



MINISTRY OF EDUCATION  
Government of India

**Internal Quality Assurance Cell (IQAC)**

**JANKI DEVI MEMORIAL COLLEGE**

(ACCREDITED GRADE 'B++' BY NAAC)

(University of Delhi)

Sir Ganga Ram Hospital Marg, New Delhi-110060

organizes

***ONE WEEK ONLINE FACULTY DEVELOPMENT PROGRAMME***

On

**'Student-Centric Pedagogic Methods'**

27<sup>th</sup> January 2021– 2<sup>nd</sup> February, 2021

*Live Sessions: 2:00 PM - 6:00 PM*

*In collaboration with*

**MAHATMA HANSRAJ FACULTY DEVELOPMENT CENTRE**

(A Centre of Ministry of Education, Govt. of India under PMMMNMTT Scheme)

**HANSRAJ COLLEGE**

(NAAC A+ CGPA 3.62, NIRF Rank #9)

University of Delhi

Malka Ganj, Delhi -110007

## **ORGANIZING TEAM**

### **MHRFDC TEAM**

**Prof. (Dr.) Rama**

Principal, Hansraj College & Chairperson, MHRFDC

**Dr. Jyoti Bhola**  
Coordinator MHRFDC

**Mr. Ashutosh Yadav**  
Dy. Coordinator MHRFDC

### **TECHNICAL TEAM**

**Mr. Amit Chauhan**

**Mr. Gaurav**

## **JANKI DEVI MEMORIAL COLLEGE TEAM**

### **CHIEF PATRON**

**Dr. Swati Pal**

Principal

Janki Devi Memorial College

### **CONVENOR**

**Dr. Shilpa Chaudhary**

Assistant Professor

Dept. of Economics

### **FDP COORDINATORS**

**Ms. Bijoyata Yonzon**

TIC, Assistant Professor

Dept. of Economics

**Ms. Deepti Sethi**

Assistant Professor

Dept. of Economics

### **MEMBERS, ORGANISING COMMITTEE**

**Ms. Sakshi Bansal**

Assistant Professor

Dept. of Economics

**Dr. Devendra Kumar**

Assistant Professor

Dept. of Economics

**Ms. Trisha Jolly**

Assistant Professor

Dept. of Economics

# FDP REPORT

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## RATIONALE OF THE FDP

Pedagogy, the act of teaching, is essentially the study of how knowledge and skills are imparted in an educational context. While the conventional pedagogies view the teacher as knowledge-holder and student as the recipient of knowledge, there are range of theories that increasingly identify the student as an agent and the teacher as a facilitator. A teacher must not only be proficient in the subject matter but should also be well-versed with how to pass on information and knowledge to the students. The quality of experience of students' learning in the classroom is determined, to a large extent, by pedagogy used by the teacher.

Student-centred learning, or learner-centred education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. It aims to develop learner's autonomy and independence and focuses on skills and practices that enable lifelong learning and independent problem-solving. It is also extremely important to use teaching methods that can help achieve the objective of inclusivity of diversity among students. In order to cater to students with varying learning needs, it is essential to use differentiated pedagogic strategy and not the 'one-size-fits-all' kind of traditional approach.

This objective of the programme was to provide an opportunity to faculty to upgrade their knowledge about teaching methods in order to engage students in a more meaningful and enriching learning space. The programme was designed to provide an interactive platform to get insights of the pedagogic methods and how to keep the learner at the centre-stage of the entire teaching-learning process.

## INAUGURAL SESSION

The FDP started with an Inaugural session on February 27, 2021 in the august presence of the **Prof. Swati Pal, Principal, Janki Devi Memorial College**. The session began with welcome address by Dr. Shilpa Chaudhary, IQAC Coordinator, JDMC.

Prof. Swati Pal addressed the audience with her words of wisdom and emphasized the need for innovative pedagogic methods for students which involve the use of a teacher's mental and intellectual self. She said that it is important for the teacher to use her body language, voice and gestures, her whole, combined with her knowledge to create a deep impression on students. Prof. Pal shared with the audience how teachers with different approaches impact us. She also pointed out how humour can be used powerfully during teaching. She emphasized the need for teachers to be the role models and facilitators and that it is extremely important to use teaching methods that can help achieve the objective of inclusivity of diversity among students. She added that she is fully confident that teachers are always ready to and would successfully cope up with new challenges for the benefit of students.

The Inaugural address was followed by announcement of a set of instructions for the participants by Ms. Deepti Sethi, FDP Coordinator, JDMC. The inaugural session ended with a vote of thanks by Ms. Bijoyata Yonzon, FDP Coordinator, JDMC.



## DAYWISE REPORT

The program was held over the course of six days, two live sessions per day. At the end of each day, the participants were to attempt MCQ-based assessment which would test their grasp of the topic of that day and also allow them to exercise the skills they had acquired.

### Day 1: 27<sup>th</sup> January, 2021 (Wednesday)

**Session1:** The first session of the FDP focused on “**Understanding Student’s Personality: Nurturing Mental Health**” and was delivered by **Dr. Meenu Anand, Assistant Professor, Department of Social Work, University of Delhi.**

The session began with a welcome address by Ms. Deepti Sethi, FDP Coordinator who also introduced the speaker.

The speaker began the session by sharing a real-life story depicting how our society focuses more on physical health rather than mental health. She discussed various components of mental health and highlighted the importance of being mentally healthy for both teacher as well as student. She then explained various personality types of students and described the role of nature and nurture in a child’s life and how the surrounding environment can have a long lasting impression on him/her. The speaker elaborated on various methods and strategies that we can imbibe in our teaching that can help accommodate students with different personality traits. For example, students with low self-esteem need to be given opportunities for participation in debates. The session gave several tips as to how, during the course of teaching, we can offer opportunities to nurture personality traits of our students.

After the presentation, the resource person answered all queries raised by several participants to their satisfaction. The session was indeed very interactive and was an apt beginning of the FDP. The session ended with a vote of thanks by Ms. Bijoyata Yonzon, FDP Coordinator.

**Session 2:** The second session was held on the topic “**Effective Presentation Skills**” by **Dr. Daisy Sharma, Assistant Professor, Department of Psychology at Keshav Mahavidyalaya, University of Delhi.**

The session began with a welcome address by Ms. Deepti Sethi, who also introduced the speaker. The session began by highlighting the importance of effective presentation skills for a one-to-many formal verbal communication, and how it informs, persuades, motivates, and educates the target audience. Dr. Sharma highlighted the goals and the objectives of the same which are important in improving the performance skills of an individual during presentations. She described the key components and the steps of presentation skills- planning, preparation and delivery were discussed. The participants were also shown a very engaging video on the importance of body language. The resource person gave numerous useful tips to improve the presentation such as following the “Rule of 3” while structuring a presentation (oral/written) inspired by a quote by George Bernard Shaw – “*Tell ‘Em What You’re Going To Tell ‘Em; Next, Tell ‘Em; Then, Tell ‘Em What You Told ‘Em*”. She also explained the concept of deep breathing that is very important to keep our physical and mental health intact.

The presentation was followed by a very engaging discussion and question-answer session with participants who immensely benefitted from various useful tips that were given by the speaker for rehearsal, for preparation and for giving an effective presentation.

The session ended with a vote of thanks by Dr. Shilpa Chaudhary, FDP Convenor.

## **Day 2: 28<sup>th</sup> January, 2021 (Thursday)**

**Session 1:** The first session of the day was on “**Learner-Centered Pedagogic Methods**”, the resource person being **Prof. Dasyum Venkateshwarlu, Director, School of Education, IGNOU.**

The session began with welcoming the speaker by Dr. Shilpa Chaudhary.

Prof. Venkateshwarlu threw light on National Curriculum Framework (NCF) 2005 that focused on the learner-centered approach, and thereafter explained key components of New Education Policy (NEP) 2020. The speaker highlighted the need for teachers to be digitally trained to blend into the digital learning processes. The session provided insights into various common strategies that can be used by all teachers, irrespective of their discipline, to create a culturally inclusive classroom with active participation from learners. He stressed that teachers should engage students in active learning and cooperative learning and should follow an investigatory approach that allows learners to explore, discover and evolve their own concepts. He described common strategies such as survey methods, open-ended projects, journal writing, folk tales, and games, etc. and also the methods on how to develop such strategies to create culturally responsive and inclusive classrooms. The speaker explained the importance of collaborative and cooperative learning that is effective in multicultural and multilingual classrooms. The presentation ended with the need for teacher to be a facilitator and co-learner and to view the learner as constructor of knowledge.

The presentation was followed by question-answer session wherein the speaker replied to all queries in a very engaging manner. The session ended with a vote of thanks by Dr. Shilpa Chaudhary.

**Session 2:** The second session was on the topic “**How to Cater to Slow and Advanced Learners: Personalised-Teaching Learning**” by **Dr. Jyoti Sharma, Associate Professor with Department of Mathematics, Cluster Innovation Centre, University of Delhi.**

The session began by welcoming the speaker by Dr. Devendra Kumar, Member, Organizing Team.

The speaker familiarized participants about the concept of pedagogy, its strategies, and the pedagogy cycle. She emphasized that the task of a teacher cannot be just the completion of course, rather it imbibes many more things and that guiding students, making them learn, shaping and preparing them for the future challenges are also a part of teachers’ responsibility. She also laid stress upon the reality check of today’s education system and what needs to change in order to make the education system more inclusive for all types of learners. Elaborating on the types of learners, that is, advanced learners and struggling learners, she discussed different traits of each category and elaborated on the pedagogy which would help both to perform better on the academic front as well as in life. The importance of an inclusive classroom that includes all types of learners and celebrates diversity was emphasized. Topics of realistic curriculum and pedagogical innovations to realize the responsibilities higher institutions have towards society were also touched upon. Her presentation ended with a quote for all the participants- “*Be the agent of change, not submission to constraints. Be a voice, not an echo. Be a role model for your students, not just a service provider*”.

The presentation was followed by question-answer session wherein the speaker replied to all queries in a very interactive manner. The session ended with a vote of thanks by Dr. Devendra Kumar.



### **Day 3: 29<sup>th</sup> January, 2021 (Friday)**

**Session 1:** The first session was conducted on “**Student Centric Teaching Methods-I**” by **Dr. Renu Malaviya, Associate Professor, Lady Irwin College, University of Delhi.**

The session began with welcoming the speaker by Ms. Deepti Sethi. The resource person discussed various methods of effective teaching in detail. She added that for effective learning, not only teachers and students, but also the policies of states and education institutions, and family and community play an important role. Dr. Malaviya presented it beautifully that for student centric teaching, a teacher needs to be much more than just a teacher. He/she should be a facilitator, a co-learner, a mentor, an innovator and a life skill coach. Amongst various techniques, ‘Zero-Lecture Classroom’ and ‘Flip Classroom’ techniques were discussed at length.

The presentation was followed by interactive question-answer and discussion session. The session ended with vote of thanks by Ms. Bijoyata Yonzon.

**Session 2:** The second session was held on “**Student Centric Teaching Methods-II**” by **Dr. Renu Malaviya, Associate Professor, Lady Irwin College, University of Delhi.**

The session began with welcoming the speaker by Ms. Deepti Sethi. In the second session, Dr. Malaviya, continued to discuss how important it is to have the understanding of our students for better learning outcomes. She informed that to become an effective facilitators and co-learners to our students, the perquisites are knowledge about the social intelligence, political intelligence, technological and economic awareness of our students, She advocated that facilitators need to be flexible with regard to their teaching methods towards their students by providing opportunities to choose when and where they want to learn and must engage them into dialogue and discussions. It will help teachers in deciphering their enterprising and innovative ideas and enhance their problem solving abilities. She added that since every student is different in terms of absorbing knowledge, their intelligence, their learning styles, and therefore a teacher should not follow a single teaching style but must adapt to the different learning styles of the students. Dr. Malaviya also explained different interactive and instructional methods like different kind of seating arrangements, cooperative learning, brainstorming, discussions, role playing etc. for achieving better learning outcomes.

The entire session was highly interactive and was followed by question-answer session. The session ended with vote of thanks by Ms. Bijoyata Yonzon.

### **Day 4: 30<sup>th</sup> January, 2021 (Saturday)**

**Session 1:** The opening session on Day 4 included discussion on the topic “**Planning the classroom experience to achieve the desired learning outcomes**” and was taken by **Dr. (Mrs.) Haneet Gandhi, Department of Education, University of Delhi.**

The session began with welcoming the speaker by Ms. Trisha Jolly, Member, Organizing Team. The resource person divided her presentation in three parts. The first part was about the *concept of Learning-outcome based curriculum* which is a learner centric approach focusing upon better learning outcomes. She explained that learning outcomes serve many purposes like acquiring desired level of knowledge,

skills, and attitudes; work as guidelines for content, instruction and evaluation; work as reference point to formulate learning attributes; enable students and parents to understand the course and it also facilitates comparative learning outcomes in terms of national and international standards.

In the second part, Dr. Gandhi enlightened the participants about the evolution of education policy over the past three decades and gradually moved towards the *implementation of 'Learning-outcome based curriculum'*. She added that there have been some new developments in policy front, like Choice-based Credit System, setting up of National Assessment Centre, PARAKH and Academic Bank of Credit which would help in improving learning outcomes.

In the third part, she spoke about the ways through which one can *incorporate the policy measures* of New Education Policy. Along with it, the best learner centric practices in the curriculum and our teaching methods were also discussed. The benefits include the well-structured and chronological acquisition of knowledge and practical skills. The required condition for this is doing away with the traditional methods of assessment.

The entire presentation was highly engaging and motivating and it was followed by question-answer session. The session ended with vote of thanks by Dr. Devendra Kumar.

**Session 2:** The resource person was **Dr. Gunjan Sharma, Assistant Professor, School of Education Studies, Ambedkar University Delhi**, who interacted on the topic **“Planning the Assessment”**.

The session began with welcoming the speaker by Dr. Devendra Kumar. Dr. Sharma explained that assessment, its method and process, depends upon the organization of education in a society which is reflected in the curriculum and the structure of the courses at different levels. To understand a method of assessment, understanding of the few basic things like the purpose of assessment, who plans it, how is it planned and what is the role of assessment in the process of learning and how is it different from examination and test is must. She criticized the Indian education system for being an examination-oriented system whose major focus is upon the reproduction of information in exams. She added that at different levels of education, we need efforts to improve the method of assessment so that students are assessed in terms of level of knowledge and skills acquired during learning. She explained that any learner-centric teaching method would demand a continuation evaluation of students within the cultural and social contexts. Yet, education system has largely been developed into a system where the quality of education is considered equal to some minimum levels of learning on the bases of standardized methods (tests) which has become a tool for selection and sorting. In such scenarios, teachers' performance is judged on the basis of students' performance which largely depends upon the reproduction of information. Dr. Sharma also explained that the choice of method of assessment is part of process of knowledge creation and thus depends on what knowledge is considered in a society; whether it is the content of a course in itself is knowledge, or it is product of delivery of this content, or it is kind of process where learners learn to acquire skills and create new knowledge as well, or is it practice of ideas and concepts which lead to acquisition of skills and creation of new ideas and concepts thus increasing knowledge itself.

The presentation gave deep insights about the modes of assessment to the participants. It was followed by a question-answer session. The session concluded with a vote of thanks by Ms. Deepti Sethi.



## Day 5: 1<sup>st</sup> February, 2021 (Monday)

**Session 1:** The topic for the first session was “**Tools for Assessment**” and the resource person for the same was **Dr. K. Thiyagu, Assistant Professor, Department of Education (SEd), Central University of Kerala.**

The session began with welcome address by Ms. Deepti Sethi.

The resource person explained how the teaching-learning online process made students incurious and focused on the importance of evaluation of online classes to make them more interactive and interesting by using various tools. He mentioned Information and Communication Technology (ICT)/ digital technology focused on creating, managing, delivering, assessing and providing immediate feedback. He informed the use of various synchronous and asynchronous tools such as **Kahoot, Quizizz, Slido, TestMoz, Rubrics**, etc. Dr. Thiyagu gave hands-on demonstration of online quizzes and polls with these tools and actively involved the participants in such demonstrations. He also familiarized the participants with the **Theory of Bloom’s Digital Taxonomy** that consists of a framework of digital tools to facilitate students learning experience and outcomes. He added that the teachers should engage students in active learning and cooperative learning and follow an investigatory approach that allows learners to explore, discover and evolve their own concepts. The presentation concluded by highlighting the benefits and limitations of e-assessment.

The resource person kept the participants engaged and answered all queries. The session ended with a vote of thanks by Ms. Trisha Jolly.

**Session 2:** The second session focused on “**Insert Learning: Creating Interactive Learning**” and the lecture was delivered by **Dr. Dinesh Chahal, Assistance Professor, Department of Education, Central University of Haryana.**

The session began with welcome address by Ms. Deepti Sethi.

The speaker began the session by emphasizing that teaching is a bilateral process. By resorting to different and innovative learning styles, the teachers can save a lot of time which can be used to engage the students in various activities by inserting debates, quizzes etc. It not only makes pedagogic methods more interactive but also more effective. It directly influences students’ grades and learning outcomes in the positive direction. Dr. Chahal stated that the role of a teacher is not just restricted to classroom teaching. Teachers have multiple roles including helping students to cope with the adversity so that they can adapt to the new situation. He also suggested that teachers need to be dynamic in nature and adapt to changes according to the situations. Then he interacted with the participants about different quotients and mentioned that the Adversity Quotient (AQ) is the hour of need. He emphasized that teachers needs to be *Real, Responsible, and Reliable*. At the last, Dr. Chahal asked the participants to be eco-friendly, not ego-friendly and ended the session by saying that our motto is to teach students and prepare them for the coming future.

The resource person kept the participants engaged and answered all queries. The session ended with a vote of thanks by Ms. Trisha Jolly.

## **Day 6: 2<sup>nd</sup> February, 2021 (Tuesday)**

**Session 1:** The resource person for the session on “**Bloom’s Taxonomy**” was **Dr. Renu Malaviya, Associate Professor, Department of Education, Lady Irwin College, University of Delhi.**

The session began with welcome address by Ms. Sakshi Bansal.

The resource person explained different objectives and skills that educators set for their students (learning objectives). She comprehensively threw light on the concept/tool of Bloom’s taxonomy and its hierarchical structure- remembering, understanding, applying, analyzing, evaluating and creating. She added that the learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. She expressed that Bloom’s taxonomy is a powerful tool to help develop learning objectives because it explains the process of learning. The speaker explained in detail how and why education should promote higher forms of thinking, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). The resource person also focused on three learning domains: the cognitive, affective, and psychomotor, and assigned to each of these domains a hierarchy that corresponds to different levels of learning.

The presentation gave deep insights about the bloom’s framework. It was followed by a question-answer session. The session concluded with a vote of thanks by Ms. Deepti Sethi.

**Session 2:** The title of the session was “**Developing Students’ Skills and Competencies as a part of teaching- learning process: Preparing them for future**”. The resource person was **Dr. Renu Malaviya, Associate Professor, Department of Education, Lady Irwin College, University of Delhi.**

The session began with welcome address by Ms. Sakshi Bansal. The resource person discussed in detail how teaching learning process should be used to inculcate and develop ten core life skills- empathy, self-awareness, critical thinking, creative thinking, decision making. problem-solving, effective communication,, interpersonal relationship, coping with stress and coping with emotion. While concluding her session, she proposed that learning environments should be learner-centered and provide a knowledge-centered environment that brings clarity of the content, the reasons for learning the content, and the target mastery. These environments should continuously assess students’ learning and embrace a community-centered approach.

### **VALEDICTORY SESSION**

A live online session was held to mark the end of the seven-day journey of the FDP on the February 02, 2021 in august presence of **Prof. Swati Pal, Principal, Janki Devi Memorial College** and **Dr. Renu Malaviya, Department of Education, Lady Irwin College, University of Delhi**

The session started with a welcome address by Dr. Shilpa Chaudhary, Janki Devi Memorial College followed by presentation of “**Report of the FDP**” by Ms. Bijoyata Yonzon, Janki Devi Memorial College. The report highlighted the participants’ ardent interest and dedication towards the course, as they worked diligently on assignments as well as feedback.

It was followed by **Valedictory Address** by **Prof. Swati Pal** who congratulated all participants for successful completion of the FDP and learning several new pedagogies that would help them improve the learning outcomes of students. She emphasized that it is the responsibility of teachers to equip themselves with new skills pertaining to the innovative and effective pedagogy and felt confident that teachers would be able to take on the new challenges and give the best to their students. She also congratulated the organizing team from both the colleges for smooth conduct of the FDP.

The next segment of the session was “**Feedback from the participants**” wherein Dr. Sarvesh Kumar Mishra, Assistant Professor, IP College, University of Delhi; Dr. Pritam Singh Sharma, Assistant Professor, Dept. of Hindi, Ramjas College, University of Delhi; Dr. Anil Singhal, Tripura Institute of Technology, Agartala and Dr. Amritha M Rao, Nagrik Shikshan Sanstha's College of Commerce and Economics, Mumbai were invited to share their experiences. They shared their rigorous but productive journey. They expressed their gratitude to the organizers and were extremely satisfied with the content of the courses.

The session ended with a **Vote of Thanks** by **Ms. Deepti Sethi, Janki Devi Memorial College.**

The FDP concluded with the hope that we, as teachers, would continue our enthusiasm and zeal to expand our skill horizon that would help us to contribute meaningfully in our capacities as facilitators and co-learners; and putting the student at the centre of the stage during the entire act of teaching-learning.



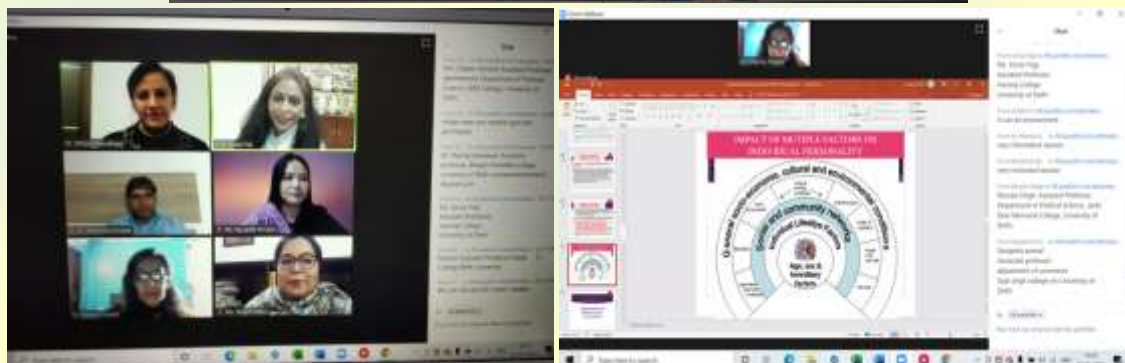
## Glimpses of the Journey



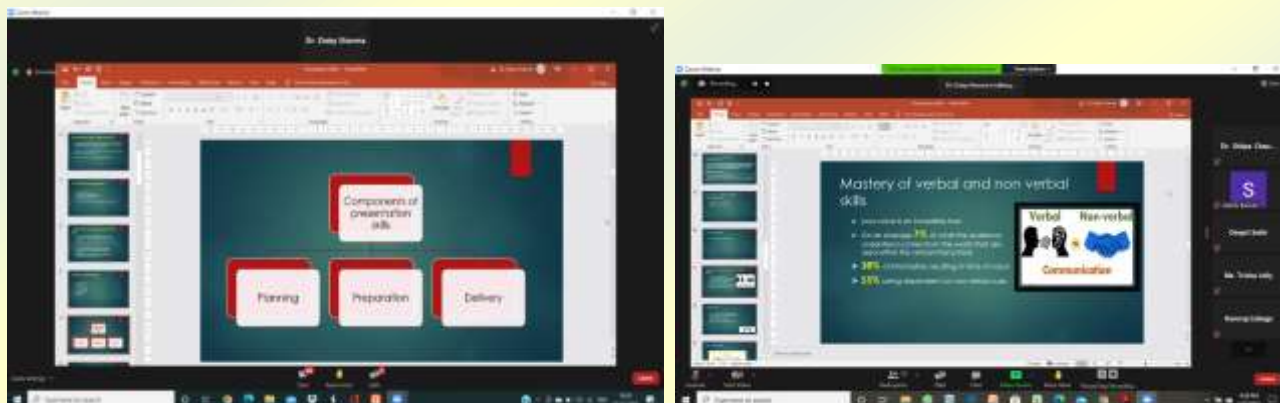
Inaugural Session



Prof. Swati Pal, Principal, JDMC addressing the audience during the Inaugural Session of the FDP.



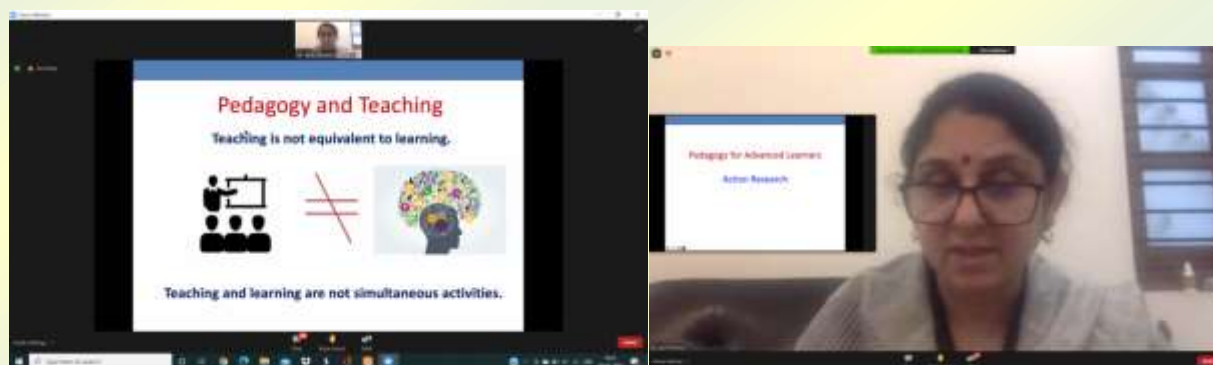
## Day 1, Session 1: Understanding Students' Personality: Nurturing Mental Health



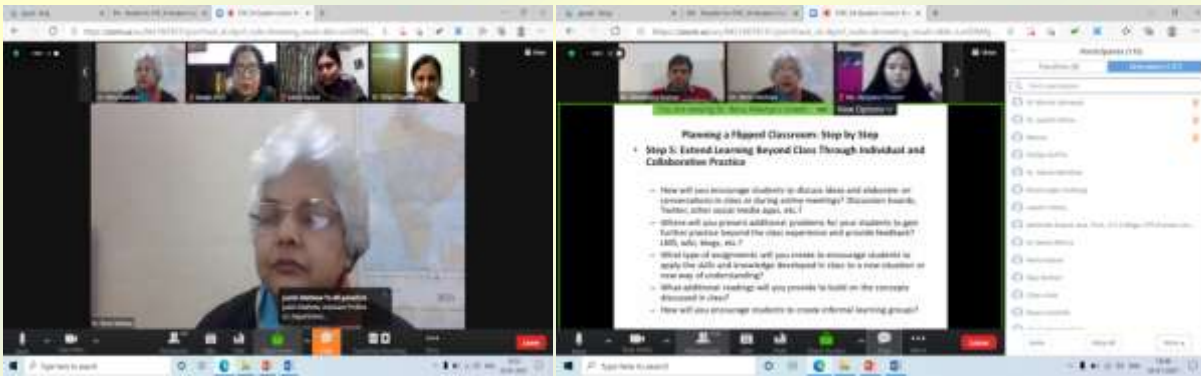
## Day 1, Session 2: The Science and Art of Presentation



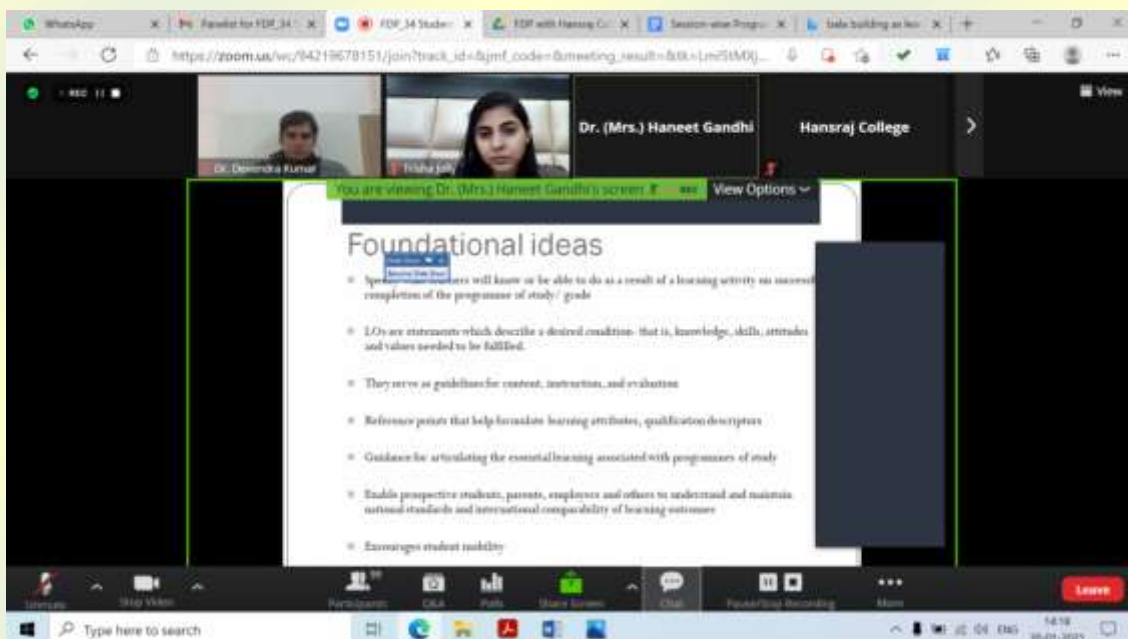
## Day 2, Session 1: Overview of Teaching and Learning methods



## Day 2, Session 2: How to Cater to Slow and Advanced learners/Personalised-teaching learning

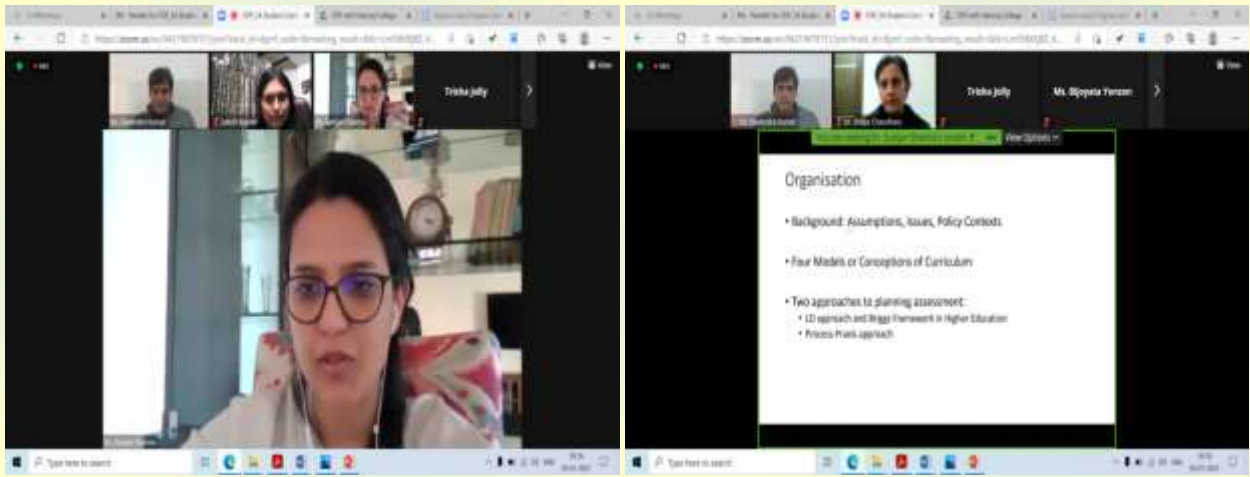


Day 3, Session 1 &2: Student Centric Teaching Method (Flip Classroom, Case Study, Experiential Learning etc.)

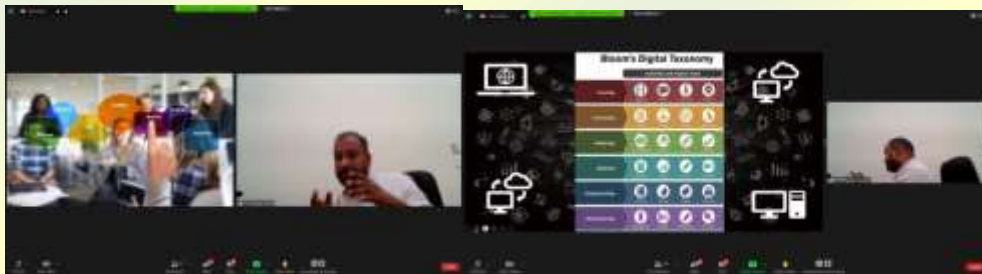


Day 4, Session 1: Planning the Classroom Experience to Achieve the Desired Learning Outcomes





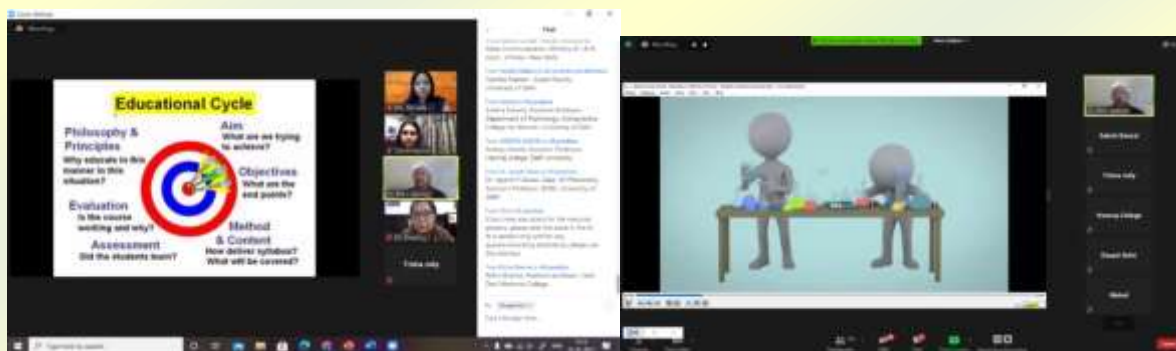
Day 4, Session 2: Planning the Assessment



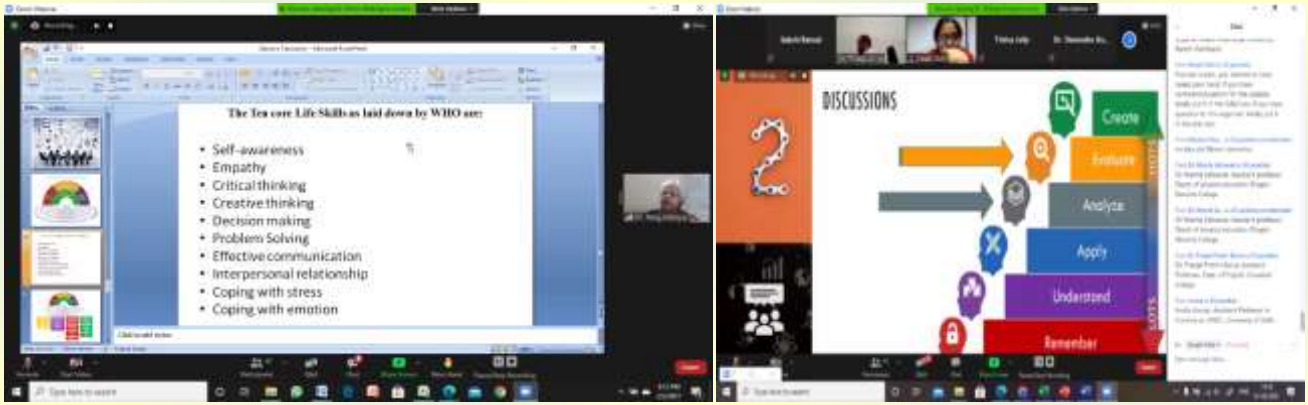
Day 5, Session 1: Tools for Assessment (Rubrics, Quizzizz, Kahoot, etc)



Day 5, Session 2: Insert Learning: Creating Interactive Learning



Day 6, Session 1: Bloom's Taxonomy



Day 6, Session 2: Developing Students' Skills and Competencies as a part of teaching- learning process: Preparing them for Future



Valedictory Session, February 02, 2021



Prof. Swati pal, Principal, JDMC giving Valedictory address