

Report on
International Faculty Development Programme

Proceeding

Teaching Pedagogy: Recent Trend in Teaching Learning Process

Date: 24th November to 30th November 2022

Organized By

IQAC



**FACULTY
DEVELOPMENT
PROGRAMS**

SEVEN DAYS ONLINE
INTERNATIONAL FACULTY DEVELOPMENT PROGRAMME (FDP)

On

TEACHING PEDAGOGY : RECENT TREND
IN TEACHING LEARNING PROCESS

HONOURABLE CHIEF GUEST



DR. MUKUL NARAYAN DEO
Hon'ble VC, Vinoba Bhave University, Hazaribag

24th Nov to 30th Nov, 2022

Organised by:

IQAC, GRIZZLY COLLEGE OF EDUCATION

GUEST OF HONOUR



DR. BIRENDRA KR. GUPTA
Hon'ble Registrar, Vinoba Bhave University, Hazaribag

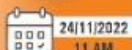
RESOURCE PERSON

DR. D.K. MOHAPATRA

Former Member & Secretary,
SSS, Department of Higher Education,
Government of Odisha, Bhubaneswar

TOPIC

Teaching as a Profession :
Opportunities and Challenges

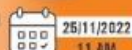


DR. ANAND KR. ARYA

Head Dept. of Extension Education,
RIE, NCERT, Ajmer

TOPIC

Art Integrated Learning :
Applicability of Teachers' Pedagogical
and Psychological Knowledge

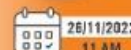


PROF. MUMTAZ BEGUM

Dean, School of Education,
Pondicherry University,
Pondicherry

TOPIC

Modern Trend in Education :
Flipped Classroom Learning

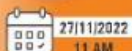


PROF. G. VISWANATHAPPA

Prof. & Head, Dept. of Extension
Education, NCERT, Mysore

TOPIC

Teacher Education and NEP-2020

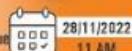


DR. SABER AHMED
CHOWDHURY

Associate Professor
Dept. of Peace and Conflict Studies,
University of Dhaka

TOPIC

Techno-pedagogical Skill :
Role of Teacher as a Techno-pedagogue

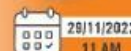


DR. NABIN THAKUR

Asst. Professor
Dept. of Education,
St. Xavier's College, Kolkata

TOPIC

Experiential Learning :
Exploring the Knowledge,
Skill and Values

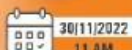


DR. VAIBHAV JADHAV

Asst. Professor
Dept. of Education and Extension,
Savitribai Phule Pune University,
Pune, Maharashtra

TOPIC

Philosophizing Dialogue
for Wisdom



Registration Link : <https://forms.gle/f9SFNQcJy4P7p6cF7>

Participation Link : <https://rb.gy/fu8cgs>

Feedback Link : <https://forms.gle/7ySd4BX2ZpBMxjE4A>



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Honorable Chairman,
Grizzly College of Education



Patron

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Honorable Secretary,
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Patron

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Honorable Deputy Director,
Grizzly College of Education



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PROF. (DR.) B.C. SWAIN
Principal,
Grizzly College of Education

GRIZZLY
COLLEGE OF EDUCATION

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College website : www.grizzlycollege.org

About College

Grizzly College of Education is located in an educationally backward and rural area and was established in 2009 and has a smoothly running B.Ed. and D.El.Ed. Programme through the **Grizzly Charitable Trust, established in 2007**. Most of the students come from social and economic backgrounds. The institution maintains the quality of education and accredited with 'B' grade by the NAAC in 2022. The institution has appointed qualified and permanent faculty as per NCTE and UGC guidelines. The institution is affiliated to Vinoba Bhave University, Hazaribag, and JAC, Ranchi.

Grizzly College of Education was founded with the express aim of creating a high-quality professional education where students would receive expert instruction and individual support. It was felt that to fulfil the dearth of trained and skilled teachers in the state of Jharkhand, there was an urgent need for high-quality professional primary and secondary teacher training at a reasonable cost.

The college is geared specifically to provide high-quality education, adopting the latest techniques and methodologies for curriculum transactions, and is poised to develop into an institute of higher learning and interdisciplinary research. The institution also aspires to kindle in the students the desire for lifelong learning and to reach the unreached. It aims at producing quality teachers to form a learning society because quality teachers imply quality education, and the same education determines the virtues of people in a society. Our college is committed to quality, excellence, and standards in teacher education. The whole campus has been equipped with Wi-Fi. However, we are on the way to being recognised as the centre of excellence in teacher education.

About The Faculty Development Programme (FDP)

“Empowered teachers produce empowered children, empowered children produce empowered Nation”

The IQAC of Grizzly College of Education successfully conducted the 7-day Faculty Development Program on 'How to Make the Teaching-Learning Process Effective' from 24th November to 30th November 2022. The 7-day FDP equipped the faculty members with innovative ideas and methodologies to make the classroom desirable, effective and exciting for the students. Mr. Avinash Kumar Seth, Secretary, Grizzly College of Education graced the event with his benign presence. He addressed the audience and spoke about the transforming role of a teacher in the contemporary times.

The Faculty Development Programme (FDP) aims at enhancing the academic and intellectual environment in the Institutions by providing faculty members with enough opportunities to

pursue research and also to develop their teaching skills and knowledge. Participation in such programmes would enable faculty members to update their research and pedagogical skills.

Faculty Development Programme is a skill development program specially designed for academic educators. The Faculty Development Programme has been specially developed for the up gradation of skill, knowledge of the aspirants regarding technology, management or any other area of specialization. Faculty Development Programme focuses on areas like Case and teaching skill development, Research methodology, Research skill development, Perspectives on management, Area wise specialization courses, etc. The program is also known to be quite beneficial for those who want to go for a Ph.D./ M.Phil.

Objectives

Pedagogy is a method of teaching in which teachers teach, both in theory and in practice. Pedagogy is shaped by educator's teaching beliefs and involves their understanding of culture and different learning styles. It is essential for students to have meaningful classroom relationships in order to build on prior learning. Teacher pedagogy refers to the pedagogy that is centred towards the teacher, who gives the most meaningful course information. In this approach, the teacher has a large responsibility of giving correct information to the students in the right way, irrespective of their teaching styles. The teacher can give a clear understanding of how the students are doing concerning their learning and also be an effective model for the target language.

1. To provide an opportunity to the teachers of the Colleges to develop their knowledge and skills degree.
2. To provide an opportunity to the teachers to present papers and exchange knowledge and ideas.
3. To provide opportunity to Young Faculty members to spend a short period.
4. Optimizing the utilization of human resource
5. Development of technical and behavioural skills that helps a teacher in attaining personal growth
6. Increasing the productivity level
7. Inculcating the sense of team work, team spirit, and inter-team collaborations
8. Building the positive perception and feeling about the organization
9. Creating a healthy working environment and a better corporate image
10. More effective decision making and problem solving
11. Developing leadership skills, motivation, loyalty, better attitudes

Inaugural Session

The Inaugural began with the tradition of Lighting the Lamp and Prayer Song. The Program was presided by Mr. Avinash Kumar Seth, Secretary, Grizzly College of Education and correspondent Dr. Sanjeeta Kumari, Deputy Director. Principal introduced to all the honourable guests and shared a few details about the college.

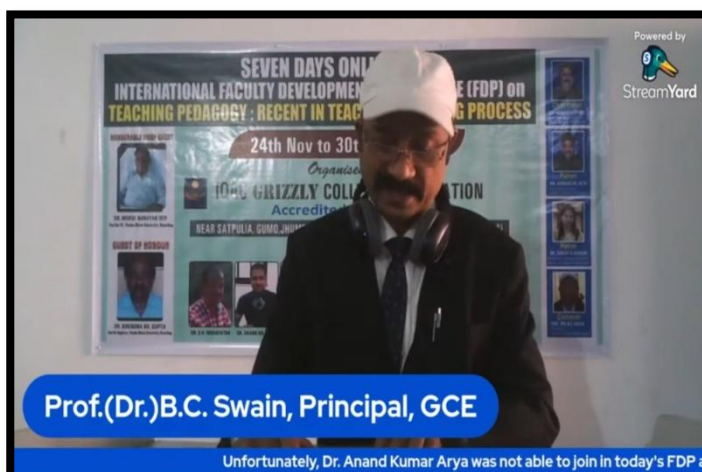


Day 1 (24th November, 2022)

Honourable Speaker, Dr. Dharendra Kumar Mohapatra, Secretary, Dept. of Higher Education, Bhubaneswar, Odisha, Member, SSB, Odisha.

Topic: Teaching as a profession: Opportunities and Challenges

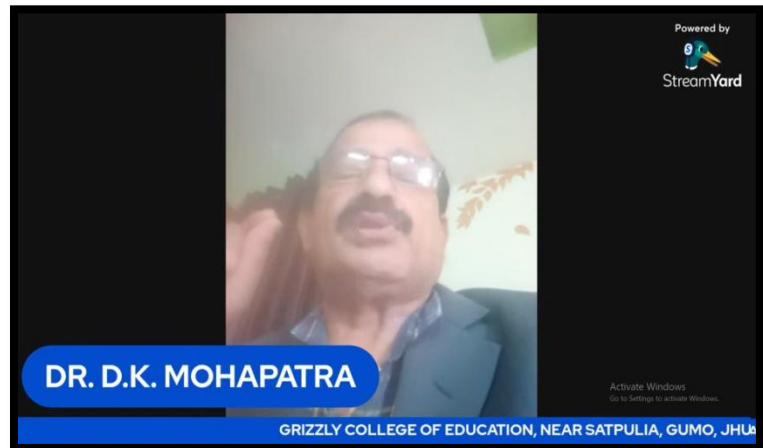
On the first day, the sessions were taken by Dr. Dharendra Kumar Mohapatra, Secretary, SSB, Odisha made a very pertinent lecture on *Teaching as a profession: Opportunities and Challenges*. He addressed the fact that the teaching profession has



significantly changed throughout time in the modern era with the introduction of new teaching approaches and how digital and smart learning have penetrated the area of education. A teacher today has the difficult duty

of staying current with innovations and advancements in the fields of medicine, education, science, art, and other fields. Thus, it is essential and of paramount importance for people to periodically update their knowledge and abilities. The teaching profession has many challenges that teachers go through daily.

One of the many issues teachers deal with is obstacles in the classroom while teaching students and a competent teacher has the confidence to meet each difficulty head-on. Lack of teamwork, little personal time, working towards long-



term goals, conflicts, and student justifications are a few of the usual classroom issues teachers deal with. By addressing these typical classroom issues, educators can increase teacher retention rates, student success rates, and educational quality overall.

He focused on those who create learning outcomes that have meaning and are useful for assessing students' potential and progress. It is now impossible to meet those learning objectives while also easing the teachers' paperwork and excel sheets and having reliable indications to support this. Even if things are done correctly, teachers still do not get a complete picture of how well-rounded their children are. Additionally, it is crucial to figure out how to automate this process so that real-time results are what is required.

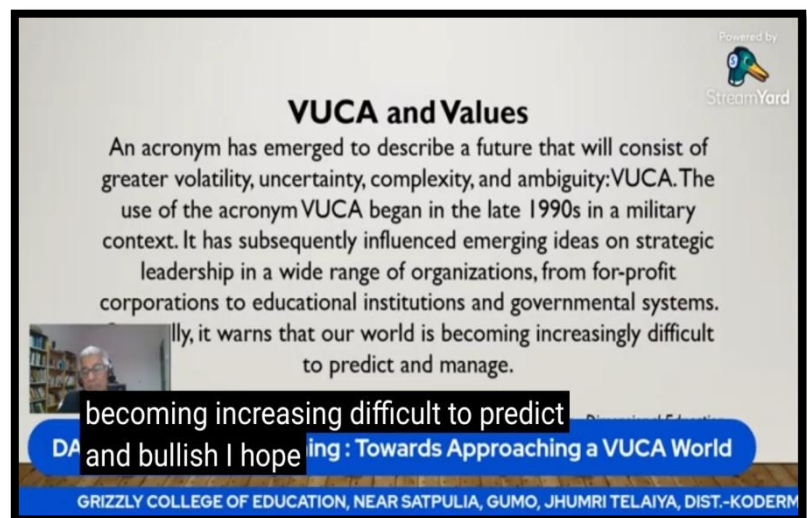
He concluded his speech by saying that the teacher career pathway concerns building and improving working conditions to retain effective teachers. Teaching professionals' routines were disturbed, disrupted, and reconfigured nearly overnight due to the school closures and remote learning imposed by the COVID-19 pandemic. In a very short period of time, teachers have had to, among other crucial tasks, adapt classes from a physical to a virtual setting, work extra hours, and provide emotional support for students. However, one potentially positive aspect of the crisis is that teachers may have gained more recognition for the fundamental and irreplaceable work they do. It is important that this recognition be transformed into concrete actions to boost the overall prestige of the teaching profession.

Day 2 (25th November,2022)

Dr. Md. Ismile Zain, Former Senior Lecturer, Malaysia Teacher's Institute of Education, Director, Dynamic Global Vision, Director & Founder Project-CIDS

Topic: Integrative Learning: Towards Approaching VUCA World

Dr. Ismile articulated the concept of VUCA by saying that VUCA serves to enhance the strategic significance of VUCA foresight and insight, as well as the behaviour of groups and individuals in organizations. It discusses systemic failures and behavioural failures, which are characteristics of organisational failure. An acronym has emerged to describe a future that will consist of greater volatility, complexity, and ambiguity: VUCA. The use of the acronym VUCA began in the late 1990s in a military context. It has subsequently influenced the immersion of ideas on strategic leadership in a wide range of organisations, from for-profit corporations to educational institutions and government systems.



- VUCA is an acronym of four component words or challenges describing the modern world. The term VUCA has come into our everyday life from a military lexicon; it appeared after the 9/11 terrorist attack on the Twin Towers in the United States. It was used by the US Army to denote a rapidly changing and unpredictable situation that could not be planned or foreseen.
- V = Volatility: the nature and dynamics of change, and the nature and speed of change forces and change catalysts.
- U = Uncertainty: the lack of predictability, the prospects for surprise, and the sense of awareness and understanding of issues and events.
- C = Complexity: the multiplex of forces, the confounding of issues, the lack of a cause-and-effect chain, and the confusion that surrounds organisations.

- Ambiguity: the haziness of reality, the potential for misreading, and the mixed meanings of conditions; cause-and-effect confusion.

These elements present the context in which organisations view their current and future states. They present boundaries for planning and policy management. They come together in ways that either confound decisions or sharpen the capacity to look ahead, plan ahead, and move ahead. VUCA sets the stage for managing and leading.

What does VUCA mean?

<p>VOLATILITY</p> <p>Changes occur much more often than before and require continuous analysis and evaluation.</p>	<p>UNCERTAINTY</p> <p>We are not able to unambiguously predict and prioritise factors that may influence the situation.</p>
<p>COMPLEXITY</p> <p>The number of factors determining the development process increase significantly or become unknown.</p>	<p>AMBIGUITY</p> <p>Information is difficult to interpret unequivocally. Past experience is not applicable to explain new processes and</p>

DAY -2, Integrated Learning : Towards Approaching a Vuca World

Unable to join in today's FDP and Prof. Ismail Zain will take his Session.

The particular meaning and relevance of VUCA often relate to how people view the conditions under which they make decisions, plan ahead, manage risks, foster change, and solve problems. In general, the premises of VUCA tend to shape an organization's capacity to:

1. Anticipate the Issues That Shape
2. Understanding the Consequences of Issues and Actions
3. Appreciate the Interdependence of Variables
4. Prepare for Alternative Realities and Challenges
5. Interpret and address relevant opportunities.

For most contemporary organisations—business, the military, education, government, and others—VUCA is a practical code for awareness and readiness. Beyond the simple acronym is a body of knowledge that deals with learning models for VUCA preparedness, anticipation, evolution, and inter.

Volatility is the "V" component of VUCA. This refers to the different situational social categorizations of people due to specific traits or reactions that stand out during that particular situation. When people react or act based on a specific situation, there is a

INNOVATION

- Contemporary house architecture by [Ciel Rouge](#)
- Based in Tokyo and Paris architectural studio [Ciel Rouge](#) presents the innovative *Villa Rande*.
- Completed in 2010 in Japan. Its location is set on a green hillside that overlooks the Japanese coast.
- The concept of the building is inspired by those surroundings and the design responds to the natural environment.

DAY -2, Integrated Learning : Towards Approaching a VUCA World

Unfortunately, Dr. Anand Kumar Arya was not able to join today's FDP and Prof. Ismail Zain will take his

possibility that the public categorises them into a different group than they were in a previous situation. These people might respond differently to individual situations due to social or environmental cues. The idea that situational occurrences cause certain social categorization is known as "volatility" and is one of the main aspects of the self-categorization theory.

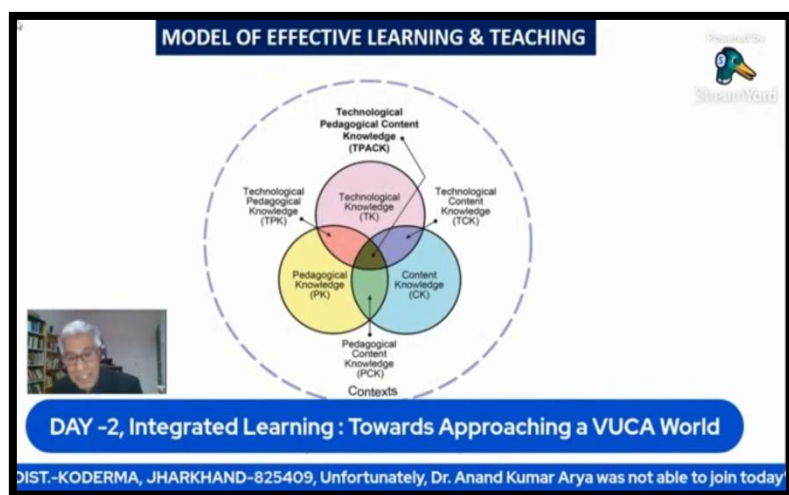
Uncertainty in the VUCA framework is almost just as it sounds: when the availability or predictability of information in events is unknown. Uncertainty often occurs in volatile environments that are complex in structure and involve unanticipated interactions that are significant sources of uncertainty. Uncertainty may occur with the intention to imply causation or correlation between the events of a social perceiver and a target. Situations where there is either a lack of information to prove why perception is in occurrence or informational availability but lack of causation are where uncertainty is salient.

Complexity is the "C" component of VUCA, which refers to the interconnectivity and interdependence of multiple components in a system. When conducting research, complexity is a component that scholars have to keep in mind. The results of a deliberately controlled environment are unexpected because of the non-linear interaction and interdependencies within different groups and categories.

Ambiguity is the "A" component of VUCA. This refers to when the general meaning of something is unclear even when an appropriate amount of information is provided. Many get confused about the meaning of "ambiguity." It is similar to the idea of uncertainty, but they have different factors. Uncertainty is when relevant information is unavailable and unknown, and ambiguity is when relevant information is available but the overall meaning is still unknown. Both uncertainty and ambiguity exist in our culture today. Sociologists use ambiguity to determine how and why an answer has been developed. Sociologists focus on details such as if there was enough information present, and did the subject have the full amount of knowledge necessary to make a decision, and why did he/she come to their specific answer.

The notion of VUCA, with or without the Black Swan, has been applied extensively in the field of leadership and, to some extent, in educational reviews and policy documents. The breakout of the COVID-19 epidemic in early 2020 and its global lasting effects have significantly expanded the implications and concreteness of this term for the millions whose lives have been completely transformed in a matter of days. This has also been the case for student teachers (students) and teacher educators (TEs) all over the world, where schools and institutions of higher education shut down their campuses and moved abruptly to online teaching and learning. This unique transition has also been the case at our college, which is

situated in Israel and prepares thousands of teachers and educators annually. The college became a living laboratory that tested individuals' and institutions' ability to cope with the swift changes caused by the COVID-19 crisis. Noting that our students have been extremely challenged by these developments, these laboratory conditions became an opportunity to ask ourselves, "To what extent does our teacher education curriculum prepare these prospective teachers to face future black swans and VUCA processes that impact education?" Educational visions, such as OECD 2030, hope that future students will develop skills and attitudes that will enable them to succeed in a VUCA world, but what about the future teachers of these students? Do they possess these skills? How successful are our student-teachers in navigating the COVID-19 crisis? If they are, then perhaps business can continue as usual; however, if their ability to cope with these changes is lacking, we should view this as a wake-up call that requires reconsidering the college's teacher preparation curriculum.



This increasing need for agility demands constant learning and the application of that knowledge to new experiences. Training professionals must ensure leaders are continually challenged in an environment that not only offers opportunities for risk-taking

and trial-and-error behaviours but also nurtures safe spaces to learn from failure.

Creating a culture in which curiosity and a hunger to learn are fostered is vital to encouraging learning agility in leaders. Numerous studies have shown a positive correlation between a growth mindset, particularly through teaching interventions, and an increase in measured outcomes.

He highlighted the learning interventions that are proving most successful, which include four vital strands:

Learning through failure: including opportunities to learn in situations with high emotional impact, especially by being allowed to make mistakes and manage any resulting adverse outcomes.

Feedback: Feedback must be specific, balanced, and non-threatening to either change or confirm behaviour; this not only allows leaders to correct any mistakes made but also encourages scrutiny of underlying thoughts and assumptions, which can prevent similar errors from occurring.

Psychological safety: the inherent risk of learning and "getting it wrong," particularly within a group of peers, must be mitigated through a culture of psychological safety for learners. People tend to inhibit their own learning when they are faced with situations that are potentially threatening or embarrassing.

Facilitators should encourage explicit dialogue about deeply held values and beliefs about leaders' motivation for learning and co-create an environment that encourages trust and collaboration.

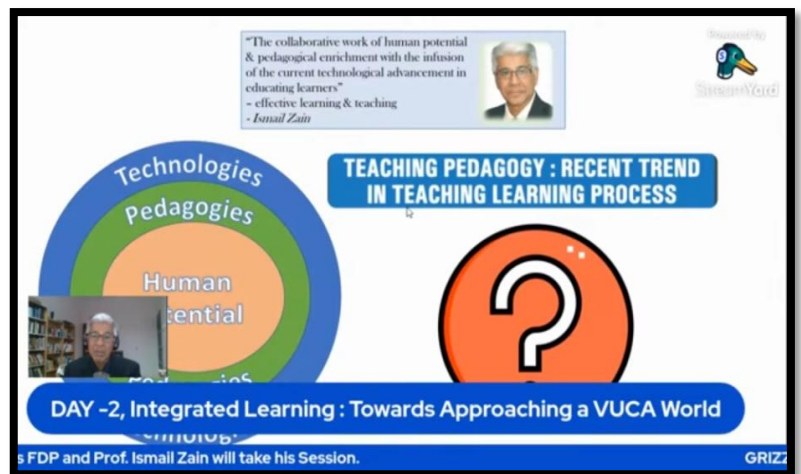
Deliberate practice: for learning agility to become ingrained within our leaders, we must encourage them to see the link between learning and plentiful practice. The inclusion of repeated opportunities to master behaviour should be included in the program's design.

To foster curiosity and agility in the VUCA world in which we live, leaders need to unlearn behaviours that worked for them in the past but are no longer constructive and trial new behaviours.

Professions must source experiential training opportunities that not only challenge leaders to learn through failure but also offer feedback and the potential for double-loop learning. Development programmes must create a trusting culture and provide opportunities for high emotional impact, impelling leaders to take risks that foster agile learning.

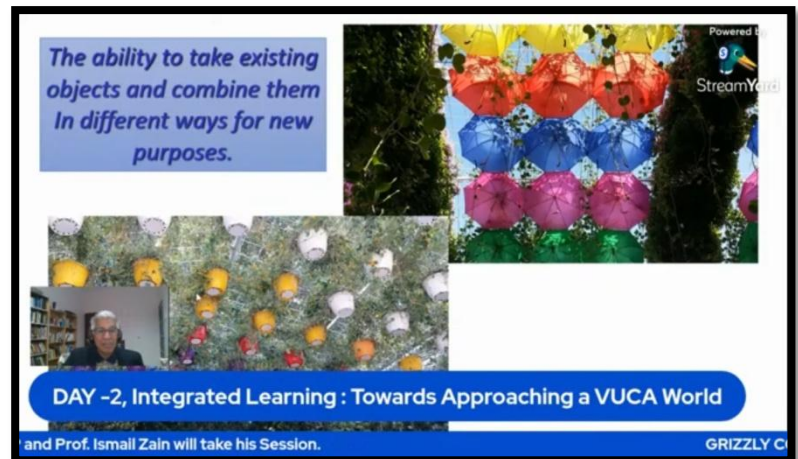
When it comes to what VUCA means in practice, you're likely to spot signs of it just by looking around. For instance, this is what the day looks like for the average person living in the VUCA world today:

Work: global tasks alternate with local ones, and competencies circulate from profession to profession and mix. So you have to be cross-functional and be able to prioritize, delegate, and constantly learn new things;



Family: work has to be combined with taking care of children and loved ones, and even at home, it is impossible to complete all tasks without delegating some of them;

Friends, everyone tries to talk about themselves and their businesses first. Meetings have become rare due to a lack of time and internal resources, and the circle of contacts may change frequently or disappear altogether.



Social media: we are in an incessant flow of information. We constantly consume news (even during working hours), evaluate it, and analyse it.

News: Every day, there are important events, usually negative ones.

He concluded that the current VUCA world, however, is the very opposite of stable and predictable. So it causes confusion and fear. It can lead to feelings of insecurity, a loss of motivation, a decline in creativity, and the erosion of trust. The organisation itself turns into a VUCA environment. Being confronted with VUCA dynamics requires persistent sensing, assessment, reflection, sense-making, and monitoring of the external and internal environment. In our thinking, we can't limit ourselves to competitors, our own institution, users, or government regulations. We have to observe changes in value systems, social and political contexts, or technological developments. A educational institution has to develop "sense organs" and capacities of being highly aware and sensitive to such changes that go far beyond classic fields of educational pedagogical processes. This is undoubtedly a difficult task. However, education that manages to develop these capabilities will have a strong advantage in the field of being future-ready and radically innovative. They will be able to harness the potential of the VUCA world.

He also participated an interactive session.

Day: 3 (26.11.1022)

Honourable Resource Person, Prof. Mumtaz Begum, Dean School Of Education, Pondicherry University, Pondicherry, India.

Topic: Modern Trend in Education: Flipped Classroom Learning

Professor Begum joined the WEBINAR as Resource Person from Pondicherry University, Professor, School of Education, Begum elaborated the It is time to shift teaching practice from traditional teacher-centred to novel student- centred which mainly focuses on the digital



technology in higher education. Flipped approach can empower student’s self-learning knowledge and help them think critically; however, inductive teaching is essential for academic process at university level. The current study investigates student’s ongoing cognitive skills and the effects of flipped approach on student’s procedure. This research shows students view towards flipped approach during the learning process.

The idea of flipped classrooms originated in high schools in the United States a few years ago. Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor [3]. This concept of Flipped classroom is implemented by 41 most innovative K–12 Schools in America. In India its major applications are in universities like Delhi University's School of Open Learning (SOL), The Indian School of Business (ISB), SP Jain Institute of Management and Research (SPJIMR). In Vadodara, the Navrachana chain of schools has introduced this concept in their classrooms.

The flipped classroom model “flips” in-class lectures with take-home activities. In a flipped classroom model, students watch recorded video lessons at home, understand

the subject matter and do their homework exercises in the classroom with the facilitation of the instructor (Chen et. al, 2014). The learning environment has recently transformed as a result of the introduction into our lives of computers, the internet and other educational technologies. The flipped learning approach enhances these changes to our learning environments whereby the comprehension of a new topic can take place at home. These changes must be followed by each individual who has a role in

Furthermore, this pedagogy saves time for both the students and teachers in the class without getting bored from the material (Hsiu-Ting, 2015). In Middle East, most universities focused on the traditional approach [didactic teaching], the students mainly focused on memorizing without interaction between the teachers and the students or the students with their peers. Hence, flipped method increases learner's interaction through discussion, sharing ideas and using digital media. The developed pedagogy enables the students to reflect critically and focuses on the content instead of memorizing (Lee, 2016). Teachers need to devote time to gain good learning outcomes: activities, video lesson and extra working sheet need to be prepared by the instructor to be discussed in the class later. Some teachers cannot afford extra time so they face difficulty in their learning outcomes (Palmer, 2015). When teaching style is a traditional approach, the students face difficulty of using digital media. Teachers should manage time to encourage the learners to use and follow the rules set by the program manager. As some of the students are unable to have the net at home due to economic issues and their lack of interest on audio lectures (Lee, 2016).

Blended learning is an approach which is based on traditional (face to face) and novel methods (Flip online). The two approaches consolidate each other. When the students come across difficulty of online learning outside the classroom, face to face would be prosperity of the learners for the learning outcomes. This approach combines the traditional class with technology and online process by using of smart phones, laptop, and the devices catch students heed inside and outside the classroom (Roberto et al., 2017).

The classroom is where the student and teacher interact, while traditional education uses a Face to Face classroom. The unprecedented COVID-19 forced education to shift into an online classroom. Still, numerous researches demonstrate that the pedagogical quality in online classrooms is thus compromised as the educators tend to convert existing face-to-face curriculum that less prioritize intellectual interaction into online ways. Blended learning is not a new yet effective teaching pedagogy, which seems suitable to overcome the challenges as mentioned above as it is a combination

of traditional and online modes. Thus, this article summarizes the current trend of blended learning implementation in the Malaysian setting into valuable insight for the practitioner to redesign their pedagogy to meet new norms. This paper assessed and analyzed a total of 22 recent publications that extracted from the Web of Science Database based on three themes that are participant, instrument, and disciplinary. All researches address higher education context, mainly the students' perspectives and neglecting other stakeholders' perspectives. Blended learning is proven practical in multidisciplinary but independent curriculum, and pedagogy redevelopment is mandated. The quantitative methodology is preferable by the researcher in the identification of critical governing factors. Overall, the context of blended learning development in Malaysia remains progressively developing by time. In conclusion, the practice of blended learning implementation is getting diffused in Malaysia due to its flexibility and versatility. However, such effective pedagogy lay on collaborative efforts between various stakeholders, including educators, students, institutional management, policymakers, and parent.

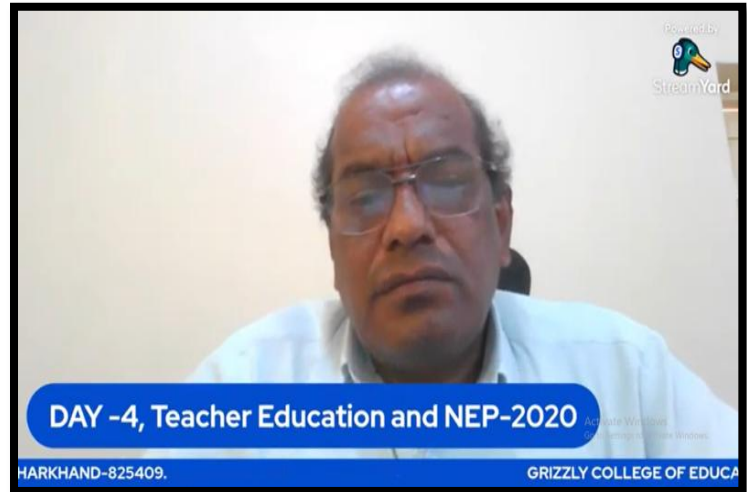
The education industry traditionally uses the Face-to-Face classroom, while the unprecedented COVID-19 pandemic forced education to shift online and virtually conducted. Digital transformation and technology advancement is substantially nourishing the pedagogical quality. Contemporary education shall be learner-centered on satisfying varying students' wishes. Pedagogical innovation is one feasible solution to improve pedagogical quality (Naz and Murad, 2017). Pedagogical innovation is largely influenced by educational policy, objectives, and course content. Enhancement of pedagogical innovation could be a transformation of pedagogy, learning styles, teaching strategy, classroom culture, and communication loop. The main reason is that the educators tend to convert existing face-to-face curriculum that less prioritize intellectual interaction into the online ways. The current paradigm change is to shift the role of an educator from a content deliverer to a co-partner towards achieving significant knowledge transfer. Numerous new forms of innovative classrooms were introduced to meet such needs. At the same time, blended learning is not a unique yet effective teaching pedagogy that seems suitable to overcome such challenges as it is a combination of traditional and online ways. Blended learning combines face-to-face and online teaching methods as a whole to make classroom interaction effective. Accessibility and flexibility are two out of many critical criteria relevant to online pedagogy.

Day: 4 (27.11.1022)

Honourable Resource Person, Prof. G. Viswanathappa, Professor and Head, Department of Education, NCERT, Mysore, Karnataka.

Topic: Teacher Education and NEP-2020

In the 4th day, the honourable Professor delivered his speech to the participants on Teacher Education special reference with NEP-2020 and details discussion the new teacher education system, norms and assessment. Professor Viswanathappa enlightened that NEP 2020 states from



2030 onwards, teacher recruitment will be purely based on ITEP. Admissions for this course will be based on scores in the National Common Entrance Test or NCET. The course is offered by forty-five multidisciplinary institutions across India.

He stated that the teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

Prof. Viswanathappa presented the development of teacher's multidisciplinary approaches through the PPT. He cleared that as teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

Day: 5 (28.11.1022)

Honourable Resource Person, Dr. Saber Ahmed Chowdhury. Associate Professor, Department of Peace and Conflict Studies, University of Dhaka, Bangladesh.

Topic: "Teaching Pedagogical Skill: Role of Teacher in a Techno Pedagogue."

Dr. Chowdhury presented on role teacher in techno pedagogue and their application in teacher education through the PPT that ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers. In the education system, except for the old chalk-board system, the new digital technology based system has been

adopted for development of teaching learning environment. Today in the technological age in which we live, development of education without ICT (Information Communication Technology) seems meaningless. In the field of



education the development of techno pedagogy has brought a drastic change. So, there is a growing demand of technology inclusion in education system. Techno pedagogical is the use of technology for making teaching- learning process effective and attained the educational goals. It is nothing but the potential to make utilization of technology efficiently in teaching. It consist three regions of knowledge, that is: content, pedagogy, and technology.

Nutshells, techno pedagogical competency covers the knowing of pedagogical affordances and variety of high-tech devices as they describe and relate to developmentally and academically proper pedagogical devises and strategies (Koehler, and Mishra, 2009). TP assumptions are given by Sharma, H.L. & Sharma, L. (2018), "Teaching is an ill-structured activity; digital technologies have unique characteristics; technologies are not neutral.

He stated the advantages of techno pedagogy that techno-pedagogy skills is base on to enhance the efficiency and effectiveness of teaching-learning practices for 'professional According to Beaudin and Hadden (2004), it help the students in their learning to improve themselves, achieving of training maturities and help in planning of context for classroom resources through the utilization of information communication technology by the teachers. Therefore, the competency in techno pedagogical skills and method is an essential constituent of teacher education. Gloria, & Benjamin, (2018) found that it should bring positive attitude towards techno-pedagogy of the teachers. This may break some barriers that lead to educational segregation, pupils' hatred and underachievement (Das, 2007). Thakur, N. (2015) state that, "without techno-pedagogical skilled instructors, no electronic delivery can attain good outcomes". Sharma, H.L. & Sharma, L. (2018) found that students gained a lot teaching through the ICT and give the teacher an realistic base for practicing Information Communication Technology enabled Programme throughout the training course of pre-service teacher educators.

Dr. Chodhury focused on role of techno-Pedagogy in teacher Education teacher education has a critical place in the field of teacher education. According to Vajargah, Jahani & Azadmanesh, (2010); Thakur, N (2015) TP helps to Effectiveness of teaching and learning process; helpful in updating of study materials; Increase linguistic competence; construction of multi-grade instruction; Reinforce for cognitive and affective learning; Helpful for planning of specific pedagogy; Develop aesthetic sensibility; provide base for Distance Education through e-learning; Counselling and

Gaudiness for future/career interest; Guide in research activities; Development of soft skills and life skills; contributes for inclusive and Special Education; Environmental Education; Yoga Education and Health Education; Stimulate Self-Learning ability; Enhance enrolment and examination process.

He concluded that Teacher education in which the teacher is prepared according to the needs of the present digital world, where student called 'Digital Natives', so the meet their educational needs teacher have to use technological based pedagogy or digital pedagogy. "Digital Pedagogy/ Techno-pedagogy enhance opportunity for authentic, contextualized assessment that supports learning in a digital context. The Digital Pedagogy program incorporates contemporary teaching and learning strategies. It features personalized approaches, intellectual rigour and engagement, connectedness to global contexts, supportive and collaborative classroom environments and a clear alignment of curriculum, assessment and reporting to improve outcomes for students" Department of the Education Training and the Art.

Day: 6 (29.11.1022)

Honourable Resource Person: Dr. Nabin Thakur, Asst. Professor, Department of Education, St. Xavier College, Kolkata, WB

Topic: Experiential Learning: Explore the Knowledge and Skills.

Dr. Nabin Thakur, Asst. Professor, Department of Education, St. Xavier College, Kolkata, introduced that, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages



reflection about the experience to develop new skills, new attitudes, or new ways of thinking. Experiential learning is also built upon a foundation of interdisciplinary and constructivist learning. Experiential methodology doesn't treat each subject as being walled off in its own room, unconnected to any other subjects. Compartmentalized learning doesn't reflect the real world, while as the experiential classroom works to

create an interdisciplinary learning experience that mimics real world learning. Similarly “experiential learning is aligned with the constructivist theory of learning in that the “outcomes of the learning process are varied and often unpredictable and learners play a critical role in assessing their own learning. How one student chooses to solve a problem will be different from another student, and what one student takes away from an experience will be different from the others.

The mature learner who has been long removed from the traditional classroom and needs the motivation of contextual learning to get them back into the swing of academia The learner who needs to personally experience the value of a subject in order to be motivated to learn The learner who has trouble learning within the formal classroom and needs an alternate learning method in order to succeed Any learner who can benefit from having hands-on examples to bolster their traditional learning should.

Dr. Thakur elaborated the types of experiential learning that experiential learning can be divided into two major categories: field-based experiences and classroom-based learning. Field-based learning is the oldest and most established form of experiential learning, having been integrated into higher education in the 1930s. Field-based learning includes internships, practicum’s, cooperative education, and service learning. Classroom-based experiential learning can take a multitude of forms, including role-playing, games, case studies, simulations, presentations, and various types of group work. Experiential learning in the classroom has been growing in breadth and depth since Checkering and Gamson recommended.

active learning’ as one of the seven ‘principles of good practice’ for excellence in undergraduate education.

Day: (30.11.1022)

Honourable Resource Person Dr. Vaibhav Jadhav, Associate Professor, Department of Education & Extension, Director of School of Open and Distance Learning, Coordinator in National Resource Centre, Savitribai Phule Pune University.

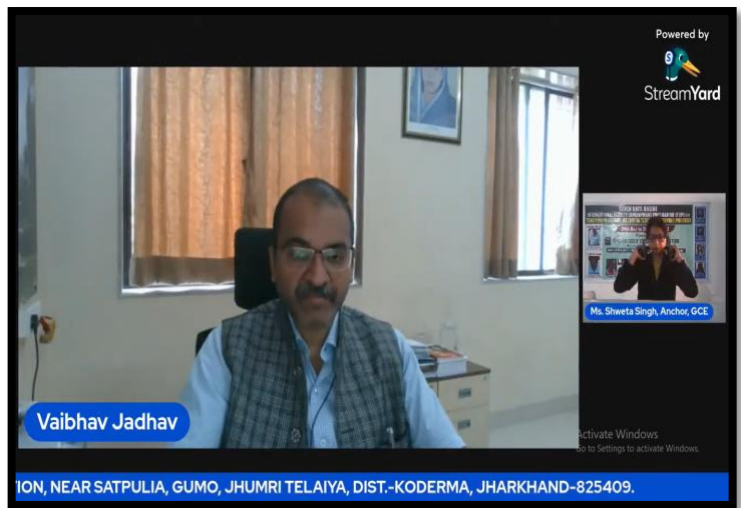
Topic: Philosophising Dialogue for Wisdom

Dr. Jadhav started his presentation with beautiful introduction that philosophising the Dialogues way can easily imply engaging with the content and subject matter of

traditional school subjects and academic disciplines. A criterion is that participants should connect the content to their personal lives. In addition to traditional ways of engaging with subject matter, they can be encouraged to reflect upon questions like: What does this content say to me personally? Do I have experiences that can help

me understand what I am reading now? Do I have experiences that challenges or contradicts this theory? Do I know of other people who might have such experiences? What implications do this content have for understanding life in the society or culture that I live in? From here, questions can be formulated that are of interest and relevance to a majority of students. For instance, when studying the great historical revolutions, some possible questions that could be extracted and formulated are what is justice? What is peaceful collaboration? What are the limits of our responsibility for the development of the world? What does it imply to work for change? When exploring a chosen question, the students can look for examples from their own life where they experienced justice or injustice, collaborating peacefully, or taking responsibility for their community, in order to get a better understanding of the forces involved in revolutions. When working with the topic sustainable development, questions concerning one`s personal responsibility could be extracted and formulated: Am I responsible for the plastic pollution of the oceans? What is the relationship between my acts and global development? By this, connections are made between the personal and the global, the private and the public. Students can gradually see how their lives are intertwined in complex social, cultural and historical structures, and thus connect aspects of their personal lives with the content of school subjects in profound ways.

This represents a new and different form of pedagogy, where interpretations of tradition can be developed in connection to the lives of the students here and now. The role of the teacher in this form of pedagogy is that of a facilitator of collaborative thinking through dialogue, rather than that of a transmitter of pre-existing knowledge. Questioning content and exploring different perspectives is here more important than reaching final answers and conclusions.




Philosophising the Dialogs Way towards Wisdom in Education can be used as a holistic approach to democracy education, peace education, education for sustainable living and wellbeing.

Vote of Thanks

The session ended with a vote of thanks by Dr. B. C. Swain who thanked all the dignitaries facilitators on the behalf of all the participant faculty members, for putting together such a well-conceived programme for us.




Programme In-charge


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