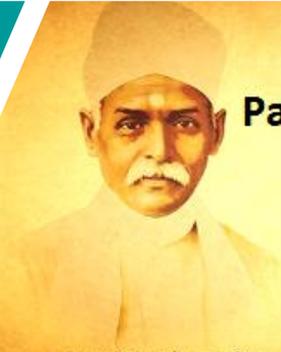




Teaching Learning Centre

A Centre of Excellence for Curriculum & Pedagogy

Tezpur University



**Pandit Madan Mohan Malaviya
National Mission on
Teachers and Teaching**

महात्मा पं. मदन मोहन मालवीय
"अध्यापक राष्ट्र का सर्वश्रेष्ठ सेवक होता है"

Annual Report 2017-2018

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शिक्षण अधिगम केंद्र / TEACHING LEARNING CENTRE

तेजपुर विश्वविद्यालय / TEZPUR UNIVERSITY

(पाठ्यक्रम व अध्यापन कला का एक उत्कृष्ट केंद्र / A Centre of Excellence for Curriculum and Pedagogy)

पंडित मदन मोहन मालवीय राष्ट्रीय शिक्षक व शिक्षण मिशन

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching



PREFACE

The Teaching Learning Centre (TLC) of Tezpur University started its journey in January, 2016 as the only such centre in the state of Assam under the Pandit Madan Mohan Malaviya National Mission on Teachers and Training (PMMMMNMTT) scheme sponsored by the Dept. of Higher Education, MHRD, Govt. of India. Till now, TLC, TU has been successful in imparting training to more than 900 participants through 18 programs. In 2017-18, TLC has conducted nine programs and trained more than 400 teachers and prospective teachers. Through these programs TLC has been able to relentlessly pursue its mission of promoting best practices in teaching and learning. This year's main focus areas of the conducted activities were teaching learning pedagogy, learning through second language, generating resources in specific fields of pedagogy and professional development through various skills.

TLC has grown in terms of infrastructure as well. The permanent building of TLC is supposed to be completed within the next financial year. TLC has now forayed into development of digital content in the year 2017-18 by way of generation of video modules which are uploaded in the TLC webpage with a link to TLC, TU YouTube channel. This Report is an attempt to highlight the activities undertaken to facilitate teaching learning among the higher education communities.

Mrinmoy K. Sarma
Director, Teaching Learning Centre
Professor, Dept. of Business Administration
Dated, Tezpur, The 28th of March, 2018

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1. Introduction

In line with the National Policy on Education (NPE) 1986, the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) made a focused reference to the crucial dependence of quality ensured delivery of education. The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) is a central government sponsored scheme with all-India coverage. One among the initiatives of PMMMNMTT is setting up of Teaching Learning Centre (TLC) in different Central Universities.

The TLC promotes the value and practice of excellent teaching that facilitates student learning. The TLC program and resources support evidence based teaching and provide diverse opportunities for teachers. TLC also aims to empower teachers through training, re-training, refresher and orientation programmes in generic skills, pedagogic skills, discipline specific content up-gradation, ICT and technology enabled training and other appropriate interventions. Keeping in mind the noble mission behind launching the PMMMNMTT Scheme and the growing realization of a system-wide transformation, Tezpur University came forward to take the initiative of setting up a TLC under the Centre of Excellence for Curriculum and Pedagogy. As a research-extensive university, Tezpur University has always had a unique mission to support the learning, integrating teaching, research, and service in order to better serve the people. In order to meet the teaching and learning needs of North East India in specific and India in general, Tezpur University has set up a distinct Teaching Learning Centre in its campus with the financial support of MHRD under the PMMMNMTT Scheme. Teaching Learning Centre, Tezpur University, Tezpur, Assam was formally inaugurated on January 28, 2016.

2. Vision

The TLC envisions developing and promoting a responsive and relevant teaching–learning system for higher education communities and contributing to excellence in teaching and learning as an innovative and resourceful centre with committed and professional staff through reflective research-based practice and the optimal use of technology.

3. Mission

- To accelerate teaching-learning process by way of promoting independent, critical and creative thinking.
- To hand-hold the teaching community in facilitating research for subject specific growth.
- To enable the development of skills engaging latest technological devices as aids to teaching-learning process.
- To help faculty in capacity building for curriculum designing and scientific assessment and evaluation.
- To provide information about resources and events related to the enhancement of teaching and learning.
- To develop innovative programmes in order to strengthen the inclusive nature of higher education by bringing the disadvantaged and marginalized sections of the society.

4. Objectives

1. To organize workshops and seminars to facilitate capacity building and professional development of teachers.
2. To provide assistance and support for promoting best practices in teaching learning environment through research and dissemination of already generated knowledge.
3. To generate and maintain learning materials and resources for easy access to learners and teachers.
4. To develop discipline specific (pedagogy, language, science and social sciences) curricular framework for professional development programme.
5. To prepare an outline of different pedagogy and scheme of assessment and evaluation method of different discipline.

5. Human resource

Designation	Name	Date of Joining
Director	Dr. Mrinmoy K. Sarma Professor, Dept. of BA, TU	24 th May, 2017
Asst. Professor	Dr. Swapnarani Bora Discipline: Assamese	24 th May, 2016
Asst. Professor	Mr. Ikbal Hussain Ahmed Discipline: Philosophy	2 nd June, 2016
Research Associate	Dr. Bhushita Patowari Discipline: Statistics	18 th May 2016
Technical Assistant	Mr. Milan Jyoti Deka Discipline: ECE	15 th June 2016

6. Advisory Committee members with designation

1. Dean, School of Humanities and Social Sciences, TU	Ex-officio Chairperson
2. Director, Teaching Learning Centre, TU	Ex-officio Co-Chairperson
3. Head, Department of Education	Ex-officio Member Secretary
4. All Deans of Schools	Members
5. Registrar, TU	Member
6. Controller of Examination, TU	Member
7. Dr. Swarnalata Das, Professor Emeritus, Gauhati University	Member
8. Dr. Santosh Panda, Professor, Staff Training and Research Institute of Distance Education, IGNOU	Member
9. Dr. Yeasmin Sultana, Asst. Professor, Dept. of Education, TU	Member

7. Activities to be undertaken in the TLC

1. Development of Teaching Learning Materials including E-content
2. Prepare an outline of different pedagogy and scheme of assessment and evaluation
3. Professional Development Programmes
4. Pre-Induction Programmes
5. Orientation Programs/ Refresher Courses
6. Workshop on various themes of Teaching and Learning
7. Seminar / Conference
8. Action Research Programme
9. Publication (Handbooks, Proceeding of seminars and Journals on Teaching Learning)
10. Resource Support
11. Research

8. Target group

College and University Level Teachers and Researchers and P.G. students.

9. Geographical area

Assam and Arunachal Pradesh in particular and North-East India in general

10. Focus areas in the current year

Main focus areas of the conducted activities are teaching learning pedagogy, learning through second language, generating resources in specific fields of pedagogy and professional development through various skills.

11. Time Schedule Programme of 2017-2018

No.	Activities	Duration	No. of Beneficiaries	Dates
1	Workshop on Research Methodology	Weeklong	41	19-24 June, 2017
2	Induction Training of Faculty-I	Month long	26	23 Nov.-22 Dec. 2017
3	Developing Teaching Competencies of Teachers in Higher Education (at LTK College, Lakhimpur, Assam)	3 days	64	2-4 Dec. 2017
4	Addressing the Problems in Second Language Learning: Special focus on Assamese and English Teaching in Assam (at HPB Girl's College, Golaghat, Assam)	3 days	47	18-20 Jan. 2018
5	Motivating Undergraduate Students to Acquire Reading and Writing Skills (at North Guwahati College, Assam)	3 days	41	14-16 Feb. 2018
6	Faculty Development Program-Department of Energy	Weeklong	40	19-24 Feb. 2018
7	Innovative Practices in Teaching Learning Process (at B. H. College, Barpeta, Assam)	3 days	64	21-23 Feb. 2018
8	Workshop on Development of self-learning materials for Open and Distance Learning System (In collaboration with the Centre for Open and Distance Learning, Tezpur University)	2 Days	51	23-24 Feb. 2018
9	Exploring Ways for an Outcome Based Approach to Revitalize the Teaching-Learning Processes in Higher Education (at Jagiroad College, Morigaon, Assam)	3 days	62	8-10 March 2018
10	E-content Development	117 minutes of Video		
		Total=	436	

12. Detail reports on the conducted activities

12.1 WEEK LONG WORKSHOP ON RESEARCH METHODOLOGY

AT TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

A week long workshop on research methodology was organized by Teaching Learning Centre, Tezpur University, Tezpur from June 19 – 24, 2017 through a selection of 50 participants from different academic institutions of North East India. There were also 4 in-house faculty participants allowed to join in the workshop. This workshop aimed to train the participants irrespective of their discipline and area of research. Hence resource persons were also invited from various disciplines so that participants can be enriched in different aspects of research methodology.

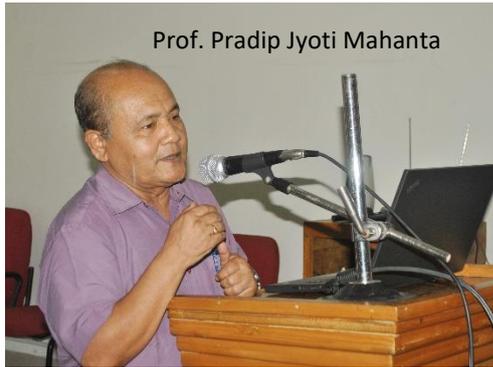
Day 1 (June 19, 2017)

The first session of the programme was started with “Icebreaking”, conducted by Prof. Chandana Goswami, Dean School of Management Sciences, Tezpur University and Prof. Papori Baruah, Head, Department of Business Administration, Tezpur University.



In this session participants were divided into small groups and each participant introduced the other participant in a group and some activities were performed so that each participant gets opportunity to interact with themselves and also with the resource persons.

Second session was taken by Prof. Pradip Jyoti Mahanta, Department of Cultural Studies, Tezpur University. The speaker delivered his speech on “Review and Referencing”, mentioning about the literature of language and importance of cultural ecology. The speaker also pointed out about the documentation of cultural history. Post lunch sessions were taken by Prof. Jiten Hazarika,



Prof. Pradip Jyoti Mahanta



Prof. Jiten Hazarika

Department of Statistics, Dibrugarh University. In those two sessions the speaker interacted with participants on different aspects of research like “Scales of Measurement, Instruments for Data Collection, Sampling Procedure and Data Processing”.



Day 2 (June 20, 2017)

Two pre-lunch sessions were conducted by Prof. Jiten Hazarika on “Basic data analysis techniques”. In those sessions the speaker discussed elaborately about various techniques of data analysis and how to proceed for different types of analysis.



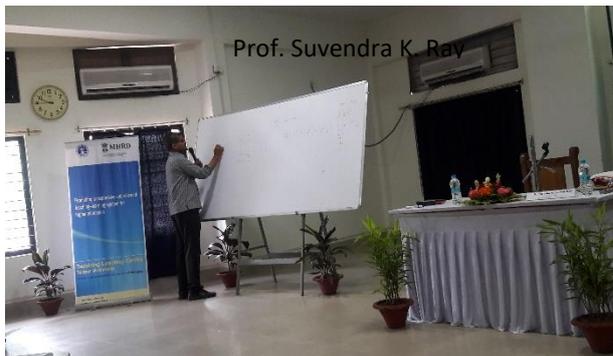
Prof. Debabrata Das

In the post lunch session, Prof. Debabrata Das, Department of Business Administration, Tezpur University discussed about “Writing Research Proposal”. The speaker mentioned about different types of shortcomings of writing a research proposal.

He also pointed out essential ingredients of a research proposal. The last session of second day of the workshop was a practical session of SPSS. The session was conducted by Prof. Mrinmoy Kumar Sarma, Director, TLC, Tezpur University and Dr. Bhushita Patowari, Research Associate, TLC, TU. In the session a questionnaire was given to the participants and after filling up that the participants were taught different techniques of data entry, export data file, data coding, data cleaning and tabular representation based on that questionnaire.

Day 3 (June 21, 2017)

First session of day 3 was taken by Prof. Suvendra Kumar Ray, Department of MBBT, Tezpur University on the topic “Statistics for Science”. The speaker explained about some general

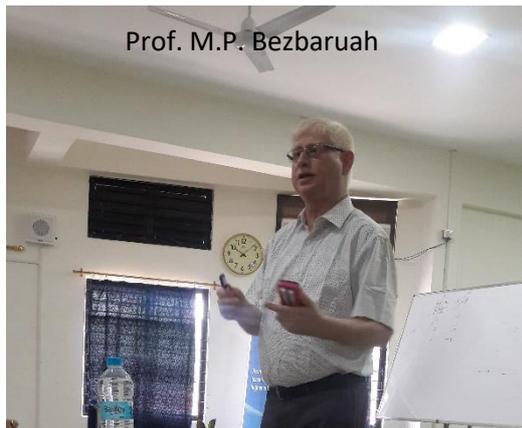


concepts, where statistics can be used as a layman. In the second session, Prof. Chandan Kumar Sharma, Department of Sociology, Tezpur University spoke about “Qualitative Research”. The speaker discussed about various aspects of quality of research which should be taken care of by

new researchers. Post lunch sessions were taken by Prof. Kishore K. Das, Department of Statistics, Gauhati University, on the topic “Univariate/ Bi-variate Data Analysis”. The speaker discussed about data handling & visualization of data, how to compare data sets and how to choose right statistical tools in analysis of data categorized as parametric and non-parametric tests.

Day 4 (June 22, 2017)

In the pre-lunch sessions Prof. M.P. Bezbaruah, Department of Economics, Gauhati University delivered his speech on “Multivariate Data Analysis Technique”. The speaker explained the topic elaborately with accent on regression analysis, estimation techniques and interpretation of results.



The third session of the day was practical session of SPSS. The session was jointly taken by Prof. Mrinmoy Kumar Sarma and Dr. Bhushita Patowari. The session involved discussion and exercise of graphical representation of data and some data analysis statistical tools. In the last session B.K. Pusalatha Rao, Rajayoga teacher, Prajapita Brahmakumaris Ishwariya Viswavidyalaya, Ketekibari, Tezpur delivered her speech on Spiritual Orientation and taught some basic meditation techniques among the participants.

Day 5 (June 23, 2017)



First session of the day was taken by Prof. Mrinmoy Kumar Sarma on “Overview of Research”. He gave a brief overview about different phases of research : like how to transfer data into information, scales used in research and data analysis as well as relationship of reliability and validity in research.



In the second session Prof. D.K. Bhattacharyya, Department of Computer Science and Engineering discussed about “Plagiarism and ethics in research”. The speaker mentioned about plagiarism, the importance of checking plagiarism in research and different tools for checking plagiarism. In the post lunch session Prof. Ramesh C. Deka, Department of Chemical sciences, Tezpur University delivered his speech on “Getting Published”. The speaker highlighted the main elements in a research paper including the general outline of an article.

In the last session of the day participants were asked to give a presentation in a group of 4 participants in different topics discussed in the programme. Altogether there were 10 groups and 5 groups presented their topics in that session.



Day 6 (June 24, 2017)

In the first session 5 groups presented their group presentation on select topics and a short valedictory session was followed.

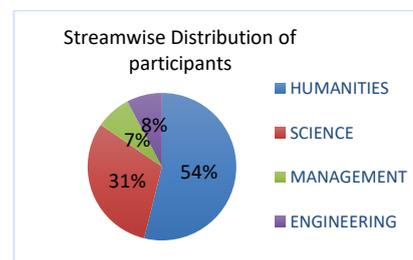
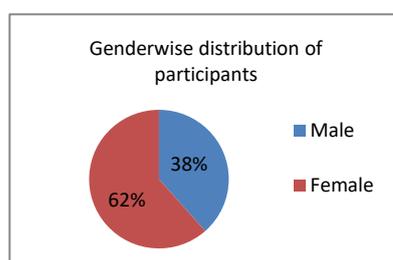
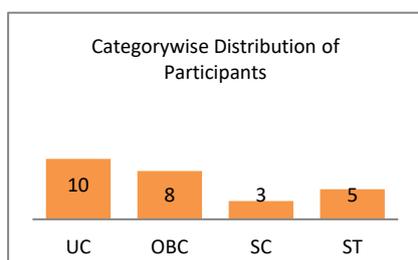


The session was chaired by Prof. Prasanta K. Das, Dean, school of Humanities and Social Sciences. A few participants gave their feedback regarding the sessions of workshop and some of them performed activities of their interest. Certificates of completion were given to all the participants at the end.



12.2 INDUCTION TRAINING OF FACULTY ROUND-I AT TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

A month long program “Induction Training of Faculty” was organized by Teaching Learning Centre (TLC), Tezpur University during 23 November to 22 December, 2017. Altogether 26 newly inducted faculty members of various disciplines participated in the program. Among them **14** participants were from *Humanities*, **8** from *Science*, **2** each from *Commerce* and *Engineering*. There were **10 male** participants and **16 female** participants in the program. The content of the program was prepared according to the guidelines of MHRD that cover different topics related to Higher Education. **47 Resource Persons** consisting of **Academic Administrators** (*present and former Vice Chancellors, Directors of Institutions, Registrars, and Controller of Examination*), **academicians** from different disciplines (*Science, Management, Engineering, Humanities and Social sciences*), **Social Activists** and **Fitness Experts** shared rich experiences and insights about being good, effective, motivating teachers who are custodians of values and culture of a society as well as change agents, role of teachers in institution, society and nation building, administrative aspects including procedures and rules. The program also tried to cover some activity like practice teaching, group discussion and presentation. Participants are taken out to field visit to appreciate rural life, cultivation and mighty river Brahmaputra. Feedback for each session was taken separately in online mode. These feedback has been shared with the Resource Persons as well as with the participants. Quick feedback on sessions (compulsorily submitted by the participants before 9.30am of the next day) helped the organizers in moulding the programme with greater effectiveness.



Day I: (23 November, 2017)

The program started with introduction of participants followed by welcome address by Prof. Mrinmoy K. Sarma, Director, TLC, TU. He gave an overview of the month long program.



Prof. Amarjyoti Choudhury, C V Raman Chair professor, Applied Science, University of Science & technology, Meghalaya deliberated on “*Evolution of Higher Education Sector in India*” in the second session. The speaker discussed about evolution of primary to university education along with some of the features of higher education. He also highlighted some of the indicative figures of Higher education. In the third

session, **Prof. Madan M. Sarma**, Vice-chancellor, Tezpur University delivered a speech on “*Role of Teacher in Society*”. Prof. Sarma discussed the traditional role of teachers as facilitators of learning. He also mentioned that the role of teacher had been changed to transmission of intellectual tradition. In the same context professionalism and ethics had also been discussed. In the last session **Prof. Amarjyoti Choudhury** discussed about “*Contribution of Universities to Higher Education*”. In this session the speaker discussed about cultural movement, evolution and role of renowned universities around the world.



Day II: (24 November, 2017)

In the 1st session **Prof. Charulata Mahanta**, Dean, School of Engineering, Tezpur University delivered a speech on “*University’s Vision and Mission*”. The speaker explained why a university should have vision and mission, what does it mean, and that mission and vision should align with each other. It should be kept at the forefront of our

mind. Review mechanism could be there so that progress could be recognized. She also discussed about Tezpur University’s mission and vision elaborately along with identified target, and the strategy for achieving the targets.

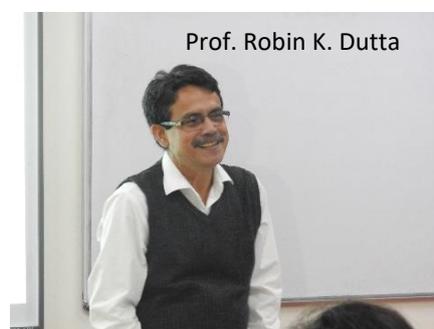
In the 2nd session **Prof. A. K. Buragohain**, Vice-chancellor, Dibrugarh University delivered his speech on “*Challenges in Learning Environment*”. He explained that there are changes in higher education with the changes in time. He mentioned that from the inception, the higher education institutions have been in process of gradual changes from pen & paper to digital



system. He suggested that we should find out innovative way of teaching as well as evaluation system so that students' performance can be uplifted to ICT enabled learning instead of parrot learning or copying. In the 3rd session **Dr. Rajeev K. Doley**, Director, Centre for Inclusive Development, Tezpur University, delivered his speech on "*Teaching Profession and Public Relation*". The speaker mentioned : how public relation starts, what exactly public relation is, role of public relation in Indian independence and public relation in an organization.

The speaker emphasized on strong inter-personal relationship, employer branding, bridging the gap, performance measurement along with certain important responsibilities. He had also given importance to measure outcome, not to measure output.

In the last session **Prof. Robin K. Dutta**, Department of Chemical Sciences, Tezpur University delivered his speech on "*Interdisciplinary Integration*". The speaker discussed about interface and interdisciplinary education. In that session interdisciplinary studies were discussed with reference to World War II, public health, Brahmaputra etc. He also mentioned about how to integrate with personal experience of interdisciplinary areas with some real life examples.



Day III: (27 November, 2017)

In the 1st two sessions taken by **Prof. N. C. Talukdar**, Director, Institute of Advanced Studies in Science & Technology (IASST), Guwahati, the focus was on "*Integration of Teaching and Research in Higher education*". The speaker explained with different examples of science that how teaching and research are integrated, where both can be pursued simultaneously which will result good impact on student accordingly. Students will be benefitted more as well as the teacher is opening different branches for further study. He also mentioned about student research and research based student learning for all student at all higher institutions. This integration is also influenced by environment. In the 3rd session **Prof. A. K. Mukherjee**, Dean, Research & Development, Tezpur University delivered his speech on "*Research Proposals & Research Administration*". Main idea of his topic was : how can we write a good proposal to triumph over the challenges and make significant progress in our research? And what we need to understand is that most of the research grant is supported by Govt. funding agencies by using public money. The speaker discussed about the relation of researcher, institute and



funding agency. He gave a brief idea about different funding agencies in India. Some of the important points while writing research proposal like justified region, rechecking the proposal with specialized person, collaboration, etc., mentioned by the speaker. While writing project proposal one of the important thing is formulation of project proposal. He also discussed about different steps, mistakes commonly noticed and selection of funding agency in writing project proposal.



In the last session of the day **Prof. Dhanapati Deka**, Dean, Student Welfare, Tezpur University has taken a session on “*Addressing problems of students*”. In the session Prof. Deka mentioned about students’ problems, students, discipline process, welfare process and science of behaviour. He also discussed about different strategies to address the problems of students.

Day IV:(28 November, 2017)

In the first session **Dr. Biren Das**, Registrar, Tezpur University delivered a speech on “*Administrative Leadership*”. He mentioned that there is excellence in our objective and how to promote excellence in higher education institutes. Also mentioned about measuring sticks – ranking of universities, NAAC, Grading, NBA, Accreditation. Dr. Das also discussed about problems or factors which create hurdles in excellence like resource crunch, limited excess, problem of equity, lack of quality and autonomy-academic.



Prof. K. K. Deka, Vice-chancellor, Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon delivered his speech in the 2nd session on “*Role of Universities in Inclusive Development*”. The speaker explained what is inclusive development, its importance in higher education sector, along with some statistics of higher education scenario. On the basis of the available statistics it is clear that we have not achieved yet the goal in higher education.

In the 3rd session **Prof. Mrinmoy K. Sarma**, Director, Teaching Learning Centre, Tezpur University discussed on “*Research Methodology*”. Where Prof. Sarma discussed and interacted with the participants about different aspect of academic research. Last session was an activity session where participants were divided into 4 groups. Two situation were given to them – i) most embarrassing moment and ii) most challengeable moment as a teacher.



They were asked to discuss within their group and write on any one topic.

Day V: (29 November, 2017)

Dr. Biren Das delivered the 1st session on “*Role of Academic Officers in Higher Education*”. In the session the speaker discussed about administration of higher education along with mandates, authorities of higher education institutes, academic officers and their power and functions.



In the 2nd session **Prof. Virginus Xaxa**, Department of Sociology, Tezpur University delivered his speech on “*Education Reforms of 21st Century*”. In his speech the speaker mentioned that education is the smooth functioning of society and is trying to catch up transformation. Prof. Xaxa discussed about education policy and ratio of educational institutions with respect to population. He also mentioned that there has been

an expansion in education after 1986 but the quality also matters, considering the example of “right to education” which is an educational reform but what are the accessibility, what about quality, about problem i.e. number of things have been introduced from time to time. He also mentioned that one of the problem is poor enrolment ratio, dropout rate etc. He added that primary education is also very important in reforming higher education which we cannot deny.

In the post lunch session **Dr. Suvam Sen**, Associate Professor, Department of Mathematical Sciences, Tezpur University delivered his speech on “*Participation in Extension Activities*”. Dr. Sen discussed about Tezpur University outreach program, different opportunities and challenges in outreach program. A good number of faculty members and research scholars of the University became part of it. They conducted different program to aware about basic science, social science, health and healthy social life. The session ended with small activity of writing a model for future extension activities.



In the last session activity of writing personal experience on two topics was continued from previous day. They discussed about those problem and summarized within the group.

Day VI: (30 November, 2017)



Prof. Utpal Sharma, Department of Computer Science and Engineering, Tezpur University delivered his speech on “*National Academic Governance: UGC, NAAC and NIRF*”. Prof. Sharma discussed about education framework, education objectives, education standard and education evaluation. During the session sustainability of funding and governance, function, roles and mandate of UGC, inter

university centres were also discussed.



Dr. Mukesh Saikia

In the 2nd session **Dr. Mukesh Saikia**, Librarian, Tezpur University delivered his speech on “*National Academic Communication: CEC and INFLIBNET*”. He discussed about academic communication, transmission of academic information, internet communication, casual communication and consortium for educational communication. Multimedia research centres, e-learning,

e-content, digital media library, EDUSAT network, information & library network centre, infonet digital library consortium, NLIST and role of modern library in academic communication has also been discussed.



Prof. Manabendra Bhuyan

In the post lunch session **Prof. Manabendra Bhuyan**, Department of Electronics and Communication Engineering, Tezpur University delivered on “*Conducting Research and Publications*”. In that session Prof. Bhuyan discussed about research contribution, prime objective of research, research process, standard & acceptance of research, publication regulation, citation and plagiarism.

In the last session **Prof. Debabrata Das**, Department of Business Administration, Tezpur University delivered a speech on “*How to Publish*”. The speaker mentioned about various aspects of publication like why we need to publish. He added that the whole process of publication is not so easy. He gave a framework of publication, paper writing model and ethics in academic writing.



Prof. Debabrata Das

Day VII: (1 December, 2017)

In the morning sessions, **Prof. Dilip K. Saikia**, Department of Computer Science & Engineering, Tezpur University delivered a speech on “*University Structure and Authority*” and “*University Act, Statutes and Ordinances*”. In his speech Prof. Saikia mentioned about University’s mission, entities, different categories, new classes of universities and typical structure of universities



Prof. Dilip K. Saikia

like academic unit, governance, administration, support services, etc. He also explained each component of structure of university and detail of Tezpur University Act.



Dr. Madhurima Goswami

In the post lunch session **Dr. Madhurima Goswami**, Associate Professor, Centre for Women Studies, Tezpur University discussed about “*Gender Sensitivity*”. She

discussed about the importance of gender sensitization and why it is needed. The speaker also discussed about importance of the topic in educational institution with reference to teacher-student interaction.

A small activity on “Teaching as a profession” and “teaching & passion” was performed by all participants.

In the last session **Prof. Nityananda Sarma**, Department of Computer Science & Engineering, Tezpur University delivered his speech on “*Using Digital Tools in Teaching*”. The speaker discussed about Trends in Teaching-Learning, Education Technology, Flipped classroom, Social media in classroom, Security and privacy issues, Mobile Learning, Video conferencing tools, Web conferencing tools and advantages of using digital tools in teaching.



Day VIII: (4 December, 2017)



Prof. Nashreen S. Islam, Chemical Sciences, Tezpur University discussed about “*Research Funding in India: An Overview of the Existing Opportunities*” in the 1st session. The speaker explained about areas which cover under UGC for research and research projects (both minor & major). She also mentioned about funding guidelines of ICSSR, ICHR, MATRICS, Startup Research Grant (young scientists) and DBT.

In the 2nd session, **Dr. Khireswar Borah**, Associate Professor, Arya Vidyapeeth College (President of Assam College Teachers’ Association) delivered a speech on “*College Structure and Administration*”. He discussed about different committee and commission of education policy, regulatory system and leadership training. He also focused on current situations of govt. colleges in Assam.

Post lunch sessions were activity session where **Mr. Partha Barthakur**, ICT entrepreneur, Jorhat conducted ICT classes on “*Prezi and Screencast*” in the ICT lab.



Day

IX:(5 December, 2017)



Dr. Lakhi Boral, COE, Tezpur University delivered his speech on “*Choice Based Credit System*”. In the session Dr. Boral discussed about the importance of CBCS, various problems and some of advantages of the system. He added that it is a step towards interdisciplinary approach of learning.

In the 2nd session **Prof. Prasanta K. Das**, Dean, School of Humanities & Social Sciences, Tezpur University discussed on “*Current Trends of Global Higher Education*”. In his speech Prof. Das focused on Global Ranking which is influenced by teaching, research, citation, income from industry and international outlook. He also explained what are the important factors for international outlook of an institution as it has a very significant role in global ranking.



Post lunch sessions were taken by **Prof. Mukul K. Sarma** (Rtd), Department of Education, Dibrugarh University. In these two sessions Prof. Sarma discussed about “*Gestalt Psychology in Teaching and Learning*” and “*Subject based Assessment Method*”. The speaker discussed about working principles of Gestalt psychology along with structure and domain of learning.



Day X: (6 December, 2017)

Pre-lunch sessions were taken by **Prof. Mukul K. Sarma** where the speaker discussed about “*Syllabus and Curriculum Development*” and “*Teaching in 21st Century – Learners and Teachers*”. He mentioned about different strategies of learning methods for learners as well as for teachers. Prof. Sarma also noted that education for 21st century should be learning to learn, learning to do, learning to be and

learning to live together.

Post-lunch sessions were taken by **Prof. Chandana Goswami**, Dean, School of Management Sciences, Tezpur University. In these sessions Prof. Goswami discussed about “*Communication Skills*” particularly what does it mean, how it starts and mode of communication. Exercises on oral communication and written communication were also performed with the participants.



Day XI: (7 December, 2017)



In the 1st session **Prof. Nilima Bhagawati**, Professor & HoD, Department of Education (Rtd), Gauhati University delivered her speech on “*Effective Teaching and capacity Building*”. During the session Prof. Bhagawati discussed about effective teacher, dimensions of teacher effectiveness, different parameters of effective teachers and strategies for effective teaching.

In the 2nd and 3rd session **Dr. Nil Ratan Roy**, Associate Professor, Department of Education, Tezpur University discussed about “*Educational Objectives: Level of Learning*” and “*Micro Teaching*”. During the sessions Dr. Roy discussed about taxonomy of educational objectives, defective teaching learning process, how learning happens, different changes in teacher and student role and micro teaching cycle.



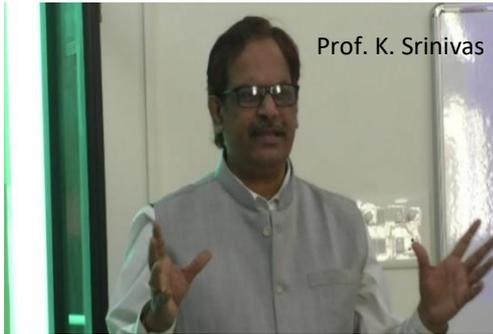
In the last session **Prof. Nilima Bhagawati** discussed on “*Learning Theories and Its application in the Classroom*”. During the session major theories of learning, learning model, classroom application and impact on learners were discussed.

Day XII: (8 December, 2017)

Pre-lunch sessions were taken by **Prof. Nilima Bhagwati** on “*Micro Teaching and Developing Teaching Skills*”. The speaker explained what is micro teaching, specific objective of micro teaching and skill of stimulus variation. After that conducted a micro teaching session with the participants. Each participant involved explaining their own disciplines.



Post-lunch sessions were taken by **Dr. Nil Ratan Roy** on “*Curriculum Evaluation*” and “*Curriculum Design*”. The speaker discussed about need for evaluation, Micro and Macro level of Curriculum Evaluation, Conceptual framework of curriculum cycle, Sources of curriculum evaluation and Aspects of Evaluation. He also mentioned about Components/elements of curriculum design, Sources of curriculum design, Design dimension considerations, Guidelines for curriculum design and Classification of curriculum design.



Day XIII: (11 December, 2017)

Prof. K. Srinivas, National University of Education Planning & Administration, New Delhi delivered his speech on “*Online Teaching Learning assessment with Open Educational resources, Educational Technology Tools & free Open Source MOOC Delivered Platform*”. During the session Prof. Srinivas discussed about SWAYAM and MOOCs.

He also mentioned about SWAYAM Prabha, National Digital Library of India, e-shodh Sindhu, blended classroom and online classroom. The speaker also demonstrated how to create MOOCs site to all participants in the ICT lab. In the other session the speaker discussed about “*Collaborative Learning*”, “*Flipped Learning*” and “*MOOCs*”. Post-lunch sessions were activity sessions on the above mentioned learning procedures taken by Prof. Srinivas.

Day XIV: (12 December, 2017)

In the 1st session **Prof. K. Srinivas** gave a quick look on previous day’s activity and summary from the participants about learning outcome, value addition along with short term & long term plan of their own. In the 2nd session “*Video Content Creation*” was taught by **Prof. K. Srinivas**.



Post-lunch sessions were taken by **Prof. S. S. Sarkar**, Head, Department of Commerce, Tezpur University on “*Key Strategies and Skills for Effective leadership*” and “*Career Advancement*”. The speaker shared his thought about the traits of leader, situational leadership and different ways of assessing staff. An activity of determining the types of leadership was also done with the participants.

Day XV: (13 December, 2017)

In the 1st session **Prof. Papori Baruah**, Head, Department of Business Administration, Tezpur University discussed about “*Time Management and Work-life Balance*”. The session has been taken through small activities which shows different scoring level of participants regarding their management and balance of work-life.



2nd session was an interactive session with the Director of TLC, TU regarding the completed sessions and feedback-cum-discussions with the participants.



In the 3rd session **Prof. Ramesh C. Deka**, Dean, School of Sciences, Tezpur University delivered his speech on “*Publication and Plagiarism*”. The speaker discussed about importance of publication of research article and plagiarism. He also mentioned that why plagiarism is important nowadays and put forward his thought regarding creative writing.

The last session was taken by **Prof. D. K. Bhattacharyya**, Dean Academic Affairs, Tezpur University on “*Cyber Security*”. The speaker emphasized on importance of cyber security during digital learning days. As we are more dependent on online portals, ICT tools, knowledge of cyber security is also very important while using different tools for learning.



Day XVI: (14 December, 2017)



Dr. Tridib Ranjan Sarma, Associate Professor, Department of Business Administration, Tezpur University delivered his speech on “*Evaluation & Grading*” in the 1st session. The speaker explained in detail how to evaluate and grade in the final semester examination. He also mentioned about a sequence of evaluation.

In the 2nd session **Prof. Chandan K. Srama**, Head, Department of Sociology, Tezpur University delivered his speech on “*Organization Culture and Participation*”. Prof. Sarma discussed about education system in context of culture from colonial to modern era. Also the culture of institution and healthy practices in culture of institution was put forward by the speaker.



In the post-lunch session, **Dr. D. J. Chaudhury**, COE, Gauhati University delivered a speech on “*Choice Based Credit System*” particularly for state level colleges. He also discussed about the difficulties and constraints of the system. The speaker added that assessment of student is very important for making a smooth system of education.

In the last session **Dr. Biren Das** discussed about “*Official Communication*”. How to make official communication in a proper way as it is very important for learners as well as teachers.

Day XVII: (15 December, 2017)



Pre-lunch sessions were taken by **Prof. Neeta K. Baruah**, Department of Education, Dibrugarh University on “*Student Psychology and Teacher Student Relationship*” and “*Constructivism and Educational Pedagogy*”. The speaker mentioned about importance of learning student psychology and their cognition of learning. She also pointed out that it is a theory based on observation and scientific study that how people learn which says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on experiences. She also explained about learning pyramid.



In the post-lunch session **Dr. Pranjal Buragohain**, Assistant Professor, Department of education, Dibrugarh University (social activist) has taken an interactive session on “*Self-awareness and Emotional Intelligence*”. In the session the speaker mentioned about importance of emotional intelligence with respect to positive emotions. These positive emotions are very helpful to encourage students and teaching learning

procedure.



Day XVIII: (18 December, 2017)

1st session was taken by **Prof. Chandan Goswami**, Department of Business Administration, Tezpur University on “*Effective Ways of Making a Class Interesting*”. The speaker discussed about active learning and how to make a class interactive one instead of traditional one sided lecture method. The

session was an interactive session as participants were asked to give their opinion on those things that they do not like during their school/college time as a student.

The 2nd session was taken by **Mr. Kumarjit Dutta**, Deputy Registrar (Finance), Tezpur University on “*Financial Rules and Regulations*”. The speaker mentioned about financial administration and budget in academic institutions.



In the post-lunch session **Prof. Kaberi Saha**, Department of Education, Gauhati University discussed on “*Lesson Plans: Reflective Practice and Tacit Knowledge*”. In the session the speaker discussed elaborately about lesson plan and purposes of it with examples. In the next session **Prof. L. R. Saikia**, Department of Education, Gauhati University discussed about “*Conventional, Non-conventional and innovative Methods of Teaching*”.



Day XIX: (19 December, 2017)



Pre-lunch sessions were taken by **Prof. Kaberi Saha** and **Prof. L. R. Saikia** on “*Multisensory Teaching Learning Materials*” and “*Brainstorming*” respectively.

In the post-lunch sessions **Dr. Satish Bhattacharya**, Former Vice-principal, Darrang College, Tezpur delivered his speech on “*Society, Local Culture and Heritage*”. He discussed about the role of Assam Research Society, Asiatic Society and Kamrup Anusandhan Samiti. Also discussed about Assamese culture and heritage with special reference to Tezpur.

Day XX: (20 December, 2017)

In the first 2 sessions **Prof. B. K. Konwar**, Department of MBBT, Tezpur University delivered his speech on “*Visionary Leadership in Higher Education*” and “*Role of Academic Heads on Enhancing Higher Education*”. The speaker mentioned about status of higher education in India. Some of the glimpses of world’s ancient institutes of higher education has also been given by the speaker.



He pointed out limitation of higher education, barriers to academic leadership, characteristics of good leader and leadership framework.



3rd session was an Examination (MCQ) for the participants. In the last session **Dr. Anjan Bhuyan**, Associate Professor, Department of Business Administration, Tezpur University delivered a speech on “*Stress Management*”. He discussed about what is stress, illusion of stress and how to overcome from stress as it impacts on our day to day performances. To live a healthy life, we have to overcome from stress.

Day XXI: (21 December, 2017)

In the pre-lunch sessions participants were asked to attend the Convocation of the University. In the post-lunch session **Mr. Pankaj Bora**, Fitness Expert, Tezpur discussed on “*Physical Fitness*”. He discussed about history and importance of physical fitness, various pioneer in different physical activity and added that physical exercise keeps us active.



Day XXII: (22 December, 2017)

In the last day of the training program, 1st session was feedback session where participants were given to fill up a general feedback form where they gave their opinion on overall Induction Training followed by valedictory. The session was chaired by Prof. M. M. Sarma, Vice-Chancellor, TU along with Registrar Dr. Biren Das, Chairperson of Advisory Committee Prof. P. K. Das, Director, IQAC of TU Prof. D. C. Baruah and Director, TLC, Prof. M. K. Sarma. The program came to end with distribution of certificates by distinguished guests and vote of thanks by Dr. Swapnarani Bora, Assistant professor, TLC.



12.3 SHORT TERM PROGRAMME ON DEVELOPING TEACHING COMPETENCIES OF TEACHERS IN HIGHER EDUCATION AT LTK COLLEGE, LAKHIMPUR

The first outreach program of Teaching Learning Centre, a three-day workshop on Developing Teaching Competencies of Teachers in Higher education was conducted at L.T.K. College, Azad North Lakhimpur in collaborative mode from December 2 - 4, 2017. The program included 64 participants from different academic institutions of Lakhimpur and Dhemaji District. The objectives of the workshop to promote, develop, elevate and explore teaching proficiency of teachers in higher education. Hence, resource persons were also invited from various disciplines so that participants can be enriched in different aspects of Teaching learning process.

Day 1 (December 2, 2017)

The first session of the programme was started with an inaugural session where participants



introduced themselves and the programme was inaugurated by Dr. Mukunda Rajbonshi, Rtd. Principal, Lakhimpur Girl' College.

Then the first technical session of Day 1 was started and this session was taken by Pro. Chandan Goswami, Dept. of Bussiness Administration, Tezpur University. He emphasised on communication skill to establish a good teacher and student relationship. In this session participants were



divided into small groups and each participant was given the task of remembering their school, college and university life and eventually come up with the suggestions that prove beneficial for better teaching methods from those they had in their respective learning places.

The second session was taken by Prof. Debabrat Das, Department of Business Administration, Tezpur University. The speaker delivered his speech on “How to publish” mentioning the steps involved in publication and its primary application was discussed at length. The speaker also pointed out about the proper citation, style of citation and ethics in academic writing. Post lunch sessions were taken by Dr. Krishna gogoi, Department of Education, Dibrugarh University. In this session, the speaker interacted with participants on different aspects of teaching learning creating favourable climate for learning, making learning fun, comfortable and safe environment for learning.



Day 2 (December 3, 2017)

The first session of the day was conducted by Dr. Sarat Saharia, Dept. of Computer Science and Eng. on “Technology to enhance teaching and learning”. In this session, the speaker discussed elaborately about various techniques to integrate ICT in teaching, Changes in Teachers’ role, learner’s role and changes in media



application. The 2nd pre-lunch session was taken by Prof. Nityananda Sarma, Dept. of Computer Science & Engineering, Tezpur University on “Developing and using Digital tools in Teaching”. The speaker focussed on flipped and blended classroom. He was continued the both post lunch sessions. He mentioned about Mobile

Learning, Video Conferencing Tools, and Social network process.

Day 3 (December 4, 2017)

The first session of day 3 was initiated by Dr. Surajit Borkotokey, Department of Mathematics, Dibrugarh University on the topic “SWAYAM”. In continuation of this topic Dr. Shrutidhara Mahanta, Department of Education, Dibrugarh University explained about some general concepts of SWAYAM.



She explained that this programme is aimed to raise the gross enrolment ratio, enhancing higher education, quality higher education and also to take the best teaching learning resources to all. E-tutorials, e-contents, discussion forum, self assessment are the four

quadrant of SWAYAM. In the second session, Dr. Surajit Borkotokey, Department of Mathematics, Dibrugarh University spoke about writing the Research Proposal. He emphasised on writing a research paper. The speaker discussed about various aspects of quality research publication which should be taken care by new researchers. He mentioned in case of Project Proposal, the objectives, justification and relevant outcomes to the society should be appropriate with the topics of the proposal.

The Post lunch a session was taken by Rukma Gohain Boruah, Principal, Post Graduate Training Center, Lakhimpur on the topic “Putting Theory into practice and presentation”. The speaker discussed about the concept of teacher competencies, how to develop teacher competencies and how to choose right way to put the theoretical knowledge into practical demonstration and presentation.



In the last session of the 3rd day, a short valedictory session was organized. The session was chaired by Prof. Mrinmoy Kr. Sarma, Director, Teaching learning Center, Tezpur University. A few participants gave their feedback regarding the sessions of workshop and some of them performed activities of their interest. Certificates of completion were given to all the participants at the end.



12.4 SHORT TERM PROGRAMME ON ADDRESSING THE PROBLEMS IN SECOND LANGUAGE LEARNING: SPECIAL FOCUS ON ASSAMESE AND ENGLISH TEACHING IN ASSAM AT HPB GIRLS' COLLEGE, GOLAGHAT

Department of Assamese and Department of English of Hemo Prova Borbora Girls' College, Golaghat organised a three day Short Term Programme on *Addressing the Problems in Second Language Learning: Special Focus on Assamese and English Teaching in Assam*, from January 18th, 2018 to January 20th, 2018. It was a collaborative effort with the Teaching Learning Centre, Tezpur University. Initially 84 applications were received for the programme, from applicants presently engaged in teaching in University, College and Higher Secondary Schools in the districts of Golaghat and Jorhat. The number of final registered participants was 47. The primary objective of the programme was to focus on the teaching of and teaching through a Second Language more effectively to the students from a multilingual society. Alongside it also aimed at introducing the recent developments in Language Teaching and thereby creating awareness among the participants to get themselves interested in this hitherto overlooked aspect of prevalent education system. Since the objective of the workshop also involved the Second Language as a medium of formal instruction in educational institutes, it was kept open for participants from any allied subject and discipline. Accordingly, the organisers formed a panel of resource persons from among the distinguished experts in the relevant fields from different ace institutions spreading across India.

Day 1 (January 18th, 2018)

The inaugural session was presided over by Dr. Bipul Ch. Bhuyan, Principal, H. P. B. Girls' College, Golaghat. The Principal offered a warm welcome to all the participants to the three day short term programme and hoped for an interesting and successful sessions in the following times. Professor Hem Kanta Phukan, Department of English, Debraj Roy College, Golaghat was invited as the inaugurator of the programme. The inauguration was followed by Co-ordinator Dr. Deepa Phukan Baruah's speech on the purpose of the programme. Professor Phanindra Narayan Dutta Baruah was the distinguished guest and keynote speaker in the inaugural session. Prof Dutta Baruah, Asst. Director (Retd.), CIIL, Mysore, delivered a speech on *Assam as a Linguistic Pool and Multilingualism*. The address was an enlightening one and Prof Dutta Baruah introduced several key concepts during his speech which were to be critical in next sessions of the programme.

Prof. Phanindra Narayan Dutta Baruah also happened to be the resource person for the First Technical Session that followed the inaugural session that day. His session revolved around the topic of *Concept of Second Language in Assam and Identification of It*'. The session was an interesting and interactive one. Prof Dutta Baruah kept the participants spell-bound with plethora of ideas during his speech.

Resource person for the Second Technical Session was Prof. Madhumita Barbora, HoD, Dept of English, Tezpur University. Prof. Barbora dealt with the topic *Language learning vs language acquisition and Language at home vs language of instruction*. Her topic happened to be a vital one for the entire programme as it focused on the problem area dealt with in the programme. Her session also engaged the participants in interactions to bring the problem area to the ground reality.

Resource person for the Third Technical Session was Dr. Seuji Sharma, Astd. Professor, Dept of Linguistics, Gauhati University. The topic of discussion for the session was *Problems in learning Assamese as a Second Language*. The main focus of the lecture was on teaching Assamese to students of different mother tongues and also using Assamese as a medium of instruction in the learning process of such students. This has been a typical problem in Assam where Assamese happens to be official First Language and medium of instruction in a multilingual society, and the learning process for the students with a different mother tongue is no more different from learning in a different language. Dr Sharma successfully winded up the topic while throwing some essential insights to the issue.

Day 2 (January 19th, 2018)

Professor Padmini Bhuyan Baruah, Department of English Language Teaching, Gauhati University, acted as the resource person for the First Session of the second day. The topic of discussion for the session was *Problems in Learning English as a Second language*. She started with the concepts of acquiring and learning languages and then moved on to touch the sociolinguistic aspects of language teaching which has been a neglected point of view in the prevalent curriculum. To elaborate the linguistic competence and linguistic skills, she introduced the aspects of social knowledge and linguistic knowledge, acquired knowledge and constructed knowledge, etc. Further she dealt with the aspects of learning environment and resources needed in language learning process.

The Second Technical Session of the second day was also conducted by Professor Padmini Bhuyan Baruah. Focus of the session was on *Second Language Teaching Methodology for*

Teaching Language Skills to Older Learners. This session engaged the participants with some teaching method related activities which were perfectly moderated by Prof. Baruah to achieve the desired goal of the session. Earlier she oriented the topic towards the teaching methodology by giving insights to intricacies like problems of teaching English as different from teaching other subjects, then moving forward to the conflict of older theories of language teaching and their impracticality in current language teaching situations, and finally leading to the classroom situations and desired classroom activities to tackle the same.

The Third Technical Session of the second day dealt with *Use of Appropriate Materials: Design and Adaptation, and Assessment of Learners*. Resource person for the session was Dr. Debasish Mohapatra, Associate Professor, Dept of English, Tezpur University. The session was more of theoretical concerns focusing on the need and importance of proper language teaching materials. It also focused on the problematic issue of limitations of the textbooks in view of the language instructors and then consideration of the textbook as a credible source of learning by the learners. Dr. Mohapatra also lectured on innovative ways of using the limited resources by optimizing the resourcefulness of the same.

Dr. Debasish Mohapatra also happened to be the resource person for the Fourth Technical Session. This session dealt with the topic of *Activities on Material Designing and Adaptation*. This was more of an activity based interactive session and Dr. Mohapatra cared to interact with each individual participant in order to actively engage them in the process while calling for new ideas from them.

Day 3 (January 20th, 2018)

Mr. Tarini Kanta Goswami, Retd Officer-in-Charge, NERLC, Guwahati, acted as the resource person for the First Technical Session of the third day. The topic of discussion for the session was *Error Analysis in the Second Language and its impact as a medium in learning the Third Language*. Mr Goswami enlightened the participants with his experienced analysis of the issue. He started with the errors made by a speaker while using a Second language and elaborated it by citing concrete examples. He drew attention of the participants to the fact that a prevalent grammar might prove futile in teaching a Second Language user about the intricacies and nuances involved in practical usage of a language. He called for periodical review of the grammar and bringing out necessary modifications to address the issues. Another vital focus of the discussion was to look at the language of one's own from a Second Language speaker's point of view in order to find out the problem areas of a

particular language and treating those issues by providing necessary remedies. The session was an interactive one to enable the participants to examine the language in question from an outsider's point of view and thereby awakening the constructive linguist in them.

The Second Technical Session dealt with the issue of *Modern Technological Aids in Language Learning*. Dr. Bhaskarjyoti Sarma, Associate Professor, ABILAC, was the resource person for the session. He introduced the participants with the process of shifting towards digitalised language learning process and elaborated the process of corpus making in machine language learning. His lecture also dealt with the challenges involved with UNICODE where task of separating script from language has posed as a major threat. He also enlightened the participants with the digitalising process of the Assamese language with his informed experience. During the session he responded to different queries of the inquisitive participants and thereby making the session an interesting and successful one.

Dr. Sarma also acted as the resource person for the Third Technical Session of the third day, which dealt with the concept of *Emerging Concept of Cyber Education and How to Deal with Its Language*. The session was more of an extended field of the previous session which dealt with several overlapping ideas. In the current era of digitalised world, the society has been moving afoot towards digitalisation of every aspect of the day to day life. As such, knowledge and education have also set foot on the digital world. But there is a vast difference between a physical classroom and a digitalised sea of information if a learner intends to learn something, and accordingly the approaches do vary. Dr. Sarma in his lecture tried to expedite the process of digital learning and called for implementation of the easily accessible learning process. The topic of discussion was quite few for most of the participants and later on it was acknowledged by many of them.

The Fourth Technical Session of the third day involved group discussion among participants on the basis of the lectures delivered so far. Resource person Professor Arun Ch Bordoloi, Retd HoD, Department of English and Retd Vice Principal, H. P. B. Girls' College, Golaghat, conducted it thoroughly. The participants raised different queries on the basis of the lectures in previous sessions of the programme. Prof. Bordoloi responded to each and every query by providing solutions very lucidly. Several issues like intonation and nuance of speech, which did not come into purview of the lectures, were raised by participants. Professor Bordoloi shed light on those issues. He also stressed on creating different innovative environments within the classroom, citing from his experienced knowledge. The session was an interesting

one with perfect blend of learning and humour which are considered as essential elements in a language learning classroom to ease out the learning process. He also reviewed the language learning methods in order to provoke thoughts among participants. He drew attention of the participants to the fact of knowledge gap between learner and instructor, and called for innovative approaches instead of a rigid approach of dealing with individual learners, as problems in the learning process vary in each individual learner.

The third day concluded with a valedictory session marking the end of the three day short term programme. The session was chaired by Dr. Bipul Ch Bhuyan, Principal, Hemo Prova Borbora Girls' College, Golaghat. The event was graced with the presence of Professor Mrinmoy Kr Sarma, Director, Teaching Learning Centre, Tezpur University as the Chief Guest. Dr. Swapna Rani Borah, Asst Professor, Teaching Learning Centre, Tezpur University, who was the Programme Observer during the term, offered a review of the activities of those three days and expressed satisfaction on the successful conduction of the entire programme. Prior to that Co-ordinator of the programme, Dr. Deepa Phukan Baruah, HoD, Department of English, H. P. B. Girls' College, Golaghat, kept her speech on motive behind organising the programme and expressed gratefulness to the eminent resource persons while offering her thanks and congratulations to the participants from different educational institutions, ranging from Higher Secondary Schools to University levels, for successfully completing the programme. Apart from offering the written feedback during each technical session, a number of participants were found quite eager to offer their verbal feedback and expressed their gratitude for conducting such a programme which they found highly beneficial. A large number of them in their speech held the view that the programme would have been more beneficial if it had been of a longer duration of at least one week instead of just three days. It was quite apparent from the feedback that the duration of the programme had affected in diving deep into the topics of discussion of the programme. Each and every one of the speakers praised the resourcefulness of the subject experts and requested the organising collaborators to conduct another such programmes with a longer duration. The enthusiasm did give an impression of successful completion of the programme. Professor M. K. Sarma in his valedictory speech expressed his satisfaction on successful completion of the programme and thanked the participants for actively co-operating the organisers to successfully conducting through the programme. He also informed the gathering of that session about the future plans of conducting larger events focusing on such themes, mentioning the current short term programmes as "tip of the iceberg". The session came to an

end with the distribution of Certificates of completion all the 47 participants followed by a group photography session.

Photo Gallery



The Registration desk



The Inaugurator's Speech



Dignitaries of the Inaugural Session



Co-ordinator's Speech



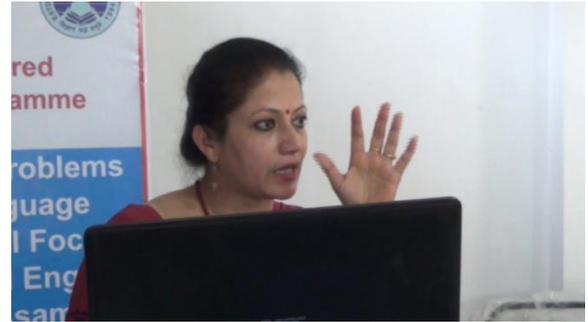
Keynote address by Prof. P. N. Dutta Baruah



Participant interacting during a technical session



Group activities during a technical session



Prof Padmini Bhuyan Baruah during a session



Participant interacting during a technical session



Participants taking part in activities



Participants during a technical session



Participants in group activity



Dr Debasish Mohapatra during a session



Mr T. K. Goswami being felicitated before a session



Dr Bhaskarjyoti Sarma during a session



Prof Arun Ch Bordoloi during a session



A participant sharing his experience



Prof. M. K. Sarma during his speech



The Principal during valedictory speech



Offering vote of thanks



Participants and organisers together at the end of the programme

12.5 SHORT TERM PROGRAMME ON MOTIVATING UNDERGRADUATE STUDENTS TO ACQUIRE READING AND WRITING SKILLS IN ENGLISH AT NORTH GAUHATI COLLEGE

The short term programme started with the registration on 14th of February at 9.00 a.m. and registered 41 participants. The registration was followed by the inaugural ceremony at 9.45 a.m. and the key note speech was delivered by Prof. Jyoti Prakash Tamuli, Head of the department of Linguistics, Gauhati University. Welcoming the participants Prof. Tamuli talked at length about the importance of English Language in the modern scenario. He referred to all the subjects taught in schools, colleges and Universities as consumers of English and underlined the fact that English should not be handled as a content subject but should be learnt as a skill that facilitates learning and communication in the required fields.



Dr. Shikha S. Kashyap, Head department of English and Dr. Dilip Das, Principal North Gauhati College addressed and welcomed the participants. Prof. Anita Tamuli, Head of English Language Teaching, Gauhati University and also the Resource Person of the day addressed the participants. Dr. Bhushita Patowari, Observer from TLC, Tezpur University defined the objective of the programme. The Inaugural session came to an end with Dr. Maloshi Choudhury, Coordinator of the Programme offering the vote of thanks.

Day 1: 14-02-2018

Session I and Session II

Resource Person: Prof. Anita Tamuli, Head Dept. of ELT, Gauhati University

Title of the sessions: **‘Exploring our Classrooms’ and ‘Teaching Writing Skills’.**

In session I, while helping the participants to explore their classroom situations the following factors emerged:

- Large classrooms
- Vernacular medium background
- Spelling errors
- Problems with expressions
- Students not interested in learning but interested in getting through the exam by cramming notes
- Students afraid of English
- Very large syllabus
- Problems with students from other language background like Bodo, Garo etc.
- A lot of time needed for taking attendance



To handle this seemingly difficult scenario participants suggested:

- Personal touch
- Group activity
- Graded instruction

In the second session on ‘Teaching Writing Skills’, Prof. Anita Tamuli commented that the curriculum is inappropriate; students are not able to relate to it and so they do not find it interesting.

What does not happen in the classrooms (but should happen): In general English, the students’ language skills (listening, speaking, reading and writing) along with knowledge of grammar and vocabulary should be strengthened. For students to be able to communicate practice is of utmost importance, she commented.

Session III

Resource Persons: Prof. Anita Tamuli assisted by Dr. Khamseng Baruah, Dept. of ELT., Gauhati University

Title of the session: **‘Using information from outside sources and documentation of sources’**

Dr. Baruah discussed the following in her session:

- Discussed the ways of using information from outside sources (Quoting directly, quoting indirectly, Paraphrasing and Summarising)

- Discussed how to write a good paraphrase and summary
- Discussed plagiarism and its types
- Discussed different types of sources of references
- Discussed means of evaluating sources
- Discussed reliability of documentation of sources

The participants were provided with handouts and formed into groups to understand and discuss the subject matter.

Day 2: 15-02-2018

Session I and Session II

Resource Person: Dr. Bornali Bhuyan, Head,
Dept. of English KRB Girls' College

Title of the sessions: **Teaching Reading skills**

The resource person initiated a discussion amongst the participants on:

- Purpose of reading
- Types of reading
- Reading procedure observed in classrooms



She commented that a misconception exists that a quiet classroom is an ideal classroom but in reality in a non interactive classroom, learning do not take place. Hence teachers should refrain from focusing on content and strive to build reading skills in students.

Incorporation of reading skills and strategies into a curriculum:

- Guiding students to learn and use the reading skills(skimming, scanning, extensive reading and intensive reading)
- Guiding students in setting reading goals
- Evaluating and assessing the students' acquisition by teachers
- Guiding to understand the cultural references and giving background information

Dr. Bhuyan brought in anecdotes from real life and classroom situations. She also formed the participants into groups for discussion and commented that working in groups increase students' motivation.

Session III and Session IV

Prof. Padmini Bhuyan Boruah, Dept. of ELT, Gauhati University

Title of the session: **'Integrating Language Skills'**

Prof. Bhuyan Boruah started the class by asking the participants questions on problems faced while teaching college students as well as strength possessed by their students. After listening to the feedback given on the aspects asked, Prof. Boruah proceeded to discuss fields where English is required, i.e. academic, instrumental, professional



and social. She then discussed the need of mastering the language skills, language components, sound, vocabulary, grammar, structure and meaning. While talking about use of social media by students and its affect on their mental health she initiated a dialogue among the participants. Discussing integrating of language skills in classrooms, she underlined the use of authentic language, communication (a means of interaction and sharing), appropriateness and tracking of the growth in language acquisition of students by teachers. Use of these factors promotes learning of real content she commented. Discussing ‘Content and Language Integration’, she demonstrated how Content based instruction, Task based instruction and Project based instruction provide opportunities to students’ use of all the language skills.

Day 3: 16-02-2018

Session I

Resource Person: Dr. Mizo Prova Borah: Dy, Director and Head of Languages, SCERT, Assam

Title of the session: **Self-Assessment and Continuing Professional Development**

The resource person commented that teachers should put all they know into practice and self assessment is helpful for teacher effectiveness. Only when teacher and students learn together, assessment becomes easier. For professional growth, peer assessment and peer learning is very essential. Comfort groups, sharing of experiences,



network, chalking out of strategies are very essential. In a scenario where the content and pedagogy are changing, the teacher also has to change. Training Institutes should function as

hub of learning where sharing, recording, self evaluation take place. While bringing in these concepts Dr. Bora also sought the views of the participants by forming them into groups.

Session II

Resource Person: Prof Padmini Bhuyan Boruah, Dept. of ELT, Gauhati University

Title of the session: **‘Teachers as Researchers: Doing Exploratory Action Research’**

Prof. Boruah started by initiating a discussion among the participants on what research. Then she proceeded to explain action research and exploratory action research.

Action research is “Addressing questions that arise from your practice by gathering data, analyzing it and sharing what you find” (Richard Smith, 2017)

Exploratory Action Research involves exploring, acting, reflecting, acting and sharing. Some of the benefits it brings are:

- Greater understanding of one’s own context
- Helps in solving teaching problems
- Teacher becomes reflective and analytical
- Motivates both teachers and students
- Contributes to wider knowledge

Prof. Padmini Bhuyan Boruah welcomes the teacher participants to participate and get involved in such exploratory action researches for the benefit of the students.

Session III

Title of the session: **‘Group Discussion’**

Dr. Swapnarani Bora, Assistant Professor TLC, Tezpur University coordinated the group discussion programme of the participants in presence of Prof. Padmini Bhuyan Boruah, Dr. Bornali Bhuyan and Dr. Bhushita Patowari. A vibrant discussion took place and feedback from the participants were collected (feedback



forms). Language communicates through four parameters or skills - listening, speaking, reading and writing. In order to learn a language and achieve competence, it is essential to master all the four skills as well as acquire the language components. The teacher plays a very decisive role in encouraging students to learn and improve their skills. The workshop highlighted on the strategies to be employed by the teachers to motivate their undergraduate students in acquiring language skills and the desired language components.

Valedictory Ceremony:



The valedictory ceremony was graced by Prof. Mrinmoy K. Sarma, Director TLC, Tezpur University as the chief guest and Dr. Eeshankur Saikia, Gauhati University as the Guest of Honour. Prof. Sarma in his address talked about the importance of the topic deliberated in the programme. He also briefed the gathering on the nature and area of work focussed by TLC, TU.

Dr. Saikia, Prof. Padmini Boruah Bhuyan, Dr. Bornali Bhuyan, Dr. Dilip Das, Dr. Shikha S. Kashyap, Sri Jatindra Choudhury, former HOD English, North Gauhati College addressed the gathering comprising of the participants, teachers and staff of North Gauhati College and faculty members of TLC, Tezpur University. Two participants, Dr. Lalit Shrestha (Asst. Prof. Department of Anthropology) and Ms. Snigdha Deka, Research Scholar (Dept. of Humanities, IITG) shared their experiences gathered in the short term programme. The programme ended with the vote of thanks given by Dr. Maloshi Choudhury.



12.6 ONE-WEEK FACULTY DEVELOPMENT PROGRAM ON ADVANCES IN RENEWABLE ENERGY TECHNOLOGIES AND SYSTEMS AT DEPARTMENT OF ENERGY, TEZPUR UNIVERSITY

This one-week Faculty Development Program (FDP) in collaboration with Teaching Learning Centre (TLC), Tezpur University, supported by AICTE-NEQIP was organised successfully with participation of different stakeholders. The FDP addresses the various aspects of Advances in Renewable Energy Technologies and promotes student centric effective teaching-learning pedagogy among the participants. This course was aimed for teachers who are teaching various disciplines of science and engineering subjects in colleges or Universities. There were 42 number of participants registered for this programme from different Universities and Colleges of Assam, Meghalaya and Arunachal Pradesh and 40 number of participants successfully completed the programme. Prof. M M Sharma, Vice-chancellor (acting), Tezpur University inaugurated the programme. In his inaugural address, Prof Sharma stressed upon the paradigm changes from black board based teaching to modern ICT base teaching and the importance of using online tools for teaching and evaluation in present days. Prof Biswajit Ghosh, Professor and Dean of Engineering Sciences, The Neotia University, Kolkata was the Chief Guest in the inaugural function. Prof Ghosh spoke about the importance of energy education in the country. Prof. Khanindra Pathak, IIT Kharagpur was the Guest of Honour in the inaugural function. Prof. Pathak,s deliberations creates the curiosity on pedagogical approach in teaching among the participants. Prof. M K Sharma, Director, Teaching Learning Centre, Prof. C L Mahanta, Dean, School of Engineering and Prof. R Kataki, Head, Department of Energy also graced the inaugural function of the programme.



Prof M K Sarma, Prof C L Mahanta, Prof K Pathak, Prof M M Sharma, Prof B Ghosh, Prof R Kataki (L to R)

Resource Persons from reputed academic institutions like IIT Kharagpur, IIT Guwahati, The Neotita University, North Eastern Hill University, Shillong and Research laboratory like

National Institute of Solar Energy, New Delhi, and Industry like Central Electronics Limited, Sahibabad and faculties of Tezpur University having expertise in the different relevant areas related to the programme deliver the lectures in this Faculty Development Programme.



Group photo with the participants

In the first technical session of the first day of the programme, Prof. B. Ghosh spoke on Renewable Energy and Sustainability. This session focussed on the relationship between the access to energy through renewable energy base systems with the sustainability. In the next sessions of the day, Prof. K. Pathak delivered talks on pedagogical aspects of teaching and how the technology enabled learning environments become more effective towards student centric teaching learning. In the activity sessions, Prof. Pathak guided the participants to develop curriculum of their choice and also helped the participants to familiarize with the outcome base learning methodology.

In the second day of the programme, Prof. R. Kataki from Department of Energy, Tezpur University delivered talk on Pyrolysis of Biomass and elaborate the various experimental results and the new research areas in this emerging field. Prof. D. Deka from Department of Energy, Tezpur University spoke on advances in liquid fuel generation from biomass. The deliberation focussed on the recent work related to catalysis development for bio-diesel production and algal biofuel. Dr. Sadhan Mahapatra from Department of Energy, Tezpur University discussed on the physics of biomass gasifier reactor design. The deliberation primarily focussed on the generation of clean producer gas from open top downdraft gasification systems. The various solar energy radiation measurement instruments and solar energy base systems were demonstrated to the participants. Participants were also learned the measurement protocol of solar radiation and systems. A 50 m³ biogas plant installed at Patkai Men's Hostel was also demonstrated to the participants. This biogas plant uses the kitchen

waste of the hostel and the produced gas is used for cooking in the hostel. The system shows the application of conversion of waste to useful gases. Two types of biomass gasification systems namely open top gasification systems and closed top gasification systems were demonstrated to the participants. In last session of second day, Dr. Nabin Sarmah demonstrated various tools that are commonly in use for the pedagogical aspect to move from the physical classroom to the smart classroom to online classroom. Dr.. Sarmah also demonstrated the tools for web presence of the teacher and tools in use for video lectures.

In the third day of the programme, Dr. Nabin Sarmah delivered a talk on off-grid and grid connected Photovoltaic systems. In this deliberations, Dr. Sarmah discussed in details the various system configurations, technical specifications of each component and various applications of off-grid PV systems. The system design criteria of grid connected systems was also discussed in details. Dr Mahapatra delivered lecture on Decentralized energy systems and simulation tool HOMER. The village load assessment procedure is discussed and various renewable energy systems configuration based on the cost of energy generation approach is analysed based on the simulation tool HOMER. HOMER simulation tool demonstrated for various scenario and hands on experience is also carried out with the participants. Participants were taken to a field trip to 5 MW grid connected PV systems near Balipara. This is the largest PV power plant is in operational in Assam. Site engineer shows the plant operation to all the participants. Participants were also quite excited to have real experience of knowing all technical details of the power plant.

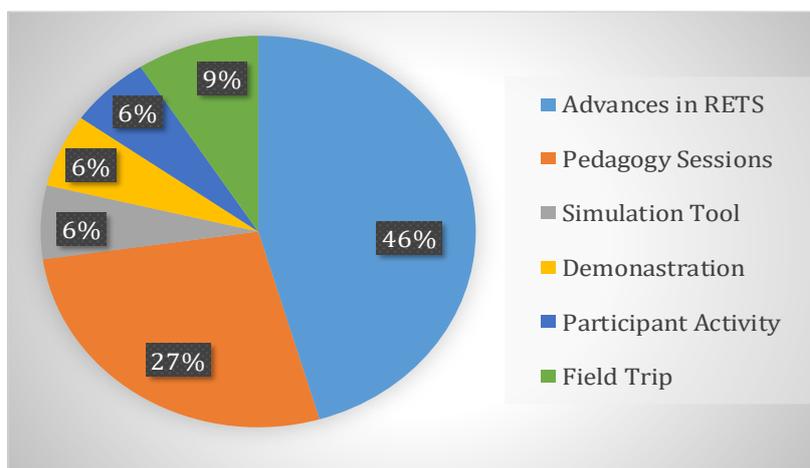


Field Trip to 5 MW grid connected Photovoltaic Power Plant at Balipara

On the fourth day, S. K. Singh, senior scientist from National Institute of Solar Energy, New Delhi delivered two lecturers on solar thermal energy. Various experimental work related to

refrigeration, air-conditioning by using solar thermal energy explained in details. Participants also quite excited to learn various experiments by using solar thermal energy. Dr. Sanjai Kumar from Central Electronics Limited, gave two lectures on solar cell physics and fabrication of solar module in industry. In this lecturers, basic of solar cell, various module technologies, fabrication techniques of modules, module production cost in India and other countries are discussed. Dr. Sadhan Mahapatra presented a talk on the Simulation tool PVsyst to the participants. This simulation tool is quite useful to analyse the energy generation from off-grid or grid connected PV systems. Participants was curious to know on the operation of this simulation tool.

In the fifth day, Prof. D. C. Baruah from Department of Energy presented a talk on GIS base Biomass Energy Mapping. He shows how the GIS can be effectively used to map any kind of renewable energy resources in any location. Dr. B. Kakati delivered a talk on advances in Fuel cell and hydrogen energy research. In the afternoon session, Prof. J. K. Deka from Department of Computer Science Engineering, IIT Guwahati gave two lecturers on Pedagogy aspects of teaching and curriculum development. Prof. Deka shows the techniques to develop curriculum, program educational objectives and program outcome of a sample course. On the last day, Prof. V. S. Mohalkar gave a talk on bioethanol production and Dr. Samrat Paul on advances materials for energy applications.



Different Sessions in the Programme

This FDP emphasises on stimulating inquisitiveness in the students during the process of acquiring and assimilating new scientific knowledge and concepts, rather than treating students as a passive recipient of lecture driven classes. The programme delivers the concept of integration of ICT in the teaching-learning process and training in research-based

strategies in teaching process. Similarly, the exposure to tools like open source courseware, simulation tools, and scientific approaches of planning and execution of experiments are also delivered in the programme, to enhance the student's ability to understand the subjects or create the curiosity on the subjects.

More than 50% of the total hours spent in the programme is devoted to the pedagogy sessions, demonstration, simulation tools, field trip, etc. Participant's feedback also reveals that the programme is perfect blend of technical knowledge on the advances in renewable energy technologies, pedagogy sessions, demonstration and field trip.



Prof V. K. Jain, Vice-chancellor, Tezpur University in the Valedictory Function (second from Left)



Prof. V. K. Jain, Vice-chancellor distributed the certificate of completion to the participant

Prof. V. K. Jain, Vice-chancellor of Tezpur University joined in the valedictory programme to distribute the programme completion certificate to the participants. Prof. Jain in his inaugural comments stressed upon on the new methods for delivering lecturers and also the

importance of online course like MOOCs, NPTEL, etc in the College/University teaching. Three participants also put forward their feedbacks in the valedictory programme. Prof. Jain distributed the programme completion certificate to 40 number of participants. Prof. C. L. Mahanta, Dean, School of Engineering, Prof M K Sarma, Director, Teaching Learning Centre and Prof R Kataki, Head, Department of Energy also grace the valedictory programme.

This Faculty Development Programme (FDP) fulfils its prime objectives to bring the faculties of different engineering, science and allied subjects onto one platform to update with the advances in the renewable energy technology and applications, effective teaching-learning practices, integration of ICT in the teaching-learning process, expose to tools like open source courseware, simulation tools, and scientific approaches of planning and execution of experiments.

12.7 SHORT TERM PROGRAMME ON INNOVATIVE PRACTICES IN TEACHING LEARNING PROCESS AT B. H. COLLEGE, BARPETA

The Internal Quality Assurance Cell (IQAC) of B. H. College organised a three day Short Term Programme (STP) on Innovative Practice in Teaching Learning Process on 26, 27 and 28 February, 2018. This STP was fully sponsored by Ministry of Human Resource Development (MHRD) and it was a collaborative programme with the Teaching Learning Centre of Tezpur University under the Pandit Madan Mohan Malaviya National Mission for Teachers and Teaching (PMMMNT).

The IQAC of the B. H. College made all arrangement for holding the STP in successful and effective manner. Brochure and Invitation Letters were published and distributed to all the colleges of Barpeta district and to the colleges of nearby area. A press release was also issued by the college mentioning the details of the programme and several Gauhati based newspapers published the press release as a news item. Then, the programme received publicity in the print media and social media as well. The Brochure and notice for the STP were also uploaded on the college website.

Eminent academicians and professors were invited as Resource Persons for the STP. Nearly hundred applications from intending participants were received by the organisers. Out of them, seventy participants were finalised. However, a few of them could not participate in all the sessions. 64 participants were given the completion certificate.

On 26 February, 2018, the STP began with the inaugural session at 10.00 AM. This opening ceremony was attended by Dr. Amarjyoti Choudhry, former Vice Chancellor, Gauhati University, former Pro-VC, Tezpur University and present Vice Chancellor, Down Town University, Mr. Ikbal Hussain Ahmed, Assistant Professor, TLC, Tezpur University, Dr. B. C. Pathak, Principal, B. H. College, Mrs. S. P. Goswami, Vice Principal, B. H. College.

Dr. B. C. Pathak read out the welcome address and emphasised on the collaboration between B. H. College and Tezpur University in different academic areas. He recalled his own association with Tezpur University.

Ikbal Hussain Ahmed, on behalf of TLC, explained the objectives of the programme and the general rules regarding participation in it.

Prof. Amarjyoti Choudhury delivered the inaugural speech. In his speech, he gave importance on creative teaching through constant innovations. He also explained the basic objectives of teaching and put emphasis on inspiring the students. Dr. Sultan Ali Ahmed, Coordinator, IQAC, B. H. College proposed the vote of thanks.

In the Technical Session I and II, Dr. Nil Ratan Roy, HoD, Dept. of Education, Tezpur University acted as the Resource Person. He made presentations on 'Emerging Trends in the Pedagogy of Higher Education'. During his presentation a large number of participants raised their queries and actively interacted with him.

In the Technical Session III, Prof. Jogen Chandra Kalita, Director, UGC-HRDC, Gauhati University acted as the Resource Person and he made an excellent presentation on the topic 'Teaching Learning in the 21st Century'. By making references to the teaching learning in some world class universities, he tried to present a global picture of teaching.

On 27 February, 2018, Dr. Dulumani Goswami, Associate Professor, Dept. of Education, Gauhati University acted as Resource Person in Technical Session IV and V. He elaborated on 'Effective Teaching Strategies/ Techniques' and 'Classroom Management and Microteaching'. In his presentations, he discussed the various teaching techniques used by the teachers and on the importance of microteaching in improving the teaching skill of the teachers.

Dr. Sanjeev Kumar Nath, Associate Professor, Dept. of English, Gauhati University, gave a talk under the caption ‘Story time : Understanding Teaching, Learning and Teacher Student Relationship’ with interesting tales and anecdotes, he made a vivid presentation on the innovative ways of teaching.

Dr. Phanindra Narayan Dutta Barua, former Director, Indian Institute of Language, Mysore acted as another Resource Person on the same day and mainly spoke on how to make classroom teaching more interesting.

On 28 February, 2018, Dr. Nityananda Sarma, HoD, Dept. of Computer Science, Tezpur University acted as Resource Person in two sessions and made his presentations on ‘Open Online Resources for Higher Education’ and ‘Social Media, Social Networking Sites and Cyber Security in Education’. He talked about the most recent developments in the field of online learning like blended learning, flipped learning, etc.

After completion of the presentation by Resource Persons, a separate session was specifically held as group activity on the outcome of the programme. The participants were divided into several groups and each group was asked to make a presentation on what they have learned from this STP. As such, one participant from each group made the presentation.

At the end of the STP, the valedictory session was held in which Prof. Mrinmoy Kumar Sarma, Director, Teaching Learning Centre, Tezpur University was present as the Chief Guest. He spoke on different aspects of teaching learning and also on the objectives and missions of holding this type of programmes. Dr. B. C. Pathak, Principal, B. H. College spoke a few words expressing his gratitude to Tezpur University and encouraging the participants. A few participants also shared their experiences. The programme finally came to an end with the distribution of the certificates.

12.8 TWO DAY WORKSHOP ON DEVELOPMENT OF SELF LEARNING MATERIALS FOR OPEN AND DISTANCE MODE OF LEARNING AT CENTRE FOR OPEN AND DISTANCE LEARNING, TEZPUR UNIVERSITY

Prologue:

Open and Distance Learning has assumed the status of the most rapidly growing segment of education in today's world because of its approaches on flexible learning opportunities to individual and group learners resulting in both education and training. Well defined as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both, Open and Distance Learning has been a boon to the learners who are unable to access traditional classroom learning.

As distance learning is different from the conventional mode of teaching in the sense that there is limited physical presence of the instructor, Self-Learning Materials become an important aspect of it so much so that at times they serve the role of the instructors to the learners. The Self-Learning Materials should not only impart knowledge to the learners but they should be capable enough to stimulate and motivate them to learn. The potential impact of distance learning on all education lies in the very use of instructional materials complemented by visual, auditory, audio-visual and multimedia content.

The structure of Self-Learning Materials, therefore, requires careful design and implementation. Continual skill upgrading, implementing and retraining the technological advances and safe use of print and web-based materials, have been the need of the hour for the effective implementation of this fastest growing area of knowledge.

The two day workshop held on **March 6 & 7, 2018** was organized keeping in view the importance of quality Self Learning Materials in distance learning. All the contributors of Self Learning Materials from Tezpur University and outside were urged to register for this workshop to take full advantage of the lectures and practical sessions that have specially been designed for them under the guidance of experts. The workshop aimed to train the authors of SLM to prepare learner friendly materials using upgraded technological devices, minimize the absence of teacher centric mode facilitated by the face to face leaning and enhance the possibility of reaching the learners with maximum output.

The workshop started with a brief inaugural where a host of guests and invitees were present and delivered. Prof. M.M. Sarma, the former Vice Chancellor (acting) inaugurated the

workshop as the Chief Guest. The other dignitaries of the Inaugural Session included Resource Persons Prof. Santosh Panda and Prof. C.R.K. Murthy from IGNOU, and Prof. M.K. Sarma, Director, TLC. Among the invitees, the Registrar Dr. Biren Das, Prof. S.K. Dutta, Director, CIQA, Dr. Rajeev K. Doley, Director, CID and Member Secretary, CIQA, Dr. Madhurima Goswami, Head, Chandraprabha Saikiani Centre for Women's Studies, and Heads of Departments and other faculty members of the University. A total number of 46 participants had attended the two-day workshop consisting of six technical sessions. Among the participants, 90% are authors of SLMs of CODL while others are interested resource persons to be associated with CODL as SLM writers.

Prof. Debabrata Das, the Director of CODL, while introducing the theme to the participants emphasized the ever increasing role of Open and Distance Learning (ODL) for overall learning process worldwide and also brought in blended learning into the context explaining about the contribution of ODL system in the enhancement of Gross Enrolment Ratio (GER) of the country leading to the national agenda of making it 30% by the year 2025. Prof. Das urged that ODL has also contributed significantly in the outreach to the disadvantaged sections of the society including SCs, STs and women evidenced by the higher growth rate of enrolment in higher education through ODL of those sections compared to the face to face mode of education. He also put the point into context that there is a paradigm shift of the methodology, pedagogy and delivery of ODL mode during recent times in search of enhanced quality. He added that the materials that are provided to the learners in ODL are no longer referred to as "Study Materials" rather they are now called "Self-Learning Materials" since those materials are self-explanatory and easily comprehensible to the learners so that they do not need much help from external sources or a teacher to learn them. He also emphasized on the quality of Self-Learning Materials since they serve as the most crucial deciding factor in the context of the quality of ODL. Centre for Open and Distance Learning is mandated to contribute to the quality outreach of education to all in flexible mode and in the tryst of achieving the goal, the current workshop is a humble attempt.

In his speech, Prof. M.K. Sarma gave a brief description about Teaching Learning Center (TLC) which is an initiative under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) - a mission undertaken by the Ministry of Human Resource Development (MHRD), Government of India. The main objective of PMMMNTT is to create an atmosphere conducive to all round development across the country for teaching and learning and TLC is tirelessly working towards achieving this

objective. Prof. Sarma talked about the active role played by TLC in organizing workshops and seminars not only in Tezpur University but also all over the state. He emphasized on the importance of a holistic approach in teaching-learning process. Teaching-learning process cannot go only by catering to the needs of learners under face to face mode but it encompasses the holistic improvement of the teaching-learning process including distance learners. He further added that though the Self Learning Materials in ODL are supplemented by audio-visual materials, the importance of written materials can never be undermined. The workshop, he believed, would not only help the participants in writing quality SLMs but it would also help them to think creatively and innovatively.

Former Vice Chancellor, Prof. M.M. Sarma suggested that the SLMs should be written in a way that the learner enjoys studying them. In this context he shared his personal experience with distance education in 1982 at one of the pioneer institutes, Central Institute of English and Foreign Languages (CIEFL) Hyderabad, which is now known as English and Foreign Languages University (EFLU). That was the time when he first had access to Self Learning Materials and he was quite amazed to find the same quite interesting and highly entertaining. CIEFL had even presented subjects like Linguistics and Grammar in a humorous manner. Since the quality of distance learning depends a lot on the quality of the SLMs, the writer of SLM needs to be able to predict the areas where a learner is likely to face problems or get bored. He added that adding humour to the SLMs along with the inclusion of audio-visual content can be an effective way to make distance learning interesting. Prof. Sarma then cited the example of Finland which tops Human Capital Index and where 60% of the students going to school go for higher education. In order to improve the poor scenario in India in this context, he believes that distance learning can play a crucial role. With this deliberation he declared the session to be inaugurated. The Inaugural Session was ended with a vote of thanks by Partha Pratim Kalita, Assistant Registrar, CODL.

Resource persons' Profiles:

Prof. Santosh Panda

Prof. Santosh Panda, Ph.D. in Education is a Professor of Distance Education since 1997 at the Staff Training and Research Institute of Distance Education (STRIDE) at the Indira Gandhi National Open University (IGNOU). He has also acted as former Director of STRIDE.

Prof. Panda was the Chairperson of National Council for Teacher Education. He was also Director of the Association of Indian Universities (AIU), Founding Director of Inter-University Consortium (IUC) at IGNOU, Director, Centre for Flexible & Distance Learning, the University of South Pacific, Fiji Islands.

He acted as Visiting Professor at University of London (UK), Manchester Metropolitan University (UK), University of New Mexico (USA), Beijing Normal University (China, P R); Adjunct Professor at University of Maryland (USA); and a senior Fulbright Scholar at University of New Mexico, Albuquerque, USA,

Prof. Panda has conducted workshops in about 25 countries. He keeps interest and consults in areas of teacher education, distance education and online learning/ OERs/ MOOCs, staff development, higher education, financing and costing, accreditation and quality assurance, programme evaluation, and open schooling. He has provided consultancy to wide number of organisations like British Council, Commonwealth of Learning, Ford Foundation, UNESCO, World Bank, etc. including the Governments of many foreign countries.

He is the former chief editor of the refereed Indian Journal of Open Learning, and sits on the Editorial Board of above dozen prestigious refereed international journals.

Prof Panda has 48 publications in Refereed Journals, 44 Book Chapters, 34 Conference Papers and 19 Books in his credit.

Prof. C.R.K. Murthy

Prof. C. R. K. Murthy holds a Ph.D in Education and has been closely associated with the growth of Distance Education in the country. Prof. Murthy started his career as Lecturer in Distance Education in 1992, simultaneously resuming equivalent positions in Academic planning and International Relations till 1998. He is presently working as the Professor of Distance Education at Staff Training and Research Institute of Distance Education. Prof. Murthy held the position of Director, (STRIDE), IGNOU from 2013 to 2016. He was also associated with organizations like NCERT, NIEPA in national level Research Projects/Surveys in areas related to Educational Planning and Administration.

As the Director of STRIDE he was responsible for giving direction to various activities such as Staff development, Systemic research, Programme Evaluation Studies, designing, Developing and Production of materials related to various aspects of ODL, educational

planning and management in general and open and distance higher education systems in particular, student support services etc

Prof. Murthy has a wide experience in planning, designing and conducting more than 300 workshops/training programmes in various aspects of distance education in India and abroad (Ethiopia, Liberia, Nigeria, Sri Lanka, Bangladesh, Kenya, Ghana, Singapore, Dubai; New Zealand and Papua New Guinea (PNG). He has interacted with more than 20,000 teachers and professionals involved in ODL systems at higher education level.

He is credited with successfully completing many research projects in distance education. Prof. Murthy also assumed the role of Chief Editor of Indian Journal of Open Learning (IJOL) till 2016, and currently he is a member of several boards and councils. Prof. Murthy also has a large number of research papers and books on various aspects related to higher education and distance education in his credit.

Participants' Profile:

The forty six participants who participated in the workshop are a dynamic group, consisting of teachers from various institutions of Higher Education and research scholars pursuing their PhDs. The participants belong to different areas of learning, namely English and Foreign Languages, Sociology, Mass Communication and Journalism, Management, Energy, Mathematics and Education.

Ninety five registrations were received for the workshop, out of which the participants were selected on the basis of their current contribution to the development of Self Learning Materials for CODL, including a few who were shortlisted on the basis of their interest and potential to develop Self Learning Materials in future. 42 out of the total participants are contributing to the development of Self Learning Materials.

Outcome of the Workshop:

Framework Design of SLM

There were six technical sessions taken by Prof. Santosh Panda and Prof. C.R.K. Murthy on various aspects of ODL and development of SLM. The sessions were delivered through lectures as well as group hands on exercise. On the basis of the inputs given by the Resource Persons, a brief framework design of SLM is prepared and presented below.

I. Open and Distance Learning: An Overview

The process of teaching and learning has been undergoing change and modifications and accordingly, the regulations laid down by UGC are also changing. The move towards a system of Distributed Learning and Blended Education has demanded that a professor needs to adapt herself/himself to the changes brought in the teaching learning process. These changes encompass introduction of online component, web-based learning, delivery through audio-visual mode of learning, activity based learning etc. Recent innovations in teaching-learning process involve all the above mentioned means of learning along with the traditional classroom-based teaching-learning process. ODL system has a close connection with blended education because it caters to the needs of learners who are away from the campus without compromising on the quality of their education. The ODL system has undergone a paradigm shift from traditional correspondence system to ICT based learning. High degree of flexibility is brought into the ODL system emphasizing on quality materials and mode of delivery. Commonwealth of Learning (CoL) has emphasized on ensuring access to education to all through its member countries including India. India has contributed immensely, especially towards the outreach of education through establishment of Open and Distance Learning institutions and Open Universities. Indira Gandhi National Open University (IGNOU) being the largest open university hosting over seven lakh students has emerged as the largest caterer to the ODL mode of education posing as 'People's University'.

State Open University system has also contributed in an impactful way offering various academic programmes. Pioneered by Karnataka State Open University, currently India has 13 State Open Universities, one State Private Open University and 117 Dual Mode Universities apart from IGNOU at the national level catering to over 40 lakh learners. However, there have been concerns in a few quarters in regard to the quality of the education offered by the ODL institutions culminating in academic degrees. Government of India through University Grants Commission (UGC) recognizes the degrees offered through ODL mode equivalent to the degrees obtained through the face to face mode of learning from recognized universities. This has perhaps influenced the increased number of enrolment in ODL and some institutions took undue advantage ignoring the quality aspect of education. The situation is also fuelled by the absence of a rigorous regulation although Distance Education Council hosted at IGNOU monitored the ODL system throughout the country until recently.

Having realized the concerns in quality materials and delivery, UGC has stepped in and taken over the regulatory role; abolishing Distance Education Council and establishing an arm into

it by the name of Distance Education Bureau. There has been regulatory transformation in the ODL system of the country by the enactment of a new regulation in the name and style of UGC (ODL) Regulations, 2017 which attempts to bring in significant changes in the quality of ODL system. It is in this context that the faculty members, counsellors and resource persons need to re-energize themselves in the tune of the new regulatory framework.

Choice Based Credit System (CBCS) has shifted the focus from lecturing to the improvement of quality education. Under the CBCS, there is a core course in every semester to be compulsorily studied by a student along with elective course that can be chosen from a pool papers. The elective course can be generic that adds generic proficiency to the students or it can be discipline centric or it can be chosen from an unrelated discipline. Along with core and elective courses, there is also foundation course in the CBCS. Each course in CBCS is divided into theory, practical and tutorial. Such a system demands that the onus of learning should be on the learners while the teachers play the role of facilitators.

An important topic that needs to be understood in terms of ODL is plagiarism. Paraphrasing someone else's ideas or words without giving due credit, writing quotation without using quotation marks, citing source incorrectly, keeping the sentence structure of someone else's writing with some changes to the words, all amount to plagiarism. It is also important to note that self-plagiarism which is the reuse of one's own work without citing the original work, should also be avoided.

II. SLM Structure and Development

In ODL mode the SLMs play the role of an instructor. Therefore, there are certain characteristics of SLMs that need to be kept in mind-

- a. Self Learning Materials should be self-explanatory so that a learner does not require any external support to understand the content.
- b. Self Learning Materials should be self-contained and the learner should not require additional material to understand the same topic.
- c. SLMs should also provide guidance to the learners about how to proceed with the course and should be self-directed.
- d. SLMs should be capable of motivating the learner by citing familiar situations and help in raising curiosity in the minds of the learners.
- e. The SLMs should also be self-evaluating and should contain exercises, activities, self-assessment questions etc.

These characteristics differentiate textbooks from SLMs.

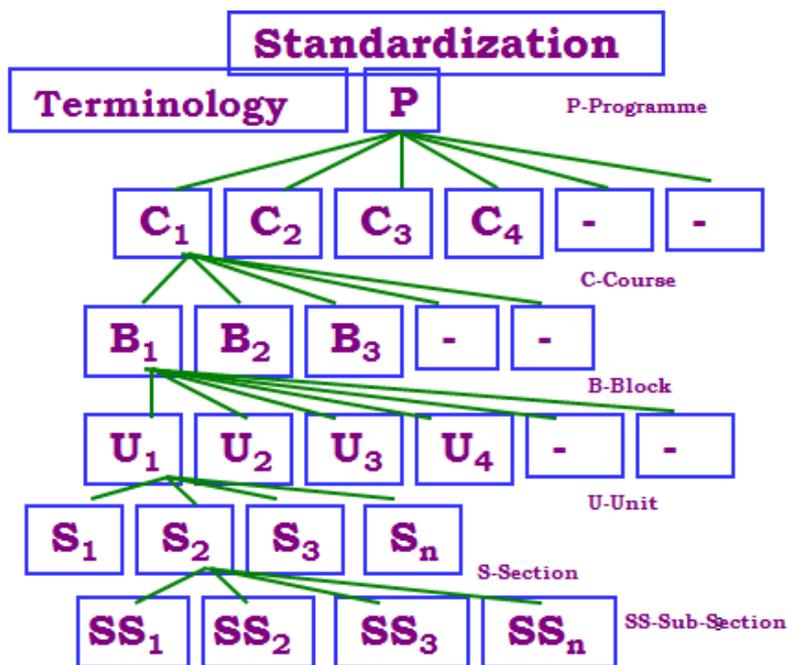
II.I Textbooks vs SLMs

In order to prepare quality SLMs, a writer needs to understand the difference between a textbook and an SLM. The following points shall highlight this difference:

- a. A textbook assumes interest while an SLM is supposed to arouse interest in the learners.
- b. Textbooks are written mainly for the teacher. A teacher follows the textbook to explain the concepts to the learners. On the other hand, SLMs are written exclusively for the learners. The content of an SLM should be such that they are easily comprehensible to the learners.
- c. In a textbook there is no indication of study time. The teacher decides the study time for the students. On the other hand, SLMs give estimates of study time to the learners.
- d. Textbooks are written for wider market whereas SLMs are written for particular learner group.
- e. A textbook rarely states aims and objectives whereas an SLM always gives aims and objectives.
- f. Textbooks are structured for subject specialists while SLMs are structured according to the needs of the learners.
- g. There is little or no self-assessment in a textbook whereas an SLM lays major emphasis on self-assessment.

II.II SLM Design

The Self Learning Materials have a definite structure depending upon the subject and level of learning. There is a standardization of terminologies used in ODL systems. These terminologies have a structural hierarchy that is followed as shown in the following figure:



A programme is divided into courses and which are further divided into blocks. Each block consists of Units. The content of the units are further broken into sections and sub-sections. The structure of a unit refers to the detailed itemization of the content. This itemization of content into sections and sub-sections presents a clear outline to the learners and help them in overviewing and locating the desired content of the unit.

A unit is designed based on the time a learner should invest in finishing it. The design should help the learners in retaining their motivation throughout.

II.III Structure of a Unit

A unit consists of three parts-

- a. **The beginning:** The beginning should comprise of the unit structure that is the framework of all the content of the unit placed in sequence. It is followed by the introduction that briefs the learner about the theme and provides study guidance. While writing the introduction, care must be taken that the language is simple and direct so that the content appears interesting and not difficult and cumbersome to the learners. The objectives of the unit are also placed in the beginning to help in measuring the learning outcomes in advance. While writing the objectives it is advisable to use certain behavioural terms as follows:

Descriptive verbs- define, describe, explain etc.

Discriminative verbs- compare, differentiate, distinguish, classify etc.

Motor performance verbs- drive, type, draw, measure, write etc.

To have a clear understanding of how these terms can be incorporated in objectives; the following example may be referred to-

Objectives:

After reading this unit, you shall be able to:

1. Explain the concept of Self Learning Materials;
2. Differentiate between Textbooks and SLMs;
3. Prepare a proper structure of a Unit.

- b. **The main content of the unit:** The main body of the unit is the main content of the unit arranged in a logical order. The main body answers the questions of the learners and makes addition to their existing knowledge. The content should be written in learner friendly language and personalized style so that the learner gets the feel that the content is directly conversing with him/her. The use of personal pronouns like 'You' and 'We' will help in this regard. While writing the main content of the unit, it is very important that the linkage is maintained properly. Each idea or sentence should be linked to the next idea or sentence. The main body should also include illustrations, wherever required. Activities like 'Check Your Progress' (CYPs), 'Self-Assessment Questions' (SAQs), Stop and Read, Reflection Spot, etc. should also be incorporated to make the content more learner oriented.

The following summarizes the structure of the main body of the unit:

- Small steps- In order to provide learner-centric education, the content should be divided into small sections so that the learner can move from one section to the other in a systematic manner.
- Logical arrangement- in order to maintain a logical arrangement, the following principles are to be followed:
 - From Known to unknown- The new concepts presented to the learners should be linked to their pre-knowledge. It is only then the new knowledge will be meaningful to the learners.
 - From simple to complex- The content should be started with easy ideas/ concepts and should gradually move to the complex ones.

- From concrete to abstract- Concrete materials should be presented first and gradually abstractions should be introduced.
- From particular to general- Before generalizing a concept, a few particular cases need to be discussed
- From actual to representative- The learners should be first advised to engage themselves in some real or actual events or objects related to the unit before proceeding with it. If engaging with real events or objects is not possible, representative forms such as charts, diagrams, etc. can be used to make the content easy to learn.
- Personalised style- The content should be more personal and interactive such that the learner feels that he/she is given individual attention. It should build conversation between a teacher (the role of which is played by the SLM) and a learner.
- Language- Language is a crucial deciding factor for the effectiveness of an SLM. Keeping the language simple, effective and direct is imperative in distance learning. The use of words should be such that the learner does not need to consult a dictionary quite often.
- Sentences- It is important that the writer keeps the sentences short and simple. It is always advisable to break down lengthy sentences into two or more small and simple sentences. The sentences should communicate the ideas and concepts directly.
- Vocabulary- Though the use of jargons might make the content appear more scholarly, the same should be avoided in SLMs since the focus should be more on how well the learners can understand the content through simple and direct language.
- Paragraphs- While writing SLMs, it is advisable to present one idea in one paragraph. Paragraphing makes the content more systematic and clearer.
- Illustration, CYPs, SAQs, Activities- These need to be effectively used in the content to make it more interesting, comprehensible and to stimulate the learners' imagination and creativity.

c. **The conclusion:** The concluding part sums up the entire unit. It is a repetition of what has already been discussed. Thus it helps the learner to recall the important points in

the unit and to check if they have completed all the learning activities. It also consists of glossary, references, suggested readings, self-assessment questions and activities.

Here is the structure of a sample unit:

UNIT 1: TUTOR COMMENTS

1.1 Introduction

1.2 Objectives

1.3 Tutor Comments and the Distance Tutor: Scope and Significance

1.4 Various Types Of Tutor Comments

1.4.1 Harmful Comments

1.4.2 Hollow Comments

1.4.3 Misleading Comments

1.4.4 Positive Comments

1.4.5 Negative Comments

1.4.6 Null Comments

1.4.7 Constructive Comments

1.4.8 Global Comments

1.5 Summary

1.6 Glossary

1.7 Suggested Readings

1.8 References

1.9 Answer to SAQs /CYPs

Conclusion:

The insightful sessions of the workshop were quite helpful for the participants as was reflected in the modifications that they made in their write-ups during their presentation. The knowledge about the various aspects related to ODL as well the changes brought in its realm with the advent of ICT and blended learning indeed helped the participants in understanding the whole concept, aims and objectives of ODL. The sessions gave a clear description about the characteristics of SLM and how an SLM is different from a textbook. Such distinct characteristics imply that the design and curriculum of an SLM cannot be the same as used while developing a textbook. The sessions gave a clear description about the instructional design issues, curriculum design, and transaction that highlight the importance of concept

maps involved in the development of an SLM. Keeping the language and content of SLM learner friendly is another important aspect that the participants learnt during the workshop. It is indeed very important that an SLM is learner centric lest the aim of ODL remains unmet. Hands on sessions in the workshop and activities, presentations by the participants contributed to quality development of SLM for ODL system. It is confirmed that the inputs of the workshop will reflect in the SLM of CODL in future.

13 Outcomes of the Short Term Programs

13.1 EFFECTIVE TEACHING STRATEGIES:

The outcome has been achieved by familiarizing the technologically backward learners with different aspects of innovative teaching practices through the following ways:

- A. The idea of blended and flipped classroom can be implemented by the teachers in regular classroom.
- B. Specific strategies like brainstorming, storytelling can help the students to easily familiarize with the topics/focused areas of study.
- C. Use of ICT tools in classroom can build more interest and attention among students. Use of web 2.0, Google Form, Relevant Video presentation, PPT with graphics and incorporation of different multimedia tools, etc. to make the classroom vibrant.
- D. Online educational resources are easily available on internet. Teachers can access those or they can create their own resources and make easily accessible through use of WordPress, screencast, etc. for the benefits of the students.
- E. Teachers can create group-learning environment and more focused learning environment by using different new media e-mail, whats app, Facebook, Twitter where the students can share their feedback of learning

13.2 PEDAGOGY OF SECOND LANGUAGE LEARNING:

Pedagogy of second language can be developed through the following ways:

- A. Promoting material to the learners based on contrastive analysis (insight into similarities and differences between languages) of different languages especially mother tongue and native language, L1 and L2.
- B. Developing course material for language teaching. Especially in teaching or learning of Assamese as a second language handbook material can be written.

- C. Providing material to the learners based on error analysis focusing on mother tongue, L1 and L2.
- D. By identifying the differences in concept of first language and second language (difference between mother tongue, first language and second language) and by developing specific methods of second language teaching
- E. By incorporating reading skills and strategies into a curriculum
- F. By creating specific strategies of reading and writing of English for learners of vernacular medium.

13.3 COURSE OF ACTION FOR FUTURE

- Preparing pedagogy of teaching second language - developing course material for language teaching. Especially in teaching or learning of Assamese as a second language handbook material based on error analysis.
- Preparing pedagogy of second language (English) reading and writing.
- Incorporation of innovative strategies for second language into curriculum.

These will be done through advanced training workshop to teachers of different disciplines.

14. Continuous activities of TLC

1. Development of video resources
2. Action research in effective method of pedagogy

15. Best practices

FACILITATING TEACHER TRAINING IN REMOTE AREAS THROUGH OUTREACH PROGRAM

STRICT PUNCTUALITY DURING WORKSHOP & 100% ATTENDANCE IN PROGRAMS

ONLINE SESSION-WISE, RESOURCE PERSON SPECIFIC & OVERALL FEEDBACK AND

REAL TIME ANALYSIS.

HANDBOOK ON RESOURCE PERSONS & PARTICIPANTS

PROPER BALANCE OF LECTURE & ACTIVITY SESSIONS

13. Tentative program schedule for the remaining F - Y 2018-19

No.	Program	Duration	Beneficiary
1.	Induction Training of Faculty-II& III	Month long	40
2.	Workshop on Research Methodology for Teachers (Advanced)	Weeklong	40
3.	Discipline Specific Faculty Enrichment Program (2 numbers)	Weeklong	60
4.	One Day Workshop on Development of Structure for Outreach Programme on Innovation and Rejuvenation of Higher Education	1 day	15
5.	Outreach Programme (4 Programs)	Weeklong	200
6.	Experimental Action Research	Continuous	
7.	Workshop on ICT based Teaching for Teachers	2 days	40
8.	E-Module development through Induction Training Programs	Total 150 Minutes of Multimedia Content	
9.	E-content Development (10 Videos)	Approx. 150 Minutes	
10.	Compilation of E-Resource Support (Experimental)	Continuous	
11.	Induction Training of Faculty-IV	Month long	40
12.	Past-Participants Meet (Evaluation and Follow up)	1 day	60
		Total	495

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