

## **XIVth Short Run Course on Innovations and Rejuvenation on Teaching in Higher Education fom 12.12.2019 to 18.12.2019**

This programme was inaugurated by Dr. C.L JOSHY, Registrar, University of Calicut who specified the need and significance of the short run courses in the present scenario. Project Head Prof. (Dr) P.K. Aruna delivered the welcome speech and the TLC Director Dr. C. Abdul Majeed, former syndicate member cherished vote of thanks to the inaugural session. Forty one teachers from various colleges and universities attended the programme. There were two participants from Maharastra.

**12<sup>th</sup> December 2019**

**Resouce Person Dr. K. A..I Yahya, Associate Professor &Head, Department of Chemistry, University of Calicut**

**Topic: Outcome based Education**

All sessions of the day were headed by Dr.A.I Yahya, Professor & Head, Deparment of Chemistry, University of Calicut. In the first session he delivered a talk on Outcome Based Education. He mentioned that in outcome based education the emphasise is on what we expect students will have achieved when they complete their course. He specified the curriculum frame which is based on three aspects viz., course outcome, programme outcome and graduate outcome. Graduate outcome /attribute of course interconnecting three things such as knowledge, skill and value. He had explained Handerson Bloom taxonomy and its importance in setting course outcome, programme outcome and graduate outcome. This session was ended 12.30. P.M for lunch break

In the afternoon workshop sesions were conducted on Setting learning outcomes. At first he presented a model of how to align a course based on learning outcome. Then grouped participants based on their subject of study and directed to prepare an outcome based course module. All groups prepared and presented their own content and modified accordingly to the suggestions given by the resource person. The session was closed at 4.45 PM.

**13<sup>th</sup> December 2019 FN**

**Resouce Person Dr. K. Abdul Gafoor, Professor, Department of Education, University of Calicut**

**Topic: Concept mapping in teaching and learning**

The session was started by the resourse person with a discussion on innovative teaching. Innovative teaching is the method of teaching which improve education because it compels both students and

teachers to use higher level of thinking to solve problems. He emphasised the importance of concept maps in class room study. Concept maps are graphical tool for organizing and representing knowledge. Concepts usually enclosed in circle or boxes by interconnecting propositions. Words or linking phrases that specify the relationships between the two concepts are known as propositions. Concept map pertains to some situation or events that we are trying to understand through the organisational knowledge in the form of a concept map. Participants were grouped based on their subject. They prepared a concept map by taking a concept from their own subject. The resource person made correction to them at the end of the preparation. The activity was completed at 12.30 PM

**Date: 13-12-2019 AN**

**Topic: Role and Responsibilities of Teachers in the context of UGC  
Regulation 2018**

**Resource Person: Dr. T. Mohammed Saleem, Associate Professor, Dept. of Education, Farook Training College**

Second day afternoon session started at 1.30pm with a nice welcome speech. Dr. T.Mohammed Saleem, Associate Professor Farook Training College was the Resource Person of the session who is veryfamiliar to all the participants. Besides his academic excellene, he is well versed with service related matters. “Half knowledge leads to disaster” yes, it’s true in the case of the college teachers. Most of the teachers are less informed about their service related subjects such as promotion, the requirements needed to the next level. Many teachers did not submit their promotion file due to their ignorance. Reading and understanding the government regulation is also a Himalayan task for many of the teachers. Therefore the class was very useful and informative. The speaker made general evaluation on teachers’ career index under new regulation. He ended the class with the assurance that he would be available on the other side of the phone to answer any service-related questions.The session officially concluded with a vote of thanks.

**16.12.2019 FN**

**Resourse person: Dr. A. Hamed, Assistant Professor, Dept. of Education, University of Calicut**

**Topic: Teaching with the Brain in Mind**

Dr. Hammed was introduced by the participant Mrs.Shameera M.K.

He talked about the importance of relaxation in learning process. He stated that when mind is relaxed the body also relaxed. He explained the connection between movements and brain and also discussed the need of an education that connects neurology, teaching and class room behaviours. In

the lecture, he mentioned the role of emotions in learning and factors that influence brain in learning process.

Dr.Hameed's class was very informative and interesting. The participants enjoyed the class by doing lot of exercise including brain breaking action songs, brain gym etc. The session was ended with the vote of thanks delivered by Mr.Aboobecker.

**DATE: 16/12/2019 SESSION: 3 & 4**

**TOPIC: 'ICT for Teaching and Learning in Higher Education'**

**Resouce Person: Dr.Lajeesh V. L. (Director CUSS & Assistant Professor  
Dept. of Computer Science, University of Calicut)**

The second session of the third day was handled by Dr. Lajeesh V. L on the topic 'ICT for Teaching and Learning in Higher Education'. He gave emphasis to instructional design and blended learning with MOOC. He demonstrated how well we can construct a technology supported learning environment to our learners. The use of technology to bring customized learning and personalised instruction was also discussed. The practical session was handled by Mr. Nanda Kumar . His demonstration was not only energetic and interesting but also informative. He applied the concept 'Teaching with and through Information and Communication Technology'.

**Date: 17-12-2019 FN**

**Topic: Challenges faced by classroom teaching process**

**Resource Person: Dr Noushad, School of Gandhian Thoughts and Development Studies, M G University, Kottayam**

All session of the day was handled by Dr Noushad, School of Gandhian Thoughts and Development Studies, M G University, Kottayam. He focused on the various steps and challenges of the classroom teaching learning process. The idea of learners centrism, teacher pupil relation, infrastructure, teacher-pupil ratio, cognitive load, techno-logical advancements, etc. were some of the key issues discussed. A clear distinction between program, course, syllabus and curriculum was made to make the participants aware of the importance of curriculum designing and course designing. Assessment as/for/of learning lead us to new vistas of teaching framework. The meta-cognitive approach was so innovative and interesting. The importance of critical pedagogy which follow a teaching approach prepares the leader to question and challenge all kinds of domination was deliberated.

**17-12-2019 AN**

**Resource Person: Dr Noushad, School of Gandhian Thoughts and Development Studies, M G University, Kottayam**

**Topic: Learning from Learner's Perspective**

Dr. Noushad focussed on the shift of modern higher education from teacher centric to student centric pedagogy. The student is no more a passive listener, but an active participant. Learning is now not confined within the four walls of a classroom, but has a wider social context. Now the teacher is not the sole decision maker, but a facilitator. He has to set a cognitive rapport with the pupil and use advanced techniques to make his class effective.

Allen and Ryan proposes stimulus variation in reinforcement of concepts and by using explorative questions we can generate divergent thinking. Stimulus variation is deliberate changing of various attention producing behaviour to keep the pupil attentive. Critical pedagogy proposed by Freire is a new Marxian perspective which includes concepts like culture of Silence, dialogical method and it helps learners to question and challenge domination.

General education scenario in the present day faces issues such as over politicisation of academics, quantity and quality paradox, poor pedagogic quality, too theoretical and uni-disciplinary academics. Finally the issue of enrolment is also there, because in India only 20% of the population is enrolled for higher education.

**18/12/2019 FN**

**Resource Person: Dr. Lancy D Zousa**

**Topic: Modern Trends in Evaluation**

The session on modern trends in evaluation began with the introduction about the resource person by Preethi.N, NSS College, Ottappalam.

The resource person described the domains of learning such as cognitive, affective and Psychomotor along with new perception on learning. 21<sup>st</sup> century required teaching skills, innovation skills, life skills, career skills etc. Here technological skill needs to interestingly execute successful class room teaching. Role of summative and formative evaluation with the help of ICT, new trends in evaluation with online examination is nowadays common practice in many universities. Student on demand is very important in curriculum construction. All these were followed by an interaction with the participants, sharing idea on new trends.

**18.12.2019:AN**

**Topic: The New National education policy and the Proposed Reforms in Higher Education**

**Resource Person: Dr. Shakeela Shamsu, Officer on Special Duty, The New Education Policy, Department of Higher Education, MHRD, New Delhi**

Dr. Shakeela Shamsu had given a talk on the recommendations of new educational policy.

#### I Early childhood education:

- The Policy emphasizes the criticality of the early years and aims to ensure quality early childhood on age between 3-6
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- Curriculum and pedagogy: A new developmentally-appropriate curriculum and pedagogical structure for school education based on principles of brain development and learning has been developed based on a 5 + 3 + 3 + 4 design
- Universal access: The Policy aims to achieve 100% Gross Enrolment Ratio for all school
- Equitable and inclusive education: The Policy has several concerted initiatives to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background
- Teachers: Teachers will be recruited through robust, transparent processes, promotions will be merit-based, multi-source periodic performance appraisals will happen and progression paths to become educational administrators or teacher educators will be available.

#### II Higher Education:

i. New architecture: A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.

ii. Liberal education: A broad-based liberal arts education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields will be put in place. This would have imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points.

a. Liberal education with broad multi-disciplinary exposure, intended to develop Constitutional values, will be the basis of higher education. This will develop important life capacities, rigorous disciplinary understanding and an ethic of social and moral engagement. This will be the approach at the undergraduate level across all disciplines, programmes and fields, including professional and vocational fields.

b. The Centre will set up ten Indian Institutes of Liberal Arts/ Multidisciplinary Education and Research Universities on the model and standards of the Indian Institutes of Technology.

c. Imaginative and flexible curricular structures will enable creative combinations of disciplines of study, and offer multiple useful exit and entry points for students, thus demolishing currently prevalent rigid boundaries and creating possibilities for lifelong learning. Graduate (masters and

doctoral) level education will provide rigorous research-based specialization.

d The 4-year programme will provide students the opportunity to experience the full range of liberal education. This will be called the Bachelor of Liberal Arts in the chosen Draft major and minors. The 3-year programme will lead to a Bachelors' degree. Both programmes may lead to a degree 'with honours,' if the students does research work.

e. Certain professional streams (e.g. teacher education, engineering, medicine, law) may only have a 4-year duration (or more) for the undergraduate degree.

f. Institutions will have the flexibility to offer different designs of Master's programmes, e.g., there may be 2-year programme with the second year devoted entirely to research, for those who have completed the 3-year undergraduate programme; there may be an integrated 5-year Master's programme; and for students completing a 4- year undergraduate degree with honours, there could be a 1-year Master's programme.

g. The M.Phil. programme shall be discontinued.

iii. Governance: Institutional governance will be based on autonomy - academic, administrative and financial. Each higher education institution will be governed by an Independent Board. d. Regulation: Regulation will be 'light but tight' to ensure financial probity and public- spiritedness - standard setting, funding, accreditation, and regulation will be conducted by independent bodies to eliminate conflicts of interest.

a. All higher education institutions will become autonomous self-governing entities and the practice of 'affiliation' will be stopped. 'Affiliated colleges' will be supported to develop into autonomous degree granting colleges and 'affiliating universities' will develop into vibrant multidisciplinary institutions.

b. The National Higher Education Regulatory Authority will be the only regulator for all higher education, including professional education. All current regulatory bodies will transform into Professional Standard Setting Bodies.

### III National Research Foundation

A new entity will be set up to catalyze and expand research and innovation across the country

- Funding research in all disciplines across the academic landscape through a competitive, peer-review based process
- Building research capacity at academic institutions across the country
- Creating beneficial linkages between researchers, government and industry to ensure that the most urgent national issues are researched and the latest research breakthroughs are implemented for the public good
- Recognizing outstanding research through special prizes and seminars

iv Promotion of Indian languages

The Policy will ensure the preservation, growth, and vibrancy of all Indian languages

Focus on language, literature, scientific vocabulary in Indian languages will be enabled through strong Indian language and literature programmes across the country, recruitment of teachers and faculty, focused research, and promotion of classical languages.

v Financing Education

This Policy commits to raising educational investment as it believes that there is no better investment towards a society's future as the benefits of education accrue to society as a whole.

There will be substantial public investment to expand and vitalize public education.

Increase in public investment on education, by both the Central government and all State Governments, to 20%, over a 10 year period

The matter of commercialization of education has been dealt by the Policy through multiple relevant fronts, including the 'light but tight' regulatory approach, the substantial investment in public education, and by mechanisms for good governance including transparent public disclosure

vi. Rashtriya Shiksha Aayog

Rashtriya Shiksha Aayog or National Education Commission will be formed, headed by the Prime Minister - this will be the custodian of the vision of education in India.

The Aayog will comprise eminent educationists, researchers, Union Ministers, a representation of Chief Ministers of States and eminent professionals from various fields. All members of the Aayog will be people with high expertise and record of public contribution in their fields, and will be people with unimpeachable integrity and independence.

## **VALEDICTORY FUNCTION**

Prof. (Dr.) P.K Aruna , project Head, MHRD-TLC, Department of Education, Calicut university delivered the welcome speech in this session. The session was chaired by Dr. Meera, HOD, Dept. Of Education, Calicut university. Dr. C.L Joshi, Registrar, University of Calicut inaugurated the function. Dr. Shakeela , special officer , MHRD, New Delhi distributed certificates to the participants. Dr. Santhosh. P.P (team leader) , Assistant professor, Department of Zoology, Sreekrishna College, Guruvayur placed the vote of thanks to the session. The session was closed at 4.30pm after a photo session..