Internship Report on Online Teaching Methodology &

Adaption at Capstone School Dhaka

By

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An internship report submitted to the Graduate School of Management in partial
fulfillment of the requirements for the degree of
Masters of Business Administration

Graduate School of Management, BRAC University
June 2021

Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at BRAC University.

2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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BRAC University

Letter of Transmittal

Dr. Nitai Chandra Debnath

Adjunct Faculty,

Graduate School of Management

BRAC University

66 Mohakhali, Dhaka-1212

Subject: Internship report on online teaching methodology and adaption at Capstone School Dhaka

Dear Sir,

It is my pleasure to illustrate my experiences and observations regarding '**Online Teaching Methodology & Adaption at Capstone School Dhaka**', which I was appointed by your direction.

I have attempted my best to finish the report with the essential data and recommended proposition in as significant, compact and comprehensive manner as possible.

I trust that the report will meet the desires.

Sincerely yours,

_____

Tasfia Lamisa Ahona

18164081

Graduate School of Management

BRAC University

Date: June 07, 2021

Non-Disclosure Agreement

[This page is for Non-Disclosure Agreement between the Company and The Student]

This agreement is made and entered into by and between Capstone School Dhaka and the undersigned student at BRAC University, Tasfia Lamisa Ahona.

Acknowledgement

Executive Summary

This report attempts to find the present scenario of "Online Teaching Methodology & Adaption at Capstone School Dhaka". I took many small steps in order to prepare the final project depending on the elements. They were observing classes, teaching methods, assessment techniques, teaching substances and pedagogy. The purpose of this report is to understand how teachers teach their classes, which materials & methods are utilized in teaching by the teachers, how teachers interact with their students and effective strategies to enhance their teaching quality in an online environment. I have concluded the paper with some recommendations based on my findings and investigations. By investigating the methods and techniques used by the teachers and the pattern of learning by the students, I will be able to suggest the best online teaching techniques during the coronavirus pandemic.

Keywords: Online teaching, school, coronavirus, pandemic, education, methods.

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List of Acronyms

CSD- Capstone School Dhaka

ERP- Enterprise Resource Planning

BFRS- Bangladesh Financial Reporting Standards

Glossary

G-Suite   G-Suite is Google's collection of cloud computing services
                           which enhance productivity and collaboration.

Chapter 1

Overview of Internship

1.1 Student Information: Name, ID, Program and Major/Specialization

The following report has been prepared as part of the internship program as a requirement for the Masters of Business Administration of BRAC University. This report has been prepared by Tasfia Lamisa Ahona, Student ID- 18164081, MBA Program. The major/specialization that I have completed to fulfill my degree requirements are Major-Finance.

1.2 Internship Information:

1.2.1 Period, Company Name, Department/Division, Address

I have carried out my job & internship for the last three months at Capstone School Dhaka. The internship was mainly carried out at the education & teaching department of Capstone School Dhaka where I have worked closely with the other senior teachers of the school. Capstone School Dhaka is situated in Gulshan-2, House: 21 Road No: 118, Dhaka 1212.

1.2.2 Internship Company Supervisor's Information: Name and Position

I was primarily working from home during my internship project and I only had to visit the office occasionally when some form of administrative work was assigned to me. I have worked closely with a few members of the school. Amongst those members one of them was Mr. Shafiqul Anwar Khan who has helped me dearly to complete my internship.

1.2.3 Job Scope

During my internship period, I have conducted online classes for five classes and I was assigned as class teacher of Class 3. During the internship period I have had the chance to conduct classes as well as extracurricular activities of the students and I also had the opportunity to host and supervise an art exhibition which also took place online.

1.3 Internship Outcomes:

1.3.1   Student's contribution to the company

I have mainly worked as a subject teacher for five classes as well as the class teacher of class 3. My primary task was to properly conduct my subject classes with the students online and try to establish a proper mode of conduct where online education would be effective and efficient. I also had to find out the ways in which online education was different from traditional education and how the gap between the two can be reduced if it cannot be eliminated altogether. I was able to observe the classes and methods used by many different teachers in their teaching. Apart from taking class I also prepared lesson plans, syllabus and book lists for respective classes. I was also a committee member of the school for the Bangla Olympiad and Science Fair.

1.3.2   Benefits to the student

During this internship period, I had the opportunity to learn a lot from my senior teachers and colleagues. Though the internship research was mainly carried out online, yet I had the chance of experiencing how an organized educational environment feels like. Since I was able to implement my academic knowledge in the organization during the internship period, the internship was very beneficial to me.

1.3.3   Problems/Difficulties (if any faced during the internship period)

In order to prepare a well-informed and information internship report, one would require a lot of information as well as first-hand experience on such an interesting and timely topic. The employees of the school are not allowed to provide or share with me all the necessary information that was required for the fruitfulness of the report due to obligations and privacy issues. Therefore, it was quite difficult to gather the required information which was required for me during the internship period. Due to the limited time frame of the internship I faced difficulty in collecting and compiling such an internship report in this limited span of time. Yet, I was able to learn a lot of things during my internship period. However, it was not possible for me to be able to learn and develop knowledge about all the activities and operations of the department.

1.3.4   Recommendations (for and suggestions to the company on future internships)

I think, due to the lack of face to face classes, it is very important that when online classes are being conducted that the teachers use as many real life examples as possible in order to help the students in their understanding. By starting a class with brainstorming sessions and challenging activities, the teacher can enable their students to get involved in their academic activities. Last but not the least, since online classes are still relatively new to a lot of teachers, they should be provided with extensive training in order for them to make the best possible use of the available technologies.

Chapter 2

Organization Part: Overview, Operations, and a Strategic Audit

2.1 Introduction

Capstone School Dhaka is committed to the principle of "Learning by doing" and it follows the methodology both inside the class and outside in other extracurricular activities. These activities benefit the students and enrich their learning experience.

As a leading English medium school in Bangladesh, it tries its best to prepare its pupils with the best preparation for the outside world. To ensure this high quality education, Capstone School Dhaka has always thrived to keep the class sizes smaller than any of their peer schools. Along with small class sizes, the pupils are also kept in very close monitoring by all their teachers and each pupil's progress is checked regularly.

Highly qualified teachers and staff are appointed by the school to maintain their high academic standards. This is again maintained through a sense of purpose and a very positive working environment. The teachers appointed by the school are knowledgeable, qualified and they are capable of using the latest available technologies and methods in their class to teach the students. This along with the passion to teach, guide and motivate the pupils results in a very high quality learning environment.

A lot of emphasis is towards the students so that they are able to become independent learners and thus become self-reliant. The supportive environment in the school helps the pupils foster excellence in learning, gaining knowledge and being able to engage in projects and group works. The library of the school is extensively used by the students and the pupils are encouraged to read for pleasure as well as to develop appreciation for the literature and use the

resources available in the library. The school possesses a large and rich library collection of books and encyclopedias which are very useful for the students of all ages.

The main limitation that Capstone School Dhaka is facing at the moment due to the COVID-19 situation is the increased restriction put by governments around the world to continue to try to contain and reduce the spread of COVID-19. All classes at schools and colleges are being kept shut for a very long time and this has caused the school to switch to online based teaching methods in order to educate their pupils.

The **strategic objectives of Capstone School Dhaka** are:

- to provide their pupils a mix of both classroom and practical education;
- to provide their pupils with proper guidance and prepare them for further studies; and
- to enable their students to foster a sense of purpose and learning.

2.2 Overview of the Company

Capstone School Dhaka started its journey in 2015. With the dedication of the teachers and management of the school, it has now become one of the leading English Medium schools in Dhaka. They have been able to nurture and grow the most brilliant minds through their strategy of "Learning by doing". This strategy helps their students become the most efficient and hard-working. The school tries to create an innovative and engaging learning environment for its pupils and maximizes their learning opportunities.

The school boasts having the most qualified teachers, a highly dedicated staff, wonderful and brilliant students and hardworking teachers. CSD believes that every teacher on their roster is devoted to teaching and utilizing research based best practices. This is done to guide all students every day to reach their full potential. The staff of CSD work collaboratively with the teachers, students and their parents to implement the standards by designing skill specific lessons and assessments for their students' progress. The school also believes that students need to actively participate in the community by volunteering and attending school events. CSD believes that building a strong home-school relationship is crucial to effective learning and is always striving to create this home-school environment.

2.3 Management Practices at CSD

The management policies and practices are mainly responsible for the development of the policy guidance for any field. The construction of strategies; standard-setting and quality control; and knowledge management relating to "mainstream" education. The management is composed of mainly

·   Academic Department

·   Accounts Department

·   Administrative Department

·   Information Technology Department

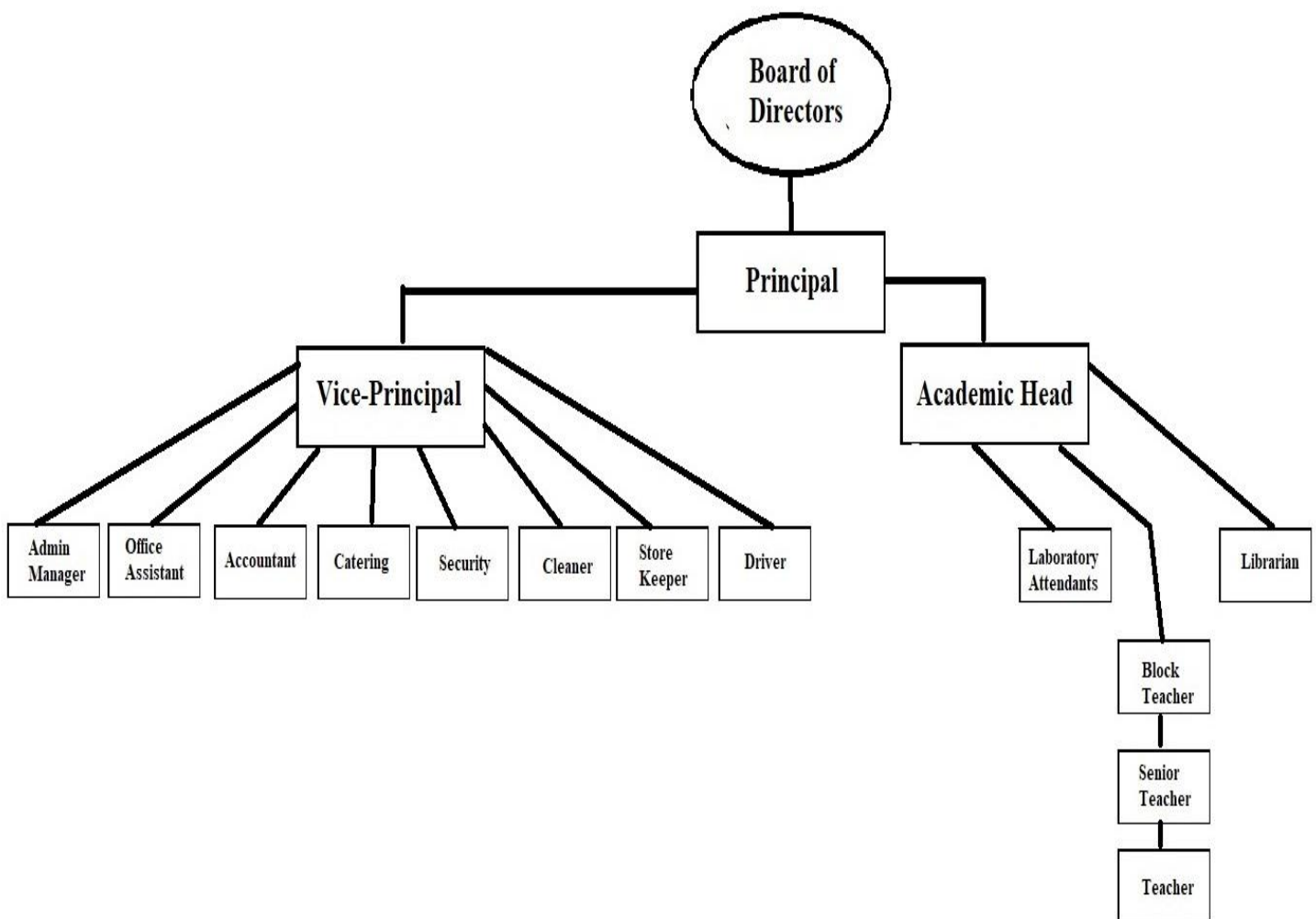·   Sports & Creative Arts Department

Fig.1 Management Structure of Capstone School Dhaka

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The management structure of Capstone School Dhaka has been provided to understand how the school and its various wings function. At the top of the management are the Board of Directors of the school. They are in-charge of overall development of the school and they are the crucial decision-makers in the school.

Followed by the Board of Directors is the position of the Principal of the school. The Principal reports to the Board of Directors about the company matters and looks after both the administrative and educational functions of the school. The Vice-principal and Academics Head of the school report directly to the Principal.

Further down the line, the Vice-Principal of the school is in-charge of all administrative duties within the school. He looks after the accounts, office, security, cleaning, catering and store-keeping of the school. On the other hand, the Academic Head is responsible for looking after the academic side of the school. She is responsible for handling the library, block teachers, teachers and laboratory of the school.

The main management practices followed at Capstone School Dhaka include

·   developing and implementing best academic practices & policies to support the school's Strategy and the Organization's structure, as well as its operational activities,

·   establishing and maintaining best academic resources and teachers to ensure the best quality education;

·   ensuring small class sizes which enables school to develop more strong relationship with pupils; and

·   Developing and implementing strategies aimed at maximizing student learning.

2.4 Marketing Practices at CSD

As a premium and well recognized English medium school in Dhaka, CSD likes to promote itself as a school where students are inspired to pursue academic excellence as well as critical thinkers who can contribute to the ever changing society. The school maintains its motto of multifaceted development for their students where the students are encouraged to channelize their potential towards excellence.

CSD also maintains a good presence in the social media and internet marketplace. They have maintained their own Facebook page where they post their updates and activities. Other than that, they also post photos of their activities on Instagram. They also maintain their website where they provide information regarding their school, academic activities, extra-curricular activities and other information. They use the platform to inform new students and parents about their school.

2.5 Financial Performance & Accounting Practices

The financial calendar that is followed by CSD starts from 1st July and runs till to 30th June. The Management Committee prepares and submits the budget of estimated income and expenditure for the following financial year. The Board of Directors of the school approve the budget for the following financial period after consideration of all the cases and report on the proposed budget. At the end of the twelve months, the profit balance is disbursed as dividends among the directors of the company. For losses incurred, the board of directors are responsible for the further investment that would be required if any. A part of any profit made by the school is invested back into the school through development works.

The Accounts Department of CSD is responsible for analyzing, monitoring and reporting on the financial position and financial performance of the school. The Accounts Department prepares reports & key financial statements such as the Annual Financial Report using Bangladesh Financial Reporting Standards(BFRS). It is also responsible for developing and implementing the financial and accounting rules and procedures of CSD. They use the Tally Enterprise Resource Planning (ERP) system which facilitates compliance with internal and external financial reporting and accounting standards and links with external and internal auditors and other stakeholders on finance and accounting related issues and concerns.

2.6 Information Technology and Information System Practices

The school operates a separate IT department. This department is headed by the Head of IT. This department is in charge of all IT activities and provides IT related facilities to all its staff and students alike. CSD also has an ERP system which has been developed specifically for the school. This ERP system is used by the school in order to create a link or communication with the teachers-students-parents. They are also in charge of updating the school's website. They regularly update the YouTube and Facebook page of the school and send emergency notice to the parents through web SMS service whenever there is a need.

The IT Department manages the following resources:

- **Cloud Service:** The cloud based services and data storage facilities are provided by the school's IT department to the employees, teachers and students. This is done to provide the parties with the access to all school resources and services round the clock. The students and teachers are able to access these cloud services from anywhere in the world and the employees have a dedicated 1TB of cloud storage space for their professional use.

- **Data Center:** The data center of the school is also maintained by the IT department. The Data Center is fitted with the automatic fire fighting systems, dual Air-conditioners, servers racks, online UPS, Cisco Routers & Firewalls, Core Switch , Access Switch, etc. All the equipment available in the data center is kept with redundancy backup.

- **Server Client System:** The IT department is also in charge of the server client systems of the school. These servers support the wide computing needs of the staff and students both on and off campus.

- **LAN & Internet Connectivity:** All these modern equipment of the school are connected to all classrooms, libraries, labs and office rooms through a server and Wi-Fi connectivity. The classrooms have PCs connected to LAN and ceiling mounted multimedia projectors are also present in all classrooms. Dedicated broadband internet connectivity supports the IT infrastructure of the school.

- **Educational software & Smart classrooms:** The IT department also looks after the technologies related to educational software which is used by the teachers to provide education to their students. CSD also owns its own School Management System & Google apps for education. Interactive Smart class systems are also present in every classroom in the school. These tools can be used by the students to learn in a self-paced and interactive way.

2.7 Industry and Competitive Analysis

2.7.1 SWOT

Highly qualified and experienced teachers. Located in a quiet & safe environment. Learning by doing hands-on approach to teaching. Great IT infrastructure. Small class sizes.

Lack of advertisements & marketing. Low student enrollment. High tuition fees. Not as organized as older schools.

High emphasis on extra-curricular activities. Introduce own e-learning platform. Utilize available space to hold sporting events that attract students. Expansion through opening new branches.

High competition from other schools. New entrants in the market. Insufficient students enrollment to cover cost. Reduction of student fees collection due to pandemic.
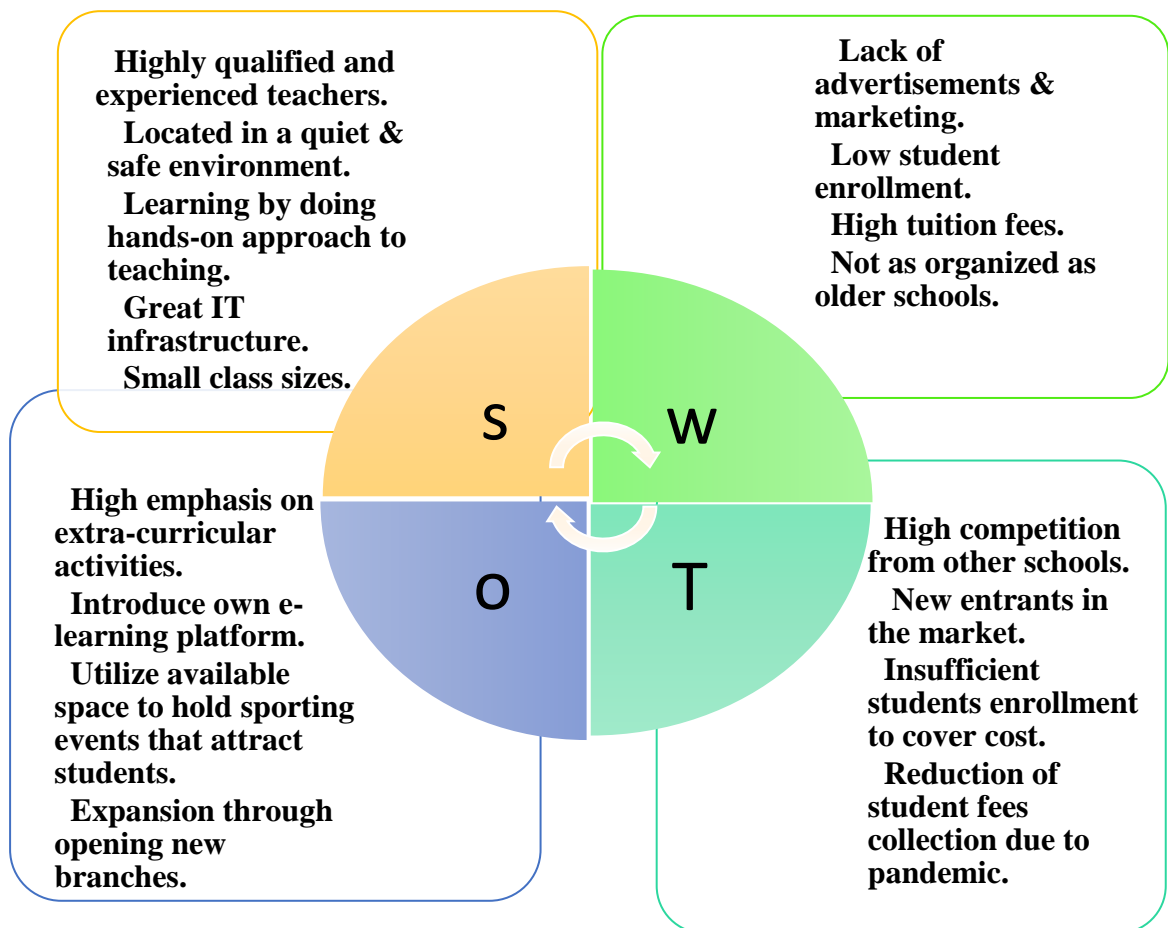
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Figure-2 – SWOT Analysis

An Organization's internal strength and weakness and external opportunities and threats can be measured with a SWOT analysis. We can get the insight into what we can do in the future and what we need to compete with the existing competitors by using the SWOT analysis. By using this tool, we can also identify the current position of the organization relative to the competitors and make strategic decisions of the organization using the results of the analysis.

2.8 Summary and Conclusions

The main objectives of CSD are to create a supportive and creative learning environment for its students through their highly qualified teachers using their great IT infrastructure and hand-on learning approach. Their small class sizes also enable them to give proper attention to each student and give the student a personalized experience. CSD has been operating in the education sector for roughly 06 years now. They have an organized structure in place for the schooling system. This system includes the academics department, accounts department, IT department among others and they are all working together to provide the best quality education for their students. They have set very high standards of teaching excellence and they have been able to produce results consistently through the performance of their students in the A' level and O' level exams. The core reason behind this success is their emphasis on a hands-on learning approach for their students as well as the dedication of their teachers and staff. Moreover, CSD has provided their stakeholders with state of the art technology to enhance their learning experience both at home and school.

2.9 Recommendations

Capstone School Dhaka can strengthen its marketing department and put more emphasis on marketing and advertisement of their school. The services provided by the school are excellent but many are not aware of the schools performance due to lack of exposure. Furthermore, CSD can start organizing its educational system by following the peer schools which have been established for a long time.

Chapter 3

Project Part: Online Teaching Methodology & Adaption at Capstone School Dhaka

3.1 Introduction (Background, Objective(s) and Significance)

The report is based around the fact that, due to the recent outbreak of the coronavirus pandemic there has been a massive change in how students and teachers would interact. With governments all around the world imposing lockdown on all services which require a face to face interaction, schools and educational institutions were forced to continue their work through the internet. As the coronavirus spread rapidly all around the world, schools started to take their education online. The online communications platforms such as Zoom, Google Meet, Google Classroom and Google Drive have been the key and vital resource at this time of severe distraught. Despite the continuation of classes on the online platform, it still needs a lot more thinking from the teachers, educators and stakeholders of the education industry to find how to impart education online in the most efficient and yet effective way.

At the Education Department of CSD, the department is responsible for teaching, routine, planning, coordinating, mentoring, assessment, communication, monitoring and support. Education department works closely with the students of the school and responds to their needs as well as maintaining coordination with other stakeholders of the school.

Objective

The main purpose of doing this internship project is to focus on the changes in teaching practices in Capstone School Dhaka before and after the start of the Coronavirus pandemic.

Some of the specific objectives of this research are given:

- How Online Education & activities are being conducted at Capstone School Dhaka?
- How are the students as well as teachers adapting to the new normal?
- How to improve the quality of online education being imparted?

3.2 Literature Review

Due to the coronavirus pandemic, online education is now the new normal for most activities that are performed in a school. This is going to continue for a long time since the pandemic is far from over. Online education is one of the most talked about issues in recent times both in the developing and the developed world. This internship project aims to understand the techniques being used to conduct online classes in my organization, how the students & teachers are adapting to these changes which is the new normal and finally how improvements can be made in the field of online education to maximize learning for the students.

3.3 Methodology

I have used both qualitative & quantitative approach for my internship project. I have conducted interviews over the telephone and also face to face interviews from my academic head and honorable vice principal sir and accountant of the school.

My internship project was fully based on primary data. The internship report reflects my experience as a teacher of this school as well as interviews from the respective admin and my colleagues from the school.

3.4 Findings and Analysis

After working closely with the employees of CSD and carrying out the entire internship, I have come up with various findings that are very useful for the completion of my study.

3.4.1 Class and activities conducted Online at Capstone School Dhaka

At Capstone School Dhaka, the teachers and students participate in classes and different activities through different online platforms. The list of activities are:

a. Firstly, classes are being held online through the Zoom platform. The teachers use the free Zoom platform to conduct their classes. The length of face-to-face classes are usually forty-five minutes long however due to the limitation on free Zoom of forty minutes, therefore class times have been reduced due to this technical issue. Although the five minutes difference seems small, when accumulated it is equal to almost four hours of class time missed. The teachers also have to send the invitation

link before each class in the WhatsApp group of each class. Parents sometimes cannot access the Zoom link because of miscommunication between themselves. The below figure no. 3 illustrates the whole online teaching process being maintained at CSD.
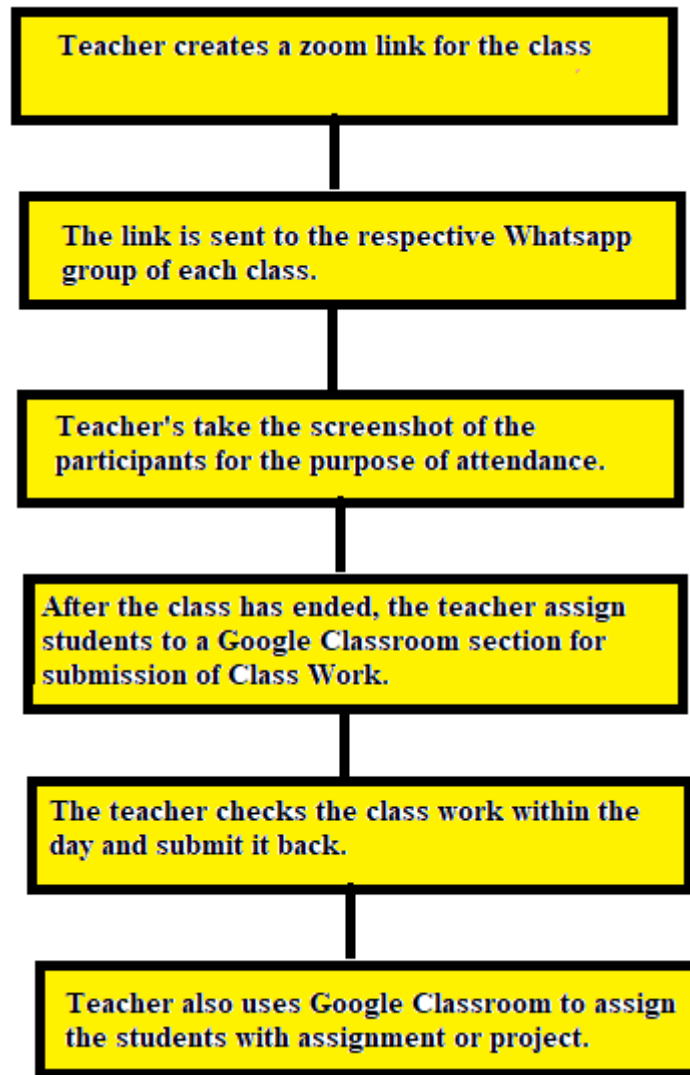

Fig 3. Online Teaching process at CSD.

b.   Secondly, different teachers have different preferences in using the tools and mediums provided to them to teach their students. Some teachers prefer to use the traditional white board and marker, some use Microsoft office suite and others like to use the whiteboard provided by the Zoom platform. As I found out from my students, sometimes due to the reflection of light on the traditional white board, the students face difficulties to understand the writing. Also, the placement of the camera from the whiteboard also hampers the students' learning. From the polls taken from 60 students in the school, I have found that most of the students prefer that the teachers use the white board provided in the Zoom platform or they use the Microsoft office suite to teach in their classes. Only 17% of the students opted for traditional white boards to be used in the class.
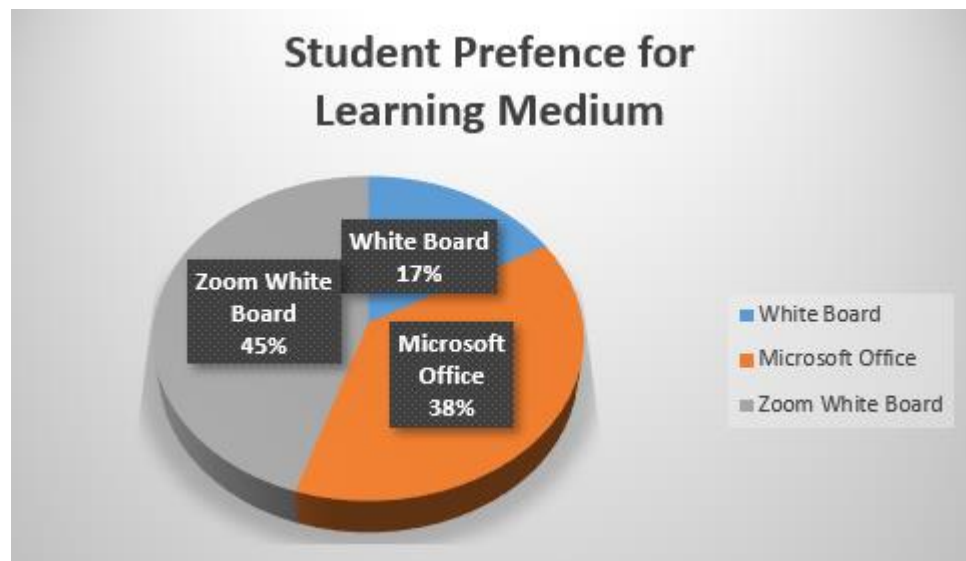

Fig 4. Student preference for Learning Medium

c.   Thirdly, teachers are required to take a screenshot of the participants list in order to maintain the attendance of the class. Since the class teachers have to send this data to the administration, there is always a chance of miscommunication between the two parties due to technical difficulties or human error.

d.   Fourthly, teachers use the Google classroom platform to assign homework, take class works and project work from their students. Each

teacher has to create their own Google classroom for different classes and subjects. For instance, since I am taking five different classes, I have to create five rooms to accommodate the students. This causes a big problem as many of the parents of the younger students are not always tech-savvy and fail to understand the instructions given to them about submission of projects, exam scripts, etc. As a result, some parents like to just send those through WhatsApp or other applications. Since the works are sent through different platforms, the materials are all scattered and teachers face difficulties to find and evaluate these works. Again, if an old teacher is replaced, then the new teacher again has to create another google classroom for the same subjects and all the previous materials will be lost. Also, the parents who are not tech-savvy face difficulties to join the new Google classroom and send their child's work to the Google classroom created by the previous teacher.

e. The physical exercise and library classes are not being held online. This hampers the students physical health and mental health since they do not get enough physical movement due to the Covid-19 pandemic.

f. Activities such as Science fair, Bangla Olympiad, Pahela Baishakh program, Eid festivities, etc. are being held online even in this coronavirus pandemic. This is a positive thing for the children because they are missing out on a lot of activities due to the pandemic. Moreover, activities which were previously done face-to-face such as learning colors, mixing colors, etch are now being done online by recording the video of the students and sending it to their teachers.

g. Finally, all the meetings between the teachers, parents and school administration are being held online through the Zoom platform. Parents are called for meetings sometimes to share their children's progress and take their opinion on what to do to improve online classes and how they are adapting to this online education. The same issue of limitation of forty minutes on free Zoom service hampers the meeting and it breaks the concentration of the meeting and parents fail to understand this issue. A poll was conducted among the 50 parents of the students in the school about their preferences regarding the meeting frequencies. Here, a

majority of 46% of the parents felt that they needed to offer monthly teacher-parents meeting in order to gauge the progress of the students. On the other hand, 36% felt that only a bi-weekly meeting would suffice. Only few of the parents felt the need to have weekly teacher-parents meeting.
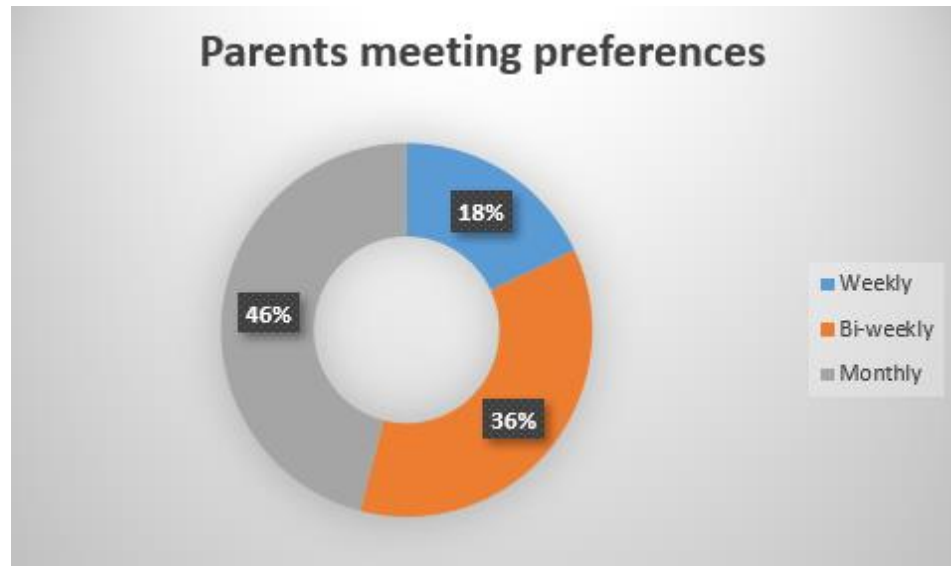

Fig 5. Parents Meeting preferences

3.4.2 Student & Teachers adapting to the new normal:

a. Initially, the teachers and guardians were called to attend several meetings to learn the process of how online classes will be conducted and what to do in order to get the best online education experience for their children. Many of the parents did not have an email ID up to that point. The school guided the parents to open their email ID in order to join the Google Classroom and other platforms required to attend the online classes.

b. Teachers were also required to attend meetings where they were instructed to learn the basic functionalities of the online platforms that they would use in conducting online classes from their tech-savvy colleagues.

c. The students initially faced issues to join classes as the teachers were not well trained to operate the online platforms. As such, there was miscommunication between the teachers and the students. However, these issues have been solved as teachers as well as students are well adapted to the online platforms.

d. We found that, students of all class and ages are now fully adapted to the online classes and online education methods. However, the senior students who have previously receive the traditional form of education sometimes miss coming to school physically because they are unable to meet with the classmates. On the other hand, the students who are just joining school have not experienced the traditional form of schooling and are used to online schooling from their early age. This may hamper their transition to the traditional way of schooling when the pandemic subsides because they have become so used to having school at home.

e. From a poll taken by 20 teachers in the school, I have come to the conclusion that, more than half of the teachers were comfortable with taking classes through the online platforms. Only 20% of the teachers felt that they were slightly adapted with the online class and they still needed time to adapt to it fully. We found that these teachers were mostly middle-aged between the ages of 40-50. The rest 10% of the teachers felt that they were not at all comfortable with the online teaching methods. These were the senior teachers who were teaching through traditional methods for more than 10 years and were required to change their methods suddenly due to the pandemic.
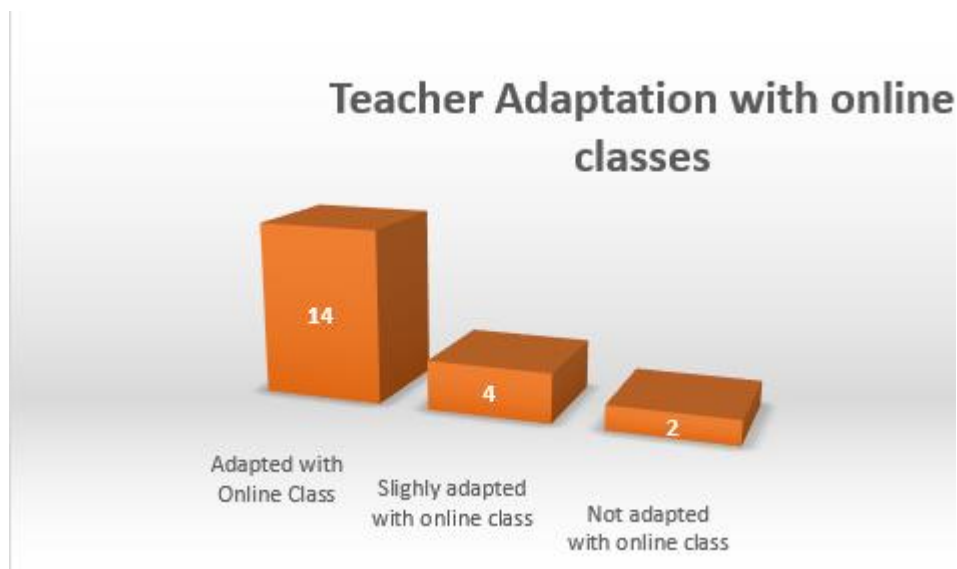

Fig 6. Teacher Adaptation with online classes

f. Initially, there was a confusion among the teachers and school administration about how they were going to conduct the exams online. They were confused if they should go for paper based exams or computer based exams. But, the administration finally decided that we would continue to take the exams on paper but the question type will be changed in order to adapt to the new system and time limitations. This was done to keep the practice of writing alive with the students.

g. The school provided the teachers with tools such as tripod, white board, marker, duster, etc. and also extra financial support to buy internet plans to conduct online classes smoothly.

h. Now, the Eid and other festivals are being conducted online through the Zoom platform and the students are encouraged to record their videos and send them to their teachers. These videos are then published on the school's Facebook page which motivates the students to perform in such online activities.

3.5 Summary and Conclusions

To conclude, I have learned lots of new things and experiences about the school and online educational practices. I have also gained a lot of experience throughout the tenure of this internship project which I did not previously possess. I have learned to implement the practical implementation of the theories which I had previously learned throughout my university studies. Capstone School Dhaka is an English medium school operating since 2015 and it has gained a significant reputation because of its high quality education. They have also been successful in implementing online education for their students even in this pandemic situation. They have introduced new measures to conduct online classes, they have introduced online extra-curricular activities etc. to encourage their students. Although, online education is new to Bangladesh, it has been around for a very long time in the developed countries. In order to establish our country as Digital Bangladesh and to keep pace with other developed and developing countries, we must ensure proper training for our teachers for conducting online classes smoothly. This pandemic should not be the only reason to focus on online education but rather it should be the motivation for the country to focus more on digital techniques of education. There is always a room for improvement and I have made some recommendations that could further improve the quality of their education.

3.6 Recommendations

Based on findings and analysis of this study there are some suggestions that I want to put forth to improve the current situation of online education conducted by CSD.

- First of all, I would recommend that either the school purchase the licensed Zoom platform or they should use the Google Meet platform since it provides one hour for the online class whereas the class durations are forty five minutes.

- Secondly, the school should create their own centralized online learning platform such as the one used in BRAC University called BUX. This will help the students, parents and teachers to get the information easily and on time. Also, students who were unable to attend their classes for valid reasons can be given access to the recording of that class which was not possible with offline classes.

- Thirdly, the school should create a G-suite ID for both the parents and their children with their names and roll number. This helps to keep the files and information organized. The students will also be easily recognizable by their teachers.

- The school should provide a single and centralized attendance system for their students which will be filled up by the teachers. The attendance sheets should be visible to all students and parents which will encourage the students to attend their class and parents will also make sure that they attend.

- The school should provide proper training on how to operate the online platforms being used to take online classes. They should be trained to use Microsoft Office Suite to help them create interesting lectures instead of traditional white boards. This will help the teachers have a more fruitful and interactive class.

- The school should also provide training to all students from preschool up to senior classes on how to use the e-learning platform properly.

- All the regular physical exercise classes and library should be continued in the online platform. The physical trainer will instruct the students to do some hands-free exercise from their homes under his guidance. This will help students to move from their stationary positions and stimulate their minds. Even though this cannot fulfill the need of a field exercise, yet this exercise will keep them

healthy. The library class can also be conducted by asking the students to read books online or discuss the books which they are instructed to read.

- The school should also conduct morning assembly and national anthem at least once in a week just like offline classes with the presence of all students, teachers and school administration.
- The school should arrange for meeting the parents of the students every two weeks in order to discuss the students' progress and how the students may improve. These meetings will keep the parents up to date with the progress that their children are making in the classroom.

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