



UGC-Malaviya Mission Teacher Training Centre
Department of Education
The Gandhigram Rural Institute – Deemed to be University,
Gandhigram-624 302, Dindigul Dist, Tamilnadu.



NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME – Batch III

(For Faculty in Universities/Colleges/Institute)

Training Program ID: MMC-082-2024-MAR-A-00874

(4th March to 14th March 2024)

PROGRAMME REPORT



Organized by

DEPARTMENT OF EDUCATION

The Gandhigram Rural Institute (Deemed to be University)

Under

UGC-Malaviya Mission Teacher Training Centre

Ministry of Education (MOE)

Government of India.

1. Report on Inaugural session

A Ten days Online Nep 2020 Orientation & Sensitization Programme (Batch III) for Faculty in Universities/Colleges/Institute has organized by Department of Education, The Gandhigram Rural Institute (Deemed to be University), Gandhigram, under the UGC-Malaviya Mission Teacher Training Centre, Ministry of Education (MOE), Government of India.

The inaugural session began with silent Prayer followed that Dr. A.Jahitha Begum, Chairperson cum Director of this Programme, welcomed the dignitaries, participants and pupils present in the programme with a brief introduction of the GRI, further she highlighted the undisputed value of Vice -Chancellor and contribution of faculty members of Education department who ameliorate the Department of Education organized the programmes under the UGC-Malaviya Mission Teacher Training Centre.

Dr. P. S. Sreedevi, Organizing secretary explained the rudiments of the Induction Training Programme under the under the UGC-Malaviya Mission Teacher Training Centre. She also delineated the scenario of MOE, Govt. of India and some of important figures related to implementation of this scheme and policy related to this programme. Technical session was started on welcoming of the resource person.

Technical session 1 (02.30 PM -5.30 PM)- 04.03.2024

Prof.J.Sujathamalini, Professor and Head, Department of Special Education and Rehabilitation Science, Alagappa University, delivered a talk on “**Student Diversity and Inclusive Education**”, the focus on three linking areas related to topics are in Inclusive Education. It delve into the significance of student diversity and strategies to promote inclusive education in educational institutions and also Teacher Competencies towards diversity and inclusion. Speaker mainly focused on importance of inclusive education, because it goes beyond mere tolerance of diversity; it aims to create equitable learning environments where every student feels valued, respected, and empowered to succeed. In most of the research consistently demonstrates that inclusive classrooms enhance academic achievement, foster social cohesion, and prepare students for citizenship in a diverse world. Moreover, inclusive education is a legal and moral obligation enshrined in international human rights frameworks and national legislations.

Second sub theme explained by the speaker is *Understanding Student Diversity*. Student diversity encompasses a spectrum of dimensions, including but not limited to race, ethnicity, language, socioeconomic status, gender identity, sexual orientation, religion, and ability. Each student brings a unique set of experiences, perspectives, and learning styles to the classroom, enriching the educational environment. However, diversity also presents challenges such as cultural misunderstandings, language barriers, discrimination, and unequal access to resources. Madam has pointed out the strategies for Promoting Inclusive Education like Culturally Responsive Teaching, Differentiated Instruction - classroom arrangements to accommodate individual differences and promote academic success for all and Universal Design for Learning (UDL)- it emphasize proactive planning to accommodate the diverse needs of learners by providing multiple means of representation, engagement, and expression. This approach ensures that all students have access to the curriculum and can demonstrate their understanding in various ways. Promoting Social and Emotional Learning (SEL) it helps the students to develop

essential social and emotional skills, including self-awareness, empathy, and conflict resolution, which are critical for building inclusive communities and Collaborative partnerships can provide additional resources, support networks, and cultural insights that enrich the educational experience for all stakeholders.

Third sub theme discussed about the *Teacher competencies towards diversity and Inclusion* , speaker focus on Empowering educators with the competencies to embrace diversity and promote inclusion is essential for creating equitable and enriching learning environments. By cultivating cultural competence, addressing implicit biases, employing flexible instructional practices, fostering collaborative communication, mastering conflict resolution skills, and engaging in continuous professional learning, teachers can fulfill their role as champions of diversity and inclusion in education. Speaker conclude her session with empower educators and create inclusive schools of every student thrives and reaches their full potential. The session was highly thought provoking and emphasized the spectrum of substantial structuring of inclusive education system. The session was concluded with vote of thanks and feedback with some clarifications.

Technical session 2 (2.30 PM -5.30 PM) -

Professor K.Chellamani, renowned educator and Dean of the School of Education at Pondicherry University, delivered an enlightening lecture on the significance of **“Holistic and Multidisciplinary Education”**. The lecture aimed to explore the transformative potential of education in nurturing well-rounded individuals equipped to thrive in an increasingly complex world. Speaker emphasized the importance of holistic education, which goes beyond academic learning to encompass the development of the whole individual—intellectually, emotionally, socially, and morally. She highlighted the need for educational institutions to create environments that foster holistic development, nurturing students' physical health, emotional well-being, social skills, and ethical values alongside academic achievement. Drawing on his extensive experience in the field of education, Professor Chellamani underscored the significance of a multidisciplinary approach to learning. She argued that traditional silted disciplinary boundaries often constrain students' understanding of complex real-world issues. On integrating knowledge and perspectives from diverse disciplines, educators can provide students with a more comprehensive understanding of the world and equip them with the skills needed to tackle multifaceted challenges.

The second half of the lecture emphasized the value of experiential learning in promoting holistic and multidisciplinary education. Professor advocated for immersive learning experiences that engage students in hands-on activities, real-world projects, and collaborative problem-solving. By actively participating in their own learning process, students develop critical thinking skills, creativity, and a deeper understanding of subject matter. Throughout the end of the lecture, Professor focused about the ethical dimensions of education. She emphasized the responsibility of educators to cultivate values such as empathy, compassion, integrity, and social responsibility in their students. while integrating ethical considerations into the curriculum, educators can prepare students to make ethical decisions and contribute positively to society. Overall madam

session was provided valuable insights into the transformative potential of education in shaping well-rounded individuals. Session was ended with feed back and gratitude from the participants.

Technical session 3 (2.30 PM -5.30 PM) -

Prof. Dr. M.G. Sethuraman, an eminent Professor and Dean of School of Science, Gandhigram Rural Institute-DTBU, delivered a thought-provoking lecture on "**Indian Knowledge System**". Speaker lecture aimed to explore the rich heritage of traditional Indian knowledge systems and their relevance in contemporary times. Professor has provided a historical overview of India's rich intellectual heritage, tracing the development of various knowledge systems such as Vedas, Upanishads, Ayurveda, Yoga, and Jyotish (astrology). He highlighted the holistic and interdisciplinary nature of traditional Indian knowledge, which integrated spiritual, philosophical, scientific, and practical insights. The lecture emphasized the seamless integration of science and spirituality in traditional Indian knowledge systems. He elucidated how ancient Indian scholars pursued scientific inquiry within the framework of a spiritual worldview, viewing the pursuit of knowledge as a means to attain higher consciousness and self-realization. Professor highlighted the significant contributions of Indian knowledge systems to various fields of science and technology. He discussed advancements in mathematics, astronomy, medicine, metallurgy, agriculture, and architecture, which originated from ancient Indian texts and practices. These contributions, he argued, demonstrate the sophisticated understanding and practical applications of science in ancient India.

His lecture underscored the relevance of Indian knowledge systems in addressing contemporary challenges. Professor emphasized in detail about the necessity and need to integrate traditional wisdom with modern scientific knowledge to foster sustainable development, holistic well-being, and environmental conservation. He advocated for a balanced approach that respects indigenous knowledge while embracing advancements in science and technology. At last he discussed in detail about the importance of education and awareness in preserving and revitalizing India's traditional knowledge systems. He called for efforts to incorporate elements of Indian knowledge into formal education curricula, promote interdisciplinary research, and raise awareness about the value of indigenous wisdom among students, scholars, policymakers, and the general public. Atlast professor conclude his lecture with the words of by recognizing and honoring heritage and integrating it with modern scientific knowledge, India can harness its full potential to address contemporary challenges and contribute to global well-being and sustainability. Lecture was fulfilled with thought provoking contents, it is really a informative session to the participants, session conclude with feedback and participants gratitude towards the resource person.

Technical session 4 (2.30 PM -5.30 PM) – 07.03.2024

Dr. Anusha Ramanathan, an esteemed academic and Assistant Professor at the Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai, delivered an

insightful lecture on "**Research and Development**". The lecture aimed to explore the significance of research in advancing education and fostering development. elucidating the concept of research and its relevance in the field of education. She emphasized that research is a systematic inquiry aimed at generating new knowledge, solving problems, and improving practices. In the context of teacher education, research plays a crucial role in informing pedagogical approaches, curriculum development, and policy formulation.

Madam has highlighted the intertwined nature of research and development, that research serves as the foundation for development initiatives, providing evidence-based insights that inform the design and implementation of educational programs, interventions, and policies. Through research, educators can identify areas for improvement, evaluate the effectiveness of interventions, and drive continuous innovation in teaching and learning practices. She emphasized the pivotal role of teacher education in promoting research and development in the education sector. She discussed the importance of equipping teachers with research skills, fostering a research-oriented culture within educational institutions and providing opportunities for professional development and collaboration. Only by empowering teachers as researchers, educator preparation programs can enhance the quality of education and contribute to educational advancement.

Second part of the lecture madam focused about the importance of ethical conduct in research and development endeavors. She discussed the ethical principles and guidelines that govern research practices, including integrity, respect for participants' rights, transparency, and accountability. Ethical considerations are paramount in ensuring the validity, reliability, and social responsibility of research findings and development initiatives. Madam concluded the session through highlighted potential avenues for future research and development in the field of education. She called for interdisciplinary collaboration, community engagement and innovative approaches to address emerging challenges and opportunities in education. By embracing a culture of inquiry and continuous improvement, educators can contribute to positive change and transformation in the education landscape. The session was provided valuable insights into the integral role of research in advancing education and fostering development, session windup with vote of thanks and feedback given by the participants.

Technical session 5 (2.30 PM -5.30 PM) – 08.03.2024

Pro.K.Srinivas, National Institute of Educational Planning and Administration NIEPA, New Delhi delivered an enlightening lecture on "**Information Communication Technology (ICT) and Massive Open Online Courses (MOOCs)**". The lecture aimed to explore the transformative potential of ICT and MOOCs in education and their implications for teaching, learning, and educational policy. Prof. Srinivas began by discussing an overview of ICT and its significance in the field of education. He explained that ICT encompasses a broad range of technologies, including computers, the internet, multimedia tools, and mobile devices, which facilitate the creation, storage, retrieval, and dissemination of information. In education, ICT has

the potential to enhance access, equity, quality, and efficiency by enabling innovative teaching and learning practices. His lecture highlighted the diverse ways in which ICT can support teaching, learning, and educational administration. Prof. Srinivas discussed how ICT tools and resources, such as multimedia presentations, educational software, learning management systems, and online collaboration platforms, can enrich the teaching-learning process, engage learners, and facilitate personalized and flexible learning experiences. Additionally, ICT can improve administrative efficiency through automation, data management, and communication systems.

He explored the emergence and evolution of Massive Open Online Courses (MOOCs) as a disruptive innovation in education. He explained that MOOCs are online courses that are accessible to unlimited numbers of participants worldwide, often offered by prestigious universities and institutions free of charge or at a nominal cost. MOOCs leverage ICT to deliver high-quality educational content to diverse learners, transcending geographical and socioeconomic barriers. speaker focused towards creating a MOOC platform for the with content, video , text and images. Session was partial on practical session to experience each and application used for the content creation. Session was fulfilled with content creation and understand in detail about to create a MOOC platform with four quadrant using different application. Professor has given more insight about the MOOC course and its implications for the development of the individual learning. Professor addressed the opportunities and challenges associated with integrating ICT and MOOCs in education. He emphasized the potential of ICT and MOOCs to democratize access to education, promote lifelong learning, and enhance educational outcomes. However, he also highlighted challenges such as digital divide, quality assurance, pedagogical effectiveness, scalability, and sustainability, which require careful consideration and strategic planning. Overall the session was highly informative and hands on training experience gained by the participants. Session concluded with the feedback and gratitude by the participants.

Technical session 6 (2.30 PM -5.30 PM) – 11.03.2024

Prof.Dr. Shakila T.Shamsu, Former OSD (NEP), Department of Higher Education, Ministry of Education, Government of India, New Delhi delivered a lecture on “Academic Leadership, Governance and Management”. She provided valuable insights into the key principles and practices essential for effective leadership in academia. Her emphasized on the significance of visionary leadership in academia. She discussed how academic leaders need to have a clear vision for the institution's future, aligning it with the changing landscape of education and societal needs. She highlighted the importance of strategic planning in academic institutions and her insights on discussed how effective strategic planning can help institutions navigate challenges, capitalize on opportunities, and achieve long-term goals.

Prof. Dr. Shakila stressed the need for inclusive governance in academic institutions. She emphasized the importance of stakeholders' participation, transparency, and accountability in

decision-making processes. Madam highlighted the Quality assurance emerged as a critical aspect of academic leadership, governance, and management. The speaker discussed various strategies for ensuring and enhancing the quality of education, research and institutional processes. She emphasized the importance of continuous capacity building among academic leaders, faculty, and staff and also discussed how investing in professional development can enhance institutional effectiveness and foster innovation. The speaker underscored the significance of ethical leadership in academia and highlighted the role of academic leaders in upholding ethical standards, promoting integrity, and fostering a culture of trust and respect. Prof. Shakila highlighted the need for academic institutions to be adaptable and resilient in the face of change and uncertainty. She discussed how fostering a culture of adaptability and resilience can help institutions thrive in dynamic environments. Moreover her thoughts shared and offered a practical guidance for enhancing institutional effectiveness and fostering excellence in higher education. Session was concluded with participants feedback and proposed vote of thanks to the resource person.

Technical session 7 (2.30 PM -5.30 PM) – 12.03.2024

Prof.E.Ramganesh, Dean of Arts and senior professor of Educational Technology , Bharathidasan University, Tiruchirapalli delivered a lecture on “ Skill Development”. Sir has elucidated the concept of skill development and its significance in the contemporary world. He emphasized that skill development is crucial for individuals to thrive in today's dynamic and competitive job market and also highlighted the importance of soft skills alongside technical skills. He discussed how skills such as communication, teamwork, problem-solving, and leadership play a vital role in professional success and career advancement.

Prof. Ramganesh underscored the role of educational institutions, particularly universities, in fostering skill development among students. He discussed about the need for curriculum design and teaching methodologies that integrate skill-building activities into academic programs and the significance of collaboration between academia and industry in promoting skill development. He described how partnerships with industry stakeholders can help align educational programs with industry requirements and ensure that students acquire relevant skills. Sir has pointed out the importance of lifelong learning in skill development. He encouraged individuals to embrace a mindset of continuous learning and professional development to stay abreast of technological advancements and evolving job market demands.

Professor highlighted the importance of inclusive skill development initiatives that empower marginalized communities, including women, rural populations, and persons with disabilities. He discussed strategies for providing equitable access to skill development opportunities and promoting social inclusion. Sir mainly focused on the role of technology in facilitating skill development. He explored to the participants how digital platforms, online courses, and educational technologies can democratize access to learning resources and enhance skill acquisition. Sir conclude his session with valuable insights into the importance of equipping individuals with the necessary skills to succeed in today's rapidly changing world, Session was concluded with feedback and formal vote of thanks by the participants.

Technical session 8 (2.30 PM -5.30 PM) - 13.03.2024

Prof.Dr.A.Jahitha Begum , Head i/c, Department of Education, Gandhigram Rural Institute Deemed to be University, Gandhigram, delivered her enlightening lecture on “**Higher Education and Society**” . Madam began her words by highlighting the crucial role of higher education in societal development. She emphasized that universities play a pivotal role in producing skilled professionals, advancing knowledge through research, and fostering critical thinking and innovation. She discussed the importance of ensuring equity and access in higher education. She emphasized the need for policies and initiatives that promote inclusivity and provide opportunities for individuals from diverse socio-economic backgrounds to access quality higher education. Madam highlighted the social responsibility of universities in addressing pressing societal challenges and also how higher education institutions can contribute to social development through community engagement, research initiatives, and advocacy for social justice. The speaker emphasized the importance of holistic development in higher education and the need for educational programs that not only focus on academic excellence but also promote the holistic development of students, including their intellectual, emotional, and ethical growth.

Prof. Dr. Jahitha Begum highlighted the role of higher education in promoting values and ethics in society. She discussed how universities can instill values such as integrity, empathy, and social responsibility in students, preparing them to be ethical leaders and responsible citizens. The speaker discussed the importance of equipping students with the necessary skills and competencies to succeed in the job market and also the need for higher education institutions to focus on enhancing students' employability and fostering an entrepreneurial mindset and also the importance of integrating principles of sustainable development into higher education. She discussed how universities can contribute to environmental conservation, social equity and economic development through sustainability-focused education and research. Madam has provided the valuable insights into the transformative potential of higher education in fostering societal development. Session was concluded with feedback and gratitude by the participants.

Technical session 8 (2.30 PM -5.30 PM) - 14.03.2024

Last day of the Orientation programme ended with participants assessment test. Test contains 40 MCQ in the Google form. It is mandatory for the course completion. The programme ended with final test.