



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 IV

(For Faculty in Universities/Colleges/Institute)

Training Program ID: MMC-082-2024-MAR-B-00875

(19th March to 28th 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 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 – 1 (02.30 PM -5.30 PM)- 19.03.2024

Prof.Dr. M.A. Sudhir, UGC Emeritus Professor, Department of Education, Gandhigram Rural Institute Deemed to be University, delivered a talk on “**Higher Education and Society**”. He underscored the essential role of higher education in societal advancement, emphasizing that universities are key in generating proficient professionals, progressing knowledge via research, and nurturing critical thinking and innovation. He discussed the importance of ensuring equity and access in higher education. He 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. The speaker highlighted the societal obligations of universities in tackling urgent societal issues and how higher education establishments can contribute to societal progress through involvement with the community, research projects, and advocacy for social equality. Valuable insights were offered by the speaker on the transformative capacity of higher education in advancing societal progress. The session was wrapped up with feedback and appreciation from the attendees.

Technical session - 2 (2.30 PM -5.30 PM) – 20.03.2024

Professor B.V. APPA RAO, Professor of Chemistry (Retd) at National Institute of Technology, Warangal, delivered an enlightening lecture on the significance of “**Holistic and Multidisciplinary Education**”. The lecture was focused on investigating the transformative capacity of education in cultivating well-rounded individuals prepared to excel in an increasingly intricate society. The Speaker underscored the significance of comprehensive education, surpassing mere academic instruction to encompass the holistic advancement of individuals—cognitively, emotionally, interpersonally, and ethically. The necessity for educational establishments to establish settings that support holistic growth was accentuated, nurturing the physical well-being, emotional health, social adeptness, and moral principles of students alongside academic success. The latter part of the discourse accentuated the significance of experiential

learning in advancing comprehensive and interdisciplinary education. The academic advocated for immersive learning encounters that involve students in practical exercises, real-life ventures, and cooperative issue resolution. Through actively engaging in their educational journey, students cultivate analytical thinking abilities, innovation, and a profound comprehension of the subject matter. This segment furnished valuable perspectives on the transformative capacity of education in molding well-rounded individuals. The session concluded with an exchange of ideas among the participants and expressions of gratitude from them.

Technical session - 3 (2.30 PM -5.30 PM) – 21.03.2024

Prof. P. Natarajamurthy, an eminent Professor and Head i/c centre for youth and Development studies at Bharathidasan University, delivered a thought-provoking lecture on "**Skill Development**". He emphasized that skill development is crucial for individuals to thrive in today's dynamic and competitive job market and highlighted the importance of soft skills alongside technical skills. The discussion delved into the cruciality of skills for professional success and career progression.

S.No	OBJECTIVES	MARKS	PERCENTAGE
(1)	REMEMBER	20	40
(2)	UNDERSTAND	15	30
(3)	APPLY	10	20
(4)	SKILL	5	10

WEIGHTAGE TO OBJECTIVES:

The necessity for curriculum design and instructional approaches that incorporate skill-enhancement activities within academic frameworks was deliberated, highlighting the importance of collaboration between academia and industry in fostering skill development. Additionally, individuals were urged to adopt a mindset of continual learning and professional growth to keep pace with technological advancements and evolving job market requirements. The professor also stressed the role of technology in enabling skill development, illustrating how digital platforms, online courses, and educational technologies can broaden access to learning resources and improve skill acquisition. The session was concluded with a summary of the importance of equipping individuals with the essential skills to thrive in today's rapidly changing world, followed by feedback and a formal vote of thanks from the participants.

Technical session - 4 (2.30 PM -5.30 PM) – 22.03.2024

Dr. N. Devaki, Assistant Professor in Department of Education at Gandhigram Rural Institute, delivered an insightful lecture on "**Indian Knowledge System**". This lecture was aimed at investigating the abundant legacy of traditional Indian knowledge systems and their pertinence in the present era. The speaker emphasized the all-encompassing and multidisciplinary essence of

traditional Indian knowledge, which amalgamated spiritual, philosophical, scientific, and pragmatic discernments. The speaker underscored the noteworthy contributions of Indian knowledge systems to diverse domains of science and technology. The discourse delved into progressions in mathematics, astronomy, medicine, metallurgy, agriculture, and architecture, all of which stemmed from ancient Indian texts and customs. The discourse accentuated the significance of Indian knowledge systems in tackling contemporary predicaments. An argument was made for an equitable approach that upholds indigenous knowledge while welcoming developments in science and technology. Ultimately, an elaborate discussion ensued regarding the significance of education and consciousness in conserving and rejuvenating India's traditional knowledge systems. There was a call for endeavors to assimilate facets of Indian knowledge into formal educational syllabi, foster interdisciplinary exploration, and cultivate awareness about the worth of indigenous sagacity among students, academics, policymakers, and the general populace. To conclude, the professor wrapped up the discourse by acknowledging and commending heritage and fusing it with modern scientific knowledge, positing that India can leverage its complete potential to tackle contemporary challenges and contribute to global welfare and sustainability. This session proved to be genuinely enlightening for the attendees, and it culminated with feedback and expressions of gratitude towards the facilitator.

Technical session - 5 (2.30 PM -5.30 PM) – 23.03.2024

Dr. Anusha Ramanathan, Assistant Professor in Centre of Excellence in Teacher Education, at Tata Institute of Social Science delivered an enlightening 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. Emphasis was placed on the systematic nature of research, which aims to generate new knowledge, address issues, and enhance practices. Within the sphere of teacher education, research assumes a pivotal role in guiding pedagogical methods, shaping curricula, and shaping policies. Through research, educators can pinpoint areas needing enhancement, assess the impact of interventions, and stimulate ongoing innovation in educational practices. The lecture underscored the significance of equipping teachers with research competencies, fostering a culture of research within educational establishments, and offering avenues for professional growth and collaboration. By empowering teachers as researchers, programs designed for educator preparation can elevate the standard of education and contribute to its progress. The latter segment of the lecture delved into the significance of ethical behavior in research and development. Consideration was given to the ethical principles and standards that regulate research activities, encompassing integrity, respect for the rights of participants, transparency, and accountability. Ethical considerations are crucial in upholding the accuracy, dependability, and societal accountability of research findings and development projects. The session imparted valuable insights into the indispensable role of research in advancing education and fostering development, concluding with expressions of gratitude and feedback from the participants.

Technical session - 6 (2.30 PM -5.30 PM) – 25.03.2024

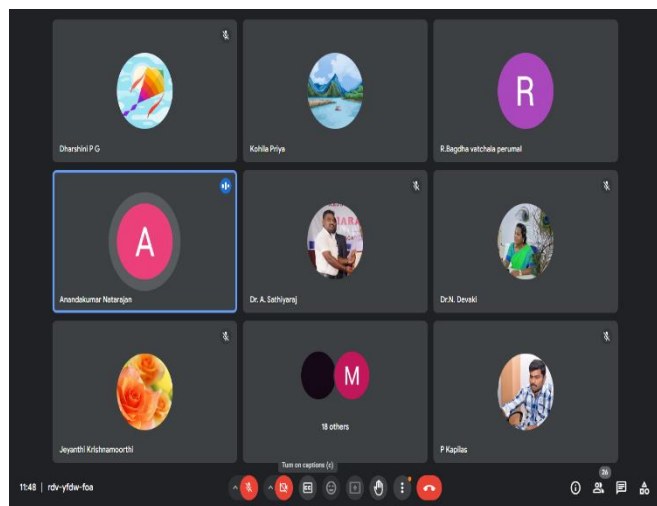
Prof.Dr. H. Indu, Professor and Deputy Dean, School of Education, Avinashilingam Institute of Home Science and Higher Education for Women delivered a lecture on “Student Diversity And Inclusive Education”. The presenter primarily emphasized the significance of inclusive education, as it extends beyond mere tolerance of diversity; its goal is to establish fair learning environments where each student is esteemed, respected, and empowered to thrive. Numerous studies consistently indicate that inclusive classrooms boost academic performance, foster social unity, and equip students for active citizenship in a diverse society. Furthermore, inclusive education is a legal and ethical duty enshrined in international human rights frameworks and national laws. The second sub-theme addressed by the presenter is the student Diversity. Student diversity encompasses a range of factors, such as race, ethnicity, language, socioeconomic status, gender identity, sexual orientation, religion, and ability. Each student brings a distinct array of experiences, viewpoints, and learning approaches to the classroom, enhancing the educational experience. This approach guarantees that all students have access to the curriculum and can exhibit their comprehension in various manners. By promoting Social and Emotional Learning (SEL), students can cultivate crucial social and emotional skills, including self-awareness, empathy, and conflict resolution, which are vital for establishing inclusive communities. Collaborative partnerships can offer additional resources, support systems, and cultural perspectives that enhance the educational experience for all parties involved. The third sub theme delved into Teacher Competencies concerning diversity and inclusion, with the presenter underscoring the importance of empowering educators with the skills to embrace diversity and foster inclusion to establish fair and enriching learning environments. The session concluded with expressions of gratitude, feedback, and some clarifications.

Technical session -7 (2.30 PM -5.30 PM) – 26.03.2024

Prof. Dr. A. Jahitha Begum, Head i/c,
Department of Education, Gandhigram
Rural Institute,

delivered a lecture on “Academic Leadership, Governance, and Management.” She presented valuable perspectives on the fundamental principles and necessary practices for effective leadership within academia. The significance of visionary leadership in institution was underscored by her. The discussion revolved around the

necessity for academic leaders to possess a well-defined vision for the future of the institution, aligning it with the evolving landscape of education and societal requirements. The emphasis was placed on the crucial role of strategic planning in academic establishments, with insights provided on how proficient strategic planning can assist institutions in navigating obstacles, leveraging



opportunities, and attaining long-term objectives. The critical nature of quality assurance in academic leadership, governance, and management was highlighted by the speaker. Various strategies for ensuring and enhancing the quality of education, research, and institutional procedures were deliberated. The importance of continual capacity development among academic leaders, faculty, and staff was stressed, along with an exploration of how investments in professional growth can bolster institutional effectiveness and promote innovation. Professor Begum underscored the necessity for academic institutions to be adaptable and resilient during change and unpredictability. The discourse centered on how cultivating a culture of adaptability and resilience can enable institutions to prosper in dynamic environments. Furthermore, her insights provided practical guidance for enhancing institutional effectiveness and fostering excellence in higher education. The session was concluded with feedback from participants and a proposed expression of gratitude to the resource person.

Technical session - 8 (2.30 PM -5.30 PM) - 27.03.2024

Prof.S. Senthilnathan, Director, UGC-MMTTC, Bharathidasan University, delivered her enlightening lecture on “**Information Communication Technology**”.The lecture aimed to investigate the transformative capacity of Information and Communication Technology (ICT) and its ramifications for pedagogy and educational development. It was elucidated that ICT embodies a wide array of technological tools, comprising computers, the internet, multimedia instruments, and mobile devices, that facilitate the generation, retention, retrieval, and distribution of knowledge. Within the realm of education, ICT has the potential to ameliorate accessibility, inclusivity, excellence, and efficacy through the facilitation of pioneering instructional and learning methodologies. The lecture underscored the ways in which ICT can bolster pedagogy, learning, and educational management. Professor Srinivas deliberated on how ICT strategies, such as multimedia demonstrations, educational applications, learning management frameworks, and online collaborative platforms, can enhance the teaching-learning process, and facilitate customized & adaptable learning encounters. Nonetheless, emphasis was also placed on obstacles like the digital divide, quality assurance, pedagogical efficacy, scalability, and sustainability, and strategic planning. Overall, the session was exceedingly enlightening. The session culminated with the participants' feedback and expressions of gratitude.

Technical session - 9 (2.30 PM -5.30 PM) - 28.03.2024

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

