

Report on MHRD Sponsored Short Term Training Programme on “Innovation and Rejuvenation of Teaching in Higher Education” from 9th to 14th of February, 2019 at Namrup College in collaboration with Teaching Learning Centre, Tezpur University.

Day 1: (Saturday; 9th February, 2019)

Session I: Inauguration

The inaugural session started with a Borgeet by Dr. Chabi Gogoi, Associate Professor, Department of Assamese, Namrup College. It was followed by felicitation of guests and the objective of the programme by Joint Co-ordinator Nibedita Phukan, Associate Professor, Department of English, Namrup College, and the lighting of the ceremonial lamp. Mr. Atul Gogoi, Principal i/c of Namrup College, declared opening of the programme with his inaugural speech. Guest-of-Honour, Prof. K. K. Deka, the Vice-Chancellor, MSSV, Nagaon, delivered his key-note address. In his speech, Prof. Deka reflected on the changing scenario of education of the present world and the need for changes in the field of teaching and learning. He focused on the changes of aims and objectives; environment, techniques and materials in the present global scenario. Innovation and rejuvenation in education can make our students move with the world pace. Iqbal H. Ahmed, Co-ordinator, TLC, TU notified the participants with the rules and regulations of the programme. The inaugural session ended with vote of thanks offered by Joint Co-ordinator Jayanta Sonowal, Assistant Professor of Botany, Namrup College.

Session II: Quality of an Effective Teacher - Prof. K. K. Deka

Prof. Deka, emphasized on the importance of innovation in teaching. To do justice to learners teachers should have to adopt innovative techniques and methods to hold the attention of the learners with different ability. Prof. Deka reflected upon developing the analytical ability of the students. Especially in Higher Education, the teachers need to guide the students in developing their thinking ability. He said that it will help the students in forming and giving their own opinion. A good teacher can inspire the students to think because he can ignite their imagination. Teachers need to teach them how to get information and how to select and use them. Teachers play the most dominant role in moulding and shaping the attitude, habits, manners, character and personality of the students. He discussed the duties of a teacher -to



provide resources, to provide support to the learners, to inspire and guide them. He stressed that a teacher must be a mediator and not a delegate of the curriculum.

Session III: Constructivism in Teaching - Prof. K. K. Deka

In this session Prof. K. K. Deka talked about Constructivism and its use in teaching. Constructivism is basically a learning theory in Education and discussed different aspects of Constructivism as a learning theory. According to this theory, learners can construct their knowledge by experiencing things. To apply constructivism in classroom, the teacher needs to engage the students actively in the learning process. By posing questions and problems, the teacher can guide the students to find their own solutions. Group work and hands-on-practice are very helpful in this regard. In constructivist practice, the teacher becomes the facilitator of knowledge who guides the students in the learning process.

Use of Constructivism in teaching actively involves learners actively rather than being passive receptacle and learning becomes enjoyable for them. It leads the students to think and analyse by themselves rather than merely memorizing things. It gives them ownership of what they learn and hence provides a kind of satisfaction. It also promotes social and communication skills that help the learners in real life situations. He said that seminars, group discussion, team work, project, discussion forum etc. are some of the effective approaches of Constructivist method of teaching.

Session IV: Activity Session- Ikbal H. Ahmed

In the last session of the day, Ikbal H. Ahmed demonstrated how to create the e-resource support with an example from TU website and gave assignment on the basis of that. Selection of a topic is and then to search for related videos available on YouTube are discussed. Then he asked them to copy the link of the video(s) and to paste on the e-resource support form. This video can be discussed up to level of the students' learning suitability. Likewise the links of related e-journal or e-books, website and databases are needed to be provided and described in the form.

He discussed about Screencast-o-matic software and creating a video of their own and interacted with the participants regarding their queries and gave them assignments of e-resource and screencast.



Day 2: (Sunday; 10th February, 2019)**Session I: Addressing Students Problem - Prof. Dhanapati Deka**

Prof. Deka started his talk by pointing out the major problems faced by students today. Some of these are: exam pressure, financial problem, overuse of internet, stress and depression, diversity etc. After discussing these various types of problems in detail, he reflected upon their solutions. He said that various sources are important in solving students' problems; such as teachers' intervention, parental intervention, counseling, disciplinary action etc. Among these he talked on teachers' role at length. He said that teachers' role is very important in solving students' problems. Teachers need to build a positive relationship with the students. We must listen to them and then only they will listen to us. To solve their problems teachers need to be pro-active and should be ready to help them at any time. He stressed on quiet corrections as these are more powerful. He suggested that teachers should not take students' behavior personally.

Further, he said that it is important to keep the students busy in constructive and positive activities like games and sports to keep them away from negative things. He added that it is impossible to solve problems at the time of conflict. However, sometimes we need some regulatory and disciplinary actions to ensure students' code of conduct. He substantiated his points with various examples from his personal experiences as the Dean of Students' Welfare, Tezpur University.

Session II: The Role of Teachers in Institution Building – Prof. Dhanapati Deka

In this session, Prof. Dhanapati Deka discussed the different factors that contribute towards the development of an institution. He opined that an institute should have the ability to transform the society, and for that it must have clear goals and mission. Even every teacher must have a clear vision and mission of his own and they can then work to achieve that goal. He discussed the different organs that an institute must have like NCC, NSS, and IQAC etc. These organs can help the institute to interact with society through different constructive activities.

He emphasized on the importance of research in an institute. Teachers must engage themselves and their students in research activities. Importance of inter-institute linkage such as student and teacher-exchange programmes and industry-institute partnership are discussed. Curriculum should be updated after every three years.



The last point he discussed is the importance of committees in an institute in solving different problems. Committees can discuss the problems to find out possible solutions. He said that many government and non-government fund providing sources are there of which the teachers and the institute must be aware of and should apply for the same for the benefit of the institute. In this context, he emphasized on the timely submission of financial reports which helps the institute to gain trust and to get provision again in future.

Session III: ICT based Teaching, Learning and Evaluation - Prof. Nityananda Sarma

Prof. Nityananda Sarma, in this session reflected on the changing paradigm of teaching and learning in today's world. He said that walking into a classroom today is very different from walking into a classroom ten years ago. The advances in educational technology have created drastic changes in the teaching-learning process. Students today have easy access to information and thereby it is necessary to guide them in choosing and using this information in a proper way.

He defined ICT as the technology that is used to create, convey, manipulate and store data by electronic means. He said that ICT can help in teaching and learning in various ways. It allows students to have more control over their own learning. It makes them actively engage in the teaching learning process. It helps the teachers to guide more and teach less and to identify the 'at risk' students. He showed with a chart how the use of online delivery has increased in today's education system. Unlike the traditional system where the content is delivered face to face, in Blended Education both face to face delivery and online content is used, whereas in online courses like MOOCS almost all the content is delivered online.

Use of ICT has changed the role of both teachers and learners. From a transmitter of knowledge, the teacher has changed into a guide and a facilitator of knowledge, whereas the learner has changed from passive to an active learner and from a dependent learner to an autonomous one. They become the producer of knowledge and have learnt to think, create, communicate and collaborate.

Session IV: Web 2.0 - Prof. Nityananda Sarma

In this session, Prof. Sarma talked about Web 2.0 supported pedagogy. He discussed the difference between web 1.0 and web 2.0. Web 2.0 is a new phase in the development of World Wide Web and an umbrella term for a host of recent internet application. Web 1.0 was one



dimensional but in web 2.0, information flows in multiple directions. He points out some of the services and application of Web 2.0 in the field of teaching and learning, such as blogs, wikis, multimedia sharing services, tagging and social bookmarking, podcasting etc. and discussed these in detail.

Focusing on the advantages of Web 2.0, he said that using Web 2.0 means learning with technology rather than learning for technology. It makes students more involved in the learning process and helps them in participatory and collaborative learning. It has some challenges too such as difficulties in getting up-to date of application, unnecessary distractions, plagiarism etc.

How social media can be used effectively for teaching is an important point. In the classroom it can be used with BYOD – Bring Your Own Devices policy adopted by institutions. Classroom blogs can also be used where students are required to write a blog post and to comment on each other's post. However, one needs to be careful in using social media and teachers need to teach the students how to control their temptation for social media and how to use it safely. Then he went on discussing the security and privacy issues involved in online education. There can be social engineering attacks like spamming, phishing etc. and one must be very careful in using social networks.

He discussed how WhatsApp can be used effectively for education. Similarly there is M-learning that helps students to learn through their mobiles. Moreover there are many video conferencing tools like A-View, Skype, and Google Duo etc. which can be used for educational purposes. He also talked about certain other educational technologies like web-conference, Screencasting, Ted etc. that have revolutionized the teaching-learning process. Such digital tools have many advantages like it prepares students for the future, helps to engage and motivate them, support collaboration skills etc. At the same time it has certain disadvantages. Over use of internet can result in lack of interest in study and make students vulnerable to potential pitfalls like gaming.

Finally, he gave a list of certain Internet based educational projects like NPTEL, Virtual Labs, Talk to Teacher, Spoken Tutorial, CEC, E-Yantra, Swayam etc.



Day 3: (Monday; 11th February, 2019)

Session I: Students' Research and Dissemination of Research - Prof. Daisy Bora Talukdar

In this Session, Prof. Daisy Bora Talukdar talked about empowering teachers. It is important for the teachers to empower themselves to face the technologically equipped well-informed students. Teachers need to equip themselves with the necessity of time and technology. Innovation and rejuvenation can lead to empowering teachers in the present teaching-learning situation.

She defined empowerment as a multidimensional social process that helps people to gain control over their lives and society, by acting on important issues. She points out six dimensions of teachers' empowerment:

- 1) professional development
- 2) autonomy
- 3) involvement in decision making
- 4) teacher's impact
- 5) teacher's status
- 6) teacher's self-sufficiency

She discussed the importance of research for the students as research helps the students to have hands on practice, to solve problems and to develop their communication skills. Moreover, it enhances their knowledge, clarifies confusion, gives proper understanding of the subject and helps to create a balance between the collaborative and individual work.

Student research is beyond academics as it helps students in academic work as well as having tolerance for obstacles, learning to work independently, gaining self-confidence, getting clarification on a career path, understanding society and culture etc. She discussed some of the types of popular students' research. They are: course-specific workshops, projects and term papers, observation visits to other institutions, student-exchange programme etc.

There are two schools of thought on students' research with their own merits -- student generated and mentor generated. The student generated research allows students to think of their own whereas the mentor generated research turns out to be scholarly.

She discussed about dissemination of research without which research is meaningless. There is a lacuna in academic research, i.e., most of the time these are not contributed to the society and not helpful in policy making. She said that certain things need to be considered for dissemination



of research, like, objective, audience, timeline, strategy, partners, channels, coverage and frequency etc.

She talked about three popular ways of disseminating research:

- a) manuscript publication
- b) articles published in journals
- c) oral or poster presentation

Finally she said that one needs to be aware of the risk involved in disseminating one's research.

Session II: Inclusive Education -- Prof. Daisy Bora Talukdar

Prof. Talukdar talked about the different kinds of divisions that exist among the students in a class. There is difference between first, second and third generation learners, between rural, urban and semi-urban areas. Moreover at present time, there is digital division exists between the learners in a class. It is important to include the diverse groups of students and to bridge the gap between them. In this respect she posed a crucial question: whether one's attempt to include actually pushes them out; whether our attempts are non-stereotypical or not.

For an inclusive system, teachers need to create a supportive respectful environment both in and outside the class room. Teachers need to have high expectation from all the students and should create a supportive peer culture. Community approaches and inclusive education are augmentation in quality education for which teachers need preparation with their plans.

She points out certain ways for inclusive education:

- 1) getting to know the students
- 2) being aware of seen and unseen diversity
- 3) motivating students to comment
- 4) never asking a student to speak for a whole group
- 5) taking the classroom as a community
- 6) avoiding to ignore or single out particular students
- 7) taking feedback from the students



She focused on teachers' need to be willing to understand the diversity among the students. Before winding up the session, she showed a short video clip related to gender sensitivity and reflected upon the necessity for the teachers to be aware of such sensitive issues.

**Session III- Empowering Teachers in a Changing Landscape of Higher Education -
Prof. Neeta Kalita Barua**

Prof. Neeta Kalita Barua began her talk by speaking on the changing paradigm of higher education including four imperatives for 21st century learning. These are -- preparing for global competition, understanding individual differences, lack of relevance and the creativity crisis. She discussed the major shifts in education today as it shifted from teacher centric to learner centric education, the focus has shifted from the teachers' decision to learners' autonomy, and instead of passive reception it aspires for active participation by the students. In the light of this changing scenario, teachers need to develop certain qualities in the learners of higher education. In this regard she talked about the four Cs-

1. Critical thinking and problem solving
2. Communication
3. Collaboration
4. Creativity and innovation

Prof. Barua, talked about professional growth of teachers which is beyond financial growth and career progress. She provided three tips for career enhancement of the teachers: self-discipline, sincerity and success. She focused on the necessity of inculcating critical thinking and scientific temper among the students of higher education.

Session 4: Constructivism and Teaching Pedagogy --Prof. Neeta Kalita Barua

In this session, Prof. Barua discussed the use of Constructivist method in teaching. Constructivism is a theory that people construct their understanding and knowledge of the world on the basis of their past experiences. She discussed different proponents of this theory. Discussing Jean Piaget, she said that according to him learning consists of three things- assimilation, accommodation and equilibration. In the constructive model of learning a learner learns in one of the three ways. First, when a learner gets a piece of new knowledge, it may match up with his/her previous knowledge and add it to their understanding. Secondly, the



information may not match previous knowledge and the learner has to change his/her previous understanding. Thirdly, the information may not match up and is being rejected by the learner. She said that in a constructivist classroom, learning becomes constructive, active, reflective, collaborative and evolving.

She discussed how a teacher can use constructive method in classroom. The teachers need to pose problems, and to value students' point of view. The teachers should encourage students to use active techniques. They need to understand the students' pre-existing concepts and then build on them. She, then, listed out various activity based teaching method and practices like laboratory method, project, seminar, group discussion, peer tutoring, community survey etc.

Day 4: (Tuesday; 12th February, 2019)

Session I: Innovative Teaching Practice-Prof. Jogen Chandra Kalita

The resource person started the session emphasizing on the need of innovation. It was stated that the challenges of the rapidly changing society could be met with innovation in the teaching and learning process. For this, he quotes the Chinese philosopher Confucius: "I hear and I forget. I see and I believe. I do and I understand." He points out that one needs to work more to know more in order to develop innovative ideas. On the innovative methods of teaching, he asks the teachers to think along with encouraging the students to think as well. Here he quotes American author and critic Mark Van Doren: "The art of teaching is the art of assisting discovery."

He stated the importance of treating technology as an advantage for the 21st century education. For example, the use of smartphones in the classroom could be encouraged in a positive way. As educators, we must continuously ask ourselves: "What do students need to learn to succeed in the world to come?" He points that the people from humanities should guide the society and those from the science background should discover something for the nation. He encourages the teachers to have a vision for the 21st century teaching and learning which should include global awareness; financial, business and entrepreneurial literacy; civic literacy; health and wealth awareness. The value framework for this should include contributing to national development fostering global competencies among students, inculcating a value system in students and promoting the use of technology with the quest for excellence. The most valuable resource in the 21st century is mind power because it helps to solve problems. The biggest



challenge of higher education in the changing scenario is due to internationalization and globalization.

He discussed on the UGC mandate for quality targets and about developing quality culture. He focused on the importance of inculcating 21st century skills for meeting the needs of 21st century teaching and learning process instead of 20th century. He gave importance to the fact that teachers should strive to make them visible to the world by making the students visible in the global scenario. Here, he also points that a changing economy makes education more important. He stated the main points due to the shifting role of teachers in present scenario which includes encouraging to think, quality creation, the information provider, the role model, address the need of the learner and empowering students.

Day 4: Session II: Innovation Teaching and Research Opportunities –

Prof. Jogen Chandra Kalita

The second session was by the same resource person. Prof. Jogen Chandra Kalita spoke on “Innovation Teaching and Research Opportunities”. He began by stating that a society is benefitted by knowledge. Research helps in this regard to develop the knowledge process.

Research is a creative process which requires imagination, initiative, intuition and curiosity. He emphasized on the importance of creating a research committee in the educational institutions for working in collaboration. He quotes for the teachers: “You'll have to shape the future of the world” and recognize oneself as world citizens.

Day 4: Session III: Evaluation of Learning and -- Prof. Mukut Hazarika

This session was by Prof. Mukut Hazarika, Department of Education, Dibrugarh University. He delivered his lecture on “Assessment of Learning and Question paper setting”. He began on the importance of the teaching learning process which comprises of asking the basic questions of “Why? What? How much? How?”; and inter-relations between these questions. He discussed on why the objectives of teachers might not get fulfilled if the processes including “Objectives, Content, Methods and Evaluation” are not given importance. Here, he quotes: “We improve the evaluation process to improve teaching” of the 1948 Radhakrishnan Commission. The definition of education tells us to modify the behaviour of the students through intellectual ability modification, psychomotor modification and emotion or values modification. He



discussed the taxonomy of educational objectives of Benjamin S. Bloom. He stated that having knowledge is the lowest level because it is just the ability to recognize and recall by the student. Understanding or Comprehension, Application, Analysis, Synthesis, and Evaluation are the next objectives of education. The most important objective is the evaluation level which enables the learners to make judgments about the value of ideas or materials. He also discussed the action verbs that could be used to set questions in the question paper. For instance, the action verbs for the evaluation level are 'apprise', 'compare', 'conclude', 'contrast', 'relate', etc. He points out that the major quality of a good question is that it should be new to access high order ability and not just recall ability.

Day 4: Session IV: Question Paper Setting: Prof. Mukut Hazarika

In this session, Prof. Mukut Hazarika emphasized that the novelty of a good question paper is that a new question must be introduced each time. There must not be any scope for misinterpretation in the questions. He discussed on the differences between objective and subjective questions, the qualities of a good question paper, and also the qualities of a balanced question paper. He also showed some blueprints on the techniques used to set a good question paper.

Day 5: (Wednesday; 13th February, 2019)

Session I and II: Activity sessions –Ikbal H. Ahmed

The first two morning sessions were taken by Ikbal H. Ahmed, Assistant professor and Co-ordinator of Teaching Learning Center, Tezpur University. They were activity based sessions. The assignment on Screencasting using the software named 'Screencast-o Matic' was presented by the participants. Almost twenty of them presented screencasting videos on various topics like "What is History", "Articles in English Grammar", "Onomatopoeia", "GST in Indian Economy", "Love poems of John Donne", "Tai Khamyung Tribe and it's socio-economic and cultural life with special reference to PowaiMukh village", "DNA and Biotechnology" etc.



Day 5: Session III: Environmental Science: Scope and Challenges –Prof. L. R. Saikia

The lecture of this session was delivered by Prof. L. R. Saikia, Department of Life Sciences, Dibrugarh University. It was on “Environmental Science: Scope and Challenges”. The resource person began by speaking on the importance of environment in the human life. He discussed on the parameters of human environment which are Intellectual environment, Cultural and Socio-economic environment and Physical environment. These parameters affect the quality of life, human relation and the living condition. He stated that the study of Environmental Science receives top priority because there occurs vast difference between resource need and its availability. He discussed that most of the environmental problems arise from over utilization of natural resources. These include air pollution, water pollution, biodiversity depletion, waste production and food supply problems.

He stated that all means of satisfying human needs, at a given time and place are resources. He discussed on the meaning of natural resources and the different types of natural resources like land, water, forests, etc. The categories of natural resources being Renewable (flow) resources, Non-renewable (stock) resources, Continuous resources and extrinsic resources. The Extrinsic resources are more important these days due to some of the key natural resources that he discussed are Forest resources and mineral resources. He focused on the 'story' of top soil and flood and deforestation, carbon trap and global warming. He emphasized on the uses and exploration of mineral resources and also the efforts to conserve the mineral resources.

The sustainable development strategies on the new horizon for environmental management were also discussed by him. The strategies are controlling the population growth, conservation of natural resources like water, Forest, soil, biodiversity, reducing the waste of matter and energy resources, placing more emphasis on pollution prevention and waste reduction. He stated that “we need conservation based development program with ‘systems’ approach”.

He discussed the remedial measures for the conservation of the natural resources. The measures to be undertaken are preparing framework for national/regional conservation strategies, integration of conservation and development, Environmental planning and rational use allocation, improvement of resource management capacity, people's participation, conservation based rural development, environmental education, necessary to streamline the planning and executive machinery to enable quick implementation of the environmental management projects.



Day 5: Session IV: Environmental Science: Scope and Challenges - Prof L. R. Saikia

This session was also taken by Prof L. R. Saikia. It was an interactive session where the resource person answered to the various queries questioned by the participants. The important topics discussed were -- the use of plastic and the effects of burning plastic bags, the use of antibiotics and the effects of it, Eco-erosion, etc.

Day 6: (Thursday; 14th February, 2019)**Session I: Situational Leadership and its relevance on teaching and learning –****Prof. Rupam Saikia**

The session of 14th February (Thursday) was taken by Prof. Rupam Saikia, Chairperson of Centre for Juridical Studies and Director, College Development Council, Dibrugarh University. He spoke on “Situational Leadership and its relevance on teaching and learning”. He began by quoting that the emerging sense of today is “a teacher is the leader of a situation”. Situational leadership comprises of the semantic approach, penumbral approach and normative approach. He focused on the penumbral approach which means breaking bounds to infuse dynamism in pedagogy. He provided different case illustrations to discuss the important points. Some of them are -- The Vinay Khare vs. State of Uttar Pradesh, Tribhuwar Misra vs. D.I.O.S AIR 1992, etc. to focus on the philosophy of objectivity, subjectivity and conflict resolution.

He stated that we must cultivate the culture of a student being supervised. This would help in removing of the fear psychosis from the student's mind. This is a way of receptive learning with effective teaching. He defined Situational Leadership as “an integral part of professional leadership based on certain standards and expectations, which may be contextual as well as legitimate. Uncertainty management and situational leadership may appear to be identical on certain counts- but not so.”

The resource person also emphasized that a teacher should be a facilitator instead of a “sage on the stage”. Besides, he regarded experience to be very important in pedagogy because it helps in introspection and makes it easier to philosophies. He also mentioned some tests of situational leadership which are - Communication skill, Insightful and liberal approach, acumen to understand academic morality and social commitments, identification of zone of conflicts with individual and social perceptions. He stated that the importance of Academic morality which



includes Universal tolerance, Liberalism or liberal behaviour, and Respect for Constitutionalism. In order to discuss this point, he provided the case law illustrations of Mohini Jain vs. State of Madras, and Anu Krishnan vs. Andhra Pradesh (1993) judgments. He urged that the root of all the new educational policies could be known by studying the case law judgments behind them.

Day 6: Session II: Prof. Rupam Saikia

The second session of the day was also by Prof. Rupam Saikia. In this session, he talked about the components of pedagogy inside classroom with a flow chart. He discussed on the importance of the need of an academic mind and intellectual perception. He stated that morality will guide us in situational leadership for effective teaching. He asked to focus on soft skills and personality development. He mentioned soft skills to be comprising of communication and presentation skills, team work, time management, problem solving, analytical reasoning, moral and ethical awareness, critical and reflective thinking, social intelligence and emotional intelligence. He quoted that “we are the supervisors of ourselves” and these skills and academic morality will help us justifying our intent to raise our identity at the moment of crisis. Because, apparently, everyone might look equal but inherently, it might not be the case. Students are the primary stakeholders in academics and are the important judges of the teacher. He also mentioned the UGC mandate for quality targets. He stated that quality is not achieved accidentally; it always results from good intentions, sincere efforts, intelligent direction and meticulous execution. He also discussed the objectives and elements of Pedagogy. He is quoted as saying that “there should be liberalization of our thoughts besides economic and cultural liberalization” for quality teaching which would lead to both effective teaching and effective learning as well.

Day 6: Valedictory session

The Valedictory began as the post-lunch session in the afternoon. The joint coordinator of the programme Nibedita Phukan started the session with the felicitation of the guests. The dignitaries present in this session are Director of Teaching Learning Center, Tezpur University- Prof. Mrinmoy Sharma, and Principal i/c of Namrup College Mr. Atul Gogoi, Vice-Principal of Namrup College Mr. Bimal Ch.Gogoi, Co-ordinator of TLC, Tezpur University Ikbal H. Ahmed. Each of them enlightened the participants and everyone present with their inspiring and



congratulating words for the completion of the Short Term Programme despite hardships like the bandhs. Three of the participants also shared their experiences with everyone. The Joint Co-ordinator Jayanta Sonowal offered vote of thanks after the distribution of the certificates.

Joint Coordinators:

Nibedita Phukan

Nibedita Phukan

Jayanta Sonowal

Jayanta Sonowal

Shreyas
Principal i/c
Narup College

