REPORT

Seven Days Faculty Development Program

On
Professional Development: Challenges and Responses

Date- 24th August, 2020 – 30th August, 2020

ABOUT THE PROGRAMME

Faculty Members are the intellectual resource of an Academic Institute. They have a significant role to play in shaping the career of young learners. Faculty Development Programme is the Institutional initiative for strengthening the professional development of Faculties. The emphasis is to help the Teacher Educators in increasing the effectiveness of teaching with skill based inputs. It is an opportunity for Faculty members to introspect on current knowledge and the essentials of effective teaching, learning, assessment and research.

The Faculty Development Programme (FDP) hosts group workshops and individual consultations for the faculty to develop and share their experiences, explore creative pedagogic methods and resources for learning framework. Today the profession of teaching has become quite challenging. Teacher Training Institute is expected to be both effective and research oriented. A teacher can teach all day long and cover an extensive amount of material, but if students do not assimilate and correlate the learned contents it leads to wastage and under utilization of human resources.

Being an Educator is not just about sharing knowledge, it is about making sure that learners truly integrate the knowledge with objectives. Teaching without effective learning is not fruitful. For an effective teacher, one needs to possess the ability to deliver the domain knowledge with appropriate pedagogical tools.

A dedicated teacher is also required to contribute to the frontiers of knowledge in his/her areas of subject expertise and gain working knowledge of other domains as Education is interdisciplinary in nature. For this, every teacher needs to continuously upgrade himself/herself by engaging in research and pedagogical knowledge. The Faculty Development Programme (FDP) is aimed at honing the teaching, classroom management, students support; adoption of new method and collaborative measures.

Faculty development refers to a range of activities that are perceived to help academicians in improving their professional skills that are vital for carrying out their teaching, research or administrative activities in medical education. **Faculty development programs (FDP)** have proven to be successful for improving teaching skills in higher education. This review article summarizes literature reviews and resource books on faculty development.

The Online program at Rajendra Academy for teachers Education presented its ideal structure, features that make FDP effective, and outlined the barriers to its

successful implementation as well as the future vision. This report also highlighted the situation of FDP in today's competitive world of education. Finally, the program concluded that professional of FDPs are capable to produce eminent and promising outcomes in the learning and teaching practices and recommended that teachers in higher education should attend FDP training activities on regular basis and that the scope of planned FDPs should extend beyond the health professions discipline, to include social skills necessary for collaboration, professional growth as well as management, and leadership abilities.

OBJECTIVES

The core of Faculty Development Programme (FDP) is to promote campus wide excellence in teaching for professional enrichment of the faculty members. FDP at Rajendra Academy For Teachers' Education has the following objectives.

- To explore multiple forms of teaching pedagogy with improving teaching effectiveness.
- To make the faculty members aware of the emerging technologies for teaching, learning and assessment.
- To orient the faculty members about Institutional objectives, vision and mission.
- To facilitate the faculties in multiple roles.
- To enhance capabilities of theory building and contextual application of theories.
- To provide support and guidance for publication in renowned Academic Journals.
- To train the Educators for skill based inputs with best practices.
- To improve research skills with quality work.
- To gain expertise with modern methods of teaching.
- To inculcate the professional values, ethics, and competencies among the teachers.
- To provide guidance to adopt changes in the curriculum according to the industrial needs.

Chief Patron
Shri. Jayanta Kr. Chakrabarty
Chairman, RATE

Honorary Academic Director
Dr. Dhirendra Kumar Mohapatra
RATE

Convener
Prof. (Dr.) B. C. Swain,
Principal, RATE

Chief Guest
Dr. Samarendra Mohan Ghosh
Chairman, Sri Aurobindo Society,
Durg Centre, Chhattisgarh

DAY-1 (24-08-2020),11:00AM

"Behaviouristic approaches to teaching and learning".
Prof. G. C. Nanda Former Dean, Ravenshaw University, Odisha

The programme started with a brief introduction about the need and importance of the programme by our host Dr. Madhumita Baidya, Associate Professor in Rajendra Academy for Teachers' Education. She also told few words about our institution as well.

Then she welcomed our Chief Guest, Chief Patron, Honorary Academic Director, Convener.

Chief Guest was Dr. Samarendra Mohon Ghosh, Chairman, Sri Aurobindo Society, Drug Centre Chattisgarh. Chief Patron was Sri Jayanta Kumar Chakraborty, Chairman, RATE.
Honorary Academic Director was Dr. Dhirendra Kumar Mahapatra, RATE.
Convener was Prof. (Dr.) B.C. Swain, Principal, RATE.
After that our Principal, the convener of the Faculty Development Programme gave an welcoming speech followed by the aim and objective of this programme.

He mentioned that Rajendra Academy was established on the dynamic leadership of Sri Jayanta Kumar Chakraborty, our honorable chairman. As Rajendra Academy for Teachers' Education emphasizes on best practices of attainment of its vision and mission that is qualitative development in teacher education the institution is committed to provide skill based input for bridging the gap between teaching competency with the contemporary requirements. It is a unique opportunity for the faculty to engage with various experts to interact and share and sharpening the pedagogical advancement, teaching methodology and strengthening the current practices to guide the pupil teachers for the attainment of their professional success.

After his valuable speech our academic director, Dhirendra Kumar Mahapatra was handed over the batton for conducting the programme. Through a short speech he conveyed the motive behind this Faculty Development Programme.

Then our Chief Patron, Jayanta Kr Chakraborty conveyed a speech on importance of teachers' competency, importance of this Faculty Development Programme and he completed his speech with various Educational Policies.

Then our Honorary Guest Prof G. C. Nanda, Former Dean, Ravenshaw University, Odisha, started his speech
on "Behaviouristic approaches to teaching and learning".

Prof. G. C. Nanda started from psychology as the science of behaviour and proceeded with Pavlov's concept of elicited behaviour, followed by Edward Thorndike's laws, Watson's behaviourism, learning environment of social, cognitive, Skinner's operant conditioning and emitted behaviour, Skinner's Programmed Learning, Neo behaviourist.

He also discussed about the Logical Positivism, Drive Reduction theory, Learning Theories, Bruner, Ausubel. Discussed about the policies, Constructivist Learning, Cooperative Learning, Collaborative learning.

As per our Honorary Guest, 'process is not important but the output is important. Learning must be objective specific. Teachers are facilitators'.

After the detailed explanation of all these important and relevant points vividly he completed his speech
with the line 'practice makes a man perfect'.

It was really an enriching session for all the faculty members. The session was ended with an open discussion.
Dhirendra Kumar Mahapatra sir asked a question that 'How this behaviouristic approach can help the students in this pandemic situation?'

Our Honorary Guest answered that 'this Behaviouristic Approach actually contributing to the teaching– learning system through Programmed Learning, Teaching Machine, and Computer Assisted Instruction. Behaviouristic Approach contributes in imitation, observation, demonstration. We need to try to make it innovative, creative, and interactive too. Without existence of Behaviourism, constructivism cannot exist. Thus presently in this pandemic situation also we all are using Behaviouristic Approach for teaching and learning'.
With the relevant and effective conversation the programme came to the end. All the faculty members really had a wonderful learning experience.

"Alternative techno- pedagogical approaches to classroom transaction".
Dr. Deepak Mashru, Assistant Professor, Marwadi University, Rajkot, Gujrat

Programme started with introductory speech of our academic director Dhirendra Kumar Mahapatra sir.

Mission of FDP was to provide a unique opportunity to all the faculty members to engage with learned experts and sharpen the teaching methodologies, pedagogical advancement and focusing on current practices in this pandemic situation.

He welcomed Dr. Masru with giving a brief introduction for him.

On that day our respected speaker was Dr. Deepak Mashru, Assistant Professor, Marwadi University, Rajkot, Gujrat.

Dr. Masru enlightened the faculty members with in the area 'Alternative techno-pedagogical approaches to classroom transaction'.

He started the discussion with PPT presentation. His objective was to make the participants understand the concept of techno-pedagogical approach and to make them understand the difference between pedagogical and techno-pedagogical approaches.

His motive was to make the participants conceptualize and implement alternative techno- pedagogical approaches.

Dr. Masru started with a very relevant quotation, 'we need technology in every classroom and in every student's and teacher's hand, because it is the pen and paper of our time and it is the lens through which we experience much of our world.' – David Warlick

He explained about the generation gap in continuation. According to him, until and unless we are not aware of using proper and blended technology for teaching-learning, there is no meaning of using it. Pedagogy is the art and science of teaching. So the teachers need to aware of these pedagogical approaches and pupils need to construct their own understanding with teachers using various teaching methods to engage pupils to enable pupils to access the very best learning in order to shape their own intellectual journey.

He suggested that it is very important that using technology how you can meet

the need of pedagogy. He explained TPACK (technological pedagogical and content knowledge) in details with diagram and its usefulness in the present era. He also explained the challenges and opportunities of TPACK in classroom situation. In this context he shared his own classroom experience, the challenges that he faced and shared the solution he took using the help of technology.
He also explained the importance of Bloom's Taxonomy.

In a nutshell he explained how one can make the online class attractive and meaningful with keeping in mind various constraints. Desire, infra, need, skill, willingness, acknowledgment are the important issues for creating a learning environment. A teacher needs to be aware of all these.
After that above detailed discussion he opened the session for further discussion. Few questions were asked. Like
For the question 'What is SPSS?' he answered that it is software package for social science through which one can do any sort of statistical calculation but the same job can be done through Excel also.
For another question 'How one can collect samples online?' he answered that one can use Canvas, Google Meet, Google Classroom, etc. as alternative platform to gather data easily.
For the question 'How one can create classroom situation by mobile learning?' he answered that Apart from the teaching a teacher must interact with the students, while teaching the teacher must get in touch with the students, that means there must be a two way communication, then only the teacher can create a situation like classroom.
Dr. Masru completed his speech by saying 'If there is a will there is a way and if you are not updated, you will be outdated'.
It was really very insightful and enriching session and very much relevant to present era.

DAY-3 (26-08-2020),11:00AM

"Constructivist approaches to teaching and learning".
Prof. Harihar Sarangi Former HOD, School of Education, GM University, Sambalpur

His deliberation included the following points :

- Human being is a rational animal endowed with instinctive potential of higher order thinking.
- 20th century teaching– learning strategies were based on the findings from experiments based on animals like rats ,dogs, pigeons etc.
- In the new age learner is at the centre. Accordingly definition of learning is
- reshaped in the present day thinking.
- Types of constructivism
- Lesson plan based on constructivist approach.
- Role of teacher
- Curriculum

In the 20th century Behaviourists propounded learning theories like classical conditioning, insightful learning, operant conditioning, Trial and Error . Thorndike, Pavlov, Kohler, Skinner experimented on rats, dogs, pigeons to find their basic mechanism of learning new behaviour. They made simple study of stimulus and response. And this was the fountain source of their learning theories.

.And 20th century teaching strategies were based on these findings which emphasised on drill and practice. Accordingly learning was considered a relatively permanent modification in behaviour as a result of practice.Dr.sarangi pointed out that implicitly it was based on Newton's third law of motion...i.e every action has equal and opposite reaction.

The greatest lacunae of this theory was it's incapacity to comprehend the way human brain works. They thought of action and reaction but missed on the critical factor that's reflection. It is the ability to reflect which enables human beings to construct things they want to.

Nothing can be ultimate or absolute. It depends on a person's perception and interpretation. Accordingly ideas are created at individual level and not given.knowledge is created by ones own understanding and not delivered.

So in the 21st century learning is construction of knowledge individually or collaboratively when engaged with natural or social experiences.learning is not acquisition rather it is construction of knowledge.

In this context he highlighted the different types of constructivism : cognitive, social and radical constructivism.

Constructivism is not a new age finding. It's history can be traced back to the time of

Socrates. And down the line Rousseau, Dewey, Brunner all advocated to explore and not accept things . Answer to the question when India got independence can be

given in different ways. There is not one correct answer . This is brain tasking, divergent thinking, exploring. Laws of exercise ,drill practice collapses on the face of newer ways of learning.

Piaget explicitly stated how new knowledge is created with the technique of assimilation and accomodation.

The learner has to be taken beyond the class room. Rigid methods chaining the creative process of thinking has to be unshackled .Then only the learner will get engaged with the experience and individually and collectively he works employing assimilation, accomodation and creates his novel ideas.He is not to be told .He is to find out.

Teaching learning in this context is based on the principle of construction,co operation, culture.

5 E lesson plan model is based on constructivist approach.It includes Engage Explore Explain Elaborate Evaluate.

Critical pedagogy is what our institutions will look forward to in the coming days. Teacher's will have a more challenging role in the new curriculum as facilitators and navigators. This will call for not only subject knowledge but teachers have to be equally adept in dealing with individual differences in the process of arousing–guiding them to the goal of creativity.

DAY-4 (27-08-2020),11:00AM

"Professional Development of teachers in Global perspective and exposure to professional enrichments"
Dr. Ismail Md Zain Former Excellent Lecturer, Malaysia Institute of Teacher Education,

Honorary Academic Director RATE Dr. Dhirendra Kumar Mahapatra gives the introductory speech for this programme. Dr. Mahapatra welcomed and greeted excellent and experienced educator and lecturer Dr. Ismail Md Zain, Former lecturer, Malaysia Institute of Teacher Education.

Chief Guest first thanked the convenor of this conference for giving her the opportunity to speak over here. He had congratulated Rajendra Academy for Teachers Education for being able to organise the valuable seven days long webinar. He addressed everyone as an educationist and told that everyone needs

to share their knowledge to move forward and put a positive mark on education.

Professional development transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for today's students. Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs.

It is particularly important for school administrators to encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. He also stated that Professional development for teachers makes them more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record-keeping strategies.

Education thus must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experimental, holistic, integrated inquiry-driven and discovery-oriented learner-centred, discussion-based , flexible and of course enjoyable.

The growth of online education programs is one of the most pressing and rapidly changing issues faced by faculty members and administration in higher education. He described that the pandemic situation of covid-19 has successfully forced global shutdown of several activities, including educational activities, and this has resulted raid spread of online learning in educational platform. So according to Dr. Ismail Md Zain transformation should be applicable as per situation.

Dr. Ismail MD Zain congratulated Government of India for this new Education Policy. According to him, this is a landmark change by the Indian Government, as they have replaced the 34-year-old National Policy on Education, which was framed in 1986, with the New Education Policy of 2020 and the National Education Policy 2020 has been introduced at the right time, to complement the process

and vision of creating quality institutions, a culture of innovation, and a highly skilled workforce.

The teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspective and knowledge formation of dispositions and values, and development of practice under the best mentors.

Teachers must be grounded in Indian values, languages, knowledge, ethos and traditions including tribal traditions, while also being will-versed in the latest advances in education and pedagogy. The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. The policy aims to ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

According to him, one of the biggest challenges of learning how to present the content to get it across effectively and keep students interested. Teachers need to take steps to engage students because it helps students become active participants in their own learning.

When educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lectures styles and curricula to better suit the needs of their students. Professional development for teachers make them more efficient in their presentations and course evaluations by exposing education to new delivery methods, evolution styles and recordkeeping strategies.

DAY- 5 (28-08-2020),11:00AM

"Effective classroom management using technology"

Professor Ramakanta Mohalik, Regional Institute of Education (NCERT), Bhubaneswar-751022.

The faculty development program gradually approaches to its 5th day of the

schedule. The chief speaker for the day was Prof. Dr. Ramakanta Mohalik, Regional Institute of Education (NCERT) Bhubaneswar. It was 11 AM and (/ /2020) the session took its gradual approach towards the main course of the discussion.

The professor focused upon the importance of technology and the real purpose which can be involved in the daily activity that makes the purpose of teaching worthy. Professor Mohalik focused upon the significance of ICT in the purpose of teaching that makes teacher equipped while among students in class. It is about shifting from linear to exploratory mode of learning.

It was a real bliss to see Dr. Mohalik to the session through online. Dr. Mohapatra expressed his heartiest gratitude to the Guest speaker and welcomed to deliver his speech. His worthy words are sure to create that educational enlightment among the faculties which they can use copiously in the later competitive days.

According to Prof. Dr. Ramakanta Mohalik, this session aims at equipping the teacher educators with the requisite skills and knowledge with a view to enriching the core competencies and practices for guiding and monitoring the pupil – teachers' for the attainment of their professional success. The authoritative approach is the best form of classroom management style because it is the one most closely associated with appropriate student behaviors.

His speech took over the session for over one hour and he completely talked about by spotlighting the effectiveness of classroom management using technology. Digital citizenship may be the buzzword of the decade, but it is of great importance. Students are often thrown onto computers without any direction on how to behave or perform.

Without guidance, students will approach academic digital work with the same relaxed mindset they bring to social media or online games outside the classroom. It is much easier to be proactive and teach them how to be professional than to deal with cyber bullying, or worse, later. This is where a perfect teacher plays his or her role. It is the duty of the teacher to help the student understand the need of ICT and using of knowledge in the later course.

Due to pandemic, all of us have learnt how to use computer technology and get through the basics of learning and involve students into the teaching-learning process through new pedagogical approaches. Being a teacher it is important that their presentation needs to be authentic, dedicated and full of insightful knowledge irrespective of online or offline platforms. This is because in both the cases students are the main-centric focus.
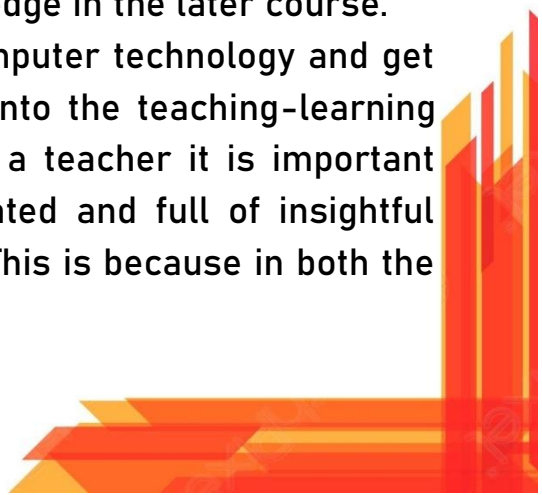
As a teacher, providing a safe, insightful and comfortable classroom environment with maximum opportunities for student learning process is the real motive. These are the most important factors in governing student behavior. All students' interests, strengths, and cultural backgrounds are welcomed and valued. When it is online, the challenges are more as it is totally virtual in its aspect.

ICT itself crates interest in a student irrespective of their age. The classroom needs to be more tech-equipped than just well-equipped in all its forms. It is then when we can call effective. Through technology, a teacher and his or her student aptly explores the opportunities that can make things highly appreciating and more effective than others. Making meaningful connections is the basic objective of the teacher while using ICT as one of the effective strategies of classroom.

DAY- 6 (29-08-2020),11:00AM

"Using technology for assessment of learning performances".
Dr. Poonam Singh Kharwar, Banaras Hindu University

The 6th day of the FDP programme was supposed to be help with Dr. Poonam Singh Kharwar. She was all prepared for her speech and delivery of her speech. As luck would have it, It was all due to the technical problems which was unavoidable the programme with her could not proceed longer. Thus Dr. D. Mohapatra, the Honorary Academic Director of Rajendra Academy for Teachers' Education truly focuses upon the topic of the Faculty Development Programme so that imparting of knowledge session does not stop.

Dr. Poonam Singh Kharwar- Dr. Poonam Singh Kharwar, Professor from Beneras Hindu University, Varanasi who participated in the programme to share her ideals and logical views upon the FDP programme. She has improved the quality of education, it become essential to improve the teaching skills and knowledge of the teachers in the subject they teach.

The teachers and the trainee teachers solely comply with the quality of the education and its advancements. The students equip themselves to become readily employable with the living pride of the society. She also added that delivery of the lectures of the various subjects might get them equipped with the e-learning link.

The goal of the education is to develop the core engineering skills as well as make students inspire to be the problem solvers of the society rather than simply engaging in mere lectures. Everything was going quite well but due to technical breakdown, the entire session was corrupted and it disrupted quickly.

Dr. Dhirendra Kumar Mohapatra– Dr. Mohapatra said that there has been a great issue which has been coming up all It is due to the pandemic that the online classes have become prominent. The objective of this online Programme is to provide a framework and necessary data-analytic tools required to process large numeric datasets, inference from which can be used for data-driven decision making. The Programme will focus on examples from various management domains. Apart from learning data-analytic tools, the participants will be exposed to uses of the latest software, and also learn about the online learning and strategic e-learning strategies. While knowledge of preparing scripts in R will be disseminated as a part of the overall objective of the Programme, it will not attempt to be at a specialist level.

While discussing about the benefits of the programme he discussed the reasons why it is important to participate in the Faculty Development Programme (FDP). The explosion of online higher education and advances in technology provide examples and rationale for why faculty development for e-learning is needed. Successful strategies, barriers and an evaluation of the multi-campus faculty development model experience will be presented in a format that allows for replication across disciplines. Online learning is an emergent delivery method and strategy in higher education. As the number of e-learning students expands, so too does the demand for quality instruction in the virtual classroom. Faculty is often ill prepared to adopt instructional and pedagogical strategies necessary for online teaching and learning. Online faculty need to learn new methods of teaching, communicating, and working with new technologies, just as online students need to transition to new ways of learning when moving from face-to-face, traditional classrooms to virtual classrooms. Faculty learning communities are an example of faculty development that can connect geographically and demographically diverse individuals from multiple schools to collaboratively achieve common purpose.

DAY- 7 (30-08-2020),11:00AM

"Conducting Projects, Practicum & Internship programme using innovative technology".
Dr. Mrinal Mukherjee, Associate Professor, WBUTTEPA

The last day of the programme was planned with much more stronger technical support so that there is no break of the session in between disturbing the growth of the schedule. The last day of the programme schedules included special session by Dr. Mrinal Mukherjee, Associate Professor, WBUTTEPA. Dr. D.K Mohapatra welcomed and thanked all the members of the RATE family and especially the Honourable Chairman Shri Jayanta Kumar Chakrabarty for establishing such a glorious platform and that is why we have all collaborated with a common objective to serve the world of education with serious and result-oriented results. Dr. Mohapatra also thanked Prof. (Dr.) B.C Swain, Principal-in-Chair for his thoughts, ideas and actions which have given shape to this Faculty Development Programme (FDP) with much expertise even in this period of Pandemic situation of COVID-19.

Dr. Mrinal Mukherjee, Associate Professor, WBUTTEPA is well-renowned for his practical and fantastic public speaking emblem to the youth society. He discussed upon the benefits and ways of conducting the assessments, assignments online which are right now the need of the hour. He added that no nation can prosper without even looking for better analysis. He also said that teachers should be equipped with the modern treatment materials that can find the best solutions which can

Valedictory Session

Dr. D.K Mohapatra, Honorary Academic Director thanked all the faculties and the staff members who have equal and immense support and participation in making this faculty Development programme quite successful. Yet we are staying part from each other still we are connected with one objective, one scheme and one goal to reform this society with the best equipped resolutions so that the world can see a change that is going to drive out all darkness and issues.

The honorable speakers and the resource persons provided awesome ideologies and also shared the teaching techniques as well as classroom strategies that are going to be a teacher's handy with better views. He wonderfully portrayed the reference between Dronacharya and Arjuna. He also said that in 2012, the Verma Commission has reported that there are almost 80% of the teacher institutional colleges which are actually run by government or private concerns but they are very vehemently not at par with the educational policies which should be the need of the hour.

Presently India has about a robust structure of educational institutional sectors. There should be practical knowledge and field engagement which is the particular credit of a course which serves the purpose. There should be a very disperse and interactive representation to the course. It should be projected how it is beneficial and how it is brought with teacher education course. The learner should not be denied from the modern approaches of learning and teaching as it is quite important. He also requested the Govt. of India that Indian should be focused upon enhancing the research based education and then implement better strategies with quality development embedding the technology.

He also imposed that apart from pandemic, a teacher should know how to use the technology in the educational sectors. He presented PPT presentations where the new educational policy stated that teacher must be at the centre of the educational presentation. His session was so engaging and quite informative so participants started enjoying the webinar and the development programme.

Dr. D.K Mohapatra thanked experts who shared their expository knowledge about their skills and their knowledge which is going to stand as teaching aids for the teachers of the future generation. The experts successfully submitted their best researched ideologies through PPTs, speeches and lectures combining which we can fight the shortcomings of the teaching learning processes during this pandemic situation of COVID-19. Thus it is simply innovative and much advanced in all its form.

With all his best wishes and regards he ended his speech and left behind his expectation that meant that Rajendra Academy for Teachers' Education will be coming up with great programmes so that things can be more descriptive and innovative throughout and teachers and teaching could be improved without any failure or issues.