institutions. Every school must create its own school-curriculum (based on state-curriculum), teacher is the curriculum-creator in the subject area, general competencies area, etc. Expected teacher competences are Planning of learning and teaching activities; Development of learning environment; Supporting of learning and development; Reflection and professional self-development; Counselling; and Development, creative and research activities. Expected competences of Senior & Master Teacher (CPD) are Management; Instruction and training of teachers; and Development of methodology and learning materials. Teacher education in Estonia has following e-realities: ca 150 courses in Moodle (by Institute, without colleges); Ca 300 learning objects <http://www.e-ope.ee/en/repository/>; E-portfolios and learning in open environments; Homepages and free databases (Pre-school teachers association, EERA, Teachers society etc.), Facebook communities etc. and “e” ... has largely replaced paper! New areas of teacher education and CPD are Methods of e-learning (e-modules for independent or group learning, hybrid learning, distance learning); Methods of collective/team knowledge creation and knowledge management (Organisational bases (co-thinking technologies) & Rotators, and other methods of organisation of thinking processes with intense reflection. Synthesised / blended methods: different combinations of e-environments + organisational bases (etc.) + pedagogical or educational-political knowledge creation – simulations or practical outcomes; widening of knowledge and skills; and learning in international/multicultural settings, learning abroad (visit-learning). Since 2004, graduates from the initial teacher education pass the induction period lasting one school year. During this time, the prospective teachers receive support from their mentors and universities. Active, interactive, and reflective methods in initial teacher training

include observation; team-projects; group discussions and co-thinking; participatory research; -self-development portfolio; and peer-assessment rubrics.

In the second session, Dr. (Mrs.) Rama Devi Pani, Editor, University News, Association of Indian Universities, New Delhi gave an overview of higher education in India. She started her discussion giving a history of growth and development of the Indian higher education. Her history commenced with the Charter Act of 1813, establishment of colleges in Kolkata, West Bengal and in Kottayam in Kerala in 1817. She discussed the reasons for which Ministry of Human Resource Development (MHRD) was renamed as Ministry of Education (MOE). According to her, some of the common functions of Professional Councils were: Maintaining uniform standards of that particular field of education; Regulating the curriculum in the training of professionals; Regulating the level of examinations and qualifications; Funding in priority areas, monitoring, and evaluation; Bringing standardization of training courses for professionals; Prescribing minimum standards of education and training of various categories of professionals; Maintaining parity of certification & awards; Aiding in development, training and research; and Conducting various entrance tests. A few responsibilities of state councils of higher education were: Promoting academic excellence and social justice by obtaining academic inputs for policy formulation and perspective planning; Ensuring the autonomy and accountability of all higher education institutions of higher education in the state as well as coordination between them; and guiding harmonious growth of higher education in accordance with the socioeconomic requirements of the state. At the end, Dr. Pani discussed about the governance structure of universities.

In the last session of the day, Prof. (Ms.) Rosemary Papa USA spoke on higher education in United States. Her focus was on the influence of political and social systems over the university system. In the US, the duration of a degree course is 4 years and is degree is awarded not by passing a final examination, but by considering the accumulation of course “credits,” or hours of classroom study. Prof. Papa discussed US standards in recruitment of teachers in the university sector and stringent steps in the evaluation of one’s own contribution in career path. There was strict adherence to the norms of the statutory bodies reflect upon the quality of higher education. She also discussed factors responsible for low performance of US school students in PISA 2018, although the universities in the country occupied top 3 position in QS World Ranking. Welcome addresses for Guests were distributed between Dr. (Mrs.) Rama Tyagi, Principal of IPS College of Education and Dr. Sunil Behari Mohanty, President, AIAER. Concluding remarks and thanks to speakers were given by Prof. (Mrs.) K. Chellamani (10 sessions) on teacher education and Dr. Sunil Behari Mohanty (2 sessions on higher education). Dr. (Ms.) Seema Kushwah was the Co-ordinator and Ms. Neha Yadav, Asst. Prof. was the Moderator of the programme.

INTERNATIONAL WEBINAR-CUM LECTURE SERIES ON EDUCATIONAL TRANSFORMATION IN THE ERA OF COVID'19: CHALLENGES AND ISSUES

October 28-30, 2020

Institute of Professional Studies College of Education, Gwalior, Madhya Pradesh

An International Webinar-cum Lecture Series on Educational Transformation in the Era of COVID'19: Challenges and Issues was organized by the All India Association for Educational Research (AIAER) and International Forum of Researchers in Education (IFORE) in collaboration with the Institute of Professional Studies College of Education, Gwalior, Madhya Pradesh on 28-30 October at 5PM -8PM

daily. On each day there were 3 speakers. The speakers from 9 different countries were: 1. Prof. Rossano André Dal-Farra, Brazil; 2. Dr. Bidyadhar Sa, Trinidad & Tobago, 3. Prof. (Ms.) Sandra Poirier, United States; 4. Prof. (Ms.) Beatrice Ávalos Bevan, Chile; 5. Prof. V.M. Rajasekaran Pillai, India; 6. Prof. Izhar Oplatka, Israel; 7. Prof. Ananda Kumar Palaniappan, Malaysia; 8. Dr. (Mrs) Rekha B Koul, Australia and 9. Prof. John Benedicto Krejsler, Denmark.

On the 1st day, the programme was inaugurated by Dr. Arun Kumar Tyagi, Director, IPS groups of Institutions.

Dr. (Mrs.) Rama Tyagi, Principal of the College, and co-host, introduced the guest. Prof. Rossano André Dal-Farra, Graduate Program in Teaching Sciences and Mathematics at Lutheran University of Brazil. in his lecture gave a vivid description of the challenges and strategies being implemented to tackle the situation, pointing out how the efforts being made by his nation would not be able to fill up the vacuum in learning spaces created by COVID-19, in near future. It may take a few years to normalize the teaching learning activities. Dr. D.K. Diwan from Haryana gave the concluding remarks and thanks.

After introduction by Dr. Sunil Behari Mohanty, President, All India Association for Educational Research and Co-host of the programme, Dr. Bidyadhar Sa, teaching technology expert in a medical university in West Indies spoke about educational disruption caused by COVID 19, Challenges created by COVID 19 for Medical Education, Mitigation strategies for Medical Education during COVID 19, Impact of mitigation strategies and Strategies to deal with same and Futuristic of Medical Education. He discussed severely affected medical and paramedical education because this type of education is mainly practical based education, and it is exceedingly difficult to maintain the education level in this situation of pandemics. He emphasised on the increased involvement 21st century learning and teaching tools such as educational and web-conference software as well as simulation experimental software because medical research required clinical data, which is only collected by direct physical examinations. Concluding Remarks and thanks were given by Prof. Pradeep Chouhan of the IPS College of Pharmacy, Gwalior and in his concluding remarks he pointed out the necessities of online education, online student evaluation methods and clinical studies to cope up the challenges generated due current pandemic.

In the third and last lecture of the evening, after Dr. (Mrs.) Rama Tyagi's introduction, Prof. (Ms.) Sandra Poirier, Nutrition and Food Science Program, Middle Tennessee State University, Murfreesboro, TN, United States Discussing situation in her country said that a Harvard researcher added up the number of years that Americans who died from Covid19 might have lived had they reached a typical life expectancy. A new paper estimates that over 2.5 million years of potential life have been lost to COVID-19 in the United States, spoke about huge loss in learning pathways and traumatic stress inflicted upon the learner community at different stages of education. Issues pointed out by her included exploring strategies to take common teaching strategies online, reaching out to families to check in on student wellbeing, having icebreakers for tackling socio-emotional blockages, making teachers to be real persons, not limiting themselves to assigners of task, creating a detailed study plan in the absence of or in reduced face to face teaching learning opportunities, making leaderships innovative in their approaches. Concluding Remarks and thanks were given by Prof. (Mrs.) K. Chellamani of Pondicherry University, who highlighted the salient points from the talk and underlined the element of inter-personal interactions out of equations. Evaluating each other's learning and exchanging feedback on performance help students to operate in a co-operative and active environment promoting accountability, kinship, interdependence, and deeper understanding of concepts.

On the second day in the first session of the evening, after Dr. (Mrs.) Rama Tyagi's introduction, Prof. (Ms.) Beatrice Ávalos-Bevan, from Centre for Advanced Research in Education, University of Chile, Santiago, Chile in her deliberation discussed findings of a study on the impact of COVID19 over

teachers' lives, their teaching, and students. Majority of teachers spoke it was unfair to be required to teach in distance form. However, during previous week of reporting 60% teachers reported contacting students for matters related to the course they teach. About 70% of respondents, sent very week materials to students or to their parents and only 38% reported taking interactive classes once a day for a few hours. As regards main difficulty in teaching at a distance, difficulties reported were: "I have neither the knowledge nor the expertise to handle the software"-67%, "I don't have the required equipment (computer, tablet, etc.)"-77%, "I do not have good internet access"-67% and "I don't have a quiet place to work"-55%. About 66% students said that there was a lot of distraction in their homes. It is a sign of progress that teachers have strived to defeat the pandemic in their own way as majority of teachers said, "I have learnt new things that have helped me to teach". Some of the sources of concern reported by teachers were: "My students' emotional wellbeing", "Learning level of my students", "Students' family economic issues", "My parent's health", "My children's emotional state", "My children's health", "My emotional health", "My partner's health". Majority of teachers reported help and support from colleagues. Teachers used WhatsApp groups and sent out learning capsules of no more than 3 and a half minutes long ... and also used face books. Prof Beatrice was of the opinion that in Chile, far from remaining aloof or complaining, teachers have been actively working to lower learning gaps among students, they have a professional discourse that includes socio-emotional support and confinement is producing pedagogic innovation and opening the way to change. The efforts provided new knowledge about students and their families and renewed appreciation of school's community support. Concluding remarks and thanks were given by Prof. (Mrs.) Jahitha Begum of Gandhigram Rural Institute, Tamil Nadu.

In the second session, after introduction by Dr. Sunil Behari Mohanty, Prof. V. N. Rajasekharan Pillai, Vice- Chancellor of Somaiya Vidyavihar University and Provost of Somaiya Vidyavihar and Somaiya Ayurvihar under the Somaiya Trust, Mumbai and Chancellor of ICFAI University, Tripura and Ex-Vice-Chancellor of IGNOU, MG University, Kottayam, Kerala and Cochin University of Science and Technology, Kerala spoke at length about the disastrous consequences of COVID-19 on the Indian higher education system and discussed about various ongoing efforts and suggested certain strategies to be evolved for tackling the issues. According to him, technology cannot teach, only teachers can teach. Loss of face-to-face interaction of students with experts got reduced affecting quality of research deliberations. Tackling the pandemic in education system necessitates new norms related to approaches to teaching, definition of work space, working hours of institutions, and professional working groups. There was a greater need for networking among institutions and having cross border networks. Concluding remarks and thanks were given by Prof. Bhujendra Nath Panda, Dean, Research, Regional Institute of Education (NCERT) at Bhubaneswar, Odisha.

In the third and last lecture of the evening, after Dr. (Mrs.) Rama Tyagi's introduction, Prof. Izhar Oplatka, Professor of Educational Administration and Leadership at The School of Education, Tel Aviv University, Israel. In his talk, prof. Izhar cited various problems being faced by education systems in most of the nations, which have been seriously affected by COVID 19. He pointed out problems in his nation

- ☐ 30% of the first/second graders do not participate in the lessons.
- ☐ 490,000 students cannot connect to the Net.
- ☐ Unprivileged families cannot cover the expenses of printing learning materials.
- ☐ 34% of the parents reported having insufficient computers at home.

- ☐ The effectiveness of learning via Zoom is extremely limited.
- ☐ Rich parents hire special tutors for their kids.
- ☐ A feeling of lost year in education.
- ☐ An increase in latent dropout, especially among disadvantaged population.

According to him, it is important to open schools, at least because each day in which the students out of school costs 800,000\$. His solutions included

1. 2 meters between children, special equipment for teachers against Corona; alcohol gel in every class
2. Different solutions for different places (Special education, students at-risk, lower grades vs. upper grades)

a. Kindergarten: all kids in the same setting

b. 1-2 grades: half of the class in the school for 3 days.

c. 3-4 grades: only 18 kids in one classroom.

d. 5-6 grades: zoom, two days in the school (18 kids in class). If possible, they will attend school 3 days a week.

e. 7-12 grades: Zoom plus two days in school (half class each time).

A few initiatives that he proposed for his nation applicable to other affected nations were:

1. A massive purchase of new programs for e-teaching

2. The development of new digital contents.

3. In service training for instructional staff in digital teaching/learning.

4. Infrastructure – increasing internet Wi-Fi in schools, a purchase of more computers.

5. Lending lap-tops to unprivileged children. He concluded by referring to confusion and uncertainty – main responses to the crisis in education and accompanied fears about the emotional development of young children/ the achievements of the graduates. Concluding remarks and thanks were given by Prof. (Ms.) Prof. Ms. Brinda Bazeley Kharbiryumbai, Dept. of Education, North Eastern Hill University, Shillong, Meghalaya.

On the third day, after Dr. (Mrs.) Rama Tyagi's introduction, Prof. Ananda Kumar Palaniappan, Faculty of Social Sciences and Humanities, Tunku Abdul Rahman University College, Kuala Lumpur, Selangor, Malaysia and Ex-Professor of Education University of Malaysia, Malaysia, started his talk with the history of conquest of COVID which had adverse impact on health including mental health, education, economy, social, political, and even moral values, and ethics. He said that although 90% of Malaysians are technology literate, but most were not prepared for 100% online education. Many rural areas were lacking internet access. Malaysia government provided 1GB free internet through selected telco companies throughout the Movement Control Order. Referring to global scenario, he said that most affected are those from under-privileged families / rural / special needs children. Prolonging the time to graduation places an additional burden on students' finances by increasing both the total cost of an education and the time for the student to begin working. COVID-19 has widened the gap between the rich and the poor. While wealthier communities use more demanding technologies (virtual and mixed reality, telepresence) poorer ones turn to tools with lower infrastructure demands (asynchronous video, audio, images, and text). School closures tend to reinforce inequalities. Use of digital means such

as Google Meet, Zoom, Webex, Teams and others are helpful to most students, but accessing these cost money. COVID-19 has widened the gap between the rich and the poor.

- While wealthier communities use more demanding technologies (virtual and mixed reality, telepresence) poorer ones turn to tools with lower infrastructure demands (asynchronous video, audio, images, and text). ▪ School closures tend to reinforce inequalities.
- Use of digital means such as Google Meet, Zoom, Webex, Teams and others are helpful to most students, but accessing these cost monies. To tackle the pandemic created learning loss, teachers explore many varied ways of delivering material and engaging students online by tapping into their own creativity and use break-out sessions in Online Teaching Platforms (OTP) - Organize thinking games / puzzle during on-line classes and points for winners. The pandemic has accelerated the process of digital transformation. Wider use of telephone, SMS, radio and television for broadcasting lessons and homework especially for rural areas with little or no internet access. Concluding remarks and thanks were given by Prof. V.M. Reghu, Thiruvananthapuram, Kerala.

In the second session, after introduction by Dr. Sunil Behari Mohanty, Dr. (Mrs) Rekha B. Koul, Dean International, Faculty of Humanities, and Asso. Prof. at School of Education, Curtin University, Australia in her presentation, gave stress on improving learning environment led to development of tools such as Learning Environment Inventory, My class Inventory, Classroom environment scale, Individualized Classroom Environment Questionnaire, College & University Classroom Environment Inventory, Our Class and Its Work, Science Laboratory Environment Inventory, Questionnaire on Teacher Interaction, Computer Assisted Learning Environments, and Constructivist Learning Environment Survey. Dr. Koul concluded her talk with the final slide of her presentation that listed success of her university in becoming a leader in online teaching with more than two decades of experience, delivering most successful teacher training programme in fully online mode with up to 12K enrolments per year, remote labs in sciences to simulations in business and health sciences, partnership with EdX produced 30+ Mooc's and in development of Challenge a gamified project platform. Systems in use were: Akari, Blackboard, Challenge, Collaborate, Dixon, iLecture, IRIS, SoNIA, Turnitin, Unit Outline Builder. Strategic Projects were: Digital Learning, Teaching Excellence, Learning Analytics, Curriculum Transformation. Concluding remarks and thanks were given by Prof. Nil Rattan Roy, Tejpur University, Nappam, Assam.

As due to communication gap in timing, there was a delay in availability of the next speaker from Denmark, Dr. Sunil Behari Mohanty discussed about extent of damage caused by COVID-19 demon in different nations and pointed out the WorldOMeters statistics of 30th October listing India as a very listed death per million population among nations was highest in San Marino 1,237. Other severely affected nations having high death rates were Peru -1,037, Belgium-962, Andorra-944, Spain - 762, Brazil -746, Bolivia-741, Chile-736, Ecuador-712, United States -706. Mexico-698, United Kingdom-676, Argentina-672, Italy-631, Panama-617, Colombia-606, Sweden-586, France-551. The nations having less than one death per million population were: 0.08-Burundi, 0.3 Taiwan, Tanzania, 0.4-Vietnam, 0.8 Papua New Guinea, Thailand, and 0.9 - Sri Lanka. India figure was 87. Dr. Mohanty suggested that in coming two years all institutions including Anganwadis to function throughout the year and central and state governments need to modify service rules for all categories of teachers to make them get leave as applicable to nonteaching employees of the institutions, etc.

In the last session of the evening, after Dr. (Mrs.) Rama Tyagi's introduction, Prof. John Benedicto Krejsler from the Danish School of Education, Aarhus University, Denmark, and current President of the Nordic Educational Research Association spoke about the scenario of Danish education system during current pandemic, especially when there has been another wave. He focused on problematization of consequences of disconnect from physical world in favour of digital life. Denmark, Sweden, and the EU reacted with national solutions first, but then afterwards coordinated big bail-out package. He wondered about answers to questions such as:

1. What are consequences of asking children (school and pre-school) not to touch, hug and come close to friends and caring adults?
2. What are the short, middle, and long-term consequences of lockdown for academic life at universities and in research?
3. How does it affect research that you do not meet colleagues physically in their contexts/ at conferences and so forth?
4. Do we develop 'ingrowing obesity' when our lives move online?
5. What happens to ability for empathy when you are deprived of physical encounters/presence?

He concluded with the statement that digital life although a wonderful and enriching supplement to physical life and encounters..... but is a poor substitution when it takes over and becomes your overwhelming reality and the nations have to digest this truth. Concluding remarks and thanks were given by Dr. Sunil Behari Mohanty, President of the AIAER and one of the founder members of IFORE.

After Dr. (Mrs.) Rama Tyagi's thanks to all, the webinar cum lecture series ended with thanks by Prof. (Mrs.) Kalpana Kushwah of the host institution.

AIAER-ICFAI LECTURE SERIES ON INSTITUTIONAL EXCELLENCE IN HIGHER EDUCATION IN NORTH EAST AND NATIONAL EDUCATION POLICY 2020

September 19-20, 2020

On 19th and 20th September 2020, a webinar on the theme 'Institutional Excellence in Higher Education in North East and National Education Policy 2020' organised by ICFAI University, Tripura in collaboration with All India Association for Educational Research.

On the 19th, Prof. Biplab Halder, Pro-Vice chancellor of the University gave the welcome address.

Shri Ratan Lal Nath, Minister of Education, Govt. of Tripura was the Chief Guest. He spoke about transformation being envisaged through NEP 2020.

Prof. A. Ranganath, Registrar of the University introduced the webinar.

Dr. Sunil Behari Mohanty, President, All India Association for Educational Research spoke on Excellence in Training of Higher Education teachers in North East and NEP 2020. Dr. D.K. Diwan, VP, AIAER gave concluding remarks and thanks.

Prof. Bhagirathi Panda of the Dept. of Economics of NEHU, Shillong, spoke on access, equity, inclusiveness, and excellence. Dr. (Mrs.) Sasmita Kar, Joint Treasurer offered thanks.

Dr. Amarendra Pani, Head, Research, Association of Indian Universities on Research and Excellence. Dr. (Mrs.) S. Francisca, Joint Secretary, AIAER gave concluding remarks and thanks.

Prof. A. K. Mishra, Dept. of Commerce, Nagaland University, Kohima, Nagaland on Financial management, accountability, and excellence. Dr. Narendra Kumar Sharma, Joint Secretary, AIAER gave concluding remarks and thanks.

Prof. Bhujendra Nath Panda, Dean, Research, Regional Institute of Education of NCERT, Bhubaneswar spoke on Excellence in teaching and learning. Dr. (Mrs.) Jyoti Soni, EB Member of AIAER representing Punjab gave concluding remarks and thanks.

Last session of the day was the talk of Prof. (Mrs.) Brinda Brazeley Rymbai, Dept. of Education, NEHU, Shillong, who spoke on NEP 2020.

On the second day, the webinar started with a prayer. Prof. K.R.S. Sambasiva Rao, Vice-Chancellor Mizoram University spoke on NEP 2020. Dr. D.K. Diwan, VP, AIAER gave concluding remarks and thanks.

Second session had the talk of Dr. (Mrs.) Boa Reena Tok of Dept. of Education, RG University, Arunachal Pradesh on Women education in North East, and NEP 2020. Dr. Rohen N. Meetei, Joint Secretary, AIAER gave concluding remarks and thanks.

The webinar came to and with the most illuminating talk on various issues related to NEP 2020 delivered by Prof. V. N. Rajasekaran Pillai, Chancellor of ICFAI University.