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

NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME – Batch VI
(For Faculty in Universities/Colleges/Institute)
Training Program ID: MMC-082-2024-JUL-B-01886
(18.07.2024 to 27.07.2024)

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 VI) 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.
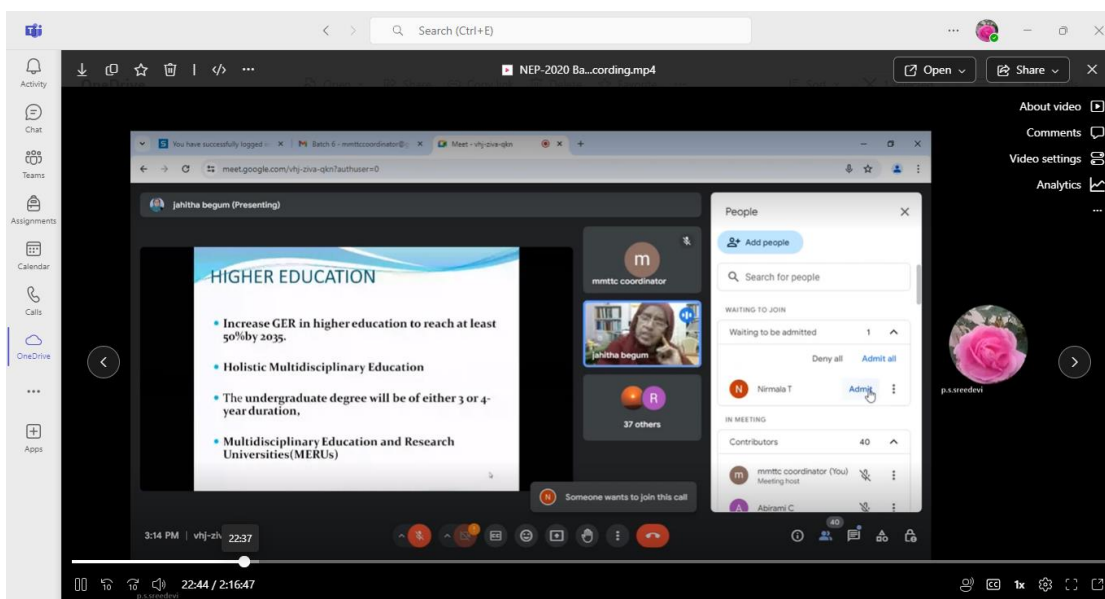
        The inaugural session began with a silent Prayer followed that Dr. A.Jahitha Begum, Chairperson cum Director of this Programme, who welcomed the dignitaries, participants, and pupils present in the programme with a brief introduction of the GRI. After that Dr. P. S. Sreedevi, the Organizing secretary explained the rudiments of the Induction Training Programme under the UGC-Malaviya Mission Teacher Training Centre. She also delineated the scenario of MOE, Govt. of India, and some of the important figures related to the implementation of this scheme and policy related to this programme. The technical session was started by welcoming the resource person.

Technical session I (2:00 PM -5:00 PM) – 18.07.2024

Prof.A.JAHITHA BEGUM, Head i/c, Department of education The Gandhigram Rural Institute – Deemed to be University, Gandhigram, delivered aninsightful lecture on **"Research and Development"**. The purpose of the talk was to discuss the role that research plays in developing and improving education. clarifying what research is and why it matters in the subject of education. She stressed that research is an organized investigation with the goals of producing new information, resolving issues, and enhancing procedures. Research is essential to the development of pedagogical strategies, curricula, and policies in the context of teacher education.
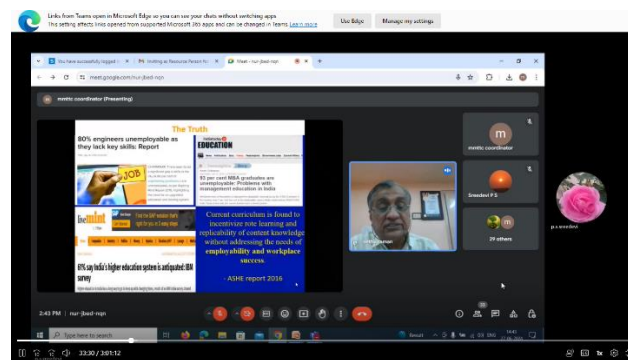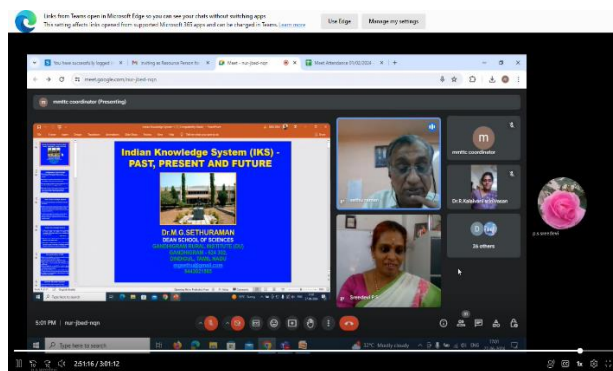
The connection between research and development has been emphasized by the speaker, who also noted that research provides evidence-based insights that guide the creation and execution of educational interventions, policies, and programs. Teachers can use research to pinpoint areas in need of development, assess the success of treatments, and promote ongoing innovation in their methods of instruction. She underlined how important it is for teacher preparation to advance research and development in the field of education. She talked about the value of giving educators the tools they need to conduct research, encouraging a culture of research in schools, and offering chances for professional growth and cooperation. The only way educator preparation programs can improve instruction and progress education is by enabling teachers to act as researchers. As the session came to an end, Madam outlined several possible directions for further study and advancement in the realm of education. To address the new opportunities and problems in education, she advocated for creative approaches, community involvement, and interdisciplinary collaboration. The event concluded with a vote of appreciation and participant input, offering insightful information about the critical role that research plays in promoting development and developing education.

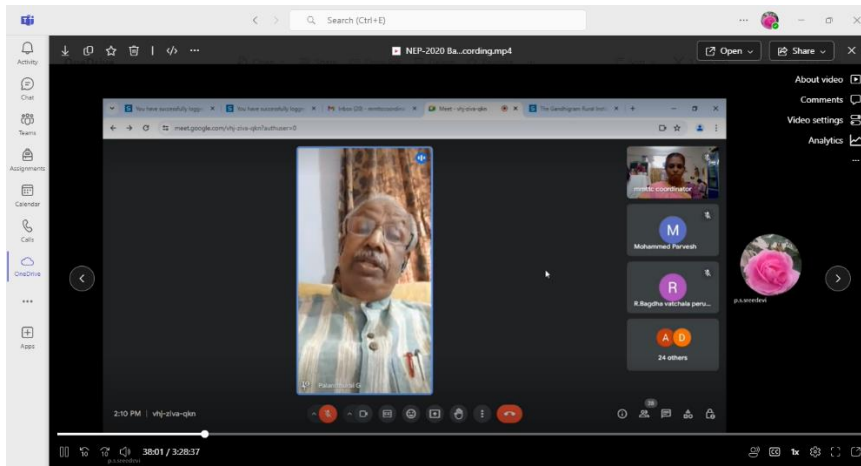**Technical session II (2:00 PM -5:30 PM) – 19.07.2024**

Prof.M.G.SETHURAMAN, Dean, School of Sciences, Professor of Chemistry, The Gandhigram Rural Institute, delivered an enlightening lecture on **"Indian Knowledge System".** The goal of the speaker speech was to examine the rich history of ancient Indian knowledge systems and its applicability today. The lecturer gave a historical summary of India's rich literary legacy, showing how many knowledge systems—including the Vedas, Upanishads, Ayurveda, Yoga, and Jyotish (astrology)—developed over time. He emphasized how traditional Indian knowledge combined spiritual, philosophical, scientific, and

applied truths in an all-encompassing and multidisciplinary manner. The presentation focused on how traditional Indian knowledge systems seamlessly combine spirituality and science. He explained how ancient Indian scholars approached scientific research through a spiritual lens, seeing knowledge acquisition as a path to enlightenment and self-realization. The important contributions that Indian knowledge systems have made to numerous scientific and technological domains were emphasized by the professor. He talked about how ancient Indian scriptures and traditions led to advances in mathematics, astronomy, medicine, metallurgy, agriculture, and architecture. He contended that these contributions show how advanced science was understood and used in ancient India. He promoted a well-rounded strategy that values indigenous knowledge while welcoming scientific and technological breakthroughs. Finally, he went into great depth regarding the value of awareness-raising and education in maintaining and reviving India's traditional knowledge systems. The lecture was full with thought-provoking material and was genuinely educational for the attendees. It ended with comments from the audience and expressions of gratitude from the attendees for the resource person.
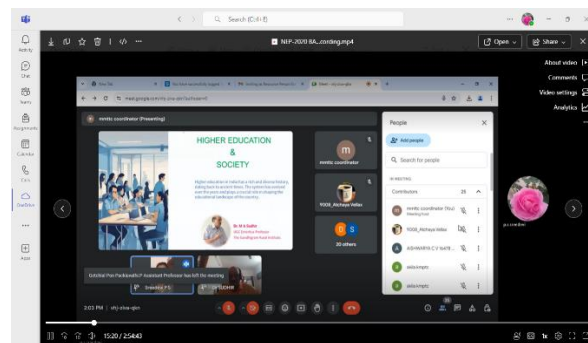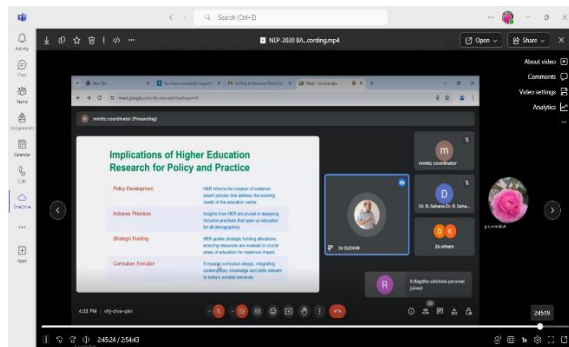

Technical session III (2:00 PM -5:00 PM) – 20.07.2024

Prof.G.PALANITHURAI, Former Professor of Political Science, The Gandhigram Rural Institute, Dindigul, TamilNadu delivered a lecture on **"Academic Leadership, Goverance and Management".** He offered insightful thoughts on the essential practices and guiding concepts of successful leadership in higher education. He emphasized the value of inspirational leadership in an organization. The conversation focused on how academic leaders need to have a clear vision for the institution's future that ties it in with changing educational needs and societal norms. It highlighted the critical function of strategic planning in educational institutions and offered insights on how effective strategic planning can help organizations overcome challenges, seize opportunities, and achieve long-term goals. The speaker emphasized the vital role that quality assurance plays in academic leadership, governance, and administration. There was discussion of several methods for guaranteeing and improving the caliber of research, instruction, and institutional practices. Moreover, his perspectives offered useful direction for improving institutional efficacy and promoting quality in higher education. Participants' feedback and a suggested expression of appreciation for the resource person wrapped up the session.

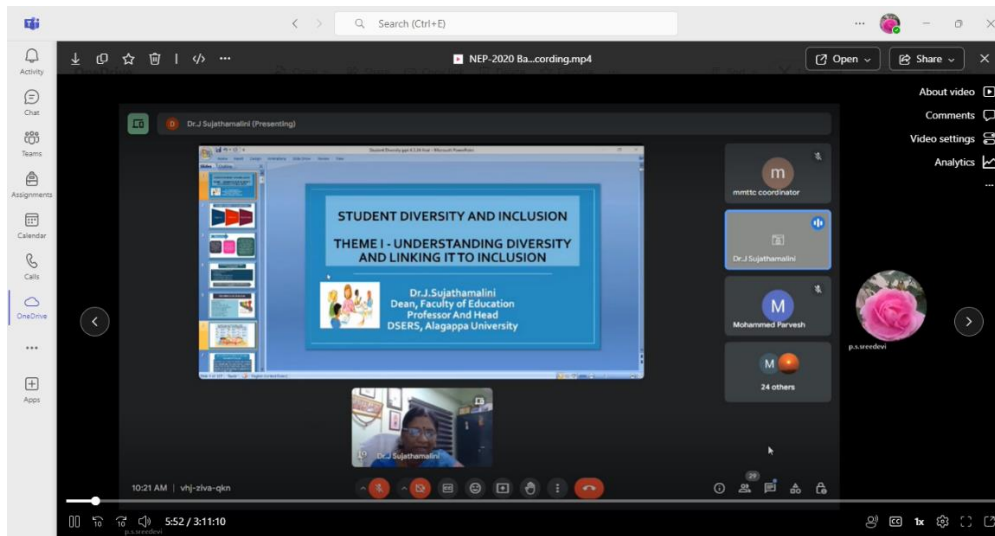### Technical session IV (2:00 PM -5:00 PM) – 22.07.2024

  Prof.M.A.SUDHIR, UGC Emeritus Professor, Department of Education, The Gandhigram Rural Institute-DTBU, Gandhigram, delivered a thought-provoking lecture on **"Higher Education and Society".**   He emphasized the crucial role that higher education plays in the evolution of society, stressing that universities play a major role in producing skilled workers, advancing knowledge through research, and fostering creativity and critical thinking. He talked about how crucial it is to guarantee access and equity in higher education. He underlined the necessity of laws and programs that support diversity and give people from a range of socioeconomic backgrounds access to high-quality postsecondary education. The speaker emphasized the responsibility colleges have to society to address pressing challenges and the ways in which institutions of higher learning may advance society through community service, research initiatives, and social equality advocacy. The speaker provided insightful information about how higher education may influence society and advance progress. The session windup with vote of thanks and feedback given by the participants.

Technical session V (2:00 PM -5:00 PM) – 23.07.2024

Prof.A.SUJATHAMALINI, Professor and Head, Department of Special Education and Rehabilitation Science, Alagappa University, gave a discussion on the topic of "**Student Diversity and Inclusive Education**," with an emphasis on three connecting areas. It discussed the value of diverse student populations, inclusive education promotion tactics, and teacher competencies with regard to diversity and inclusion in educational settings. The speaker primarily discussed the significance of inclusive education, emphasizing that it is more than just accepting diversity; rather, its goal is to establish fair learning settings in which each student feels appreciated, valued, and equipped to thrive. The majority of the research consistently shows that inclusive classrooms improve student achievement in the classroom, promote social cohesiveness, and prepare them for citizenship in a varied global community. Furthermore, national laws and international human rights frameworks establish inclusive education as a moral and legal requirement.
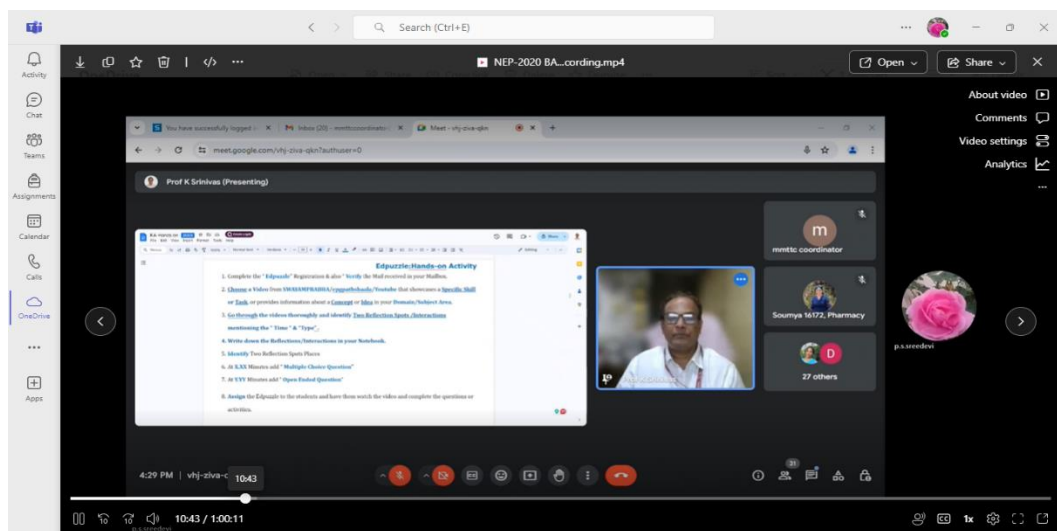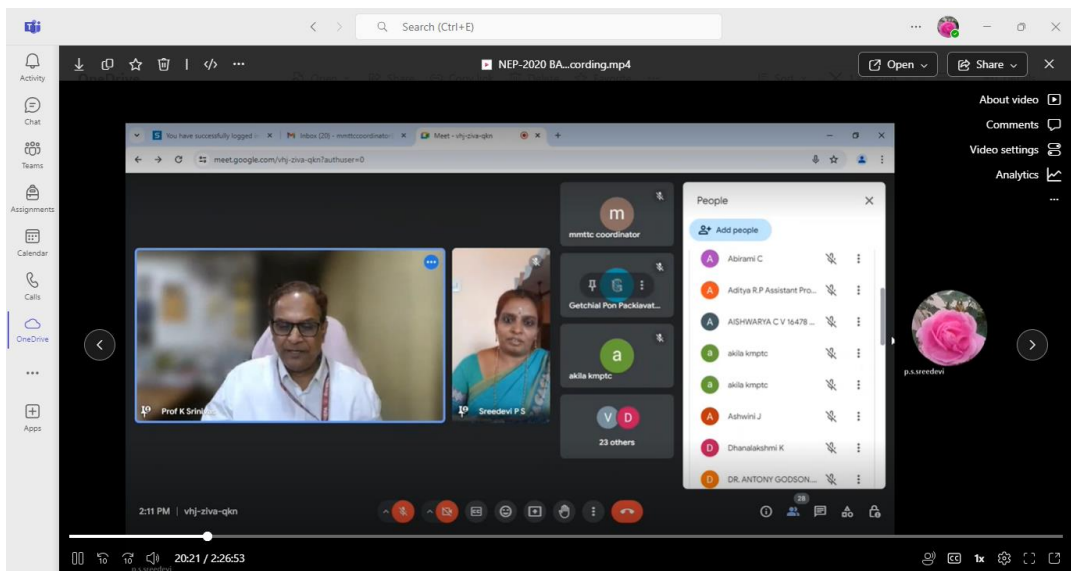
Understanding Student Diversity is the second subtheme that the speaker discusses. Diversity among students is defined by a range of factors, such as ability, socioeconomic situation, gender identity, sexual orientation, race, ethnicity, and language. Every student adds a different set of experiences, viewpoints, and learning preferences to the classroom, which enhances the learning environment. However, there are drawbacks to variety as well, including prejudice, linguistic difficulties, cultural misunderstandings, and unequal access to resources. The strategies for promoting inclusive education have been highlighted by Madam. These include Universal Design for Learning (UDL), which emphasizes proactive planning to accommodate the diverse needs of learners by providing multiple means of representation, engagement, and expression, and Culturally Responsive Teaching. Differentiated Instruction is a classroom arrangement that accommodates individual differences and promotes academic success for all. With this method, all students are guaranteed access to the curriculum and the ability to show their mastery in a variety of ways. The session windup with vote of thanks and feedback given by the participants.

Technical session VI (2:00 PM -5:00 PM)- 24.07.2024

Prof.A.SRINIVAS, National Institute of Educational Planning and Administration NIEPA, New Delhi delivered a session on **"Information Communication Technology"**. The purpose of the talk was to examine how ICT in education might revolutionize instruction and what it means for learning, teaching, and educational policy. He gave a general review of ICT and its importance in the realm of teaching. He clarified that ICT includes a wide range of technologies that make information generation, storing, retrieving, and sharing easier, such as computers, the internet, multimedia tools, and mobile devices. ICT in education can improve quality, equity, efficiency, and access by facilitating creative approaches to teaching and learning. In his talk, he emphasized the various ways that ICT may help with learning, teaching, and school administration. He examined the birth and development of MOOCs as a disruptive innovation in education and clarified that MOOCs are online courses that are available to an infinite number of learners globally and are frequently provided for free or at a very low cost by esteemed colleges and organizations. The session ended with the generation of material and a thorough understanding of how to build a MOOC platform with four quadrants utilizing various applications. The professor has expanded on his explanation of the MOOC course and how it affects the growth of individual learning. The lecturer talked about the benefits and drawbacks of using MOOCs and ICT in the classroom. All things considered, the meeting was really educational. Finally, the session was concluded with the Vote of thanks.

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Technical session VII (2:00 PM -5:00 PM) - 25.07.2024

Prof. P. NATARAJAMURTHY Professor of Economics & Head i/c Centre for Youth and Development Studies Bharathidasan University, Tiruchirapalli, delivered his enlightening lecture on **"SKILL DEVELOPMENT".** He underlined the need of skill development in order for people to succeed in the fast-paced, cutthroat job market of today. He also stressed the significance of soft skills in addition to technical talents. He talked about the need of leadership, problem-solving, teamwork, and communication skills for career advancement and success in the workplace.

The professor emphasized how universities in particular play a crucial role in helping students build their skill sets. He talked about the necessity of developing curricula and teaching
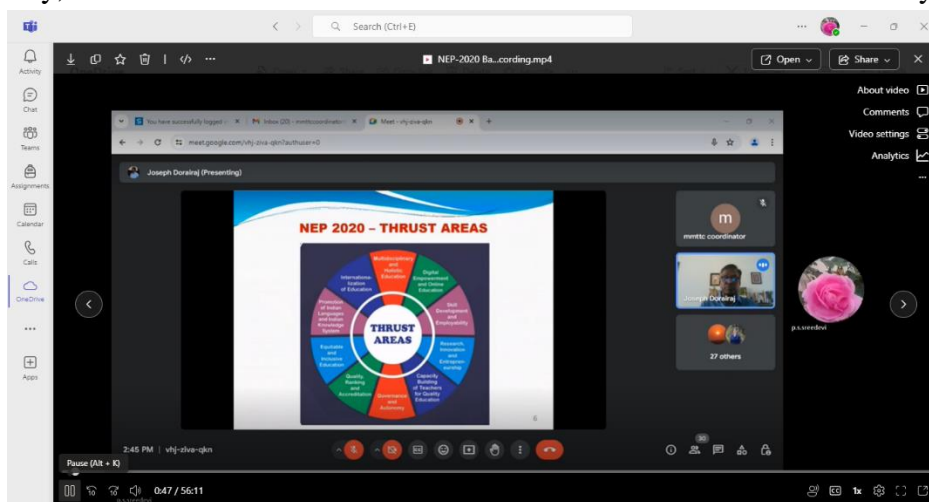
strategies that incorporate skill-building exercises into academic programs, as well as the importance of industry-academia cooperation in fostering skill development. The lecturer emphasized the significance of inclusive skill-development programs that strengthen underprivileged groups, such as women, those living in rural areas, and people with disabilities. He talked on how to encourage social inclusion and give everyone equal access to chances for skill development. Sir mostly discussed how technology can help with talent development. He discussed with the attendees how educational technologies, digital platforms, and online courses may improve skill acquisition and democratize access to learning materials. Session was concluded with feedback and formal vote of thanks by the participants

Technical session VIII (2:00 PM -5:00 PM) – 26.07.2024

Prof.A.JOSEPH DORAIRAJ Professor of English School of English and Foreign Languages Gandhigram Rural Institute-Deemed to be University, Gandhigram, delivered a session on **"NEP and Multidisciplinarity".** The session provided an in-depth exploration of the key aspects of the National Education Policy (NEP) 2020, emphasizing the importance of a multidisciplinary approach to education. The presentation highlighted how NEP 2020 seeks to transform India's education system by offering students the freedom to explore a wide range of subjects and equipping them with skills for the 21st century. The presentation began with a brief introduction to the NEP 2020, outlining its vision to create an inclusive and flexible educational framework. She has also emphasized the need for a shift from rigid, compartmentalized learning to a more holistic and integrated approach. The speaker highlighted that the policy's primary goal is to nurture curiosity, creativity, and critical thinking among students by promoting flexibility in choosing subjects and a multidisciplinary learning environment.

The Lecurer highlighted the NEP's approach to integrating vocational education with academic learning. This integration allows students to explore practical skills alongside their core subjects, such as combining courses in Engineering with Graphic Design or learning agricultural practices with courses in Business Management. This approach ensures that students are not only academically proficient but also acquire practical skills that are valuable in the job market. Finally, Session was concluded with feedback and formal vote of thanks by the

Technical session IX (2.30 PM -5.30 PM) - 27.07.2024

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 the Final test.