

APR- SEP 2020



CRISIS COURAGE COMPASSION CONQUEST

SALUTE TO
CORONA WARRIORS

NATIONAL
EDUCATION 20
POLICY 20



C O N T E N T

National Education Policy 2020 Old Schools in New Buildings	04-10
National Education Policy 2020 A Post Pandemic Era of Opportunity, Innovation And Knowledge Construction..!	11-13
National Education Policy & Language Policy	14
Teacher's Corner	15
That Cloud in Our Bright Sky	25
Kaleidoscope	27-29
Coping With Covid-19 Related Stress as a Student	31
Promise of Plants	32
School Roundup	36-39
Achievements	40-45



MGM DARPAN



MGM
GROUP OF
INSTITUTIONS

FOSTERING CREATIVITY, CRITICAL THINKING & MORAL VALUES

OUR LEADING LIGHT

FOUNDER MANAGER



H. G. Dr. Stephanos Mar Theodosius
of Blessed Memory

(02.10.1924 - 05-11-2007)



Our Patron
St. Gregorios of Parumala

EDITORIAL BOARD

H. H. Baselios Marthoma Paulose II Catholicos
Patron

H. G. Dr. Joseph Mar Dionysius Metropolitan
President

Fr. George C Varughese
Chief Editor

Fr. Dr. Joshi Varghese
Managing Editor

Fr. Reji C Varghese
Fr. Kurian John
Sub Editors

Fr. Aju K Varghese
Publisher

Michael Fernandez
Graphics Design

Contact Details

MGM Darpan
St. Thomas Mission
Mar Theodosius Marg,
Kailash Nagar, IE
Bhilai, Durg (Distt.), Chhattisgarh
Tele: 0788 2285309
e-Mail: mgmdarpan@gmail.com

FROM THE DESK OF DEO

“But man is not made for defeat,”
he said. “A man can be destroyed but not defeated.” —

Ernest Hemingway, The Old Man and the Sea

CRISIS

The pandemic COVID -19 continues to wreak havoc round the globe without discriminating among the nations and races. The Novel Corona Virus which made its first appearance as an unexpected and unwelcomed intruder in 2019 in China is slowly becoming the part of our daily existence. Undoubtedly the mayhem caused by the tiny virus is vast and indescribable. Lockdowns, masks, physical distancing, sanitizing etc. are turning into the new normal. India is also reeling under the impact of Corona. The Gross Domestic Product (GDP) of India shrank by a massive 23.9% during April- June 2020, the biggest crash in over 40 years. India is globally the 3rd most affected country in terms of the total number of Corona patients and in the number of deaths caused by the pandemic (as on 4th September, 2020).



COMPASSION

**“Sweet are the uses of adversity
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head; ...”** (William Shakespeare, As You Like It)

The period of Crisis has also brought out the Compassion in people. There have been instances of Compassion shown across the world. People are coming together to sing on balconies in Italy, others are setting up groups to offer support to the elderly or vulnerable - like collecting groceries or calling them for a chat. We have heard stories of people having virtual movie nights and creating choreographed dances over video chat to share with the world. Many online education companies are offering free subscriptions during the pandemic so that students won't have to miss out on online learning opportunities. We have witnessed people offering food and water to the migrant labourers who were forced to walk thousands of kilometers back to their native villages from cities. Let's not feed the virus of fear, but of love and compassion.

COURAGE

We are also witnessing overwhelming stories of Courage. The history of the world is the story of those who fought against adverse circumstances and achieved great victories. Ranging from the front line health workers to police to maintenance staff, everyone is trying their best to defeat the virus. Those who are leading this fight against the pandemic, the health care professionals like nurses, doctors, paramedical staff to policemen are rightly called corona warriors. The courage and resilience of the common man who had to walk thousands of kilometers to reach the safety of their homes are also exemplary. Children, women holding infants and fragile old men were all seen on the move, carrying bundles with their clothes and other essentials. 15-year-old Jyoti Kumari, who cycled 1200 km to carry her injured father home is another sparkling example of courage in action.



CONQUEST

Though the fight against the pandemic is nowhere close to be over, yet there are instances of daily conquests; triumphs of compassion, care, love and resoluteness. We can see all around a resolute desire to not only survive but to thrive. Corona forced our Schools and colleges to be shut down. Though our schools are closed our schooling goes on. Though the travel restrictions have spoiled the plans of many to visit the kith and kin far away, we make up the loss by connecting through the virtual/ social media like Whatsapp etc.

“COVID-19 should not make us worse.” Positively we must say: “COVID-19 must make us better.”

ONLINE CLASSES

Covid-19 have created havoc in all areas of life including educational sector. We had taken pro-active measures and on 22nd March, 2020 (from 25th March onwards India has been under Lockdown) had asked the Schools to avail the facility of conducting online classes. The various platforms for conducting online sessions such as Google Classroom, Hangouts Meet, Zoom etc. were introduced to. The Schools were also informed about the availability of free digital contents like eBooks, videos, PPTs, lesson plans and so on, on portals like e-Pathshala, DIKSHA, NROER, SWAYAM etc. We also arranged the softcopies of textbooks to Schools for the use of students and teachers. The teaching learning process is made available to the students by all our Schools through various platforms like Google Meet, Zoom, Whatsapp, YouTube etc as per their convenience.

We had also arranged a webinar with Google South Asia Head for the Principals & other Schools leaders to know more about Google Classroom, a Virtual School Platform.

We also understand that conducting online classes is comparatively tougher than imparting lessons in class rooms. In order to equip our teachers (from both schools as well as colleges) with online resources and help them to integrate technology with their lessons, 20 subject specific webinars (e-workshops) for teachers and Principals were conducted by the Diocesan- Mission Education Board. Special emphasis was given to pre-primary section, which had 5 webinars. All together about 3200 teachers and principals benefitted from these webinars.

MGM DARPAN YOUTUBE CHANNEL

To facilitate online teaching- learning process, a YouTube channel named MGM Darpan

https://www.youtube.com/channel/UCLyfVt7t0Gy_OUqxrmfNsvg/featured

was started to stream live sessions and also to upload the recordings of the workshops. We are humbled by the overwhelming responses received by the channel.

NATIONAL EDUCATION POLICY 2020

The new National Education Policy (NEP 2020) was unveiled on 29th July, 2020. One of the major changes to be brought in the School education is the addition of pre-school education for children of ages 3 to 5 under the ambit of formal schooling. Though the private Schools do have the pre-school segment, the same is absent presently in the Government Schools.

There are many appreciable ideas such as change of focus from rote learning to Critical thinking and conceptual learning, changes in assessment, inculcation of Constitutional values etc. in the new policy. It also promises to offer flexibility that can allow students to follow their passion in a diverse array of domains /subjects. The Right to Education RTE is to be extended from Pre- school to Class XII, even though the present provisions of RTE have not been properly implemented yet. You can find finer details of NEP 2020 in this issue.

“Our Faith is stronger than our fear”

Stay Blessed !

Fr. Dr. Joshi Varghese

Diocesan Education Officer



IF SOMEONE IS GOING DOWN THE WRONG ROAD, HE DOESN'T NEED MOTIVATION TO SPEED HIM UP. WHAT HE NEEDS IS EDUCATION TO TURN HIM AROUND. - JIM ROHN



NATIONAL EDUCATION POLICY 2020

'OLD SCHOOLS IN NEW BUILDINGS?'



Fr. Sunny Jacob SJ

Secretary

Jesuit Education of South Asia

Until now India had seen three major Education Policies: one in 1968 based on Kothari Commission (1964-66) and the Second one in 1986 when Mr. Rajiv Gandhi was the PM and the third on NEP 2020 now. All these policies are path breaking policies for the nation's education. The First Education Policy (1968), had a holistic approach and advised the government on the national pattern of education and general policies, taking into account each stage from primary to post graduate. Based upon the recommendations of the Kothari Commission, the government announced a policy which called for equal educational opportunities in order to achieve national integration and greater cultural and economic development. A few suggestions from the commission have found place in the NEP 2020 as well, but two important recommendations have been left out:

- The Kothari Commission emphasised that an educational approach should be based on Universal human values. Not only this is omitted, it is replaced by "Indian values" in the NEP 2020, along with Constitutional values.
- The Common School System was extensively emphasised in the commission's report in 1968. However the NEP 2020 does not make any mention of the same.

The Second Policy was introduced in 1986. Its objective was a "special emphasis on the removal of disparities and to equalise educational opportunity," especially for women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities. The NPE of

1986 was modified in 1992. Also it stressed on Constitutional Values and National Integration.

After 1986, till today a lot of changes in all walks of life happened. Globalisation, privatization, scientific advancements, technological revolution, giant leap in the world of communication, economic changes and upward mobility and deprivation of many happened during this period. Religion, culture, politics, international relations...everything changed a lot. Education must reflect these changes and prepare pupils for the future, taking all the changes.

That is why the NEP 2020 is so important for us to study and appreciate the positive points and bring out the areas of concern to the notice of the Ministry of Education at the Centre.

According to the Ministry, the NEP 2020, which proposes several structural changes in the early as well as the higher education system, has been developed after consultations for nearly five years with stakeholders and the general public. The first Commission headed by late TSR Subrahmaniam was rejected by majority of academicians and scholars for its excessive lenience towards a particular ideology and agenda. It was pointed out that the commission's draft was centered on the theme of Centralisation, Commercialisation and Communalisation agenda. Both within the parliament and outside people raised these issues consistently and the government shelved the recommendations and gone for a wider commission under Dr. Kasturirangan. This commission came up with a 484 page document with a fantastic introduction and a

vision for an 'India Centered education'. Peoples and groups were asked to submit their suggestions and recommendations and the commission got a lot. Based on these suggestions the revised policy with a revised vision statement is placed before the cabinet and cabinet approved it.

VISION OF THE DRAFT NEP 2019 (By Dr. Kasturi Rangan Commission)

"The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all".

Vision of the National Education Policy 2020

"This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen".

There are 8 key Principles of the policy mentioned in the document.

1. Respect for Diversity & Local Context
2. Equity & Inclusion
3. Community Participation
4. Use of Technology
5. Emphasize Conceptual Understanding
6. Unique Capabilities

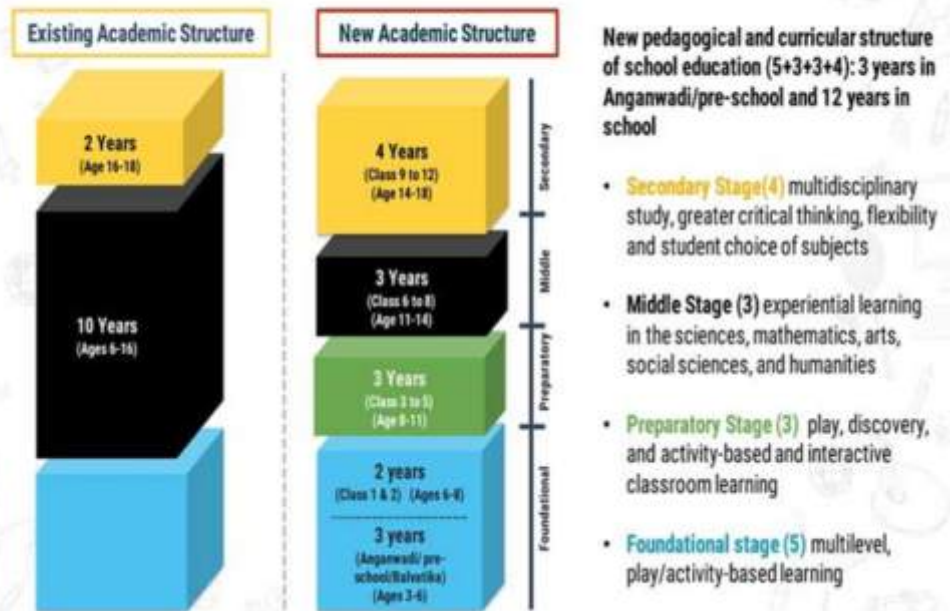
7. Critical thinking and Creativity

8. Continuous Review

Here are the highlights of India's new National Education Policy 2020:

School Education:

Transforming Curricular & Pedagogical Structure



Universal Access: The NEP 2020 has provisions to ensure universal access to school education at all levels- preschool to secondary.

Early Childhood Care & Education: The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. NCERT will develop a framework of the early childhood education of children up to the age of 8. (p 1.1-9)

Attaining Foundational Literacy and Numeracy: A National Mission on Foundational Literacy and Numeracy will be set up by the MHRD. (p 2.1- 2.9)

Reforms in School Curricula and Pedagogy: The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. (p. 41-4.10)

Multilingualism and the Power of Language: The NEP 2020 advocates for mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. (P. 4.11 ff)

Assessment Reforms: All students will take school examinations in Grades 3, 5, and 8. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. (p. 4.34 ff)

Teacher recruitment and deployment: The policy identifies the need for teachers training and their ongoing development. It spells about their professional development, service environment and culture. In fact it sets a professional standard for teachers (p. 5.1 ff)

School Complexes/ Clusters: it talks about the need for 'samgrha Shiksha' and so the needed for efficient resourcing and effective governance through school complexes (7.1 ff)

Equitable and Inclusive Education: NEP 2020 provides for setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. (p. 6.1 ff)

Standard-setting and Accreditation for school education is elaborately mentioned from chapter 8.

Higher Education: The whole chapter 10, 11, 12, 13 and 14 are on HEI. Increase GER to 50% by 2035: NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent (2018) to 50 per cent by 2035. At least 3.5 crore new seats will be added to higher education institutions.

Holistic Multi-disciplinary Education: The policy introduces broad-based, multi-disciplinary, holistic undergraduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.

An Academic Bank of Credit is to be established for digitally storing academic credits earned from different institutes so that these can be transferred and counted towards final degree earned.

Multi-disciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multi-disciplinary education of global standards in the country.

The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation: Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.

Rationalized Institutional Architecture: The definition of the university will allow a spectrum of institutions that range from Research-intensive universities to teaching-intensive universities and autonomous degree-granting colleges

Financial support for students: Efforts will be made to incentivise the merit of students belonging to SC, ST, OBC, and other SEDGs.

Open and Distance Learning: Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc, will be taken to ensure it is at par with the highest quality in-class programmes.

Online and Digital Education: A dedicated unit for the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Technology in Education: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.



vision for an 'India Centered education'. Peoples and groups were asked to submit their suggestions and recommendations and the commission got a lot. Based on these suggestions the revised policy with a revised vision statement is placed before the cabinet and cabinet approved it.

VISION OF THE DRAFT NEP 2019 (By Dr. Kasturi Rangan Commission)

"The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all".

Vision of the National Education Policy 2020

"This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional

values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen”.

There are 8 key Principles of the policy mentioned in the document.

1. Respect for Diversity & Local Context
2. Equity & Inclusion
3. Community Participation
4. Use of Technology
5. Emphasize Conceptual Understanding
6. Unique Capabilities
7. Critical thinking and Creativity
8. Continuous Review

Here are the highlights of India's new National Education Policy 2020:

School Education:

Universal Access: The NEP 2020 has provisions to ensure universal access to school education at all levels- preschool to secondary.

Early Childhood Care & Education: The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. NCERT will develop a framework of the early childhood education of children up to the age of 8. (p 1.1-9)

Attaining Foundational Literacy and Numeracy: A National Mission on Foundational Literacy and Numeracy will be set up by the MHRD. (p 2.1- 2.9)

Reforms in School Curricula and Pedagogy: The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. (p. 41-4.10)

Multilingualism and the Power of Language: The NEP 2020 advocates for mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. (P. 4.11 ff)

Assessment Reforms: All students will take school examinations in Grades 3, 5, and 8. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic

development as the aim. (p. 4.34 ff)

Teacher recruitment and deployment: The policy identifies the need for teachers training and

vision for an 'India Centered education'. Peoples and groups were asked to submit their suggestions and recommendations and the commission got a lot. Based on these suggestions the revised policy with a revised vision statement is placed before the cabinet and cabinet approved it.

VISION OF THE DRAFT NEP 2019 (By Dr. Kasturi Rangan Commission)

“The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all”.

Vision of the National Education Policy 2020

“This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen”.

There are 8 key Principles of the policy mentioned in the document.

1. Respect for Diversity & Local Context
2. Equity & Inclusion
3. Community Participation
4. Use of Technology
5. Emphasize Conceptual Understanding
6. Unique Capabilities
7. Critical thinking and Creativity
8. Continuous Review

Here are the highlights of India's new National Education Policy 2020:

School Education:

Universal Access: The NEP 2020 has provisions to ensure

universal access to school education at all levels- preschool to secondary.

Early Childhood Care & Education: The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. NCERT will develop a framework of the early childhood education of children up to the age of 8. (p 1.1-9)

Attaining Foundational Literacy and Numeracy: A National Mission on Foundational Literacy and Numeracy will be set up by the MHRD. (p 2.1- 2.9)

Reforms in School Curricula and Pedagogy: The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. (p. 41-4.10)

Multilingualism and the Power of Language: The NEP 2020 advocates for mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. (P. 4.11 ff)

Assessment Reforms: All students will take school examinations in Grades 3, 5, and 8. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. (p. 4.34 ff)

Teacher recruitment and deployment: The policy identifies the need for teachers training and their ongoing development. It spells about their professional development, service environment and culture. In fact it sets a professional standard for teachers (p. 5.1 ff)

School Complexes/ Clusters: it talks about the need for 'samgra Shiksha' and so the needed for efficient resourcing and effective governance through school complexes (7.1 ff)

Equitable and Inclusive Education: NEP 2020 provides for setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. (p. 6.1 ff)

Standard-setting and Accreditation for school education is elaborately mentioned from chapter 8.

Higher Education: The whole chapter 10, 11, 12, 13 and 14 are on HEI. Increase GER to 50% by 2035: NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent (2018) to 50 per cent by 2035. At least 3.5 crore new seats will be added to higher education institutions.

Holistic Multi-disciplinary Education: The policy introduces broad-based, multi-disciplinary, holistic undergraduate education with flexible curricula, creative combinations of subjects, integration of vocational education

and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.

An Academic Bank of Credit is to be established for digitally storing academic credits earned from different institutes so that these can be transferred and counted towards final degree earned.

Multi-disciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multi-disciplinary education of global standards in the country.

The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation: Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.

Rationalized Institutional Architecture: The definition of the university will allow a spectrum of institutions that range from Research-intensive universities to teaching-intensive universities and autonomous degree-granting colleges

Financial support for students: Efforts will be made to incentivise the merit of students belonging to SC, ST, OBC, and other SEDGs.

Open and Distance Learning: Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc, will be taken to ensure it is at par with the highest quality in-class programmes.

Online and Digital Education: A dedicated unit for the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Technology in Education: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

These are the basics of the policy. While we appreciate the positive elements, one can see a lot of areas of concerns too.

Positive and forward looking recommendations

The NEP recommends strengthening of existing schemes and policies which are targeted for such socio-economically disadvantaged groups. Further, it recommends setting up special education zones in areas with a significant proportion of such disadvantaged groups. A gender inclusion fund should also be setup to assist female and transgender students in getting access to education. The NEP aims to increase the GER in higher education to 50% by 2035. The NEP 2020 also recommends

increasing capacity of existing higher education institutes by restructuring and expanding existing institutes. At present, there is complex nomenclature of higher education institutes (HEIs) in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university'. These shall be replaced simply by 'university'. It recommends that all institutes should aim to be large multidisciplinary institutes, and there should be one such institution in or near every district by 2030. Institutions have the option to run open distance learning and online programmes to improve access to higher education.. These measures all if implemented with due diligence will help to achieve the goal of universal access to education. Remember, any policy is as good as its implementation!

Some concerns

Corporatization is encouraged?

"...substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation." (pp. 6). The adjective philanthropic sounds good, but how will you interpret it is the crux of the issue. Will it lead to more privatization of education? The policy also encourages private investments in education and also inviting foreign universities to open up their campus in India. These are good in a way but also it will lead to more privatization of Indian education. This will again make difficult for the marginalized, economically weak children to get in and make their future brighter.

Centralization is envisaged

The policy proposes highly centralized system of governance at all levels. CABE will be strengthened and empowered more (p 25.1). Implementation of the policy through various bodies like MHRD, CABE, Union and State education related Ministries, departments of education, NTA, the regulatory bodies of school and HE, NCERT, SCERTs, Schools, HEI along with timelines and plan for review (pp27.1). A lot more bureaucratic structures are proposed in the policy (p27.3). These can lead to more controlled and a centralized system in the future.

More Research is needed

How genuine is the mention of research in the policy is a doubtful proposition for many scholars. The NEP 2020 talks about more funding for research. However the proposed investment on research and innovation in India, at only 0.69% of GDP, lags behind several other countries. The total investment on R&D in India as a proportion of GDP has been stagnant at around 0.7% of GDP. Of which 58% of expenditure was by government, and the remaining 42% was by private industry. If the proposed NRF has to function private investment may be a need. This can lead again to 'controlled' research by the industry to suit their interest. "Total investment on research & innovation in India declined

from 0.84% of GDP in 2008 to 0.6% in 2018. There are currently only 15 researchers in India per 100,000 of population, compared with 111 in China". (Dr. Shashi Taroor)

Multi-disciplinary education is good but choice of subject is intriguing

Multi-disciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge (Introduction under Principles of this policy). It talks about the subjects to be there for choice for students to study. We learn (NEP 11.7) that "Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at HEIs across the country."

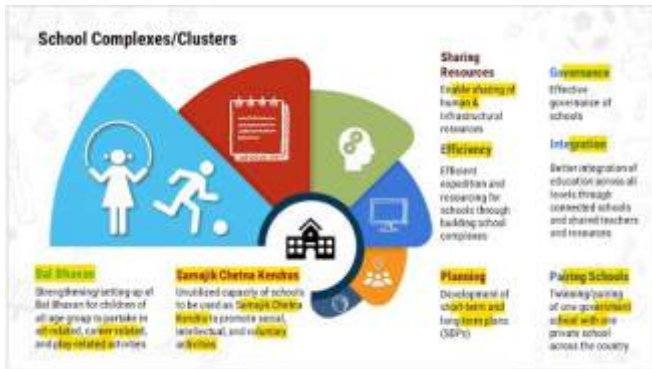
However, it is worth noting what is missed out — fields of studies, such as, Women's Studies or Gender Studies, Cultural Studies, Media Studies, Dalit Studies, Studies of Discrimination and Exclusion, Ecology and climate change, Peace and Reconciliation, Conflict resolution studies, and Development Studies, all of which have developed over the last three or four decades.

Fundamental Duties Vs Fundamental Rights

When it talks about B Ed programme, though the policy talks about Constitutional values, it is worth noting that there is more stress on Fundamental Duties (NEP 4.24). It specifies Fundamental Duties but never mentions Fundamental Rights. Fundamental Rights of the Constitution gives seven fundamental rights: the right to equality, right to freedom, right against exploitation, right to freedom of religion, cultural and educational rights, right to property and right to constitutional remedies. These are the basis of the Constitutions. This omission is very much a point one must pay attention to. Fundamental Duties are important, but without Fundamental Rights, it will lead only to a rigid nationalist mindset.

Does School Complex work?

Instead of remedying the pitiable school infrastructure, NEP suggests school complexes as a solution to the problem, sharing resources spread over a large geographical area. How would this work in practice? Children from the marginalized and minority communities cannot go far due to various social and political problems in the country. Girl children will be dropped out more from the schools. Instead of dumping the responsibility of 'school complex' concept, Government must enhance and build facilities to the rural areas. School complex suggests both Public and Private schools twining together to share the resources etc. How far is it going to work is yet to be seen?



Federal system is not duly considered

Education, as of now, comes under the concurrent list. State has the power to decide what is best for them. If Federal system is respected, then States must be involved, consulted and responsible in adapting to its special needs and aspirations. Language policy must not be a compelling force on the states. A glance at the remotest places in India too you will find parents want their children to learn English. Why to deprive the rural, poor, marginalized people from learning and communicating English is still a relevant question.

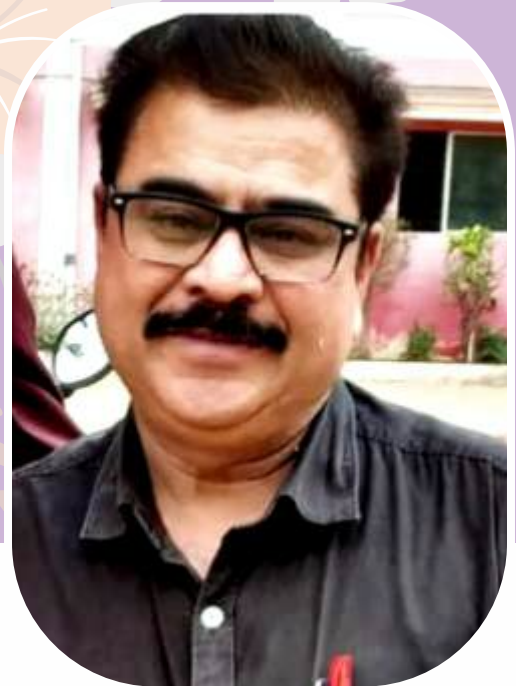
Parliament is over looked

In a democracy any major policy must be discussed, debated and if need be amended after hearing all the suggestions from the elected members. In the case of NEP 2020 it never happened. One can question the intent of this and also the manner in which the policy was approved by the cabinet and declared by the government in the midst of the pandemic. This actually prevents people from a well-meaning discussion about the long term education policy.

Conclusion

When we look at the NEP 2020, it has a lot of good things and some areas of concerns. These concerns should to be addressed. Education must be for the common good. Therefore, it is not a subject to be rushed through with certain ideology or triumphalism. Academicians and scholars have creative, constructive opinions and suggestions on the policy. We hope that beyond the immediate excitement that the announcement of the implementation of the NEP has generated, there will be opportunities to examine its long-term implications, and, if necessary, revisit it, before it is actually implemented.

(Writer is a well-known educationist, currently the Secretary of Jesuit Education of South Asia (JEASA), Member of the International Commission for Jesuit Education (ICAJE,) and National Adviser to Jesuit Alumni Association of India (JAAI)).



Shri Ravindra Sharnagat

We, the MGM Family

deeply mourn the death of

Shri Ravindra Sharnagat

(Mathematics PGT, M.G.M. H.S.S., Raipur)

Who left us bereaved & mourned on

13th September 2020

Dear Sir,

you will always be afresh in our minds. Your benign smile with added grace will always adorn our heart. May your soul rest in eternal peace.

NATIONAL EDUCATION POLICY 2020

A POST PANDEMIC ERA OF OPPORTUNITY, INNOVATION AND KNOWLEDGE CONSTRUCTION..!

Dr. Paul Pudussery CSC

Social Science Researcher

Former H.O.D

Don Bosco University, Assam



National Education Policy (NEP 2020) mooted to consider reforms in the school curriculum, changes in education funding, language of instruction, the potential (re)growth of academically selected schooling, increased investment in early childhood education, formative assessment, constructivist approach to learning, envisaged flexibility in Higher Education curriculum, multiple entry/exit, Academic Bank of Credits, unified governance and the increased focus on gathering and disseminating robust evidence on “what works” in educational attainment. Many of these changes seem unlikely to hold the wish of reducing attainment gaps, in improving the retention and aptitude for innovation and sustainability.

Education lies at the heart of any sustainable development and is the fundamental medium through which this development is imagined and implemented. Education impacts stakeholders at the individual, local, regional, national and global levels, however it is most difficult to legislate, ratify, implement and manage change education paradigm. The challenge does not lie in the promotion and implementation of the key education strategies but in securing investment, interest and motivation to implement what is envisaged in NEP2020.

NEP 2020 aims to transform India into a vibrant knowledge society and a global knowledge superpower by making both school and college education more holistic, flexible, and multidisciplinary suited to the twenty-first century needs that will engender unique capabilities of each student. Thus building a Nation that is sustainable in every sense.

NEP 2020 visualizes universal access to school education at all levels pre -school to secondary, reducing drop-out by creating a system to track the ongoing progress and by giving options to pursue their choice dream not limited to a stream of thinking. The active involvement of social workers can help in befitting the demographic dividend. Reforms in school curricula and

pedagogy aims at the holistic development of learners by equipping them with the key twenty-first century skills, and the proposed reduction in curricular content is intended to enhance essential learning and critical thinking.

NEP 2020 has adopted a constructivist approach in the post digital erayet considers experiential learning. The increased flexibility and the choice of subjects should benefit students in harnessing their inborn competency and capability by pursuing their dream. The curricular, extra-curricular activities, and vocational training coupled with internship is a welcome change. The NEP2020 grapples without clarity the issue of Multilanguage formula, classical languages, sign language and foreign languages. Language is a major challenge and an opportunity, especially when we have children from a multi-heritage backgrounds.

The visualized shift to formative assessment based on competency, learning and development, taking into consideration critical thinking and conceptual clarity is a right move. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) the National Assessment Centre is a dream that needs deeper study, given the geographical and demographic variability.

The recruitment and career path of the teachers envisaged in NEP is the need of the hour. We need to tap and nurture the best talents in teaching, both at school and in higher education. This will require attractive salary package and perks. The motivation and passion required in a teacher may be maintained by opening a career path, yet given the current economic scenario one will wonder how this will actually happen.

NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. It also proposes the School Quality Assessment and Accreditation Framework

(SQAAC). It may be a challenge to implement these accreditation, given the current geographical, linguistic, ethnic and political nexus. The concept of Holistic Multidisciplinary Education, Academic Bank of Credit and combined higher education agency can take our higher education forward.

Nationalism may explicitly or tacitly imply the deserved right of differential successes. Nevertheless an inhibitor to success may be natural of opportunity in communities as well as schools. This opportunity is exacerbated by the increased and hardened political divisions emerging within countries across the world. On a larger scale, the emergence of nationalism as a reaction to perceived or manufactured threats to sovereignty could presage a wider rejection of globalism. NEP2020 appears to be inclusive but tacitly presents to be otherwise.

School Education

NEP 2020 emphasizes on ensuring universal access to school education at all levels pre-school to secondary. The infrastructure support, innovative education centers to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning that involve both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving the universal accesses concept. These are essentially the renewed concepts found in the NEP 2020. The ground reality of the urban and rural poor is sometime beyond the imagination of a city centered decision makers. This reality need to be addressed not merely by changes in education policy but equally an economic policy.

Curtailling Dropout Rates and Ensuring Universal Access

"As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore." This rises a new scope of study to identify the dropouts in a particular area wise and pursue them to reenter into education. The policy commits to as a priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. This is only possibly by opening additional schools and providing the dropouts, not only motivation but also the basic needs of life.

Curriculum and Pedagogy

Learning should be Holistic, Integrated, Enjoyable, and Engaging. The structuring of school curriculum and pedagogy of 5+3+3+4. Curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the uncovered age group of 3-6 years in to a formalized structure. The new system will have 12 years of schooling with three years of

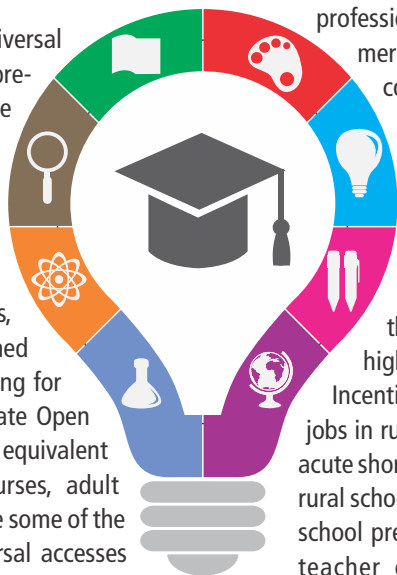
Anganwadi/ pre schooling. The concept of BalBhavans to promote art and culture is definitely a good step forward. One need to wonder about the number of qualified, trained and motivated teachers and infrastructure to handle this given the current scenario of our Nation.

Recruitment and Deployment

To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programs. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programs. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language.

Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances. Demand for teacher education will increase as there will be more employment opportunities in schools to meet the requirement of 100% GER in secondary level and formal school years are increased from 12 to 15 years.

Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s)."



Integration of TET coaching will create demand for teacher education and this will be right step to increase quality in school education. Again will the teaching training institutes mostly focus only on getting the student through TET or teach them to understand and create conceptual frameworks and innovative pedagogy to make vision a reality.

Continuous Professional Development (CPD)

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. CPD is in a positive direction but the cost involved will also be high. Who will share the cost...?

A common guideline of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under General Education Council (GEC). And there will also be the special educators to handle the differently abled children.

Standard-setting and Accreditation for School Education

NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. States/UTs will set up independent State School Standards Authority(SSSA). Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework(SQAAC) through consultations with all stakeholders. Will the school leadership have time to engage in teaching and the facilitation of teachers or will they be busy only with documentations?

Higher Education

The underpinning philosophy of higher education appears to be self-reliance, autonomy and industry readiness, which is a shift from democracy and knowledge. The entry and exit freedom is definitely good in an ideal situation but in country like ours, where the poverty is so rampant, and this freedom may not

engender the desired impact but rather create block for the upward mobility. The policy has a lot of good intentions but the actualization is a challenge with the existing faculty, mental frame work and rules. We require a paradigm shift that more profound.

We need a shift in our education system as the world is changing rapidly, a change propelled by innovative technology and communication tools. The new policy has to embrace diversity in all its forms and nurture nation building, rooted in the values of the constitution and the ethos of our age-old tradition. Our outgoing students should be able to compete in a global village. The NEP 2020 may not prepare them to enter into a world of possibility but may walk them to mere existence. The timing of the announcement of the policy is all the more intriguing as the entire education system is limping due to the pandemic. The age of eighteen is the voting age and the compulsory education until then can be a tool in a politically active world. We are yet to know and learn about the needed legal enactments that will ensure the translation of the policy into reality. We need to attract best talents to teaching that is only possible if we can increase the salary of the teachers and also provide them with a respectable image in the society. Let us dream NEP2020Transforming India into a global knowledge superpower!

Supreme Court Refuses to Entertain Plea for a Uniform and Common Curriculum for School Students

The Supreme Court has refused to entertain a plea for a uniform and common curriculum for school students between aged six and 14 across the country rather than have diverse ones such as the CBSE, the ICSE and State Boards, saying it was a "matter of policy" and the judiciary could not "command" the government. Justice D.Y. Chandrachud, leading a three-judge Bench, declined the petition by advocate Ashwini Upadhyay to set up a National Education Council/Commission and follow a "one-nation-one-board" system in which the ICSE is merged with the CBSE. "Presently each education board has its own syllabus and curriculum and entrance examinations are based on CBSE, so prevailing system doesn't provide equal opportunity to all students," the petition said. "Uniform education system having common syllabus and common curriculum would achieve the code of a common culture, removal of disparity and depletion of discriminatory values in human relations. It would enhance virtues and improve the quality of life, elevate the thoughts, which advance constitutional philosophy of equal society," the petition said.

(Courtesy: The Hindu)

NATIONAL EDUCATION POLICY & LANGUAGE POLICY

Advocate Jose Abraham
Supreme Court, New Delhi

The National Education Policy (NEP) 2020 was approved recently by the Union Cabinet with an intention of introducing structural and formal changes in the Indian education system. A new education policy was the need of the time in order to keep pace with the changes happening across the globe.

Though there are many welcome measures mentioned in the NEP, it has also caused concern on certain fronts in the minds of different groups of people in the country. While considering the implementation of NEP, 2020, it is necessary to understand at the outset that the NEP is a 'policy' of the Central Government, and not a 'law'. It is more of a framework for creating laws and implementation of its proposals depends on further regulations by both the States and the Centre governments as education is a concurrent subject. The policies by the Central government provide broad direction and the state governments are expected to follow it, but not mandatorily. Since it is only a policy, it does not have immediate legal effect and the same therefore cannot be challenged before the Court until it takes the form of laws passed by the Legislature of the respective States or by the Parliament. The government will need to pass legislation to implement various aspects mentioned in the NEP.

NEP and the Language Policy

A topic in the NEP which has particularly become a subject of serious debate is the medium of instruction in the primary classes. Under Part-I (School Education), in a segment called 'multi-lingualism, and power of language', the new NEP says "wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue /local language/regional language". It may be noted that the drafters of the policy are careful in using the word "wherever possible", which means no across-the-board imposition of any language. States and school entities still retain the power to exercise their right on whether to take this suggestion/ recommendation. The language policy emphasising on instruction in regional or mother tongue is a broad guideline and it's up to the states and institutions to decide on its exact implementation.


It may be noted that the three-language formula in the current National Education Policy is a continuation of the recommendation included in the very first NEP (1968). It may also be noted that this is a mere reiteration of Section 29(2)(f) of the RTE Act, which says that the mother tongue be considered a medium of instruction where possible. NEP, while laying emphasis on the promotion of Indian languages, does not make



any language compulsory. The exact strategy for promotion of Indian languages will be revealed in the National Curriculum Framework, which is likely to be ready by June 2021.

Hence, it is clear that the language policy mentioned in the NEP is a broad guideline and no language has been imposed on anyone. Education is on the concurrent list, and finally it's up to the states to decide. Moreover, it is a reiteration of RTE Act's provision which states 'medium of instructions shall, as far as practicable, be in child's mother tongue'.

It is also pertinent to mention that a Constitution Bench of the Hon'ble Supreme Court of India in the case of *State of Karnataka & Anr v. Associated Management of (Government Recognised – Unaided – English Medium) Primary & Secondary Schools & Ors.*, (2014) 9 SCC 485 has clearly held that freedom of speech and expression under Article 19(1)(a) includes the freedom of a child to receive primary education in a language of his (or his parents') choice. The Court also held that the State cannot infringe upon this right simply because it is of the opinion that a particular language is beneficial for the child. Further, the Court held that this regulation will affect the rights of minority schools under Article 29(1) and 30(1). It reasoned that the choice of the minority schools under Article 30(1) need not be limited to imparting education in the language of the minority community. The Court relying on *TMA Pai Foundation v. State of Karnataka* observed that the right of occupation of the private unaided schools under Article 19(1) (g) includes the right to establish a school for imparting education in a medium of instruction of its choice. So any move of the Government to impose a particular language as medium of instruction would be in clear contradiction of the above mentioned verdict of the Hon'ble Supreme Court of India.



FROM GURGAON TO BIHAR,
JYOTI KUMARI
A 15-YEAR-OLD GIRL
CYCLES 1,200 KM WITH
INJURED FATHER

One of many such stories of indomitable courage and persistence is that of Jyoti Kumari, a 15-year-old native of Bihar's Darbhanga, who travelled on a bicycle carrying her wounded father and covered more than 1,200 km from Gurgaon in Haryana to her village.

Jyoti's father, Mohan Paswan, has been an autorickshaw driver in Gurgaon for the past 20 years. He met with a road accident and got injured.

Things were on track and Mohan was recovering when the Centre suddenly announced a nationwide lockdown to fight the COVID-19 pandemic on March 24.

No ration, no money

The lockdown affected millions of migrant labourers across the country, as it did Mohan Paswan. He had no source of income and they were running out of ration. Soon, they were left with no money to pay rent.

"Problems increased after the lockdown," says Jyoti. "Our landlord wanted to throw us out of the rented room. He had even cut the power twice as we hadn't paid the rent. We had also run out of ration. What would we have eaten? Father had no income at all, so we thought of returning home somehow."

On May 8, Jyoti started from Gurgaon on her bicycle with her father on the cycle's carrier. She covered the entire distance to her village this way.

Speaking of her journey on the bicycle, Jyoti says, "I would ride the bike for more than 100 km every day. We would stop at a petrol pump, spend the night there and resume our journey the next morning. At all the petrol pumps where we stopped, people offered us food and drink. They treated us very well."

COURAGE



Teachers' Corner

TEACHING - HARDER THAN IT LOOKS

I ask myself a lot of questions. I ask myself what to wear every day, I ask myself what to do when I am bored. But today I ask myself a different question. I ask the question most teenagers would ask to themselves facing the mirror. How I have changed so fast? So different over the years and even without realising that I am facing a new world and challenging times.

As a teacher, I have changed a lot in several ways. It was not long ago when I would choose how to tutor my students, I used ways and methods that I considered to be the best, until the big dark cloud called. "The Curriculum" eloped me in its shadow. Today I have a definite method that is imposed on me, leaving me with limited opportunity to defect and teach my own best method. Sadly, my students see as the person my curriculum picturize me and not my real substance.

When I started this profession twenty-eight years ago, I loved the job! I took pride in it. My students considered me as the major source of knowledge. They looked up for help, be it academics or non academic. I represented a Leader, a Teacher I would proudly put it. Ironically, I see myself as a more of an informer than a teacher. Teacher today are perceived as facilitators in the learning process. They are supporters rather than educators and also advisors. Teacher who is the only source of knowledge has become a thing of the past.

I wouldn't blame technology alone. Technology has definitely reduced the work load for the teachers, but I must also admit that technology has overtaken the role of teachers in today's classroom. Students today instead of teaching chalk face, they need to be an information technology expert/ technician.

The biggest challenge for teachers is that their role in the university management has also change. Teachers today are forced to make instant decisions to cope up with the stress of the changing scenario. They have to involve themselves in the management projects, co operate with younger colleagues ordering them conducting programmes etc. I have to improve on my research skills; I have to attend numerous training programmes to update my teaching, both online and face to face

Dr Alice Mani

*Professor, Dept. of Commerce
Christ University, Bangalore*

technology and research skills to cope with the changing pace of teaching.

I as a professor claim that today's students are kinder and are more sexually free and conscientious than they were 28 years ago. I still remember the class divided into perfect halves of gender. Today's students are free and are much more sexually oriented than my students in 90's.

Sadly, today's kids also suffer from self- esteem issues that their predecessors did not. They are unwilling to take risks and try something new or challenging. I also noted that aesthetic difference between students across the last two decades. Colourful hair, piercing, gender swaps etc were never seen in the past.

I would like to quote a small incident, where a guy came out to me privately in my office and told me that his sexual orientation was to be a female, in 1994. No one talked about Gender Swaps, nobody talked about being gay. 2020? Students walk around the campus in clothes their hormones ask them to. This reminds of one more instance where I remember students carrying work home to complete the work and come back with a neatly zipped bag that today could fit a desktop. Bags, old thing, books, so primitive, pens; oh! Please who needs them? Get me my smart phone. I can do everything with that. I am surprised to see students walk into the class, as if they walk into a cinema hall with a smart phone. At the time of exams, they take photos of class notes neatly maintained by some girl students in the class. Student's today depend way too much on technology which shows them that making notes is such a vague thing. Corporal punishment is a thing of the past. (Let alone the canes I say), such a history.

"Mischief" is at the similar rates. I encounter "mischief" in all my class over the years. I must tell you a secret, I hardly remember the students who topped the class, but I am sure of recognising faces of students who were caught for their mischief acts. But what I see in that fringe behaviour is mental health issues; anxiety and depression have increased drastically. What worse? Students don't seem to have the same thirst for education that they did 28 years ago.

I fully believe change is good for Prosperity and Growing. Even it seems tough, we are learning as a person. Everyone does get bored when the things are so stagnant for the long. Let's embrace the change happening in the Education System and leave it for the future.

"NATURE " VERSUS " CORONA"

William Shakespeare said

"All the world's a stage, and all the men and women merely players."

Mrs. Priyanka Sahu

MGM Public School, Bhilai

This year we celebrated "World Theatre Day" on 27th March amidst the silent gloom of COVID 19. Just think quietly on the words of Shakespeare and we can realize that our life is like a theatre play. This theatre was moving very fast and suddenly an unexpected guest Corona took an entry and brought a big break in the play of our life.

When we take a flash back of few decades, we can find that life was not that much competitive as we have now. Gradually it has changed and competition increased and we people were continuously running to get a top position in every competitive edge.

Time to time nature has given us warning in many ways but we were not ready to even listen and were running and running. In the last few decades nature alerted us in many ways.

In 2010 : Haiti earthquake struck the small Caribbean country of Haiti.

In 2012: Hurricane sandy made landfall in US, which affected 24 states in US.

In 2013: A Philippines typhoon which killed more than 1000 peoples and displaced nearly two million.

In 2014: Lydian earthquake in China's southwest province in Yuhán .

In 2015: Nepal earthquake killed nearly 9000 people and injured nearly 22000.

In 2016: Ecuador earthquake, 670 died and 6000 injured.

In 2017: Hurricane Maria in the Dominican Republic, 3000 people died.

In 2018: In Greece a series of fires destroyed many towns with many lives.

In 2019: Amazon fire broke out across Brazil, 900 homes destroyed.

Whatever calamities happened, it happened in some part of the world. This is the first time in history in which 80 percent of the world is suffering from this calamity named "COVID 19".

Time to time nature warned us and requested human being to stop and look at it, how I am diminishing day by day. The earth tried to tell that it is not only the earth that is getting affected but even human life is also affected. But we people didn't listen a single word of mother earth and by our activities, our daily routine, our habits, we forced nature to show its horrendous side.

Our mother earth has tired of requesting us to listen but we were very busy in our greedy life, and we didn't have time to see and care for our nature, and mother earth.

When I was a child, I used to wake up by listening the musical chirps of birds in the morning which freshens us and make our day so fresh and energetic. And what is the today's scenario. When we search birds we don't find them and very rarely get a chance to listen their chirps.

Stop! see and realize how we human beings have changed our nature, our environment, our mother earth. We provoked mother earth to take action and when mother earth has taken action why it is so hurting for us??

" Corona" this would be the first time in the history, any calamity is known by each and every child of all over the world and every people is scared by this pandemic, which affected 80% of the world today. This is the first time when 80% of the peoples all over the world are lockdown inside their homes and we don't know how long it will be. Daily thousands of the peoples are dying across the globe due to COVID 19.



Many developed countries like China, America, Spain, Italy in spite of having all facilities and advanced technology all are helpless.

The conditions are getting worse. People are unable to even bid adieu to their most dear and loved ones. How unacceptable situation is this? But still we are quietly accepting, because this is the decision of mother earth and it is showing us the real face of life. We don't have any other options apart from accepting the situation, because we did not leave any other option for us. In Italy, patients above the age of 60, are not treated because they have many patients under age of 60 who needs to be treated.

Nature is teaching us a lesson, a big lesson that we already knew but we have avoided in each and every step in our life. All peoples around the world are inside their homes.

All our life cycle has stopped, our economy has completely crushed and we all are eagerly waiting for the day when we can open our doors to take a fresh breath, but we don't know when it will come.

As we are not able to survive inside our home consistently, not able to take breath inside our homes, feeling suffocation and eagerly waiting for a day to take a deep breath in open air, similarly nature is also waiting since long time to clean itself but we have not given any chance to our mother earth.

Whatever situation is going on, the problems we are facing it's not sudden, it is the poison that we have given slowly to our mother earth and now, when we are getting it back, why should we be hurt?? We should accept it patiently.

Now it's turn of the nature, whole earth is lock down. Pollution is zero percent this is because transportation is completely ban in maximum part of the world. Crime rate is becoming very less because all are scared from this calamity.

In today's morning news I saw earth is looking so beautiful and pollution free from space which have never seen before. Nature always wanted a pollution free environment from us in which our mother earth at least can take a breath. But every time we deny and went against nature. So nature has taken action for save itself.

We don't know whether we will overcome this calamity or not?? Whether we will save our lives or not?? Whether we can come out from our homes or not?? But it is my request to all of you,

If nature will give us another chance to survive, to see the world again please see the world through the eyes of the nature not through our competitive and greedy eyes and take care of the nature as our child. If all of us can take care of nature as our child, our mother earth will care of us as her children and we will not face that kind of problem again.

Let's shake hand, let's start to care,

Making people aware, for the environment's welfare

Making clean atmosphere, Planting trees with care.

MY LOCKDOWN EXPERIENCE

I started off this lockdown with something totally different in my mind and I'm having totally different experience altogether. Two words to describe my lockdown experiences would be reflect and explore. I had the time to slow down to reflect on my journey and review my plans for life. Also on the other hand, this lockdown has been like a gift of time to try something new every day. It has taught me a lot. I've realized that me, my family, food and my home are the most important things which I need to value not expensive stuffs.

These past weeks have been quite awakening. These testing times on the outside have helped me built my faith in God on the inside on a different level. The thing that I've realized the most is that God is all that matters and the only constant in my life.

Giving online classes have been quite a challenge for me, nevertheless it has been a whole new exciting experience for me personally.

Thankful and happy that I'm finally able to connect with my students hoping that they are able to catch up with the lessons. Despite the negativity spread around by covid19, my lockdown days have proved to be quite fruitful and satisfactory.

Hoping everyone is having the same.

Mrs. Talirenila, M.G.M Hr. Sec School, Dimapur, Nagaland



LOCKDOWN & WE

S. Chanu
Teacher, MGMHSS
Dimapur

The novel coronavirus (COVID-19) outbreak is affecting the whole world like nothing before. The virus which is believed to originate from China during the month of December 2019, started spreading slowly to other parts of the world. The cure for this disease is not known yet. While the greatest scientists of the world are putting together their mind to find a medicine for it, different countries started to apply a mechanism known as Lockdown. A lockdown is an emergency protocol that prevents people from leaving a given area i.e. one must stay where they are and not exit or enter a building or given area. In such cases only essential supplies are allowed and all non-essential activities remain shut for the entire period. In India also, on March 24, 2020, Prime Minister Narendra Modi announced in his address to the nation that the entire country would be in a complete lockdown for 21 days to check the spread of coronavirus.

However in Dimapur, everything was functioning normally, even though schools, colleges and universities were already closed from March 16, 2020. The announcement looks very normal as we have never experienced a lockdown before. But from the next day we realized the real situation. The district administration started strict curfew, all movements were restricted, and shops were closed. It became more or less like house arrest. Almost everyone was going through a rough phase and finding it challenging to deal with the abrupt change in lifestyle. What was going on in everyone's mind was the thought to adopt the change. On the other hand, how could one ignore the opportunity to stay at home 24/7, with family members around us?

First week of lockdown spent the days with horrible situation. Seeking a disciplined schedule, adjusting the food habit, coping with anxiety and stress, fear about uncertainty of children's education, and no means of adequate income. The constant fear of the virus and the daily news about it greatly affect the mental wellbeing, added to it is the lockdown and social norm of maintaining social distancing, frequent hand washing, using face mask and the frequent questioning of the children of why we are not going out.

We are human being so as days pass by the instinct of surviving took over us and started adjusting to the situation. As a parent of school going kids plus school teacher, my experience during lockdown has been overwhelming and exhausting. Even though schools were closed, our school started offering online classes. Then began the whole new ways of learning and teaching. Before the lockdown we hardly had time for surfing the net or using the phone. In fact teachers were not allowed to use mobiles inside the class room. But now teaching and learning during this lockdown seem to be impossible without mobiles. The hectic task of collecting students list, phone numbers and forming class WhatsApp groups started. It became a routine to provide note, make audio, video explanation to the students. The real drama started when the participant in the group started posting unrelated data in the class groups, controlling became a herculean task. In the end new tricks were used like "Only admins can send messages". The funny part is – I always scolded my kids whenever they touched my phone and play games, etc. This lockdown completely changed my emotion. The Internet is a great platform to spend time, while learning new skill and techniques. I learned many essential and entertaining techniques from online video streaming platform like YouTube. Every morning as soon as we open our eyes, the sound of WhatsApp message made my phone cry. One of my kids says – "Mama, is it our message or yours, let me check". It goes on till midnight. Anyway, these lead our mind to forget the stress of the real world for some time.

Once again Lockdown 2.0 has been extended till May 3. During this time the case of one patient from Dimapur was diagnosed positive for COVID-19 at a Guwahati hospital. The administration started more stringent implementation of the lockdown, the whole area of the New Market was completely sealed. The hardest of the hard time started, surviving became difficult, the daily usage were out of stock, price of essential commodities skyrocketed. Instead of becoming more relaxation after the 21 days lockdown things became more difficult. But one lucky point is that till now Nagaland is not in the list of COVID-19 National chart. On the other hand children are ignorant to the happenings, they were feeling bored just confined to the four walls of the room. In order to make them happy I found ways to get entertained during the lockdown days by playing games like chess and ludo. Our family members made team partners and opponents and accumulated some unforgettable moments. We watched new movies together and enjoyed every day. Usually I am the regular cook in my house, but the best part of lockdown is to cook together, all the family members, sharing knowledge of cooking and innovating new recipe. In the evening, all family members gathered together without anyone's absence, to spend some time worshipping and praying to God. What a solace! Never happened before.

With every passing day, we are innovating and coming out with ways to deal with the situation. As everyone eagerly waits for the lockdown to complete, the process for Lockdown 3.0 started. Again lockdown is extended for another two weeks till May 17, 2020 by dividing zone into red, yellow and green. Dimapur city was placed in the green zone with many relaxation, and life became somewhat normal. But the first day was a sight to see as all came out to do daily activities as if nothing happened. Avoiding all social norms of social distancing, the only means of breaking the chain of coronavirus. This is not the end. How long these lockdown be going on! Never mind, let us use our time wisely, improve our knowledge, think positive, and catch greater opportunities.

STAY HOME, STAY SAFE.

COMPASSION





MY EXPERIENCE DURING LOCKDOWN

Divya Raj, Class:6/C, MGM H.S.S.
Bokaro Steel City

This year bought a whole new pandemic to the world i.e. coronavirus. It infected more than three million people and took away lives of more than two hundred thousand people worldwide. Countries such as China, the USA, Great Britain, France, Italy, Spain and many other countries worldwide are affected much.

In India, the government came forward and announced that the country will be locked down until this virus stops or slows down. Till now, India saw two lockdowns and will face the third one from 4th of April till 17th of April.

During the lockdown our schools are closed. First we thought that it would be fun, but now, it has become very boring. I always think that going to school is better than this. We have nothing to do at home (except for the work we get from school online). Being in the room for the whole day throughout the month, you can wonder how boring it will be. Our condition is like a caged bird trying to escape. This lockdown showed me what is real freedom. How a bird feels in the cage. And how an animal feels when it is trapped. Passing time is really hard in this period. We cannot go out at all.

The playground is visible from my window. Whenever I am free, I sit by the window and imagine myself cycling in the ground and playing with my friends. Even if I cannot go to the playground, I exercise and play on my roof top. But still I miss being at the playground. This lockdown has more problems like the once I have talked here.

However, despite these problems, it also has numerous pluses. This time helped me to learn and shape my talent. I practiced and improved my paintings and music skills. Normally, I was unable to learn anything new due to lack of time but now I am getting enough time to learn new skills. One such new skill is cooking. I also focused on improving my studies. I am also practising yoga and physical exercises on regular basis.

Now, according to my experience I can conclude that this nationwide lockdown has both pros and cons. It is good as we get time to carve out our personality. Also, it is not so good because apart from the time we need for our work, we are left with lot of time, which feels boring. I wish this worldwide problem resolves quickly and will be back again to the normal world we were in. Until then stay home, stay safe, and find new ways to pass your time.

Just as a coin has two sides, similarly there are two aspects of the global problem, one aspect that makes us fearful for the future, but the other aspect tells us that men should not be disappointed, and there is no night whose other There should be no silver lining on the other side of the golden dawn, I have realized that solidarity becomes our greatest strength when trouble comes.

Then, whether it is at the domestic level or nationwide level or at this time of crisis in the world, where the support and dedication of the family is reflected, I feel myself more connected to nature than Asthal to Sun God. Seeing this, I include this feeling in my mind that the coming morning will bring new dawn

In the early days of Lock Down, I kept thinking about doing household chores, how long I would have to do it, all day it goes out in the night, but now I thought of laughing at every task, doing it from the heart, the family is very happy.. I am making various kinds of dishes with my family, doing every thing together, playing carom, playing cards with the children, it makes the children understand the importance of family and in this time of great crisis, the family is lovingly affectionate. It is also a great cooperation to Modi ji, we can only do so by keeping positive thinking in our national interest.

There is enough time to worship Lord Ji with a sincere heart so that the whole nation recovers soon and we all meet with healthy lifestyle and vision.....Thank you

Now, according to my experience I can conclude that this nationwide lockdown has both pros and cons. It is good as we get time to carve out our personality. Also, it is not so good because apart from the time we need for our work, we are left with lot of time, which feels boring. I wish this worldwide problem resolves quickly and will be back again to the normal world we were in. Until then stay home, stay safe, and find new ways to pass your time.

MY EXPERIENCE DURING LOCKDOWN

Mrs. Soma Roy Choudhary
PPRT, MGM HSS, Itarsi

No Lo(kdown To DOMESTIC VIOLENCE

Arpita Poddar

PGT- Commerce, M.G.M Hr. Sec. School, Dimapur

Our life as we know it has largely been put on pause with millions of us cooped up indoors as government try to curtail the spread of the COVID-19 pandemic. The pandemic has brought in its wake a global slow down, massive economic dislocation, closed businesses, the spectre of looming unemployment, often accompanied by the threat of hunger & poverty for what seems to be an indefinite future. In all these, one such area that went unaddressed was domestic violence. We are

The country is facing a crisis & measures are being taken. Thereby measures for women should be taken in the same spirit. Reaching women in distress needs to be classified as an essential service.

What can be your contribution?

- If you or anyone you know is facing domestic violence, reach out to the National Commission for Women's emergency WhatsApp helpline (7217735373)
- Help circulating lists of helpline numbers for domestic violence & intimate partner violence.

The longer the pandemic lasts, the women caught up in above referred situations will keep bearing the burnt! We need to be equally vigilant towards this pathetic problem. Women's lives can't be put on hold till we emerge out of the pandemic.

Domestic violence includes | any physical, mental, verbal, emotional, sexual or economic abuse faced by a person"

practicing social distancing but what about victims of domestic violence, what about women stuck with their perpetrators? How can they practice distancing?

Few of us, the privileged ones have the luxury. We are either working from home, getting salaried, lazing on our couches, trying new recipes, baking, reading books, following the social media saree challenge, making tiktok, trying our hand on the trending dalgon coffee or trying to make the most of the quality time with family or millennials doing nothing but Netflix & chill. But is the situation same for all? - NO. The women of lower strata who are unable to work & earn daily wages, the home makers who are overburdened with all the patriarchal family members being at home- cleaning, cooking, feeding & pleasing them; the women working from home being taunted at for being at home with laptops & not multitasking making round chapattis on the kitchen counter tops. All these women are facing existential crisis during this lockdown. We cannot even imagine the plight of the women trapped with perpetrators of domestic & sexual violence are experiencing. Their escape routes are blocked.

Within a few days of the lockdown in India, the National Commission of Women (NCW) noted a rise in the number of domestic violence complaints received via email. Between the beginning of March & April 5th, the NCW received 310 grievances of domestic violence & 885 complaints for other forms of violence against women. But the number of cases reported are most likely not proportional to the actual number of cases. This is because women needing help might not be able to get access to a mobile phone, nor the space & time to call for help as they are locked in with their perpetrators. The mental & physical health of women in such situation is going for a toss. Anxiety attacks, panic attacks, stress, depression, bruises, fractures & no one to help! What are their options? Virtually none.

MY Lo(kdown EXPERIENCE

It is an unbelievable experience for all Indians during this lockdown period due to the Covid-19 pandemic. Almost everyone is going through a rough phase and finding it challenging to deal with the abrupt change in lifestyle. Since the numbers of Corona patients are soaring up in India, nobody believes the government is going to lift off the lockdown any time

What is going on in everyone's mind is the thought to adopt the change. Maybe the bulk of people seek a disciplined schedule so that they can invest the time in relevant concerns. My experience of lockdown is some how disturbed but I try to make my own time table and also try to make my schedule many times It seems to be very boring but I try to spend time with my family and also try to learn new career skills I also spend my time watching old series of Ramayan and Mahabharat so i can also gain knowledge of our God I spend time by playing online games with my family and friends like ludo and card games also their are so many indoor games like carrom , chess , cards by playing these games I spend some quality time with my family members these games are quite exciting and positively influence the mind and also the internet is one of the best thing to take advantage during this time I learn new skills from youtube I learn dry cooking recipes and try to make it with my siblings many other essential and entertaining technique can be learners through online videos also I learn to dance through you tube channels I also see adventures movies I also attend my morning classes on zoom app this also helps me a lot to spend time

Use your time in lockdown wisely, instead of stress and anxiety utilize this time to improve your skills and stay positive. As Napoleon hill said "Every adversity brings with it a seed of equal or greater opportunity". When you think positively you can get many new opportunities in life under any circumstances.

Sumit Shivdasani, VIA, MGM HSS, Itarsi

HOW LOCKDOWN BENEFITTED ME

With the Pandemic COVID-19 outbreak, the whole world has come to a pause. And with no vaccine in place, it has become unsafe for people to go out and do their day-to-day business. And that is why governments of a lot of countries, including India, had imposed lockdowns.

Who wants to be forced to sit at home? However, because people know that it is for their own good, they are following it with determination and patience. But is lockdown a bad experience? I have looked into few of the positive impacts of this Lockdown.

Better Environment :

One of the most important lockdown benefits is downfall in the level of pollution. Pollution has always been a great problem for us due to its bad effects on the environment. Because no vehicles are on roads during this lockdown, the pollution level has decreased a lot.

Stronger Family Bonding :

Before the lockdown was imposed, people were so busy that they hardly found time to spend with their family members. Because of lockdown, people have been advised to stay home, they have got time to spend with their loved ones. Eating together, playing games, and even discussing past moments and future plans. Everyone helping in household things during this lockdown.

Hobbies :

During the lockdown, people have found time to engage in their hobbies. So, whether your hobby is cooking or painting, people are doing it passionately. I have even found people discovering their hidden talents. And it's not just indoor hobbies, even outdoor hobbies that don't require you to go too far away from home can be carried out easily, as I have been focusing more on my Gardening skills.

Health consciousness :

Before lockdown, people were so busy that they had no time to exercise or to have a good sleep. But this lockdown phase has definitely given them a relief. Now, people are not just exercising but also sleeping without setting alarms. Also, with a lot of time at hand, people are cooking their food instead of ordering junk from outside.

Importance of Hygiene:

Last but not the least, This lockdown has taught many of us that we somehow unintentionally did not pay attention to the basic hygiene which people must have realised that maintaining basic hygiene is not that difficult and should be continued after the lockdown as well.

Sangeeta Patel, PGT, Mathematics, MGM Itarsi



LOCKDOWN & ME

The COVID-19 outbreak is affecting people in India and all over the world in many different ways from working parents to school going kids, across the nation and it is been overwhelming.

In this situation some cannot wait to go out again, others don't really want to, happy stay home connected to the outside world only through their computer and phones. Some are worried about the views and others, instead, they are more concern about the climate crisis.

Personally for me, these quarantine experience has been sweet as well as bitter at the same moment. The sweeter part is that I started building a relationship with my families, getting to know them better, discussing family matters and mending the broken walls between us which was left behind during the earlier years, in simple words, it's been a real journey for me to share love of God, having warm fellowship with my families and witnessing love and harmony between us.

But the bitter part of this quarantine which keeps me worry all day is that i see a lot of problem going around in regards to comfort, food, and many more not only in the major market but even around the neighbourhood which is quite depressing to see and to hear, the toil taken over by these quarantine. System proves to be a fatal blow to our livelihood.

Wapang JR, 12th 'C', MGM HSS, Dimapur

CONQUEST



ASSOCIATION OF CHHATTISGARH CHRISTIAN EDUCATIONAL SOCIETIES & MGM GROUP OF EDUCATIONAL INSTITUTIONS



MGM Darpan - Insights from the MGM Group of Institutions | 24

THAT CLOUD IN OUR BRIGHT SKY

Dr. (Prof.) John Varghese

Principal, St Stephen College, New Delhi

Clouds are such terrible things. And there is a cloud right now in our bright clear sky. Clouds are dark, dangerous at times and hold the promise of ruining a bright and clear day. Clouds, I understand, carry with them a huge amount electric charge. When two clouds clash it can create lightning. Clouds carry rain and a cloudburst can often create havoc. Clouds prevent the sun's rays from reaching us. They are the reasons for a cloudy day. Clouds are, for many of us, a very depressing aspect of nature.

While all of that may be true in our natural world, I am here, not speaking of a physical, real cloud in my title. I am speaking of a metaphorical one. An object in the real world that stands for something relatable. So, when I refer to the cloud in my title, I am referring to something which has spoilt for us an opportunity - just like how clouds take away a nice, sunny day. This cloud that I am referring to has been there now for over six months. Right, you may have guessed by now that I am referring to COVID-19 which has overcast the bright sky of our life with its shadows.

This metaphorical cloud has brought with it several problems. Most certainly, there is much to bemoan – our isolation from friends, sometimes even from family; the lack of a definite vaccine for the virus despite our advancements in medical science; the limitations of our technological advances, for example, can we transport ourselves to where a friend lives? The serious blow on lives, livelihood and the economy. There is certainly much to regret in this cloud called Covid-19.

Every day and generally, in life itself, there is much to complain about. Each day and generally speaking, in life there is much to be cheerful for too. The choice is ours. We can be a grumpy, disgruntled worrier or we can choose to look at the happier side of things. After all, a half empty glass is also half full. So, it is then, a matter of attitude – of mind over matter. They say that it is better to light a candle than to curse the darkness and so let me make a deliberate choice and light a few candles.

Every cloud has a silver lining; and this COVID-19 cloud too, has a silver lining. Or so I think.

COVID-19 has given us more "family time". I do not think I have spent so much of time with my wife or my children. I have even managed to make regular calls to my sisters staying elsewhere and connect with my nieces, nephews and relatives across the world. It's not that all of them appeared suddenly from out of the blue. They were always there. It is just that I found time to spend with them in the forced lockdown. Would I have done that if there were no lockdown? I'm not sure I would have done that. And what has spending time with my family done to me? Well, for one thing, it has made me understand them a little better. My wife has some favourite videos. My



daughter, my little girl, who I still consider a baby, is good at taking decisions and managing by herself. My son is slowly becoming independent and even under lockdown has managed to find some new friends where he has gone to study. I know my niece's favourite rhyme, and after a very long time I actually wished my sister on her birthday without forgetting to do so. I have also discovered that vegetables can actually be very tasty! And that going on walks need not be such a task! Well, all of this and more because of that cloud called COVID-19. In my case, it was not just a silver lining...it was a silver cloud itself!

No matter how old we are, COVID-19 presents us with an opportunity to look back on our lives. Six months have passed by with all of us in different stages of lockdown. We have seen or read the news and it is not always good news. But bad news presents us with an opportunity to be thankful for what we have. To be thankful for every day that we live. To be thankful for family and friends. To be thankful for food to eat, clothes to wear, for the many things we take for granted. Before Covid 19, we led such busy lives: waking up, rushing through

our daily chores, gobbling down a breakfast, running off to school or college or work, letting the routine of everyday life hold us like slaves with little or no time to think. COVID-19 has given us time to think, to reflect on our lives, to reclaim some precious "quality time" with ourselves. I've heard it said that the wise old Red Indian tribes had a tradition where each would, at the end of the day, go to slightly distant place to sit by themselves to commune with her/himself and only then retire for the day. COVID -19 has given us all such an opportunity. To look on our lives and reflect. So that the next day may be a better one than the one that we are leaving behind.

An unexamined life is not worth living is what wise old Socrates had to say. What is the point in leading the same old, routine life? Go on and after reflecting see how you can make your life a better one! With COVID-19 we have been given that most precious commodity – TIME - to use in any manner we think fit. We can watch all the videos we want and squander it all away; we can lie in bed and laze around doing nothing in particular; or we can choose to make good use of the time we've been given. What if the good Lord had actually sent COVID-19 as a chance for all of us to look back at our lives and reflect? Set right the things that we always wanted to change, or to do the things we've longed to do? An opportunity to write that diary? A chance to learn to play a musical instrument? A time to spend with your grandmother? A long-awaited chance to clean our room, or that cupboard? Why, a time to commune with ourselves! The lockdown period is a wonderful opportunity to reflect. To look back and reflect. Think, reflect and decide to make tomorrow a better day than today was. COVID-19 has made that a distinct possibility. COVID-19 is certainly a cloud. If you want to consider it as something that has marred your life, then you can do that. If you want to consider that the COVID-19 cloud has a silver lining, you can do that, too. Or you can even make it a full, silver cloud loaded with opportunities. Opportunities to make a better life for yourself, and a better world for those around you. The choice is yours.

MY EXPERIENCES DURING LOCKDOWN

Aishwary Singh Raghuwanshi, 12th, M.G.M HSS, Itarsi

Corona Virus Disease-2019 (COVID-19) a.k.a Novel Corona Virus (n-CoV) is been in the lime light of 2020, and why not it is one of the greatest pandemic situation around the globe.

The news of lockdown made me faint as how will I survive inside my home there will not be any means of joy, Entertainment in my life. I will not be able to hangout with my friends, I was worried and tensed about my studies as I am a student of +2. The next day while going through a magazine I saw a quote saying :

"A life lived in Worries ,Tension and Fear is a life... half lived."

This statement gave me the eternal confidence that I have a great opportunity to bring best out of myself.

I can do amazing things even being inside the door. So I started with making a time table but honestly its implementation was a herculious job. I came up with the schedule within two three days. Boosted my adrenaline with motivational videos and started my day at 6 with a mile of jogging inside our play area,

Proceeding with little exercise and ended up with 20 min of meditation. With a mug of lukewarm milk

Started to study for a couple of hours, watching TV, eating, playing, reading attending online lectures and finally getting on to bed at 11 and that's how my every day was. This was a ordinary student life during vacation but for me what makes this lockdown special was that I did something regularly with my family like gardening with my dad ji , helping maa in kitchen I tried to bake I tried to make roti. With papa I washed every vehicle in the house serviced them with oil. With chachu I cleaned and washed the store room. I gave time to my brother and my lil sister like never before I taught him general geography and alphabets to her. With chachi I tried some delicious snacks like chole chaat, pani puri . I took care of my elders like massaged my papa's head , hand clamping daduji e.t.c

The next segment is entertainment we enjoyed playing ICE-WATER , RIVER-HILL with every member of our family on terrace. Played ANTAKSHARI , Cards ,Atlas ,UNO, Tambola , Mimic, LUDO ,Snake & Ladders e.t.c we even enjoyed watching movies, Mythological shows like SHREE RAMAYAN & MAHABHARAT. Drawing, sketching, singing , dancing

Now the memories which I gathered in this lockdown are the quality time with my family, online lectures,

The janta curfew day, banging the utensils , lighting diyas for our corona warriors ,The laughter ,happiness,

Joy, which is real and not what we call happiness on internet. Meeting friends and relatives on video calls and the most important celebrating my birthday inside! All this will not come again in our life and will remain with us life long. Things which made me saddened were the fake news on social media and the loss of our life savior doctors and cops.

CONCLUSION

It's hard to take out time for our family but as a luck we got this lockdown period where I realized that at the end its our family which will care of us the most . we have our best friend sitting at our home called our brother and sister who will never leave us in any circumstances. It was 12th of April when MODI Ji again announced 19 day lockdown but this time I was not at all worried about being home because now I had my friend home as bhai and the gang as my family.

BUT!!

We should not forget that what this lockdown is for even inside home we must take precautions like washing hands, washing vegetable, Sanitization, use of mask while going out. Even when lockdown ends we should take precautions and care of ourselves and our loved once.



Kaleidoscope

E-LEARNING the new normal in education

Dr. Sandhya Pillai

HoD, Department of Physics, CCET, Bhilai

"Hope smiles from the threshold of the year to come, whispering 'it will be happier'..."

I remember reading this quote by Lord Tennyson long ago and realized how true it is in today's times. We all are facing a rather unprecedented situation, gradually unlocking from a 67 day lockdown, to move on with our lives, despite the prevalence of the virus. Covid-19 literally struck without a warning and caught us unawares, forcing us to almost strictly follow lockdown rules and stay indoors. Now, with lot of hope and positive thoughts, we are finding ways and means to return to, perhaps one can say, a highly sanitized 'new normal', following social distancing norms.

An important aspect of coping with Covid-19 is to ensure that services are provided at the doorstep of our homes. Professionals across the world could easily make a transition from working on their laptops and smart devices from their offices, to doing the same from the comfort of their homes. The personal interaction and face to face communication that is missing now, would be resumed when normalcy is restored. However, it has been tough times for the student community all over the world, as conventional classroom learning will not be possible for at least a couple of months. School authorities deserve a pat on their backs for a quick response to the pandemic, in spite of the lockdown. A spate of online classes for the students of different levels was arranged in scholastic as well as non-scholastic areas and e-learning has been fast adopted by both the educators and the learners. So, I felt there was a need to delve deeper into the various aspects of e-learning, the different options available, the

role of social media in e-learning, and perhaps, peep into some of its advantages and disadvantages.

The use of digital media, by way of smart classes and virtual learning, was already in practice in most of the schools in urban cities. However, e-learning in the times of Covid-19 means a little different. Teachers and students are left with no option, but to resort to electronic media and the internet, to continue the teaching-learning process. In such a scenario, one can find certain relatively less tech-savvy and infrastructure-deficit institutions providing assignments to their students to encourage self-study and taking tests on pre-prepared worksheets. Whereas, institutions having infrastructure and teachers, supported by a student/parent community that is ready to pursue teaching-learning with lot of enthusiasm, are carrying out the daily teaching routines and schedules through live online teaching. These institutions are using a variety of platforms like Google Hangouts/Classroom/Meet, Zoom or Skype. Students are thus almost practically attending an entire day's school, in front of their computers/mobile phones.

In fact this is the right time to experiment and deploy new tools and teaching pedagogy to make the upcoming e-learning ecosystem more efficient and productive in terms of content delivery as well as nurturing the learning abilities of the students. The use of technology in teaching-learning can change our perspective from a teacher centric system to a student centric one.

Quality Online Learning

The physical absence of teachers in online classes may sometimes end up in students being bored or distracted, so it is absolutely essential to deliver crisp contents, with the classes having a well planned sequence of activities, allowing

interaction and hands-on experimental learning. Ormrod Ellis, professor of educational psychology at University of Northern Colorado says that using rich texts, videos, audios and games in online classes can garner the attention and interest of the students, allowing them to enjoy the entire learning process rather than crib about the monotony of learning from home. Besides this, in an online class, teachers can improve the involvement and interest of the students through a variety of activities like audio/video podcasts, investigatory projects, quizzes, surveys, reports with illustrations and graphics, produce TV/ radio shows etc. In this manner, the subject content would be better assimilated and understood by the learners.

Collaborative learning is another technique that can keep the students in sync with the online teaching. Online peer collaboration and peer assessment could fill the gap of the physical distancing amongst the students making them feel more like they are in school. There are a number of collaborative platforms like Google docs, Google drive, Google Hangout, Minecraft, Kahoot, Mural, Voice thread, Skype etc., which teachers could use to host their assignments, so that the learners can collaborate, discuss, listen, assess peers and make learning a very enriching experience.

A feedback and feed forward method can be adopted by the teachers to achieve better learning outcomes. Feedback is giving suggestions to the students about an assignment that has been completed. But studies have shown that students hardly show any interest in knowing about the teacher's comments or suggestions after the assignment has been done. They are happy that it is completed and submitted and no longer want to ponder about it further. On the contrary, a feed forward model is future focused and gives ideas regarding what a teacher as well as student can do with the assignment in hand. Teachers would share the assessment criteria and inform learners beforehand, what is expected and also mark them accordingly. This enables the learner to feel motivated to make self assessment, put in his best and perform better.

Government Initiatives

The Government of India, the State governments and many private organizations are regularly publishing details about the various initiatives undertaken by the MHRD, NCERT, AICTE and others to benefit the students during these times. SWAYAM online courses for teachers, UG/PG MOOCS for non-technology courses, e-PG Pathshala containing modules on social science, arts and mathematics, CEC-UGC YouTube channel, Vidwan- a database of experts providing information to collaborators, NEAT- an initiative by AICTE to enhance the employability skills of students, National Digital Library (NDL) - a repository of learning resources, Spoken Tutorial, Free and Open Source Software for Education (FOSSEE), e-Yantra, Google classroom etc. are some of these initiatives. In addition, the government has also created infrastructure to deliver e-education. These include

National Knowledge Network (NKN), National Project on Technology Enhanced Learning (NPTEL), National Mission on Education through Information and Communication Technology (NMEICT) and National Academic Depository (NAD) which help us to connect easily with institutions and enhance our access to learning resources.

Social media and E-learning

The emergence of social media has pervaded our lives immensely redefining our interpersonal relations and the way we connect with the world. Social media works on the idea of sharing and communities. We share status updates, thoughts and photos on Facebook, Instagram etc. However, these social media platforms are also good avenues for information transfer and learning. YouTube is a free and easily accessible online resource which is a good repository for videos. Videos for educational purposes can help a great deal in keeping the students engaged through visual clues. Teachers can use YouTube to share a video recorded talk on a relevant topic with his class, to make the lesson more interesting.



Facebook- a widely used social media platform is home to a lot of communities. Teachers can make use of this community vibe to create open or closed groups for his class, upload course contents, assignments and tests, share relevant links and encourage online discussions among students. Pinterest boards help students in organizing the educational resource tools available online. Instead of trying to track websites browsed in the past, the students can pin them into a board that provides all data related to a specific category. We also have Hashtags that bring together publicly posted materials on a particular topic across all social media platforms. Another interesting feature that is available on social media is the iTalk, which can render help to the students by simply capturing the audio of the lectures. The students can re-listen to these lectures whenever they want to or edit the audio to retain only the important portions of the lesson taught and even share them with their friends.

Some Pros and Cons

E-learning has certainly helped the teachers and student

community to mitigate the shortage of time in completing the curricula and assessment requirements. Also, the students are constructively engaged for at least a few hours in the day, instead of spending their time playing games or sometimes even falling prey to anxiety or destructive outbursts. Besides this, in an online class, there is no distinction between front or backbenchers, girls or boys. Moreover, the teaching-learning process has become much more transparent. Beyond all this, there is a huge possibility that, sporadic yet regular lockdowns with lot of emphasis on social distancing may be the new way of life, until perhaps a vaccine can help eradicate this virus completely. Under these circumstances, there may well be a paradigm shift in teaching pedagogy across the world with online learning emerging as the new normal, and so, an orientation to this new system is absolutely desirable.



However, there are flip sides as well. Low internet speed in many parts of our country resulting in delays/ lags/ unstable and inconsistent connectivity, lack of proper infrastructure to carry out online classes in schools, discomfort to students caused by spending more than 4 -5 hours in front of the computer/ mobile screen at a stretch, security and privacy issues are some major disadvantages. Apart from this, e-learning is accessible only to a tiny minority of our population, making it a reserve of the privileged class. Students from the economically weaker sections, studying in the government schools, neither have access to e-learning nor have a conducive environment. They are deeply engrossed in the daily grind, helping their parents to make both ends meet, in these unforeseen times.

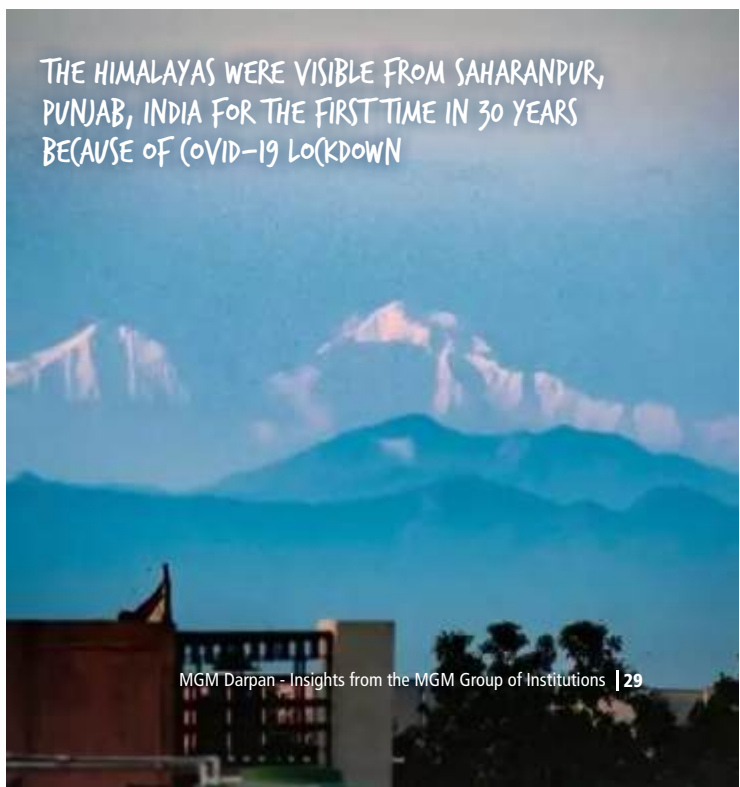
All said and done, e-learning has given scores of students a very good chance to keep educating themselves in these Covid-19 days. This spell of online learning has also certainly given the educators, a better insight as to what is needed to provide quality education and their own preparedness to deliver it. However, there are many facets of this education model that needs to be understood, improved, optimized, and more than anything else, made accessible to the masses. Let us all adopt this new system with open minds and work towards making e-learning a better and fruitful learning experience for our students.

स्त्री-महिमा (कविता)

1. शैशव देह पुलकिता कालान्तर बनती तरुणी ।
मातृशक्ति आलोकिता समान्तर बनती रमणी ॥
2. सरोजनी मंदाकिनी केवल सुंदर स्वप्न बुनती ।
संस्कारी दुख भूल केवल खुशियाँ ही चुनती ॥
3. मन-मोहिनी जो सहती अनेक आधि-व्याधि ।
विस्मित करती अपना सुख, जैसे एक उपाधि ॥
4. आँचल में मिले यामिनी या हर दशा हो माली ।
बन जाती वह इंद्राणी भर देती हर पात्र खाली ॥
5. केवल संयोग नहीं, प्रयोग भी करती कष्ट निवारिणी ।
सबको योगी, निरोगी रखने बन जाती हितकारिणी ॥
6. विशद विकीर्ण मिटाती यह अनुभवी प्राकार वासिनी ।
मधुर स्मृतियाँ सुनाती यह सबकी हृदय निवासिनी ॥
7. दायित्व निर्वहन में देखो नूतन अलख जगाती ।
ना हो विलाप, ना भूल-चूक सदैव सबको मनाती ।
8. छोड़ वाम, भूले विराम, अपलक ध्यान रमाती ।
रक्षित जान, मान अभिराम निर्वाण में समाती ॥

डॉ. शाहिनी थॉमस 'शैनी'
हाथीताल कालोनी, जबलपुर (म.प्र.)

THE HIMALAYAS WERE VISIBLE FROM SAHARANPUR,
PUNJAB, INDIA FOR THE FIRST TIME IN 30 YEARS
BECAUSE OF COVID-19 LOCKDOWN



The returning migrants

When the lockdown was imposed, migrants from villages and small towns across India who had moved to big cities in search of jobs and better lives lost their jobs. Faced with the difficult decision of staying put and starving, or walking back home to their villages,



many migrants chose to walk home, often walking for days, often going without food and water. Many of them had older family members in tow and carried young children on their shoulders. The return of these migrants to their villages posed special problems

for the heads of the villages because they had to be quarantined, and many migrants were unwilling to allow themselves to be quarantined.

Courtesy: Asiaville News

Non-agricultural livelihoods

Something that is emerging from the survey, which is common across the country, has been the severe impact on non-farm livelihoods in the first phase of the lockdown. Considering its substantial and increasing contribution to the rural economy, the negative impact on this sector is a matter of grave concern.



People engaged as agricultural labour, the daily wage workers in mines and factories, the small shop owners in rural areas offering goods and services (sweet shops, tailors, barbers, automobile repair etc.), specialised service providers like plumbers, electricians, masons, carpenters, blacksmiths, and so on, have

uniformly lost their jobs, and, therefore, the source of their income.

Courtesy: Asiaville News

For many in India, the biggest concern isn't coronavirus. It's hunger

Nearly half of India's workforce of 467 million is self-employed, 36 percent are casual wage workers, while only 17 percent are regular wage workers. Two-thirds of them work without contracts and more than 90 percent lack any social security or health benefits in the workplace. The coronavirus lockdown has made survival difficult for them.

Some migrant workers, wearing masks and backpacks, were trying to walk hundreds of miles to their villages, defying the stay-at-home orders and risking beatings by police.

Many wander the surrounding area during the day, looking for food or an open grocery store to charge their phones, and using a public toilet to keep clean. Others doze under trees, their heads resting on their bags as they wait for food handouts.



Courtesy: Al Jazeera Media



COPING WITH COVID-19 RELATED STRESS AS A STUDENT

Dr. Debjani Mukherjee
HoD, Department of Psychology,
St. Thomas College, Bhilai

With schools around the country closed, students are facing unprecedented change.

Every school is conducting virtual classes for the students. Students are missing friends and finding studying difficult. This online studying is a huge lifestyle change for the entire world of education. Both the teachers and learners are feeling anxious, sad and uncertain and gripped with computer anxiety and communication apprehension. Lack of ICT experience and skills may hinder e-learning. But then this need of ICT in education was not very prevalent before and is a new experience for all students. It is but natural that we feel stressed out with these new experiences. These feelings are normal. Societal stress is also piling on our minds. Let us focus on ways to lessen these stresses.

Practice self-care

Basic self-care will keep your immune system strong and your emotional reserves full. Get enough sleep. Exercise regularly. Eat well. Balance nutrition. Good nutrition supports your immune system. This is very important in the present times. Keep away from street food and junk food. Follow a healthy dietary regime. Find activities that engage you by doing something physical like dancing or occupy your mind with puzzles.

Try mindfulness

Mindfulness is a type of introspection, in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment. Modern thinkers have stressed and equated mindfulness with "good feeling" emotions such as joy, relaxation, and happiness.

Find ways to focus

You might feel unmotivated now. Recognize that the current circumstances are hard for everyone. Don't judge yourself, just do the best you can. Establish a routine. Get up, go to bed and do your work at the same time every day.

Seek out social support

Your classmates are all in their homes and having to stay home can be lonely. To combat isolation, I am sure you come together online with your school mates and sports team mates in free hours.

Something as simple as turning on your webcam during virtual classes can help you and others feel more connected. Keep your camera on when you attend online classes even though you may want to keep away from the eyes of your teacher. The benefit that you get seeing your friends in the group, will give you a feeling of togetherness. Socially you distance, but emotionally you connect.

Help others cope

Your classmates and family members are anxious, too. You cannot do much but it is enough to let them know they're not alone. There maybe crisis in many families you know. Be with them at this hour of need. A person who has suffered Covid needs compassion, do not isolate him mentally.

Find ways to manage disappointment

Many important events may not happen this year like school sports day, annual day, birthday parties, travel during vacation etc. Do not get into arguments with your guardians about the times that you are missing. Think of the bigger losses that is happening all around. Feel lucky to be safe and healthy.

Limit your media consumption

Of course, it's good to stay informed, especially about what's happening in your area and globally.

But too much news, especially social media can add to your anxiety. To avoid being overwhelmed, set limits on your media consumption and smartphone use.

Practice the above points and stay safe, stay healthy, stay tuned to virtual classes and learn to cope with the situation you cannot control or change.



Ask The Counsellor

Students as well as the parents are invited to send their queries related with any mental health issue to
mgmdarpan@gmail.com



Promise of plants

MY CARBON FOOTPRINTS AND FOODPRINTS DURING COVID 19

Dr. Vinita Thomas

*HoD, Department of Botany
St. Thomas College, Bhilai*

This summer as I stay home and follow social distancing to flatten the curve of the coronavirus, life looks a lot different than it did few months before. I realised that my carbon footprint has changed a lot since the stay-at-home order began. As I adapt to these unprecedented restrictions in my life, the makeup of my carbon footprints is changing too and changing for good. Carbon footprints is the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community usually expressed in equivalent tons of carbon dioxide (CO₂).

While we're waiting for the virus to run its course, there's a lot we can do to cut our own carbon footprint. We can open the windows to get some fresh air instead of running the air conditioner as the weather is pretty good for this time of the year. We can read more instead of streaming Netflix. We can wash clothes in cold water and hang them to dry. Choose a car-free lifestyle as most of the jobs can be done by working from home. Reduce grocery shopping to once a month and shopping of perishable item once every week from a local store. Reduce bathroom product waste by concocting your own formulas and recycling them for cleaning purposes. Shopping practices for quarantine "necessities," proved that we're can survive consuming a lot less. Embrace a minimalist lifestyle. Declutter home and donate unneeded items to charity.

I have a yard which is a water wise oasis and composting of domestic waste has been in practice. Water is precious and during the lockdown I realised that native plants are drought tolerant and composts also assist their survival. They survive in very less water. Surprisingly native plants of this region also possess aesthetic and ornamental value and are easily available too. Reduce packaging waste in the kitchen by buying in bulk, eating a veggie-based diet, and composting.

Foodprints

The coronavirus pandemic has forced many of us to stay home,

giving us some extra time on our hands. That means it's a great time to try new tasty dishes and enjoy healthy, climate-friendly meals, many of which can be made with items you already own. Planning meals ahead of time, saving leftovers, and buying only what you need go a long way towards saving food. Throwing food away means that all the resources used in the production of the food will be lost. The food we eat is pushing the planet to the breaking point. Just like the carbon footprint you produce every year through the release of greenhouse gases like carbon dioxide, you also produce a foodprint through the hidden emissions of the type of foods you choose to eat.

Our food system accounts for more than a quarter of all greenhouse gases, making animal agriculture one of the largest contributors to climate change. One can avoid these added emissions, by eating a plant-based diet, one of the best things individuals can do to combat climate change. Plus, eating a plant-based diet has been linked to general well-being and lowered risk of chronic diseases. So, to nourish your body, and protect the planet, we should try eating at least two plant-based meal each day in a week. Eat fewer animals and more plants. The demand for livestock will decrease.



Growing your own produce in your backyard or balcony or terrace is associated with numerous benefits, including reduced stress, better diet quality, and improved emotional wellbeing. Eating seasonal, local foods and supporting organic growers are additional ways to minimize your footprint. That's because food produced out of season is typically imported or takes more energy to grow due to the need for heated greenhouses. You may likewise gain a greater appreciation for the unique foods native to your region. Buying locally lowers your dependence on food transported vast distances and may increase your intake of fresh fruits and vegetables, helping offset your carbon emissions. Reduce your ecological footprint by switching to local, sustainably produced animal products like eggs, poultry, and dairy.

Sooner or later the pandemic will pass but receptiveness needs to be sustained in reducing our carbon footprints. The first step to reducing our carbon footprint is to understand it. Calculate personal carbon footprint and make changes to reduce it. It is something we can all do to help the planet. One big way to ensure we continue shrinking our carbon footprints is to make note of our new, more eco-friendly habits. The simplest action you can take to reduce your foodprint is to eat less emission intensive foods. So Think before you Eat and Spend and help Save our environment.

LOCKDOWN EXPERIENCE

Jemimma Elsa Shaji, X, MGM HSS, Korba

Some can't wait to go out again other don't really want to, happy to stay home connected to the outside world only through our computers. Some are worried about the virus and others, instead of it are more concerned about the climate crisis.

To give an answer to this important question. I adopted the same means use to study and communicate within our community by using zoom, whatsapp etc. these video chats were our eyes to take pictures remotely.

In lockdown periods I used to take snapshots by using the camera of my computer, mobile phones at my home with my sister or with my parents. Also spending the quarantine I used to study, read, chat, watch T.V do exercise, cook food and help mom in cooking also.

I started to do everything I couldn't find time before. So in addition to play computer games I managed to start some interesting online courses to develop my knowledge.

One of the things that changed is the shifting of my schedule. Now I don't have to wake up at 6 am. I started to wake up later and as a result I ended up having lunch, dinner and going to bed at least two hours after the usual time.

The last time I went out was two days before the quarantine started, with some friends.

"Staying at home is difficult more than anything else because I can't see my friends apart from not going to school and participating in extra curriculum activity."

When the quarantine started at the first week I found it tiring being in front of the T.V most of the day. And now I have been home for the last two months and got used to it. I have created a new routine and I'm also able to do activities that I didn't do before. I'm learning to cook food.

My school has been closed for last two months apart from online classes. I contact friends and listen music much more than usual. In afternoon I often play ludo, snake & ladder with my parents and sister.

From this experience I have noticed now we can often don't enjoy the simple things we have such as going out with friends. Now that I am realizing the importance of these little things. Surely when it's all over will be more grateful for what we have.

I worry a lot and also wonder whether this virus will ruin my summer vacation. We feel the virus is coming closer to home and therefore the instinctive reaction of fear is greater.

This experience made me realize our lives had become too hectic and consume risk which is why we waited too long before

complete blocking the economy.

Sometimes I feel the lockdown is an opportunity to rest from the frenzy and to try things I didn't have time to do before. Other times I feel tired of living like this.

From the lockdown I have learnt that life and our habits can change in a second. I have thought this before I learnt now to wash my hands very well and to keep social distancing.

Being at home doesn't bother me too much the relationship with my parents hasn't changed much we don't see each other often because my sister live in hostel and my parents go for their work and we only get together to eat at the dinner time.

I have enjoyed the idea of being all by myself and having some me time. I wouldn't be honest if I say that I haven't enjoyed this lockdown period spending time with my family.

Lockdown does not mean we get frustrated in all aspects of life. The one importance aspect to remember is that we are not the only one facing the problem I was asked to stay at home for my own safety and that of the community I can state that staying at home is important to control the spread of disease.

So at last I am hereby ending by the quotation that

"Jaan hai toh jahan hai"



LOCKINGDOWN....

Soumya Dwivedi, 10th, MGM HSS, Itarsi

With the onset of the year 2020 the world met with a huge pandemic named as the Novel Corona Virus or COVID-19 which killed thousands of people and lead to a huge loss in the economy as well as of the livelihood...

Some of the countries like Russia, Italy , Spain etc. suffered a lot because of this huge pandemic..

This peril disease spread like forest fire and caught the whole world into its hands. The first case of COVID-19 came into India on 30th january,2020

And with this first case it started to spread in the whole country very speedily.

To stop the and maintain this critical condition of COVID-19, the government of India decided to organize a complete lockdown for the whole country which started from 25th of March.

Because of the complete lockdown, people are restricted to move out of their homes and are bound to stay in their houses.

In this lockdown I have experienced a sense of collectiveness and unity among the people of Our country. Many small and big experiences provoked me to share them with you all.

This situation brings the families closer and closer as earlier we all students were busy in our studies and other works and other members of the families were busy in the household and office works but because of this lockdown we met with our loved ones in the real sense.

I too met with my small and cute family in the real sense now Earlier we used to stay with each other but due to the busy schedule we were even unable to talk to our parents even for 2 mins but this situation unites the family, now I also tries to communicate with my parents And discussion with them gives a huge pleasure because by talking to them I realised that someone is there who cares for me and who will be with me in every critical situation.

I also came to know about many small games which are hidden for today's generation like me...

Talking and playing with our parents taught me very new things which I may not learn because of their busy ness..

I also came to know about the hidden talents of my family members as well as mine too..

Generally, in this technological era students like me are busy with their electronic gadgets which is beneficial but a bit dangerous too.

But due to this situation, students are also detached from their gadgets and connected with their families. As all institutions are closed so all are free to do what they want but inside their house only...

With all these beautiful experiences, I also experienced something very rude and harsh in this critical situation.

On one hand this situation brought the families together but on the other hand it leads to a huge increase in the rate of corruption.

To stop people and restrict them to move out government fixed barriers within short distances. Some officers are adopted to maintain these barriers and restrict people..

In the name of duty many officers started corrupt practices. They started taking charges from people and gives them the permission to move.

Also, one more critical experience is that the rate of the products raised up very rapidly in this lockdown which may create a sense of crisis...

As we all know that everything has a positive and a negative phase,

Similarly, this huge epidemic has both phases the difference is only of our vision..

We can Conquer this lethal epidemic but the condition is that we should unite and become a single entity in order to beat this epidemic and acquire freedom as earlier.....

MY LOCKDOWN EXPERIENCE

Shourya Mehra, 12th, M.G.M HSS



The world is grappling with an invisible deadly enemy, trying to understand how to live the threat posed by a virus. As some are trying to conceptualize and document what it feels like to continue living as countries are under lockdown and regular life seems to have ground halt. So, as the coronavirus pandemic has sparked it's time to put words to the feelings all of us are experiencing, the result is how we will someday remember this time with fear or hope and humanity. So what is lockdown? A lockdown is an emergency protocol that prevents people from leaving a given area. A full lockdown will mean, you must stay where you are and not exit or enter a building or the given area. To prevent these diseases from spreading all over the country and making the situation worsen. The Indian government announces the lockdown of 21 days on 25th March till 14th April, 2020.

Effect of Lockdown

We have seen that a lot of many people fear of loss of jobs. Some have already seen pay acts and appraisal are getting delayed almost for everyone. The COVID-19 crises and the on-going lockdown have left our employees feeling anxious and worried about their future. Our brothers and industrial workers are willing to go to their homes as they are away from their families during lockdown.

I have found that some are roping in psychologists to conduct "happiness sessions" for people over video conferencing. As this is totally not a vacation it is a pandemic which mentally and emotionally been struck into the minds of many people./

Natures Happiness

The nationwide lockdown that brought 1.3 billion people to stop has apparently caused positive change in the environment at least temporarily. Skies are clearer and rivers are cleaner.

Visuals of a cleaner River Ganga have emerged from Uttar Pradesh's Kanpur as well as Varanasi. In a rare sighting fishes can be seen near the Varanasi Ghats. Researchers who study the Earth's movement are reporting a drop in seismic noise, the hum of transport in the planet's crust that would be the result of

transport network or other human activities being shut down. Dolphins have returned to the Italy coast. I think it's time to learn "to co-exist with nature or nature will find extreme ways to reclaim its space."

Economic Situation

In India up to 53% business have specified a certain amount of impact of shutdowns caused due to COVID-19, on operations, various business such as hotels and airlines are cutting salaries and lying off of employees. The economic impact of the 2019-20 coronavirus pandemic in India has been hugely disruptive.

We have seen that many world banks and credit banks have lowest figures. The Indian economy lost over 32,000crores every day during the first 21 days of complete lockdown which was declared following the coronavirus outbreak. Many major companies in India such as Larsen and Taubro, Bharat Forge, Tata motors have temporarily suspended or significantly reduced operations. Young start-ups have been impacted as funding has fallen. Fast moving consumer goods companies in the country have significantly reduced operations and are focusing on essentials.

My Experience

In the world of fast moving runners, lockdown has really caught us in our houses. This slows down our life cycle as well as progress. People are spending their time at home which is really rare. Many of us are now spending time at home, enjoying the family time and having fun. The bonding between the family members are increasing and getting stronger day by day.

Children like us are now getting time to inculcate new hobbies and spend time doing what we love. Many are living their life in quite different way. Nowadays interaction between the known ones are increasing as everybody is missing each other. Video conferencing with friends and family, online classes are now becoming part of our lives.

Everybody is busy in doing many fun stuffs and working on themselves to come out with better skills. People are trying to enjoy this time with family, friends and themselves to bring out the positivity.

Conclusion

For a positive note, this will have an end soon. I don't know when, of course but it will. We as a society have survived hard things. We will survive this too. At some point we will return to work and school and life. I think we will be better able to appreciate our blessings, I hope we will be better able to understand that many of the things that we worry about are perhaps, not that worrisome at all and I wish that we come out of this renewed appreciation of our social connections. With clean hands and cleaner hearts.

#Staysafe #Stayhome #Stayhealthy



ACTIVITIES AND EVENTS

Webinars Conducted for Teachers & Students

As part of the commitment to provide quality education, the MGM Group of institutions emphasis on continual faculty development programmes. From the 1st week of June a series of e-workshops (webinars) have been organised to train the Principals and teachers to cope up with the challenge of online education. A Career guidance session was also arranged for Class X passed out students. The aim to make them aware about the opportunities of various discipline and guide them to choose their higher studies accordingly. A webinar for the Principals and other Schools leaders on Virtual School Platform was arranged with Google South Asia Head to know more about Google Classroom.

The Diocesan- Mission Education Board arranged 20 subject specific webinars (e-workshops) for teachers and Principals. Separate sessions were conducted for Schools and Colleges. About 3200 teachers and principals directly benefitted from these webinars. The details of the webinars are given below:

Date	Topic	Resource Person	Target Group
3 rd June 2020	How to address the parents to meet the present situation?	Mrs. T. Rajeswari Mohan ECCE Expert, Hyderabad	Pre-primary Teachers
4 th June 2020	EVS (inquiry based approach) how to transact the topic and to assess the learners through online and offline platform?	Mrs. T. Rajeswari Mohan ECCE Expert, Hyderabad	Pre-primary Teachers
5 th June 2020	Language and Math concepts	Mrs. T. Rajeswari Mohan ECCE Expert, Hyderabad	Pre-primary Teachers
6 th June 2020	Rhymes and Storytelling	Mrs. T. Rajeswari Mohan ECCE Expert, Hyderabad	Pre-primary Teachers
16 th July 2020	Webinar on Pre-Primary Teaching & Techniques	Mrs. Padma Priya ECCE Expert, Hyderabad	Pre-primary Teachers
8 th June 2020	Post Covid Challenges In School	Mrs. Smitha Matai Mumbai	Principals
13 th June 2020	Remotely Teaching Through Technology	Mrs. Shilpi Bhattacharya Mumbai	Principals
17 th June 2020	Virtual Schools	Ms. Bani Dhawan- South Asia Head, Google Cloud	Principals
10 th June 2020	Online English Language Teaching	Mrs. Smitha Matai Mumbai	English Teachers
15 th June 2020	Online Social Science Teaching	Ms. Heena Ansari Mumbai	EVS and Social Science Teachers
16 th June 2020	Technology Integration In Teaching Mathematics	Dr. Rama Krishna Adury Hyderabad	Mathematics Teachers



Date	Topic	Resource Person	Target Group
17 th June 2020	Technology Integration In Teaching Science	Dr. Rama Krishna Adury Hyderabad	Ev.S and Social Science Teachers
18 th June 2020	Teaching Computer Science : Scratch & Cyber Security	Dr. Abhay Dongra New Delhi	Comp. Sc. & I.T. Teachers
19 th June 2020	Hindi vyakran	Dr. Shailesh Srivastava Noida	Hindi & Sanskrit Teachers
19 th July 2020	Curriculum Changes	Dr. C. B. Mishra	Commerce Teachers
6 th July 2020	Webinar Concepts	Mrs. Smita Daniel Bhilai	College Faculty Members
7 th July 2020	Webinar Concepts	Mr. Santosh Kumar Miri Bhilai	College Faculty Members
7 th July 2020	Upskill and Upscale	Mr. Rishikesh K. B. Christ University, Bangalore	College Faculty Members
8 th July 2020	Spheres of Marketing Intelligence	Mr. Krishna Prasath S Christ University, Bangalore	College Faculty Members
8 th Aug 2020	Research Publications	Ms.Lakshmi.B Christ University, Bangalore	College Faculty Members
29 th July 2020	Career Guidance	Dr. Prof. Sam V Daniel	Class X passed students

Apart from the above MGM Hr. Sec. School, Bokaro , St. Thomas College and CCET have also conducted workshops for the staff and students.



Food for Security

Serving mankind is equivalent to serving the Almighty himself: MANAVA SEVA, MADHAVA SEVA. In Orthodox perspective also we can relate it to LITURGY AFTER LITURGY.

St. Thomas mission society, a registered society in Nagaland, the parent body of MGMHSS, MGM College & MGM Hostel in collaboration with MGOS Church, Dimapur has initiated a mission called 'FOOD FOR SECURITY' to help the poor and needy, who have lost their livelihood support due to COVID-19 lockdown.

As COVID-19 pandemic has spread across the world, many of our vulnerable communities, including jobless, elderly and more, have been facing with food insecurity, loss of income etc. St. Thomas Mission society aims to reduce the impact of COVID-19 on these communities through providing material and food security support.

By the grace of God, we started the FFS mission on 3rd May, 2020. In the first phase, we handed over 25 food kits to 'God is love Ministry' to distribute among the LGBTQ community and PLHIV (people living with HIV/AIDS) and presently we have completed 16 Phases of the mission and satisfying near about 1150 families.

At last quoting from the Holy Bible, Acts 20:35 "In everything I did, I showed you that by this kind of hard work we must help the weak, remembering the words the Lord Jesus himself said: 'It is more blessed to give than to receive.'" As lockdowns are lifted, St. Thomas mission society aims to continue by providing mid-term to long-term support for various communities affected by COVID-19.

The society is beseeching the cooperation and contributions of all well-wishers, friends of the mission society and teachers of MGM institution as well.

Online Virtual Activities organized by St. Thomas College, Bhilai during Lockdown

To keep pace with the active teaching-learning process St. Thomas College Bhilai, organized various webinar, both at National and International level, Faculty Development Program, E-Lectures, Quizzes, E-Speakathon, and Collage Competition and many such online activities to engage students during the Pandemic period. Renowned International Academicians were invited to deliver the lecture by various department of the College. The Speakers were from Canada, Oman, Ireland, Dubai and America. At the National level eminent Speakers were also invited from Christ College, Bangalore, IIT Ahmadabad, and Pune, Assam, Kerala, Tamilnadu, Chhattisgarh, Madhya Pradesh and Deheradhun. 07 International Webinar was organized by the department of Management studies, Chemistry, Psychology, English, Microbiology and Biotechnology, Education Department, Sports Department and Maths and Computer Science. The International webinar covered a wide range of subject, which included the areas of concern post COVID-19. It included topics like Corporate Sectors, Chemical Sciences, ICT, Effective e-Teaching and learning, Epidemiological and immunological aspects of COVID-19, Mental health of a sports Person, Perceptual shifting and adjustment during the pandemic, Art Therapy and managing physical and mental health through Yoga. The National level webinar also focused on wide range topics like the role of media and economic concern during Pandemic, the life style diseases - its precautions and management. The New Normal in higher Education, Intellect and intellectual property rights, Challenges and opportunities in higher education Post COVID-19, Trends in Techno-Skills in education, gender and sexual harassment panel discussion by CPOSH. The number of participants in all the webinar were more than 500. The feedback form was filled after every webinar and very positive response was received by the registered participants. Queries were also invited by the participants during the webinar and were satisfactorily addressed by the Resource Person. Hemchand Yadav Vishwavidyalaya, Durg, organized a District level Webinar competition on Virtual Learning, in which St. Thomas College Secured the III position. The College organized various academic activities during the lockdown which was beneficial for the academic growth of faculty members as well as the students.

Webinars conducted in CCET, Bhilai

- Department of Mechanical Engineering conducted a webinar series on "Technological Advances in Mechanical Engineering" held on 25.06.2020, 26.06.2020 and 30.06.2020. On 25th June the topic was 'Micro Electro Mechanical Systems' and the resource person was Dr. T Ramesh, NIT, Trichy, on 26th June keynote speaker was Dr. R.L.Himte from PIET, Nagpur and he delivered lecture on 'Industry 4.0: A New Industrial revolution', Prof. Vednath Kalbande from GHRCE, Nagpur taken the session on 'Solar Based Thermal Energy Storage System using Nanofluids' on 30th June. Approximately 72 participants attended the program.
- A webinar was held on Thursday 02/07/2020 on the topic "Reinventing Ourselves In Unprecedented Times". Dr. JOHNSEY THOMAS Psychologist & Behavioral Health Scientist, Hyderabad was the resource person. 64 participants attended the webinar.
- A webinar on "Employability and Prospective" was organized by Department of Electrical Engineering, on 11th July 2020. The keynote speaker was Mr. Subhas Satangi, Manager-Hr. Sterelite Power, New Delhi. Approximately 52 participants attended the webinar.
- 15th July to 17th July Department of Electrical Engineering conducted 3 days webinar series. On 15th July the topic was "A beginner's Intro to Data Analysis" and speaker was Mr. Spandan Dash, BSc Physics IISc Bangalore, MSc Astronomy -Leiden University, The Netherlands, 16th July webinar on "Effect of load on the frequency of Power System and its control" and the resource person was Dr. M K Maharana, School of Electrical Engineering, KIIT University, Bhubaneswar. On 17th July the expert lecture on "Role of Engineers in Bio-Technology" was delivered by Dr. Bishnu Prasad Dash, F.M. University Balasore. Almost 82 participants were there for each day.
- A webinar on "Blockchain Technology" was organized by Computer Science department on 17th July and the expert lecture was delivered by Dr. Pilli Emmanuel Shubhakar, MNIT, JAIPUR. Almost 75 participants were there.
- E-Faculty Development Program on "Advanced Materials and Manufacturing Systems" was organized by Department of Mechanical Engineering, from 18th to 23rd July 2020. On the first day of FDP Dr. Anil Kumar Birru, Assistant Professor, NIT, Manipur delivered a lecture on Study on "Dental Crowns to Minimize the Porosity and Hot tear defects in Investment Casting Method". On 20th July Dr. Tilak Chandra Joshi, Scientist, CSIR- AMPRI, Bhopal delivered a talk on Powder Characterization for P/M Processing of Composite Materials. On the third day of FDP Dr. Dharmendra Kumar Shukla, Associate Professor, MNNIT, Allahabad delivered a lecture on Polymer Nanocomposites. On 22nd July Dr. Rahul S. Mulik, Associate Professor, IIT, Roorkee delivered a talk on Machining of Quartz by ECSM Process. Last day of FDP Dr. R. Arockia Kumar, Associate Professor, NIT, Warangal delivered a lecture on Friction Stir Processing: A Tool for Developing Functional Material. Dr. P. Srinivasa Rao, HOD & Associate Professor was the convener of E-FDP. Dr. R. H. Gajghat, Associate Professor was the organizing secretary and Dr. Roshita David was the moderator of the FDP. More than 100 participants have participated from Chhattisgarh and all over the country.

Plea Seeking Waiver of School Fees Dismissed by SC; Schools Can Continue to Levy Tuition Fees

A PIL filed by parents association of 9 states, seeking waiver of private school fees for period of three months starting April 1 till July 1, 2020 was dismissed as withdrawn by the Hon'ble Supreme Court. The matter titled Sushil Sharma & Ors. v Union of India (WP© 622/2020) was heard by the 3-judges bench headed by the Hon'ble Chief Justice of India. It is relevant to note that different High Courts had earlier held that schools are entitled to collect tuition fees. Some key judgements are: The Hon'ble Punjab and Haryana High Court in the matter titled Independent Schools Association Chandigarh (Regd.) & Ors. v. State of Punjab and Ors. & 5 others petitions (CWP -7409/2020), vide judgement dated 30-06-2020, held that Schools can continue to charge tuition fees during this lockdown period. The Hon'ble Delhi High Court vide judgement passed in the matter titled Naresh Kumar v DOE & Anr. (W.P.(C) 2993/2020) on 24-04-2020 held that schools can continue to charge tuition fees during the lockdown period. The Hon'ble High Court of Kerala in a PIL filed by two students of Sree Buddha Central School declined to accept the plea of the petitioners to restrain schools from levying any fee during the lockdown period. The Hon'ble Court refused to accept the plea of the petitioners after appreciating the contention that schools have to pay salaries to the teaching and non teaching staff and also have to incur expenditure on maintenance.

The Hon'ble Allahabad High Court rejected the plea seeking complete waiver of school fees on the ground that most of the schools and colleges are taking online classes for the students or sending videos to the students. In view of the above developments, please note that the School managements can continue to levy fees from students. Also, the objections of parents or parent associations against payment of school fees are not legally tenable as their petition has been dismissed by Hon'ble Supreme Court.



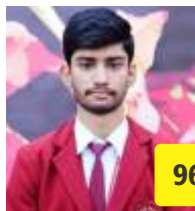
97.6%

Sneha Jethwa10th

97.2%

Shatakshi Bhushan10th

97%

Saurav Anand10th

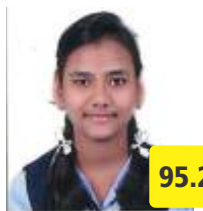
96%

Yash Raj12th - Science

96%

Mayuk Joddar12th - Science

96%

Mrigank Sinha12th - Science

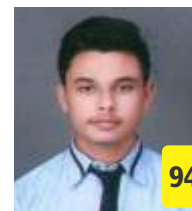
95.2 %

Shweta Choudhary10th

94.8%

Gauri Vaidya10th

94.8%

Abhishek Sonwani12th - Maths

94.6%

Aman Verma12th - Maths

94.4%

Kohina Patil12th - Biology

91 %

Samiksha Choudhary12th - Biology

95.4%

Aditi Saxena12th - Commerce

94%

Tasneem Bano12th - Commerce

M.G.M. Higher Secondary School

Itarsi

CBSE



92%

Akhil Chandra Mehto10th

90.6%

Soumya Dwivedi10th

95%

Samarth Singh12th - Maths

88%

Tarun Chandrawanshi12th - Maths

88%

Harshita Patel12th - Biology

88%

Yash Patil12th - Commerce

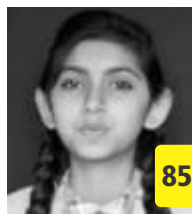
M.G.M. Higher Secondary School

Bagdona

CBSE



86.4%

Sakshi Agrawal10th

85.6%

Priyal Pawar10th

87.4%

Vivek Choure12th - Science

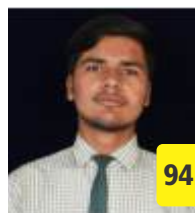
84.4%

Mayur Rathore12th - Commerce

M.G.M. Higher Secondary School

Dhanpuri

CISCE



94.2%

Anurag Mishra10th

90.8%

Aditya Kumar Yadav10th

85.7%

Meghali Shrivastava12th - Commerce

69%

Sayyada Bano12th - Commerce

M.G.M. Higher Secondary School

Dimapur

NBSE



95.1%

Jamnaj Aktar

10th



90.3%

Menunbui Domta

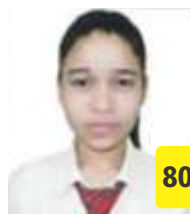
10th



90%

Sujal Kumar

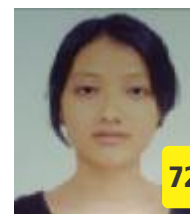
12th - Commerce



80.8%

Suhana Begum

12th - Arts



72.4%

Iodiveno Natso

12th - Science

MGM Mission School

Patna

CBSE



95.4%

Abhishek Ku. Sinha

10th



90.2%

Sahil Shah

10th



85.8%

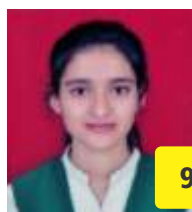
Sonali Kumari

10th

Mar Baselios Vidhya Bhavan

Bhilai

CBSE



96%

Manya Singh

10th



91%

Jatin Verma

10th



96%

R. Riya

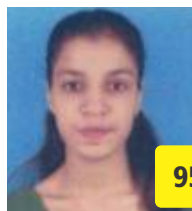
12th - Science



95%

Ayushi Mishra

12th - Science



95%

Khushi Mishra

12th - Commerce



95%

Ghitrachi Devi Dunail

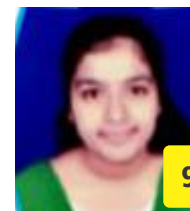
12th - Commerce



91.2%

Vaibhav Pratap Singh

12th - Commerce



90%

Muskan Agrawal

12th - Commerce

M.G.M. Higher Secondary School

Rourkela

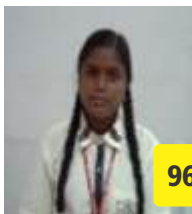
ICSE / ISC



97%

Smita Kumari

10th - Science



96.8%

Khushi Singh

10th - Science



96.6%

Nitesh Singh

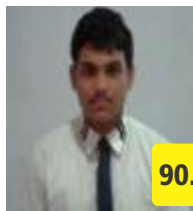
10th - Science



90.2%

Sikha Mandal

10th - Commerce



90.2%

Tarun Ku Behera

12th - Science



89.5%

Kumar Biswa Kalyan

12th - Science



86.7%

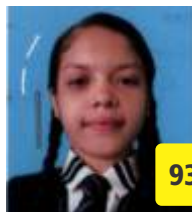
Gourav Pasayat

12th - Commerce

M.G.M. English School

Bilaspur

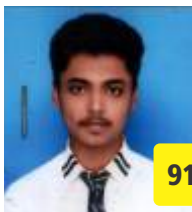
CGBSE



93.7%

Shitla Kenwat

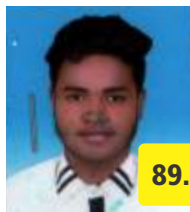
10th



91.8%

Faazil Hashmi

12th - Biology



89.8%

Vibhakar Paroche

12th - Maths



92%

Rudra Ratan Prasad

12th - Commerce

PREVENTION IS BETTER THAN CURE



Wash your hands frequently



Cough and sneeze into the elbow



Dispose of used tissues immediately



Only wear a mask if you are sick, have COVID-19, or are caring for someone with it



Isolate yourself if sick or at risk of complications



Avoid all nonessential travel



Avoid contact with others



Avoid crowds and public gatherings



Avoid touching your face



Work from home if possible



Call ahead before going to a clinic or hospital



Clean all shared surfaces frequently

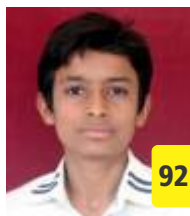
MGM CO-ED Higher Secondary School Canaan Garden, Bhopal

CBSE



92.8%

Aastha Dekate

10th

92.6%

Rishi Baghel

10th

92.2%

Harshita Choudhary

10th

96.4%

Vidhi Singh

12th - Science

92.6%

Mayank Baghel

12th - Science

93.4%

Ayushi Rajput

12th - Commerce

90.6%

Sonali Shukla

12th - Commerce

M.G.M. Higher Secondary School

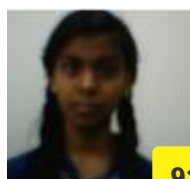
Hathital

ICSE



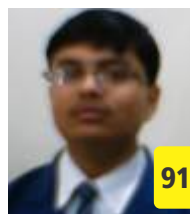
91%

Amulya Tiwari

10th - Science

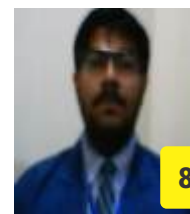
91%

Akanksha Goswami

10th - Commerce

91.8%

Shashank Thapal

12th - Science

85%

Karan Jethani

12th - Commerce

M.G.M. Higher Secondary School

Jagdalpur

CGBSE



82.1%

Jasmine Singh

10th

77.1%

Pragya Mahto

10th

74.4%

Nikita Sahu

12th - Science

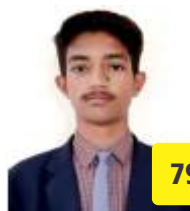
73%

Siddhi Kaushal

12th - Science

73%

Anamika Pandey

12th - Science

79%

Vishal Saha

12th - Commerce

76%

Punyaraj Singh

12th - Commerce

M.G.M. Higher Secondary School

Dhawakala

MPBSE



97%

Tanisha Lowanshi

10th

96.8%

Sidhant Sahu

10th

89.2%

Prachi Lowanshi

12th - Commerce

88.4%

Nandini Sahu

12th - Commerce

St. Mary's Higher Secondary School

Jabalpur

MPBSE



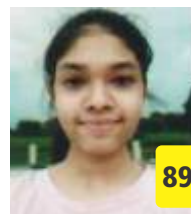
96.7%

Abhaydan Kushwaha

10th

92.7%

Sneha A

10th

89.6%

Sakshi Maravi

12th - Commerce

85.6%

Jasmin

12th - Commerce

M.G.M. Higher Secondary School

Balco, Korba

CG BOARD



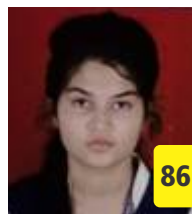
96.5%

Vikas Sharma

10th (EM)

95.1%

Prabal Singh Tomar

10th (EM)

86.3%

Renu Markam

10th (HM)

76.1%

Neha Chandra

10th (HM)

95.6%

Fareen Qureshi

12th (EM) - Commerce

92.2%

Mayank Nagwanshi

12th (EM) - Maths

88.4%

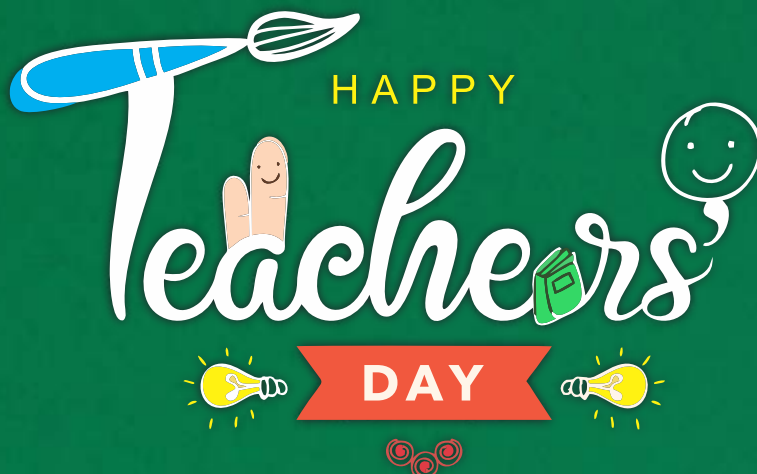
Yashpal Sahu

12th (HM) - Maths

84.8%

Kalyani Khunte

12th (HM) - Maths



“GOOD TEACHERS
are the reason why
ordinary students
dream to do
extraordinary things..”

**Saluting all dear teachers for your selfless efforts and for
being the real learning super heroes**



MGM
GROUP OF
INSTITUTIONS

FOSTERING (REATIVITY, (RTICAL THINKING & MORAL VALUES

