



भारत सरकार / GOVERNMENT OF INDIA
 भारतीय भूवैज्ञानिक सर्वेक्षण / GEOLOGICAL SURVEY OF INDIA
 क्षेत्रीय प्रशिक्षण प्रभाग / REGIONAL TRAINING DIVISION
 पूर्वोत्तर क्षेत्र, शिलांग / NORTH EASTERN REGION, SHILLONG



उद्घोषणा / ANNOUNCEMENT

“भूवैज्ञानिकों के लिए भूभौतिकी संबंधी पाठ्यक्रम” पर ई-प्रशिक्षण

(06.07.2020 to 11.07.2020)

e-Training on “Course on Geophysics for Geoscientists”

(06.07.2020 to 11.07.2020)

क्षेत्रीय प्रशिक्षण प्रभाग, भारतीय भूवैज्ञानिक सर्वेक्षण संस्थान, एनईआर, शिलांग द्वारा, कार्यसत्र 2020-21 के अनुमोदित “भूवैज्ञानिकों के लिए भूभौतिकी संबंधी पाठ्यक्रम” पर ई-प्रशिक्षण कार्यक्रम 06.07.2020 से 11.07.2020 तक आयोजित कर रहा है।

प्रशिक्षण के प्रासंगिक विषय, प्रासंगिक मामले के अध्ययन, आभासी प्रदर्शन आदि के मौलिक सैद्धांतिक पहलुओं को इस ई-ट्रेनिंग के माध्यम से निपटाया जाएगा। इस ई-प्लेटफॉर्म के माध्यम से फील्ड-आधारित, प्रयोगशाला-आधारित और हैंड्स ऑन प्रैक्टिस प्रशिक्षणों की कोई गुंजाइश नहीं है।

इस पाठ्यक्रम की रूपरेखा भाभूस, राज्य डीजीएम एवं अन्य संगठन के अधिकारियों के लिए की गई है। यह भा.भू.स. अधिकारियों के लिए पदोन्नति से जुड़े प्रशिक्षण का हिस्सा भी है।

इस प्रशिक्षण पाठ्यक्रम का उद्देश्य अन्वेषण और अन्य भू-वैज्ञानिक जांच में भूभौतिकीय अध्ययन, इंस्ट्रुमेंटेशन, भूभौतिकी के उपयोग के बुनियादी सिद्धांतों पर प्रशिक्षण प्रदान करना है।

Regional Training Division, Geological Survey of India Training Institute, NER, Shillong is organizing e-Training on “Course on Geophysics for Geoscientists” from 06.07.2020 to 11.07.2020, as a part of approved FSP 2020-21.

Fundamental theoretical aspects of the relevant subject of training, relevant case studies, virtual demonstrations, etc. will be dealt through this e-Training. There is no scope of Field-based, Laboratory-based and Hands on Practice trainings through this e-Platform.

The course has been designed for officers of GSI, State DGMs and other Organizations. This is also as a part of **Promotion Linked Training (PLT)** for Geoscientists of GSI.

The objective of this training course is to impart training on basic principles of geophysical studies, instrumentation, use of geophysics in exploration and other geoscientific investigations.

Course Content:

- Basic Principles of various Geophysical Methods for geological studies
- Introduction to Geophysical Instrumentation
- Geophysical Methods in Mineral Exploration
- Introduction to Aero-geophysical Survey
- Introduction to Marine Geophysical Survey
- National Geophysical Mapping, processing of data and utilities
- Principles of borehole geophysics and interpretations of results
- Processing of gravity, magnetic and elevation data and preparation of anomaly maps
- Geophysical methods for Seismic Microzonation and Landslide Studies

जीएसआई के क्षेत्रीय एचओडी, सक्षम प्राधिकारी राज्य डीजीएम और अन्य सरकारी संगठनों से अनुरोध है कि उपरोक्त प्रशिक्षण पाठ्यक्रम शुरू करने के लिए भूविज्ञानी को नामांकित करें।

The Regional HODs of GSI, all the Competent Authority of State DGMs and other Organizations are requested to kindly nominate geoscientists for undertaking this e-Training course.

सभी प्रतिभागियों से अनुरोध है कि वे अपना नामांकन उचित माध्यम से मोबाइल नंबर और ई-मेल आईडी के साथ 02.07.2020 को या उससे पहले निदेशक, आरटीडी, एनईआर, शिलांग (rmh5.ner@gsi.gov.in / gsirtiner@gmail.com), के पास भेजना सुनिश्चित करें।

All the participants are requested to ensure sending their nominations through proper channel along with mobile number and e-mail Id. to the Director, RTD, NER, Shillong through e-mail (rmh5.ner@gsi.gov.in / gsirtiner@gmail.com) on or before 02.07.2020.

नामांकित पदाधिकारियों को ई-प्रशिक्षण में शामिल होने के लिए लैपटॉप / डेस्कटॉप (वेबकैम सहित) और मजबूत इंटरनेट सुविधा की आवश्यकता है।

The nominated Officials require Laptop/Desktop (with Webcam) and strong Internet Facility to join the e-Training.

नामांकन प्राप्त करने की अंतिम तिथि : 02 जुलाई, 2020

Last date for receiving nominations: 02nd July, 2020

संपर्क करें / Contact persons:

- डॉ. एन.सूरदास सिंह, वरिष्ठ भूवैज्ञानिक / Dr. N. Surdas Singh, Senior Geologist, 08707592599 (M)
- श्री डीव्ही.वी., वरिष्ठ भूवैज्ञानिक / Shri D. V. Whuorie, Senior Geologist, 09774415934 (M)



(डॉ. बासव एन. महन्त / Dr. Bashab N. Mahanta)

अधीक्षण भूवैज्ञानिक / Suptdg. Geologist

आरटीडी, पूर्वोत्तर क्षेत्र शिलांग / RTD, NER, Shillong



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उद्घोषणा / ANNOUNCEMENT

“जैवस्तरिकी और जीवपर्यावरण व्याख्या पर बल देने के साथ जीवाश्मिकी संबंधी पाठ्यक्रम” पर ई-प्रशिक्षण

(15.06.2020 to 20.06.2020)

e-Training on “Palaeontology with emphasis on the Biostratigraphy and Palaeoenvironment Interpretation”

(15.06.2020 to 20.06.2020)

क्षेत्रीय प्रशिक्षण प्रभाग, भारतीय भूवैज्ञानिक सर्वेक्षण संस्थान, एनईआर, शिलांग द्वारा, कार्यसत्र 2020-21 के अनुमोदित “जैवस्तरिकी और जीवपर्यावरण व्याख्या पर बल देने के साथ जीवाश्मिकी संबंधी पाठ्यक्रम” पर ई-प्रशिक्षण कार्यक्रम 15.06.2020 से 20.06.2020 तक आयोजित कर रहा है।

इस पाठ्यक्रम की रूपरेखा भाभूस, राज्य डीजीएम एवं अन्य सरकारी संगठन के अधिकारियों के लिए की गई है। यह भा.भू.स. अधिकारियों के लिए पदोन्नति से जुड़े प्रशिक्षण का हिस्सा भी है।

इस प्रशिक्षण पाठ्यक्रम का उद्देश्य प्रशिक्षुओं को जीवाश्मिकी और जैवस्तरिकी तकनीक, जीवाश्मों से जीवपर्यावरण की जानकारी और अध्ययन की व्याख्या व अनुप्रयोग, जीवाश्मिकी अध्ययन में सांख्यिकीय सॉफ्टवेयर की भूमिका, आंकड़ा संग्रहण और अनुभाग मापन से अवगत कराना है।

Regional Training Division, Geological Survey of India Training Institute, NER, Shillong is organizing **e-Training on “Palaeontology with emphasis on the Biostratigraphy and Palaeoenvironment Interpretation” from 15.06.2020 to 20.06.2020**, as a part of approved FSP 2020-21.

The course has been designed for officers of GSI, State DGMs and other Government Organizations. This is also as a part of **Promotion Linked Training (PLT)** for Geoscientists of GSI.

The objective of the course is to impart training on concepts of fossilization, taxonomy, implications on biostratigraphy, palaeobiogeography as well as depositional environment. The course will also deal with statistical methodologies and laboratory techniques applied in paleontological studies.

Course Content:

- Fundamental Concepts of fossilization, taxonomy, biostratigraphy, palaeobiogeography
- Fossil invertebrates-growth morphometry and classification.
- Brachiopods: Morphology, evolution and use in palaeoclimatic studies.
- Introduction to foraminifera: classification, systematics.
- Taxonomic identification of some characteristic marine mega invertebrates: Molluscs, Echinoids and Brachiopods.
- Statistical methodologies in palaeontology: Application and interpretation
- Sedimentary environment and faunal assemblage: Palaeoenvironmental studies
- Systematic study of important marine mega invertebrates -Echinoids and Molluscs: with examples from North Eastern India

जीएसआई के क्षेत्रीय एचओडी, सक्षम प्राधिकारी राज्य डीजीएम और अन्य सरकारी संगठनों से अनुरोध है कि उपरोक्त प्रशिक्षण पाठ्यक्रम शुरू करने के लिए भूविज्ञानी को नामांकित करें।

The Regional HODs of GSI, all the Competent Authority of State DGMs and other Organizations are requested to kindly nominate geoscientists for undertaking this e-Training course.

सभी प्रतिभागियों से अनुरोध है कि वे अपना नामांकन उचित चैनल के माध्यम से मोबाइल नंबर और ई-मेल आईडी के साथ 08.06.2020 को या उससे पहले निदेशक, आरटीडी, एनईआर, शिलांग (rmh5.ner@gsi.gov.in / gsirtiner@gmail.com), के पास भेजना सुनिश्चित करें।

All the participants are requested to ensure sending their nominations through proper channel along with mobile number and e-mail Id. to the Director, RTD, NER, Shillong through e-mail (rmh5.ner@gsi.gov.in / gsirtiner@gmail.com) on or before 08.06.2020.

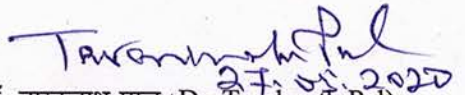
नामांकित अधिकारियों को ई-प्रशिक्षण में शामिल होने के लिए लैपटॉप और इंटरनेट सुविधा की आवश्यकता हो सकती है।
The nominated Officers may require Laptop and Internet Facility to join the e-Training.

नामांकन प्राप्त करने की अंतिम तिथि : 08 जून, 2020

Last date for receiving nominations: 08th June, 2020

संपर्क करें / Contact persons:

- डॉ. एन सूरदास .सिंह, वरिष्ठ भूवैज्ञानिक / Dr. N. Surdas Singh, Sr. Geologist, 08707592599 (M)
- श्री डीव्हीरी .वी., वरिष्ठ भूवैज्ञानिक / Shri D. V. Whuorie, Sr. Geologist, 09774415934 (M)


(डॉ. तारकनाथ पाल / Dr. Taraknath Pal)

निदेशक - त.स. / Director-TC

कृते उप महानिदेशक व प्रमुख, मिशन -V / for DDG & Head, Mission-V



UGC - HUMAN RESOURCE DEVELOPMENT CENTRE
MIZORAM UNIVERSITY
TENTATIVE SCHEDULE
2019 – 2020



A	ORIENTATION COURSE	Tentative Date
1	Orientation Programme -27	24 th June - 15 th July, 2019
2	Orientation Programme -28	16 th Aug - 05 nd Sept, 2019
3	Orientation Programme -29	24 th Oct - 13 th Nov, 2019
4	Orientation Programme -30	10 th - 30 th March, 2020
B	SPECIFIC REFRESHER COURSE	
5	Teachers Education	11 th - 24 th February, 2020
C	REFRESHER COURSE	
6	Information Technology	06 th - 19 th August, 2019
7	Tribal Studies	16 th - 29 th July, 2019
8	Environmental Studies & Disaster Management	24 th Sept - 07 th October, 2019
9	Research Methodology in Basic Sciences	09 th - 22 st October, 2019
10	Entrepreneurship Development	05 th - 18 th September, 2019
D	ADDITIONAL REFRESHER COURSE	
11	Special Summer School	11 th - 24 th June, 2019
12	Special Winter School	27 th Nov - 10 th Dec, 2019
E	SHORT TERM COURSE	
13	Principals Meet (1 Day)	04 th October, 2019
14	Professional Development Programme for Non-Teaching Staff (2 Days)	06 th & 07 th February, 2020
15	Academic Administrators Training/Workshop (3 Days)	10 th - 12 th December, 2019
16	Gender Sensitization	12 th - 18 th November, 2019
17	MOOCs	19 th - 25 th November, 2019
18	Applied Statistics	11 th - 17 th September, 2019

Notes :

1. Application form is downloadable from www.hrdcmzu.in
2. Courses will be conducted subject to availability of fund and requisite number of participants.
3. Contact email id : ugchrhc@gmail.com

Sd/-
Director
UGC-HRDC Mizoram University



**PMMMNMTT
Scheme**



**An Online Faculty Development
Programme
On
“Emerging Trends in
Biotechnological Advancements:
Challenges and Prospects in Tackling
Human Diseases”**

13th – 17th July 2020

Call for Registration and Participation

Coordinators:

**Dr. Chockalingam S
Dr. Prakash Saudagar**

**Organized by
Department of Biotechnology
in association with
Teaching-Learning Centre
National Institute of Technology
Warangal – 506 004, India.**



Overview of the workshop:

Biotechnological advancements continue to make major strides and are rapidly expanding due to its importance in the development of therapies for human diseases. Disease biology is a complex subject, in which there is an inherent heterogeneity owing to the multifaceted causes and origin of different diseases. The molecular events and the signaling networks vary vastly from one disease to another. Hence the faculty need to update and reorient themselves to meet the rapidly changing professional and scientific needs of the stakeholders. This workshop focuses on teaching several basic concepts of the biology of human diseases including various infectious and non-infectious diseases, the pathology behind those diseases, and the advancements in the therapeutic regimes for those diseases. In addition to the theoretical concepts, different analytical techniques that are useful in the diagnosis and drug development will also be discussed.

Objectives of the Workshop:

- To empower the teaching and learning capabilities of the participants with emphasis on improvisation of their teaching skills of advanced topics of biotechnology.
- To update the participants with the online tools and recent advances in therapeutic strategies for treating human diseases.
- To enhance the understanding of the pathogenesis of the infectious diseases and their treatment modalities.
- To equip the participants with the knowledge of experimental techniques for enhancing teaching and research in disease biology.

Topics in the Workshop:

- Principles and methods of technical teaching and learning
- Different online teaching models
- Pathology of infectious diseases
- Analytical techniques used in disease biology research
- Advancements in structural biology approaches
- Computation tools for use in drug development

Resource Persons:

Eminent international researchers and faculty members from IITs, NITs, Centrally funded Institutes and Universities will deliver the lectures.

Registration is open to:

- Faculty members of higher education Institutions in both Science, Engineering and Pharmacology institutions who work and teach life sciences and pharmacology.
- Research Scholars aspiring for positions in technical teaching in the areas of biotechnology, pharmacology and related interdisciplinary areas.

How to Apply:

Eligible candidates may register by using the following link: <https://forms.gle/4XH7N4vAU54GKuxDA>. The programme is conducted online. The number of participants in the workshop is limited to 50. **Candidates are advised to apply early to avoid disappointment.**

Payment of Registration Fee:

After receiving the intimation about the selection, the applicant has to pay the required registration fee as per details given in the table on or before **05-07-2020**. The mode of payment is given under the head “Bank Details”. The applicants have to pay the prescribed registration fees within two days after receipt of the intimation of selection. Only after receiving the payment of registration fee, the applicants will be confirmed of their participation. The applicants will receive an e-mail for the same by 05-07-2020.

Registration Fee:

Category of participants	Registration Fee
Faculty	Rs. 750/-
Research Scholars	Rs. 400/-

Note: Registration fee for Faculty and Students of SC/ST category is **half of the amounts** mentioned above as applicable.

Bank Details:

Registration fee can be **remitted On-line / NEFT** to the Bank Account given below. Local participants may also pay the registration fee in cash to the Coordinators in the Department of Biotechnology.

Account Name	DIRECTOR Research, NIT WARANGAL
Account Number	62266262236
Bank	State Bank of India
Branch	REC Warangal (NIT Campus)
Branch Code	20149
IFSC code	SBIN0020149

Brief profile of the Department of Biotechnology:

The Department of Biotechnology commenced with B.Tech program in Biotechnology (2006), also offers doctoral program in Biotechnology. The Department has highly motivated, experienced, as well as young faculty members carrying out research in key areas of biotechnology. At present 18 PhD scholars are carrying out their research work under the guidance of faculty in the department. The department has sophisticated instruments such as RT-PCR, HPLC, GC etc., Currently the department has more than 10 research projects funded by DBT/DST/ICMR/CSIR, Govt. of India.

About NIT Warangal:

National Institute of Technology Warangal, formerly known as Regional Engineering College was established in 1959. Over the years it has developed into a premier institute of higher learning and is ranked among the top 20 technical education institutions in India. There are 14 departments offering eight undergraduate and 31 post-graduate programmes besides doctoral programmes. About 5000 students across the country and about 500 international students study on the campus. It is a fully residential campus sprawling over 250 acres with excellent infrastructure in the form of state of the art library, seminar halls, guest houses and research laboratories.

Teaching-Learning Centre of NIT Warangal:

The Teaching-Learning Centre (TLC) is established at NIT Warangal with grants from the MHRD, GOI under the scheme, 'Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching' (PMMMNTT). Many senior and young faculty members across various departments of the institute are associated with this center as members of the Core-Team. One of the important objectives of the center is to conduct training programs for Aspiring, Newly Inducted and In-Service faculty in Science and Engineering disciplines. Other activities of the TLC include preparation of e-learning materials, offering courses on-line, curriculum development, carrying out research in pedagogy and integrating ICT into teaching-learning process.

About Warangal:

Warangal is the second largest city of the new state of Telangana. It is situated at a distance of 140 km from the state capital Hyderabad (Nearest Airport). It is well connected by Rail (Kazipet Junction is two km away and Warangal Station is 12 km away) and by Road (NH 202). Warangal is renowned for its rich historical and cultural heritage. It was the seat of erstwhile Kakatiya dynasty. It is a seat of tourist attractions with a number of historical monuments like Thousand Pillars Temple, Warangal Fort, Bhadrakali Temple, Ramappa Temple and Laknavaram Lake located in a radius of 30 kms.



For any queries regarding this workshop, please contact any of the following coordinators.

Dr. Chockalingam S

Dr. Prakash Saudagar

Department of Biotechnology

National Institute of Technology, Warangal

Telangana State, 506004, India.

Ph.: 8332969461, 9502205174.

E-mail: ps@nitw.ac.in, chocks@nitw.ac.in

Prof. A. Ramachandraiah

Coordinator, Teaching Learning Centre, NIT Warangal

E-mail: mtlc.nitw@nitw.ac.in

Faculty Development Programme

On



LaTeX

Mode : Online

Date : 29th June – 3rd July, 2020

Organized by

Department of Information Technology, Mizoram University

In Association with
Spoken Tutorial Project, IIT Bombay

What & Why LaTeX 🤔

- Simple free tool used to create professional-looking documents
- Handles mathematical equations, figures, bibliographies, indexes, etc, elegantly
- Extensively used in the academic/scientific community
- Many journals require you to submit your article in LaTeX form (as do book publishers)
- No need of prior technical knowledge to learn this tool

Important Information

- Video Tutorial links will be provided every day at 11:00 AM
- Participants have to attempt every day MCQ test that will be considered as attendance
- MCQ link will be activated between 3:00PM - 11:30PM.
- To obtain certificates, 80 % attendance is required
- FDP certificates will be issued to successful faculty members and others will be given participation certificate
- Interested participants can further appear in the online examination on LaTeX conducted by Spoken Tutorials, IIT Bombay to get Completion Certificate (date will be informed later)

Who can attend ? Faculty members,
PG students and research scholars

Registration

Fee : Free of Cost
Last date : 28th June, 2020

[Click Here to Register](#)

About the University/Department

Mizoram University is a Central University under MHRD, located in Aizawl, capital of Mizoram. It was **accredited 'A' grade by NAAC in 2019** and NRIF 2020 rank 67th under University Category in India.

The Department of Information Technology, Mizoram University was established in the year 2007. Presently, three programmes, B.Tech(IT), M.Tech(CSE), & B.Voc (Web Designing & Multimedia) are running in the Department.

The Department has conducted numbers of events ([Click here for details](#)), and produced good quality students ([Click here for Alumni profile](#))

Contact

Somen Debnath

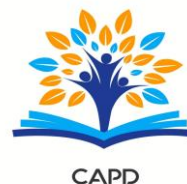
Phone : 9774134253

Email : somen@mzu.edu.in

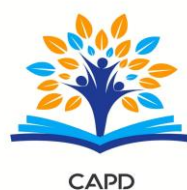
Morrel VL Nunsanga

Phone : 9862596269

Email : morrelhmar@mzu.edu.in



**E-PROCEEDING
OF THE
3RD INTERNATIONAL FACULTY DEVELOPMENT
PROGRAM
ON
EMERGING APPROACHES AND TRENDS IN
ENGLISH LANGUAGE AND LITERATURE
ORGANISED BY
KAASH FOUNDATION'S
CENTRE FOR ACADEMIC AND PROFESSIONAL
DEVELOPMENT
FROM
24TH AUGUST 2020
TO
29TH AUGUST 2020**



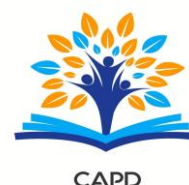
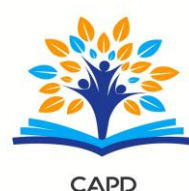
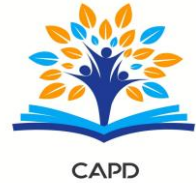


TABLE OF CONTENTS

Sr. No.	Contents	Page Nos.
01.	Acknowledgement	3
02.	Key Promotions	4 – 7
03.	Vital Statistics	8 - 9
04.	Introduction of Kaash Foundation	10 – 11
05.	Introduction to the 3 rd International FDP	12 – 16
06.	Details of the Collaborators	17
07.	Introduction of the Founder -Trustee	18 – 19
08.	Flyers of the Resource Persons	20 – 26
09.	Report of the 3 rd International FDP	27 – 67
10.	Dr. Avkash Jadhav in conversation with Shri. Anil Dharker	68 – 93
11.	Dr. Geeta Ajit in conversation with Shobhaa De	94 – 111
12.	Feedback Reports	112 – 214
13.	Photo Gallery	215 – 257
14.	List of Universities, Colleges, Institutions and Indian States	258 – 265
15.	Vote of Thanks	266 – 273
16.	Names of Kaash Foundation Volunteers	274 - 275
17.	Thanks to all the Participants	276
18.	Contact Details of Kaash Foundation	277





ACKNOWLEDGEMENT

The 3rd International Faculty Development Program on *Emerging Approaches and Trends in English Language and Literature* witnessed a resounding success. The grandiose way in which it was organised, was the result of a wonderful camaraderie between all the people involved in it.

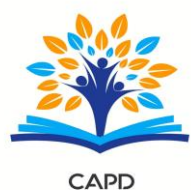
We extend our sincere appreciation and gratitude to ***Dr. Sanjay Arora, Dr. K. Elango, Dr. Ramkishan Bhise and Dr. Sachin Bhumbe*** for instrumenting the collaboration between ***English Language Teachers' Association of India*** and ***Kaash Foundation, Mumbai, India***. This collaboration indeed led the Faculty Development Program to achieve the highest pinnacle of success.

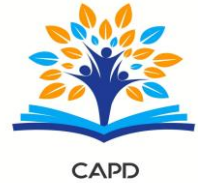
We extend our deepest gratitude to ***Shri. Anil Dharker, Shobhaa De, Dr. Radhakrishnan Pillai and Anand Neelakantan*** for cheerfully gracing the Faculty Development Program with their esteemed presence.

We also thank our Resource Persons: ***Patrick Wallace, Dr. Rosy Chamling, Claire Bradin Siskin, Dr. Marie Fernandes, Dr. Dhirawit Pinyonattagarn, Dr. Albert P'Rayan, Dr. Baliram Gaikwad, Prof. Reima Al-Jarf, Dr. Tikaram Poudel, Jason Anderson, Dr. Margaret L. Pachuau and Dr. K. Venkat Reddy*** for introducing a legion of Approaches and Trends which would enable aspiring scholars to ensure accuracy.

We would also like to recognise the assistance that we recieved from ***Dr. Sushila Vijaykumar and Mr. Anwar Shaikh***. If it was not for their relentless support, the Faculty Development Program would not have been as sublime as it turned out to be.

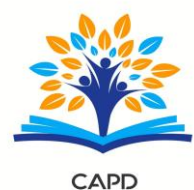
Lastly, huge thanks to all the ***Participants*** for walking with us through the six-day endeavour. The continuous support of everyone involved in the Faculty Development Program has only driven Kaash Foundation to raise the bar of excellence with each and every event that it organises.





**KEY PROMOTIONS
FOR THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

KAASH FOUNDATION





**KAASH FOUNDATION
MUMBAI**

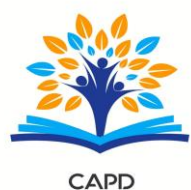
  

**Kaash Foundation's
Centre for Academic and Professional
Development (CAPD)
in collaboration with
English Language Teachers'
Association of India (ELT@I)
is organising its
3rd Six-Day International Faculty
Development Program
on**

**Emerging Approaches
and Trends in English
Language and Literature**

DATE: 24 - 29 AUGUST 2020
TIME: 3.00 PM TO 6.00 PM

Program Director: Dr. Avkash Jadhav Founder Trustee Kaash Foundation Director CAPD.	Program Director: Dr. Ramkishan Bhise National Joint Secretary ELT@I
Program Coordinator: Dr. Geeta Ajit Jt. Director (Education) Coordinator CAPD Editor in Chief Kaash Connect	Program Coordinator: Dr. Sachin Bhumbe President ELT@I Mumbai Chapter
Asst. Coordinator: Dr. Sushila Vijaykumar Vice President ELT@I Mumbai Chapter.	Asst. Coordinator: Mr. Anwar Shaikh Vice President ELT@I Mumbai Chapter.





KAASH FOUNDATION MUMBAI



CONCEPT NOTE:

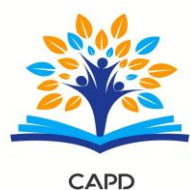
English has been a language of the masses and the royals equally, for long. It happens to be one of the most democratic languages of the world and in being one, liberated the world with its writings and ever innovative approaches. In the field of academics the language has witnessed a multiplicity of pragmatic and progressive evolution and that is one reason that it has been able to sustain itself to the rugged tests of time. Ever since the advent of technology in the tenets of education, like other branches of knowledge, teaching and learning of English language and literature has witnessed a series of innovative experimentations in approaches and methodologies. Moving from the, Communicative Language Teaching (CLT), Task-Based Learning (TBL) to the present day Technology based Embedded learning, (EL), the various forms in which the maiden language has been discussed, researched and adopted in various ages is phenomenal. In short, the focus in language and literature learning in the twenty-first century is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe. Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their language, literary and cultural skills to facilitate the connections they are eager to make.

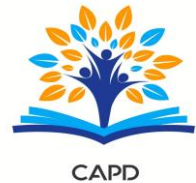
This FDP is intended to stimulate discussion, provoke thought and generate reflective responses among its attendees about current trends and approaches in language and literature. A classroom full of students who have already been exposed to a plethora of concepts and methodologies through various media platforms, definitely need something more creative. That which can emerge out of applying knowledge, experience and creativity to the existing ones. The delivery of the study material/ lectures needs to be equally fulfilling. It should pride itself on being an engagement that complies to being that what is artistic while being conceptual because when Dickens flew the banner of social reform in education he emphasized on not losing out at the aesthetics of creativity-



"It is known, to the force of a single pound weight, what the engine will do; but, not all the calculators of the National Debt can tell me the capacity for good or evil, for love or hatred, for patriotism or discontent." — Charles Dickens, *Hard Times*
And though cliched, it is not wrong to say that history is repeating itself. In an over digitalized social climate and the inadvertent presence of technology in all walks of life, it calls to relook at the approaches to teaching of English language and literature wherein one could make positive inclusions of the same.

Teaching and learning of English language and literature in the above context is based upon achieving the following objectives:

1. Communicative competence
2. Individualized, customizable, learner-centred approaches.
3. Proving the value of language learning through stories and speech.
4. Using technology for language learning.
5. Using technology to enhance the efficiency of teaching literature.
6. Linking language learning to leadership skills
7. Exploring the possibility of embedded learning (online teaching embedded in regular syllabus) in the new educational set up.
8. Appreciating cultural diversity and creating space for its assimilation in language and literature.
9. Interdisciplinary connections to establish a connect within and without the disciplines.
10. Encouraging a comparative study of different domains.
11. Exploring the global trends in language and literature, like graphic art, blogging, animation.







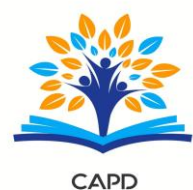
KAASH FOUNDATION MUMBAI
CENTRE FOR ACADEMIC AND PROFESSIONAL DEVELOPMENT (CAPD)

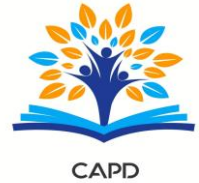
Kaash Foundation is a Mumbai based registered NGO working on the Four verticals of E2 / H2 i.e Education , Environment, Health and Heritage. We have branched out the Centre for Academic and Professional Development (CAPD) to enhance and empower the process of research and pedagogy.

CENTRE FOR ACADEMIC AND PROFESSIONAL DEVELOPMENT:

CAPD PROPOSES TO ACHIEVE THE FOLLOWING OBJECTIVES:

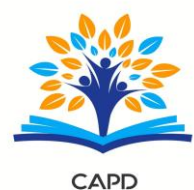
- 1. To provide opportunities for academic excellence to faculty and educational institutions through quality improvement systems, optimal delivery models, and creating avenues of possibility of collaborative research.**
- 2. To provide best practices to enhance teaching skills and professional development by conducting workshops, seminars, conferences and faculty development programs.**
- 3. To provide suggestions, recommendations, resources and training programs to institutions / organizations seeking to strengthen, upgrade and increase their footfalls in the academic / international circles.**
- 4. To create opportunities for students by helping them to identify potentials and develop core skills, interact by participation and learn through foreign exchange programs.**

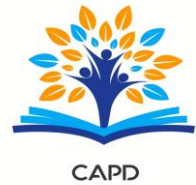




**VITAL STATISTICS
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3RD INTERNATIONAL FACULTY
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ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

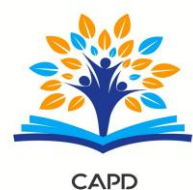
KAASH FOUNDATION





- a) Number of Resource Persons: 17
- b) Collaborator: 1
- c) Participation from Countries: Six Countries (Japan, Nepal, Saudi Arabia, Thailand, United Kingdom and United States of America)
- d) Total Registrations: 100+
- e) Live Streaming on Kaash Foundation's YouTube Channel: 3 hours+ (for each of the six days)
- f) Successful Views: (as recorded on 12th September 2020)
 - For 24th August – 800+
 - For 25th August – 500+
 - For 26th August – 600+
 - For 27th August – 600+
 - For 28th August – 500+
 - For 29th August – 500+
- g) Rating of Excellence: ☆ ☆ ☆ ☆ ☆
- h) Participation from Universities: 12
- i) Participation from Institutes: 15
- j) Participation from Colleges: 54
- k) Participation from Schools: 8
- l) Participation from Indian States: 18
- m) Participation from Union Territories: 1

KAASH FOUNDATION





INTRODUCTION OF KAASH FOUNDATION

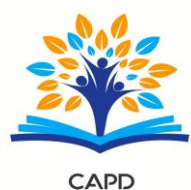
KAASH FOUNDATION is a Mumbai based registered charitable trust dedicated to the areas of E2H2 (Education, Environment, Health and Heritage). The Foundation selflessly renders its service for the upliftment and betterment of the society. The soul of KAASH is their enthusiastic team which focuses on the multi-dimensional progress of the Foundation. KAASH organises various events like exhibitions, conferences and symposiums, which not only enlighten but also provoke individuals to think and comprehend vividly in terms of Environment, Education, Health and Heritage. In short, KAASH Foundation is a sincere initiative to conserve and preserve our society, health and mind.

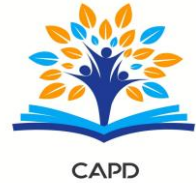
Education is the most powerful weapon which you can use to change the world.

These are the words of Nelson Mandela, an idealistic personality. KAASH Foundation is an initiative that takes responsibility to sharpen this powerful weapon called **Education**. We strive to explore different arenas of knowledge in terms of encouraging students to think and work beyond limits and boundaries. KAASH aims at the holistic development of educating the young minds of the society. It is rightly said, *Education breeds Confidence, Confidence breeds Hope, and Hope breeds Peace*. This is the ultimate aim of KAASH Foundation with respect to education.

It is our collective and individual responsibility to preserve and tend to the world in which we all live.

These words of The Dalai Lama generate in us, a sense of responsibility towards the environment. **Environment** is the second area focused by KAASH Foundation.





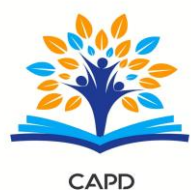
The trees, the plants, the flowers, the forest and each element of the environment should be conserved and protected. It is rightly said by Margaret Mead, 'We won't have society if we destroy the environment'. Going by this belief, Kaash Foundation strives to raise its voice against the injustice towards nature and also to protect the society. One such incident was the Foundation's involvement in the Save Aarey Movement. The environment in which we live is not yours, nor mine; it's ours. So, let's protect our mother nature who nourishes us.

It is health that is real wealth and not pieces of gold and silver.

These words of Mahatma Gandhi state the importance of health. **Health** is the third area focused by KAASH Foundation. It is rightly emphasized, 'The mind and body are not separate, what affects one will affect the other'. Our conversations on health should not only be confined to physical health, but also, include mental health. By thrusting ourselves on this belief, Kaash Foundation organises various events, awareness programmes and medical camps to achieve our goal based on the axiom, 'The body achieves that, which the mind believes'.

The heritage of the past is the seed that brings forth the harvest of the future.

These words of Wendell Phillips help us to understand the importance of Heritage. **Heritage** is the fourth area focused by KAASH Foundation. As we water the seeds to grow into a tree; we should preserve our heritage in order to relish our glorious past. KAASH Foundation organises various initiatives to protect and maintain the heritage sites; as we believe that maintaining one's culture, values and traditions is invaluable.

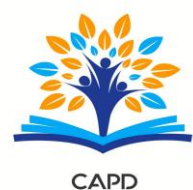


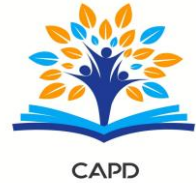


INTRODUCTION TO THE 3RD INTERNATIONAL FACULTY DEVELOPMENT PROGRAM ON EMERGING APPROACHES AND TRENDS IN ENGLISH LANGUAGE AND LITERATURE

Since the February of 2020, Kaash Foundation has organized numerous Conferences and Webinars. Eight International Conferences were organized by the Foundation's Centre for Academic and Professional Development from February 2020 to August 2020. Along with this, in order to enhance and empower the process of research and pedagogy, Kaash Foundation also initiated Faculty Development Programs. The 1st International Faculty Development Program on Research Methodology in History was held from 25th May 2020 to 30th May 2020. Themed on Historian's Compass and Tools, the Program was held in collaboration with the Directorate of Archaeology and Museums, Government of Maharashtra. Three months later, Kaash Foundation organised its 2nd International Faculty Development Program on Pedagogy of Teaching History from 3rd August 2020 to 9th August 2020. Held in collaboration with St. Xavier's Institute of Education, Mumbai and endorsed by the University of Ottawa, Canada, the Program welcomed 13 scholars from the fields of History, Education, Archiving, Archaeology and Peace Organizations etc.

English is the default language in around 55 sovereign states and 29 non-sovereign states. It is the most used language all over the globe and thus, it carries a greater value in today's corporate world. The learning of the English language has undergone several filtrations and experimentations. The rise in the technologies has just added to the benefits of convenient learning. The limitation of physical





boundaries has been crossed by the advent of rapid growth in technologies, which now enables millions of students to learn, incorporate and cultivate the nature of the language.

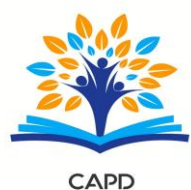
This International Faculty Development Program (FDP) on '*Emerging Approaches and Trends in English Language and Literature*' held in collaboration with *English Language Teachers' Association of India* from 24th August to 29th August 2020 tried to focus on provoking critical thinking, thought and reflective opinions. It also aimed at building communicative competence, exploring cultural diversity and linking it to language and literature, opening the platform for literature, blogging and comparative study etc.

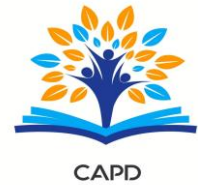
The scholarly congregation for the 3rd International Faculty Development Programme on Emerging Approaches and Trends in English Language and Literature, over a period of six days included:

DAY 1: 24TH AUGUST 2020

- **Ms. Shobhaa De**, who is a Columnist, Novelist, and writes for newspaper like The Times of India, was our **Keynote Speaker**.
- **Shri. Anil Dharker**, who is a renowned Indian Writer and Journalist, and also the Founder of the Mumbai International Literary Festival, was our **Guest of Honour**.

KAASH FOUNDATION



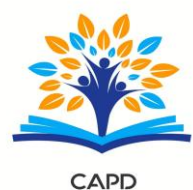


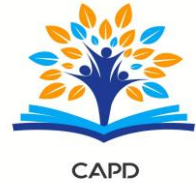
DAY 2: 25TH AUGUST 2020

- **Patrick Wallace**, Author, Former Executive Director of Oxford University Press, Shanghai and Freelance Developer for Cengage/ National Geographic Learning, Japan, spoke on the topic: *Perspectives on Practical ELT Pedagogy*.
- **Dr. Rosy Chamling**, Associate Professor, Department of English, Sikkim University, Gangtok, India, spoke on the topic: *Pedagogies, Perspectives and Intersections*.
- **Claire Bradin Siskin**, Consultant, Teacher Trainer, English Language Specialist and Practitioner, Computer Assisted Language Learning, U.S.A., spoke on the topic: *Digital Literacy and CALL*.
- **Dr. Sachin Labade**, Assistant Professor, University of Mumbai, was a Moderator to Patrick Wallace.
- **Dr. Shivaji Methe**, Assistant Professor, Smt. PN Doshi Women's College, Mumbai, was a Moderator to Dr. Rosy Chamling.
- **Dr. Chumki Biswas**, Assistant Professor, University of Mumbai, was a Moderator to Claire Bradin Siskin.

DAY 3: 26TH AUGUST 2020

- **Dr. Marie Fernandes**, Principal, St. Andrew's College, Mumbai, spoke on the topic: *Teaching English through Multiple Intelligences*.
- **Dr. Dhirawit Pinyonattagarn**, Associate Professor, Shinawatra University, Thailand, spoke on the topic: *Globalization of English in ASEAN*.
- **Dr. Albert P' Rayan**, Academic, ELT Resource Person, Teacher Educator and Education Columnist, India, spoke on the topic: *Teachers as Educators*.
- **Dr. Sangeetha Puthiyedath**, Assistant Professor, The English and Foreign Languages University, Hyderabad, was a Moderator to Dr. Marie Fernandes.



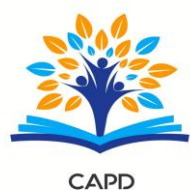


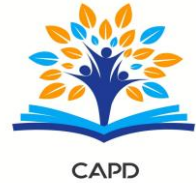
- **Dr. Geeta Ajit**, Assistant Professor, VESIT, Mumbai, was a Moderator to Dr. Dhirawit Pinyonattthagarn.
- **Dr. Anusha Ramanathan**, Ph.D., Curriculum Consultant, Tata Institute of Social Sciences and Visiting Faculty to University of Mumbai and K.J. Somaiya Institute of Management, was a Moderator to Dr. Albert P' Rayan.

DAY 4: 27TH AUGUST 2020

- **Dr. Baliram Gaikwad**, Vice Principal and Head, Acharaya & Marathe College, Mumbai, spoke on the topic: *Emerging National and International Trends in English Literature*.
- **Prof. Reima Al-Jarf**, Professor, Languages and Translation, King Saud University, Riyadh, Saudi Arabia, spoke on the topic: *Strategies for Effective Distance Learning in EFL College Courses during COVID-19*.
- **Dr. Tikaram Poudel**, Coordinator (Research and Innovation Centre) and UGC-Nepal Focal Person for School of Education, Kathmandu University, Nepal, spoke on the topic: *Technology in Education: From Tape Recorder to Zoom and Google. Meet*.
- **Dr. Santosh Rathod**, Associate Professor cum Assistant Director in English, IDOL, University of Mumbai, was a Moderator to Dr. Baliram Gaikwad.
- **Dr. Prasanth V.G.**, Head and Associate Professor, R Shankar Memorial SNDP Yogam College, Kerala, was a Moderator to Prof. Reima Al-Jarf.
- **Dr. Satyawan Hanegave**, Associate Professor, K.J. Somaiya College, Mumbai, was a Moderator to Dr. Tikaram Poudel.

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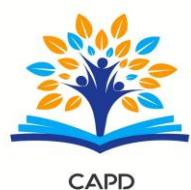


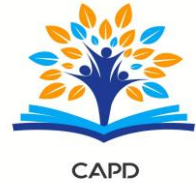
DAY 5: 28TH AUGUST 2020

- **Jason Anderson**, Teacher Educator, Consultant, Author and Researcher, UK, spoke on the topic: *Text Interpretation: India's Hidden Pedagogy*.
- **Dr. Margaret L. Pachuau**, Professor, Mizoram University, India, spoke on the topic: *Identity and Mizo Narratives*.
- **Dr. K. Venkat Reddy**, Professor and Head, Department of Training and Development, EFLU, Hyderabad, spoke on the topic: *Innovation in ELT*.
- **Dr. Aarti Punjabi**, ELT Trainer OUP, Visiting Faculty at NMIMS, SPJIMR Mumbai, was a Moderator to Jason Anderson.
- **Dr. Sachin Bhumbe**, Assistant Professor, Department of English, SPND Women's College Mumbai, was a Moderator to Dr. Margaret L. Pachuau.
- **Dr. Ramkishan Bhise**, Assistant Professor, Department of Humanities, SIES Graduate School of Technology, was a Moderator to Dr. K. Venkat Reddy.

DAY 6: 29TH AUGUST 2020

- **Dr. Protiva Rani Karmaker**, Director and Associate Professor, Institute of Modern Language (IML), Jagannath University, Dhaka, Bangladesh, was the *Special Guest*. She spoke on the topic: *Trends of Technology Enhanced Language Learning (TELL) in Bangladesh*.
- **Dr. Radhakrishnan Pillai**, Founder-Director of Chanakya Institute of Public Leadership (CIPL), was the *Guest of Honour*.
- **Mr. Anand Neelakantan**, a distinguished Indian Author, Columnist, Screenwriter, Television Personality and Motivational Speaker, was the *Valedictory Speaker*.





DETAILS OF OUR COLLABORATOR

Alone we can do so little; together we can do so much.

- Helen Keller

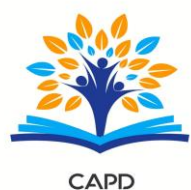
The 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature by Kaash Foundation's Centre for Academic and Professional Development wouldn't have been a great success without our efficient, scholarly and co-operative collaborator. As it is also rightly said by **Ryunosuku Satoro**,

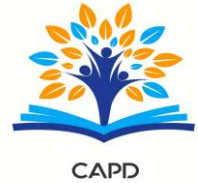
Individually, we are a drop. Together, we are an ocean.

Here, we present the details of our dedicative and enthusiastic collaborator:

ENGLISH LANGUAGE TEACHERS' ASSOCIATION OF INDIA (ELT@I)

ELT@I is the largest network of English Teachers in India (An Associate of IATEFL, UK). The English Language Teachers' Association of India (ELT@I) was founded on 7th August 1969 by the late Padmashri S. Natarajan, a noted educationist. They bring out the 'The Journal of English Language Teaching', a bi-monthly, and it is given free to all the members of the association. Their consultancy services offer Teacher Training Packages and organise bi-monthly meetings on current ELT themes relevant to the Indian context. They host annual conferences and regional conferences on specific areas relevant to the ELT scenario today. Delegates from all over the country as well as the world participate in them, present papers and conduct workshops.





DR. AVKASH JADHAV
FOUNDER - TRUSTEE OF KAASH FOUNDATION

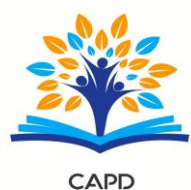
Leadership is the capacity to translate vision into reality.

- *Anonymous*

A B.A. (Gold Medallist) in History and a Ph.D in The Labour Movement, Dr. Avkash Jadhav's scholarly works revolve around Labour Studies, Religion and Philosophy, Human Rights, Ancient and Modern India etc. He is a recipient of numerous scholarships and travel grants for academic pursuits and has published over 27 research papers in various National and International journals, volumes and books. He has participated in more than 180 International and National Conferences, Seminars and Workshops and is affiliated to various academic bodies. He was nominated as a Municipal Councillor in the B.M.C. (2012-2017) as a representative from the academic section, wherein he played an instrumental role in the policy making decisions of several government bodies. Currently, he is the Head and Associate Professor of the Department of History at St. Xavier's College (Autonomous), Mumbai and also, the Founder-Trustee of Kaash Foundation, Mumbai. On an all encompassing note, he is a poet, an erudite international research scholar, a documentary maker and a well known historian.

SOCIAL ACTIVITIES UNDERTAKEN BY DR. AVKASH JADHAV:

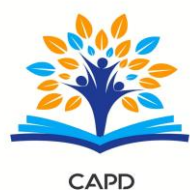
1. Took up the environmental issue of Sanjay Gandhi National Park, a Forest cover spread on 103 sq.kms along with 2000 years old ancient Buddhist caves at Kanheri. The movement continued for 11 years from 2000-2011 and finally after

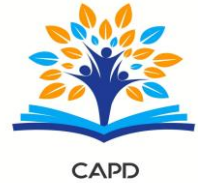




a massive survey and regular correspondence, he helped in declaring it as 'No Plastic Zone' in November, 2011.

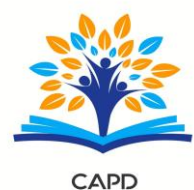
2. Flood Relief Drive during the major deluge in Mumbai in July, 2005. The drive continued for almost a month i.e. July-August, 2005.
3. Conducted various programmes for students on Right To Information Act, Disaster Management, Training in Civil Defence, Environmental Protection and Conservation of Heritage sites (Kanheri Caves).
4. Conducted a 12 day tour to Vidarbha in the rural part of Maharashtra state in India and conducted the Survey on the issue of Farmers dying by suicide in the region (2008).
5. Organised protest rallies against the terrorist attack and serial Train Blasts in Mumbai India (2006), on the Jaitapur Nuclear Plant in Maharashtra, India (2011), and Oil Spills due to the massive ship wreck on the shore of Arabian sea in Mumbai (August, 2010).
6. Closely involved with various N.G.Os for promoting Human Rights.
7. Has been involved with the 'Save Aarey Forest Movement', whereby protecting the eco system of 1200 hectares of forest land against the arbitrary development policy at Goregaon in Mumbai.
8. He has taken up issues on the protection and conservation of the Heritage in the city.





**FLYERS OF THE
RESOURCE PERSONS
FOR THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

KAASH FOUNDATION





KAASH FOUNDATION MUMBAI

**Keynote Speaker and
Guest of Honour for
3rd International
Faculty Development Program (FDP)**

DATE - 24TH AUGUST, 2020
TIME - 3:00PM TO 6:00PM

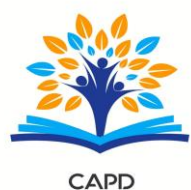
KEYNOTE SPEAKER
Shobhaa De

 *Shobhaa De is an acclaimed Indian columnist and novelist. She writes four weekly columns in mainstream newspapers, including The Times of India and Asian Age. Some of her notable books include: Shobhaa: Never a Dull De, Shobhaa at Sixty and Superstar India- From Incredible to Unstoppable. Her latest book, Lockdown Liaisons was released on 6th June 2020. In all, she has written 21 books.*

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GUEST OF HONOUR
Shri. Anil Dharker

 *Shri. Anil Dharker is a renowned Indian journalist and writer. He is the Founder and Director of the Mumbai International Literary Festival. He has authored notable books like: Sorry, Not Ready: Television in the Time of PM Darshan and Icons: Men and Women Who Made Modern India.*





KAASH FOUNDATION MUMBAI



Resource Persons for 3rd International Faculty Development Program (FDP)

DATE - 25TH AUGUST, 2020

TIME - 3:00PM TO 6:00PM

SPEAKERS



Patrick Wallace

Author, Former Executive Editor at Oxford University Press, Shanghai & Freelance Developer for Cengage/ National Geographic Learning, Japan.

Topic: Perspectives on Practical ELT Pedagogy



Dr. Rosy Chamling

Associate Professor, Department of English, Sikkim University, Gangtok, India.

Topic: Literature and Environment: Pedagogies, Perspectives and Intersections



Claire Bradin Siskin

Consultant, Teacher Trainer, English Language Specialist and Practitioner of Computer-assisted Language Learning (CALL), U.S.A.

Topic: Digital Literacy and CALL

MODERATORS



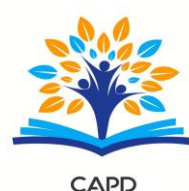
Dr. Sachin Labade
Assistant Professor,
Department of English,
University of Mumbai,
India.

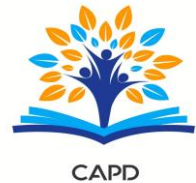


Dr. Shivaji Methe
Assistant Professor,
Department of English, Smt.
PN Doshi Women's College,
Mumbai, India.



Dr. Chumki Biswas
Assistant Professor,
Humanities, TSEC,
University of Mumbai,
India.





KAASH FOUNDATION MUMBAI

**Resource Persons for
3rd International
Faculty Development Program (FDP)**

DATE - 26TH AUGUST, 2020
TIME - 3:00PM TO 6:00PM

SPEAKERS


Dr. Marie Fernandes
Principal, St. Andrew's College, Mumbai,
India.
Topic: Teaching English through Multiple
Intelligences.


Dr. Dhirawit Pinyonattagarn
Associate Professor, Faculty of Liberal Arts,
Shinawatra University, Pathum Thani,
Thailand.
Topic: Globalization of English in ASEAN

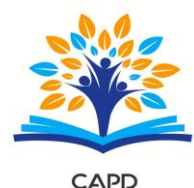

Dr. Albert P' Rayan
Academic, ELT Resource Person, Teacher
Educator and Education Columnist, India.
Topic: Teachers as Educators

MODERATORS


Dr. Sangeetha Puthiyedath
Assistant Professor,
The English and Foreign
Languages University (EFLU),
Hyderabad, India.


Dr. Geeta Ajit
Assistant Professor, VESIT,
Mumbai, India.


Dr. Anusha Ramanathan
Ph.D, Curriculum Consultant,
Tata Institute of Social Sciences
Visiting Faculty at University of
Mumbai and K.J. Somaiya
Institute of Management,
Somaiya University





KAASH FOUNDATION MUMBAI



Resource Persons for 3rd International Faculty Development Program (FDP)

DATE - 27TH AUGUST, 2020

TIME - 3:00PM TO 6:00PM

SPEAKERS



Dr. Baliram Gaikwad,
Fulbright Scholar,
Vice Principal and Head, Acharaya & Marathe
College, Mumbai, India.

**Topic: Emerging National and International
Trends in English Literature**



Prof. Reima Al-Jarf
Professor, Languages and Translation, King
Saud University, Riyadh, Saudi Arabia.
**Topic: Strategies for Effective Distance Learning
in EFL College Courses during COVID-19**



Dr. Tikaram Poudel
Coordinator (Research and Innovation Centre) and
UGC-Nepal Focal person for School of Education,
Kathmandu University, Nepal.
**Topic: Technology in Education: From Tape Recorder
to Zoom and Google.meet**

MODERATORS



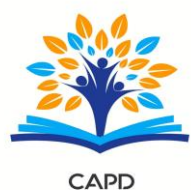
Dr. Santosh Rathod
Associate Professor cum
Assistant Director in English,
IDOL, University of Mumbai,
India.



Dr. Prasanth V.G.,
Head and Associate Professor,
Department of English, R Shankar
Memorial SNDP Yogam College,
Quilandy, Kozhikode, Kerala, India.



Dr. Satyawar Hanegave,
Associate Professor,
Department of English, K. J.
Somaiya College of Arts and
Commerce (Autonomous),
Mumbai, India.





KAASH FOUNDATION MUMBAI

**Resource Persons for
3rd International
Faculty Development Program (FDP)**

DATE - 28TH AUGUST, 2020
TIME - 3:00PM TO 6:00PM

SPEAKERS


Jason Anderson,
Teacher Educator, Consultant, Author &
Researcher, U.K.
Topic: Text Interpretation: India's Hidden
Pedagogy


Dr. Margaret L. Pachuau
Professor, Department of English,
Mizoram University, India.
Topic: Identity and Orality in Mizo Narratives

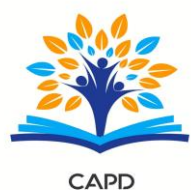

Dr. K. Venkat Reddy,
Professor and Head, Department of Training and
Development, The English and Foreign Languages
University (EFLU), Hyderabad, India.
Topic: Innovation in ELT

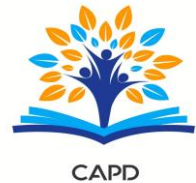
MODERATORS


Dr. Aarti Punjabi,
ELT Trainer OUP, Visiting
Faculty at NIMMS, SPJIMR,
Mumbai, India.


Dr. Sachin Bhumbe
Assistant Professor, Department of
English, SPND Women's College,
Mumbai, India.


Dr. Ramkishan Bhise
Assistant Professor,
Department of Humanities, SIES
Graduate School of Technology,
Mumbai, India.





KAASH FOUNDATION MUMBAI



**3rd International
Faculty Development Program (FDP)**

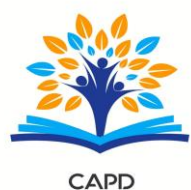
DATE - 29TH AUGUST, 2020
TIME - 3:00PM TO 6:00PM

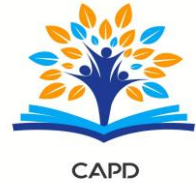
VALEDICTORY SPEAKER
Anand Neelakantan
Anand Neelakantan is a distinguished Indian author, columnist, screenwriter, television personality and motivational speaker. His debut novel Asura: Tale of the Vanquished broke into the top seller charts within a week of its launch in May 2012. He is also very well known for the Ajaya Novel Series and the Bahubali Series.

GUEST OF HONOUR
Dr. Radhakrishnan Pillai
Dr. Radhakrishnan Pillai is the Founder-Director of Chanakya Institute of Public Leadership (CIPL). He has done an extensive research on 'Kautilya's Arthashastra' and is known for his books like 'Corporate Chanakya'. He is also a recipient of the prestigious Sardar Patel International Award 2009 for his research and contribution in the field of Management & Industrial Development.

SPECIAL GUEST
Dr. Protiva Rani Karmaker
Director & Associate Professor (English), Institute of Modern Languages (IML), Jagannath University, Dhaka, Bangladesh.
Topic: Trends of Technology Enhanced Language Learning (TELL) in Bangladesh

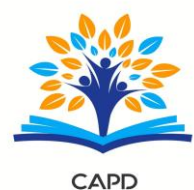
MODERATOR
Dr. R.T. Bedre
Director, UGC-HRDC, Dr. Hari Singh Gour University, Sagar, Madhya Pradesh, India.

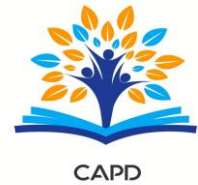




**REPORT
OF THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

KAASH FOUNDATION

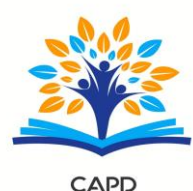


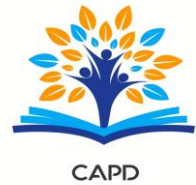


Since the February of 2020, Kaash Foundation has organized numerous Conferences and Webinars. Eight International Conferences were organized by the Foundation's Centre for Academic and Professional Development from February 2020 to August 2020. Along with this, in order to enhance and empower the process of research and pedagogy, Kaash Foundation also initiated Faculty Development Programs. The 1st International Faculty Development Program on *Research Methodology in History* was held from 25th May 2020 to 30th May 2020. Themed on *Historian's Compass and Tools*, the Program was held in collaboration with the Directorate of Archaeology and Museums, Government of Maharashtra. Three months later, Kaash Foundation organised its 2nd International Faculty Development Program on *Pedagogy of Teaching History* from 3rd August 2020 to 9th August 2020. Held in collaboration with St. Xavier's Institute of Education, Mumbai and endorsed by the University of Ottawa, Canada, the Program welcomed 13 scholars from the fields of History, Education, Archiving, Archaeology and Peace Organizations etc.

In the same month, Kaash Foundation achieved another milestone by organising a six-day 3rd Faculty Development Program from 24th August, 2020 to 29th August, 2020 in collaboration with the *English Language Teachers' Association of India*.

English is the default language in around 55 sovereign states and 29 non-sovereign states. It is the most used language all over the globe and thus, carries a greater value in today's corporate world. The learning of the English language has undergone several filtrations and experimentations. The rise in technologies has just added to the benefits of convenient learning. The limitation of physical boundaries has been crossed by the advent of rapid growth in technologies, which now enables millions of students to learn, incorporate and cultivate the nature of the language.





This International Faculty Development Program on *Emerging Approaches and Trends in English Language and Literature* held in collaboration with the *English Language Teachers' Association of India* from 24th August to 29th August 2020 tried to focus on provoking critical thinking, thought and reflective opinions. It also aimed at building communicative competence, exploring cultural diversity and linking it to language and literature, opening the platform for literature, blogging and comparative study etc.

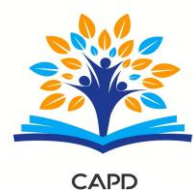
DAY 1: 24TH AUGUST 2020

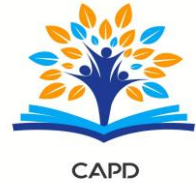
SHRI. ANIL DHARKER AND SHOBHAA DE

The 3rd International Faculty Development Program commenced with the Inaugural Session wherein, the Organising Members welcomed all the participants, gave a brief introduction about their respective organisations and also, listed down the essentials of the Program.

The Organising Members involved in the Inaugural Session included:

- Dr. Avkash Jadhav, the Founder-Trustee of Kaash Foundation and the Director of the Centre for Academic and Professional Development.
- Dr. Ramkishan Bhise, National Joint Secretary, ELT@I
- Dr. Geeta Ajit, Joint Director (Education); Coordinator, CAPD and Editor-in-Chief, Kaash Konnect
- Dr. Sanjay Arora, President, ELT@I
- Dr. K. Elango, National Secretary, ELT@I
- Dr. Sudhir Nikam, Chairman, Board of Studies (English), University of Mumbai





The session was then graced by the **Guest of Honour: Shri. Anil Dharker**. He is a renowned Indian Journalist and Writer. He is the Founder and Director of the Mumbai International Literary Festival. He has authored notable books like *Sorry, Not Ready: Television in the time of PM Darshan* and *Icons: Men and Women Who Made Modern India*.

The insightful Question and Answer Session was themed as *Dr. Avkash Jadhav in Conversation with Shri. Anil Dharker*. (the transcript of the session is available after the report)

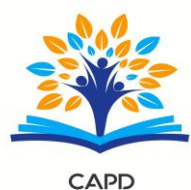
Thereafter, the program witnessed the graceful presence of **Shobhaa De**, as the *Keynote Speaker*. Shobhaa De is an acclaimed Indian columnist and novelist. She writes four weekly columns in mainstream newspapers, including The Times of India and Asian Age. Some of her notable books include: *Shobhaa: Never a Dull De*, *Shobhaa at Sixty* and *Superstar India – From Incredible to Unstoppable*. Her latest book, *Lockdown Liaisons* was released on 6th June 2020. In all, she has written 21 books.

The intriguing Question and Answer Session was themed as *Dr. Geeta Ajit and Gayatri Belapurkar in Conversation with Shobhaa De*. (the transcript of the session is available after the report)

DAY 2: 25th AUGUST 2020

**PATRICK WALLACE, DR. ROSY CHAMLING AND
CLAIRE BRADIN SISKIN**

The sessions on 25th August progressed in the august company of Patrick Wallace, Dr. Rosy Chamling and Claire Bradin Siskin. The Resource Persons were moderated by Dr. Sachin Labade, Dr. Shivaji Methe and Dr. Chumki Biswas





respectively.

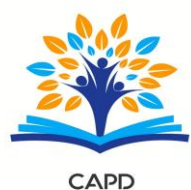
Patrick Wallace was the *First Resource Person* of the Faculty Development Program. Mr. Wallace is an Author, a Former Executive Editor at Oxford University Press and a Freelance Developer for Cengage/National Geographic Learning in Japan. **Dr. Sachin Labade**, an Associate Professor at the University of Mumbai, was the Moderator for Wallace's session and he introduced him to the audience with immense pride and pleasure.



RESOURCE PERSON: Patrick Wallace

TITLE OF THE PRESENTATION: Perspectives on Practical ELT Pedagogy

Patrick Wallace commenced his session with introducing himself. He went on to talk about his career as an English teacher, editor and author. Due to a technical glitch, he was unable to come on-screen. Refusing to waste any time he decided to continue with his talk without the presentation. Manoeuvring us through his experience in the field of ELT in Japan and China, Patrick Wallace brought to us



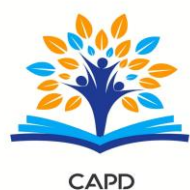


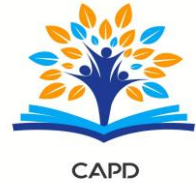
some of his observations on what he has learned about the use of technology in ELT.

He emphasised on the fact that many people have false assumptions about the spread and use technology. He elaborated on the same with an example. He said that those people think that everyone in technologically advanced countries use advanced technologies, but the truth is that, even in technologically rich countries, people are often wedded to old technology and old ways of doing things. He shared an instance with regards to his statement. He said when he lived in Japan in the 1990s; he would go to a bank which had wonderful brand-new computers set up on the desk. But in the 2-3 years that he visited the bank, he always found the computers covered and unused. All the employees used abacuses instead of the computers. Despite the availability of the technology, they were using a back assist - the reason being they didn't know how to use a computer or they weren't comfortable with using computers.

He further discussed another false digital assumption that people in the west assume that people in emerging economies don't have any technology at all. He shared an instance to support the statement. His friend, a missionary in Mumbai, went to the U.S. and then to Japan in the 1980s. He bought a laptop and sometime later a desktop computer. He returned back to the church in Mumbai after a few years and thought to donate his old laptop to the church and hoped they would be elated to get such a piece of technology. However, when he returned, he was shocked at the advancement of the church. Everyone had a laptop or a desktop computer, each better than his old laptop.

He went on to discuss his observations about the challenges of creating an ELT curriculum that can serve all the students in a large nation. He shared his



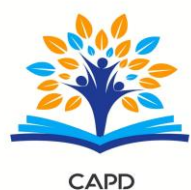


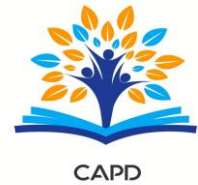
observation that sometimes ELT curriculum is impossible to scale. By scaling, he meant that not everybody could use it as designed. He shared his experience about the same when they ran into this problem with the senior high textbooks. Lastly, he discussed his observation about how people's understanding of ELT is gradually maturing.

On moderating the entire session, Dr. Sachin Labade thanked Patrick Wallace for the insightful session and asked him a few questions regarding the topic. Patrick Wallace accepted each question enthusiastically and provided excellent answers for each of them.

Dr. Rosy Chamling was the *Second Resource Person*. Dr. Chamling is an Associate Professor in the Department of English at Sikkim University in Gangtok.

Dr. Shivaji Methe, an Assistant Professor in the Department of English at Smt. PN Doshi Women's College, Mumbai, gladly introduced Dr. Chamling to the audience.



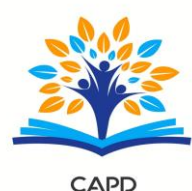


RESOURCE PERSON: Dr. Rosy Chamling

TITLE OF THE PRESENTATION: Literature and Environment: Pedagogies, Perspectives and Intersections

Dr. Rosy Chamling commenced her presentation by throwing light on how the practice of teaching or doing environment in literature is rather a recent phenomenon within the academic space. By this statement, she didn't mean that there were no such studies earlier in the literary domain. Proto ecological features can be found in the narratives of the escapist pastorals of the English romantic tradition or other such writings when nature served either as a retreat or it existed as an antithetical space in the writings of Shakespeare's plays like Macbeth or in the writings of Milton where nature served as a sight of identity crisis or biblical wilderness apparently in the 19th century American literature. In nature writing, nature was usually meditative by the poetic or literary scene to offer a kind of compensatory or restorative experience to mankind. Such world views are strongly based upon the cartesian dualism of the mind and the body.

'The nature as opposed to culture or human as opposed to the non-human.'- this kind of anthropocentric worldview has led humans to consider themselves not only separate but superior and sovereign over nature where human beings are supposed to be controlling agents. However, with the threat of environmental crisis looming large over humanity with devastating results like biochemical toxicity, erratic weather patterns, natural disaster, resource depletion and other industrial hazards in the aim of human progress, it is time that we realise that literature cannot afford to be fictitious nor can it be practiced solely within the institutional space of the classroom. This interaction of environment within the domain of literature and literary studies has given rise to a new area of study called eco criticism.





She further went on with her presentation on Literature and Environment: Pedagogies, Perspectives and Intersections. Her talk focused on 'why' and 'how' of 'teaching' or 'doing' literature and environment within the academic space. If the traditional pedagogical approach has had students develop an understanding of their identities through various human-centred discourses; the practice of literature and environment will develop a participatory discourse leading to the realization of their ecological selves. By integrating ecological and environmental studies within the literature, we can see how a link is forged between the humanities and the sciences and will go a long way in promoting sustainable thinking.

Dr. Rosy Chamling concluded her presentation by quoting the following lines:

“When we die, our bodies become the grass, and the antelope eat the grass. And so, we are all connected in the great Circle of Life.”

- Mufasa (The Lion King)

“Some say, ‘eat or be eaten’

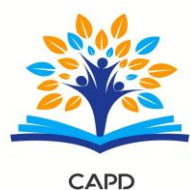
Some say, ‘live and let live’

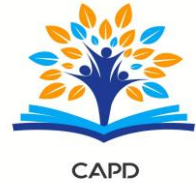
But all are agreed as they join the stampede

You should never take more than you give

In the circle of life”

- The Lion King





On moderating the entire session, Dr. Shivaji Methe thanked Dr. Chamling for the edifying session and asked her a few questions regarding her topic of discussion. Dr. Rosy Chamling accepted each question enthusiastically and provided excellent answers for each of them.

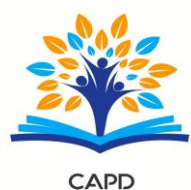
The ***Third Resource Person*** for the Second Day of the 3rd International FDP was **Claire Bradin Siskin** from Pittsburgh, Pennsylvania, U.S.A. Claire Bradin Siskin is a Consultant, Teacher Trainer, and a Practitioner of Computer-Assisted Language Learning (CALL).

Her session was moderated by **Dr. Chumki Biswas**, an Assistant Professor in Humanities at TSEC, University of Mumbai. She enthusiastically introduced Claire Siskin to the audience.



RESOURCE PERSON: Claire Bradin Siskin

TITLE OF THE PRESENTATION: Digital Literacy and CALL





Claire Siskin commenced her session by greeting everyone with a *namaste*. She went on to share her power point presentation and introduced her topic to the audience. Before moving ahead with her presentation, she shared a web link with the audience which consisted of all the resources and references related to her session. She began with a quick introduction about herself and also expressed her love towards India.

Claire made sure that her session was interactive right from the very beginning. She displayed questions on the screen and asked the participants, viewing the YouTube live stream, to answer them in the chat box.

She went on with discussing digital literacies. She began with digital literacies by quoting:

Digital literacies: The individual and social skills needed to effectively interpret, manage, share and create meaning in the growing range of digital communication channels.

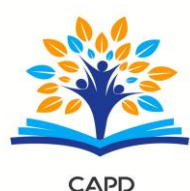
- **Dudeney, Hockly, and Pegrum (2013)**

Digital literacies: Being able to find, manipulate, create, and share stuff.

- **Claire Bradin Siskin**

She also discussed the myth of the digital native. She shared some examples of digital literacies including print literacy, texting literacy, hypertext literacy, tagging literacy, etc. Manoeuvring us through digital native, digital immigrants and digital literacies, Claire brought up Computer Assisted Language Learning (CALL).

She explored the relationship between digital literacy and computer-assisted language learning (CALL) and where teachers belong in this scenario. She





discussed the paradox in which technology is praised for its effectiveness but at the same time explained how it will not replace teachers. In this contradiction, teachers are being sent a mixed message. She argued that the relationship between technology and the language teacher should be examined candidly.

She quoted, “While computers will not replace teachers, teachers who use computers will eventually replace those who don’t.” However, at the same time she mentioned about claiming that by providing opportunities for practicing the more mundane, rote aspects of language learning, CALL will free up the teacher’s time for more interesting communicative activities.

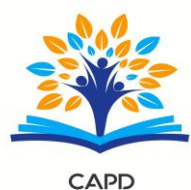
Coming towards the end of the presentation, Claire gave a couple of suggestions for teachers, which shall prove to be very useful for them. She concluded her session with a thoughtful statement, “We should trust our own instincts as language teachers!” and then made herself available for questions regarding the session.

On moderating the entire session, Dr. Chumki Biswas thanked Claire for the insightful session and asked her a few questions regarding the topic. Claire accepted each question with open arms and enthusiastically answered each of them.

DAY 3: 26TH AUGUST 2020

**DR. MARIE FERNANDES, DR. DHIRAWIT PINYONATTHAGARN AND
DR. ALBERT P’RAYAN**

The sessions on 26th August continued in the eminent presence of Dr. Marie Fernandes, Dr. Dhirawit Pinyonattagarn and Dr. Albert P’Rayan. The Resource Persons were moderated by Dr. Sangeetha Puthiyedath, Dr. Geeta Ajit and Dr. Anusha Ramanathan respectively.





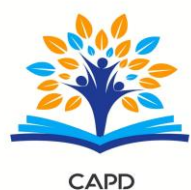
The ***Fourth Resource Person*** for the 3rd International Faculty Development Program was **Dr. Marie Fernandes** who is the Principal of St. Andrew's College, Mumbai, India. **Dr. Sangeetha Puthiyedath**, an Assistant Professor at The English and Foreign Languages University (EFLU), Hyderabad, India, introduced Dr. Fernandes to the audience.



RESOURCE PERSON: Dr. Marie Fernandes

TITLE OF THE PRESENTATION: Teaching English through Multiple Intelligences

Dr. Marie Fernandes commenced the session with a powerful thought on how the quality of a teacher and her enthusiasm towards her work shapes the life of her students. It enhances the entire learning experience of the student. She spoke about different strategies that a teacher can use to enable complete focus of her students. She asked the teachers to follow the traditional approach in which one must have clarity in their points, repetition of the important points, and the most important





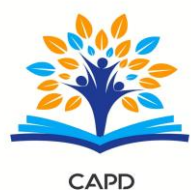
point is to focus on the feedback from the students or audience.

She spoke about Howard Gardner's 'Theory of Multiple Intelligences' which he published in 1983 and told us that how our focus is just on the IQ of the audience, but in the theory it's the 8 different ways one can acquire knowledge which includes verbal, visual, logical, interpersonal, intrapersonal, musical, naturalist and kinaesthetic techniques that can be used by teachers and students as well to make English language and literature interesting.

She emphasised on how multiple intelligence improves one's self-confidence which helps in the personal growth and development of an individual. It enables deeper thinking and logical approach toward problems by perceiving it in various ways. She displayed videos on how music, dance and drama is an effective teaching tool. All these methods help one in thinking, reading and visualisation skills altogether. When coming to emotional intelligence she spoke about the theory published by Danial Goleman in 1977 in which he wrote about how interpersonal and intrapersonal abilities help students to learn better given the perils of the face every day. She spoke about how not only IQ which is the Intelligence Quotient, but also, SQ - the Social Quotient and EQ - the Emotional Quotient helps one learn. She spoke about how love, courage, freedom and sacrifice enable one to grow and all of this is attained if you have a Spiritual Intelligence.

She concluded by how every small detail in life helps in learning English and how a teacher helps her student. She ended her presentation by quoting Pierre Teilhard de Chardin:

Someday, after mastering the winds, the waves, the tides and gravity, we shall harness for God the energies of love, and then, for a second time in the history of the world, man will have discovered fire.





This quote was about how love affects us and helps us grow.

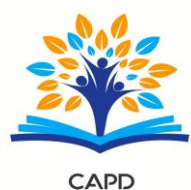
On moderating the entire presentation, Dr. Sangeetha rightly pointed out Dr. Fernandes' efficient use of quotes to support her explanations and the fact that she very well explained the teaching and learning techniques through Multiple Intelligences.

On an endnote, Dr. Marie Fernandes congratulated the entire team of Kaash Foundation for choosing a topic that is so important in today's context, as she feels that knowing these minute details helps one in every aspect of their life.

The ***Fifth Resource Person*** for the International Faculty Development Program was **Dr. Dhirawit Pinyonattagarn**, an Associate Professor from the Faculty of Liberal Arts at Shinawatra University in Pathum Thani, Thailand. **Dr. Geeta Ajit**, the Director of the 3rd International Faculty Development Program and the Moderator for this session, introduced Dr. Dhirawit Pinyonattagarn to the audience.



RESOURCE PERSON: Dr. Dhirawit Pinyonattagarn

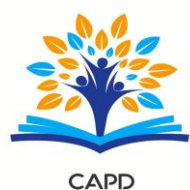


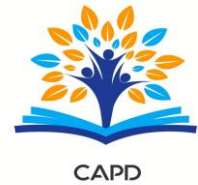


TITLE OF THE PRESENTATION: **Globalization of English in ASEAN**

Dr. Dhirawit Pinyonattagarn commenced his presentation by giving a background of Thailand as part of the ten countries that come under ASEAN which stands for 'Association of Southeast Asian Nations'. He talked about the significance and varieties of English language in ASEAN countries.

He further emphasised on how English has become the working language in all ASEAN meetings and conferences after the 34th Charter of ASEAN. He spoke about how English has become the contact language among people in ASEAN countries. He started his presentation by talking about the eight trends in teaching and learning English in EFL/ESL. The first trend that he talked about was the ***Change in the Goal of Teaching English***. There are two key changes in the purpose of teaching English. Firstly, to produce a fully competent English known by language rather than imitation of native speakers and secondly, English is not used as an end in itself but as a means to learn content such as science and mathematics. The second trend is the ***Early Start in Teaching English***. Many countries in ASEAN and other countries have started teaching English in earlier grades at school. While Thailand, Saudi Arabia and Vietnam introduced English from grade 4, Japan introduced English in its primary stage and Dubai introduced English in the KG stage. The trend followed was the change in approach to teaching English and how local and international cultures dominate English language classes. The fourth trend that was followed was ***Changing View of an English Teacher***. It is increasingly being recognized that quality or effectiveness of teachers is determined by the linguistic teaching and intercultural competence rather than being a native speaker of English. He then spoke about the fifth trend, which was the ***Change in Teaching Content*** wherein, test design teachers now use a range of local text for English translation of literature in the classroom. The sixth





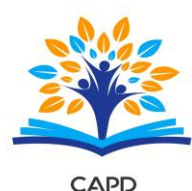
trend that he spoke about was the ***Development in the Field of E-Learning and Online Teaching***. It is because of the proliferation of tablet smart phones and tablets; text books will disappear in the few years. Furthermore, access to knowledge in terms of flexibility and mobility has changed drastically now. The seventh trend that he spoke about was ***Strategic Teaching and Learning***. He pointed out how teaching in English language classes focuses on fostering student thinking as well as language content outcomes and learning activities. The final trend was ***Teachers as Lifelong Learners***. He emphasized on the fact that in a knowledge-based society, to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers.

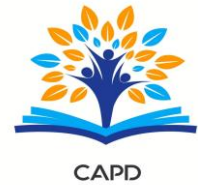
He ended his presentation with this and answered a few questions by the audience on how he has been teaching Thai students and the difficulties students from ASEAN countries used to face because of their lack of knowledge about the English language.

On moderating the entire presentation, Dr. Geeta Ajit rightly pointed out Dr. Dhirawit's efficient use of quotes to support his explanations and the fact that how well he explained the need of a common language in the world and how English is serving that purpose.

On an endnote, Dr. Dhirawit congratulated the entire team of Kaash Foundation for choosing a topic that is so important in the modern world and how English language is the key to communication.

The ***Sixth Resource Person*** was **Dr. Albert P' Rayan**, who is an Academic, ELT Resource Person, Teacher Educator and Education Columnist in India. **Dr. Anusha Ramanathan**, a Curriculum Consultant at the Tata Institute of Social Sciences was





the Moderator for this session. She welcomed everyone and introduced Dr. Albert P' Rayan to the audience.

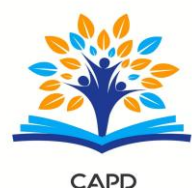


RESOURCE PERSON: Dr. Albert P' Rayan

TITLE OF THE PRESENTATION: Teachers as Educators

Dr. Rayan commenced his session on the topic Teachers as Educators with an introduction to the topic. From 'Being to Becoming', his tagline for the topic, he gave us an outline of his presentation. He was inspired by people like Paulo Freire, a Brazilian educator and Noam Chomsky among others for their ideologies. According to him, his journey as a teacher and educator was finding meaning in life and adding meaning to his profession. He explained what his concept of a 'teacher' was. He believes a teacher is an instructor, a trainer, the one who shares knowledge, the one who prepares students for exams and assesses them on that.

According to him, educators are not merely teachers. They possess something called 'teacher plus the qualities that make them different from ordinary teachers'.

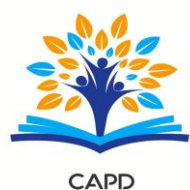


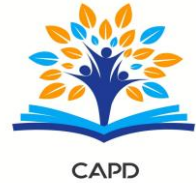


Educators go beyond the syllabus and focus on preparing students for life. He feels that the teachers who are reluctant to express their views or are scared of expressing their views on issues that affect the society are the ones who shouldn't call themselves educators. According to him, the teaching community has been disturbingly indifferent and worryingly silent on many issues and court verdicts that affect the society which separates them and makes them apart from educators, who talk about them and give their opinion on such issues. According to him, teachers become educators when they realize that they have a deep sense of responsibility towards the society and feel the need to act as agents of social change.

Educators are not merely givers or sharers or creators of knowledge. They enable students to think creatively, critically and productively. Educators are teachers who believe that it is their mission to foster a sense of social responsibility in students. English teachers cannot call themselves successful if they fail to produce students who have no social conscience or who use their English language skills for exploitation.

Talking about Education v/s Indoctrination he quoted Noam Chomsky, *The opposing concept of education is indoctrination*. Where education liberates people, indoctrination enslaves them; and the role of educators is to liberate students, not to enslave them. The nine characteristics of educators are critical thinking, creating a critical learning environment, critical reflections, the ability to make one distinguish truth from falsehood, creating informed citizens, demonstrating intellectual courage among their students, shaping the thinking of their students and demonstrating ethical integrity and clarity in their vision. These additional qualities set an educator apart from a teacher. He believes it is important for teachers to become educators to guide their students in this modern world which is in a critical state as one can create awareness only when they are educated; and not just taught. This separates





an educator from a teacher.

He ended his presentation with the beautiful and intellectual words of Sir Ken Robinson and a wonderful poem by Alan Maley on teachers. He quoted Paulo Freire:

Education does not change the world

Education changes the people.

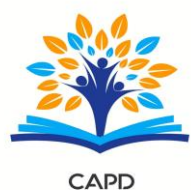
People change the world.

On moderating the entire presentation, Dr. Ramanathan rightly pointed out Dr. Rayan's efficient use of quotes to support his explanations and the fact that he very well explained the difference between teachers and educators and why, we, as students need educators in this modern world.

On an endnote, Dr. Albert P' Rayan, congratulated the entire team of Kaash Foundation for choosing a topic that is so important in today's context, as he feels that knowing these minute details helps one in every aspect of their life.

DAY 4: 27TH AUGUST 2020
DR. BALIRAM GAIKWAD, PROF. REIMA AL-JARF AND
DR. TIKARAM POUDEL

The sessions on 27th August witnessed the esteemed presence of Dr. Baliram Gaikwad, Prof. Reima Al-Jarf and Dr. Tikaram Poudel. The Resource Persons were moderated by Dr. Santosh Rathod, Dr. Prasanth V.G. and Dr. Satyawan Hanegave respectively.





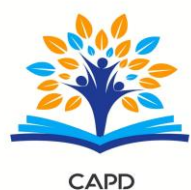
The ***Seventh Resource Person*** was **Dr. Baliram Gaikwad** from Mumbai. Dr. Gaikwad presently works as the Vice Principal and Head of the Department of English at N. G. Acharya and D. K. Marathe College in Chembur (E), Mumbai – India. As a Fulbright Post-Doctoral Fellow in the University of Florida, he accomplished his Post Doctorate in 2013. The Moderator for his session was **Dr. Santosh Rathod**, an Associate Professor cum Assistant Director in English at IDOL, University of Mumbai, India. He gave Dr. Gaikwad a warm welcome and introduced him to the audience.

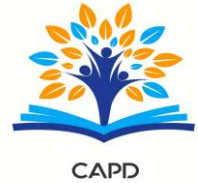


RESOURCE PERSON: Dr. Baliram Gaikwad

TITLE OF THE PRESENTATION: Emerging National and International Trends in English Literature

Dr. Gaikwad began by expressing his gratitude to the organisers for inviting him to share his expertise on the theme of the faculty development program. He commenced his presentation with a quote:





Change is the only constant thing in this world and the truest reflection of this change is found in literature.

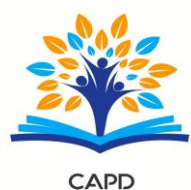
As he discussed literary changes, he also explained the change that some theories of certain influential thinkers have caused to the mentalities and literature of this world.

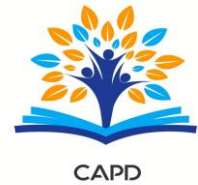
He further discussed modernism and defined it as a movement, not only in literature but also, in various other fields. He spoke about the modern age, starting from the beginning of the 20th century, and discussed its political history and other major events. Next, he went on to justify the need for modernism and its impact. Manoeuvring us through this concept, Dr. Baliram Gaikwad led us to the modern thematic features.

English studies emerged as a discipline towards the end of the nineteenth century in India. Use of English in academic and social intelligentsia became a dominant cultural identity. The canon of English literature and the creative practices have been largely shaped by myriad national and international factors. Studying the predominant literary trends, strategies, themes and creative traditions is a highly fruitful academic exercise. His presentation endeavoured to provide an overview of those influences shifting the trends in English literature.

He concluded his presentation with trends in English Literature, wherein, he discussed modernism, postmodernism, commonwealth literature, world war literature, dystopia novels and a stream of conscious novels.

On moderating the entire session, Dr. Santosh Rathod thanked Dr. Gaikwad for the edifying session and asked him a few questions regarding the topic. Dr. Gaikwad accepted each question enthusiastically and provided excellent answers for each of





them.

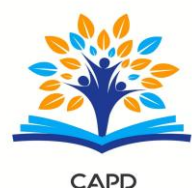
The ***Eighth Resource Person*** was **Prof. Reima Al-Jarf** who joined us from Saudi Arabia. She is a Professor of Languages and Translation at King Saud University, Riyadh, Saudi Arabia. The Moderator for this session was **Dr. Prasanth V.G.**, the Head and Associate Professor in the Department of English at R Shankar Memorial SNDP Yogam College, Quilandy, Kozhikode, Kerala, India. He introduced Prof. Reima to the audience with immense pride and pleasure.



RESOURCE PERSON: Prof. Reima Al-Jarf

TITLE OF THE PRESENTATION: Strategies for Effective Distance Learning in EFL College Courses During COVID-19

Prof. Reima commenced her session with expressing her gratitude for having been invited to the faculty development program. Beginning with her presentation, she discussed the need for effective distance teaching and learning. She shared a





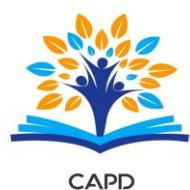
questionnaire survey which she had conducted with a sample of students and instructors. She also discussed the problems with distance learning in the last semester.

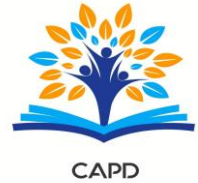
Prof. Al-Jarf then discussed solutions to overcome the problems with distance learning. Some solutions included good infrastructure, helping students who have no access to computers and the internet, orientation, training and support, integrating global issues and participation goals. She also discussed as to how one could practice a variety of language skills like listening, speaking, reading, writing, pronunciation, vocabulary and grammar in context through online platforms. She shared links of some videos from the UNICEF website, BBC and CNN. She also shared some examples of role-playing activities and sample reading tests.

Due to COVID 19, there was a sudden shift to distance learning without prior preparation. 51% of the students were dissatisfied with distance learning and online communication with their instructors; they had difficulty understanding the material and had concerns about their exams. Her presentation suggested some free platforms, and she shared strategies like preparing and delivering online material, tasks, assignments and tests; online interaction and communication; peer-training and technical and instructional support, for making distance learning and teaching fun and effective.

On moderating the entire session, Dr. Prasanth V.G. thanked Prof. Al-Jarf for the insightful session, summarized her presentation in a few sentences and asked her a few questions regarding the topic. Prof Reima accepted each question enthusiastically and provided excellent answers for each of them.

The *Ninth Resource Person* for the 3rd International FDP was **Dr. Tikaram Poudel**, who is the Coordinator (Research and Innovation Centre) and UGC-Nepal





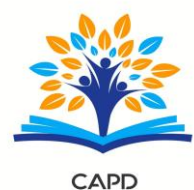
Focal Person for School of Education at Kathmandu University in Nepal. The Moderator for the session was **Dr. Satyawan Hanegave**, an Associate Professor in the Department of English at K.J. Somaiya College of Arts and Commerce (Autonomous), Mumbai. He warmly welcomed Dr. Tikaram for the session and introduced him to the audience.

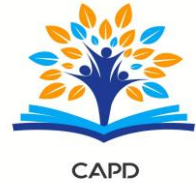


RESOURCE PERSON: Dr. Tikaram Poudel

TITLE OF THE PRESENTATION: Technology in Education: From Tape Recorder to Zoom and Google meet

Dr. Poudel commenced his session by thanking Kaash Foundation and ELT@I for the opportunity. His session was mainly a reminiscence of his experience of adapting to technology in the thirty years of his teaching career. In the early 1990s, he used to listen to English texts in a tape recorder and recorded versions for grades. In the 2000s, he used to analyse the sound system of a language with





PRAAT and morphemes with TOOLBOX. In the early 2010s, the MOODLE made his online asynchronous classes possible, and the 2020s began with Google classroom, Google meet, Zoom, etc. He concluded his presentation with facts that technology can change the things people want and can do.

On moderating the entire session, Dr. Satyawan thanked Dr. Tikaram for the insightful session and asked him a few questions regarding the topic. Dr Tikaram accepted each question enthusiastically and provided satisfactory answers for each of them.

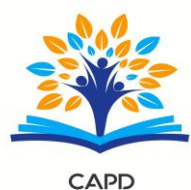
DAY 5: 28TH AUGUST 2020

JASON ANDERSON, DR. MARGARET L. PACHUAU AND DR. K. VENKAT REDDY

The sessions on 28th August were graced by three prominent scholars in the field of English Language and Literature: Jason Anderson, Dr. Margaret L. Pachuaau and Dr. K. Venkat Reddy. These sessions were moderated by: Dr. Aarti Punjabi, Dr. Sachin Bhumbe and Dr. Ramkishan Bhise respectively.

The *Tenth Resource Person* for the 3rd International FDP was **Jason Anderson** who joined us from the U.K. Mr. Anderson is a U.K. based Teacher, Educator, Author, Consultant and Researcher. The Moderator for his session was **Dr. Aarti Punjabi**, an ELT Trainer OUP and a Visiting Faculty at NIMMS and SPJIMR, Mumbai. She introduced Mr. Anderson to the audience with immense pleasure.

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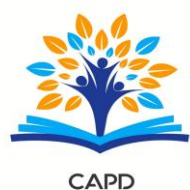


RESOURCE PERSON: Jason Anderson

TITLE OF THE PRESENTATION: Text Interpretation: India's Hidden Pedagogy

Mr. Anderson commenced his session with a quick introduction about himself. Before commencing his presentation, he encouraged teachers viewing the session to experiment with his suggestions and modify them according to the context they are used in. He said this in acknowledgment of the differences that exist not only between countries, but also, within India, which is a melange of various curriculum boards in many educational contexts - from government to private education and from state boards to central board - within which there is a huge variation in terms of what is possible and what is feasible.

Anderson began his talk by raising some questions to the viewers. Throughout the session, he kept an eye on the YouTube live stream and kept interacting with the





audience. He emphasised on English Language Teaching at Secondary Level (grades 6-10), covering private and government aided schools, but relevant for higher secondary.

He contextualized the whole thing and spoke about Indian teachers - the methods they are employing and how they can effectively change or bring about a change in their practices by incorporating trans-language. He started off by sharing his area of expertise, while constantly maintaining interaction with the audience.

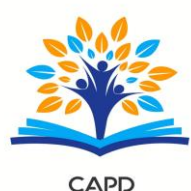
He continued talking about the two contextual challenges that India faces. But before he could start, he pointed out a decent approach. He also mentioned an interesting video by Amol Padwad and Richard Smith. He discussed the reading proficiency gap as the first challenge and dual focusing as the second challenge.

He went on to discuss about the practice that he believes has evolved in a unique context, i.e. translingual text interpretation. By translingual, he meant it involves a complex blend of resources from English and other languages.

Anderson then elaborated on the basic and scaffolded text interpretation. He concluded his presentation by highlighting the importance of giving time to children, to listen and to write, providing peer support, providing personalised support, asking questions and gradually, scaffolding and leading them towards development and towards being independent readers.

On moderating the entire session, Dr. Aarti Punjabi thanked Jason Anderson for the insightful session. She summarized his talk in a few lines and asked him a few questions regarding the topic. Mr. Anderson accepted each question enthusiastically and provided excellent answers for each of them.

The ***Eleventh Resource Person*** was **Dr. Margaret L. Pachuau**, who is a Professor





in the Department of English at Mizoram University, India.

Dr. Sachin Bhumbe, an Assistant Professor in the Department of English at SPND Women's College, Mumbai, welcomed everyone to the session with his kind words and by introducing Dr. Pachuau.

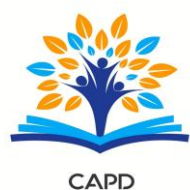


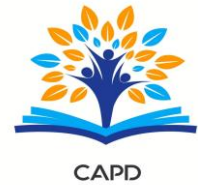
RESOURCE PERSON: Dr. Margaret L. Pachuau

TITLE OF THE PRESENTATION: Identity and Orality in Mizo Narratives

Dr. Margaret L. Pachuau commenced her deliberation with her thoughts on the identity and orality of Mizo narratives, and the key role that religion has played in this context. She said that her presentation will argue on the significance of religion and its power across the state and how it has succeeded in confining oral narratives to the background.

She spoke about the vastness of oral tradition among the Mizos which is very intrinsically linked to the theme of this particular faculty development program. She



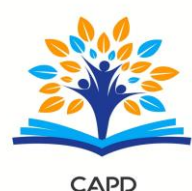


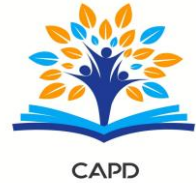
also introduced us to the laws of the oral tradition.

She emphasised on how ORALITY 173 played a remarkable dynamic in locating and relocating identity parameters in and through oral tradition. As of the present time of writing, Mizoram, which is located in northeast India, has been an essentially Christian state after 1894, which is the year of the advent of the Welsh mission in Mizoram. With the advent of the Welsh missionaries in the then Lushai soil, Christianity has made a marked progress in the lives of the Mizos. The transition from pre-colonial folk dynamics to postcolonial folk ethos especially in terms of narrative and interpretation has its bearings in the religion that dominates the state to a significant extent. While locating notions related to identity, the politics of the 'interpretation of orality' is significant, and religion becomes a key in this perspective. The dynamics of Foucault's dimension of 'power' as being emitted from everywhere has been significant to another.

She even explained how identity has been inherently central to Mizo folk narratives and that most narratives have been located within this aspect. It shall examine select folklore narratives that have been rendered in the original Mizo. While denoting this, it shall also determine the continuing significance of folk narratives in the society. It shall, in the process, examine both folk and cultural dynamics that have emerged within postcolonial Christian parameters and reflect upon how folk narrative still remains a significant marker in terms of locating identity within the Mizo perspective.

She concluded by how every small detail and events in the life of a Mizo has affected them and how it affects their marriages as well. In conclusion, Dr. Pachuau stated the dismal fact that orality is not seen as a reliable method and hoped that one day, it garners some credibility.





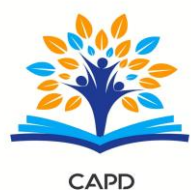
On moderating the entire presentation, Dr. Sachin Bhumbe rightly pointed out Dr. Pachua's efficient use of examples and her explaining style to support the theories, and the fact that she very well explained her topic with historical as well as religious aspects and covered every possible detail related to it.

On an endnote, Dr. Margaret L. Pachua congratulated the entire team of Kaash Foundation for choosing a topic that is so important in today's context, as she feels that knowing these small details helps one in every aspect of their life.

The ***Twelfth Resource Person*** for the 3rd International FDP was **Dr. K. Venkat Reddy**. Dr. Reddy is the Professor and Head of the Department of Training and Development at The English and Foreign Languages University, Hyderabad. The Moderator for his session was **Dr. Ramkishan Bhise**, an Assistant Professor of the Department of Humanities at SIES Graduate School of Technology. He warmly welcomed Dr. Reddy to the 3rd International Faculty Development Program and proudly introduced him to the audience.



RESOURCE PERSON: Dr. K. Venkat Reddy





TITLE OF THE PRESENTATION: Innovation in ELT

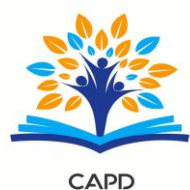
Dr. Reddy commenced by giving an insight into his session for the day. He went on to start his talk by explaining the concept of 'innovation' in relation to 'invention'. Following his comparative explanation of invention and innovation, was the comparative study of 'teaching' and 'training'.

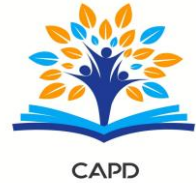
He discussed the statements of Mark Tully, a renowned English writer, Orator and Journalist, regarding the changes to innovate the practice of Language Education and Language Learning. He also mentioned about the National Knowledge Commission UPA-2. He laid emphasis on the New Education Policy 2020. He also discussed about today's classrooms in general.

Firstly, he discussed briefly the praxis in vogue of the teaching of learning English and postulated adjustments to make learning more inclusive, natural and enjoyable. Secondly, He made a case for innovation by citing convincing reasons that have cropped up after we as a country become globalised. Thirdly, he identified the areas that required innovation while firmly establishing the category of learning centred classrooms.

During his session, he also conducted a poll using menti.com. Thereafter, he discussed about 'partners of learning' as the last segment of his session. According to him, a classroom, a teacher, a learner, learning materials, delivery methods and evaluation are all partners of learning and can result in a better teaching-learning process.

He concluded his talk by saying, "Language learning happens not as a result of the presence of the teacher or the learners; it's indeed the result of a cooperative activity that has to be effected as concerted efforts of active stakeholders."



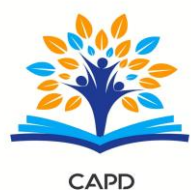


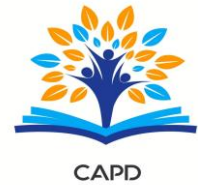
On moderating the entire session, Dr. Ramkishan Bhise thanked Dr. Reddy for the insightful session, summarised his session and asked him a few questions regarding the topic. Dr. Reddy accepted each question enthusiastically and provided excellent answers for each of them.

DAY 6: 29TH AUGUST 2020

DR. RADHAKRISHNAN PILLAI, ANAND NEELAKANTAN AND DR. PROTIVA RANI KARMAKER

The sessions on the sixth and final day of the 3rd International Faculty Development Program were graced by the stalwarts of English Language and Literature: Dr. Radhakrishnan Pillai as the Guest of Honour, Anand Neelakantan as the Valedictory Speaker and Dr. Protiva Rani Karmaker as the Special Guest.





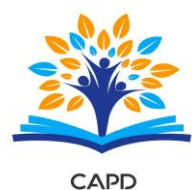
SPECIAL GUEST: Dr. Protiva Rani Karmaker

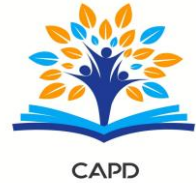
TITLE OF THE PRESENTATION: The Trend of Technology Enhanced Language Learning (TELL) in Bangladesh

Dr. Protiva Rani Karmaker, Director and Associate Professor from Jagannath University, Dhaka was invited as the *Special Guest* to shed light on 'The Trend of Technology Enhanced Language Learning', (popularly known as TELL) on the last day of International Faculty Development Program. Coming from the neighbouring country of Bangladesh, she gave attendees a perspective about the whole phenomena from her home country. TELL is a teaching process that has the prerequisite of technological resources to promote the teaching and learning of a new language. From the base of CALL (computer-assisted language learning), TELL has been developed to include all CALL approaches and even technologies of the future.

As an expert on the subject, Dr. Karmaker deliberated on how learning language is about patience, practice, and interest development. She held a firm opinion that technology is not to cheat but to expose the learner to a wide paradigm of knowledge. With modern times, mobile phones have become an essential commodity for large populations. Statistics from Bangladesh Telecommunication Companies account for 162.920 million people using cell phones. Amongst these, 86% of students own a phone. With such drastic developments, the teaching sector also has to evolve. The shift from classroom methodology with restricted involvement has to change ensuring more participation.

Dr. Karmaker, sharing her personal anecdotes, gave a realistic touch to this concept. According to her, TELL ensures learners take charge of their own learning and implementing decisions on a practical field. The education system in Bangladesh



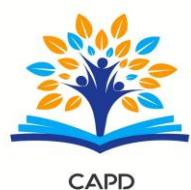


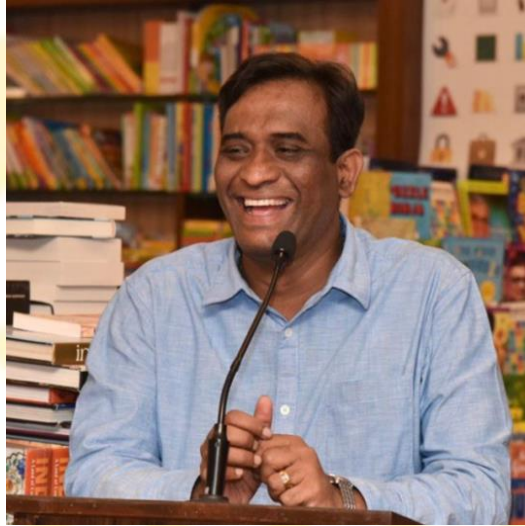
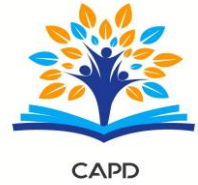
has also adopted the change by developing its own servers, messaging groups, networking sites, and YouTube content. Students benefit from such progress, but its conjoint impacts were also mentioned by the Special Guest. Learners from weak social and economic backgrounds face several hindrances in the process. Psychological wellbeing and social etiquettes are at stake in this system. But the skill-based focus of TELL helps us to evaluate the positive side. With combined efficient reading, writing, speaking and listening processes, a pupil can make the best out of his/her personality.

Innovations are done by the University of Dhaka like that of a 'flipped classroom'- where students become teachers giving a larger scope to experimentation. TOQUES (Teaching Online Qualified Engaged Students) Program and other initiatives by the Government of Bangladesh are changing perceptions and motivating all. Dr. Karmaker believes that fostering the language and de-contextualizing the process of modern education, the learning community has to improve a lot on its shortcomings and aim for a global bright future. Dr. Protiva Rani Karmaker ensures that technology enhanced language learning is safe, easy, motivating, and the means to promote autonomous learning. She ended her discussion with an urge to all the participants and viewers:

Let us ensure the successful integration of TELL in our learning activities.

The **Guest of Honour** invited to the final day, was the renowned scholar **Dr. Radhakrishnan Pillai**. He has done extensive research on 'Kautilya's *Arthashastra*' and has written 20 books based on it. His multifaceted personality includes being an excellent orator, researcher, teacher and motivational speaker. He delivered his address on the teaching approaches necessary in the near future, and while doing so, he had Chanakya's ideas at the epicentre.

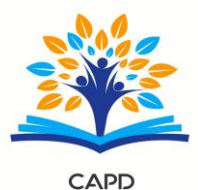




GUEST OF HONOUR: Dr. Radhakrishnan Pillai

Dr. Pillai began conversing on the two essential concepts of Indian Philosophy that have been quite relevant in the ongoing pandemic - *Paristhiti* i.e. the conditions around us and *Manasthiti* i.e. the state of mind. Considering the current pandemic, he mentioned that though the *Paristhiti* may be absurd, but keeping the right *Manasthiti* will keep our learning graph on a hike. Teachers too are expected to evolve with changing times. The current actions and expected duties of a teacher have a huge drift that has to be met. Teachers have to become thinkers and inspire students to become one. Indian History has always proved in various instances that *Rajaguru* (king's teacher) was a person with higher social status than the *Raja* (king) himself. Being aware of the change and improving with time becomes a moral duty of the teacher. For this, Dr. Pillai suggested three simple and interesting ways.

First, '***teachers have to be researchers.***' Students in this technology-driven age are quite advanced in all means especially, in a way, to acquire information. In the near

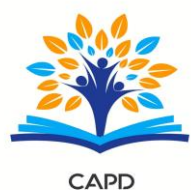


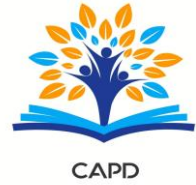


future, they will be more informed and the teacher will have to adapt to these conditions. Rather than doing that, it is better to be prepared from now. Another hindrance teachers speak of is the reduction in the attention span of learners. Teachers blame it upon the students but Dr. Pillai speaks of it happening because of no 'value addition' to student's knowledge in the lecture. Teachers have to make sure that they not only provide 'insight' i.e. something beyond students' reach but also 'foresight'. Foresight in the subject can guide pupils to get a direction to make better achievements. Insight and foresight both come with the ability to conduct research. After certain research the world view of the teacher changes drastically and it helps to enhance the teaching-learning process. It was rightly put forth that the end of one research is the beginning of another.

'Teachers have to be writers' as without writing, teaching would be incomplete. There would be no clarity in thought until put down on paper. Writing develops our character and can help us to reach the masses. This writing should not be restricted to only published academic writing. One can start writing a blog, a column, or even some articles. But writing regularly by accumulating the knowledge imbibed will help teachers to become role models for our society. As Dr. Radhakrishnan Pillai has been successful in writing so many books, it all started with a little of consistent writing.

Further, ***'a teacher has to be a promoter'***. There is nothing wrong with promoting your works to the world outside for the right reason. Keeping your knowledge inside the closets is not going to help the society beyond. Speaker in his humorous flare asserts, "Give people the right to copy, rather than having a copyright." The *Taittiriya Upanishad* that speaks elaborately about education also features the necessity for a teacher to promote their knowledge. At the *Dikshant* (convocation-like) Ceremony students make a promise to the teacher to have '*Svadhyaya*'





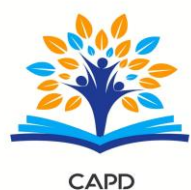
(studying) and '*Pravachan*' (promotion) of the teacher's knowledge to be done every day. In contemporary times, technology has to be used to promote knowledge on different levels.

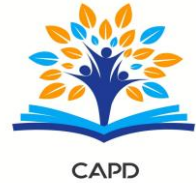
With the above mentioned three ideals, teachers would not face many difficulties to adapt to dynamic circumstances. Later, Dr. Pillai also touched upon certain important issues briefly. Critical thinking deficiency which is a habitual error in a society can be improved. Rather than having an 'examination system' we shall have an 'education system' in the real sense of the word. The pressures created upon a student by 'Comparison' and 'Competition' shall be replaced by 'Collaboration' and 'Cooperation'. Students should know their '*Svadharm*a' and combine it with the guidance of a 'Guru' to be successful in life. All such motivating and eternal ideas made this deliberation exclusive for all the attendees. It will be appropriate to end with a quote which summed up the session by Dr. Radhakrishnan Pillai,

Teach students how to think,

Not what to think.

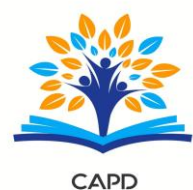
Anand Neelakantan, a prolific author of several bestseller books like *Ajaya*, *Asura*, and *Bahubali* series was the **Valedictorian Speaker** for the 3rd International Faculty Development Program on 29th August 2020. He has contributed to literary art by not only being a novelist, but also, as a columnist, screenwriter, television personality, and motivational speaker. He has proposed his own school of thought, unlike many other Indian mythology revisionists. His counter telling of mythology is dramatic, dynamic, and living. His address to the conference was focussed on the use of English, a foreign language in the Indian context, and the thought behind his work.





VALEDICTORY SPEAKER: Anand Neelakantan

The speaker firmly based his opinions against the British colonizers who dominated the subcontinent politically and culturally. As he puts it, “English has colonized our mindset.” Today, 70 years after great turmoil in the nation, Indians still have English as its lingua franca even though most of the demographic isn’t comfortable using it in daily affairs. Talking very humbly the author mentioned, “I still don’t think in English.” The language of the British is not phonetic like the *Dravida* and Indo-Aryan languages used today. The speaker constructs the development of the English language in the sub-continent in 4 phases. In the first phase, colonial Indians aspire to learn English looking at the vast expanse of its literature. Further, authors like R.K. Narayan and Raja Rao dominated the times by writing for an allied small population that had the privilege to understand English. The third phase is about writers like Arundhati Roy and Aravinda Adiga who wrote about India’s cultural diversity and conditions for distant readers of the west. Amidst all this, regional literature in India was neglected and side-lined by mainstream media.

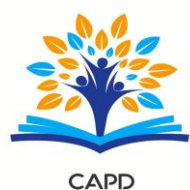


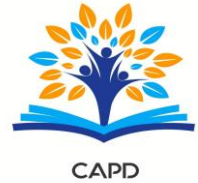


Now, it is the phase of popular Indian literature that is written for the Indian audience. Through this journey, Indian authors have Indianized English for it evolve and make a place amongst Indian readers.

Anand Neelakantan has also taken up this challenge; as a literal translation of Indian ideas in English and foreign concepts within Indian literature drop the meaning from the works. With his humorous flavour, he subtly mentioned, 'We can't have a warm welcome in a hot weathered country.' It isn't that Indian literature has not been translated into English but when it stands in competition with Japanese and Russian, etc., the quality of translate skill is lowered. Better translations of Indian literature should be taught in Indian educational institutions to preserve what is ours while contributing to the global literature. English is a scientific language that cannot be ignored but it has to be rejuvenated and adapted in the Indian context. Indianized English grammar, syntax and technicalities should be modified and popular. Indian stories should be narrated without bias and bring about a drastic shift of focus.

India is blessed with thousands of folk tales in varied languages customized according to the setting of the place where it is narrated. Mr. Neelakantan proudly acknowledges that his characters are the result of his best patchwork from several sources which he has been exposed to since childhood. Talking of the great Indian epics - Ramayana and Mahabharata, he points its multiple versions not only from India but also from other nations like Indonesia. The revisionist authors talking of epics have to accustom their stories according to their audience. India is inclusive and diverse in all senses and we can't belong to the same stereotype origins. The speaker known for his unconventional stream of thought has often tried to bring forward the versions of the one being defeated. He wants to do away with the delusion attached to negative characters in Indian literature.





He has also worked for mainstream television by writing T.V. series like *Chakravartin Ashoka* which was aired in 2015-16. Without drama and emotions, he feels a story would not appeal to the people. When history gets dull it is forgotten, which will be difficult because of writers like Anand Neelakantan as they focus on entertainment value prominently. The speaker also shared his experience relating to his recent affiliation with legendary director S.S. Rajamouli in his dream project *Bahubali*. The author has written back-stories of around 40 characters for referencing and is now publishing novels based on his work.

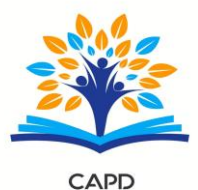
This candid and inspiring discourse with Mr. Anand Neelakantan brought in several important issues of identity, culture, and progress. To end his valedictorian speech, he simply put forth a quote:

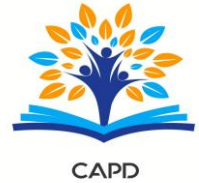
There is no need to get in conflict with the west; we have to tell stories confidently as we always have been great storytellers.

As the Vote of Thanks was proposed to conclude the six-day program, the anchor, on behalf of Kaash Foundation, expressed gratitude to all the 17 Resource Persons, the collaborator: English Language Association of India (ELT@I), the participants and the viewers of the 3rd International Faculty Development Program.

The 3rd International Faculty Development Program witnessed a huge success due to the efficient leadership of Dr. Avkash Jadhav, the Founder – Trustee of Kaash Foundation, Dr. Geeta Ajit, the Joint Director of Education, and of course, all the steadfast volunteers of the Foundation.

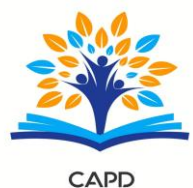
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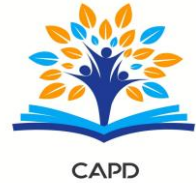




**DR. AVKASH JADHAV
IN CONVERSATION WITH
SHRI. ANIL DHARKER**

KAASH FOUNDATION





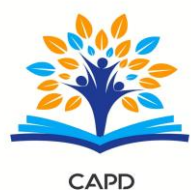
Anil Dharker is a renowned Indian Journalist and Writer. He is the Founder and Director of the Mumbai International Literary Festival. He has authored notable books like: *Sorry, Not Ready: Television in the Time of PM Darshan* and *Icons: Men and Women who made Modern India*. Shri. Anil Dharker graced the 3rd International Faculty Development Program as the **Guest of Honour**, on 24th August 2020. The inciting Q & A Session between Dr. Avkash Jadhav and Shri. Anil Dharker is as follows:

DR. AVKASH JADHAV:

Sir, if you could just give us some insight about the Mumbai International Literary Festival for the ones who may not know much about it. I am sure it's a very popular festival, but if you could just give us some insight on that.

SHRI. ANIL DHARKER:

Yes, this is something I've started in 2010, so it's now in its 11th year. It started with a number of people saying, Mumbai or Bombay should have a Literary Festival and at that time it was very difficult to imagine but there was only one another festival in the country and that was Jaipur and these people said, they were part of the group. Padmini, Mirchandani, Mrs. Srinivasan and they were all saying that, Bombay is the most cosmopolitan city in India. Mumbai, is the home of literature written in Marathi, so why don't we have a festival. And that's how the idea began and then I thought at that point it would be a very easy thing to do. If I had known how difficult it is, I wouldn't have started it, but once it started it has grown tremendously, it now takes place in three separate areas in Bombay. We do it





at NCP at Nariman Point, Prithvi Theatre in Juhu, Saint Paul's Institute and Title Waves Bookshop in Bandra.

So, we have spread across the city and it's for four days in November and it has a lot of international writers, a lot of Indian writers. Last year we had 150 writers from 17 countries. It's become quite a massive exercise, it's a small team that runs it and they run it because they all love what we are doing.

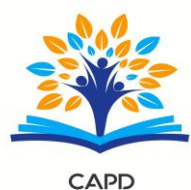
And now this year we will have it for sure. The dates are 19th November to 22nd November. What form it will take I do not know, it will probably be like this, people talking to each other on the screen, but the festival will happen.

DR. AVKASH JADHAV:

Sir, I remember a wonderful quote by George Washington when he said, "there's nothing which can better deserve your patronage than the promotion of Science and Literature, knowledge in every country is the surest basis of public happiness". So, taking this statement, I want to know what the basis of your happiness was or which literary author you were or you are influenced rather by.

SHRI. ANIL DHARKER:

Well I, I wouldn't say any particular writer influenced me because, you know, it was a lot of reading of fiction and surprisingly I've not written no fiction at all, which doesn't mean I haven't tried,]. I have tried two or three times to start something and given up because it sounded so trite to me. Luckily, I have an inbuilt critic in me and that critic is not impartial to me so, I knew it was bad stuff so I gave up. That doesn't mean I won't do it but I have read so many novelists. If I have to name two three, I would name Graham Green, for sure. I have his entire

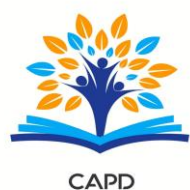


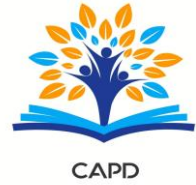


collection and I think I've read almost everything he wrote and then there is Vladimir who's incredible because he straddles two cultures and two languages. All his initial writings were in Russian and then he immigrated to the US and started writing in English and not just, not just, not just any English but beautiful literary English. Someone like again straddled two cultures.

In India we have, I think out of the current writers, Amitabh Ghosh is someone that I really admire. There are lot of people here and then of course there is nonfiction which is what I have mainly written and it is so much of good nonfiction being written in India. For me, one of the great non-fiction writers is V.S. Naipaul. Though he can be very prejudiced and very irritating and very annoying person but his insights are those you may not agree with, but they make you think. They're a catalyst to thought and they were very often I think deliberately provocative and I think that's a very good thing for a writer to be. To be deliberately provocative because that makes sure that your mind doesn't rest. Your mind is provoked and you may counteract what he's saying but in order to do that you have to have your own ideas.

So, he, he is one of those people. Then Ramachandra Guha has been writing brilliantly. A young writer like Manu Pillai, who at the age of, I think 24 or something, he wrote his first book and he made history so approachable and palatable. Earlier history used to be really boring and I was telling Manu that I wished that he had been an old man by now and that I had read him when I was in school then maybe I would have studied history. Because history was made so boring by earlier writers that you didn't want to study it. But when you think about history, it is the most fascinating subject of all because it deals with humanity, right? So, these are some of the writers.



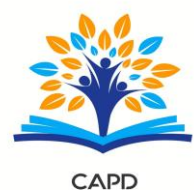


DR. AVKASH JADHAV:

Yes, great. I think V.S. Naipaul also received the lifetime achievement award and you were a part of that entire event as well, sir.

SHRI. ANIL DHARKER:

Yeah, even the lifetime achievement award and by then he was really very feeble, but he came. He came in a wheelchair, he had to be helped up on the stage and Farrukh Dhondy who was his old friend, had a conversation with him and I remember a memorable moment when Farrukh asked him about a particular book, not sure if it was “A House for Mr. Biswas” or one particular novel of the Naipaul and suddenly there was complete silence on the stage and we were all gathered in Tata theatre with 1000 people there and it was quite, quiet a moment because you have a huge audience and from the stage there is not one sound and you wonder what is happening and you suddenly realise that Naipaul had choked with emotions and there were tears running down his eyes. Because he and his father had a very difficult relationship and the book had to do a lot with his father who was a journalist in the West Indies. So that is one of the memorable moments, but that also, that same festival had another moment which was something we'll never forget which is that of Girish Karnad, the famous Kannada playwright was to give a lecture on “My journey in theatre”. And again with the packed audience at NCPA absolutely because Girish Karnad has a huge following and we were all eager to hear what he was going to say about playwriting and theatre and in the first sentence he said, he mentioned Naipaul and I was sitting in the audience and I said why Naipaul, Naipaul has never written a play, why is he talking about Naipaul. Then I suddenly found that Girish was for the next 40 minutes was attacking Naipaul instead of talking about theatre and attacking me for giving a life-time





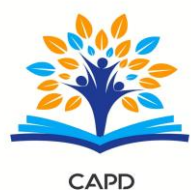
achievement award to Naipaul and the whole Auditorium was an uproar with half the people supporting Girish and half the people shouting against him. It worked very well for us because all the TV channels came, because television loves controversy so everyone came in huge crowds at the festival. But I didn't stop him, though he was going completely off subject because I think one of the things at the Literary Festival is to give an air to contrary ideas; to ideas which you may not agree with. Again, coming back to what I was saying earlier that when ideas provoke you it helps you also.

DR. AVKASH JADHAV:

Sir, going with Henry James and taking the clue from your last answer, Henry James has stated “It takes a great deal of history to produce a little literature”, and I was going through, you have this wonderful book, “The Romance of Salt” which is based on the Dandi March of 1930. Generally, history and literature do not go well because of the only reason that history demands a lot of chronological detailing and literature is written more with emotion and it is more with the flow of ideas for that matter. So, what was that you managed to bring this entire, you know barrier and you tried to club literature and history together with this wonderful book of yours.

ANIL DHARKER:

Thank you. The book happened very quickly because I suddenly realised that it was the 75th anniversary of The Dandi March and I think that at the end of the day we all know that it was a very significant moment in the history of India, in the freedom movement. So I said, I must write a book on that and the book from the

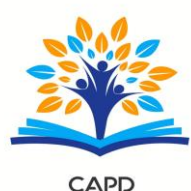


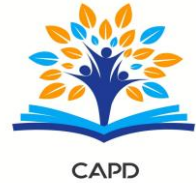


starting point of the idea to its publication was done in three months, just three months and what struck me looking at Gandhiji's papers was that he had such an original mind and I think that has been nobody who has the genius to think of these symbols and the Mahatma was one of the best mind for thinking the symbol which would go across the country and get to the very basic humanity in all of us, For example the use of Khadi and the Charkha, use of Charkha, travelling in 3rd class, wearing the minimal clothes all these are things which went across classes, it went to the poorest Indian. They were the simplest things but no technology involved and salt was the basis of all our food, the basis of human life, because without salt we will die. So, there were a lot of ideas which are mentioned in the work as a protest movement, what the Congress do. There was supposed to be a big march to Delhi, there were lots of things which were thought about and finally discarded by Mahatma Gandhi. Actually, the British had realised the importance of salt because India which was self-sufficient in salt had to start importing salt from Britain because they imposed such high taxes which is why of course The Dandi March happened and in the book, I've also mentioned the hedge which the British created. It's like a custom barrier, a hedge of plants going right across India from the West to the East so that people couldn't take salt from one state to another.

Now of course we think of this as very odd because salt is so easily available but that was not the case then.

Just to add that if you thought that it read well, I am happy because whenever I have written, I tried not to be over serious or academic because I feel that the reason a writer writes is for the reader to understand him or understand her. The purpose is not to impress that person but writer shouldn't want to impress the reader like, with big words and a huge vocabulary etc. If those come naturally in the flow, fine. If the ideas come and any of them are written in a kind of jargon and the





reader doesn't understand then you defeat your own purpose because you if can't put across your ideas, then what is the point. So, I'm not trying to impress the reader. I'm just making sure he or she finds it interesting to read.

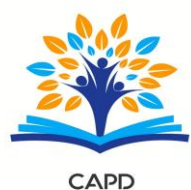
DR. AVKASH JADHAV:

So, going to your next amazing work you did, and it was of course, I look at it as a very strong classified document. Sir, I'm referring to "Icons: Men and Women who shaped today's India" where you managed to get this entire galaxy of people like P.N. Bhagwati, Salman Rushdie, Gavaskar and Tendulkar. You managed to get together Prannoy Roy, Amitabh Bachchan, Amartya Sen, Zubin Mehta, M.F Hussain and Baba Amte. So, sir, can you just share some experiences of yours while writing and when you managed to get these hundred people, what was the parameter or what was that you were in fact looking at?

SHRI. ANIL DHARKER:

Well the idea was to get one representative of each aspect of India, right? So, we got someone like Ratan Tata for industry or we got a scientist or we got Lata Mangeshkar to talk about music. For sports, we took Gavaskar and Tendulkar; for art we took the most popular painter M.S. Hussain; for economics we took Amartya Sen. The idea was to have a representative and through him or her, show how that particular subject or topic had developed in this country after independence.

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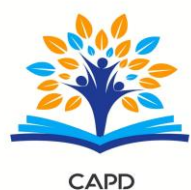
DR. AVKASH JADHAV:

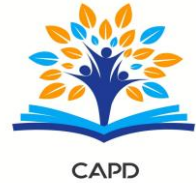
Which icon, I am sure you would not like to answer, but I feel tempted asking you this. Which icon or icons you really were personally impressed, like when you managed to explore them further you were like quite fascinated with the way they have had their journey?

SHRI. ANIL DHARKER:

Well, it is very difficult because you know, as I said all of them represented one particular aspect of our lives. So, I would say if you're talking about economics then Amartya Sen is there, he is one of the best Economists we have. We also had, I think Manmohan Singh there and the person I came to know actually personally and therefore, I have a special affinity for him is Charles Correa our greatest architect. Because he did become a friend, he was a friend for a very long time and it brings me to something I've been talking about earlier, Charles Correa was also in many ways very difficult man and very intolerant person because he, he was very intelligent, he didn't suffer fools gladly and if you talk rubbish he would tell you that you talk rubbish, that kind of thing.

I am told that he was very difficult to work in the office, luckily that is not something that I had to do but, but what I've found is that whenever we met, we never talked of people and normal events; we talked about ideas. His mind was constantly worrying with ideas and they didn't have to be architectural ideas. It could be ideas about sociology about population. It was a lively mind and I think that's why his architecture, what he did was so very different and he came up with so many original ideas because he was constantly thinking, thinking in all areas of life and thinking in a different way.





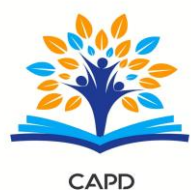
Again sometimes, he becomes very provocative and I keep coming back to that word very often and that I think, you never sat with him, you would never go to sleep or relax because your mind had to be alert and I value company like that, someone is keeping your mind on the edge of its seat, so to speak.

DR. AVKASH JADHAV:

Sir you managed to get both Gavaskar and Tendulkar: the icons of Cricket, and they managed to rule last century and this century to an extent. If at all we try to have to a comparison. So how was the experience interviewing these people especially when you are from literature and when you try to pen down something about sports?

SHRI. ANIL DHARKER:

Let me tell you that both of them are from very similar backgrounds and both come from middle class, from very stable Maharashtrian families. The met, kind of Dadar and Marathi, that kind of thing and they were brought up in, in an extremely stable family environment. So even at the height of their fame, they didn't have swollen heads. I remember Gavaskar saying to me that when people wave to me, I don't know what to do. Now here was a man who was so used to crowds but he was still feeling awkward and in the beginning both of them were so shy. I remember doing a television interview with Gavaskar, in the early days and that's when he was taking an Indian team to Australia and so I said, "Are you looking forward to this trip?" Gavaskar says "Yes" and instead of going to add to that he didn't add anything at all. So, I asked "Do you think your chances against the strong Australian team are good?" He said "yes" and again stopped, and this carried on



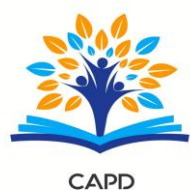


and I said, 'How am I going to do a half hour interview with someone who just says yes or no?' It was a challenge. Same man you can't imagine what a great speaker he is now, he speaks so wittedly and then he writes well and is a good commentator.

This was same with Sachin. Sachin Tendulkar again he would hardly speak and very shy, again now he's blossomed into a good speaker. So, you know these people have grown from this background with the reserved, brought up in a way that you don't speak to much, don't speak until your turn. You let, in this case you let your bat do the talking. They were not the ones shouting, screaming on the cricket field at all. I mean you never saw Sachin show any emotion. Now Gavaskar was subjected to the fieriest fast bowling in the world with the West Indies in an age when there were no helmets, there were no pads and all that. He was subjected to barracking etc. and he took it in his stride. Many ways they are very similar people. You know it would be very difficult to choose who is the greater of the two.

DR. AVKASH JADHAV:

Sir, coming to one of your favourite idols, you do have a more inclination towards the NFDC because this is kind of a baby which you nurtured and you managed to, you know, also groom and to see that it endures the test of time. So, when you got the script and when you got the proposal from Richard Attenborough on "Gandhi" which also fetched us, of course, The Oscars. So, what was the entire experience then because this was something which was quite unconventional for that matter, you know, to get a proposal in script and then where we have Indian theme which is handled by an international director for



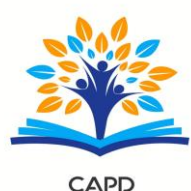


that matter and with international actor for that matter in the lead role? How was it like? How did you manage to negotiate there?

SHRI. ANIL DHARKER:

Well it was really quite an experience because Richard had nurtured that project for 18 years before he came to Bombay. He had actually made many trips to India before; he went to 3-4 scriptwriters which had changed him completely. 18 years he nurtured that project, but he could never raise finance for it. To see a film, it's a big film and it's a lot of money and I think in the west, people were very dubious about the audience feel of the film based on an India character and freedom of movement. Funnily, that was the same feeling in India, I still remember my operator had been calling me at NFDC and said sounding very excited. She said, "Richard Attenborough on the line" and I thought she was pulling my leg but I knew she wouldn't do that and it was indeed him and he said, "May I come and see you" and I said, "Of course". He came to see me and he asked me about this project, as to how the NFDC could support it. And don't forget we're talking about 1980s when a crore was a huge amount of money now a crore is nothing.

Now I said, "What is the amount you're looking for?" He said, "Five Crores". I started laughing and he was a little puzzled and I think he got slightly offended and he said, "Did I say something funny?" and I said, "No, but there's a little problem with the zeros, because we gave only five Lacs." So anyway, to cut a long story short, he had a chat, he went away he bought me the next and he said I will take the 5 lac but please give me a letter saying that you're willing to support the project, just don't mention the amount just say that you're willing to part finance the film and that will help me to raise money from abroad. I said, "Please wait, I'll get the letter done right now", but then a great thing happened later. He managed to get the





script to Indira Gandhi and she had the habit of reading before she went to sleep at night and she read the script. Next morning, she rang the IMDb and said we have to do this film, just support him. So, instead of five Lacs we gave him crores which we didn't have but the government gave us the five crores. Every week I was signing cheques of Five Lacs and seeing the result. But all Indian producers, every India producer we asked to finance, all said no. They said “Mahatma Gandhi par film kon dekhega? Vo bhi ek foreigner bana raha hai”

That was the attitude but when I read the script, I knew it would create magic.

DR. AVKASH JADHAV:

The movie went on to also fetch as the Best Costume Oscar as well.

SHRI. ANIL DHARKER:

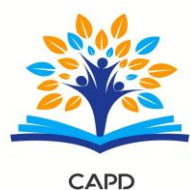
It won, I think, 10 Oscars: Best Film, Best Director and actors.

DR. AVKASH JADHAV:

Yes, and also had maximum, rather one kind of a breaking event. It had the greatest number of extras it managed to have and they appeared in the newspaper for the last scenes where Mahatma Gandhi was shot and his funeral and I do remember a little bit.

SHRI. ANIL DHARKER:

Those were the days when there were no computers and no animation. Nowadays you take a crowd of 100 people and multiply that 10 times and you have a crowd but that time you had to have a lac or whatever the number, and crowding Rajpath it is quite a task, yes.



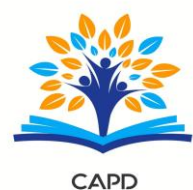


DR. AVKASH JADHAV:

Sir, moving to the next part by quoting Oscar Wilde's, "The Difference", when I look at your entire, you know, biodata and achievements, you have been writing for decades all together and when you look at journalism as well as language, the faculty development program is on language, so do you think language has also evolved in terms of journalism, so when we have print media and now we have digital media, so where do you see the language going like? Has it evolved or like gone down?

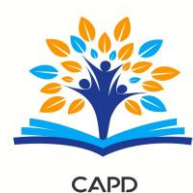
SHRI. ANIL DHARKER:

Well you see language always evolves. Everything to do with human beings evolves in any field. If something doesn't evolve its static and it's stagnant which means it dies. The question is that the evolution in a good direction or bad direction, you cannot stop evolution now and what is happening unfortunately with social media and the growth of social media is that first of all it's become approachable for anyone to put out their thought on social media and earlier any of these talks which are immature or required no thought behind, formed opinions. People are getting a platform to express their opinion and seeing that there are a lot of people who give the platform to let's say to the lowest denominator which it's not a good thing because popularity rests on the lowest denominator, on what you're saying and how you're saying it at the same time. There is a serious side which has also developed. I've mentioned to Amitabh Ghosh that a lot of Indian publishing houses have blossomed and developed in the last year or few decades and are producing some very good books. There's an institute with prizes: The Book of the Year in Fiction and Non-Fiction, the First Book in Fiction and Non-Fiction and so on. When get a lot of books from publishers and entries, we find that



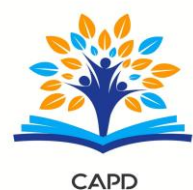


there is such a variety coming in which wasn't there earlier. If you go back in time and go back let's say to 1950s or 1960s, you had these three pillars of Indian literature: R.K. Narayan, Raja Rao and Mulk Raj Anand and then there was also Kamala Markandaya and from then a lot of developed but what happened at that point was that Indian publishing houses went through a censorship. This was also because of the people who have publishing houses for graduates in literature; they were interested in what we called high literature or what we called ennobling. Mulk Raj Anand wrote about the lives of poor and low caste and most of his novels is about the untouchables and their village. R.K. Narayan talked about the fictional village he created: Malgudi and so on. And Raja Rao, his work was deeply rooted in meta physics. He came from being Professor of Philosophy at the University of Texas in serpent on the road was the search of spiritual truth in Europe and India. Another book of his which was influenced based on a novel on Gandhi teaching. They were very serious subject and that was the feel in the Indian population. Maybe R.K. Narayan did have some appeal. He wrote in a simple way which people understood but there were no books which would attract young people so the young readership went to foreign writers. Now you would why there were no writers of thriller or mysteries stories or no writer for romances. There is in fact Shobhaa De going to follow in a few minutes. She is one of the pioneers actually of what popular fiction and 1989 which was when socialist things came out and she found a publisher I was friends with and after that she's written a whole lot of novels; titles of which all start with S, I suppose S for Shobha, you can ask her that but she started selling in large numbers because people could see something familiar, could read something about the context they are in pursuit of. I think one of the great books that was the familiar context I would never have known and so I'm in England or America wherever, it's a different society, but the social underlying of the thing maybe familiar, but the context and the background is





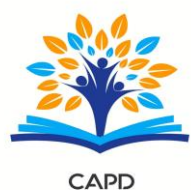
completely alien for us. The one writer I don't know whether he is Anurag Mathur who in 1991 wrote the 'Inscrutable Americans' and that book was hugely popular. It was one of the biggest bestsellers and the combination of a popular as it's about an Indian student going to America and getting completely vestless be it in culture, but the book was also very well priced if I remember 125 rupees. If I remember correctly, and younger people started buying this because there was something which was going to relate to their own experience and I think Chetan Bhagat was his successor and here was a man who was not a writer, but an IIT graduate from Delhi and IIM Ahmedabad and an investment banker with Goldman Sachs and then he wrote Five Point Someone which went through 15 drafts rejected by publisher and then, in 2004 by a group of publishers, it became a bestseller and all his 5 novels have become movies and why did it happen? It happened because it appealed to students. They said that this is like our college hostel. Here's the things we've experienced and it's relatable to the readership, but since 2013, five Point Someone was going to be in the English Literature syllabus of Delhi University but there was so many doubting that they kept it at hold and that thing is still on hold. So, the point that I'm trying to make is that we have one writer approaching these subjects while others were still reluctant. I told you he found it so difficult to find a publisher. Then came Amish Tripathi in 2010 with "Immortals of Meluha" which was a first of the Shiva trilogy. He actually came through a friend of mine again who was a banker and he came to me with the draft. I normally don't look at manuscripts as it takes too much time but because he came through a friend and I looked at it and I suggested for a lot of improvements and these 'so called improvements' which I found, he completely ignored which is probably why the book became successful. If he had taken any of my suggestion it would probably would have been a different kind of book and not worked at all so he had the self-confidence to do that but he was rejected by every single publisher in this country I





think he went to every possible publisher and finally self-published the book and when he sold 40000 copies then suddenly all the publishers queued up outside his door and after that he has sold 2 million copies of the Shiva Trilogy and what he does is that he tapped into mythology. So again, you say in 2010, a writer goes into mythology. So why did it take so long? We have rich culture, we have one of the greatest Ramayana and Mahabharata graphics were never written in world literature and we didn't tap this and I think it is also a hangover of colonial era and influence of English literature that we always look to the west for inspiration and now here we are beginning to look inward of what our culture was, what our traditions was and now obviously as usual it has become a bandwagon everyone has jumped onto everyone writing mythological books. Then Ashwin Sanghi, who wrote about mythology. In 2006, he combined mystery with historical research and he has done that successfully. Now we have all these different styles coming and the one which again, is the genre of romance books here. Earlier all the people had to borrow Mills and Boon romance between American men or women and Englishmen and suddenly we had people like Ravinder Singh, Preeti Shenoy, Durjoy Datta. Writing books like Ravinder Singh's new book "Will You Still Love Me?", Preeti Shenoy's book is "The One Who Cannot Have", Durjoy Datta's book "Sorry, You're Not My Type". These titles sell you the book for life and again there was a whole genre which was untouched and now we are having a whole lot of writers going into this variety I feel is necessary when we talk about literature and what is literature. It is more; it's not one kind of book. It's huge number of different types of books and is different for your inclination as a reader which is where you go.

I might like thriller so I'll go to thriller what a lot of these young people who read Chetan Bhagat and Amish and so on who actually have so pretensions for writers because they have no background in literature. They are bankers and all of them are

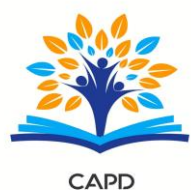




storytellers. It is not about language and all now if you really want to get into literature you will have to get into books that will not only tell you compelling stories but will tell them well in good language and literary language that doesn't mean obscure language and in good language and when you see a book like that you'll know it if you read Margaret, it will be a simple story but the way she writes about it the thought she expresses as she goes along telling the story it is so profound that it makes an impression on you and that is the ultimate aim I think of literature to bring readers into that kind of hope.

DR. AVKASH JADHAV:

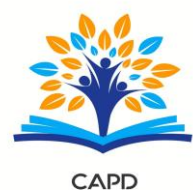
So, when you're mentioning about mythology and the books which in fact go over the topics and themes which being a professor of history, I do remember this wonderful work by Kalhana titled "Rajatarangini" which in fact Kalpana gives the history of Kashmir and gives in a very different way. It portrays the rulers of Kashmir the background and origin of Kashmir and the entire sense of historic writing derived from there and looking at the aspect of mythology it's so well connected to religion today. I would definitely quote T.S. Elliott who has stated, 'We know too much and convince of too little and literature is a substitute for religion and so is our religion'. So, when you have this kind of stage where you have to balance between freedom of expression as well as not offend the emotion, how do you balance this? You write something as part of your expression but it might hurt the sentiments of people. So how far liberty should So, be taken and then it leads to something else very ugly and unprecedented for the author...





SHRI. ANIL DHARKER:

Yeah well you know that's a very difficult question and I don't think there's any easy answer to that. When a writer is writing, should he be worrying about its consequences? I don't think a writer should be censoring himself. He should give expression to what he wants to express. He should write what he wants to write. I remember Salman Rushdie, while we were having a chat and he just had given the manuscript of Satanic Verses to his publisher and he was feeling very good because the author feels great when he's finished the book and given it and he started to tell me about that one particular sequence and he talked and told us about the dream sequence and he was very proud of it and when he was telling it, I thought to myself, "Oh my god this is going to cause huge trouble" which is exactly what it did. When you read the book, that particular chapter, that dream sequence completely strains off the flow of the narrative and so on. It is a writer's fancy that he put it in, now the question is, "Should it have been there in an ideal world?" "Yes, it should have been there." But how much of an ideal world people who protested about it got the book banned. They had never read the book and will never read it but they knew that it was a thing that insulted their religion now the publisher tells the editor that the publishing house should've seen this and said this is going to be problematic and as it happened it was problematic for him because he had to go in hiding for so many years. It's always a dangerous line but I think a writer should write whatever he/she wants and an objective person who has to be the editor of the publishing house has to look at it not in an emotional way but in a professional way. So, the editor is looking at the quality whether the story is working, a good editor is always telling the writer maybe you can drop this or maybe you can enlarge, this character is unnecessary or maybe give more importance to this character as she seems interesting you know stuff like. It's not an





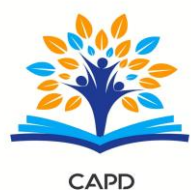
issue between a good editor and a publishing house and a writer and at that stage because this objective observer is looking at the manuscript has the best position for someone to give the right suggestion but the writer himself shouldn't be self-censoring.

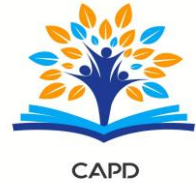
DR. AVKASH JADHAV:

As Joseph Brodsky puts it, “Bad literature is a form of treason”. When we say it is a form of treason, we need to be careful while we read. Eunice D’Souza, my colleague at St. Xavier’s College once said that she was also upset with the way the entire literature curriculum gets designed and there is a need to teach students how to read a novel. We should also teach them nuances and different parameters of it because when we write history or study it, we look at the credibility and authenticity of the author and his sources. So, do we have a parameter or a yardstick where we cannot be illusioned? Perhaps sharing this with the students who are learning literature and language would be vital.

SHRI. ANIL DHARKER:

Yeah absolutely! When we read, we generally read because of our interest. We sometimes become accidental readers, we see a book lying around, we pick it up as children to read. If we are lucky, we have parents guiding us. This is an untutored way of reading. And I think that in any form of culture or discipline we need some kind of guidance. What is it you’re looking for in the book? After reading a book often the short answer is “I like the book or I don’t like the book.” That doesn’t mean very much. Are you able to analyze why you like it or dislike it is the real question? You can do that only if you know what you are looking for in the first





place. So, we need guidance to know how and what to read. Random reading will lead to nowhere. In curriculums, there should be a part of the course on what to read and how to read and knowing what makes a novel great.

DR. AVKASH JADHAV:

If at all you have to differentiate between language and literature, how would you do it?

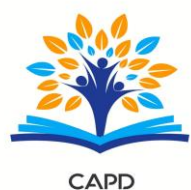
SHRI. ANIL DHARKER:

Language is what makes literature. It is the basis of it. Without language, you will have no literature. The better your language, the more extensive your vocabulary, the better you can express your ideas. Then there is more control over how you tell a story. Both are closely linked. But literature starts with language.

DR. AVKASH JADHAV:

The next question is on a lighter note. When you started writing for illustrated weekly and columns and then you moved on to novel writing, started penning down about icons. Is there anything you have missed out on this entire journey on the path of literature? Was there any aspect you had to give up to nurture this passion of yours?

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SHRI. ANIL DHARKER:

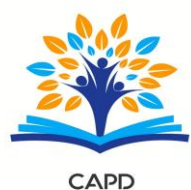
If I look at it in one way, I would say yes. Why did I become an engineer or study mathematics? Why not pursue literature much earlier? I would have had so many more years of writing. On the other hand, I think every human being and writer is made up of his/her experiences in life. So, my math and engineering perhaps made me a little more analytical. Maybe made me a little less emotional and structured my thoughts better. It is all part of what has made me whatever I write. But the point is that your life journey is what makes you a writer. Someone can have a very different kind of education and upbringing; they will be a different kind of writer than I am. So, I would answer no to this question. The only thing I regret is that I have not written enough. I want to make up for that in the next few years.

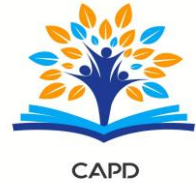
DR. AVKASH JADHAV:

There is a question coming from viewers watching us live on YouTube. When we look at the entire social media, the way articles are penned down, and the compromise over the language and its grammar. Where do you see the entire learning process leading which was more rigorous and arduous in the last century?

SHRI. ANIL DHARKER:

I don't know and I don't think anyone knows. What has been happening is that our attention spans are becoming smaller and smaller. So, everything has to be expressed in limited words. Then we start using abbreviations and compress everything. Certainly, it won't be possible to express complex ideas in shorthand





which we are compelled to use on social media. The question is 'are we going to only stick to social media or social media will coexist with other forms of media? Will it be along with books and magazines? Now it is possible that reading on digital platforms will give us easier access than we had before. We will be able to listen to writers across the globe sitting in our living room which you never have been able to do earlier. That can be a positive side of it. We just have to see how things evolve. I would like to be an optimist. And hope it will all not be bad but a mix of all the good, bad and ugly. And the proportion would be more towards good.

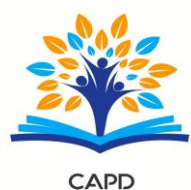
DR. AVKASH JADHAV:

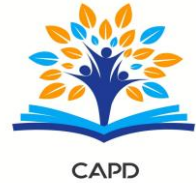
What is the message you would like to give to the youth especially when the reading habits have been diminishing today?

SHRI. ANIL DHARKER:

I would say, you just have to read because if you don't, you're going to miss out on so much of the human experience. You're going to be a limited human being and it's your decision if you want to limit your thoughts, ideas to your personal experiences or you want to go beyond the borders to read what writers are able to put up in the articles and magazines. It is your choice. We don't use most of our brain capacity; the old cliché is that we use only 1/10th of our brain. What about the rest of 9/10th? We need to make an effort to achieve using all of it.

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DR. AVKASH JADHAV:

The literature for children is not coming out frequently the way it used to at some point in time, what do you think about it?

SHRI. ANIL DHARKER:

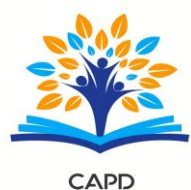
I don't agree with this at all. In my childhood, I don't think we had many books from Indian writers. The publishing industry wasn't doing well even for adults. And children were not considered a big market. Parents bought books which were textbooks necessary for school. The prejudice against the publishing industry was that you didn't read for pleasure or to do better in your career and so on. Now the scope of books for children has increased a lot. Awards are given for writers and illustrators by Tata trust and many other organizations. Today, the quality of books is great and I am happy to see that.

DR. AVKASH JADHAV:

In the phase of literary festivals, we are encouraging various emerging authors to have a dialogue with readers. Do you see that this trend would be more rigorous in the due course or would it be a short phase for the world of literature?

SHRI. ANIL DHARKER:

No, it is not a short phase. The proliferation of literary festivals in this country is a short phase. In India, the bandwagon is a popular mode of transport. If one agency starts manufacturing scooters and gets successful, other people jump in without assessing what the market will be, which is what we see in the writing of





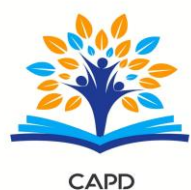
mythological books today. Suddenly everyone started writing mythological books. So, the same thing happened with the literary festival. They are all not sustainable. I am happy that they are doing such festivals but finally, there will be a consolidation of main festivals remaining. The main point is that the people who run these festivals are serious about their commitment and their objective is to only further literature because there is no money made in running literary festivals. The objective to promote the written word is the better side of it. I can see this movement consolidated and not in scattered conditions the way it is now. It is not just the annual literary festival we organize but we work through the year having many literary evenings. More organizations doing this will be good.

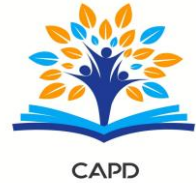
DR. AVKASH JADHAV:

This is a question from the teachers. How to make teaching literature interesting?

SHRI. ANIL DHARKER:

I have never been into teaching at all. But if I were to teach literature, I am not certain what I would do. I would subtly encourage students to read more and give them readings according to language difficulty and so on. I would encourage them to write. It has happened that a particular medium of letter writing has disappeared and my journey begins with writing letters. But trying to make a letter interesting, bringing in events, atmosphere, and so on is important. There was one notable comment made by my friend referring to Jawaharlal Nehru regarding Indian writings: 'Indians didn't seem to notice something around them.' Nehru went to England and studied there. In his books, there was nothing about England or





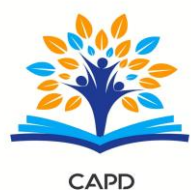
English people and civilization. Play the role of observer. Observing the nature, environment and even the life around you would make you a better writer and even better reader. That's something we need to notice while we write in any form.

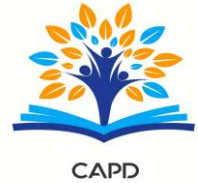
DR. AVKASH JADHAV:

The entire focus today is completely exam and syllabus centric. When we talk about teaching, many times the free flow of ideas is not encouraged and the pressure to complete the syllabus takes away the teacher's and also the students' creativity. So, to tackle this how do we create a space where a child could write freely?

SHRI. ANIL DHARKER:

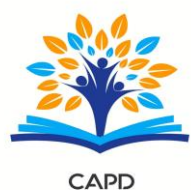
The job of a teacher is a difficult one. On one hand, they have to deal with the syllabus. And students have to get good grades too. At some point, you also have to imbibe into students that just because you get good marks you may not necessarily succeed in your career. Some people have done pretty bad in colleges. Einstein was a poor student. It is difficult to believe that one of the greatest geniuses of humanity wasn't good academically. It doesn't mean you have to neglect your studies. But don't think completing the syllabus and passing exams is the end of your learning. We need to go beyond that. The teacher has to find the right balance to facilitate both in the right proportions. But always encouraging them to express their thoughts and trying to find creativity in every student would be vital.

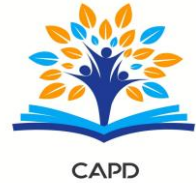




**DR. GEETA AJIT
AND
GAYATRI BELAPURKAR
IN CONVERSATION WITH
SHOBHAA DE**

KAASH FOUNDATION





Shobhaa De is an acclaimed Indian Columnist and Novelist. She writes four weekly columns in mainstream newspapers, including The Times of India and Asian Age. Some of her most notable books include: *Shobhaa: Never a Dull De*, *Shobhaa at Sixty* and *Superstar India – From Incredible to Unstoppable*. Her latest book, *Lockdown Liaisons* was released on 6th June 2020. In all, she has written 21 books. Shobhaa Dr graced the 3rd International Faculty Development Program as the Keynote Speaker on 24th August 2020. The intriguing Q & A session between Dr. Geeta Ajit, Gayatri Belapur and Shobhaa De is as follows:

DR. GEETA AJIT:

Ma'am, now that we are here and this is a forum of Students and Teachers, would you like to say something before we start off with the Q and A session?

SHOBHAA DE:

All I can say is make the most of what you have. Learn, but also have a lot of fun. Take the opportunities, be responsive to everything. And to teachers, it's one of the most important jobs to guide young minds and impart the right values.

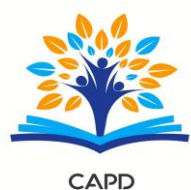
DR. GEETA AJIT:

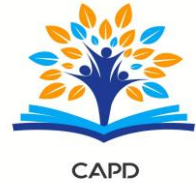
It's really incredible to have you with us and it's a moment of joy and pleasure for us. Ma'am, can we start with the Q and A session?

SHOBHAA DE:

Yes

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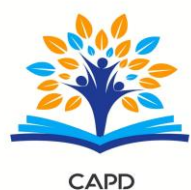
DR. GEETA AJIT:

You have had a long illustrious career as a writer; from a journalist to a novelist to writing columns in newspapers to tweeting to writing short stories in your latest book. In addition to the stories you choose to tell, you consistently ensure that your writing style appeals to a wider audience whose states are always changing. You are a veteran of them all. How do you manage to keep up with these changes? What tips and strategies would you share with people, who want to write across a variety of genres?

SHOBHAA DE:

Let me start with. This is the 6th book that you mentioned. I've written this during the lockdown and published it during the lockdown. It's available in book stores and on Amazon. It's a collection of 24 short stories. Answering the question, for a writer to find a correct voice is the most important thing. You cannot search for a voice; you have to have the voice within you. For those who are interested in pursuing writing as a career or even as a passion, it is important for you to fall in love with words and thoughts and ideas and the world of imagination. Through centuries, it has been ideas and words that inspired the humanity and those will always be there even when there is a virus, there is a world war or there is any crisis of any kind; it is what sustains us as human beings because we are capable of thinking and we are capable of communicating our thoughts through language and that is one of the precious gifts we have received: our mind, language and imagination.

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GAYATRI BELAPURKAR:

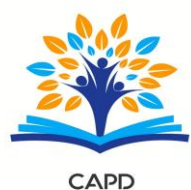
On that note, I would like to ask you something about your English Writing process. So, do you start with a plot and a fixed set of characters, fixed in your mind or do you dive right in and go as your gut tells you?

SHOBHAA DE:

Well honestly speaking, I start with a voice. I have to hear the voice of one principal character and only then does the character acquire a personality for me. Once I realise the character, the rest of the personality trait, the physical aspects of the character, fall into place quite easily. But I do a lot of non-fiction. Recently, it's not only about novels and I only hear my own voice when I'm writing non-fiction; it is my own view point that I'm expressing in those books. It's like when I write my columns, it's no one else's voice but it's really my own voice and interpreting other people's voices because it is important to listen to other people's voices and not just your own. But you've to absorb all that you hear; you've to be receptive; you've to listen keenly to other people's opinions and viewpoints in order to succeed as a columnist, that's a basic. You have to be able to cage what the pulse of your readers is, what the pulse of the country is and then to be able to expand on that and make it accessible to all your readers.

GAYATRI BELAPURKAR:

Ma'am the next question is: The Netflix binging 'gen y' and 'gen x' are more interested in audio-visual mediums and the slow pace of novels, some claim, bore them. What do you think is the future of novels in this scenario and how would you encourage reading among the youth?



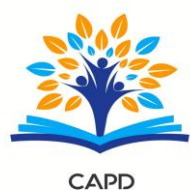


SHOBHAA DE:

Well, every new generation has a form of expression that they connect to far better than the older generations' habit of book reading which will never ever disappear. As long as there are writers, there will be books. The only platforms will change. So, if today we are looking at may be a published dome which makes a student feel like oh my god, I have enough books to go through in my academics, do I really need to add to that? But they are getting the same kind of stimuli perhaps digitally, through e-books, kindle. So, we should not focus on the medium of expression, we should focus on the content and it will always be gained. I prefer to call it gained. It is out there and to make the young readers interested. There are graphic novels today which didn't exist in my time. Even the world's great classics are being deconstructed and made into graphic novels. I don't think we need to worry about any of these platforms. You can watch Netflix and read a book. It is not an exclusive arrangement. It's not either-or. The two can co-exist and will co-exist. And in the future, there'll be many other platforms which at this point we probably cannot even imagine what those can be. We have to adapt and change. Writers should be able to appreciate the mind of the young. If their books are not being ready the young then they are failing the young. They should be able to match up the challenge of how do you reach the minds of the young. If you've lost the young, then you should be doing something else, perhaps but not writing; certainly not writing fiction.

DR. GEETA AJIT:

Definitely as teachers of English language and literature, this is surely one of the problems being faced so we'll pick up your advice asking them to read graphic classic novels.





SHOBHAA DE:

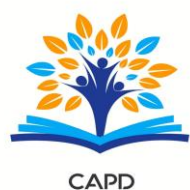
The classics are to be read. It's not like comic vs. classic. The classics are called classics for a reason because they are timeless. It could be Tolstoy, R. K. Narayan, Jane Austin. There'll always be a reader for books like these which are timeless and there'll always be a filmmaker interested in interpreting it in his or her own way. Just like Shakespeare can be reinterpreted over and over again through cinema, through opera, through music, through so many different platforms that today are so inventive and creative and that should never be seen as competing with what we've always known, the beauty of physically holding a book, diving into it and enjoying the characters, the story line, the opinion if it is non-fiction. A book that makes you think, that inspires you will always be there. I don't see books ever going out of style, passion or becoming irrelevant.

GAYATRI BELAPURKAR:

Ma'am even I think, I can't pick one from Netflix and books for that matter. Both are equally important for me. So, you once said that you live your life by the rule 'Never explain and never complain'. You've voiced your opinions boldly and stood by them firmly even in case of controversies and faced the situations head on. Many youngsters, typically young girls have a lot to say and would love to follow your footsteps and voice their opinions, but they are afraid of the repercussions and they end up staying mum. What would you say to them?

SHOBHAA DE:

The beautiful line which you quoted, which is my mantra is not actually my original. It is what Disraeli said to Queen Victoria. It was the advice he gave to her.





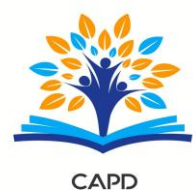
And there was so much wisdom in that line because it gives the person a sense of empowerment over their own lives, opinions and work. To say that I want to express myself but I am afraid doesn't make sense to me. If you are going to be afraid then you are not going to get too far in whichever career you chose. The idea is to have strength of a character, a sense of purpose in life and to be able to stand by your opinion. You can have it both ways. You can't say I will express myself but I don't want what comes with the territory, I don't want the repercussions. If you can't deal with the repercussions, don't deal with it in the first place.

DR. GEETA AJIT:

That's a good advice ma'am. A lot of young girls, with the kind of patriarchal system we have, are very afraid to live their dreams and voice their opinions. Many of my students also face this problem, the young girls.

SHOBHAA DE:

I completely empathise with them. I understand the pressures, the challenges. It is not easy in any society for a young girl to firstly express her dream. She's even afraid to dream, forget about taking it forward and making it reality. Her own ambitions, dreams; she somehow often may be censoring because she feels. It's self-censorship at such. A basic level which is such a tragedy because she's already circumscribing her ambition by saying, "I will not be able to, permitted to and society won't encourage me to" So these are real hurdles and in today's times, it is a very very competitive world and a lot of young people do face that and young girls definitely have it tougher. We do live in a very patriarchal society which is dominated largely by men in authority let me put it bluntly, whichever way one wants to see it. It could be within the family system, within the community, at workplace, in politics, in government, in academia; it is men in authority who set





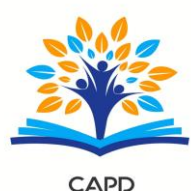
the agenda. And to bark against the system, you have to have tremendous amount of faith in yourself and young girls need the support of their families to be able to push ahead and do what they want to do and for that the support particularly of their family members even at school, teachers who tell them, don't give up is very essential. It is very important to have an environment that is conducive to making your dreams a reality to yourself and yes, young girls do have it tough.

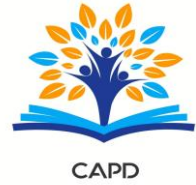
GAYATRI BELAPURKAR:

How has the Indian woman changed over these years; from your youth to mine and is it for the better or the worse?

SHOBHAA DE:

Good question. Well, the freedom and opportunities that we see today are what women should be able to cherish. 45 years ago, it was a very different India. And the opportunities were limited not just for women but even men. So today, literally the sky is the limit and you can make it happen if you work hard. But yes, society was not always very encouraging towards the career of women at my time and I'm happy to see that today, 45 years later, I can call myself a full-time working grandmother and it was not an option for my mother, for my grandmother- not at all. And these were ladies who were not exactly unintelligent. The society just didn't give them the opportunity or the platform to express themselves beyond the role that was sanctioned to them within their own families. But my mother was a remarkable woman, very sure of herself, she was an intelligent woman, a very proud and loving homemaker. The question of going beyond that was not an option she could entertain, so she didn't entertain. So, in my case, my gen especially for





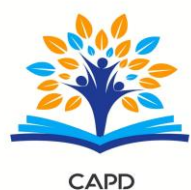
me, being the youngest in the family of four, when I started going to school and college, a lot had changed. From the time, my sister, from the districts of Maharashtra going to Delhi, to a completely different environment, learning Hindi and English at the 10th and 11th grade after having done Marathi medium till that point in various districts where my father was posted as a Judge was a leap that I can't even imagine, but she did! And she went on to a great college. She was at Miranda House. She passed with honours. She went on to do her law degree, masters program. But look at the disadvantages she started off with. It's commendable what the women of that time were up against but they managed and I have enormous faith in women. Women always manage. You have to work that much harder but it's important to recognise the struggle of women before us and what they faced. And we can certainly inspire the women after us that if we can do it, you can do it too. This is what I believe.

DR. GEETA AJIT:

You've always spoken of your middle-class values. Can you tell us what they make you 'you' and what change in the value system, do you see in the young today?

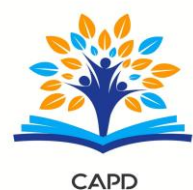
SHOBHAA DE:

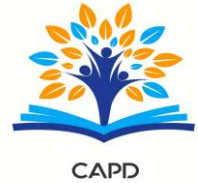
The question is too sweeping to me to make any kind of sense and compress into a short answer. I'll talk about my own upbringing which was Maharashtrian and middle class with a bureaucratic father who later went to Delhi and joined the Ministry of Law and did what bureaucrats do, I mean, they do their best to keep the





wheels of the government moving and he was fortunate to work with an extremely intellectual as well as a very progressive mind at that time. So for us, it was an upbringing where academia and handwork were the most valued and almost every middle class family's dream at that time was to see their children educated and make sure that they got their degrees and they got their professional commitments after they finish education and the idealised streams and the idealised streams at that time were Doctors, Lawyers and Engineers. And my brother was an engineer, one of my sisters became a Surgeon and the sister I spoke about, she did her law degree and went on to become a banker. That left me into a black ship of the family and the youngest. But we grew up respecting the limited resources that the family had. We understood that those were meant to give us a head start in life by giving us the best opportunities as far as education was concerned. We weren't surrounded by any kind of luxury. We had books as our best companions and not any kinds of toys and certainly there were no iPhones in those days. To get a regular phone, a landline, there was a waiting period of 7 years and it was like Diwali when the phone connection was actually installed in your home. And of course, it's no question that food and resources were to be shared and you learn how to do that, you learn how not to waste, you learn how to value every rupee that is being earned. You learn to respect work and to work hard and to respect other people who are working equally hard. So, these are values that have been embedded. Today, I find, there's absolutely no shame in attempting any kind of work. In these pandemic times, we are grabbing and taking whatever comes our way because where are the jobs, assignments and opportunities? Everybody is reinventing themselves. Because the economics of today's condition demand that we don't just sit back and say "oh my god, we are going through terrible times, I lost my job and I can just sit and do nothing". No, you immediately think 'what can I do?' And every human being is capable of working hard. We have a brain, two eyes, hands,





ears, feet and there's no reason on Earth why even if something you crave for which is no longer a career option, it doesn't mean you sit back and wait for it to blow over. It's not going to blow over for next two years, may be five years. So, you can't sit back for five years and do nothing. So, the quicker you think about plan B and plan C, the better for you.

DR. GEETA AJIT:

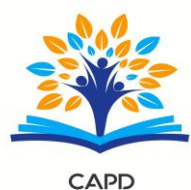
Advice for the young, really well needed advice today.

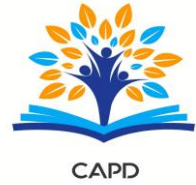
GAYATRI BELAPURKAR:

Ma'am, you've seen Mumbai over the years and Mumbai has always been more than a city.

SHOBHAA DE:

Yes, Mumbai is a state of Mind and it's beyond anything. Who doesn't live in Mumbai can ever fully comprehend and understand what Mumbai is and its beauty and strength, madness, energy and just the way it drives you and pushes you to the edge sometimes. You feel how am I going to survive the next crisis, the floods and basic stuff like that but somehow Mumbaikars pull through and we help each other in the worst times. And I think the spirit of the city to me is exactly about that. It's a never say die kind of a city and it's not a city for losers so it can be extremely harsh and cruel for people who come to Mumbai and think it's going to be a cake walk and they'll suddenly be successful. It's not like that.





GAYATRI BELAPURKAR:

Ma'am, do you mind if I shift to Marathi, to add that little personal touch to Mumbai?

SHOBHAA DE:

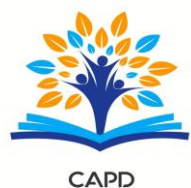
Majhi Marathi itki pan uttam nahi aahe, but I'll try.

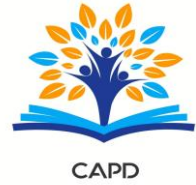
GAYATRI BELAPURKAR:

Pratyek mumbaikarachya drushtine 'Aamchi Mumbai' ya shabdancha arth vegla aahe. Pratyekacha anubhav vegla asto, drushtikon vegla asto aani tyapramane tyachi Aamchi Mumbai vegli aste tar aplya drushtine tumchi mumbai kashi aahe?

SHOBHAA DE :

Majhi mumbai, majhi priya Mumbai aahe. Pan jevha apan mhanto ki aamchi mumbai mala asa vatte ki that word itself tyachat kitti prem aahe na. Aamchi mumbai mhanje aapan kiti he dakhavtoy, sense of identity. But he aamchi mumbai should not be turned into a political statement ki nusti amchich mumbai, fakt Marathi manus. That definition itself is what I have a problem with. Whoever lives in Mumbai, is a Mumbaikar. Whoever embraces Mumbai is a Mumbaikar. Je loka ithe ahet, je tyancha rojich professional life asel je kay asel te jar mumbai tyana deta ahe tar nobody has the right to say ki Mumbai aamchich ani tumhi mhanje outsiders. There are no outsiders in mumbai. Saglyanchi Mumbai aahe. Aapan sagle milun Mumbai la banavto whatever Mumbai is. Tar that political question I have a problem with. Konachi Mumbai? Saglyanchi Mumbai. Anyone can acclaim it.





Mumbai unambiguously belongs to every person who makes Mumbai their home. As simple as that.

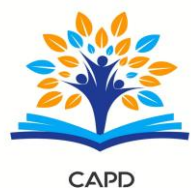
DR. GEETA AJIT:

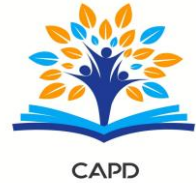
Thank you, ma'am. I am a south Indian and Mumbai has always been my home and always will be my home.

As a Maharashtrian, married to a Bengali and writing in English, there have always been many instances where you would have been asked, 'Why do you write in English?' In this context of the latest Education Policy of 2020, it promotes a three-language policy. So how would you place this into the education of studying in three languages? What is your point of view?

SHOBHAA DE:

When I started schooling, we also had three languages which were compulsory. But it depends on in which grade you started those other two languages, even though it was a missionary school, an English medium school, but Hindi and Marathi were compulsory and German, French and Sanskrit were optional but that was in the higher classes. I see no problem with it. I think, children's minds are capable of absorbing up to 5 languages easily. It depends on how you impart. That skill set is very important. If you make them believe that it's very oppressive to be learning in three languages that you're going to find useful in being oppressive. If it's the most natural form of learning, and there's equal priority given to all three languages and then given an option to choose at a later stage, there should be no problem, whatsoever. It is important to know regional languages. You saw my Marathi, I'm struggling to find words, I'm out of touch with the language; which I don't feel





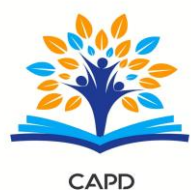
good about. I feel terrible. I wish I worked on it harder when I was a student. You can never ever feel that learning a new language is a waste. And a child can learn very easily, absorb very easily. So, intrinsically, don't really have a problem. In the end of the day, in the context of the Global scenario, English is the language of commerce, technology and to kind of deny all of it in 8th grade, I don't even think will go through. But the three languages are comfortable, not the imposition of any one language in one state because it will be causing a lot of major problems, going forward during higher education to college. Bengal had tried that mode of education and had failed because there were over two generations of Bengali who could only and only speak Bengali and no other language and they felt they could not compete fairly with the rest of the world. It definitely did set back one generation of the Bengalis at that point.

GAYATRI BELAPURKAR:

Ma'am you began your career as a Journalist and found the three magazines. So today everyone, even celebrities, they keep their fans updated about themselves. So, while magazines like Stardust were the only means to updating about their lives, which is not the case now. So, what would you say is the future of such magazines?

SHOBHAA DE:

The future is right there. They are all shutting shops. Magazines have either gone into digital mode hoping to survive, I don't see them surviving. There's way too much out there on social media and you don't need magazines anymore and almost all the glossy even across the world, are looking at their revenue models, because





without advertising support, you cannot sustain magazines - that high quality of paper and production and shoots - and the stars themselves are very happy because their reach over social media platforms is far far greater than it could ever be through a magazine. So, the future of magazines is, they're really on life support systems; they're not going to last a very long. The future of Tabloids, newspapers as well; it's going to be a huge challenge.

DR. GEETA AJIT:

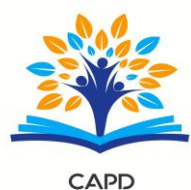
I think it's a real daunting challenge even for newspapers.

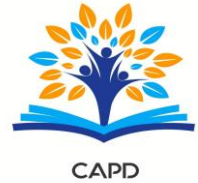
SHOBHAA DE:

Every person with a phone, today, is a journalist and has breaking news. You can tweet yourself and it goes viral. It's for educated comment. The reading between the lines and interpreting it to the readers is much more important than breaking news because anybody can break news today. You witness something, you shoot it and it's out there and you are a journalist. But commentary is something else. It requires experience, knowledge, education. To become a commentator is something very different. So, when I write for political columns, especially in the Times of India or in Mumbai Mirror, I'm very aware of the impact of that because I'm not breaking any stories, I'm commenting on the stories that have been broken which is a very different thing and it goes with a lot of responsibility.

GAYATRI BELAPURKAR:

Speaking of content, India could soon have more writers than readers. So, with the spurt in the available content, how do you identify a good book?





SHOBHAA DE:

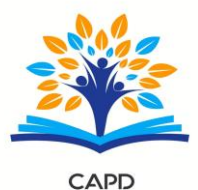
It's not democratisation of public opinion. Every citizen has a right to express their opinion. So, why not? Let everybody be out there, expressing themselves in whichever forms they want to. Look at what happened to the TikTok stars. They didn't wait but created their own careers. This is a very exciting factor of the new platforms that if you have talent, you can put it out there. If you are a fantastic writer, you start blogging. Maybe you start getting a fan following which can be far greater than the fan following of some of the writers. So, it can be great if you have it, you want something to state.

GAYATRI BELAPURKAR:

Which of your books is the closest to your heart and why?

SHOBHAA DE:

It is impossible to pick because it is like asking me which one of your children is your favourite and why. I could never answer it. First of all, I don't play favourites, so I don't have favourites. The book that always engages me the most emotionally is the one I am working on or I am writing at that moment because my entire creative energy is completely focused on the new project. The book that is published is out there and it no longer, in that sense belongs to me. I don't feel possessive about it at all. Anybody can read it, like it, reject it and feel what they want about the book. It's then out there in the world so it ceases to have that power over me because I need to conserve all my passion to put into the book I am working on.





DR. GEETA AJIT:

It's amazing how you do that. Most of us wonder about how you manage it in a single day and how you just do that. It's difficult for us to think of doing so much quality work. What do you do to relax?

SHOBHAA DE:

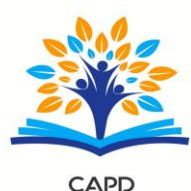
Well, I find what teachers do is extremely remarkable. I could never do that. I could never set exam papers, go through papers, create curriculum. I could never do that. I think you have to enjoy what you do. When you enjoy, it's not a work. Similarly, when I'm writing I don't feel like I'm writing. Writing is like meditation for me. So, I don't meditate, I write. My entire being is involved in the process. So, I feel like a 'Karma Yogi'. I find time for everything and I enjoy it. I enjoy movies, music dancing, eating, travelling; they're very cute things which have built in a venture element that you do not enjoy. You always find time for what you enjoy.

DR. GEETA AJIT:

The viewers are teachers and students. What would your message be for them?

SHOBHAA DE:

I'm not a message person. But I would like to express my appreciation; a lot; to the students whose minds are eager, absorbing and learning all the time and for all of you out there who are moulding their minds and giving them an impetus to go out there and discover their own potential and themselves. I can only look back and thank my wonderful teachers, not all of them were wonderful, but certainly, my English Literature teacher who had a minor influence in my life, Ms. Thomas, God





Bless You! She's no longer with us. But had she not stood by me, encouraged me and recognised something within me as a person who loved words, I probably wouldn't have been talking to you today. Even in college, I had the most wonderful teachers. I had taken Psychology as a major and Sociology because I didn't want to ruin my literature experience by learning literature. I wanted to feel and experience it and arrive at my own conclusions and not in a restructured way in a classroom. So, to all my teachers, I owe a huge debt and I'm sure every student looking back, they must feel that way because without all of you we would be little ignorant things slumbering in the world looking for answers. But you provide a framework to locate for those answers in a world that is so complex and always exciting.

DR. GEETA AJIT:

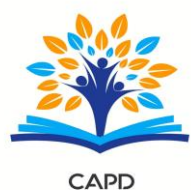
Ma'am, that's the best compliment and its really touching. I'm sure all the teachers listening must be filled with pride and affection. You've made our day for us.

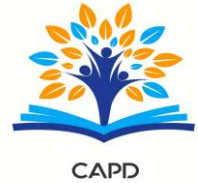
Thank you so much for agreeing to come.

SHOBHAA DE:

It was a wonderful conversation and thank you all for asking the wonderful questions.

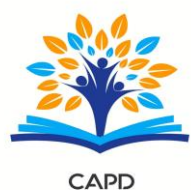
Thank you.





**FEEDBACK REPORTS
OF THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

KAASH FOUNDATION





DAY 1: 24TH AUGUST 2020
SHRI. ANIL DHARKER AND SHOBHAA DE

NAME: Deepa Panakkal

EMAIL: deepapanakkal@sfit.ac.in

INSTITUTION: St. Francis Institute of Technology

FEEDBACK: It's great to hear such vital aspects getting discussed. The perspectives are enriching. I am looking forward to all sessions for much more.

NAME: Dr. Vijay Tiwari

EMAIL: tiwarivijaydphilau@gmail.com

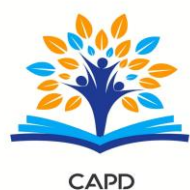
INSTITUTION: Iswar Saran PG College, University of Allahabad, Prayagraj

FEEDBACK: The inaugural session has promised enlightening sessions ahead. The speeches made by Elango Sir, Prof. Sanjay and Anil Dharker were thought provoking. I am looking forward to an interesting learning experience in this program.

NAME: Meghna Borate

EMAIL: megsb1592@gmail.com

INSTITUTION: Department of English, University of Mumbai





FEEDBACK: A much required Faculty Development Program, it feels like a breath of fresh air in this area. I am looking forward to learning a lot over these six days.

NAME: Dr. Asha Kiran Gaur

EMAIL: kiran.asha271@gmail.com

INSTITUTION: Govt. Geetanjali Girls PG College

FEEDBACK: Very interesting and informative talks. Like the way of presentation especially, the question and answer session. It was purely a literary talk.

NAME: Shashikant Shahajirao Patil

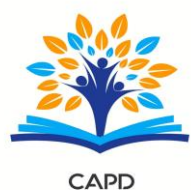
EMAIL: shashipatil193@gmail.com

INSTITUTION: MCT's Rajiv Gandhi Institute of Technology, Andheri West, Mumbai

FEEDBACK: Today's inaugural session seems to be promising as it is thought provoking and motivating for me as a teacher and a student of literature at the same time. I would like to thank KAASH Foundation and ELT@I, Mumbai for organising such a great event.

NAME: Shweta Awasthi

EMAIL: shwetaawasthi.ghv@gmail.com





INSTITUTION: Goldcrest High, Vashi

FEEDBACK: I am really grateful to the Kaash Foundation for giving us a platform where eminent writers are sharing their thoughts and ideas. It was one of most candid programmes I had attended. It was really very informative. Thanks a lot.

NAME: Dr. Richa Bohra

EMAIL: bohra.richaa@gmail.com

INSTITUTION: Jai Narain Vyas University, Jodhpur

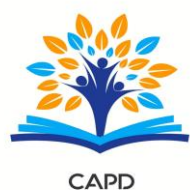
FEEDBACK: It was an enthralling session whereby, the talk imparted the value and timelessness of literature. The milieu and context of language and imagination paints the colours of infinite possibilities in literary manifestations and implementations.

NAME: Elsy Clement

EMAIL: elsy_titus@yahoo.com

INSTITUTION: CJM, Kharghar

FEEDBACK: Though I completed my Masters in English in 2006, I totally deprived myself of delving into the recent emergence and trends in English language and literature. I enrolled into this course only to equip myself and make myself aware about the recent trends. I realised that many things have changed only recently when a student of mine came up with a survey on my understanding about graphic novels. Today's session was quite thought provoking. Anil Dharker Ji's





acknowledgment that dissent and difference leads to a thinking mind struck me the most. It also reinforced the idea that freedom of speech is really important and will only lead to a better human society. Ms. Shobhaa De also made a good impact with her views and her progressive thinking. Indeed the medium of reading has changed from books to e books and other mediums. I look forward to hearing from Dr. Elango. He really provoked my thoughts and aroused my curiosity just like a little child.

NAME: Dr. Bharaskar Nitin

EMAIL: nitinbharaskar@gmail.com

INSTITUTION: Hinduja College, South Mumbai

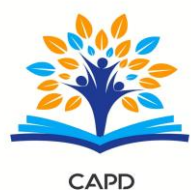
FEEDBACK: Since college days, it has been my dream to listen to Shobhaa De Ma'am live. I think the first day of the program was like a dream come true.

NAME: Grecienne Misquitta

EMAIL: grecienne.misquitta1997@gmail.com

INSTITUTION: Pushpanjali College of Education

FEEDBACK: The best way to start anything is through a good introduction. I liked the brief inaugural opening for this webinar - an introduction to language and literature and how both have played an important role in our development. The first session taken by Dr. Jadhav with Shri. Dharker, was an interactive session and his insights on how he didn't know what he was doing but his contribution to various





factors of society is remarkable. Thank You Sir, for your insights on how books changed your life around and how you did the same for your kids as well. The next interactive session taken By Dr. Geeta with Ms. Shobhaa was commendable. Her Mantra 'Don't Explain, Never Complain' was very true. Especially, I could not agree less that books will never get out of style, only reading mediums may change. Thank you Kaash Foundation for this amazing interactive session as well as great speakers for day 1.

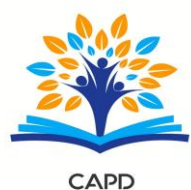
NAME: Ninian Jude Nunes

EMAIL: niniannunes@gmail.com

INSTITUTION: Pushpanjali College of Education

FEEDBACK: Day 1, 1st session conducted by Shri. Anil Dharker brightened our day. I was filled with happiness of hearing sir emphasize on the statement: 'The writer shouldn't want to impress the reader with huge vocabulary. This should come naturally while speaking. Also, things have to evolve; if it doesn't evolve it remains static; it stagnates and dies'. He shared examples that made me realize a deeper touch on literary aspect. The point that glimpsed over our literary thought was that how sir quoted about storytellers without the skills of language and how they make it a point to bring forth the literary work; and so, one should be able to analyze the book; be it good or bad and guidance is must on how to read and what to read and as a teacher we will assure you that we will never limit our self to widening our minds to see beyond the text.

The second speaker i.e. Ms. Shobhaa De also enthusiastically started with examples like R.K. Narayan's book which has that quality of timelessness which is what has





made it a classic in the first place. She also spoke about Jane Austen. These writers have always been someone wanting to read and some filmmakers interpret it in their own way just like Shakespeare can be reinterpreted over and over again through different platforms, for example cinema, opera, music, etc. This creativity should never be looked down upon. Rather books will never go out of style, fashion or become irrelevant. As teachers, we too should hold things hand in hand and let students learn and grow simultaneously by proper reinforcement in literary point of view and strength to overcome the extraordinary and unstoppable things. I would like to thank Kaash Foundation and team for a wonderful start of this course.

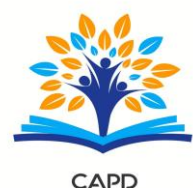
DAY 2: 25th AUGUST 2020
PATRICK WALLACE, DR. ROSY CHAMLING AND
CLAIRE BRADIN SISKIN

NAME: Meenal R Kale

EMAIL: meenalycce@gmail.com

INSTITUTION: Yeshwantrao Chavan College of Engineering

FEEDBACK: It was amazing to enlighten with such dynamic speakers who made us recognize and understand how the teaching - learning process is changing with the current situation and as a teacher we too need to accept it and change the methods so that a better learning process happens. It was mesmerizing to have a comparative presentation making us comprehend the old method and the new. What matters in learning process is the receiver. The content is important but making it





comprehend with best possible methods is more important so that it had a lasting impress and a lifelong learning takes place.

NAME: Shweta Awasthi

EMAIL: shwetaawasthi.ghv@gmail.com

INSTITUTION: Goldcrest High, Vashi

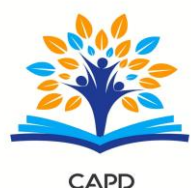
FEEDBACK: Today's session was very informative. Thanks a lot for such a wonderful session. I was really very delighted to get an insight about how the technology can never degrade a teacher. Yes, I'm pretty sure that Computers can never replace teachers; it can only help to upgrade the teachers. I was really shocked to know that how still in China and Japan they are still adapted to old ways. I totally agree that we have to adapt to the changes going on especially, in this pandemic. I am looking forward to more interactive sessions with Kaash Foundation. Thanks a lot.

NAME: Varsha Jogalekar

EMAIL: jogalekarvarsha@gmail.com

INSTITUTION: Watumull Institute of Electronics Engineering and Computer Technology

FEEDBACK: Thank you for introducing such eminent personalities and the work they are doing. It is necessary to include ecological literature in our syllabus in order to sensitize our students. All the topics covered today were thought





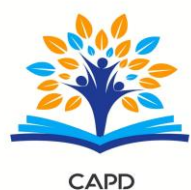
provoking. They will definitely encourage teachers to experiment with new avenues and methods as language and literature teachers. It is inevitable now that we adapt to blended-learning even post-COVID and CALL is going to be the new norm in ESL teaching. The sessions today were a little short and had a feeling that the speakers had to hurry through their material and hence could not do justice to the topic.

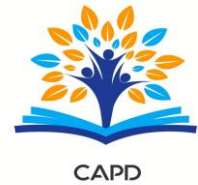
NAME: Pooja Gawde Mirji

EMAIL: pooja.v.gawde@gmail.com

INSTITUTION: Pushpanjali College of Education

FEEDBACK: The second day started with the recap of yesterday and an introduction of today. Patrick Sir spoke about ELT and technology in Japan and China. He spoke on the assumptions associated with technology, most of which are untrue. What hit home was when he said that there's an assumption that most emerging economies don't have tech; and luckily, he followed up with an example from Mumbai. He spoke of how teacher training can supplement only if the curriculum is not narrow. He spoke of change in perceptions are important to enhance ELT experiences. Dr. Rosy Chamling spoke about eco-criticism. She spoke some important references. Her information of texts from the indigenous people of Sikkim was very interesting. She introduced some pedagogical strategies. This is a very new paradigm. The session in digital literacy was also very interesting. Claire ma'am spoke about important things like projects that we can do, using technology: CALL. She said that as teachers we need to accept technology and be cautious. She said that teachers need to be a part of teams that decide on spending on technology.





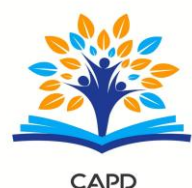
NAME: Rahul Kumar

EMAIL: kumarrahul94134@gmail.com

INSTITUTION: Central University of Rajasthan

FEEDBACK: The concept of autonomous learning has gained most of its momentum in recent years and it means a student takes responsibility for their own learning. The term is almost exclusively used and debated in the contexts of language learning (which was its origin), home schooling and higher education. Autonomous learning shifts the focus from teaching to learning. It does not mean that the teacher becomes redundant; abdicating their control over the learning process, but it does mean the student makes decisions about what and how they learn. The teacher's role is to provide support, encouragement and advice/knowledge when asked. They help the student accomplish things the student themselves wants to achieve. It changes the relationship between students and teachers because the teacher becomes a useful resource in helping them to achieve their goals, rather than somebody who is going to lecture, judge and test them. Students learning autonomously typically need a great deal of support, co-operation and often assessment from their peers. They must first identify what they need and want to learn, how they will learn it and how they will evaluate and use what they have learned. They need to have well-formed concepts of what learning means, apply a range of learning approaches and be disciplined, resourceful and organised. It (almost) goes without saying that they must be well motivated to learn!

NAME: Darshana N. Pachkawade





EMAIL: dpachkawade@mes.ac.in

INSTITUTION: Pillai College of Engineering, New Panvel

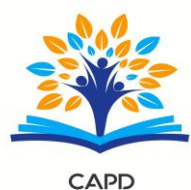
FEEDBACK: The session was very interesting. The use of technology in teaching is the need of the time which cannot be denied. The sessions gave a great insight into it. The CALL should really be accepted. The talk on Eco criticism was engaging making acquainted with the emerging trend in literature. Actually, felt good to know that this topic is dealt in detail with the field trip in Sikkim University. This should be tried in other universities also. I think this can also be one of the ways of developing eco consciousness among the budding future of the globe. The sessions were nicely conducted, a very enriching experience. I am looking forward for the same experience in remaining sessions.

NAME: Dr. Richa Bohra

EMAIL: bohra.richaa@gmail.com

INSTITUTION: Jai Narain Vyas University, Jodhpur

FEEDBACK: All the three sessions were highly impressive as it meditated on the contemporary subject of green studies and cultural evolution with the global need to imbibe the pedagogical insights of digital literacy and e-learning programs. Besides the role of technology and advancement channelizing and facilitating the requisites of teaching in the frame of practical ELT was also enhancing. In the lieu of this framework the notions dictated on the areas of CMC with the Constructivist Projects and Online courses reciprocated the need of the present day pandemic situation where the teachers are called forth to bridge the gap of teaching the





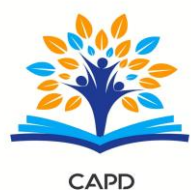
students online and moreover to impart the lessons with the much needed warmth and understanding so as to reach up to the learner's in a better way and to ensure a consolidated way of interactive pedagogy. Adjoining to this, the discussion was also furthered with the intrinsic of Tutorial CALL and Web-based CALL with the channels of gratification and social media. Therein the concept of Digital Natives and Digital Immigrants took the light of a rich deliberation. While looking at the rising horizons of digital learning we were also enthralled by the reference to the idea of Humanism taken from the movie The Lion King where the dialogue about The Circle of Life was quite insightful pertaining to the harmonious relationship and rapport shared by man and nature in this revolving cosmos. And this is how we practically allude to the better understanding of the theoretical principles of Environment studies and Eco critical outlook to the emerging trends of literary society.

NAME: Anusha Ramanathan

EMAIL: anusha.ramanathan@gmail.com

INSTITUTION: Tata Institute of Social Sciences

FEEDBACK: Very well conducted. Really appreciate the sessions. Perspectives on Practical ELT Pedagogy helped give an overview. Dr. Rosy Chamling's paper was a bit narrowly focused. Using Ecocriticism as a focus area of Literature and environment was fairly well argued. Siskin tried hard to be interactive and seemed to not know the format of engagement. Perhaps orienting the speakers might help. The choice of focusing on 1 tool was useful as she took through all the steps, but assumes a high level of illiteracy of CALL





NAME: Meghna Sudhir Borate

EMAIL: megsb1592@gmail.com

INSTITUTION: Department of English, University of Mumbai

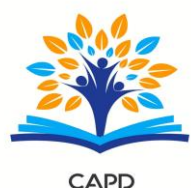
FEEDBACK: Today's sessions of this Faculty Development Programme are much much valuable, informative and constructive. Ecocriticism has been directly related to my field of research and therefore, I experienced a quick background check regarding the concepts and references mentioned by the speaker. The other sessions focussing on language and digitisation opened up new perspectives of looking at this difficult situation of virtual teaching-learning process and provided ample motivation to adapt to this kind of remote communication; the speakers suggested doable ways in which we can be digitally equipped to handle a virtual classroom.

NAME: Disha Karkera

EMAIL: dishakarkera@student.mes.ac.in

INSTITUTION: MES's Pillai College of Education & Research, Chembur

FEEDBACK: The session was indeed amazing. All the three speakers were excellent. Mr. Patrick Wallace gave a really good insight in terms of the language with regards to publication of books and scenario in comparison to the situation in Japan. The entire history of how the entire curriculum functions differently in Japan was an eye opener. His entire journey from being an American and settled in Asia gave a clear picture of his bit of challenges and struggles. How books are replaced by gadgets like Kindle, ipad were a very good ideas exchanged with respect to the trends in English language





NAME: Wairokpam Yaiphaba Chenglei

EMAIL: yaiphaba007@yahoo.co.in

INSTITUTION: Pravabati College Mayang College

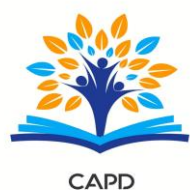
FEEDBACK: It is my privilege to have access to such a wider range of discussions and lectures on language and literature from respective fields of great personalities. I find it very interesting and energising after having listened to the lecture of Patrick Wallace, the Executive Editor at Oxford University Press, Shanghai and author/developer for Cengage/National Geographic learning, Japan. The art of learning to teach a language should be different from that of learning a language. We have to be very careful in maintaining the divide. Claire Siskin has given a very insightful experience of reducing classroom size during her questions and answers session. She has strongly objected to spending huge amount of money on creating technological tools for language learning by computer experts who are not well versed in language learning process. Thanks for such valuable presentations. Hats off to Kaash Foundation and ELTAI!

NAME: Dr. NB Shama Bharathi

EMAIL: nagshaman@gmail.com.com

INSTITUTION: SVGM GDC, Kalyandurg

FEEDBACK: Literature on environment is excellent. Treating as a paper for semester and how the Sikkim Central University is very much interested towards protection of environment. The English department involvement with the indigenous local communities to know their traditional practices in protecting and





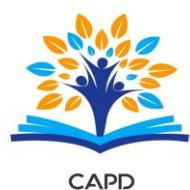
nurturing them for the future generations is taken into considering them to include in your syllabus is exemplary. The next topic on usage of software apps has become inevitable during corona period for online classes and alternatives for village students.

NAME: Nanda Srichand Makhija

EMAIL: nandamakhija@gmail.com

INSTITUTION: SNBP Group of Institutes

FEEDBACK: Excellent session! Thank you! Learnt a lot about digital literacy, types of digital literacies, CALL, MALL, print literacy, texting literacy, hypertext literacy, tagging literacy, multimedia literacy, personal literacy, gaming literacy, mobile literacy, intercultural literacy, participatory literacy etc and that computers and technology will never replace a human teacher. We can use computers and technology for research, Teaching aid, projects etc. I also appreciate the concept of Edupunk. The session was informative. I came to know what digital literacy means - it means dealing with copyright, intellectual property, privacy, research skills, large amount of data. Dr. Rosy Champing gave wonderful information on relatively new topic – Eco-criticism - my personal favourite. I think it can be a sub-disciplinary of Humanities. I totally agree that Eco composition is important and that context, location or physical environment hold special place in literature. The first speaker excellently explained the importance of the motivation factor. It's very true that it doesn't matter if you have language labs, video labs, but if your students are not motivated, they are of little use. All the speakers were fantastic. Thank you, organisers and speakers.





NAME: Surya P Nair

EMAIL: nairs5195@gmail.com

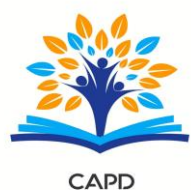
INSTITUTION: GASC, Nadapuram

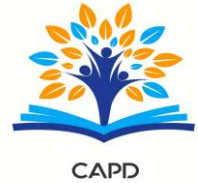
FEEDBACK: The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. This study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills. The effective use of new technologies improves learners' language learning skills.

NAME: Dr. Vishakha Masurkar

EMAIL: vishakhamasurkar2013@gmail.com

INSTITUTION: Rani Durgawati Government College, Paraswada District, Balaghat, Madhya Pradesh





FEEDBACK: आज का व्याख्यान बहुत ही अच्छा रहा एवं सफलतम रहा आज के व्याख्यान से बहुत ज्यादा जानकारीयाँ हमें प्राप्त हुई हैं सभी व्याख्याताओं ने हमें ज्ञानवर्धक जानकारीयाँ प्रदान करवाई हैं व्याख्याताओं ने सारगर्भित जानकारीयों से हमें अवगत करवाया व्याख्याताओं द्वारा दिये गए व्याख्यान से हमारे ज्ञान में वृद्धि हुई है वर्तमान समय में इस तरह के ज्ञान कि बहुत अधिक आवश्यकता है इस तरह के कार्यक्रमों का आयोजन समय समय पर होते रहना चाहिए जिससे हमारे ज्ञान का दायरा विस्तृत होता रहे वर्तमान समय में ऐसे कार्यक्रमों का आयोजन प्रासंगिक है

NAME: Mrs. Juliet Esther

EMAIL: ask.julietesther@gmail.com

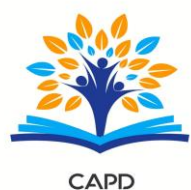
INSTITUTION: Pillai College of Arts, Commerce & Science (Autonomous)

FEEDBACK: Splendid Presentation. The session threw light on the limitations that are there in teaching English language and literature and on how teachers should introspect and improve wherever necessary keeping in mind the limitations of the institution, students, society and other factors and only then one can think of new methods, trends and applications to be implemented in the teaching and learning of English language. This session was a major exposure to emerging Approaches and Trends to English Language and Literature.

NAME: Swasti Dhar

EMAIL: sdhar@mes.ac.in

INSTITUTION: MES's Pillai College of Education and Research, Chembur





FEEDBACK: Of the three speakers today, my favourite was Claire Siskin followed by Patrick. What I took back from Patrick's session is the different perceptions that countries have about each other regarding the technology that they have. Claire's session was very engaging and full of practical tips. She has shared a lot of resources too. A very big shout out to the organisers. It was very well organised and well presented. I do feel that hearing for three hours at a stretch is a bit difficult but thank you for the YouTube links as we can always go back to it.

NAME: Gaikwad Ujwala Babanrao

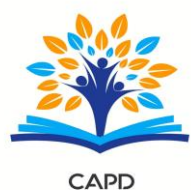
EMAIL: shindeuy999@gmail.com

INSTITUTION: New Arts Commerce and Science collage. Ahmednagar

FEEDBACK: Today's session was very inspiring. I enjoyed the hearing. Three of them were really intellectual in their own fields. Patrick sir guidance was very motivating for the teachers. Rosy Ma'am's lecture cleared some doubts regarding my thesis. She also guided us the upcoming branches for research. The term ecology and its connection with literature was very effectively explained by her. Siskin Ma'am's session really motivated the teacher to get acquainted with the knowledge of digital world. How digital learning and teaching is interesting. I thank Kaash foundation for an intellectual treat. And hope for more informative sessions for the upcoming days.

NAME: Grecienne Misquitta

EMAIL: grecienne.misquitta1997@gmail.com

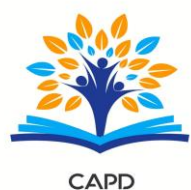




INSTITUTION: Pushpanjali College of Education

FEEDBACK: I really appreciate all the members of Kaash Foundation for conducting today's session along with CAPD on Emerging Approaches and Trends in English Language and Literature. Especially beginning the sessions right away The First Session taken by Mr. Patrick on Language and how he made us aware of the wrong stigma we have about technological advanced countries and how it differs from person to person. As well the various examples he gave regarding the pedagogy of English and ways one can teach English and use different approaches. Just like he said, "write a simple question on the board" I think the whole outlook of teaching changes with it. The second session taken by Ms. Rosy, she is a very resourceful person who merged and brought meaning to the whole language and environment go hand in hand. As she quoted from The Hamlet, Man is a Piece of art and moving on to bring out the different approaches of eco-centric learning was commendable. And definitely ending the session quoting from a very famous movie, "The Lion King" on the circle of life was a more astounded ending. The third session taken by Mrs. Claire on Digitalized learning and CALL was so knowledgeable and simple and relatable. Beginning with the very basic question of which category do you teach to moving on with the explanation and simple language along with the PPT was remarkable. Ma'am it's so true that as teachers we need to get used to digital learning and teaching and update ourselves along the way. And I believe in the saying it's never too late to learn anything. Thank you to all the moderators for all the sessions along with the members organizing it. Enjoyed this Day 2 session.

NAME: Ninian Jude Nunes

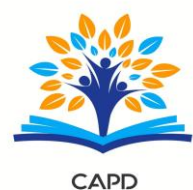


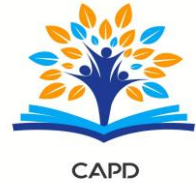


EMAIL: niniannunes@gmail.com

INSTITUTION: Pushpanjali College of Education

FEEDBACK: Today's session that was conducted by Kaash Foundation has put forth their light over our minds helping us focus on various aspects in Emerging Approaches and Trends in English Language and Literature. The speaker for the first session i.e. Mr. Patrick glimpsed his life in teaching curriculum in a classroom and from how he was made a manager for a large chain in joining many strings together through his knowledge. Sharing your observation and your perspective have made me reflect in depth about how there will be various negativity based on technological aspects but it's on how we bring positivity while grasping different information. I like the examples based on how you created various tools using technology whereas the other team mate couldn't use technology rather was more into paper work and the same will happen in ELT, moreover motivation and dedication in teaching English and having deeper taste for content will bring in the required change. The second speaker for the session i.e. Dr. Rosy Chamling rightly started this beautiful session by quoting on how educators will prepare students to be environmentally responsive citizens as well as focused on the pedagogical strategies like introduction of ecology based course content and incorporation of various text based on different community linking in a way to glance upon the literature and environment is the perfect strategy used in this pedagogy. She said that developing critical strategies is one of the essential things as teachers we should always ponder on and promotion of not just textual analysis but place-based and bio-regional study for sustainable living. She also focused on encouraging the art of eco-composition to establish a relation between human linked with world/nature and its text trait. The speaker for our third session i.e. Mrs. Claire fascinated me with her interactive way of starting the session by asking about





where do you teach or be it digital literacies examples emphasized on what digital literacies as a teacher I am into. Computer assisted language learning CALL, and their examples helped me think on where we have to reach and link with today's world and understand your responsibility. One thing that I take from this wonderful session is that "Educate yourself on as many options as possible" that is how we teachers will keep moving further along with our goal for educating purpose in digitalis form in English language and Literature. Thank you Kaash foundation and CAPD as well as ELT@I for having a blast of different experiences along with best speakers to enrich our thoughts for tomorrow's future.

DAY 3: 26TH AUGUST 2020

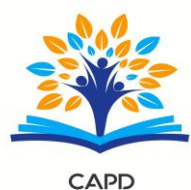
**DR. MARIE FERNANDES, DR. DHIRAWIT PINYONATTHAGARN AND
DR. ALBERT P'RAYAN**

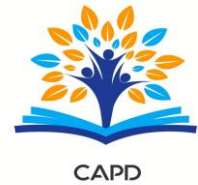
NAME: Darshana N Pachkawade

EMAIL: dpachkawade@mes.ac.in

INSTITUTION: Pillai College of Engineering, New Panvel

FEEDBACK: It was a nice experience. It is going very smoothly with discussion on various diverse topics. In the first session it was really nice to listen to know about the importance of multiple intelligences in teaching-learning process. I do believe that along with regular classroom teaching some other innovative and interesting methods should be used to engage the students very creatively. The





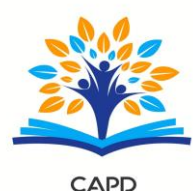
speaker aptly explains the need of emotional quotient, social quotient and spiritual quotient in the students as well as teachers. The second session was quite interesting knowing about the difficulties Thai students face in learning English. The speaker correctly stated that it is impossible to go for hundred percent translations from one language to another. We hardly get the synonyms for every word to be translated. The speaker's advice to concentrate on meaning rather than in synonym is worth noting. In the third session the speaker very enthusiastically and correctly commented that the role of an educator is much wider than that of a teacher. The teacher can think of his syllabus and evaluation of his students through test. But the educator goes beyond that and thinks of the overall growth of student with various innovative revaluation techniques.

NAME: Surya P Nair

EMAIL: nairs5195@gmail.com

INSTITUTION: GASC, Nadapuram

FEEDBACK: The Oral Approach or Situational Language Teaching is an approach developed by British applied linguists between the 1930s and the 1960s. While it is unknown for many teachers, it had a big influence on language courses till the 1980s. A textbook such as 'Streamline English' (Hartley and Viney 1979) was designed following the SLT approach principles. The Oral Approach or Situational Language Teaching is based on a structural view of language. Speech, structures and a focus on a set of basic vocabulary items are seen as the basis of language teaching. This was a view similar to that held by American structuralists, such as Fries. However, what distinguishes the Situational Language Teaching



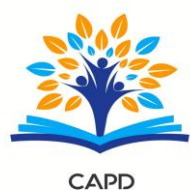


approach is its emphasis on the presentation of structures in situations. Situational Language Teaching is characterized by two major features: Focus on both vocabulary and reading is the most salient trait of SLT. In fact, mastery of a set of high-frequency vocabulary items is believed to lead to good reading skills. An analysis of English and a classification of its prominent grammatical structures into sentence patterns (also called situational tables) is believed to help learners internalize grammatical rules. Behaviouristic background the behaviouristic view of language learning constitutes the cornerstone of Situation Language Teaching. The approach gives primacy to the processes over the conditions of learning. The following processes are noted in this approach: The act of receiving knowledge or material Repetition to fix that knowledge or material in memory. The use of the knowledge or material in actual practice until it becomes a personal skill. The behaviourist theory of learning is based on the principle of habit formation. Mistakes are banned so as to avoid bad habit formation. Following the premises of behaviourism, a teacher presents language orally, then in written form. The objectives of Situational Language Teaching involve accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns.

NAME: Runa Shajeev

EMAIL: runashajeev@gmail.com

INSTITUTION: Satish Pradhan Dnyanasadhana College, Thane





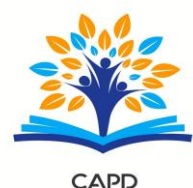
FEEDBACK: Session by Marie Fernandes was quite interesting with various possibilities of exploring multiple intelligences in the classroom. Could have been better, had she used more current videos, though. The other session by the professor from Thailand also was good but the accent was becoming a problem in following him. Dr. Albert's views on what constitute a good educator in general and good language teacher in particular, was quite valuable. It definitely comes with his genuine interest in language. It was quite courageous of him to discuss the pertinent questions affecting today's educational policies and educational institutions all over the world. The value of values in the teaching profession remain unattended, therefore this was indeed quite valuable. His illustrations also were quite valuable, with him citing how other countries have made policies to address issues of teaching English. Only glitch was the partly covered PPT which could have been communicated and corrected. Please share the PPT if possible.

NAME: Ms. Sheetal Kedare

EMAIL: yashital1746@gmail.com

INSTITUTION: ICLES'MJ College, Vashi, Navi Mumbai.

FEEDBACK: Very enhancing and interesting sessions. Fernandes uses various videos and charts to explain the teaching of English through multiple intelligences like music, drama, song, visuals dance etc. And through that students develop the listening, speaking, and imagination and expression skills. It develops the collaborative learning and develops self-confidence and help for overall development of students. They understand how to deal with people and manage stress and emotions other situations. Our second speaker Dr. Dhirawait talks on





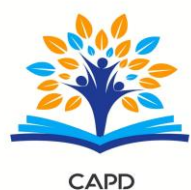
Globalisation of English in ASEA. He also explains about the English language as an instrument of communication as well as the mediator when different language groups are there belonging to different countries. It is useful in the field of marketing and tourism also. He said that in their country for their Thai students the main obstacle is their students are very poor in oral English. They can write in the excellent manner but while explaining it they cannot pronounce it properly and that is common problem for them. so, he said that their government is also taking initiative to develop speaking skill and they are trying to work on not only on English language but also other languages. The third speaker talks about Teachers as Educators. He tried to explain two terms teacher and educator. What is teacher? and what are his duties and responsibilities and challenges in this global world. How the educator is the different concept than teacher. He said that educators are not only teachers they possess something called teacher + qualities. They go beyond the syllabus and focus on preparing students for good life. They are clear about their vision .and it is based on their values and philosophy. All sessions were really very good.

NAME: Varsha Jogalekar

EMAIL: jogalekar@gmail.com

INSTITUTION: Watumull Institute of Electronics Engineering and Computer Technology

FEEDBACK: I must say you have unearthed some truly exceptional speakers. It is a pleasure to meet albeit virtually so many people who are working in all these areas of English teaching and critical thinking. The best session today was the last





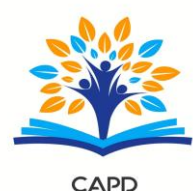
session. It is absolutely necessary to stop being teachers and understand the higher cause of educating the society, nurturing the critical thinking skills and promote openness and objectivity. It is not easy to be truthful to yourself and introspect as to what is our contribution to this field other than the research papers published. It is true that we fail in developing spirit of compassion, collaboration and empathy. This was a fantastic session with a lot to take away. A vision statement is something that we as teachers should surely adopt. The first two sessions also had highly knowledgeable speakers. It was wonderful to listen to them. The deliberations were enjoyable but personally I found their content a little out of context. It was interesting and informative, but not very enriching.

NAME: Dr. G. Sundari

EMAIL: sundari.literature@gmail.com

INSTITUTION: Vijaya Institute of Technology for Women, Vijayawada

FEEDBACK: A very good learning experience on the Approaches and New Trends in English language and literature. The eight trends of English language open up that the teachers are life-long learners because in knowledge-based society and to remain competitive and employable, teachers are expected to emerge in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their knowledge and skills. The present Pandemic has facilitated the teachers all over the Globe to redefine their learning and teaching mode to the students. Thank you for the opportunity that you have rendered to us by organizing such learning experience, which enhances our





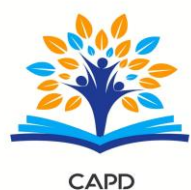
knowledge base which we can use it for our future endeavours and in the future classes. And the concept that the educators should develop critical thinking to improve their mode of pedagogy is really wonderfully dealt with in the session. Teachers surely stay committed to their profession. Thank you

NAME: Dr. Richa Bohra

EMAIL: bohra.richaa@gmail.com

INSTITUTION: Jai Narain Vyas University, Jodhpur

FEEDBACK: Today's deliberation concentrated on the role of a teacher and an educator as to how the teaching is channelized and with what faith do the teachers reach up to the curiosity of the learners. Looking for the betterment of the education system in India the teachers are evolving as better educators to enable the budding souls with proper genus and consolidated vision to meet with the issues of global advancement. In the light of this discussion Dr. Albert the eminent resource person today prolifically enlightened the concept of a Teacher and an Educator. Moreover, he philosophically contemplated on the journey of a teacher to that of becoming an Educator wherein he quoted the adjectives of Creative, Dedicated and Passionate- to name a few of the qualities of being a good Teacher. Further the thought process extended with the characteristics of being a visionary Educator. Educators go beyond the structured or drawn borders of pedagogy. Rather they are truly acknowledged for their critical insights. They are known to have coloured the natural instincts of their students with the ability to understand, question, and challenge any system of thoughts and all together to enable them to change the system itself. Thus, the role of Educators is to create and contribute informed





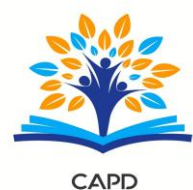
citizens to the society wherein again the need for Teachers to become Educators was advocated by the vision of the erudite Sir Ken Robinson. Besides this, the role of translations with the strategic teaching and learning process imparted by Dr. Dhirawit along with Dr. Marie's comprehensive session on teaching English via performing arts was highly informative.

NAME: Wairokpam Yaiphaba Chenglei

EMAIL: yaiphaba007@yahoo.co.in

INSTITUTION: Pravabati College, Mayang, Imphal

FEEDBACK: Today's session is very interesting and more dedicated towards learning language and literature. Dr. Dhirawit's speech is very useful for researchers as well as language teachers. He has a rich experience of Indian English and the English spoken in ASEAN countries. So, he is pointing out the several trends emerging in the recent days. Few snapshots from his slide presentations: Many countries in ASEAN and other countries have started teaching English in earlier grades at school. For example, since 2011, Thailand, Saudi Arabia and Vietnam have introduced English from Grade 4. Also, in 2011, Japan introduced English in the primary stage. Both the local or native and international culture dominates in English language classes. There is less focus on teaching the culture of native speakers unless there is a specific purpose. It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching, and intercultural competence rather than they're being a native speaker of English. Change in Teaching content and test design: Teachers use a range of local texts or English translations of literature in the classroom. The uses





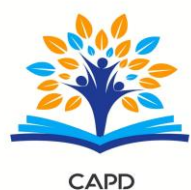
of L1 as appropriate as well as the use of a variety of accents in listening activities or tests are encouraged in English language classrooms. E-Learning & Online Teaching/Learning: Because of the proliferation of tablets and smart phones, textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically through Webinars, Virtual classrooms, Zoom Cloud Meeting, Google Meet, WebEx Meetings, etc. Strategic Teaching and Learning: Teaching in English language classes focuses on fostering student thinking as well as language content, outcomes, and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. The gratification and animation of learning is emerging as a way to make language learning more engaging and relevant to the younger generation. Teachers as Life-Long Learners: In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

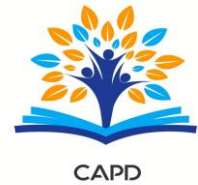
NAME: Lalsangliani Ralte

EMAIL: chased.ralte90@gmail.com

INSTITUTION: Govt. Lawngtlai College

FEEDBACK: I feel truly fortunate to have listened to talks by such eminent personalities today. The immaculate preparation on the part of the panellists as well as the moderators is to be acknowledged. The lively discussions in which





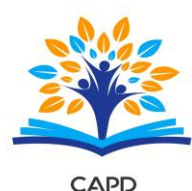
participants contributed were also enriching. The first talk which revolved around teaching English was informative and I believe I have benefited from it greatly. The second deliberation which discussed the globalisation of the language made me explore new ideas and thoughts which I had not thought about before, and I am grateful that it was so educational. The third talk by Dr. Albert P' Rayan made me rethink of my role as a teacher in a college. It helped me introspect about the roles and responsibilities I have towards my students as well as my community. Overall, all the sessions were extremely educational and it was a pleasant learning experience for me. I thank the organisers for inviting the best resource persons possible for this faculty development programme. I look forward to more of such sessions in the coming days.

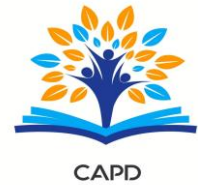
NAME: Dhammapal Shrirang Nangare

EMAIL: dhammapal.nangare@famt.ac.in

INSTITUTION: Finolex Academy of Management and Technology Ratnagiri

FEEDBACK: Once again I would like to thank Kaash Foundation and ELTAI for organizing such FDP which is holistic and covering various aspects of teaching profession a helping faculty to sustain their development as a teacher and equipping teacher with new knowledge to give their best. I would like to say today's sessions were really motivating, we could know how teaching dram can be a greater experience. While teaching drama we can teach several for e.g. emotional intelligences which can help students in their professional as well as personal life. Last session was awesome focussing on various roles and qualities of teachers. Definitely teaching dram is the best job which plays viral role in nation building.





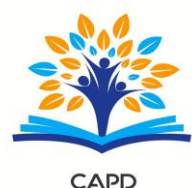
But these days corruption in teaching recruitment and demand for huge donation is de-motivating. Teachers working in private institutions are facing several problems because of irregular and low salary. However, I would like to say today's session is definitely motivating. I would like to thank all the organizers and especially Dr. Ram Sir for encouraging me to be the part of this FDP.

NAME: Shashi Singh

EMAIL: shashiciefl@gmail.com

INSTITUTION: Amity University

FEEDBACK: Excellent. All the speakers presented valuable ideas which will be very fruitful for teaching learning process. The speaker from Thailand had a very interesting topic and I must congratulate the organisers for conducting such FDPs. They are a great source of knowledge. Well said was the concluding remark that we need to know what we know, what we don't know and what we need to know. I am sure that Foundation will be organising such FDPs on regular intervals and they will prove fruitful to the academia. These kinds of FDPs are important especially in the times of pandemic. It gives me a framework for what I already do. The resounding message for me is we have this moment, only this moment, to respond or not. "Active engagement in the learning process is important to enhance learners' knowledge acquisition and retention and the development of their thinking skills. This study evaluated whether a 1-hour faculty development workshop increased the use of active teaching strategies and enhanced residents' active learning and thinking."





NAME: Ramya K Aithal

EMAIL: ramyaithal@gmail.com

INSTITUTION: Dr G. Shankar Govt Women's First Grade College and PG Study Centre

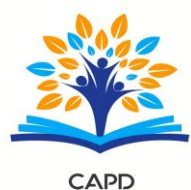
FEEDBACK: The Faculty Development Program is well organised. The resource persons were engaging and exposed us to various new concepts which I was unaware. It was a highly resourceful and useful program. The role of an educator and importance of critical thinking were ideas which appealed to me. Ideas of teaching English through music dance and other performing art strike my imagination. It is the need of the day to make students be good communicators and also inculcate values of empathy in them. It has been an absolute delight to listen to all the resource persons. The topics chosen for discussion are very relevant. All the resource persons gave new perspectives in teaching English. It would be wonderful if you could share the PPT of the sessions. I am looking forward for more such insightful and engaging sessions.

NAME: Rahul Kumar

EMAIL: kumarrahul94134@gmail.com

INSTITUTION: Central University of Rajasthan

FEEDBACK: In India, in most formal schools, a child is considered intelligent if she/he gets good marks in Math and Science. Second place is given to students who perform well in Languages and humanities. Children who are good in music, sports or art are considered talented but I am not sure if they are put in the category of





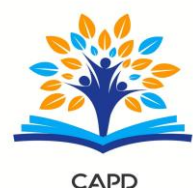
intelligent students. Rest all of them are labelled with different names and are rarely appreciated for anything that they do. The exams are set to test only the ability to comprehend a question and the ability to put facts and figures in a sequential manner using their ability of a language. There is no syllabus to teach children how to manage interpersonal relationships. And when they join an organization, they are sent to workshops to understand human dynamics, conflict resolution, team work etc labelled. There is no exam set to test their ability to think on their own and apply their own thoughts and ideas. They are expected to reproduce as it is given in the text books. Most text books and question papers are set for the students who have high verbal linguistics intelligence. Some question papers include a bit of drawings and diagrams to stimulate a child who is high on spatial intelligence but that is too little. Some picture smart children may do much better in exams if there are more pictures and diagrams in the question paper and answers are accepted in pictorial form. I have seen some HS question papers (CIE Board) that include a lot of pictures and diagrams which help a child to associate and recollect better

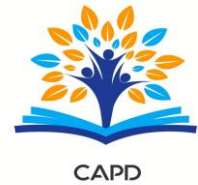
NAME: Nanda Srichand Makhija

EMAIL: nandamakhija@gmail.com

INSTITUTION: SNBP Group of Institutes

FEEDBACK: The session was very engrossing and enlightening. Thank you all for arranging this programme. I got to learn so many things, which I was unaware of. Thank you for touching upon topics which we usually ignore or give less importance. All the speakers were terrific. I learnt that there are many loan words in all languages: Thai, Japanese, Korean and English. One good example given by the





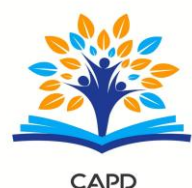
speaker was the word - Nirvana. The session has many insights into the role of teachers as educators. Educators are not mere teachers, they just don't pass the knowledge, but they inspire. They teach values and skills required to survive. The English teacher can enlighten the students by discussing about any topic under the sun unlike science teachers. The various topics could be poverty, gender inequality, discrimination, climate change, early marriages, etc. Teachers must realise that they are social agents. They must voice their opinions. They must feel and express freely what is good for the society. Critical feeling and critical thinking are very useful aspects.

NAME: Disha Karkera

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INSTITUTION: MES's Pillai College of Education & Research, Chembur

FEEDBACK: The 3rd day of FDP programme was indeed very interesting. New and unique ways of delivering the class was discussed in the session. It was beautifully moderated by Dr. Sangeetha and Dr. Anusha. The speakers covered the intricate details of how teaching English can be taken a level up. First speaker was Dr. Marie Fernandes from St. Andrew's College. She spoke on the multiple intelligences which can be used in the teaching of English language. She emphasized on Howard Gardner's Multiple Intelligences theory which captures the 8 types of intelligences that person possess and can be taught keeping in mind this aspect. Examples of dancing intelligences were associated with a beautiful comparison of Bharatanatyam and Shakespeare's play. Another example that was given was Charles Dickens, Oliver Twist's poems. We need to introduce novel





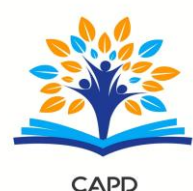
methods keeping in mind the different intelligences a person possesses. We need to take into consideration the Intellectual Quotient and Emotional Quotient. Second speaker was Dr. Dhirawit Pinyonattagarn. He spoke on Globalization of English in ASEAN. He spoke on the different trends in teaching & Learning EFL/ESL. Following trends were discussed: 1. Change in the goal of teaching English 2. Start teaching English at an early stage 3. Change in the approach to teaching culture 4. Change the view of an English teacher 5. Change in teaching content and test design 6. E-learning and Online teaching / learning 7. Strategic teaching and learning process 8. Teachers as lifelong learners Third speaker was Dr. Albert Rayan. He spoke on the topic Teachers as Educators from being to becoming. He gave a clear differentiation between teacher and educator. He also gave his concept of teacher and educator. He also gave an understanding of the characteristics of Educators and the quotes which gave him the motivation in life and which shaped his thinking. He also discussed the skills that a 21st Century teacher must possess and what role he or she plays in the development of language skills among students. Finally, he shared a few vision and mission statements that really changed the perspective in life.

NAME: Grecienne Misquitta

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INSTITUTION: Pushpanjali College of Education

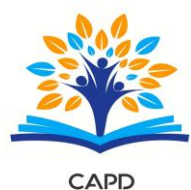
FEEDBACK: The sessions conducted today were very insightful and knowledgeable. Dr. Marie's explanation on the different multiple intelligences that can be used while teaching English was commendable. The various examples she





shared while explaining the different types of Intelligence was astounding and the videos were very relatable. I could not agree less about the trilogy of the Intelligent Quotient, Emotional Quotient and Spiritual Quotient to make a person whole. It is so true that a balance of all the three completes a person. The session was very interesting and the explanation to it was good. I learnt about Gardner's and Goleman's theory and could very well relate to it. The second session conducted by Dr. Dhirawit was good. As he began his session, he immediately spoke about how English language was introduced abroad. He gave a detailed census on how each country introduced the language of English, which I came across the first time. He also shared his personal experiences while explaining the Trends of teaching English, and the curriculum followed in Thailand and its approach taken by teachers and students everywhere. How curriculum is different everywhere and the necessities for teachers needing to be lifelong learners is a fact. The third session taken by Dr. Albert on how we have to change from being a teacher to becoming an educator is something I personally liked and enjoyed listening to him. The knowledge and the optimal use of knowledge can be done well by an educator. One thing I learnt in this session is how to push away from the boundaries and go beyond the textual language and how to bring the world inside the classroom. Challenging one's strength and moving forward. I would implement such values and do my best to become an Educator and Facilitator than being just a teacher. Thank You Kaash Foundation for this wonderful and enlightening sessions which all focused on being a Better teacher? Educator and touch the hearts of the 21st Century kids in a different way.

NAME: Mrs. Juliet Esther





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INSTITUTION: Pillai College of Arts, Commerce & Science (Autonomous)

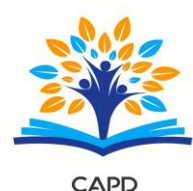
FEEDBACK: Excellent session. It was really a thought-provoking session on how an educator should be. So that part of the session was impressive. The emphasis on the role of the educator like not being neutral, keeping oneself updated with the knowledge on almost all the fields would be of great value for the students and the generations to come. This is what I think many of us lack and that we need work on. Kudos to the entire team for actually planning such an event and excellently executing it successfully for the third day. Thank you for making these platforms available for the teaching fraternity. As it was rightly mentioned in the inaugural session, this pandemic break has actually been a blessing in disguise otherwise it wouldn't be possible to attend such an International Faculty Development Program. Just that the technical glitches were hindering the continuity of the session. Sometimes we couldn't see the PPT presented by the Resource Speakers. Overall, it was a splendid session which is the need of the hour. Thank you

NAME: Ninian Jude Nunes

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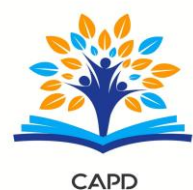
INSTITUTION: Pushpanjali College of Education

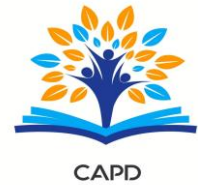
FEEDBACK: Today's third International Faculty Development Program session had an overwhelming speaker for the session i.e. Dr. Marie Fernandes who glimpsed her thoughts on teaching English through Multiple Intelligence's. Ma'am made me realize about B.Ed. and it's teaching to help individual in a context of Indian scenario and taught us acceptance of students with Multiple Intelligence's by





(Howard Gardner) and make English language and literature exciting. I personally liked how each intelligence were detailed explained along with examples to make concepts more crystal clear and how we as a teacher can teach students new words not only by repetition but through the Kinesthetic movement. These learning promote critical thinking, build cognitive aspect, built relationship, understands situation, problem-solving skills etc. Interpreting red riding hood as a best example using different narrative styles enhanced the touch of the story that glimpsed your love for teaching in a fabulous manner. I am proud to use the story format in teaching this helps student to build story as well as improve syntax as well as vocabulary skills in a creative and fun learning. The second speaker for the following session was Dr. Dhirawit Pinyonattagarn who enthusiastically gave his observations and brought out his experience in Thailand be it with a positive or a negative impact shared equally his teaching and experience in Globalization of English in ASEAN. As quoted by sir English is a lingua franca for ASEAN people to communicate with each other in order to achieve their purpose be it in business, transactions, military operation, diplomacy, commerce and tourism. The 8 Trends was an eye opener in knowing about things across different countries. "We are teachers -We are lifelong learners as well as we need to continue sharing our knowledge and experience skills with others and be an helping hand to those who lack behind so that they can move ahead in a better way" I will surely remember this mesmerizing words that touched my heart and made me ponder on as a teacher to continue shaping minds as well as our knowledge in a fascinating manner. Coming to the third speaker i.e. Dr. Albert P' Rayan, who briefly introduced the topic in a mild format and regardless went in detailed with each concept in teachers as educators from being to becoming the similar way we learned in B.Ed. about known to unknown to various thing to understand the framework and application in existing literature as an English language teacher. I liked the way sir put in his





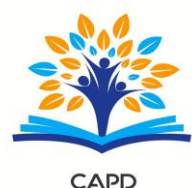
thoughts about student questioning which is avoided by many teachers and the only want students to reflect on the following materials it could be because of the lack of time and rushing with completion of their task but what matter's more is where we stand as teachers in facilitating our students to grow and ask question can also build our perspective of understanding concepts differently is because role of educators is to liberate people and not enslave them is right brought forth. Power point presented covered the points in detail also examples that made me reflect as well as question my learning path as an educator. Keeping in mind the Global issues and how we can elaborate and re discuss situation with a beneficial step towards it is a must in today's scenario. This session emphasized on a productive way of how educators need to overcome situation and strive to be better for a world that is growing day in and out. Thank you, Kaash Foundation, in collaboration with other team members and selecting the best resource people to broaden our thoughts over this profession in teaching English Language and Literature.

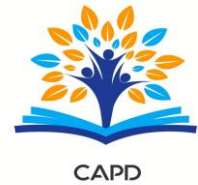
NAME: Dr. Shampa Malhotra

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INSTITUTION: Sri Sathya Sai Autonomous College for Women, Bhopal

FEEDBACK: Very interesting, engaging and well conducted session. The first speaker emphasised on holistic teaching. The teacher goes beyond the syllabus to explore the talents and skills of the learners. In the process she explores her own talents also. Teacher should encourage creativity and free play of imagination. Teaching with different or multiple intelligences is very effective. The second speaker discussed the importance of English particularly in ASEAN countries. He





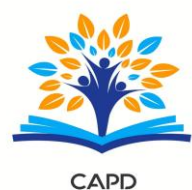
threw light on the current trends in teaching and learning of English. He pointed out that the teaching and learning goals and strategies keep changing according to circumstances, as in the present scenario. E-learning and online teaching is encouraged and appreciated. He also shared his views on translation and how translation apps are helpful. The third speaker made a power presentation on Teachers as Educator - from Being to Becoming. He differentiated between teacher a. He emphasised that a good teacher should go beyond the system and focus on the overall development of personality. Education liberates and indoctrination enslaved. Role of educators is to liberate learners. Educators are critical thinkers and believe in critical pedagogy.

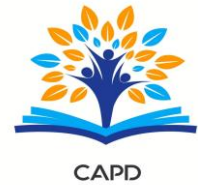
NAME: Anusha Ramanathan

EMAIL: Anusha.ramanathan@tiss.edu

INSTITUTION: Tata Institute of Social Sciences

FEEDBACK: The session coordination is excellent. Marie Fernandes talk on the use of Drama and Music in teaching language and literature and her sharing materials and methods during the session was useful. Her enthusiastic way of getting the book to show in response to a question on teaching was endearing and inspiring. The second speaker, Dhirawit, was not as good. He spent more time reminiscing over his time in India than on his topic. The moderator did a good job of getting him to reflect on thoughtful questions. The third speaker, Albert Rayan, was excellent with respect to not just his presentation and content but the choice in debating what a teacher must be - a critical thinker engaged in society actively with a voice put to good use and enabling his/her students to do the same. Doing





anything less, as he quoted Alan Maley, would indeed make the teacher a cheater. The link to 21st century skills enables one to understand the depth of understanding and the wide exposure needed to teach today.

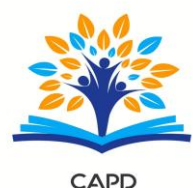
NAME: Nilkanth Vishnu Chakradhari

EMAIL: nilkanthchakradhari@gmail.com

INSTITUTION: Hon. Shri. Annasaheb Dange College, Hatkanangale

FEEDBACK: Today's session was excellent as it covers all the areas of English language and literature, this session helps us to enhance the knowledge in the respective subject. This will really help us in near future for our academic development. As this is a good initiative by kasha foundation as it provides a new tool and new vision to look forward in the area of English language and literature. To get the updated knowledge of our subject at the international level proves an opportunity for me to make us present at the international platform. We are really glad to have such opportunity for up-gradation of the knowledge. This will really help us for knowledge enhancement. The resource persons have presented excellently, the ways of presentation are excellent. Their knowledge of subject is excellent. The lecture was useful for the research scholars and knowledge bearers of the subject. The organizers are taking good efforts to make this programme a successful one. Thanks to the organizers for providing such opportunity for us.

KAASH FOUNDATION





DAY 4: 27TH AUGUST 2020

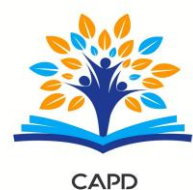
**DR. BALIRAM GAIKWAD, PROF. REIMA AL-JARF AND
DR. TIKARAM POUDEL**

NAME: Meghna Borate

EMAIL: megsb1592@gmail.com

INSTITUTION: Department of English, University of Mumbai

FEEDBACK: Hello organisers, I would like to give feedback on today's session, which is the fourth day of the Faculty Development organised by the KAASH Foundation, Mumbai in association with English Language Teacher's Association of India (ELTAI). Today's sessions were conducted by three speakers namely Dr Baliram Gaikwad on the topic "Emerging National and International Trends in English Literature", Prof. Reima Al-Jarf on the topic "Strategies for Effective Distance Learning in EFL College Courses during COVID-19" and Dr Tikaram Poudel on the topic "Technology in Education: From Tape Recorder to Zoom and Google Meets". Dr Baliram Gaikwad illuminated us about changes in the world being reflected in literature across all the parts of the world simultaneously. Although, all had expected much more from this session, and the entire FDP, but nevertheless a revision of Modernism and some Postmodernism was executed well in the limited time. Prof. Reima and Prof. Poudel in their respective sessions are very correct to mention that on this online platform the attention span of the students/participants is shrinking day by day. Also, they listed all the software and tools like Illuminate, Skype, Telegram, Facebook, Zoom, etc. to take teaching completely on the online platform and discussed various strategies to make





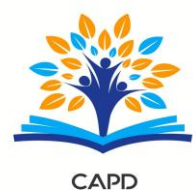
everything work. "Technology will not teach by itself", so we need to learn and experiment with technology.

NAME: Wairokpam Yaiphaba Chenglei

EMAIL: yaiphaba007@yahoo.co.in

INSTITUTION: Pravabati College, Mayang, Imphal

FEEDBACK: We have a very interesting session on the Global Trends in Modern English Literature by Dr. Baliram N. Gaikwad, Vice Principal & Head, Department of English, N.G. Acharya & D.K. Marathe College, Chembur, Mumbai. He has given many insightful thoughts about the emergence of Modernism as a movement. To quote his slide, "Modernism as a movement can be recognised not only in literature but also in the sciences, music, architecture, anthropology, painting, sculpture, psychology, philosophy." He has highlighted the reasons for the birth of modernism. Writers felt they required new form of writing. Besides, there was disillusionment of Victorian ideas, belief and their way of writing. It has given several impacts: aesthetics of experimentation, fragmentation, ambiguity, nihilism, variety of theories and diversity of practices. Then we have a wonderful presentation on Strategies for Effective Distance Learning in EFL College Courses during Covid-19 by Professor Reima Al-Jarf, Riyadh, Saudi Arabia. She dealt with the following outlines: Need for effective distance teaching, platform selection, Instructional techniques and stages, Online teaching, Problems in distance learning, Infrastructure, Feedback and motivation, Online course Evaluation & review, Orientation Training and support, Online class logistics, Online environment and communication, teacher's roles. She has talked about the problems with distance





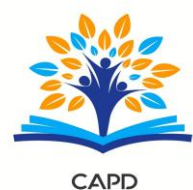
learning last semester: 55% said it was unsuccessful and ineffective, use of distance learning was abrupt, no training for students and instructors, it was difficult to understand lectures, it was a lot of hard work, Problem of communicating with instructors, attendance problem, etc. Her teaching techniques are summarised here: Use guided practice online with feedback right after presenting the new material, use independent practice at home, give clear, direct, detailed instructions, give questions and ask students to find answers online: analyze, compare, fill in a table, give statistics and ask students to make a graph or flow chart, students prepare questions and conduct an interview, students search a topic read and give a class presentation, classmates ask questions and make comments, etc.

NAME: Darshana N Pachkawade

EMAIL: dpachkawade@mes.ac.in

INSTITUTION: Pillai College of Engineering, New Panvel

FEEDBACK: The first session was very informative by Dr. Gaikwad. Very nicely he spoke about the modern period in literature. He commented that the modern era started in twentieth century including First World War and the Second World War started the post-modern period. The modern period was actually a revolt against the Victorian literary trends and traditions. The writers wanted to get rid of the rules and styles of the Victorian writing. So, they moved towards the modern period which is also known as the age of machines. It introduced the new genres of writing like the stream of consciousness novels and the absurd drama. The second session the speaker Prof. Reima spoke about the very useful and relevant topic of suggesting various strategies for effective distance learning. She advised that the instructor





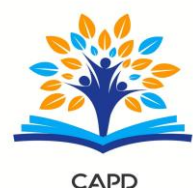
should use only one platform at a time in a semester. She in detail discussed the various problems faced by the instructors and the students in this online teaching learning process. At the initial stage the instructors should make the students aware of the etiquette of online classes and examinations. The instructors should select very interesting and useful course materials. They can help each other to use this technology effectively. The instructors can discuss the familiar issues and global problems with students and encourage them to diagnose the problem and find the solution. They can give students various exercises on language skills like grammar, pronunciation, vocabulary in context, etc. The third session speaker spoke about the changes in technology used in teaching.

NAME: Kavita Kailas Jadhav

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INSTITUTION: Ramnivas Ruia Junior College of Arts and Science

FEEDBACK: Dr Gaikwad's lecture on Global Trends in English Literature with major focus on modern period was very precise and touched upon every aspect of Modern Age and even trends in English literature. These boundaries are exceeded by literature all over leading to a concept like world literature. The second session Prof. Reima Al Jarf Ma'am's paper presentation on strategies for effective distance teaching and learning was an interesting topic which dealt with the current situation so we could relate to it in a much better way. The problems discussed are so similar to ours that it was insightful to know what and how the problem is being dealt with. It would be really wonderful if we don't have directives, rather taking the teachers and students too in confidence when designing online lectures. It is really good to





see that positive attitude in this trying time can resolve so many issues. The third session by Dr. Tikaram Poudel on technology in Education from tape recorder to Zoom and Google Meet was very enriching and thought provoking. The best thing was the remark on us having a colonial mindset which ironically is still true.

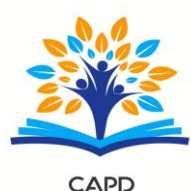
NAME: Runa Shajeev

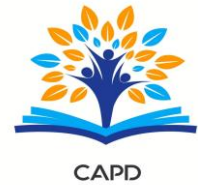
EMAIL: runashajeev@gmail.com

INSTITUTION: Satish Pradhan Dnyansadahana College, Thane

FEEDBACK: Dr. Baliram Gaikwad's talk on 'Global Trends in Modern English Language', touched upon classical literature, modernism, modern thematic features, and a few of the latest trends in literature. However, more time could have been invested in discussing the pre-set trends than dwelling on the past. The next session 'Strategies for Effective Distance Learning in EFL College Courses During Covid-19' by Dr. Reima-Al-Jarf was quite pertinent for the present times and particularly interesting because it touched more on the problems and the strategies that teachers can use to overcome them. The resource material is quite practical and useful for the teachers. The next speaker Dr. Tikaram Poudel's talk on 'Technology in Education' was quite exhaustive, considering his attention to detail of the upcoming policies in the field of Education and Technology, technological divide etc. Only could have been better if the PPT could be visible. Also, it is ironical, because this session was all about technology in education.

NAME: Khurram Waqas Malik





EMAIL: kwmalik56@gmail.com

INSTITUTION: University of the Punjab

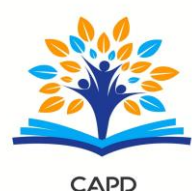
FEEDBACK: Very interesting session, as it gave a modern-day perspective for adoption of new approaches in English Language and Literature. I particularly liked the idea of technology and social inclusion more than others, being a technologically oriented academic. Inclusion perspectives including empowerment and non-discrimination therein also resonate closely with UN SDGs as well, and are key to achievement of sustainable development. Furthermore, the teacher preparedness aspect also implicitly caters for such as evidenced by UN data. The current pandemic has evidently increased the awareness and motivation of reducing the digital divide therein, as was also highlighted in the session. Furthermore, the session also highlighted on emphasizing ways for dealing in the current pandemic, and effective means and precedents of coping therein. The sessions also highlighted effective means of tutelage and instruction during the current scenario, and incited my interest in their adoption and adaptation therein.

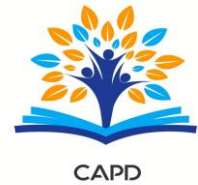
NAME: Dr. G. Sundari

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INSTITUTION: Vijaya Institute of Technology for Women, Vijayawada

FEEDBACK: A very good learning experience and the sessions are really precise and compact in presentation on global trends in English language and literature. The teacher is a lifelong learner and as such, the learners should accept psychologically, then only their learning bears good results. Technology should be used in a constructive manner as to facilitate their learning. The teacher should give





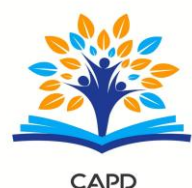
them a positive feedback so that, they enhance their learning habits. Teacher's preparedness also motivates the students for learning. At present, initially students were forced to attend online classes and after a period of time, they got accustomed to the situation. At times, the real problem of implementing distance education is internet speed which might be worldwide; the present sessions are glaring examples of it. Though Technology in education is a buzz word, it is this technology that is facilitating the teachers and the learners in the Pandemic for a continual learning. It is change in this world that is consistent to make the world to move on and man to explore the unexplored.

NAME: Dhammapal Shrirang Nangare

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INSTITUTION: Finolex Academy of Management and Technology Ratnagiri

FEEDBACK: I would like to say in the very beginning that I am very thankful to Kaash Foundation and ELTAI for arranging such wonderful FDP. All the resource persons were very knowledgeable and they gave their best. Dr. Gaikwad tried to talk and explain how modern literature and theory evolved. He tried to touch upon various streams of literature. He could summarise all the modern emerging trends of literature. Second resource person has touched upon how to make teaching interesting and engaging whether it is online or class room. She gave a lot information and guidance regarding how to use various technologies to make teaching effective. Third resource person also did well. However, I would like to suggest that please give a single subject to the resource persons so that they can go in the deep and we could gain more knowledge. I think at this pandemic we can





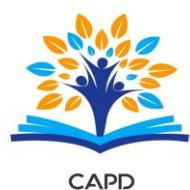
definitely use such FDPs for our professional growth. I think we all can make it successful only if we become active participant of FDP. Thank you very much ELTAI and Kaash Foundation for working for our growth.

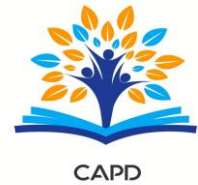
NAME: Ajith K

EMAIL: ajith.animaster@gmail.com

INSTITUTION: Amrita Vishwavidyapeetham, Kochi

FEEDBACK: During these COVID days, it was necessary to have such a session that gives valuable insights about the area of study. While most other sessions mop up in one or two hours, a series of sessions that runs into three hours is something that would inspire the spirits of scholars, who have almost lost the purpose. Like previous days, the fourth day of Kaash foundation's international FDP provided multiple inputs to my chosen area of my research. As far as webinars are concerned with, these times needed more initiatives, especially in ELT. What I found interesting in Kaash FDP is that it featured eminent speakers from various countries, thereby giving multiple perspectives about the issue. One of the most highlighting features of Kaash FDP, which I found was that, each of the sessions had multiple speakers, sharing their experiences related to various fields of study. Now, this is enough to provide a short overview of all the areas of study. However, let me give a suggestion as far as providing feedback. It is not wise to think that everyone is capable of giving a lengthy feedback note, due to several factors. Stressing too much on providing lengthy feedback notes would hamper the whole mood of the session. Please consider this.



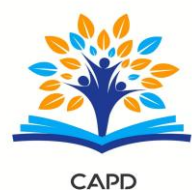


NAME: Grecienne Misquitta

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INSTITUTION: Pushpanjali College of Education

FEEDBACK: Glad that all sessions mostly connected to our current scenario. Hence, the relativity of teaching English in present scenario and how it has emerged over the years was well covered by all our speakers. The first session taken by Dr. Gaikwad on how English is connected and evolved over the course of time was wonderful. I liked the way he started with a quote on change, just like Dr. Avkash. He connected the writings from physicists to the 20th century authors and poets. I liked the connections to modernism and the different literary topics he spoke on. I think there was a little network glitch as some of his words and sentences were not very clear. Overall, it was a good session and very informative. The second session taken by Ms. Reima on Technology and its effect on teaching coincided with our current teaching and learning procedure. I like the introduction especially when she started with the effects of online teaching and focused on all the cons. And then gave a briefing on different technologies that can be used inside the classroom. Her progression on various options as well as she highlighted the sites that she personally used inside her classroom. And finally, towards the end she focused on the different aspects of English language and kept it very simple on what do we need to focus on while teaching English. And she rightly said while answering a question, that it is about the students and not the medium whether its face to face or online teaching. The third session by Dr. Tikaram was just a coordinated session after Ms. Reima's session. Dr. Tikaram's start of the session was very creative and informative, on our new NEP and highlighting the use of the word technology. He compared it very well with Nepal and highlighted the accessibility of technology in





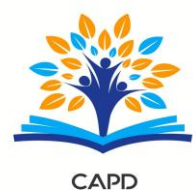
our country and gave a comparative study on the use of technology in our country. I completely would agree that not every student has access to good technology devices. And as teachers what we can do and how much students are missing on things if they don't have access to it. Thank you Kaash foundation along with CAPD and ELT@I for today's session, as well as all the organizing committee for getting us such eminent speakers.

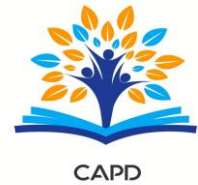
NAME: Dr. Richa Bohra

EMAIL: bohra.richaa@gmail.com

INSTITUTION: Jai Narain Vyas University, Jodhpur

FEEDBACK: The session was amazingly thoughtful as it communicated on the prolific areas of the emerging trends of English on the global platform of Research areas. And it focused on the strategies of distance learning programs with the problems it encountered and moreover the talk also incorporated the significance of the role of Technology in Education; which tracked the journey from Tape Recorder to the Zoom and Google classrooms of teaching and learning programs. While meditating on the present day course of Pandemic situation, it commenced with a beautiful quote which contemplated that “Change is the only constant thing in this world and truest reflection of this change is found in literature” Dr. Baliram Gaikwad began with this prolific note in the light of his comprehensive analysis of the genre of Modern Literature where he talked about the Progressive Women’s Movement and also the need to peruse the writings of the Influential thinkers like those of William James, Freud and Planck (to name a few) so as to understand the value of literature. Further he pondered on the extensive study of the Aesthetics of





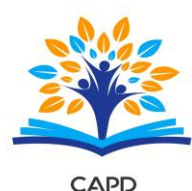
Experimentation which again was speculated with a reference to the experimentation of Dalit literature and of Tribal literature ordained in the channel of proceeding with the Multiple Approaches to literature. In lieu of this thought process he also referred to the writings of the eminent dramatist Samuel Beckett which encompassed the distinctive nuances of Ambiguity, Nihilism and Fragmentation of Ideas. Alongside this the talk also referred to the Modern Thematic features of literature. Hence it was a wonderful session of commendable thoughtfulness which ignited the spark of greater learning in literature.

NAME: Dr. R. Radhika

EMAIL: drradhika.30@gmail.com

INSTITUTION: Kumaraguru College of Liberal Arts and Science

FEEDBACK: The Fourth day session was full of great insights on the great ideas that the speakers were trying to impart. The speaker Dr. Gaikwad said that change is the only thing happening in this world and it could be felt in Literature. He was mentioning about the influential thinkers. The modern age that changed the literature in various forms. He also explained well about the modern thematic features. The mention to modern and post-modern literature is splendid. When Prof. Reima was presenting, she gave a kaleidoscopic view of the how the present scenario of remote learning could be a part of distance and online learning. Her explanation to evaluation patterns is very clear and the role of the teacher was very well explained. Dr. Tikaram clearly explained the evolution of technology in education and how it transformed from Tape recorder to Google meet. The Technology in the Linguistics is very interesting. The view of the how the present





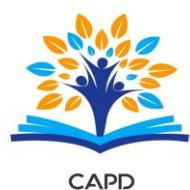
scenario of remote learning could be a part of distance and online learning. Her explanation to evaluation

NAME: Swasti Dhar

EMAIL: sdhar@mes.ac.in

INSTITUTION: MES's Pillai College of Education and Research Chembur

FEEDBACK: All the speakers were very good and spoke effectively about the topic at hand. Dr. Baliram Gaikwad spoke about in depth about how a teacher can adapt to the Pandemic and offered many ways in which the teacher can adapt to the Pandemic. He spoke very insightfully about the various trends in Literature and as a teacher, how we, as teachers can adopt it into the teaching pedagogy. The talk was well-paced with information. I really enjoyed Dr. Reima's presentation. It was very engaging and the various teaching techniques that she advocated, right from flipped classrooms to experiential learning, were very practical. I especially liked the resources that she showed us, especially the files from the UNESCO website and how these can be adapted to an English classroom. Dr. Tikaram Poudel too spoke very engagingly about the technologies from the projectors to the current situations of Zoom Meets and Google Meets. I loved the way he integrated the NEP into the discussion. He highlighted the function of technology in education. He spoke about the monetary aspects which need to be looked into. Overall, today's session really lived up to the objectives of the International FDP. Kudos to KAASH Foundation for this excellent programme.





NAME: Dr. Swaleha M Attar

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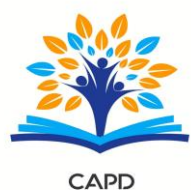
INSTITUTION: Dr. J J Magdum College of Engineering, Jaysingpur

FEEDBACK: Dr. Baliram Gaikwad delivered a wonderful session on Global Trends in Modern English Literature. Literature reaches all over the world due to globalisation. Change is the only constant thing in this world and truest reflection of this change is found in literature. Writers required new form of writing. The modern writer could no longer write in the old manner. 20th century writers visualised the future as golden age. There are various trends in modern English literature. Prof. Reima Al-Jarf delivered a nice session on Strategies for Effective Distance Learning in EFL college courses during Covid-19. She focused on -Need for Effective Distance Teaching and Learning, integrate global issues and participation goals, use effective teaching techniques. Prof. Tikaram Poudel delivered session on Technology in Education. He focused on various issues related to technical education. Face to face classroom or online classroom is effective. Response of the students in online classes is not up to the mark.

NAME: Disha Karkera

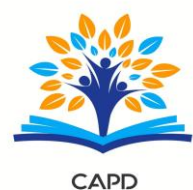
EMAIL: dishakarkera@student.mes.ac.in

INSTITUTION: MES's Pillai College of Education and Research, Chembur



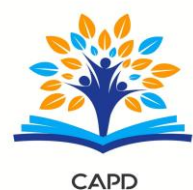


FEEDBACK: The 4th Day of the International FDP on Trends in Learning English saw an outpour of great thoughts and strategies. There were stalwarts from Saudi Arabia, Nepal and India who addressed the participants today. First speaker was Dr. Baliram Gaikwad who spoke about the Global trends in modern English literature. He began with a quote related with this "change is the only constant thing in this world" and truest reflection of this change is found in literature. He mentioned influential thinkers in the initial excerpts. He gave an explanation of Modern age and how that emerged into the emergence of revolutionary waves in the country. It saw women's issues as a matter. He also emphasized why writers took modernism as a new way of writing as they had to break the disillusion of the writers in the Victorian era and express their way of thinking and writing. The impact of modernistic writing dealt with experimentation, variety of theories, diversity in practices. The features of modern thematic writing were also discussed few were focus on form rather than meaning, intentional distortion of shapes, breakdown of social norms and cultural values etc. The concept of modernism was also explained well. The various trends in English language were discussed in terms of Modernism, post-modernism, common wealth literature, world war literature, dystopic novels stream of conscious novels etc. Second speaker was Prof. Reima Al-Jarf. She covered the topic Strategies for effective distance learning in EFL college courses during covid-19. There were around 13 strategies that were shared. She discussed about the need for effective distance teaching and learning, what are the problems that are faced in this and the methods to curb this problem. The strategies discussed are: Good infrastructure, help students with no computers and internet access, selecting the best online platforms, practice using the platform, supplement platform, orientation training and support, tell students about online





class logistics, select online course material and resources, integrate global issues and participation goals, practice a variety of language skills, use effective teaching techniques, follow 3 Instructional stages and give communicative feedback. Third speaker was Dr. Tikaram Poudel and he spoke on the topic Technology in Education from tape recorder to zoom and google meet. He began by giving a graphical representation of the use of technology in education and how smart phones have been used. He also gave a sneak peek on the Technology and National education policy 2019 in NEPAL. He also discussed the different uses of technology in education like using it for developing skills, knowledge, human resource etc. He even discussed some innovations in educational technology. He even discussed about the history and milestones in educational advancements from 1990, right from the first photo copy machine and the online language lab. He also gave an evolution of Technology in linguistics which was seen in 2000. The different courses that got initiated in the 2010 was also discussed. Covid-19 changed the mode of exams and how from offline people went to online teaching and learning through using different technical tools and platforms. The number of students that have been affected due to the shutting down of schools because of Covid-19 was graphically presented. He shared the strategy of how they consider the students reactions pivotal especially in the current scenario. The concept of Digital divide was also explained and how the term exists in today's situation. Technology and social inclusion were also discussed. Graphs were presented showing the teachers preparedness on online platforms. Finally, he concluded by stating that Technology in education is a buzz word which has both pros and cons associated when it comes to online teaching and learning. The sessions were informative and indeed power packed.



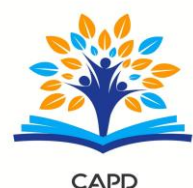


NAME: Ninian Jude Nunes

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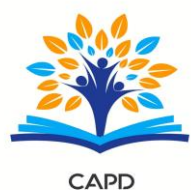
INSTITUTION: Pushpanjali College of Education

FEEDBACK: On this auspicious day of the 3rd international program i.e. the day forth filled once again with excitement to learn something very new and interesting. The first speaker of the session i.e. Dr. Baliram Gaikwad, explicitly taught us about Emerging National and International Trends in English Literature. Splitting these words and explaining into depths about how modern literature is extremely important and how literature is not all neither created for the first time in the world not forgetting how generations to generations have drastically worked on adding advantages over the previous generation in a way have paved way from past changed our present and will work great into future. Your words that you quote at the start "One of the most outstanding concern of literature is to be true to life and in this process what literature does is to encapsulate all the social changes into literature. What is the change in literary aspect? The linked answer to this is our influential thinkers basically these are the ones who have shaped the entire 20th and 21st century. Examples all the more made us think into depth so as to how yet relatively things are linked and dimensions of the whole thinking aspect of the world example: Albert Einstein. Understanding the need of how techniques have to be changed be it new form of writing and expression. There was rejection due to rules and regulation but that's how things didn't work towards Victorian beliefs and their way of fighting that's how modernism came into existence. The thing that I take in from this session is that various voice were been heard and came into light





and as teachers we need to make our students aware about the same and let creativity flow through their writing and learn about various writers and we too should know aspects about the same. The second speaker i.e. Prof. Reima Al-Jarf who spoke on Strategies for effective distance Learning in EFL College courses during Covid-19. Ma'am emphasized at the start itself about speaker on the negative aspects on distance learning since we all have a vast idea on positive aspect based with this learning, this had a good reason of starting abruptly is because of no training for students and instructors, difficulties rose day in and out not forgetting hard work and trouble they went through due to back to back class. This is how introduction help us ponder and then how briefing was done on various technological aspects to be used in classroom. As a teacher from this session I take in many things but something that touched my heart was that medium and various things shouldn't come into us as stepping stone rather built things for students systematically for their future ahead. The third speaker of the session i.e. Dr. Tikaram Poudel who emphasized on Technology in education from tape recorder to zoom and Google meet. I liked this session all the more is because they were linked to the second session for today's program and glimpsed deeply into what was beautifully presented by sir and helped me reflect and learn many more things from this. From this session as a teacher I will look up on the student's condition with technology and guide them with proper teaching methods and bring in a change in them. Thank you Kaash Foundation and team for helping me understand various unknown aspects and how we as teachers can brighten students through proper format of teaching and understanding in literature and its language.





NAME: Nanda Srichand Makhija

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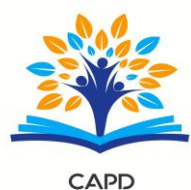
INSTITUTION: SNBP Group of Institutes

FEEDBACK: Today's session was immensely helpful to me. The first speaker Dr. Baliram Gaikwad spoke about modernism postmodernism, colonial, postcolonial periods as age of disillusionment, age of machine, age of innovations, age of interrogation, age of war, age of disintegration. The modern writers could no longer write in old manner. Theo had done artistic experiments. I also learnt about the dystopia novels, the stream of consciousness and the commonwealth literature. The second speaker was Prof. Reina Al-Jarf who told that the teachers should not worry about the online lectures. They should learn the tools which are supplementary in our main Teaching. She gave numerous apps and tools to look out for. She also provided with some websites such as UNICEF, BBC etc. The third speaker was Prof. Tikaram Poudel, who spoke about the new policy in India. He also told about similar policy in Nepal. He showed pictures of his university and how they were already prepared for online teaching due to the previous floods.

NAME: Dr. Asha Kiran Gaur

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INSTITUTION: Govt. Geetanjali Girls P.G. College, Bhopal, MP



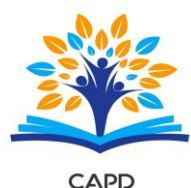


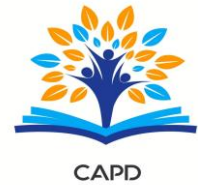
FEEDBACK: Today on the fourth day of this well organised Faculty Development Program, we were fortunate to hear the three well versed subject experts – Dr. Baliram Gaikwad, Prof. Reima Al Jarf and Dr. Tikaram. The whole session has been very insightful and informative. The first speaker Dr. Baliram, spoke on Emerging National and International trends in English Literature. He explained the trends of modernism and its impact on different areas of the world literature. He also spoke about thematic features of modern English literature such as importance of unconscious mind, use of irony and satire, opposition of Victorian trends and ideas. He beautifully analyzed how the changing social, political and economic conditions lead the new trends in world literature. Prof. Reima, in her insightful presentation talks about the strategies for effective distance learning. Along with the problems of distance learning, she also suggested some practical solutions to make online learning effective and fruitful. The third speaker of the day, Dr. Tikaram, presented a complete history of different technologies used in education from tape recorder to Zoom and Google meet. He also mentioned advantages and disadvantages of using technology in education. But in the present scenario, it is the need of the hour that we have to learn the effective use of technology. Thanks to Kaash team for such enlightening sessions.

NAME: Dr. Shampa Malhotra

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INSTITUTION: Sri Sathya Sai Autonomous College for Women, Bhopal



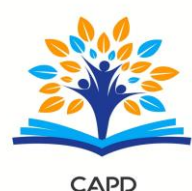


FEEDBACK: All the three speakers were very good. The first speaker Dr. Gaikwad spoke on Global Trends in English Language & Literature. He discussed the Modern age in English Literature more specifically, the two World Wars and their impact on society, culture, and literature. He threw light on the various concepts of Modernism, Post modernism, and the modern thematic concerns. He discussed the chief characteristics of modern theories of Feminism, Eco-feminism etc. The next speaker Prof. Reima Al-Jarf spoke about the Strategies of Effective Distance Teaching & Learning. She advocates blended learning and student-centred teaching/learning. She expressed concern for teachers who are not trained for online teaching and the anxiety they were faced with. Her message to all such teachers is to be patient and not be scared of technology. It is like cooking; you learn with practice. The third speaker Dr. Tikaram Poudel spoke Technology in Education- From tape recorders to Zoom and Google meet. He commented on the rapid expansion of technology and highlighted the representative educational technologies. He referred to NEP2020 which has special provision for technology integration in education. On the basis of his own experience as a teacher, he realised how effective use of technology facilitates learning, improves performance and creates resources. He also commented on technology and social inclusion. He expressed concern about digital divide caused by technology. In India all cannot afford the technical devices and the issue of connectivity also poses problem.

NAME: Pandit Sangram Nagorao

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INSTITUTION: D. B. ACS College Bhokar, Dist. Nanded, Maharashtra.



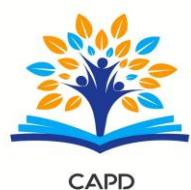


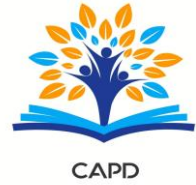
FEEDBACK: Once again, we participants relished intellectual feast which was served by three erudite speakers. Dr. Baliram Gaikwad spoke on, 'emerging national and international trends in English literature'. At the outset of his talk, he expressed his concern regarding world's 700 crore population suffering from the unwelcome our guest i.e. the virus of Covid-19. Change is the only constant thing in this world n truest reflection of this change is found in literature. Then, he threw light on influential thinkers who initiated modernity. According to him, modernism as a movement can be recognised not only in literature but also in the sciences, music, architecture, anthropology, painting, sculpture, psychology n philosophy. Prof. Reima A-Jarf, from Riyadh, Saudi Arabia, delivered talk on, strategies for effective distance learning in EFL College courses during covid-19. Her talk evolved around the need of effective distance teaching n learning, problems with distance learning, orientation, training n support, platform selection, infrastructure, online class logistics, instructional technique and stages, feedback n motivation, online environment and communication, online testing, online course evaluation n review, n teacher's role. In brief, she deliberated on negative aspects of online teaching and learning. Dr Tikaram Poudel delivered a talk on, Technology in Education From Tape Recorder to Zoom and Google. Meet. He put forth us comparison of NEP of India and Nepal, Online education creates digital divide among poor v/s rich of the globe

NAME: Dr. Vishakha Masurkar

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INSTITUTION: Rani Durgawati Government College, Paraswada District, Balaghat, Madhya Pradesh





FEEDBACK: व्याख्याताओं द्वारा .दिए गए व्याख्यान से हमारे ज्ञान में वृद्धि होती रही है व्याख्यान का आयोजन सफलता पूर्वक रहा हैं हमें इन व्याख्यान मालाओं से ज्ञानवर्धक जानकारीयाँ प्राप्त हुई हैं अलग अलग व्याख्याताओं द्वारा बहुत सारी जानकारीयाँ दि गई हैं व्याख्याताओं द्वारा दि गई जानकारी से हमारे ज्ञान का विस्तृत संचार हुआ हैं व्याख्याताओं द्वारा हमें सारगर्भित जानकारीयाँ प्रदान की गई हैं जिससे हमें विभिन्न जानकारीयाँ प्राप्त हुई हैं एवं हमें निकट भविष्य में भी इस प्रकार के आयोजन कि कामना है जिससे हमें और अधिक जानकारीया प्राप्त हो सके, ज्ञान मे इस प्रकार के आयोजन से हमारे वृद्धि होती है एवं आगे भी होती रहेगी, इन व्याख्यान मालाओं के आयोजन से हमारे व्यक्तित्व का विकास होता है हमें व्यक्तित्व के विकास के अवसर प्राप्त हुए हैं व्याख्याताओं द्वारा दी गई जानकारीयाँ से हमें अपने ज्ञान के विकास के अवसर प्राप्त हुए हैं एवं हमें विभिन्न क्षेत्रों की जानकारीया प्राप्त हुई हैं वर्तमान समय को देखते हुए इस प्रकार के आयोजन समय समय पर होते रहना चाहिए व्याख्याताओं द्वारा गहन आयोजन एवं जानकारीयो का भंडार प्रदान किया गया जिससे हमें ज्ञान का संचार हुआ है

DAY 5: 28TH AUGUST 2020

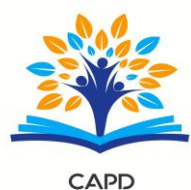
**JASON ANDERSON, DR. MARGARET L. PACHUAU AND
DR. K. VENKAT REDDY**

NAME: Meghna Sudhir Borate

EMAIL: megsb1592@gmail.com

INSTITUTION: Department of English, University of Mumbai

FEEDBACK: Dear organisers, I would like to give feedback for the fifth day (28.08.2020) of the ongoing Faculty Development Programme organised by KAASH Foundation in collaboration with English Language Teachers' Association





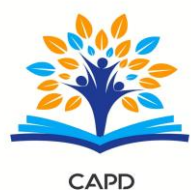
of India (ELTAI). Today's speakers were Jason Anderson who elaborated on the topic "Text Interpretation: India's Hidden Pedagogy, Dr. Margaret L. Pachuau who informed about the "Identity and Orality in Mizo Narratives" and Dr. K. Venkat Reddy who elaborated on "Innovation in ELT". Jason Anderson's session brought out the subjects of text interpretation in India's diverse pedagogy. His perspectives on challenging contexts and different teaching practices carried out by the teachers help in locating the culmination text interpretation among the students at different levels. He discussed in details about his research on reading proficiency gap and the basic proficiencies for a multi-lingual situation. Dr. Margaret Pachuau's topic was extremely interesting as it shed light on Mizo Literature which is a very uncommon area for us. It felt like she has provided a voice for the subalterns as North-East can be considered as the margins. She talked about the dynamics of interpretation in language and literature with relation to folk culture and colonial missionary culture. Dr. Reddy's session was about ELT, and it focussed more of training rather than teaching by discussing the concept of innovations, areas of innovations and innovative practices to adopt by language educators.

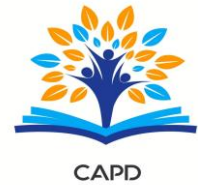
NAME: Dr. Shivaji Methé

EMAIL: metheshivaji@gmail.com

INSTITUTION: Smt PN Doshi Women's College, Ghatkopar

FEEDBACK: The day was fruitful though we faced a lot of technical issues and organizers did an excellent job to resolve all of them timely. The first session by Jason Anderson gave an insight in reading capabilities and skills. He elaborated his ideas with almost all the examples from India. It emphasized on reading of the text





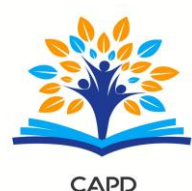
with innovative perspective. It was indeed a great pleasure to hear about the problems of third language learners in India from him. The second session had most of the technical glitches however Dr. Avkash had a plan B, I guess. The session on Mizo Culture and literature has been very informative. We were introduced to the variety of similarities between the main stream Indian tradition and Mizo Culture. Lastly Dr. Venkat Reddy was provided an array of ideas about innovation in ELT. He has presented a brief history of introduction of English language in education system up to new education policy 2020. He also distinguished the teaching and training. He further classified the teacher centric classroom, learner centric education and strongly supported Learning Centric education or classroom. He also expressed a new of revamping the educational infrastructure specially the classroom structure and furniture. He argued that the language classroom should be noisy with a silent teacher. He proposes that the typical methodology of the teaching to be made absolute and said that liberated classroom is innovative classroom. I appreciate the organizers and moderators of the day for excellent show despite the technical glitches.

NAME: Varsha Jogalekar

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INSTITUTION: Watumull institute of Electronics Engineering and Computer Technology

FEEDBACK: Hello again! Interesting sessions today! The first speaker Jason Anderson was fantastic. It was a well-researched topic. It is time to introspect. Forceful and wrong methods of English teaching have resulted in creating a





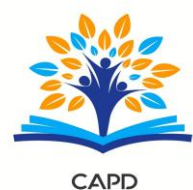
generation of English speakers who hardly possess a vocabulary of 500 words. I think the problem lies with the teachers' training too. Rather even first language teaching in schools is fashioned in a similar manner. The unfamiliar context definitely adds to the understanding of the text. There is a huge gap which may not be overcome anytime soon. The second speaker Dr. Margaret was very informative, but technical glitches hampered continuous listening. So, commenting on the session would be unfair. There is no doubt that there is need of research in oral traditions of many languages in India. The last session of the day was extremely thought provoking. Dr. Reddy has touched upon the various lacunae in the teaching and learning process. The teachers and learners are both passive. The process of learning is neither enjoyable nor creative. Thank you.

NAME: Pooja Gawde Mirji

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INSTITUTION: Pushpanjali College of Education

FEEDBACK: Day 5: Jason Sir spoke about something that I have not heard of before, text interpretation as pedagogy. We of course do it, without realising how the quality of interpretation can contribute to ELT. He spoke about how context can be a challenge in ELT in some detail. His session was very clear and simplified text interpretation to a great extent. Again, he is one of the resource persons I'd like to hear more from on the same topic, or maybe even this one. In Prof. Margaret L Pachuau's session, we again explored a new aspect of literature and trends, Identity and Orality in Mizo narratives. Through its diverse range of topics and such amazing resource persons, this FDP by Kaash has really opened by eyes to the vast





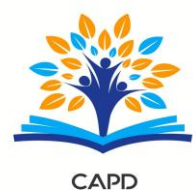
horizon language is, all by itself. It also gave a beautiful glimpse of the History of the Mizoram which I do not know much about. Of course, language and history are intricately intertwined. I have not at any point felt that I needed to ask questions because there's just so much new information. Dr. Reddy spoke on innovation in ELT. While I agree with him about exams and the classroom set up, teaching is progressively moving to becoming learner centric. We need to recognise that.

NAME: Darshana N Pachkawade

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INSTITUTION: Pillai College of Engineering, New Panvel

FEEDBACK: In the first session Jason Anderson spoke on Text Interpretation, India's Hidden Pedagogy in which he focused on two contextual challenges - first the reading proficiency gap, indicating a clear need for strategies to improve reading and vocabulary and the second one the dual focus, as English being taught as a language and a subject so dual problem for learners. Focus us given on reading and writing ignoring speaking and listening. After his research in three states, 280 observations and 100 interviews, the speaker commented on bilingual and translation method used in India in a different way from other countries. He spoke about scaffolded text interpretation with greater variety of procedures to teach English to students. He brought out the difference between Basic interpretation and scaffolded interpretation with its effectiveness. The second speaker Dr Margaret L Pachuau presented the Identity and Orality in Mizo Narratives. In detail she described the history of the people in Mizoram and the impact of Christianity on their life, culture and literature. She commented on the Traditional socio-cultural





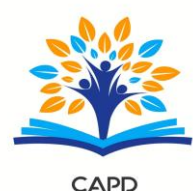
factors of the place. Spoke of the Scroll eaten by a dog making it difficult to revive identity. Traditional Mizo creative aspects and beliefs have been based on the notion of oral lore. So, the speaker commented on the Mizo folk lore illustrating the notion of identity as it first was illustrated in the Mizo domain depicting Mizo society as tribal one. The third speaker Dr. Reddy spoke on the Innovations in ELT. He brought out the need of making teaching learning more inclusive, natural and enjoyable by including cooperative activities of both teachers and students more effectively. He talked about the difference between invention and innovation saying the first is a creation of something new whereas the latter is a change in existing things. Comments on the National knowledge commission UPA 2 which says English must be taught from class 1 and also on the new education policy 2020 which gives choice for bilingual medium and through English medium. It brought out the limitations of today's class rooms which are teacher and teaching centric making passive receivers. He talked on the need of focusing on the importance of having learning centric classroom.

NAME: Namrata Markan

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INSTITUTION: Bal Bharati Public School, Rohini, Delhi

FEEDBACK: The sessions today were very practical and informative. The lectures were very engaging especially of Dr. Reddy. The voice of Dr. Margaret was also a wave of fresh air from the North East. Mr. Anderson's session gave us interesting insights and shared some genuine problems. The most important was scaffolding the textbook. He also guided us to how to take cues from text to students I





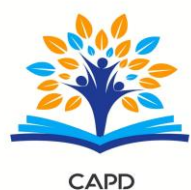
dependence. It really gave useful tips. Dr. Margaret shared the challenges and barriers that one faces while documenting a Mizo narrative. Also, she shared insights by the culture and finding their own identity. Dr. Reddy's session was very engaging. He talked of six aspects of learning the shared the innovative methods that are very doable and applicable in day to day life. Overall, the resource persons enriched the already experienced educators with different voices and perception. The horizon of the educators was broadened and also, it made us realise that there are multiple ways to deal with the challenges in English language teaching.

NAME: Dr. Vijay Tiwari

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INSTITUTION: Iswar Saran PG College, University of Allahabad, Prayagraj

FEEDBACK: Day 5 of this 3rd International Faculty Development Program began with a very engaging lecture by Jason Anderson on "Text Interpretation: India's Hidden Pedagogy" and he gave a detailed analysis of text interpretation categorising it into two types- basic and scaffolded interpretations. He also did an interesting comparative analysis between the two which was really helpful in understanding the process of text interpretation. Dr. Margaret L. Pachuau from Mizoram University also presented a well-researched study of Mizo Culture in her lecture "Identity and Orality in Mizo Narratives" in which she focused on the transition of the Mizo folk from pre-colonial to post-colonial era and how the oral narratives play an important role in their identity and culture. The lecture gave me a better understanding of the culture and identity and the important role of oral narratives. Dr. Venkat Reddy engaged the last session by raising some practical





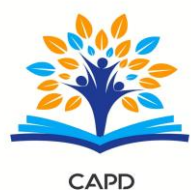
issues in the teaching-learning process which seriously need to be addressed through "Innovation in ELT". He gave some valuable suggestions for innovation in areas - classroom, teacher, learner, materials, delivery and evaluation. These suggestions are helpful to me. All the three moderators Dr. Aarti, Dr. Sachin and Dr. Ramkishan made the sessions even more interesting in the Q & A session. Thank you.

NAME: Shashikant Shahajirao Patil

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INSTITUTION: MCT'S Rajiv Gandhi Institute of Technology, Andheri West, Mumbai

FEEDBACK: On the fifth day of FDP Dr. Avkash Jadhav sir in his welcome speech promised resourceful sessions by all the speakers. Dr. Jason in his session brought his huge experience working in various countries in ELT. He is currently working on research in ELT at secondary schools. The way he started his session was quite promising as he got to know type of teachers present in viewers. The session gave ideas about textual interpretation; stages involved in it and concluded the session stating the limitations of text interpretation. It was a totally new thing that I could learn. Second speaker Dr. Margaret spoke at length on the topic identity and oral narratives. This presentation has more ideas on cultural studies. The third speaker Dr. V. Reddy spoke presented his expertise in ELT. Innovations in ELT topic was something which enabled to look at language teaching from a different perspective that is from teaching to training as compared to teaching, training involves all the linguistic skills. He elaborated on content delivery methods,





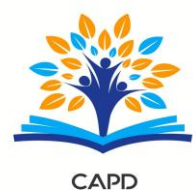
evaluation methods and urged to do experimentation by keeping variety in it. All the sessions were unique in them for they threw light on some unknown aspects as far as a teacher's role in language class is concerned. I would like to thank Kaash Foundation and ELT@I for connecting me with English teaching fraternity.

NAME: Pandit Sangram Nagorao

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INSTITUTION: D. B. ACS College Bhokar, Dist. Nanded, Maharashtra.

FEEDBACK: Fifth day of FDP was most fruitful for the learners n teachers of English language n literature. As usual, three speakers enlightened on three topics: Jason Anderson spoke on, Text Interpretation: India's Hidden Pedagogy; Dr. Margaret L. Pachuau spoke on, Identity and Orality In Mizo Narration; Dr. K. Venkat Reddy spoke on, Innovation In ELT. Jason Anderson's focus of talk was English language teaching at secondary level in government and government aided schools but also relevant for higher secondary n possibly primary. He also said about two contextual challenges faced by English teachers in India i.e. the reading proficiency gap and the dial focus. Dr. Margaret L. Pachuau stressed upon the studied observations about the Mizo community which have been made by the colonial administrators are still being used for contemporary references and the research as well. There is a decided acceptance in many areas that the notion of identity as created by the colonizers still remains true to the Mizo. Dr. Venkat Reddy, in his talk, discussed briefly the praxis in vogue of the teaching learning English, and postulate adjustments to make learning more inclusive, natural and enjoyable. He made a case for innovation by citing convincing reasons that have





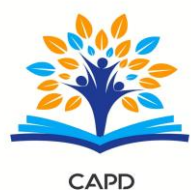
cropped up since the time we as a country became globalized. Thirdly, he identified the areas that require innovation while firmly establishing the category of Learning Centred Classrooms. He concludes the talk by saying that language learning happens not as a result of the presence of the teacher or the learners. It is, indeed the total of the cooperative activity of the stakeholders. Thank you very much sir and ma'am!

NAME: Lalsangliani Ralte

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INSTITUTION: Govt. Lawngtlai College

FEEDBACK: I had interesting time learning from more scholars of great eminence today. The talk on "Text Interpretation: India's Hidden Pedagogy" by Mr. Jason Anderson proved to be immensely thought provoking. His deliberation on text interpretations are very relevant and of great interest to me as a teacher teaching in a small town where students are usually not very comfortable in English. The second talk titled "Identity and Orality in Mizo Narratives" by Prof. Margaret L. Pachuau was enriching and empowering particularly for me as a Mizo and as a scholar of literature. Her exposition on the vastness of oral tradition in Mizo as well as the notion of the subaltern and the subaltern writing back was a valuable addition to existing scholarship on the topic. Dr. K. Venkat Reddy's talk on "Innovation in ELT" also turned out to be informative and educational as expected. The ideas explored by him remind one of the vast possibilities available to teachers. To sum up, today's session was as fruitful as all the previous sessions. I am sure everybody greatly benefited from the talks as well as the discussions.





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INSTITUTION: Finolex Academy of Management and Technology Ratnagiri

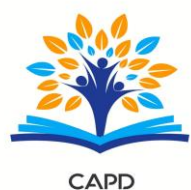
FEEDBACK: I would like to say that I am very thankful to Kaash Foundation and ELTAI for organizing such a FDP which is boosting our interest in our professional and making it more productive and interesting. All the resource persons of today did wonderful job presenting their observation on teaching English. The first speaker of elaborately discussed on how to improve students reading skills. He further explained how to interpret text effectively. I am very happy to see that organizers are inviting resource persons from all the part of India and the world. Last speaker Dr. Reddy has enlightened us with effective presentation. He explained how teaching learning process must be learning centred. Further he explained that teaching learning should not be just teacher centric. He explained the importance teaching materials and evaluation etc. This is era of technology one has to upgrade himself if one wants sustain. I assure you that I would definitely try to learn various technologies which are effective in teaching learning. I would like to thank all the resource persons, moderators and organisers for their efforts.

NAME: Kavita Kailas Jadhav

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INSTITUTION: Ramnivas Ruia Junior College of Arts and Science

FEEDBACK: The first session by Mr. Jason Anderson on text interpretation India's hidden pedagogy focused on the reading proficiency gaps where he spoke





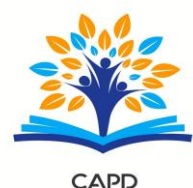
about the issues in most of rural and suburban parts of India. Many concepts like, text interpretation, trans-lingual, basic text interpretations, scaffolded interpretation were clarified. It showed how there is a need for a different approach as far as the teaching learning process of English language is concerned. The second lecture also reinforced the same idea of our perception and Prejudice regarding English language. Though I regret missing out major part of her lecture which I guarantee to catch up on you tube recording. The third session by Dr. Reddy was a glaring eye opener of how there is a dire need for change which hopefully can be acquired by the new education policy language. Through 2020, the new approach towards learning centric teaching wherein the change in classroom, teacher, learner, learning materials, delivery methods and evaluation etc. are expected. This will be a definitely welcome change.

NAME: Dr. Shampa Malhotra

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INSTITUTION: Sri Sathya Sai Autonomous College for Women, Bhopal.

FEEDBACK: Very engaging and insightful sessions. All the speakers presented very well. There were some technical glitches which were disturbing. The first speaker Mr. Anderson was exceptionally good. He spoke on Text Interpretation. He focused on English Language teaching at secondary level in Govt. and govt. aided schools. His aim was to understand the challenges faced by English teachers in India and highlights the solutions that the Indian teachers are developing. He threw light on the contextual challenges faced. The teacher should help students with scaffolded interpretation. The second speaker Dr. Margaret spoke on Identity and





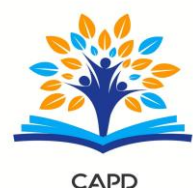
Orality in the Mizo Narratives. She attempted to locate the centrality of Christianity within the context of Mizoram. Mizo narratives are based on oral tradition and reflected back in oral narrative. Traditional Mizo creations and beliefs are based on the notions of oral lore. The third speaker Dr. Reddy made a very engaging presentation. He began with why innovation and justified that it is the need of the hour. His message was that teachers must submit to the activity of learning. Teaching Learning must cooperative. Hurdle in our education system is that only teachers voice is heard, learners are passive. Language classroom is akin to a playground where teacher and learners both should be involved.

NAME: Surya P Nair

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INSTITUTION: GASC, Nadapuram

FEEDBACK: It has been said, “The fundamental years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English”. (Prof VK Gokak) This is very much true. There are four main reasons of the lack of effective and competent teachers: Lack of adequate training at the B.Ed. Level, teacher who had not offered teaching of English at B.Ed. Level, lack of initiative and innovation in teachers and absence of right motivation. Prof.R.L. Mehta observes, “His sole aim is to get the pupils through the examination by fair means or foul. The result is the graduate who cannot write a correct sentence of English”. The new method of examination with oral and written tests is not used by teachers. They still cling to the traditional method of examination. Besides, no attempt is





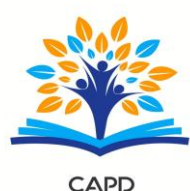
made to realize the real aims of teaching English through examination. The teachers are not trained thoroughly and properly. At the B.Ed. and L.T. levels, more periods are given to compulsory papers than to methods of teaching. At the same time, the duration of training is very short. There are also very meagre provisions and facilities for in- service education. Lack of Suggestive Correction: The exercise books students lack in suggestive correction. All the exercises of students should be corrected thoroughly and the correct forms for the mistakes must be written. For instance, the pupil has written 'sitting'. It is not sufficient to go cross the word. The teacher must write 'sitting', so that the student can appreciate his mistake and know the correct form. These are some of the main problems.

NAME: Dr Richa Bohra

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INSTITUTION: Jai Narain Vyas University, Jodhpur

FEEDBACK: It was a very valuable session to be a part of as it invigoratingly focused on the canvas of a Teacher, Educator and a Researcher. Wherein it reflected on the significant role of the hidden pedagogical insights of India and moreover corresponded to the rising innovations in ELT. Mr. Jason began with an extensive presentation on the portrait of a Teacher and verily pinpointed the importance of English language teaching and learning at Secondary level, higher secondary level reaching up to the trans-lingual approach of higher learning. He contextualised the challenges with the Reading Proficiency Gap and The Dual Focus - to be implemented on the teaching of English as both a language (basic literacy, Vocabulary, Grammar) and as a subject (Literature) in India. He also





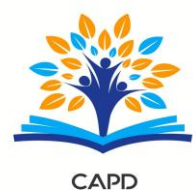
pondered on the area of Text Interpretations with the implicit manifestation of Bilingual approach or Translation analogies. It was a very engaging deliberation as we also met with the novel shades of Identity and Orality in Mizo Narratives in the insightful presentation by Dr. Margaret. She commenced with the historical perspectives to Mizo community. Where Colonisation and Christianity have played a significant role in Mizo identity and in this context, she referred to the concept of oral narratives and folk traditions within the Mizo Cultural and Literal context. Further the talk by Dr. K. Venkat Reddy was also very enriching as he demarcated a strong difference between the concept of Innovation and Invention. He talked about the National Knowledge Commission and about the New Education Policy 2020. And he comprehensively encapsulated the entire discussion with the rich words saying: “Innovation is the need of the hour for inclusivity and as well as to accommodate the other”.

NAME: V. Lalmalsawmi

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INSTITUTION: Pachhunga University College

FEEDBACK: The first session was informative, coherent and very well researched. It was truly enlightening. Although the focus was mainly on governmental schools in under-privileged areas, the points that were made seem to me to be equally relevant to other levels of education. The fact that the speaker called for a response from the audience, and was himself responding to the queries immediately bridged the speaker-audience divide which is one of the hindrances of such a virtual setup. The problems with network was regrettable in the second





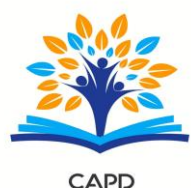
session, however the content was very interesting. If the admins can make the slides available, that would make up for what was missed during the network failure. The third session was inspiring, with the speaker's emphasis on approaching teaching language as Training rather than teaching. This method, I believe, may not be practical everywhere and every day, especially with our lack of infrastructure. However, many of the points of innovation that he had pointed out can be incorporated in our teaching methods.

NAME: Grecienne Misquitta

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INSTITUTION: Pushpanjali College of Education

FEEDBACK: I enjoyed a few points in the sessions conducted today. The first session conducted by Mr. Jason who has a vast experience of teaching who gave a very deep and factual insight on Indian hidden pedagogy was enlightening. The very start of introducing himself and the different topics he was going to focus on and his constant effort of keeping the session interactive were amazing. The examples he delivered while explaining his views with reference to our Indian textbooks and critically examining and interpreting this information was good. The minute details, dual focus and detailed explanation on the topics; Recitation, Explanation and Dictation was wonderful. I learned about scaffolding in my B.Ed. course as well and your interpretation and relation to English subject was very easy to understand and grasp. I enjoyed this session a lot. The second session taken by Dr. Margaret on Identity and Orality was a little bit difficult to grasp in the start. And I could totally understand the network issues but I appreciated the facts and





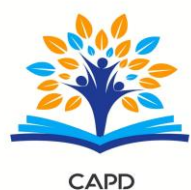
pointers Ms. Margaret explained on the establishment and different influencing factors that contributed to the Mizo Identity. How easy it was to understand that one's identity is influenced just not by one's region but all the other factors and overtime how it becomes a part of us and our future generations. The third session taken by Dr. Reddy Innovation in ELT and stating the basic difference between invention and innovation the minute difference between the 2 was explained rightly by Mr. Reddy, just like the example given on Landline to Smart Phone. And then rightly distinguished between teaching and training in English and how he went back in the past giving reference to English language learning in India in the post-colonial era of our country is something which I liked. Because not a lot of people are aware of this language has played a different role during the post-colonial era and why we needed to add it to our curriculum. His concept on the innovation needed in present day classroom was true. Because when I was, I school we basically were passive learners and did not engage in playing an active rather not given a chance to play an active role. Hence, this session focused on present day classroom role and how as teachers we can bring innovation to our classroom was motivating. Thank you Kaash Foundation, CAPD, ELT@I for this wonderful and educative session.

NAME: Runa Shajeev

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INSTITUTION: Satish Pradhan Dnyanasadhana College, Thane

FEEDBACK: First Session of Mr. Jason Anderson on 'Text Interpretation: India's Hidden Pedagogy' was quite interesting and interactive. Based on his empirical





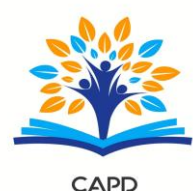
research on the Indian context and the issues he discussed were the reading proficiency gap, the dual focus, text interpretation, scaffolded text interpretation, independent text interpretation, and such matters. The next talk was by Dr. Margaret L. Pachuau on 'Identity and Orality in Mizo Narratives'. Due to technical problems the talk was not clear. Dr. Venkat Reddy's talk on 'Innovation in ELT' emphasised the need for innovation in the area of ELT. He discussed the clear difference between teaching and training and helped understand the need for practical training of English language learners more than teaching. He also covered the historical background of English language teaching in India and presented his views on the NEP 2020 too, to bring forth the main idea of current Indian English classrooms. The problem of teacher-centred learning was well put. Overall, it was a quite well-researched session.

NAME: Gaikwad Ujwala Babanrao

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INSTITUTION: New Arts Commerce and Science Collage, Ahmednagar.

FEEDBACK: All the three sessions were interesting. Jason Anderson very effectively presented the techniques of English language learning. He also pointed out the variation of curriculum in Indian educational system. He focuses on the use of learning aids in school. Jason very effectively pointed out two contextual problems faced by English teachers in India. He explained in detail the various types of interpretations. He motivated us to concentrate on proficiency and dual contextual challenges. He also inspired to learn the text not for exam and score but for knowledge purpose. He also motivated for the use of trans-lingual, bilingual





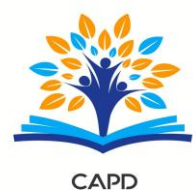
methods for translation. He also introduced us with basic text interpretation e.g.: Recitation, Explanation and Dictation. He also pointed out the difference between basic and scaffolded interpretation. The second session of Margaret mam was not clear because of network connection. But the third session was clear. Dr. Venkat Reddy sir by his simplicity in presentation held on to the listeners. The third session was very interesting. Sir guided us with various innovations in English language learning. He points out the difference between invention and innovation, teaching and training. He also introduced the New Educational Policy 2020. He also guided the teacher about how must be the classroom. There must be partners of learning like classroom, teachers and learners, learning materials, delivery method and evaluation. I thank all the scholarly teachers of Kaash Foundation for arranging such an intellectual session. Thank you all.

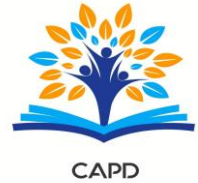
NAME: Dr. Asha Kiran Gaur

EMAIL: kiran.asha271@gmail.com

INSTITUTION: Govt. Geetanjali Girls P.G. College, Bhopal, MP

FEEDBACK: The fifth day of the 3rd International FDP has been wonderful and interesting with the three insightful talks on different topics. The first speaker, Dr. Jason Anderson spoke about Independent Text Interpretation. He talked about gradual scaffolded development which will be a big help to students and teachers. He also mentioned about reading proficiency gap in his intellectual deliberation. The second eminent speaker of the day Dr. Margaret talked about identity and orality in Mizo Narratives. She explained that Mizo identity is presented well in oral tradition. She also mentioned that dynamic topography of Mizoram is an





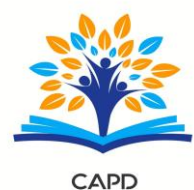
essential part but the social structure of the place, the language and people should also be given more importance as they made its identity. Dr. K. Venkat Reddy, the third renowned speaker of the day talked about innovations in ELT. It was very informative and insightful talk. He pointed out the problems of today's classrooms and also about the innovations required to be introduced in ELT. He suggested six agents for producing positive learning. He laid emphasis on learning centred classrooms in which co-operative activities should be involved for positive learning. All the presentations of the day have been very interesting informative, innovative and motivating.

NAME: Ninian Jude Nunes

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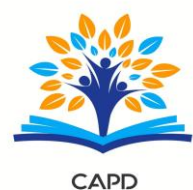
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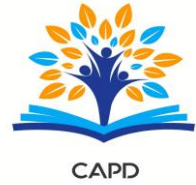
FEEDBACK: The 5th day of the third International Development program on emerging approaches and trends in English language and literature. Overloaded excitement and worth learning something new once again. The first speaker of the session i.e. Jason Anderson who made a blast through his entry starting with two-way communication, grasping this information and putting it into practice is a must for a teacher wherein sir explicitly taught us with a positive spirit. A deeper sense of understanding India's hidden pedagogy and its example touched today's ongoing world with complete effectiveness. The two key contextual challenges faced by English teachers in India or be it your experience during the research and you're the teachers you have been working with who have played a circuital role in being effective. This itself made me feel as a teacher there will be many challenges in





future but it is on us how we put in our work rather imposing an imported approach, to bring forth effectiveness is important. The first challenge quoted by sir i.e. "Reading proficiency gap which is pretty much at every level in Indian educational system " As a teacher I remember the concepts done with us be it recitation or scaffolding you rejuvenated these concepts too. Graphical presentation of teaching our goal as a teacher and limitation were explained fabulously." Comparing basic and scaffolding interpretation was like a footprint. Teaching literature is teaching language "and so are we to work for all the challenges in life. The second speaker for the session i.e. Dr. Margaret spoke on Identity and orality in Mizo Narratives was emphasized with detailed power point for us to glance the depth of how significant it is in terms of Language and Literature. Korean dimension of power was explained beautifully linking it to various aspects during those times like the notion of the colonial missionaries, limit of censorship vote unquote and how it has been applicable to the missile domain of oral tradition. As a teacher I will interpret a point that made me ponder is that one's identity sets a footprint on another identity and this makes a remarkable path for us linked to things and future generation to go through along with these factors. The third speaker i.e. Dr. Reddy with the session on practices and role of the teaching learning English and postulate adjustments as well as make learning more inclusive natural and enjoyable. Innovation is something that has already been invented whereas inventing new, be it a process, practice or a device examples were fascinating of how you built critical thinking of how things were replaced from past generation be a telephone or a mobile etc. Whereas an example of innovation was Nokia replaced the landline. From basic concept you took us innovatively to what was and is not touched so far. Menti.com made me think about my B.Ed. procedure how we revised lessons and discussed matter and put in our views, that's how learning takes centre side. As a teacher I will take in one quoted sentence from sir i.e." Language learning happens not as a





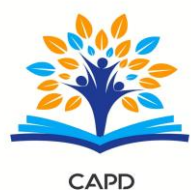
result of the presence of the teacher but the learners it's indeed the sum total of the cooperative activity of the stakeholder one should understand. Thank you Kaash Foundation and your enthusiastic team along with CAPD and ELT@I for enlightening many minds and words will be nothing to compare your teaching and dedication in deliberately empowering our minds with knowledge of English language and literature.

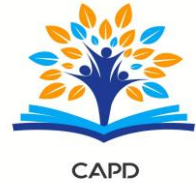
NAME: Dr. Vishakha Masurkar

EMAIL: vishakhamasurkar2013@gmail.com

INSTITUTION: Rani Durgawati Government College Paraswada District Balaghat Madhya Pradesh

FEEDBACK: आज का व्याख्यान कार्यक्रम बहुत ही अच्छा, ज्ञान वर्धक एवं सराहनीय रहा ,वर्तमान परिस्थितियों में जहाँ सभी एकत्रित नहीं हो सकते वहाँ इस प्रकार के कार्यक्रमों का आयोजन हर्षवर्धक हैं आज की व्याख्यान माला में सभी व्याख्याताओं के द्वारा विस्तृत रूप से अपने ज्ञान का संचार किया गया और उनके व्याख्यान से हम लाभान्वित हुए हैं प्रोफेसर माग्रेट मेम के द्वारा दी गयी जानकारी से हमारे ज्ञान का विस्तार हुआ है एवं हमारी जानकारी का स्तर बढ़ा है सर जेसन एंडरसन के द्वारा दी गई जानकारियाँ हमारे लिए लाभ दायक सिद्ध हुई हैं वर्तमान समय में यह जानकारी हमारे लिए लाभ दायक है जेसन एंडरसन सर द्वारा दी गई जानकारियाँ विस्तृत रही हैं एवं सर द्वारा who I am, who are you? की जानकारी दी गई जो मूल्यवान थी एवं सर द्वारा Proficiency gap की जानकारी दी गई जिससे हमारे ज्ञान का स्तर बढ़ा ..हैं हमें बहुत ज्यादा जानकारी मिली है पंजाबी मेम द्वारा दी गई Research paper and journal की जानकारियों से हमारे ज्ञान का स्तर बढ़ा है आरती





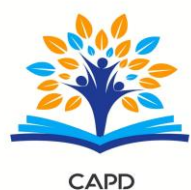
ਪੰਜਾਬੀ ਮੇਮ ਦੁਆਰਾ ਪ੍ਰਾਧਮਰੀ ਔਰ ਸੇਕੇਂਡਰੀ ਰਿਸਰਚ ਕਿ ਜਾਨਕਾਰਿਯਾਂ ਦੀ ਗਈ ਜਿਸਸੇ ਹਮਾਰੇ ਜ਼ਾਨ .ਏਵੰ ਵਿਕਸਿਤ ਕਾ ਵਿਕਾਸ ਹੁਆ ਹੈ

NAME: Nanda Srichand Makhija

EMAIL: nandamakhija@gmail.com

INSTITUTION: SNBP GROUP OF INSTITUTES PUNE

FEEDBACK: Thank you very much for today's wonderful session. Today is a special day because I have increased my knowledge about so many different aspects manifold. I thank the organisers for arranging such educative and informative sessions. All the speakers today we're masters in their special respect. The programme went on very smoothly with only few technical glitches. The first speaker, Mr. Jason Anderson rightly pointed out in his topic - Text Interpretation: India's Hidden Pedagogy - Indian students are unaware of foreign culture hence how can they study a poem by Tolstoy wherein snow is falling. He rightly pointed that Recitation, Explanation and Dictation is followed by many Indian teachers. He has very intelligently proposed the scaffolded Text Interpretation which will lead the students gradually towards development and independent reading. The second speaker, Dr. Margaret L Pachuau shed light on the native Mizos, how they are still struggling for their identity. She narrated legends, and spoke a similar thought as of Gayatri Spivak...can a subaltern speak? The third speaker, Dr. Reddy was absolute pleasure to listen to. He very clearly explained the difference between innovation and invention, Teaching and training. According to him the National Policy 2020 has brought in some good things for the college students. Thank you, organisers and the speakers, once again for the insights.





DAY 6: 29TH AUGUST 2020

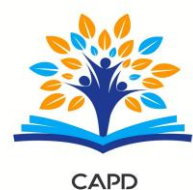
**DR. RADHAKRISHNAN PILLAI, ANAND NEELAKANTAN
AND DR. PROTIVA RANI KARMAKER**

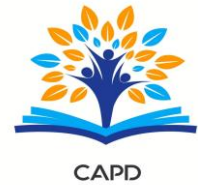
NAME: Miss Snehalata Vishwanath Vanve

EMAIL: snehalvanve343@gmail.com

INSTITUTION: School

FEEDBACK: It was knowledge session. It was extremely helpful to understand the basic conflict management options. Applying these to a specific issue that I am dealing with helped me get past a big hurdle. Thank you! The workshop provided some very concrete and easy-to-follow tools for evaluating the other person's stake in the conflict and working toward a solution. Quality of the content was excellent. It was a nice balance of theory and practice. I feel confident in applying this approach to different situations that come knocking at my door. I appreciate the concise handouts that can be used for future reference as we face challenging situations. Thanks so much for your very valuable training. I really enjoyed it, and appreciated that you made it fun! I feel much better prepared to deal with uncomfortable issues. Thank you for your wisdom, experience and personable presentation. It exceeded my expectations. The materials provided really helped put conflict resolution and good communication skills into perspective for us. They are simple, easy to follow and practical tools for us to use in our work lives. It was very helpful to understand how conflict escalates, and how we can better manage our own responses. This training helped me identify clear, do-able next steps toward resolving my own workplace conflict.





NAME: Rahul Kumar

EMAIL: kumarrahul94134@gmail.com

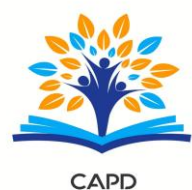
INSTITUTION: Central University of Rajasthan, Ajmer

FEEDBACK: I believe that the problem is further exacerbated by the traditional versus progressive binary which finds articulation in the texts, because the traditional view emphasises—perhaps too much—that experience leads to better teachers, and the progressive binary focuses overwhelmingly on how the skill of teaching can be taught through training. Nevertheless, we do know that experience plays a crucial role in teachers' expertise, as teacher education. If we use theory as an explanatory, generalised, systematic, and transmissible way of thinking about what teachers do in classrooms for children to learn better, this view dramatically underplays the practical aspect of teachers' work. Dunne (1997) articulates this problem in terms of everything essential to teaching being 'disembodied' from contexts and traditions, and the problems of teaching being solvable by a 'third-person' analyst. But just as children's contexts are varied, so too are teachers' contexts, classrooms and schools, and to focus on teacher's ability to navigate these landscapes we must also then focus on this practical aspect and the role of teachers' experience.

NAME: Shweta Awasthi

EMAIL: shwetaawasthi.ghv@gmail.com

INSTITUTION: Goldcrest High, Vashi





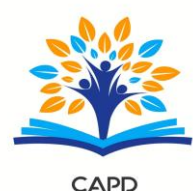
FEEDBACK: Today's program was really thought provoking and it addressed the basic underlying problem. It highlighted the importance of teaching vernacular languages that is knowledge should be imparted in Vernacular languages to strengthen the semantics and concepts in the learner's initial formative years. We are focused on rote learning rather than concept building and problem solving. The benefit of teaching of vernacular language is to heighten the involvement of learner to make them comfortable so that they understand the things as he/she is able to relate the concept from his or her immediate surroundings. This is crucial for cognitive development. A thought-provoking lecture and good food for thought who are at helm of decision making. If we aspire to escalate on the ladder of quality education, we should change the flawed method which hampers creativity rather stifle it and this leads to rampant unproductive mediocracy generating unemployment and social unrest. Quality teaching is very crucial to achieve desired goal.

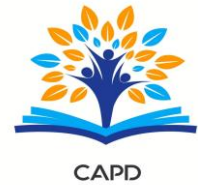
NAME: Nilkanth Vishnu Chakradhari

EMAIL: nilkanthchakradhari@gmail.com

INSTITUTION: Hon. Shri. Annasaheb Dange College, Hatkanangale

FEEDBACK: Today's session was excellent; the resource persons have presented the topic excellently. The knowledge of the resource persons was superb. The resource person has presented the topic with its need and its use in the field of language and literature. The organizers had provided such a platform to get the knowledge and update the knowledge at the international level. We are lucky to have such an opportunity for us. And the organizers had provided resource persons





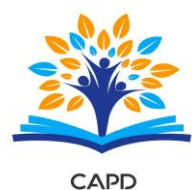
at the international level. This is a great opportunity for the research scholars who want to pursue their research in language and literature. This workshop will definitely help the research scholars to pursue their research. The resource persons have given the new dimension for the language and literature. It will really help us in the near future for research and academic development. The organizers had provided such a platform for the faculties to gain the knowledge and listen to the resource persons at the international level.

NAME: Doppalapudi Subba Rao

EMAIL: subbarao.mlec@gmail.com

INSTITUTION: Malineni Lakshmaiah Women's Engineering College

FEEDBACK: The program is useful to update my methodology of teaching and it brings me a lot of information that benefits in the field of Engineering. The presenter's ideas of the topic are relevant to the new trends of language emerging in the field of English. He is apt in connecting his citations of the topic. English language and its status at global level was discussed clearly by the speaker of this day. As a participant I enjoyed the session learning new things from the speaker through this FDP program. I enjoyed the program very much and very thankful to Kaash Foundation for conducting such a great program from their organization as they facilitate really a wonderful presenter to share the content through this Program. Today's session academically supports an English teacher to know the emerging trends in the field of English Language Teaching. I am very thankful to the KAASH Foundation in this regard. The resource person today gave vent a lot of things about new trends of language emerging in the field of research.





NAME: Sonali Mahanta

EMAIL: sonali.mahanta20@gmail.com

INSTITUTION: JNU, New Delhi

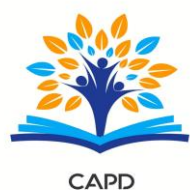
FEEDBACK: I would like to extend my heartiest congratulation to the organising committee to organise such educative sessions. It was well-conceived and apt executed seminar. I have absorbed a lot from the wonderful speakers invited by the foundation to share their knowledge and experience with the learning community. I am looking forward to such more seminars. So, that the learning process can be enriched and guides in proper direction to achieve desired academic goals. This seminar also provides a pathway to arrange such thoughts for near future. It has covered every nitty gritty of language teaching learning process. It has given due emphasis on the pedagogic goal and processes. Various theories and learning perspectives are also presented in an effective manner. It has talked about various methodology involved in pedagogical practices. There is always involved a reason for someone to choose a specific career. Hence, this webinar clarifies language education as discourse of knowledge to the interested learner, who wants to pursue career in this field.

NAME: Dr Kuldeep Kumar

EMAIL: reportertyagi@gmail.com

INSTITUTION: Hindusthan Samachar News Agency, Meerut UP

FEEDBACK: The speakers, who came to this faculty development program organized by Kaash Foundation, gave an unprecedented increase in knowledge





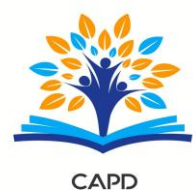
through their powerful speech. Speakers gave a very good information about the changes coming in the education sector. In Indian culture, while the great men like Swami Vivekananda added a new colour, the whole world was made aware of the untouched aspects of Indian culture. Chanakya's ideas in ancient India emphasized coordination between the state and the people. The economics text '*Arthashastra*' written by him remains classical even today. Even in modern times, there are changes taking place in society. The only need is to recognize their strengths and develop them anew. Kaash Foundation has done important work for teachers and experts in other disciplines by organizing this type of faculty development program. Not only hope, but I am confident that the Foundation will continue to organize such excellent programs in future also. With this, teachers will also be aware of the new changes coming in the education world and they will be able to use them in the all-round development of children.

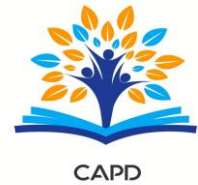
NAME: Surya P. Nair

EMAIL: nairs5195@gmail.com

INSTITUTION: Govt Arts & Science College, Nadapuram

FEEDBACK: It would be fair to say that most of the calls in recent years for greater inclusion of critical thinking activities in the language classroom stem from two prevalent notions. One is the idea that education needs to get its priorities right: to spend less time training students for tests of knowledge and start stimulating them to think for themselves. The other notion is that we live in an age of misinformation in which only the critically minded can avoid manipulation or slavish conformity. These are both valid points. The unfortunate thing is that they





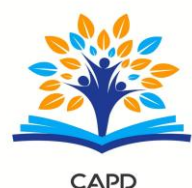
tend to lead to a narrow application of CT in ELT materials: that is to say, the analysis of texts and evaluation of the ideas expressed in them. For us, critical thinking had a more far-reaching relevance to language study. If, as we argue in the book – and as most people would probably agree – CT is a mindset or a global approach to learning rather than simply a box of tools to be used and put away again, then it must inform every aspect of language study. What's more it must affect every level, from beginner to advanced. And it must have a place in every lesson. Essentially, critical thinking activities are those parts of a lesson or exercise that require a learner to enquire more thoroughly about language or ideas in order to achieve a better understanding, to ask, 'What is really going on here?' For instance: in grammar, to ask how this structure is different from that one; in vocabulary, to ask what the limitations of a particular word are; in reading or listening, to ask if the author has used balanced or emotive language and in writing or speaking, to ask what the reader or listener knows already about the subject.

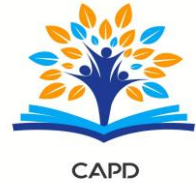
NAME: Darshana N. Pachkawade

EMAIL: dpachkawade@mes.ac.in

INSTITUTION: Pillai College of Engineering, New Panvel

FEEDBACK: The first session started with Dr. Protiva Karmaker speaking on Transfer of learning by TELL. She commented on the Autonomy -moving focus from teaching to learning, taking charge of own learning by learners. It needs technology, sufficient computer literacy, good communication with peers. Current available tools of learning- institute's server- zoom, Google Classroom, Face book, YouTube, professional networking sites le Dakaties. She brought out the Impact of



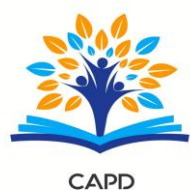


TELL on the poor families, as catastrophe; define fate of students, psychology of students, missing interaction, friendship, etiquette and social skills. The second guest of honour Dr. Radhakrishnan rightly called as Chanakya Pillai by Dr. Geeta Ajit very nicely started his sharing with the comment on *Paristhiti* and *Manasthiti*. He commented on the teachers and the future of teaching. Lots of changes will occur in teaching and in education in future. The education system as well as the students will also change. So, teachers should be thinkers. Global education is free now due to technology irrespective of time and place. Teachers should adopt technology. But it's just a platform, it cannot replace teachers. Content comes from teachers only. Dr. Radhakrishnan spoke in detail about the three things the teachers should do. The first is - the teachers should be researcher. Today students are over informed. They know better than their teachers. So, teachers should go for value addition. Google search is not research but only information gathering. Students actually require insight not just information. Teachers should develop insight and foresight. Second thing - teachers should be writers working as role models for their students. Third thing - teachers should be promoters, promoting yourself. Be popular for right reasons. Make world know your excellence. The FDP came to an end with the valedictory ceremony. It was indeed a very useful, effective and interesting FDP. Congratulations to all the organizers for this wonderful event.

NAME: Mr. Yogesh Vitthalrao Kshirsagar

EMAIL: yvkskshrsagar@kkwagh.edu.in

INSTITUTION: K. K. Wagh Polytechnic, Nashik, Maharashtra





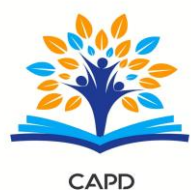
FEEDBACK: This has been an absolutely amazing & enlightening faculty development program. I was not sure how the whole English language and literature thing would have to be worked out in such an effective way; but I was astounded at the difference it made to thought/emotion/cravings in the activities we undertook over all days through self-explanatory sessions. I had the opportunity to be the “guinea pig” for attending the faculty development program doing and “WOW”!!! It certainly identified an issue that I had carried for many programs and we seem to have dealt with it in session – thanks so very much all the organizing team members!!! Highly recommend the FDP Program to everyone who is open minded to different views and to giving it a go.” Totally enjoyed and learned a lot in a comfortable environment. The style and the knowledge of all the presenters, was totally amazing. The techniques personally healed and helped me to get over some of my doubts about various concepts on Teaching and learning of English language and literature. The program was an experience in itself, unlike any other FDPs (which I have had regularly attended). It is easy and enjoyable and deeply powerful. Glad to know this teaching. I would be happy to be with Kaash Foundation once again in future. Thanks a lot!

NAME: Dr Durgesham Guntipalli

EMAIL: gdmndhoolmitta@gmail.com

INSTITUTION: UCE OU Hyderabad-7

FEEDBACK: Very interesting sessions and I am very grateful to ELTAI. All the resource persons dynamic, stalwarts and their scholarly thoughts and experience are really very interesting and impressed. Their contributions are highly appreciable.





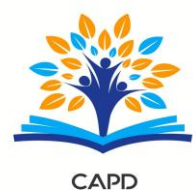
They shared empirical examples through interactive, informative, involvement, enriching sessions. You have proven the team spirit towards successful completion. It was excellent, well organized. Congratulations ...Team. Thank you, sirs/madams. Kaash Foundation once again stood before the participants as an ideal organization in having such a wonderful team and managerial abilities. Hearty congratulations on the successful completion of this 3rd international FDP.

NAME: Dr. Rajani Shivajirao Patil

EMAIL: rajanipatillvh@gmail.com

INSTITUTION: Arts, Science and Commerce College, Harsul

FEEDBACK: Over the years, many of us have personally experienced the growth of technology in today's classrooms. Instead of taking notes, students are now occupied by surfing the Internet, scrolling through Facebook, and messaging their friends on their smart phones, tablets, and laptops. Instead of focusing on the instruction, teachers are constantly required to interrupt class in order to remind those students again and again, that class time is for learning, not texting. However, as today's students are using more technological devices, it is imperative that teachers have access to the resources to keep pace with the growing tech culture. The use of smart phones, tablets, and other tech items in the classroom do not necessarily have to have a negative impact on student achievement. On the contrary, the increasing accessibility and growth of technology presents teachers with the unique opportunity to take advantage of those once distracting gadgets, and use them to facilitate academic achievement in new and innovative ways. In this capacity, teachers do not need to be constantly fighting for student attention,





but can freely accept it, by introducing a new educational environment that will automatically encourage student participation. Below are some resources that teachers may find useful when attempting to implement technology into their classrooms, separated by 5 common areas that are increasingly important for teachers, and for an effective learning environment—Organization, Project Based Learning, Class Management, Presentations, and Assessment.

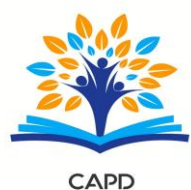
NAME: Bindu Ann Philip

EMAIL: binduannnaveen@gmail.com

INSTITUTION: St Mary's College, Thrissur

FEEDBACK: Critical thinking was the topic that attracted me the most. The way you look at things always should be with the better perspective. The critical attitude of the reader gives new views in literature. When we evaluate a student work we should clearly tell the students how they can improve the areas. Clear instructions should be given so that the students get a clear idea of how to proceed and where they should be led. The points should be organized in such a way that the whole point will clear to the audience. Also, we should be able to write and express to the larger audience so that our ideas and experiences will teach the larger audience. The teachers have a great ability to teach and convince so that we can use the same thing in our writings. The more we write the better will be our power of expression. The clarity of thoughts can be achieved only through repetitive usage of certain ideas. Through this discussion on writing we come assume the reality.

NAME: Varsha Jogalekar





EMAIL: jogalekarvarsha@gmail.com

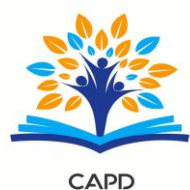
INSTITUTION: Watumull Institute of Electronics Engineering and Computer Technology

FEEDBACK: The first session today was informative and threw light about how language teaching is happening in Bangladesh and what the government is doing there to ensure accessibility to students who cannot afford it. This is really commendable. As expected, the star of the show or rather the FDP was Dr. Radhakrishnan Pillai. He never ceases to amaze with the lucidity and straight forwardness. His talks are always fantastic and leave a long-lasting impression on minds. But today's session was truly profound. What he said today was so apt and relevant. It was a wakeup call to the teaching fraternity. We have to practise critical thinking and engage in research as a routine. It was a very inspiring and enlightening session. I would like to hear him more on such platforms which are meant for the teaching fraternity. Meeting Mr. Anand Neelakantan was a privilege. He raised a few pertinent issues. It is true that most of us and our children are not very well versed with our own literature. It is a sad state but we cannot undermine the importance of English. Now coming to the FDP; it was a very engaging and enriching programme. I enjoyed all the sessions. I would definitely like to be part of the net event you organize. The FDP was well organized with minimum of technical glitches. Thank you Kaash and ELTAI, Mumbai.

NAME: Ajith K

EMAIL: ajith.animaster@gmail.com

INSTITUTION: Amrita Vishwavidyapeetham, Kochi





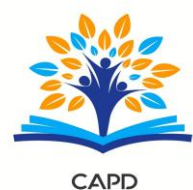
FEEDBACK: The session was thoroughly enjoyable and highly informative. In line with previous sessions, the fifth day of Kaash foundation's international FDP had resolved several doubts that were surrounding language teaching. During these COVID days, it was necessary to have such a session that gives valuable insights about the area of study. While most other sessions mop up in one or two hours, a series of sessions that runs into three hours, is something that would inspire the spirits of scholars, who have almost lost the purpose. As far as webinars are concerned with, these times needed more initiatives, especially in ELT. What I found interesting in Kaash FDP is that it featured eminent speakers from various countries, thereby giving multiple perspectives about the issue. One of the most highlighting features of Kaash FDP, which I found was that, each of the sessions had multiple speakers, sharing their experiences related to various fields of study. Now, this is enough to provide a short overview of all the areas of study.

NAME: Namrata Markan

EMAIL: namrata.markan@rh.balbharati.org

INSTITUTION: Bal Bharati Public School Rohini Delhi

FEEDBACK: The sessions today were very useful and thought provoking. To begin with, the entire idea of teacher as a thinking person makes so much sense. The entire process of teaching and learning is very pragmatic and needs regular introspection. Another takeaway was the importance of critical thinking in the present times. Education demands us to strive to create creative and critical thinking to make learning more effective. Also, there were useful takeaways. The decision taking capabilities are also important. We as educators have to move ahead





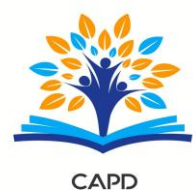
and beyond marks. Marks have become the means to an end process. We must break the cycle. Mr. Anand gave insights into stories and how they talk of mythology and reflect our culture. The stories are reflection of long drawn battle between the opposite energies. It was highly appreciated that he deliberated on the aspects of mythology and how perceptions make hero a hero and a villain a villain. Reference to Ramayana and other mythological books has also given new insights. Overall, very helpful sessions

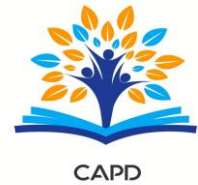
NAME: Runa Shajeev

EMAIL: runashajeev@gmail.com

INSTITUTION: Sagtish Pradhan Dnyanasadhana College

FEEDBACK: Dr. Protiva Rani's talk on Technology Enhanced Language Learning, successful integration of TELL in learning classes...was quite interesting due to her personalised style of involving a lot of personal experiences...Dr. Radhakrishnan Pillai's highly motivating talk on Teaching and Teachers, has been a refreshing change from the otherwise didactic sessions. His insightful talk was interspersed with a lot of wit, emphasised on teaching thinking, research, keeping the students interested in these challenging times, and the significance of writing every single day, upgradation of knowledge. Most pragmatic of ideas in all the six days of the FDP. The depth of his knowledge and his genuine interest to get the teaching fraternity motivated, was the best...Anand Neelakantan presided over the valedictory session and gave a completion to the entire FDP with his ideas about writing in English as a second language, Indian mythology, and diversity in Indian culture, making of mythological movies and scripts. Overall, a very engrossing





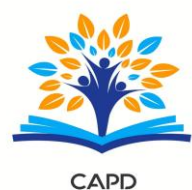
session on writing. Finally, at the end of this week-long FDP, one is enriched and equipped with many insights on pedagogy which will go a long way in developing better educators.

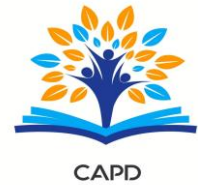
NAME: Dr. Shampa Malhotra

EMAIL: shampa.malhotra@gmail.com

INSTITUTION: Sri Sathya Sai Autonomous College for Women, Bhopal.

FEEDBACK: Very engaging and insightful sessions. The first speaker Dr. Protiva Rani Karmaker focused her presentation on TELL. She emphasized that teaching/learning is now gradually transforming from classroom setting to online setting. In the present-day scenario autonomy in learning is becoming significant, where the learner takes charge of his learning. For autonomous learning there are certain pre- requisites: accessible and reliable technology, sufficient computer literacy among learners and good communication skills, supported by peers. She also threw light on the available tools for teaching/learning. The second speaker, Dr. Radhakrishna Pillai is a powerful speaker, very impressive and captivating. His presentation was thought provoking. He started with what are the provoking. He teachers doing and what are they supposed to do? He underlined the fact that the future of education is very different. Teachers have to be researchers and thinkers. They have to gather knowledge from the best sources..... The message he left for the teachers: they should be updated with the best practices in their subject and field. Teachers should network globally. Ask students what they look for in the subject. Inculcate the habit of thinking in students. The third speaker Mr. Anand Neelakantan emphasised that we need to make English more Indian. Instead of





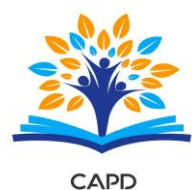
focusing on English Literature, we need to concentrate on Indian Literature representing the Indian setup, culture and tradition. I am thankful to Kaash Foundation for this wonderful FDP. It was really enriching.

NAME: Wairokpam Yaiphaba Chenglei

EMAIL: yaiphaba007@yahoo.co.in

INSTITUTION: Pravabati College, Mayang, Imphal

FEEDBACK: I would say the six days Faculty Development Programme organised by KAASH Foundation in association with ELTAI Mumbai Chapter is an epic in itself. I have been taking part in all the six days straight from Day 1 to the Day 6 (valedictory session). In all these days, it was so exciting and enlightening that I would call it 'ENLIGHTERTAINING'. Some of the speakers are very excellent and their presentation means a lot to faculty development process. Most interestingly, today's valedictory session has Dr. Protiva Rani Karmaker as Special Guest and her presentation was quite relevant to the present-day situation where we are surrounded by technology and it would not be wrong to say that we cannot live without them also. She has described everything in a simple manner. The first valedictory speaker, Dr. Radhakrishnan Pillai was quite extraordinary in giving presentations. He was so involved in the activity that I myself feel that we are participating in a real seminar. His conviction has aroused much interest in bringing vigour to the programme. His appreciation for organising such webinars was quite heart-warming. It was good to hear that he has completed writing about 20 books. His concern about the approach by faculty was very apt. His acknowledgement towards his teachers was a clear example to follow for the coming generations. The





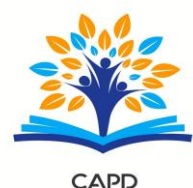
introduction or intervention of technology may bring a lot of changes in the field of teaching for which we need rethinking. I could not help but quote his lines, “Raja se bhi bara Rajaguru hota hain”. The second valedictory speaker, Anand Neelakantan, shared his experience about the English language. He has given his observation on the evolution of language in itself. I must say that it is a great opportunity to have participated this Six Days Faculty Development Programme for it has thrown me into the ocean of knowledge and guided me into the treasure house of several eminent personalities’ experiences. Thanks to KASH Foundation and ELTAI Mumbai and expecting more to come!!

NAME: Mr. Rolungmuon Inbuon

EMAIL: rlmuong4u@gmail.com

INSTITUTION: PG Dept. of English, Sibsagar College, Joysagar

FEEDBACK: Thanks, from the core of my heart to the organizer. You really have done a good job for not only students and teachers but to the entire humanity. I wish you all the best for your upcoming endeavours. The sessions during the FDP were enlightening. Resourceful persons were invited. Good and relevant topics were chosen. We have had excellent times of learning. As learning is a continuous process, I hope that Kaash Foundation would come up with new areas of learning in the future. I also hope to see resource persons from different countries across the world through you. It was a well-timed programme given the trying time we all are having during this pandemic Covid-19. Online programme is the most suitable one for this time. It was nice to see all the members of the organizing team working hard with sincerity and enthusiasm. Thanks to the resource persons from across the





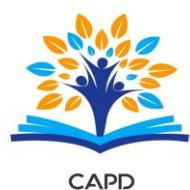
world. Through them we have had a good experience of globalization of our current time. I hope that my fellow participants would have been benefited a lot during this FDP.

NAME: Meghna Sudhir Borate

EMAIL: megsb1592@gmail.com

INSTITUTION: Department of English, University of Mumbai

FEEDBACK: Dear organiser, I would like to give feedback for the sixth and the final day of this Faculty Development Programme on Emerging Approaches and Trends in English Language and Literature organised by KAASH Foundation, Mumbai in collaboration with English Language Teachers' Association of India (ELTAI). The speakers for today's sessions were Dr. Protiva Rani Karmaker whose topic was Trends of Technology Enhanced Language Learning (TELL) in Bangladesh, the Guest of Honour Dr. Radhakrishnan Pillai, famously recognised for his masterpiece Corporate Chanakya and the Valedictory Speaker Anand Neelakantan. The experiences shared by all these three imminent speakers were really interesting and counterintuitive. The cumulative experience of this FDP has been satisfactory, especially loved Shobha De and Anil Dharker's talks. Other sessions radiated the new idiom in language's and literature's teaching-learning process, borne out of the ongoing pandemic. As a research scholar, I would have loved it if there were more perspectives and new waves of various literary theories and criticisms. Overall, I'm grateful to be a part of this FDP which was very well organised.



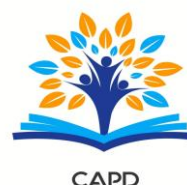
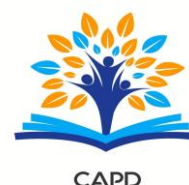


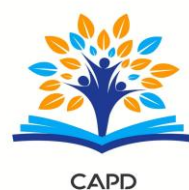
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KAASH FOUNDATION



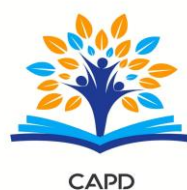
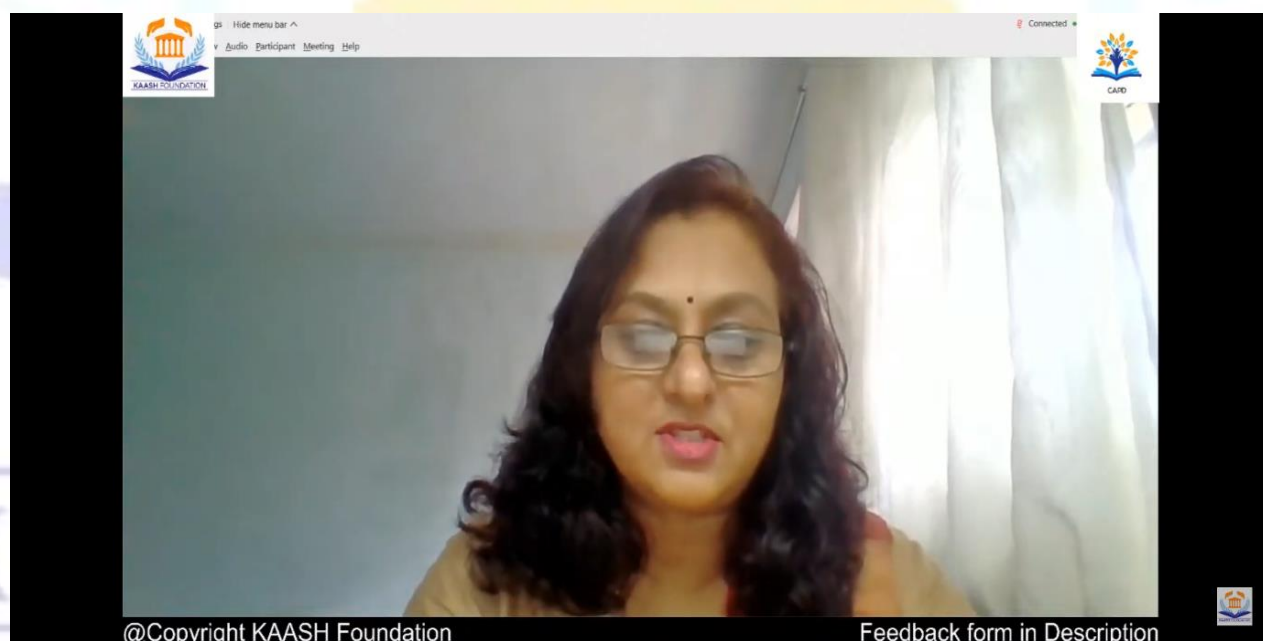
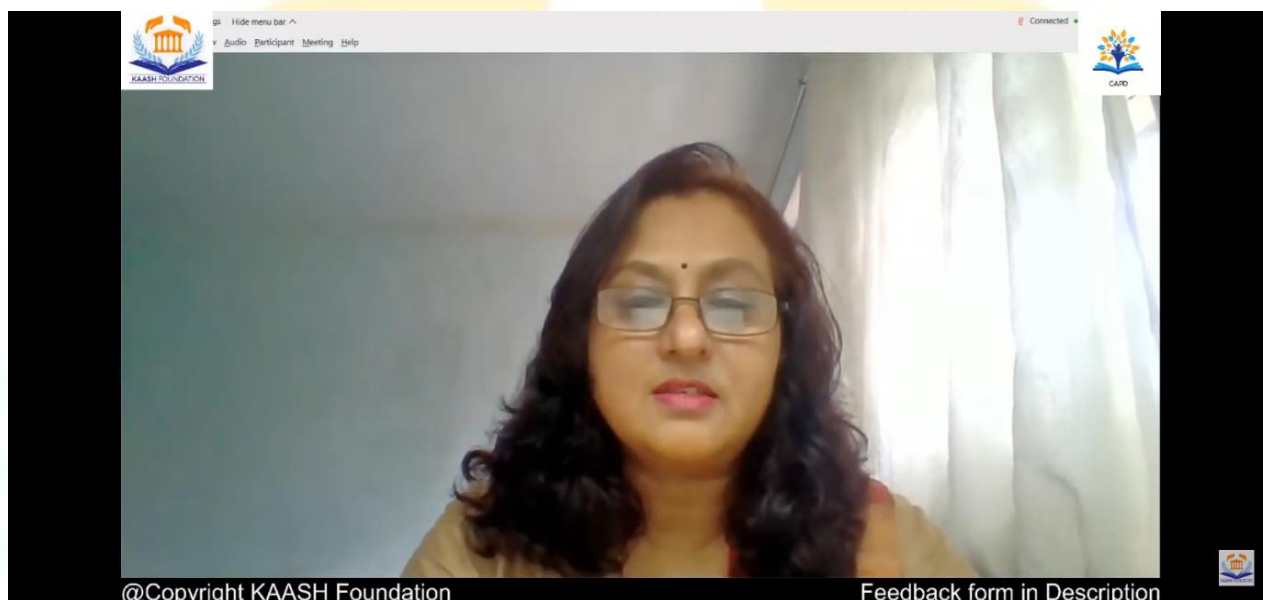


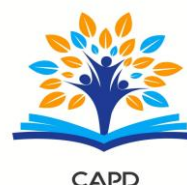
DAY 1: 24TH AUGUST 2020
INAUGURAL SESSION
Dr. Avkash Jadhav





Dr. Geeta Ajit



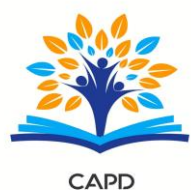


Dr. K. Elango



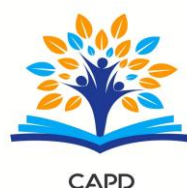
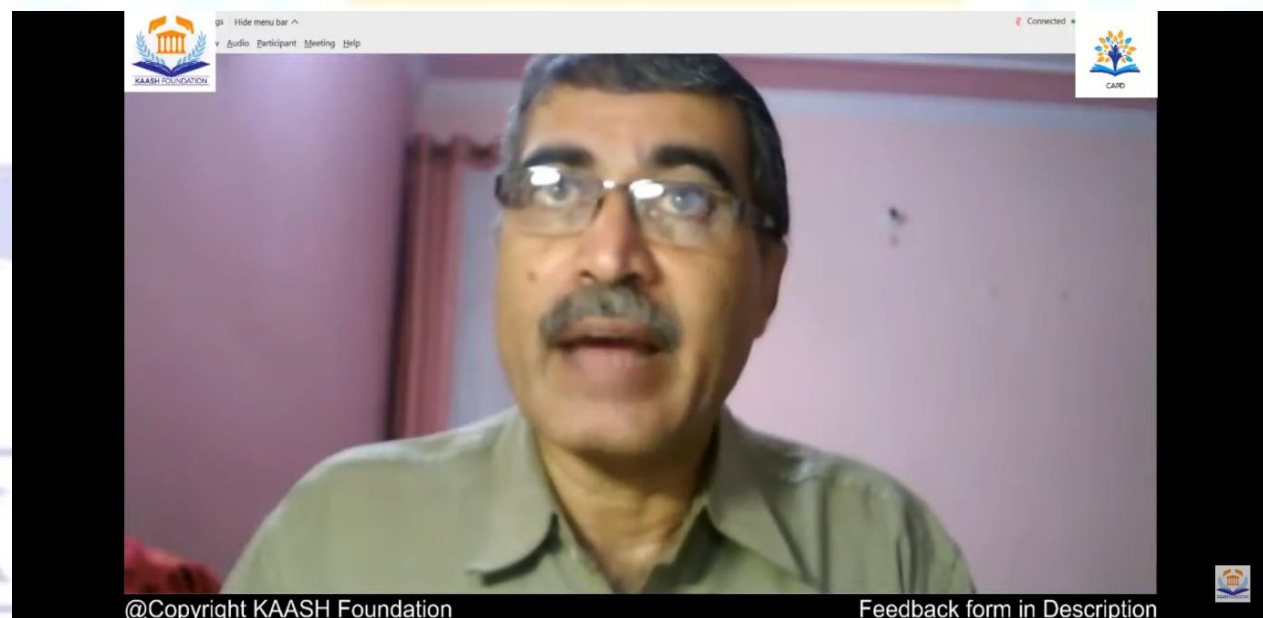
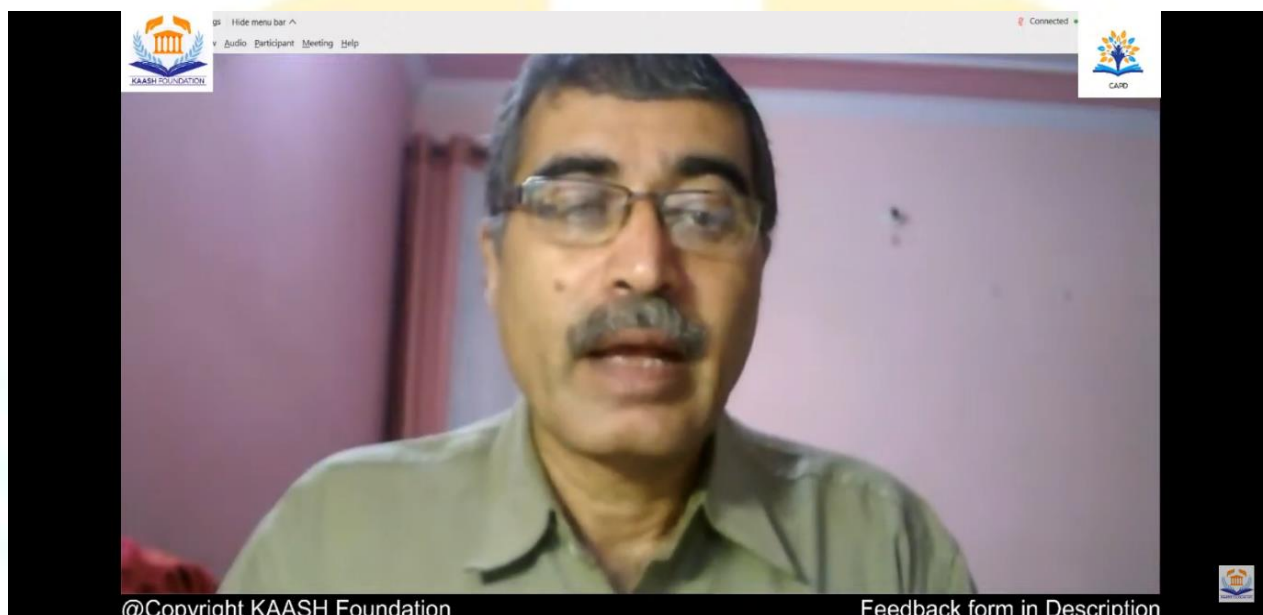


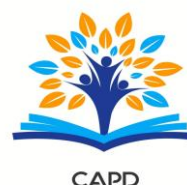
Dr. Ramkishan Bhise



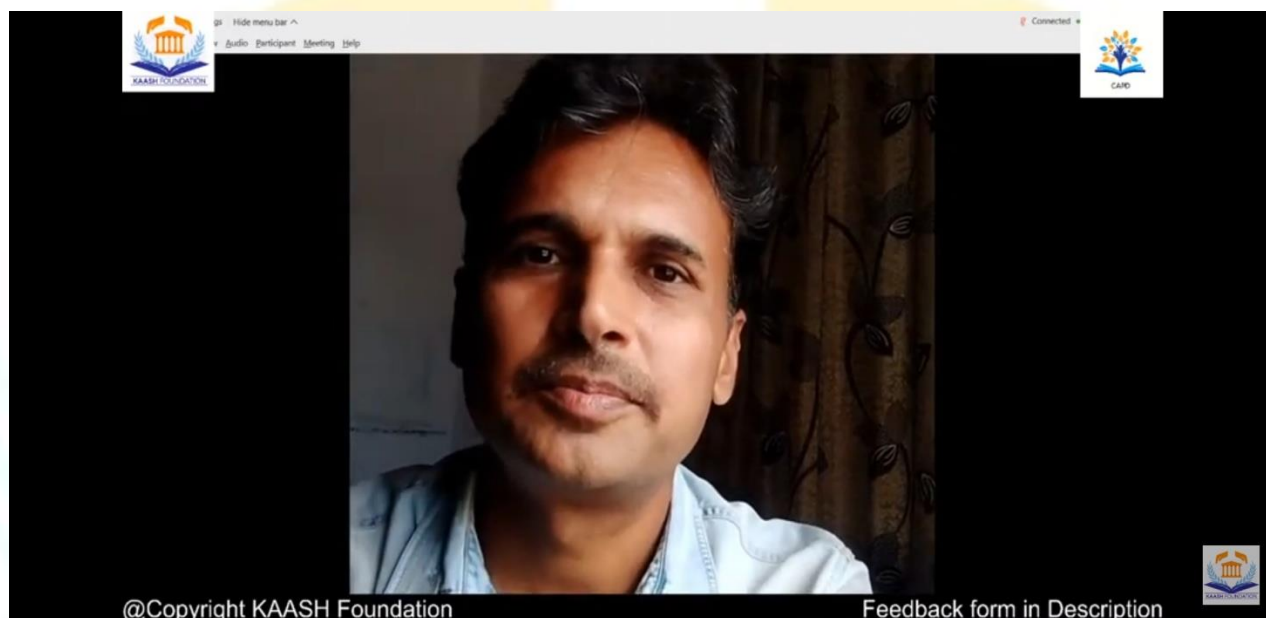


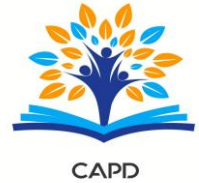
Dr. Sanjay Arora



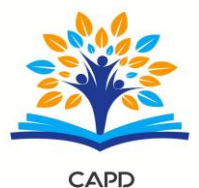


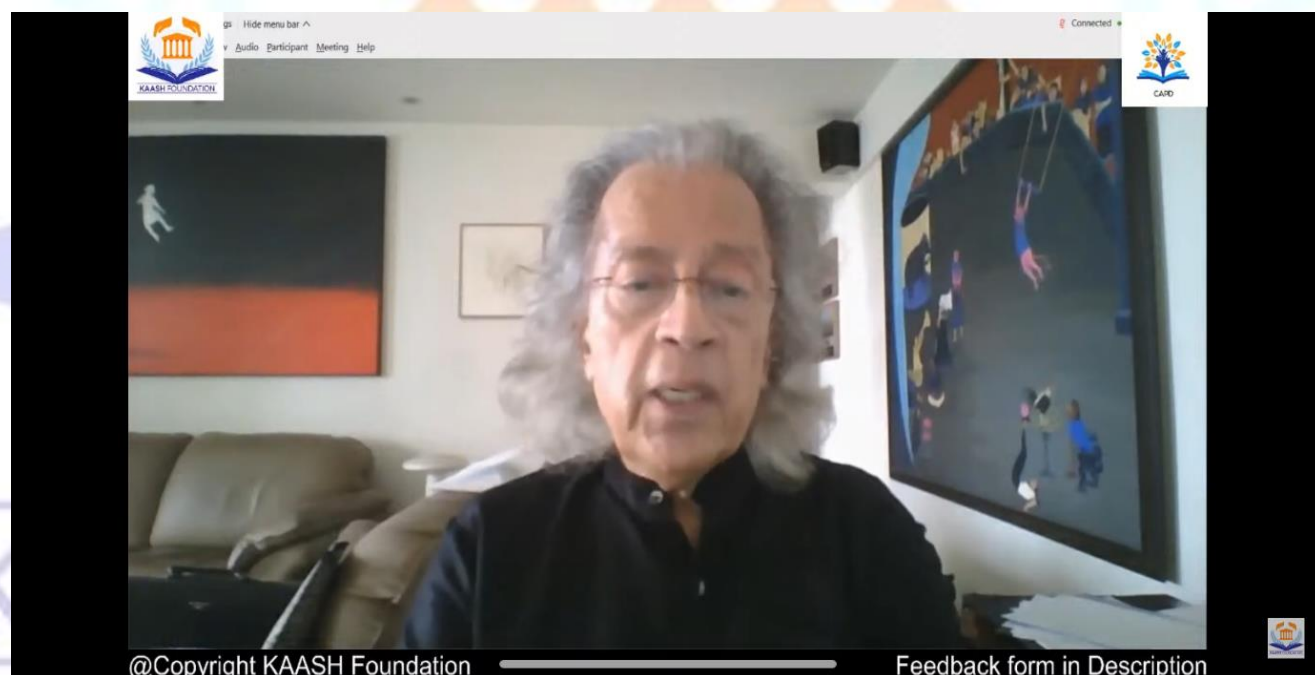
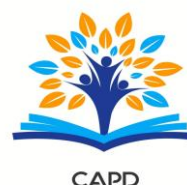
Dr. Sudhir Nikam

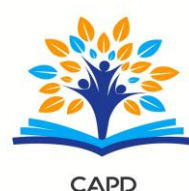
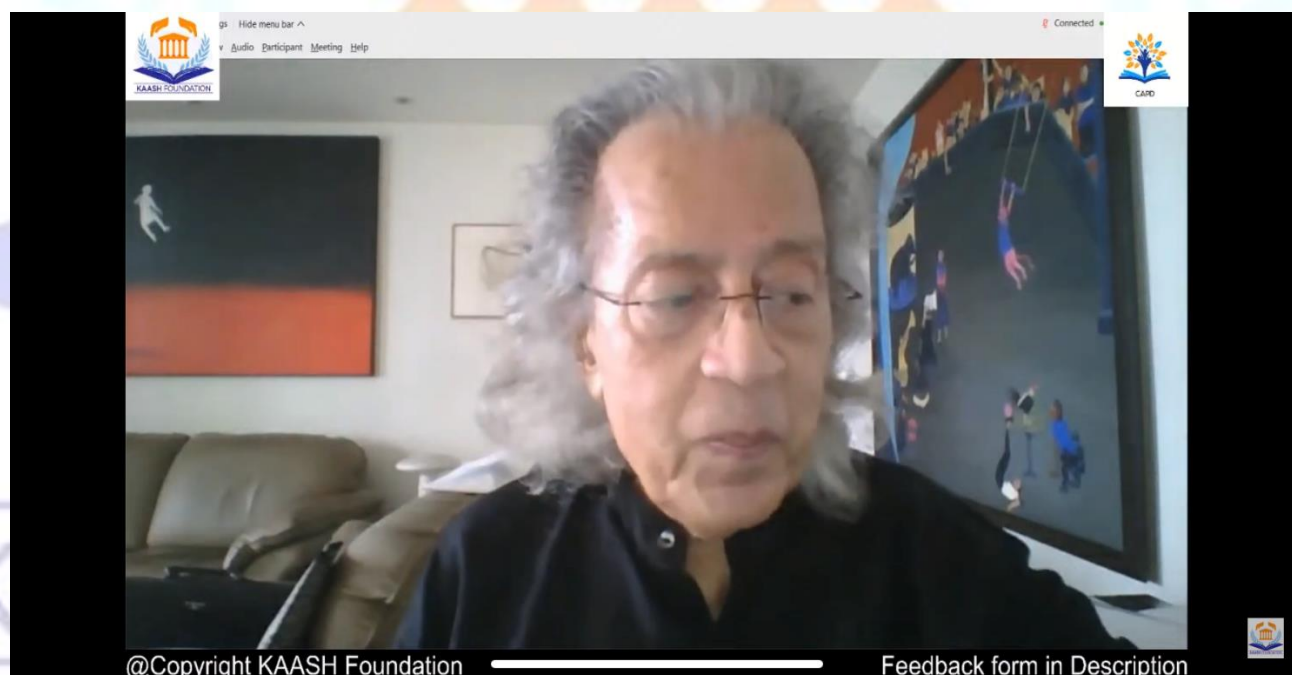
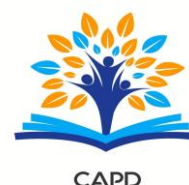


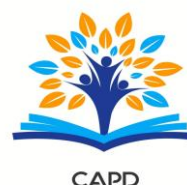


DR. AVKASH JADHAV IN CONVERSATION WITH SHRI. ANIL DHARKER (GUEST OF HONOUR)



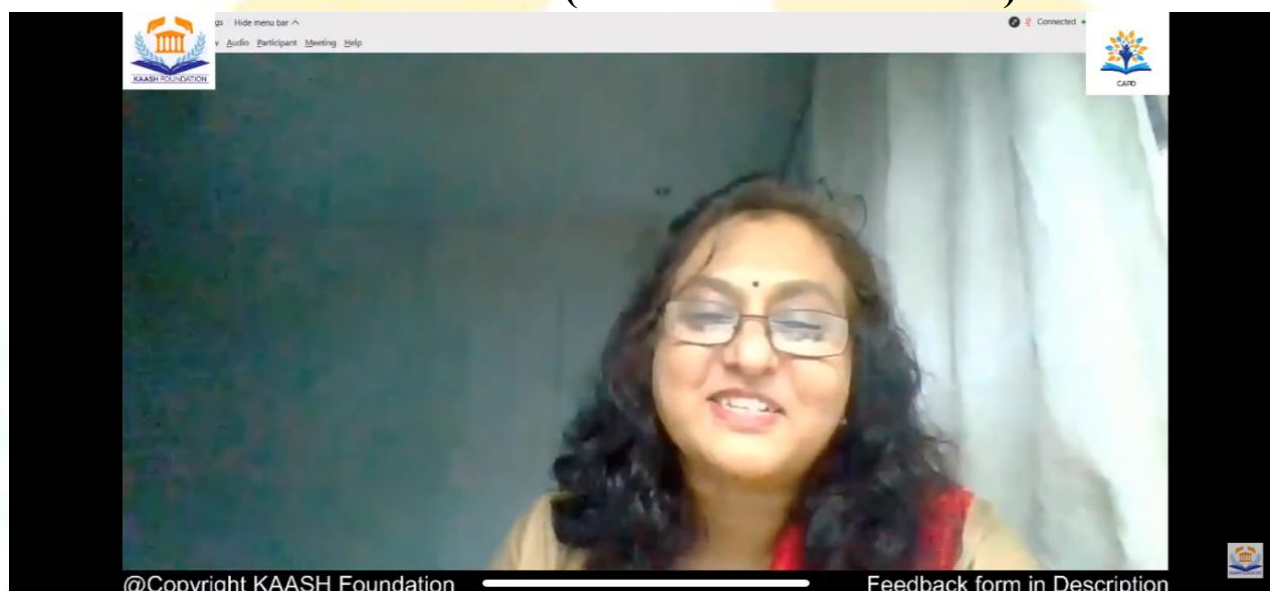


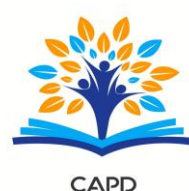
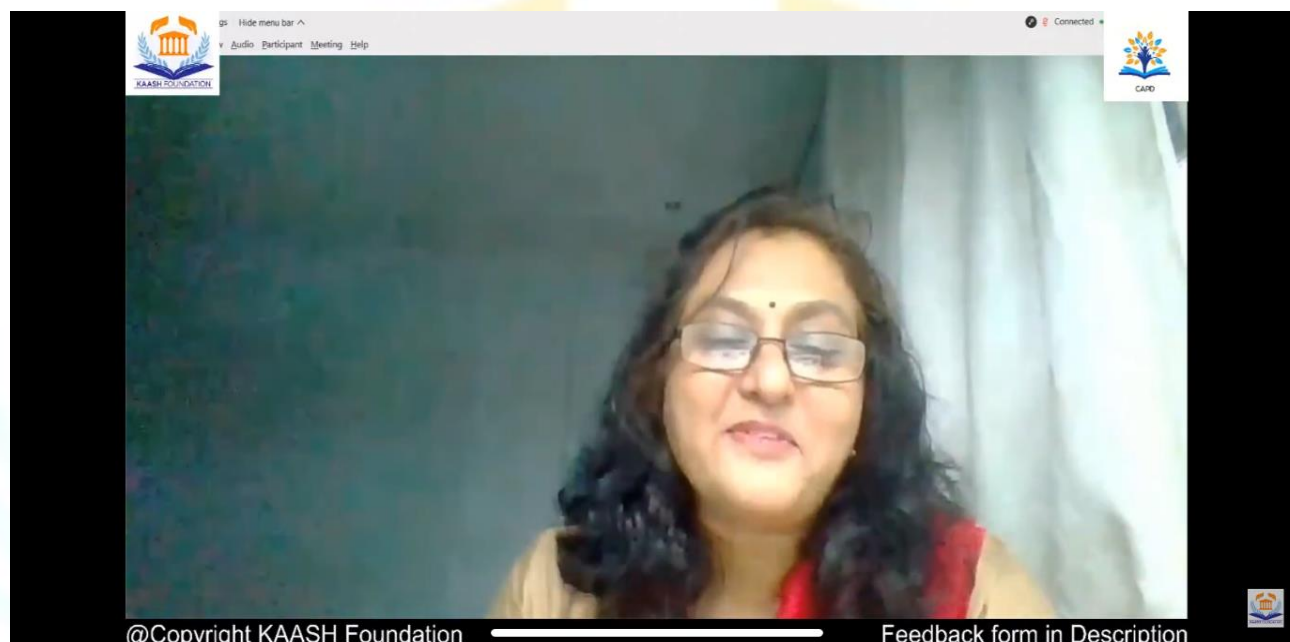


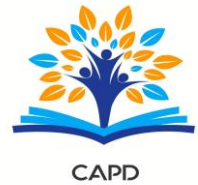




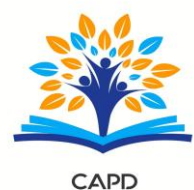
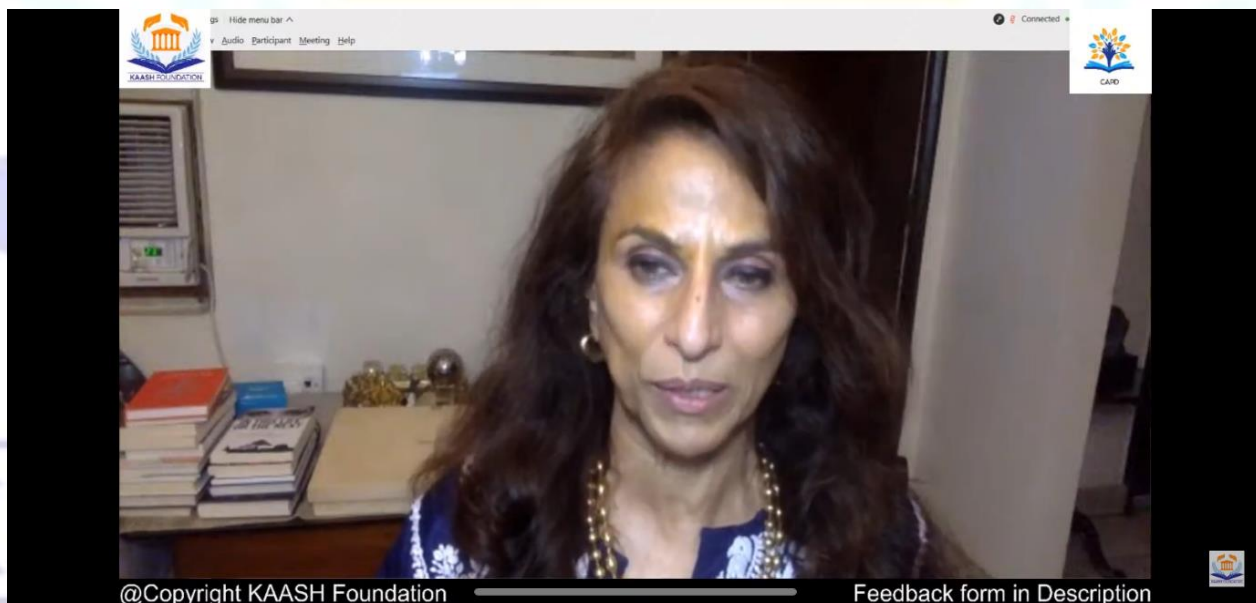
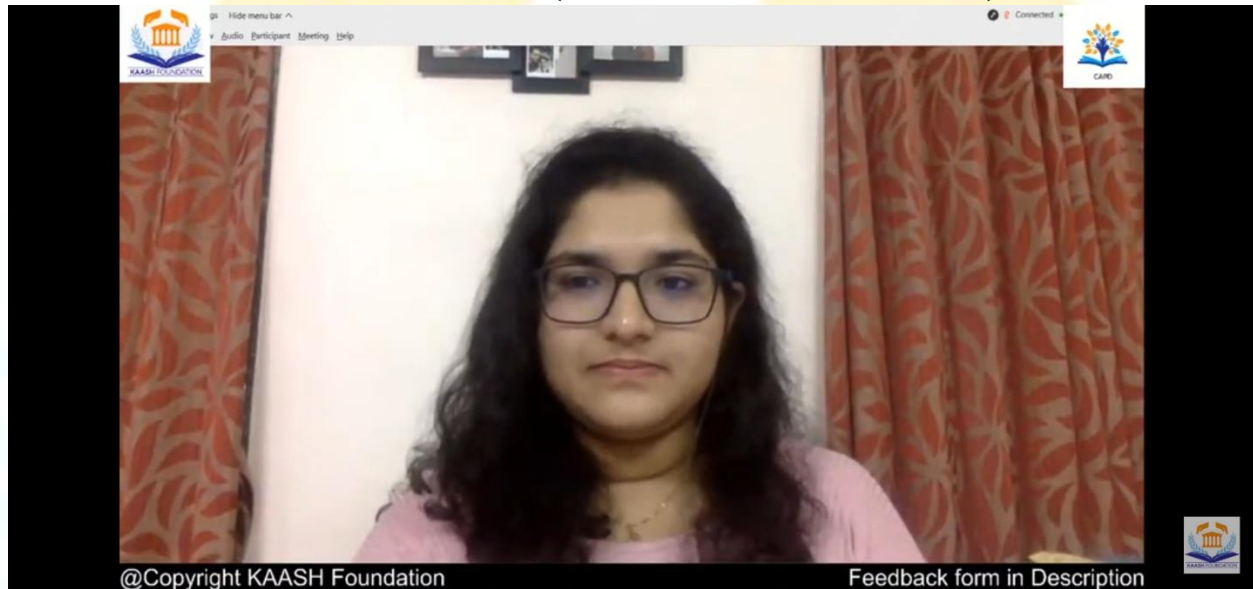
DR. GEETA AJIT IN CONVERSATION WITH SHOBHAA DE (KEYNOTE SPEAKER)

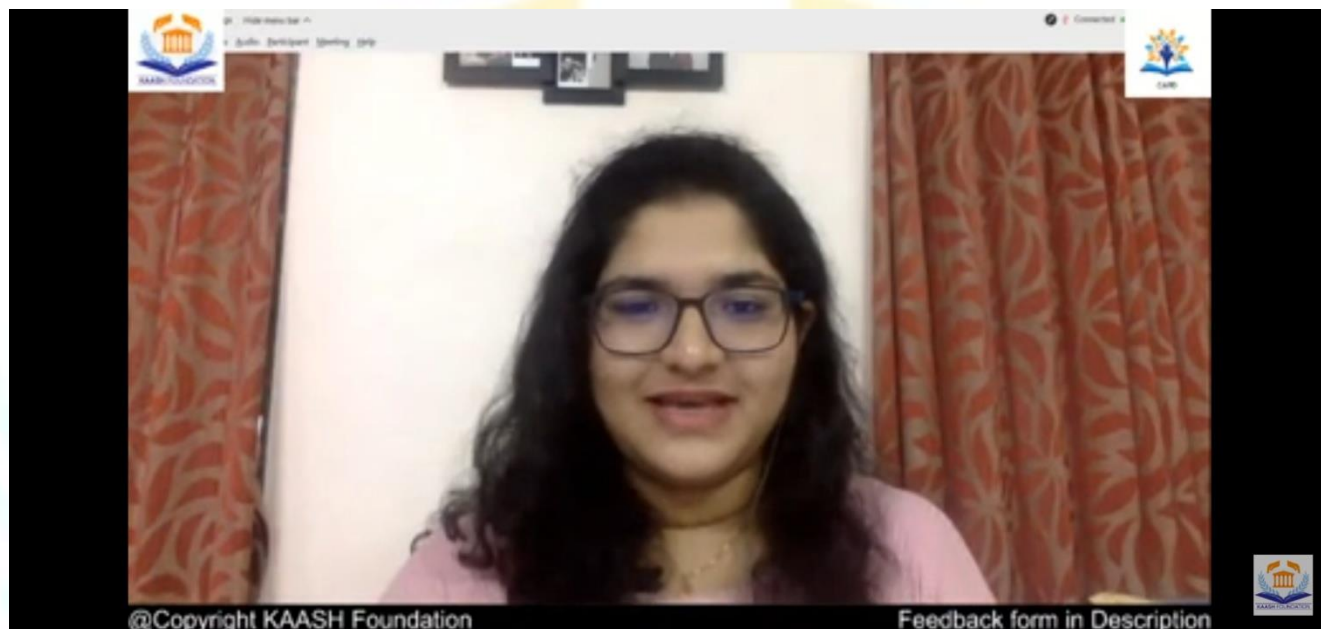
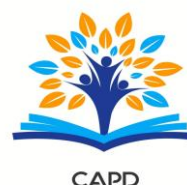


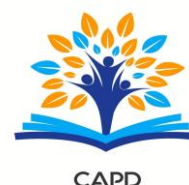




GAYATRI BELAPURKAR IN CONVERSATION WITH SHOBHAA DE (KEYNOTE SPEAKER)



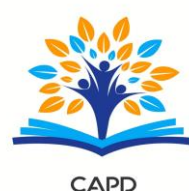
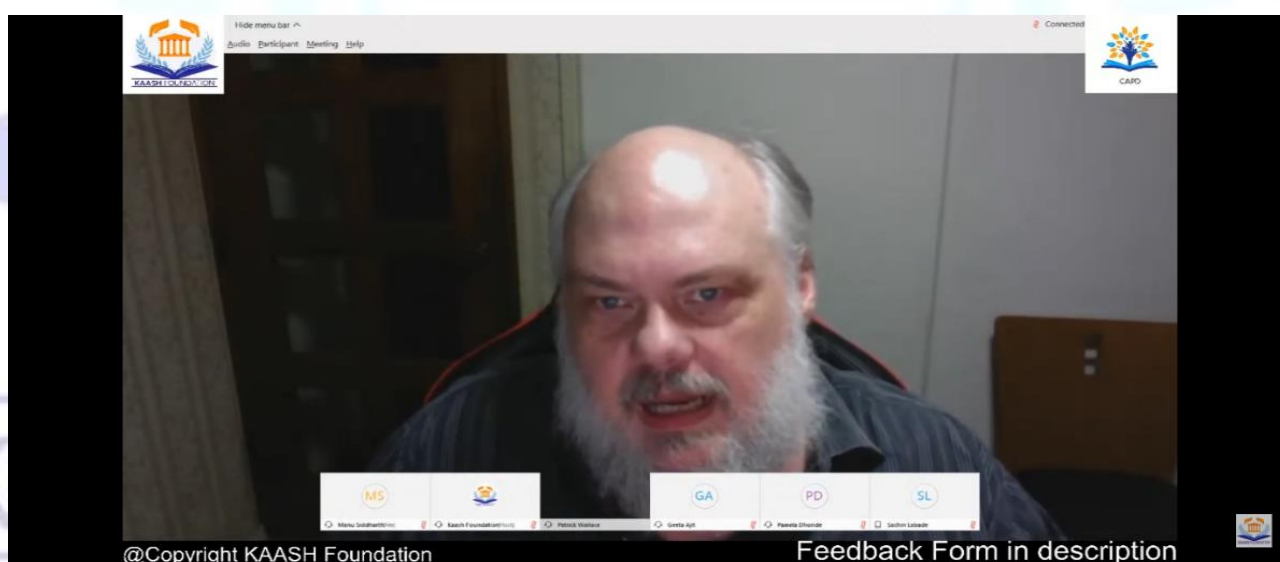
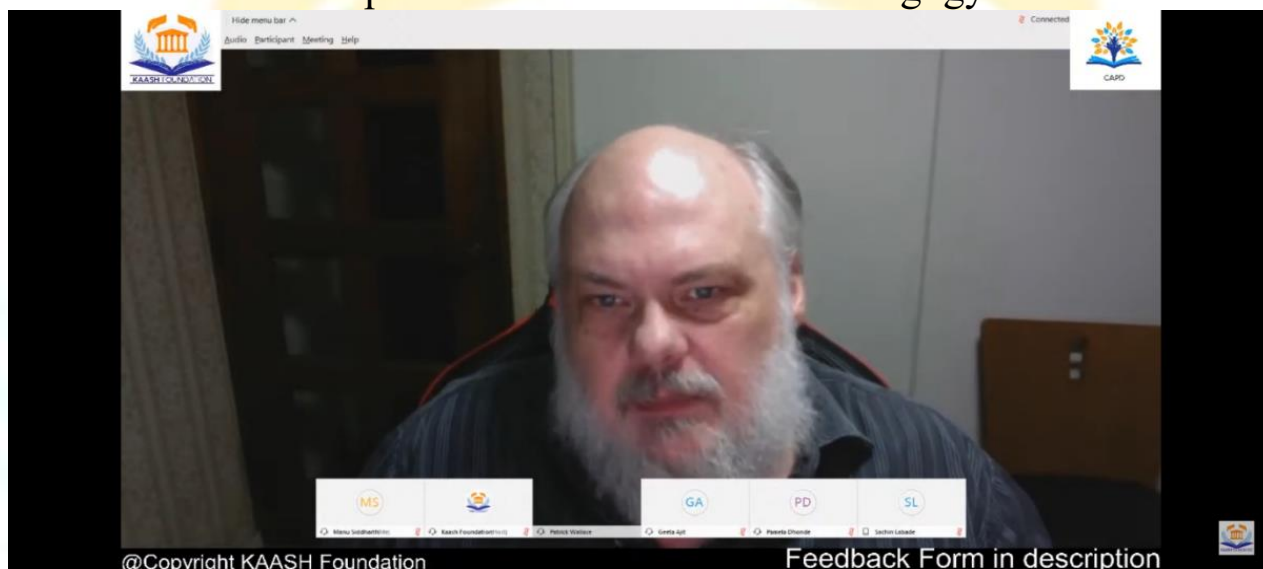




DAY 2: 25TH AUGUST 2020

Patrick Wallace

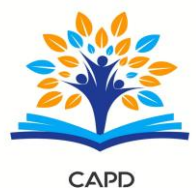
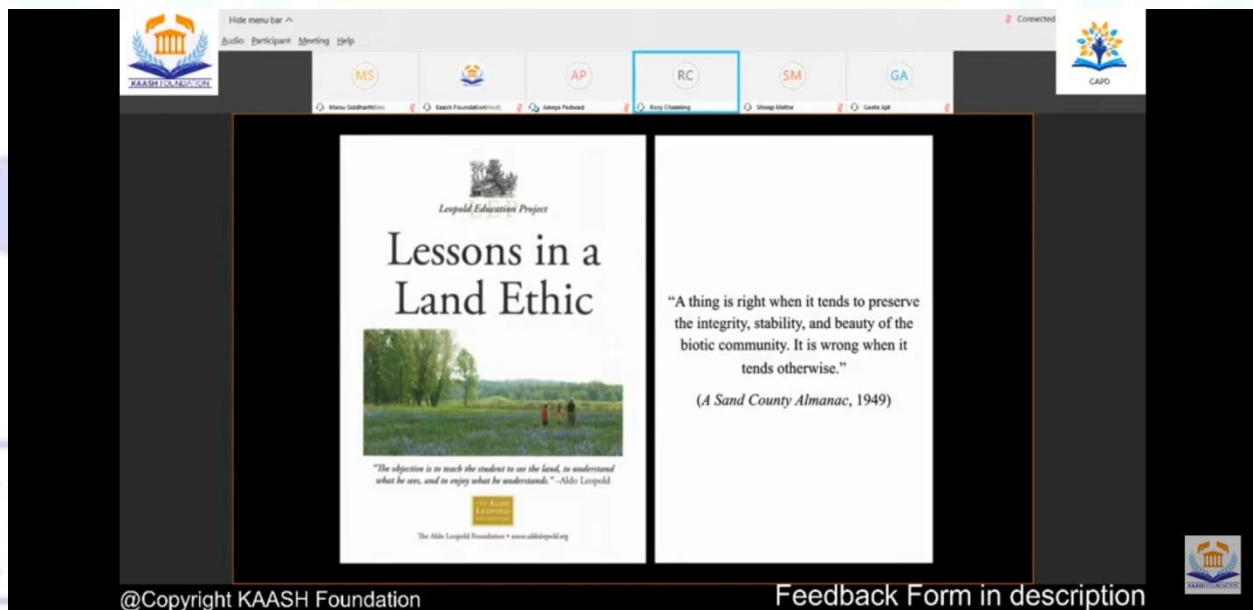
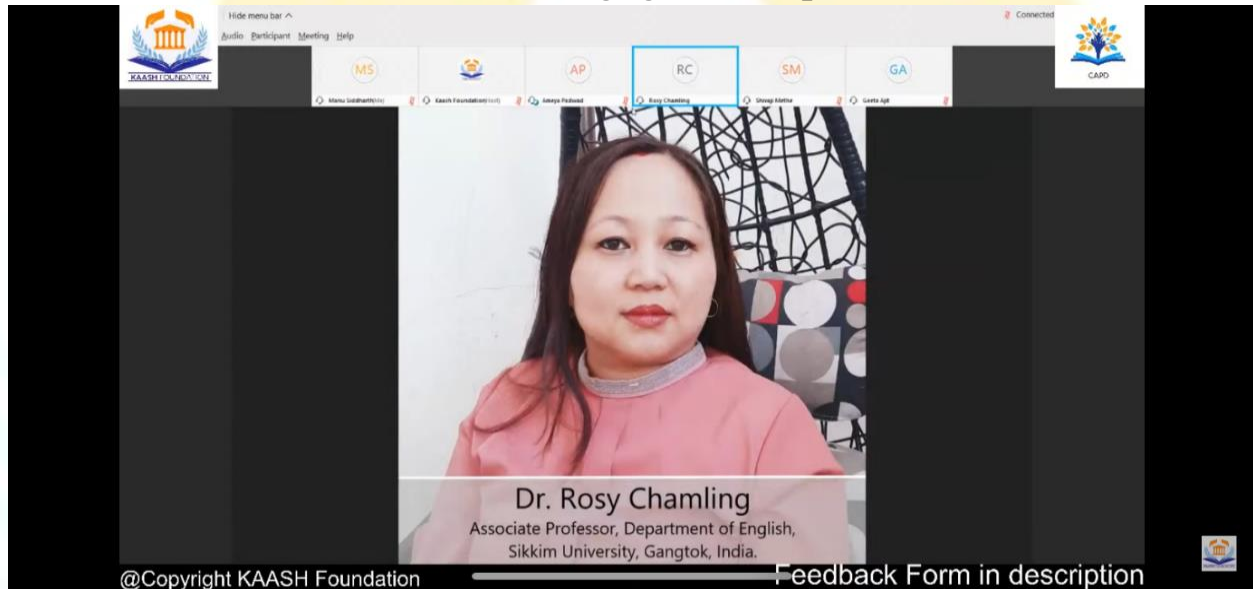
'Perspectives on Practical ELT Pedagogy'





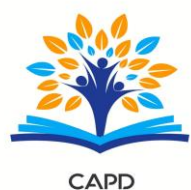
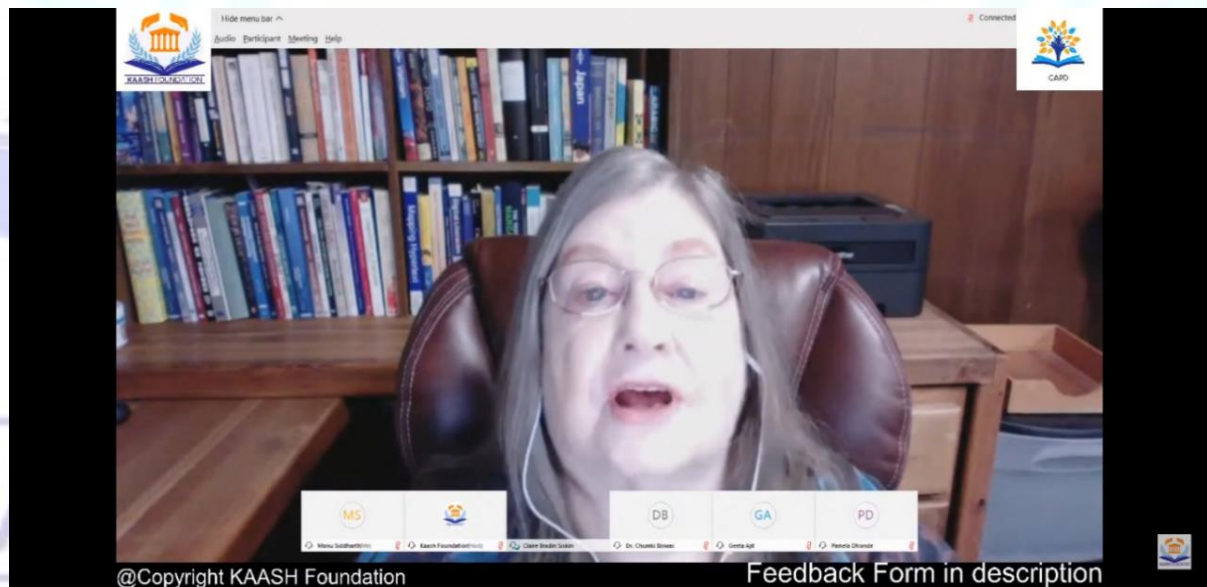
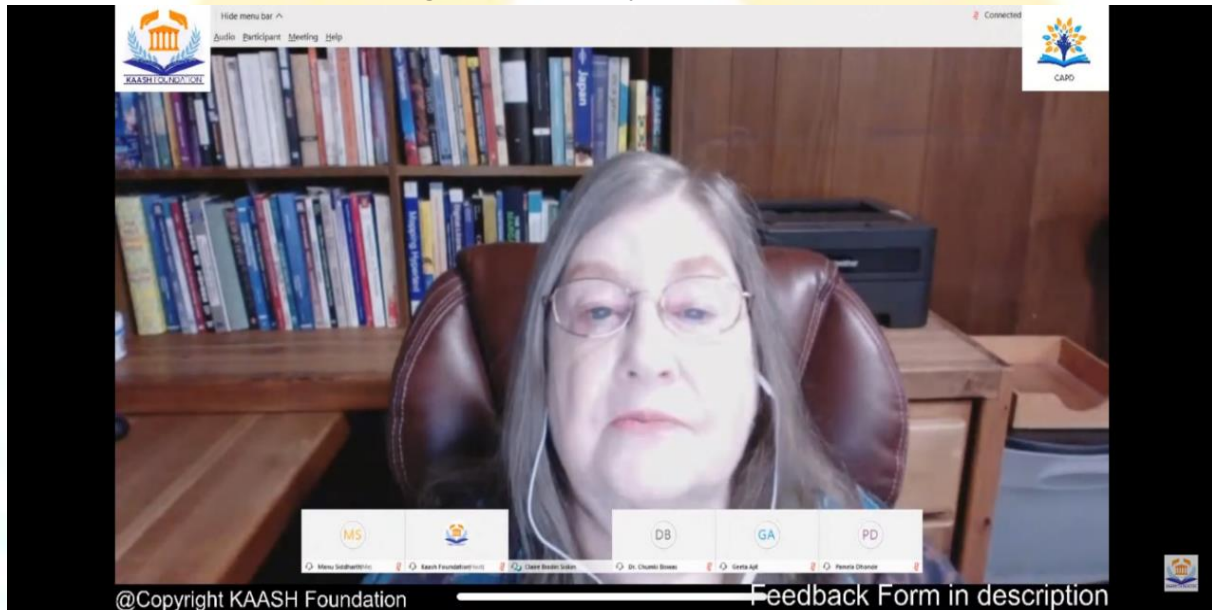
Dr. Rosy Chamling

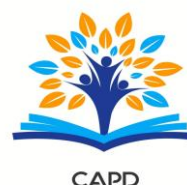
‘Literature and Environment: Pedagogies, Perspectives and Intersections’





Claire Bradin Siskin
'Digital Literacy and CALL'





Dr. Sachin Labade (Moderator for Patrick Wallace)

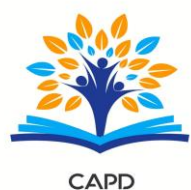
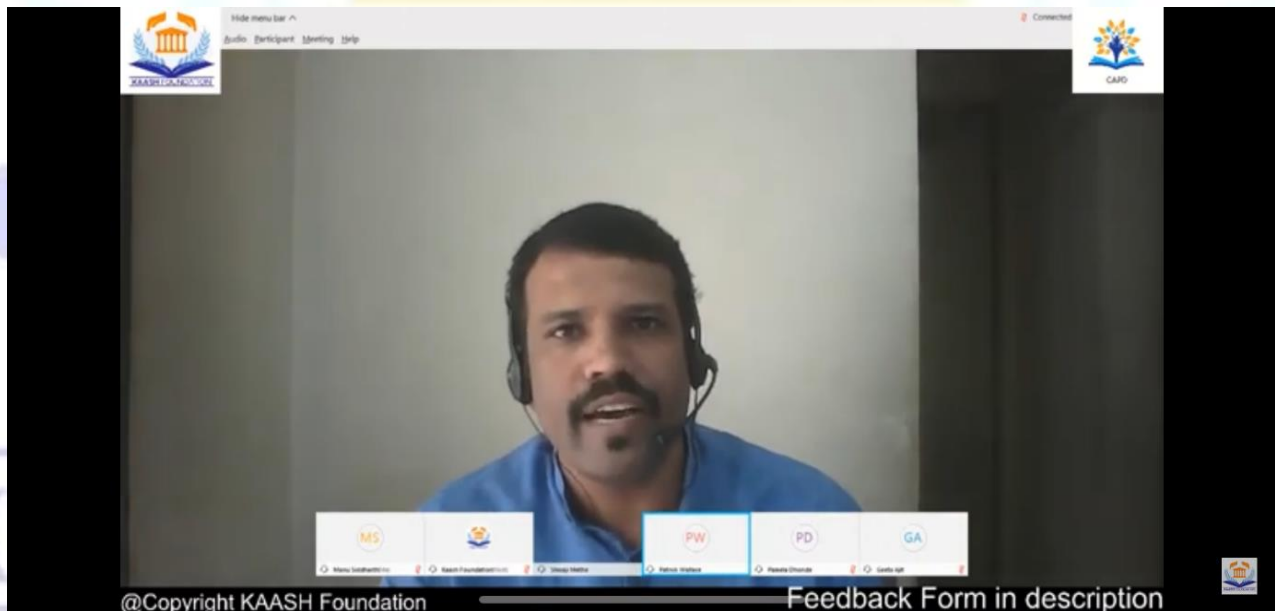
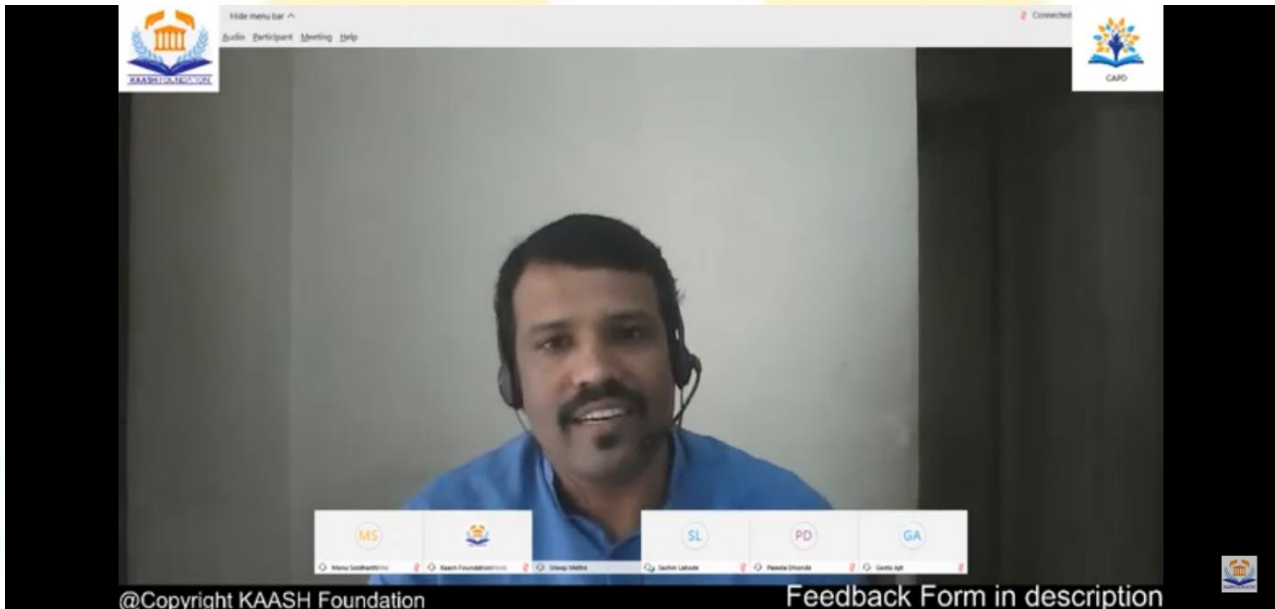


Dr. Chumki Biswas (Moderator for Claire Bradin Siskin)





Dr. Shivaji Methe (Moderator for Dr. Rosy Chamling)

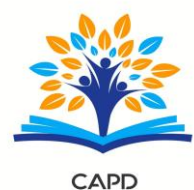
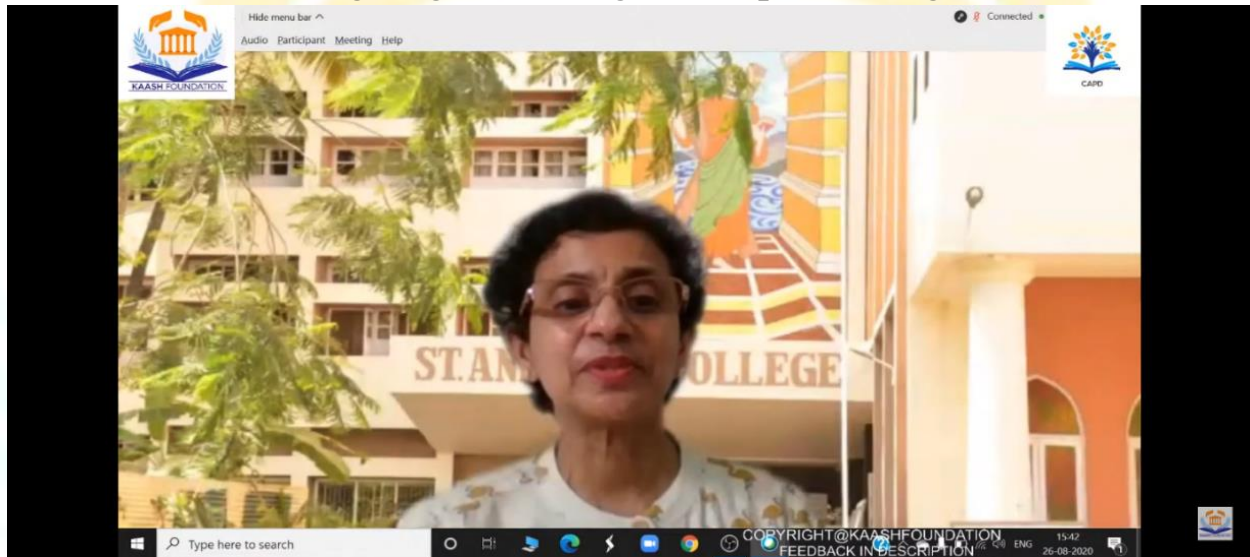


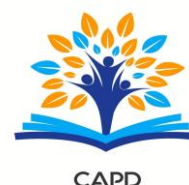


DAY 3: 26TH AUGUST 2020

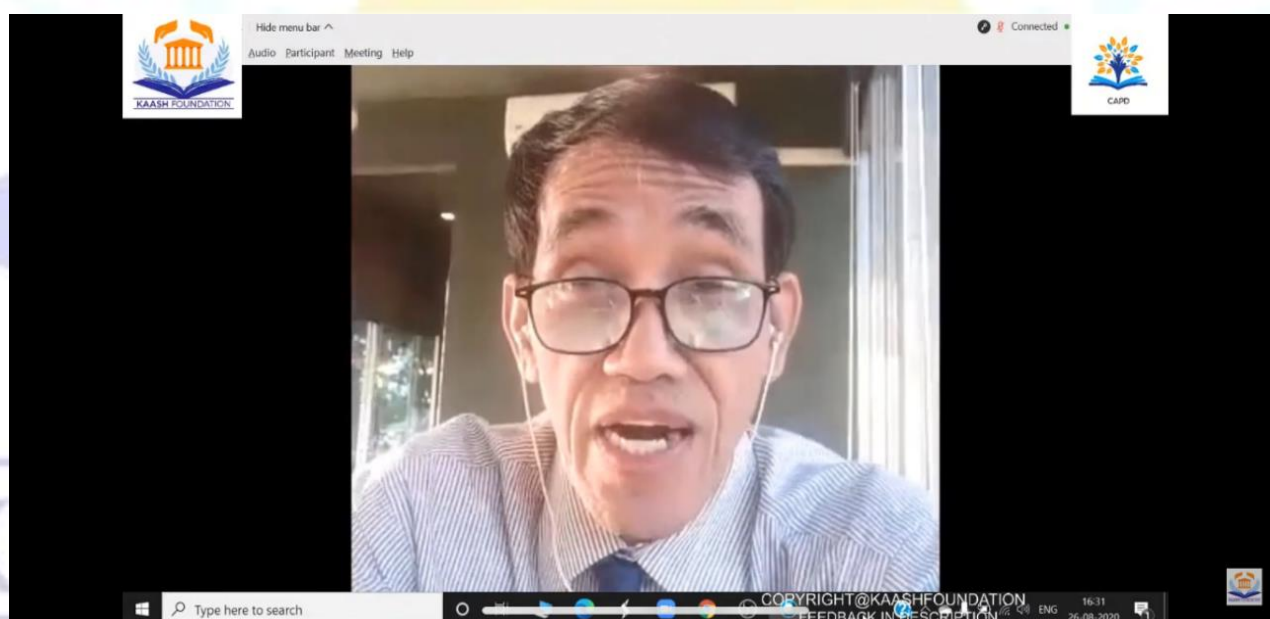
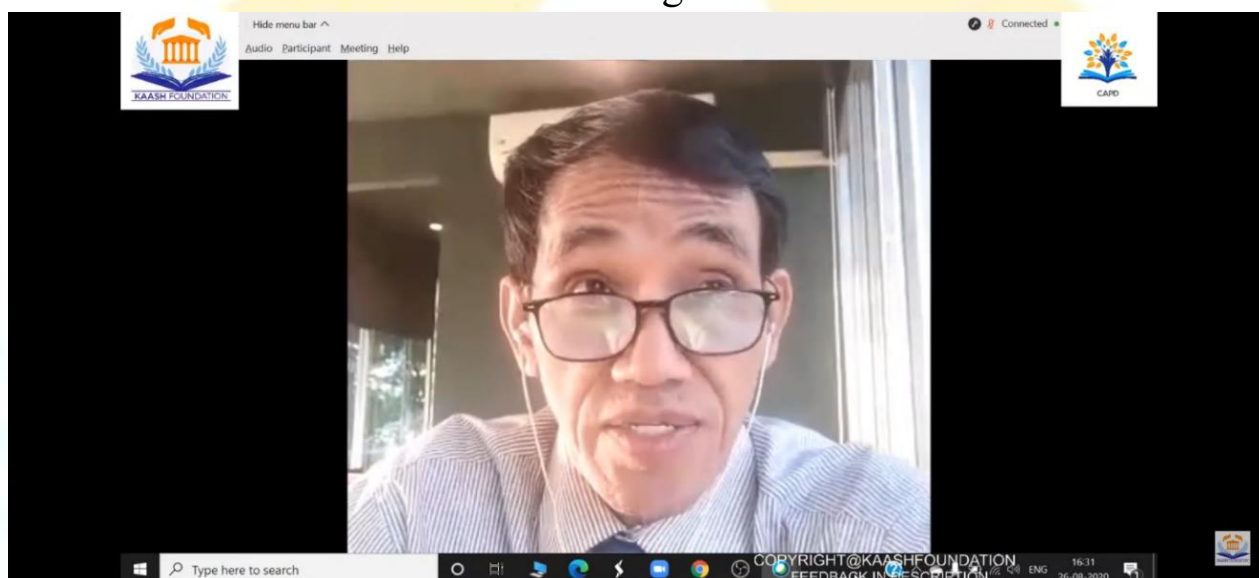
Dr. Marie Fernandes

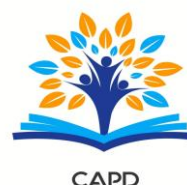
‘Teaching English through Multiple Intelligences’



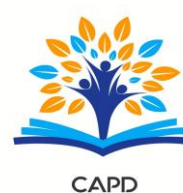


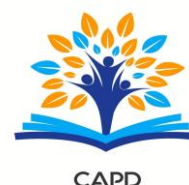
Dr. Dhirawit Pinyonattagarn
'Globalization of English in ASEAN'



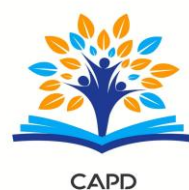
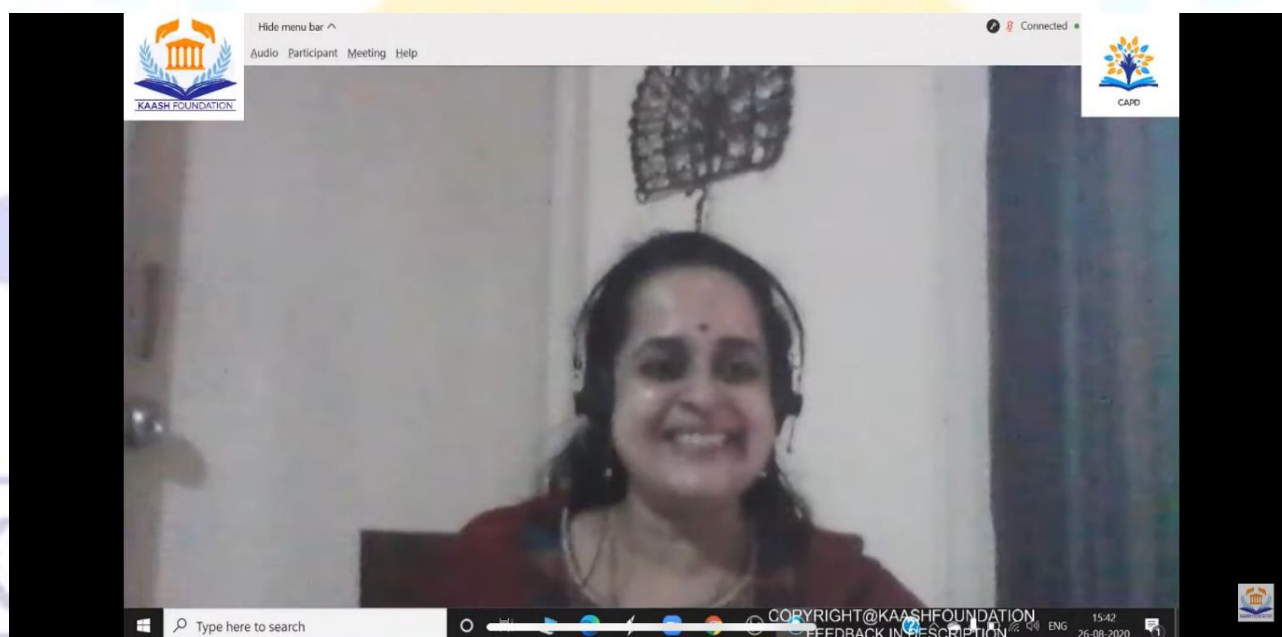
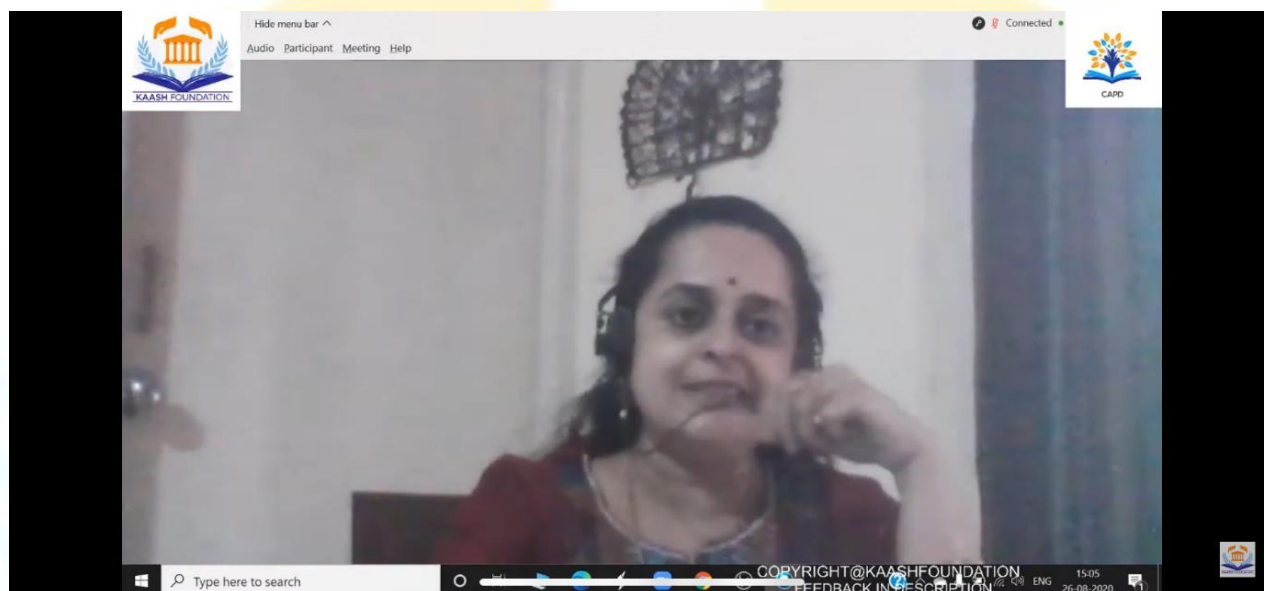


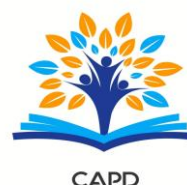
Dr. Albert P' Rayan 'Teachers as Educators'



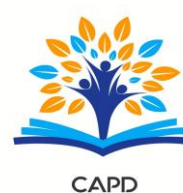
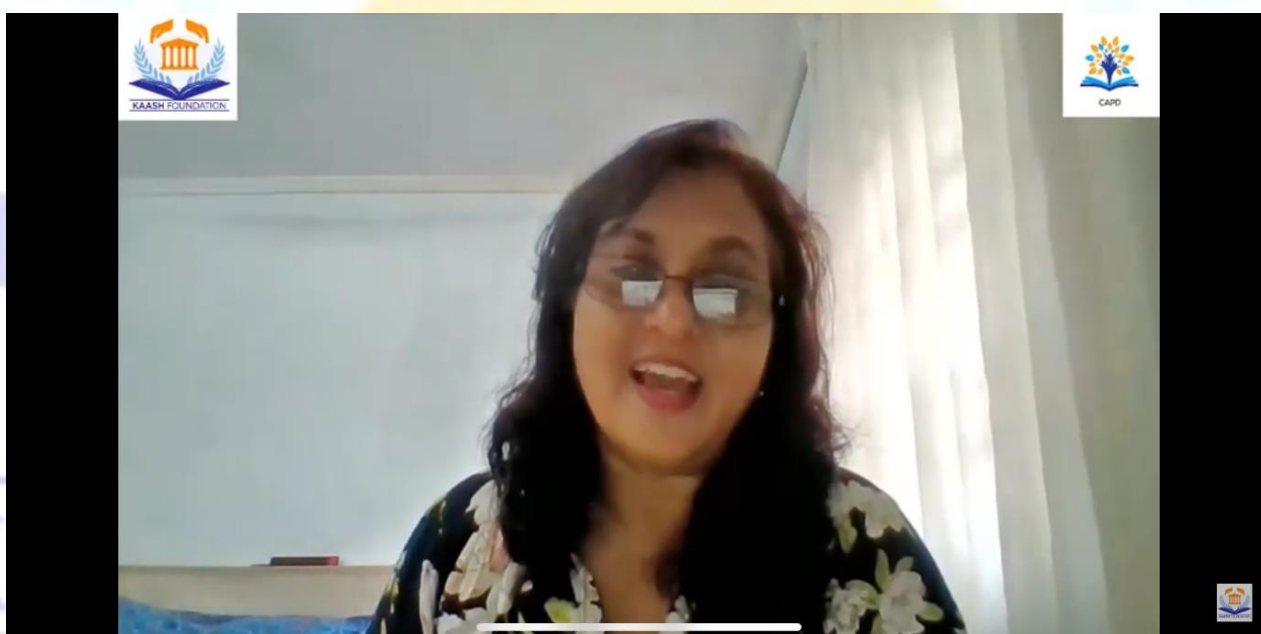
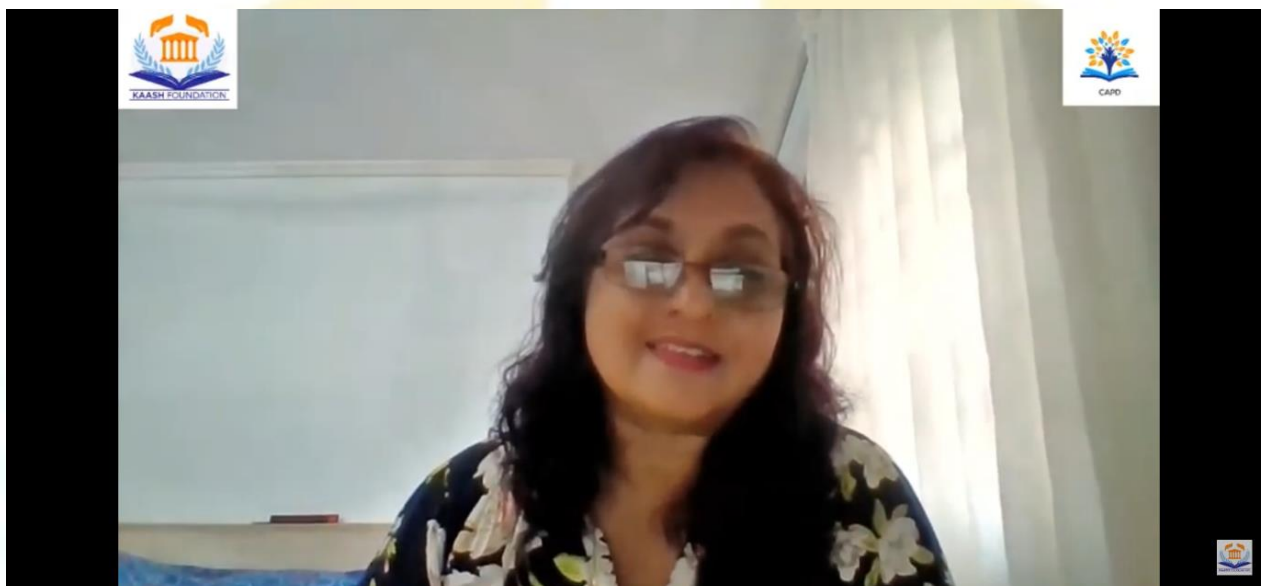


Dr. Sangeetha Puthiyedath (Moderator for Dr. Marie Fernandes)



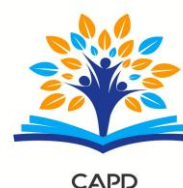
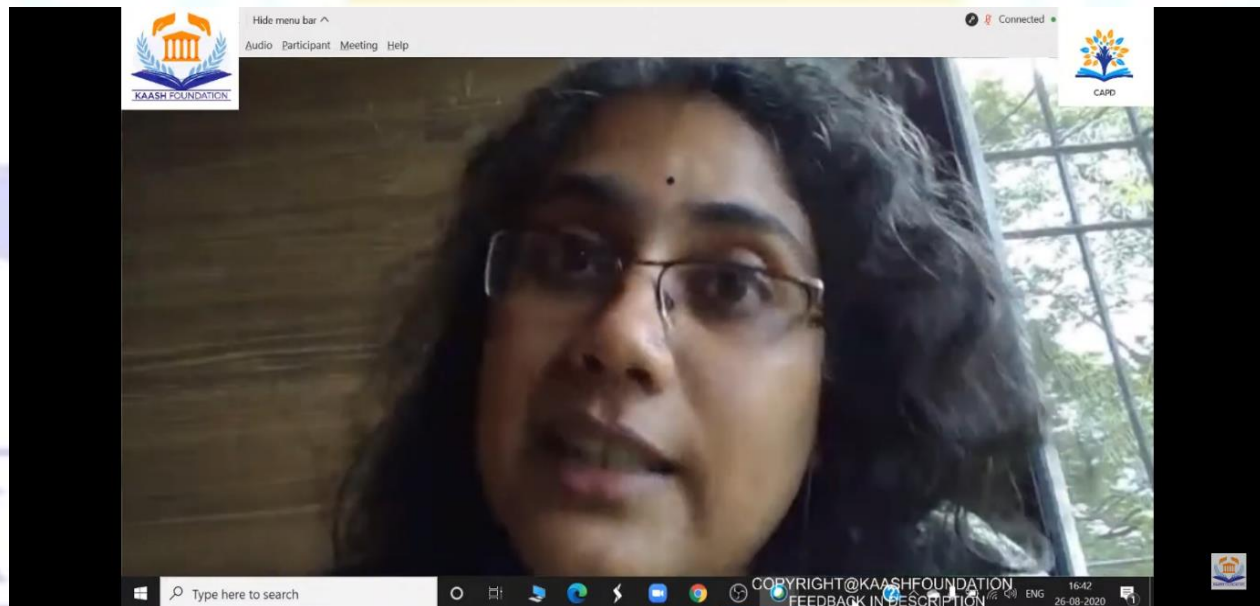
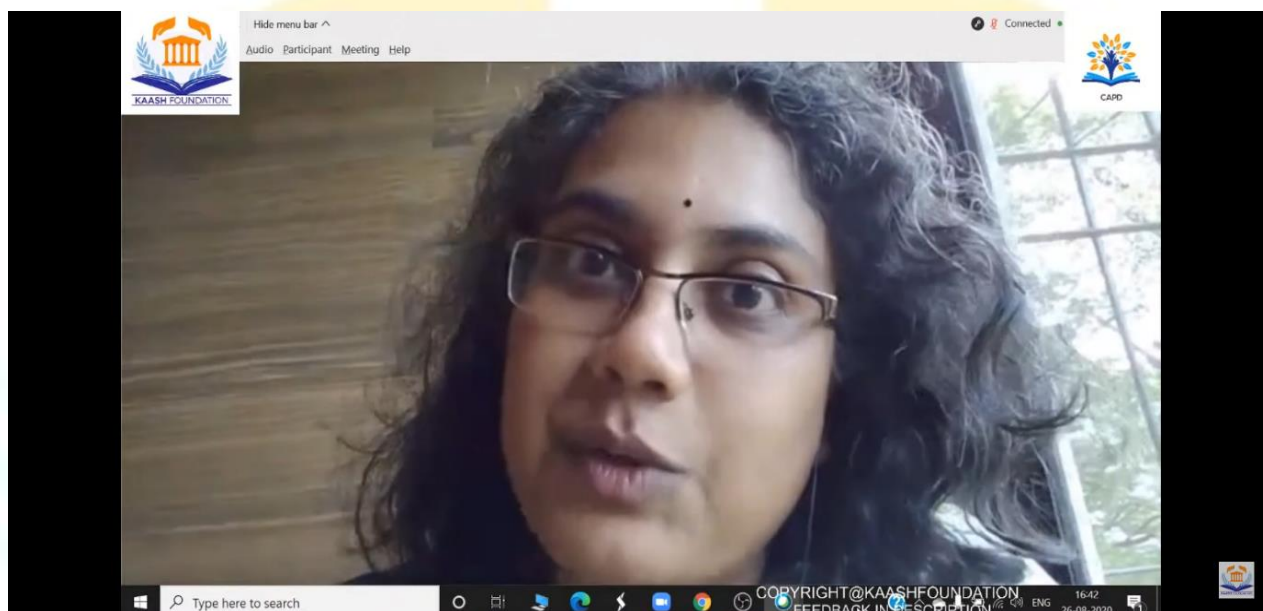


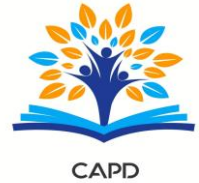
Dr. Geeta Ajit (Moderator for Dr. Dhirawit Pinyonattagarn)





Dr. Anusha Ramanathan (Moderator for Dr. Albert P' Rayan)

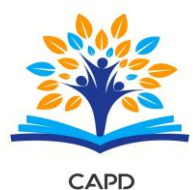


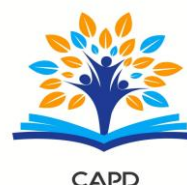


DAY 4: 27TH AUGUST 2020

Dr. Baliram Gaikwad

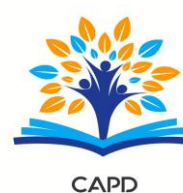
‘Emerging National and International Trends in English Literature’





Prof. Reima Al-Jarf

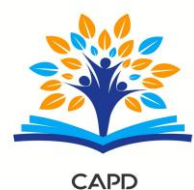
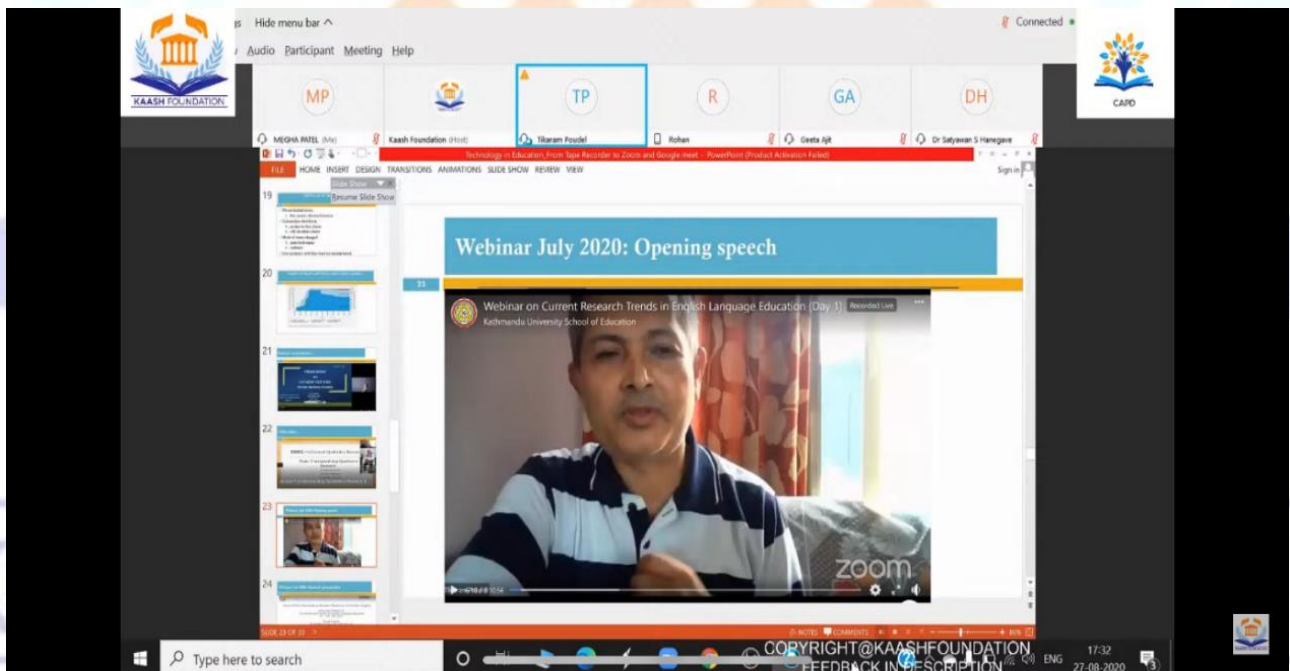
‘Strategies for Effective Distance Learning in EFL College Courses during COVID-19’

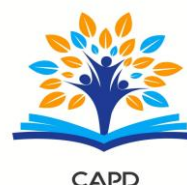




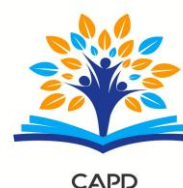
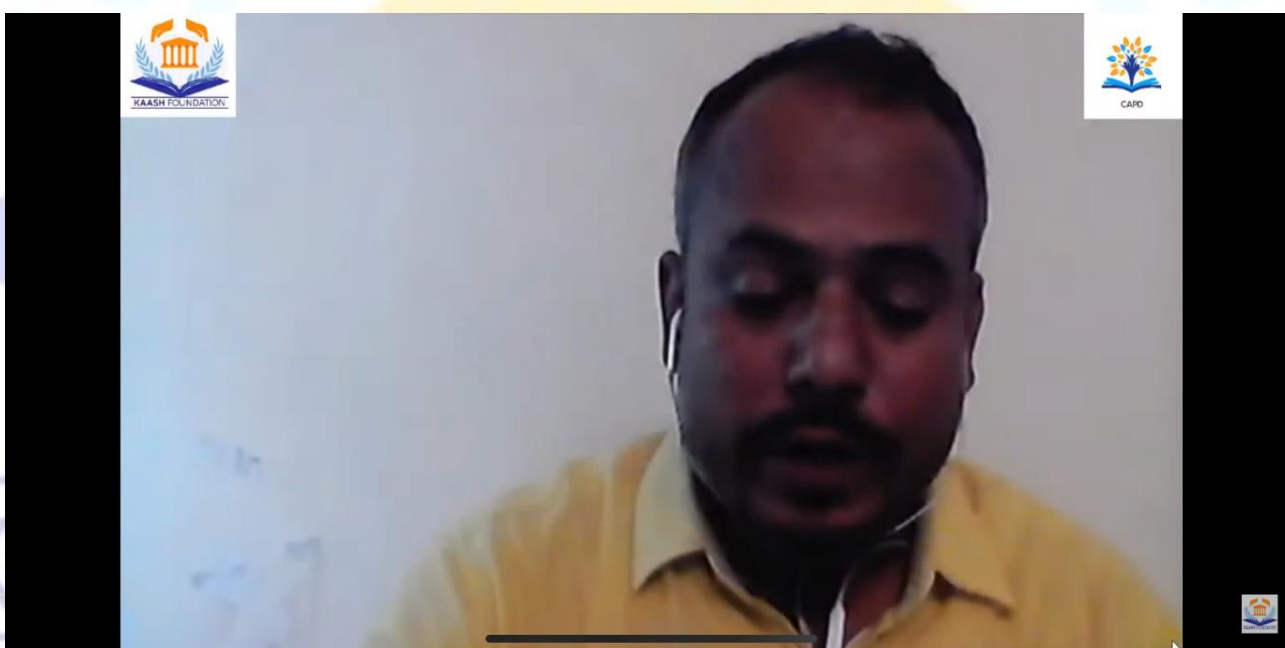
Dr. Tikaram Poudel

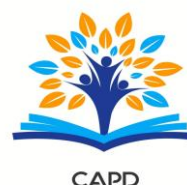
‘Technology in Education: From Tape Recorder to Zoom and Google.meet’



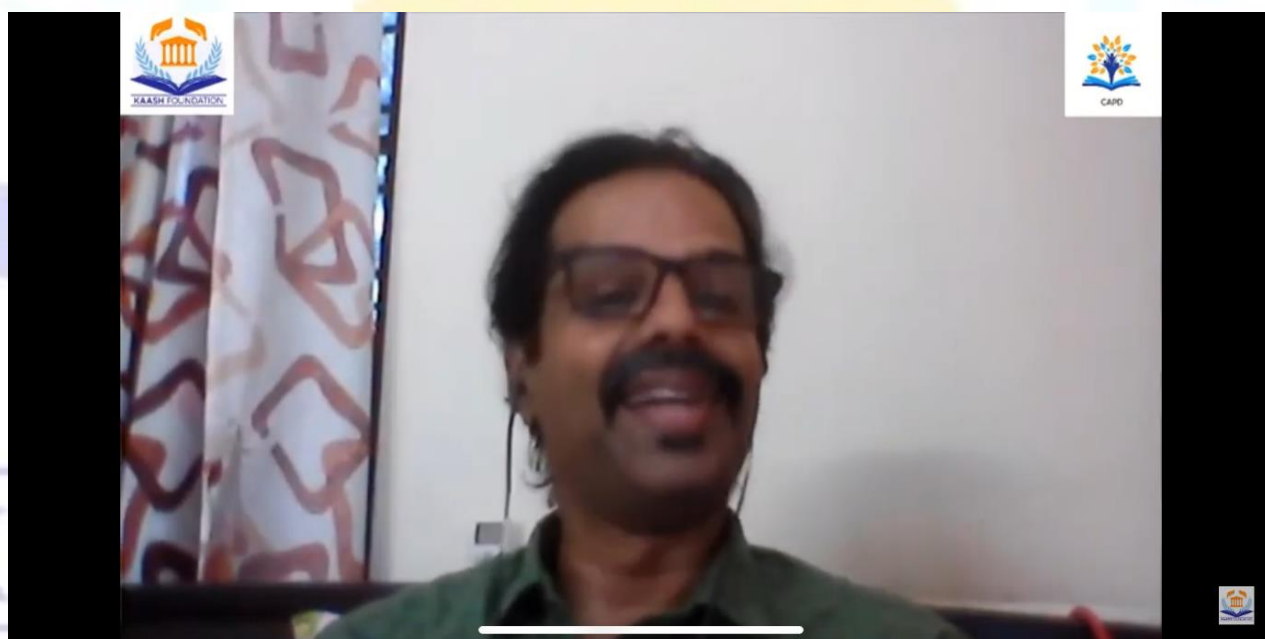
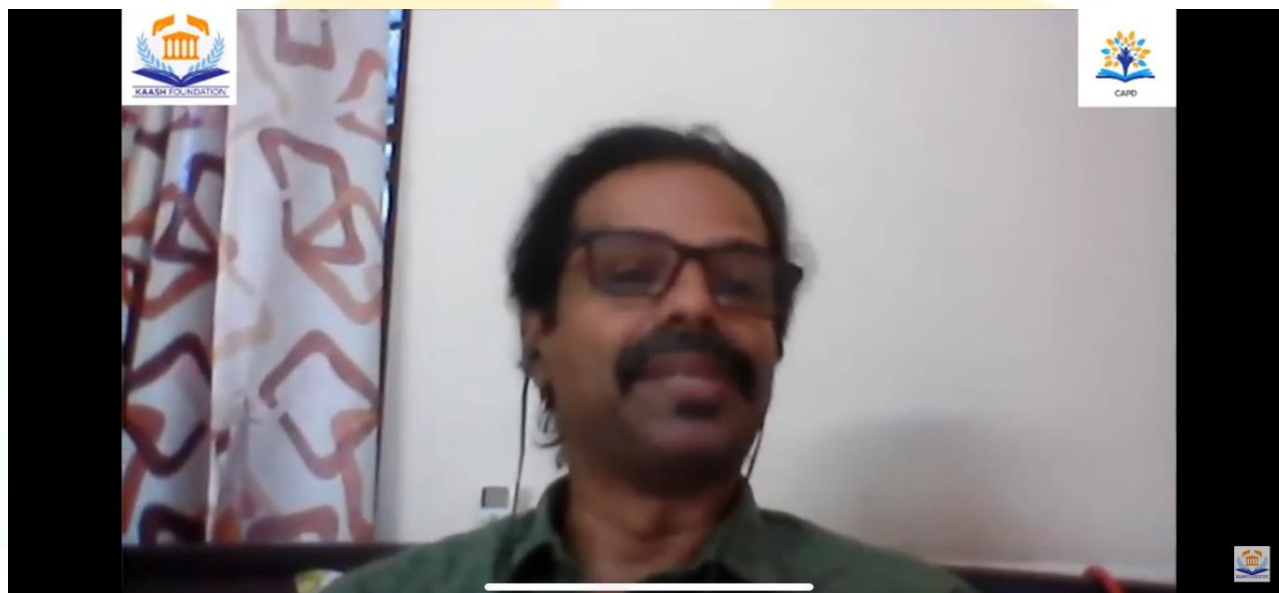


Dr. Santosh Rathod (Moderator for Dr. Baliram Gaikwad)



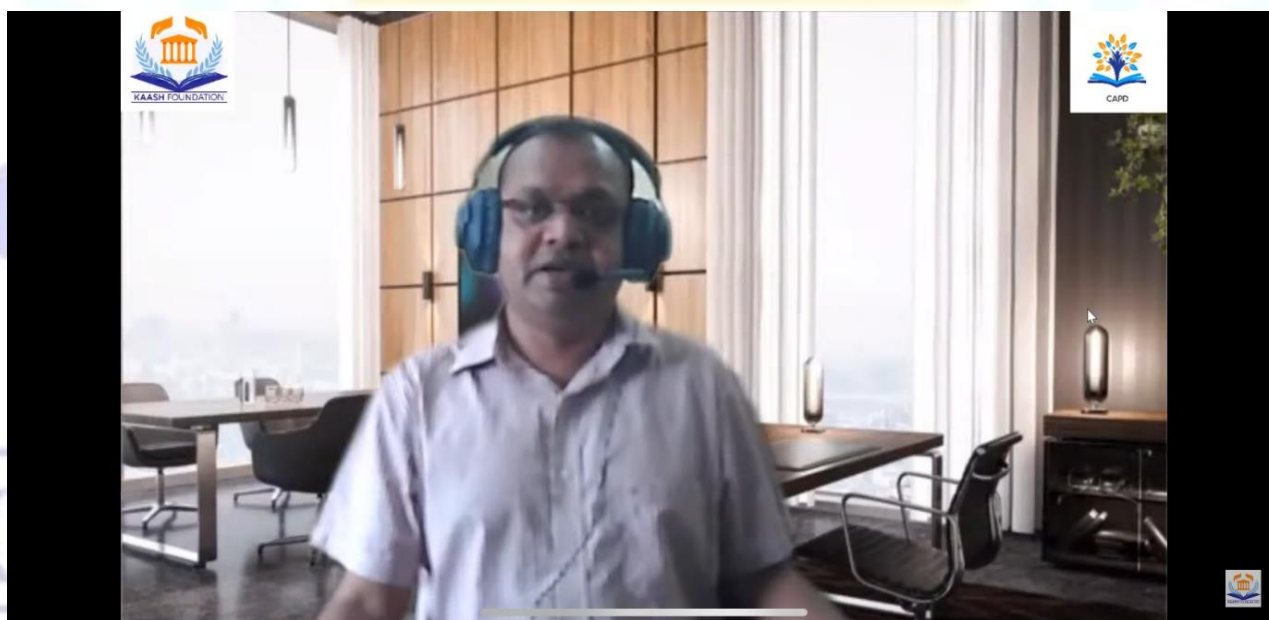


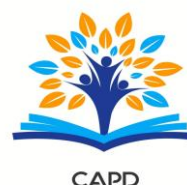
Dr. Prasanth V.G. (Moderator for Prof. Reima Al-Jarf)





Dr. Satyawan Hanegave (Moderator for Dr. Tikaram Poudel)

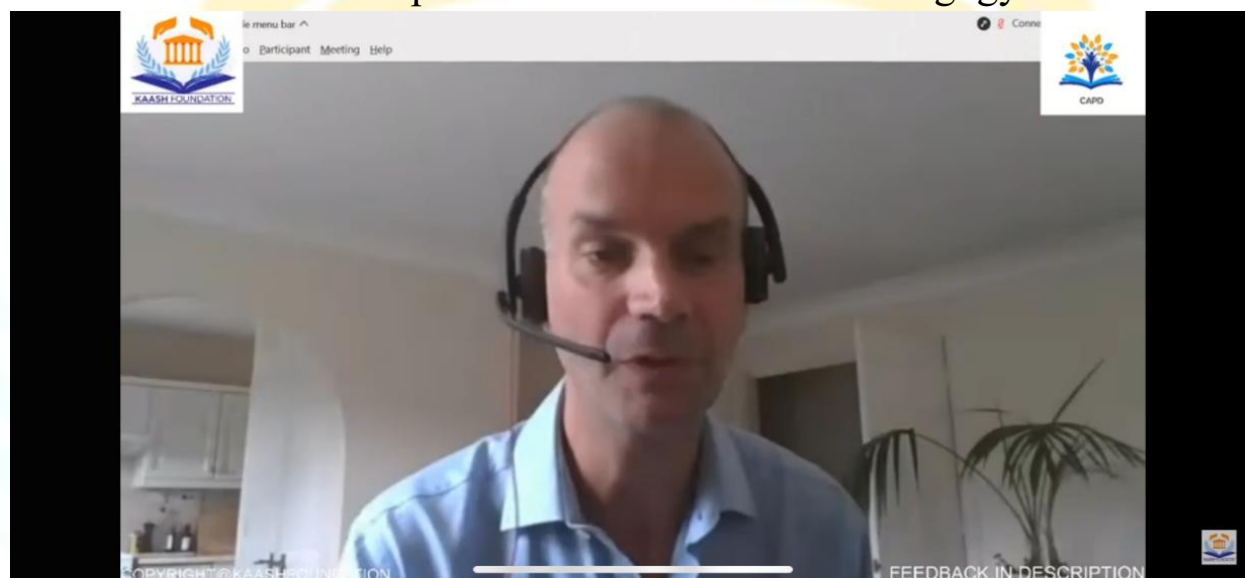


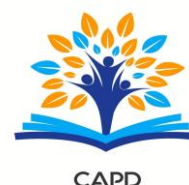


DAY 5: 28TH AUGUST 2020

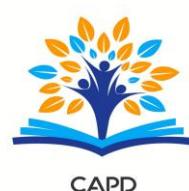
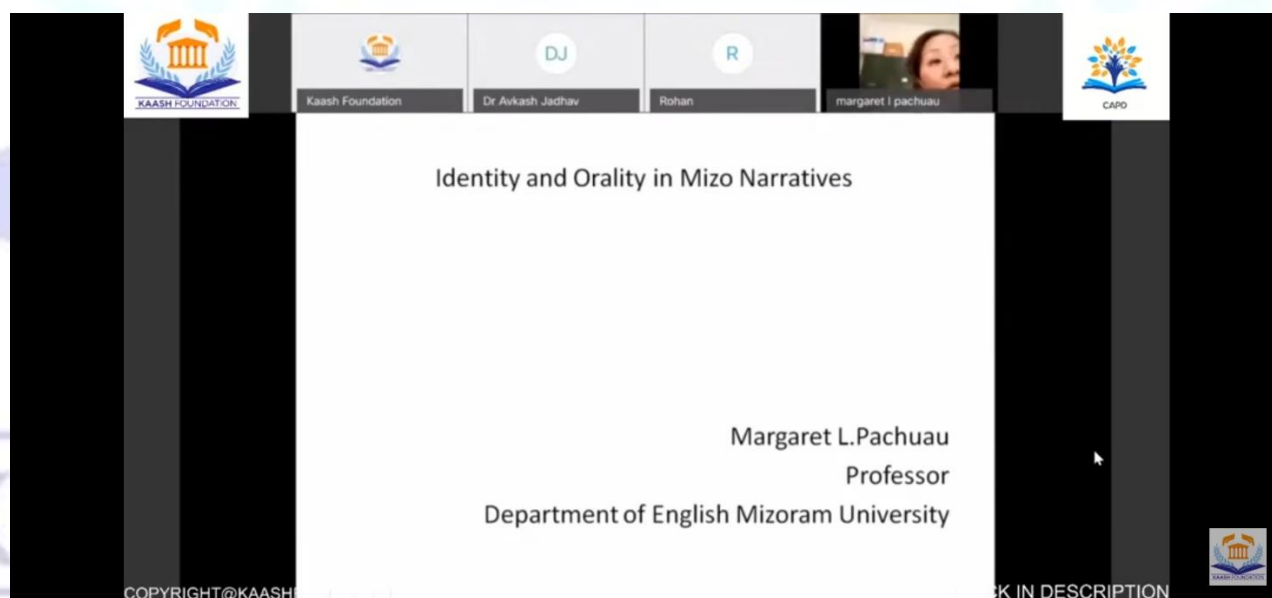
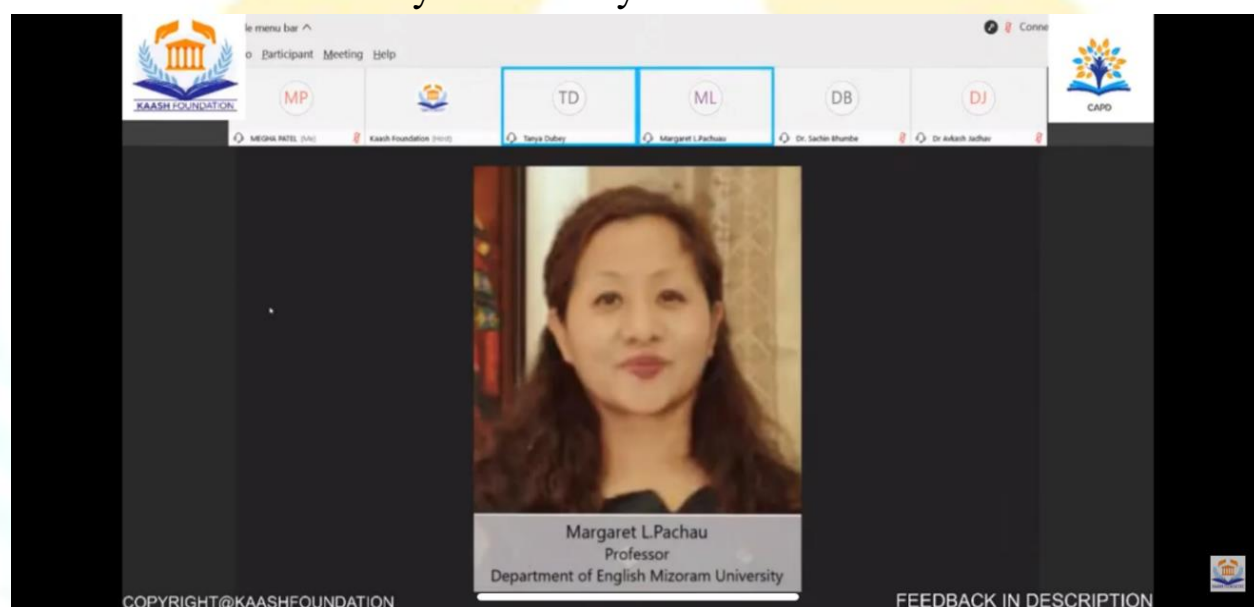
Jason Anderson

'Text Interpretation: India's Hidden Pedagogy'





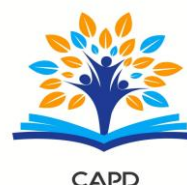
Dr. Margaret L. Pachuau
'Identity and Orality in Mizo Narratives'



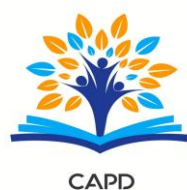
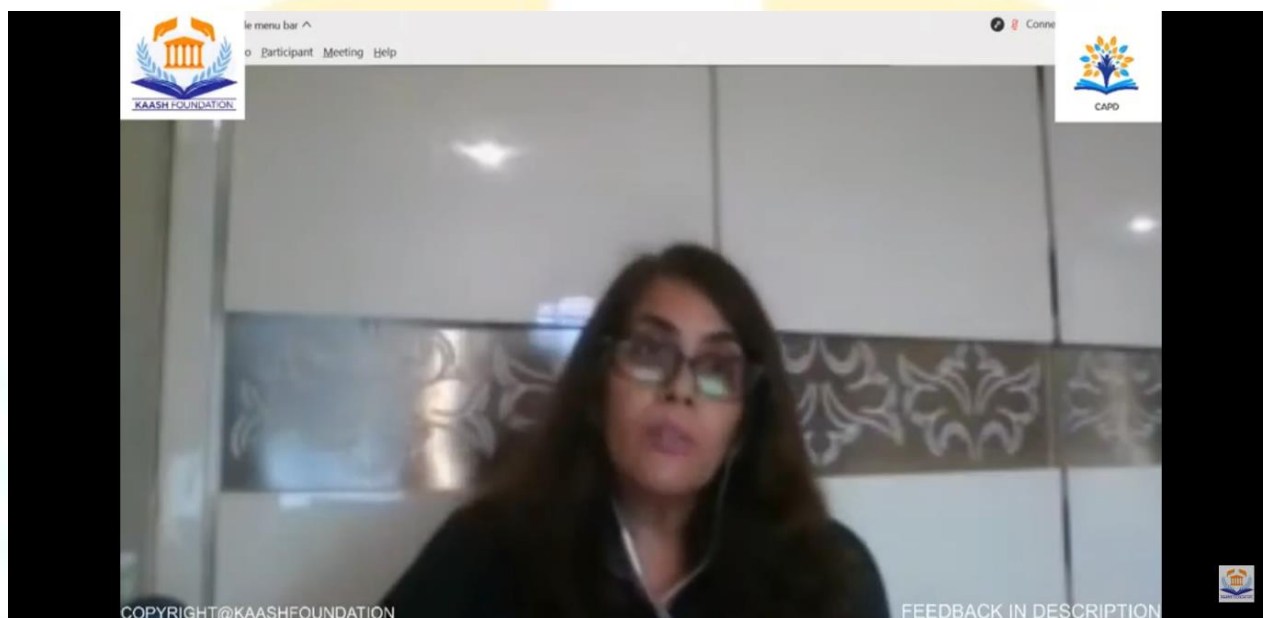


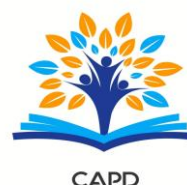
Dr. K. Venkat Reddy
'Innovation in ELT'



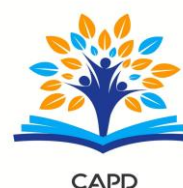
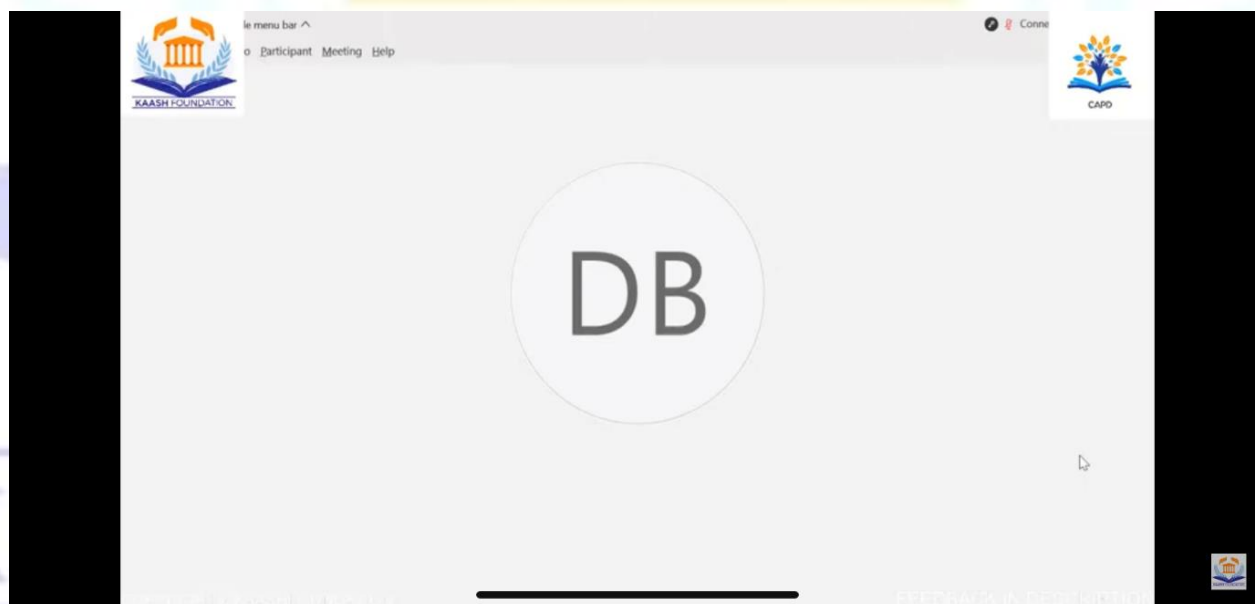


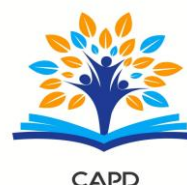
Dr. Aarti Punjabi (Moderator for Jason Anderson)





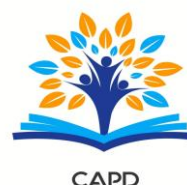
Dr. Sachin Bhumbe (Moderator for Dr. Margaret L. Pachuau)





Dr. Ramkishan Bhise (Moderator for Dr. K. Venkat Reddy)

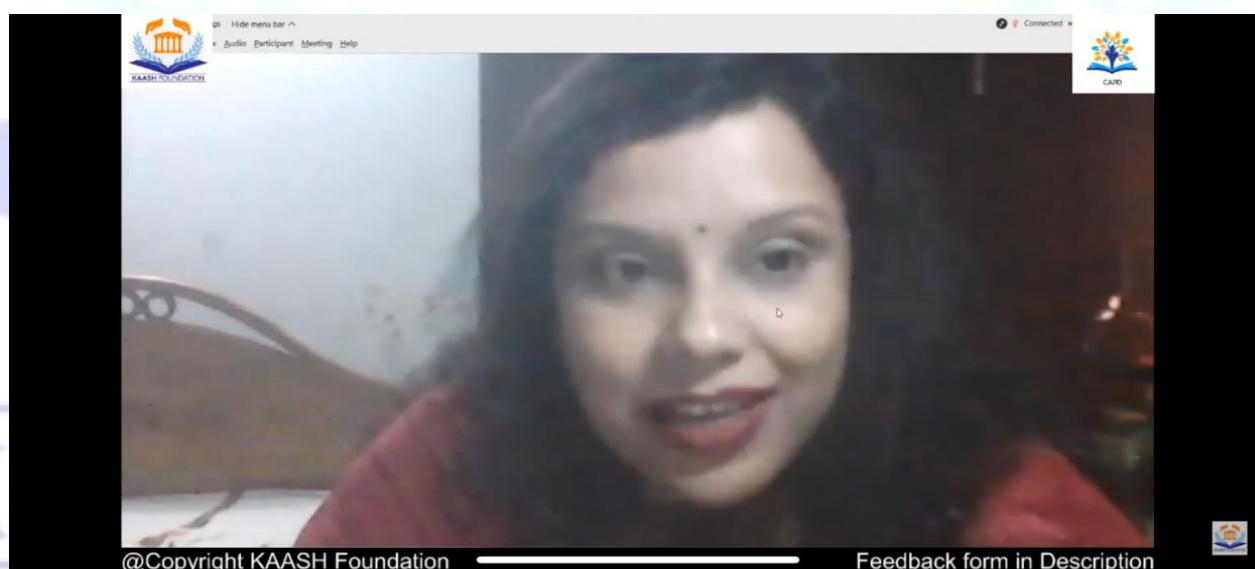
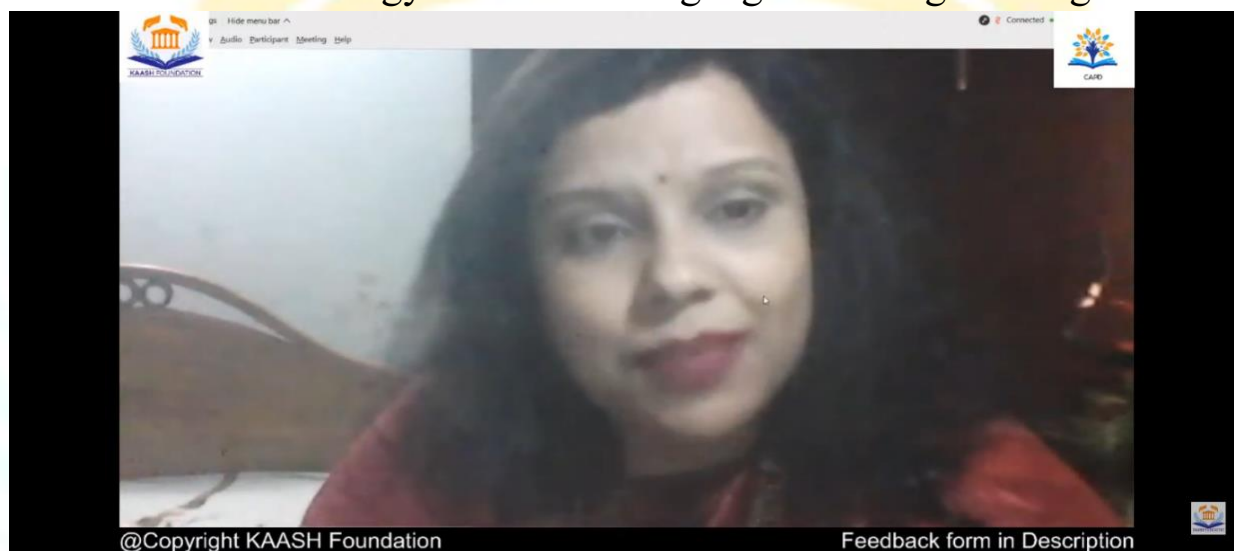


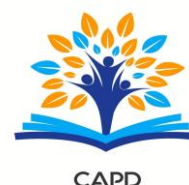


DAY 6: 29TH AUGUST 2020

Dr. Protiva Rani Karmaker

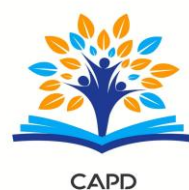
‘Trends of Technology Enhanced Language Learning in Bangladesh’

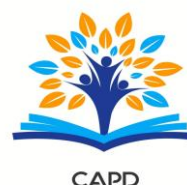




GUEST OF HONOUR

Dr. Radhakrishnan Pillai

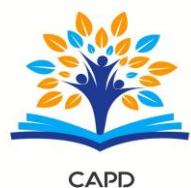
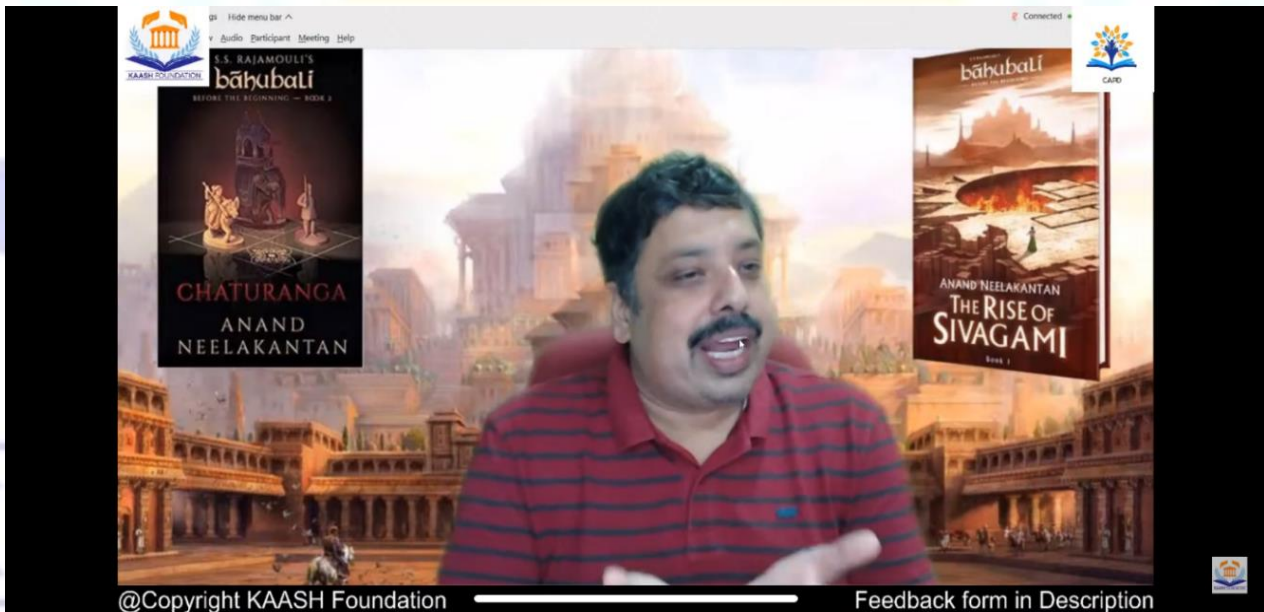
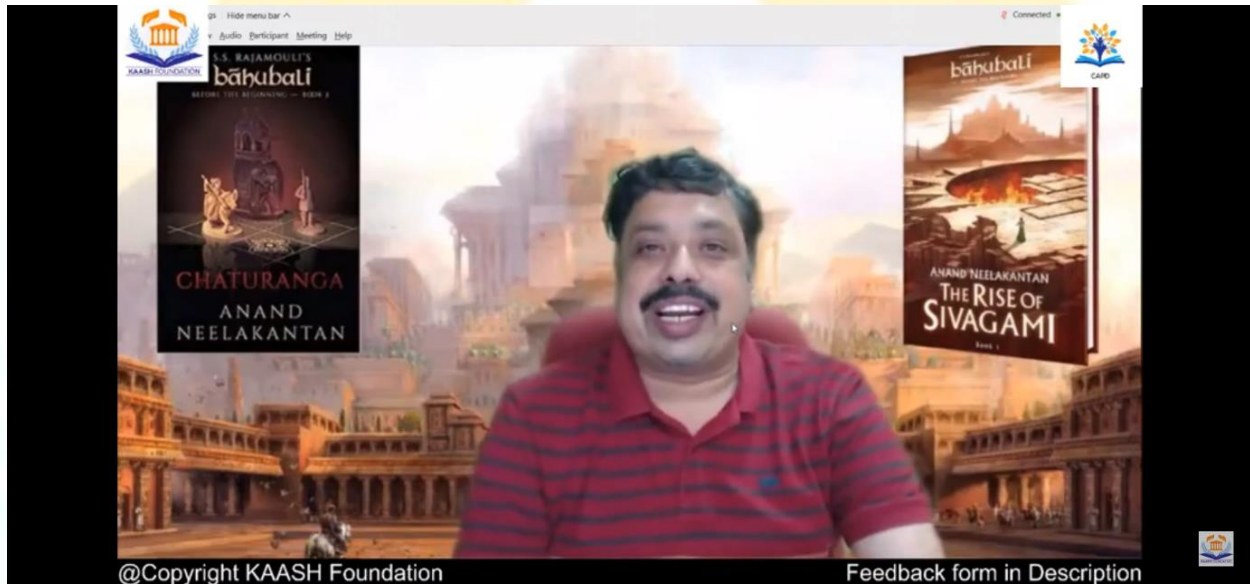


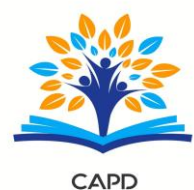
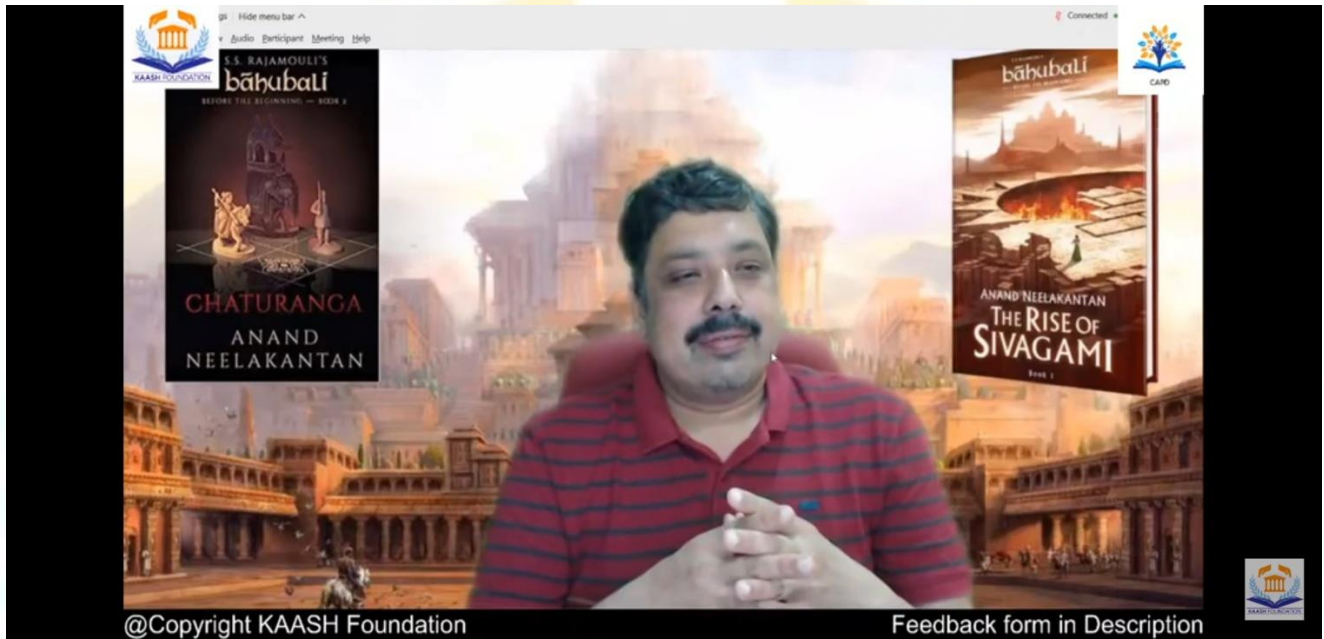


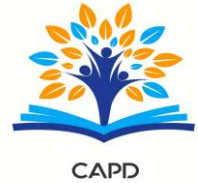


VALEDICTORY SPEAKER

Anand Neelakantan

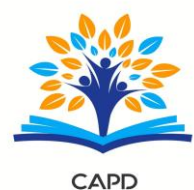






**PARTICIPATION OF
UNIVERSITIES AND INSTITUTES
IN THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

KAASH FOUNDATION



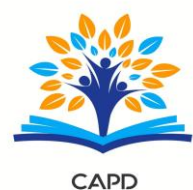


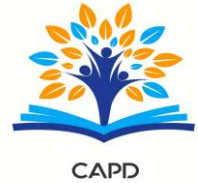
UNIVERSITIES:

1. Aligarh Muslim University
2. Amity University, Maharashtra
3. Amrita School of Arts and Science, Kochi
4. Central University of Rajasthan
5. Delhi Technological University
6. Dr. Babasaheb Ambedkar University, Aurangabad
7. Jai Narain Vyas University, Jodhpur
8. Jawaharlal Nehru University, New Delhi
9. Mizoram University
10. Ranchi University
11. Rani Durgavati Vishwavidyalaya, Jabalpur
12. University of Mumbai

INSTITUTES:

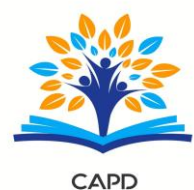
1. Alamuri Ratnamala Institute of Engineering and Technology
2. Directorate of Education, Delhi
3. Gokaraju Rangaraju Institute of Engineering and Technology
4. Indian Military Academy, Dehradun
5. K. K. Wagh Polytechnic, Nashik, Maharashtra
6. MIT School of Engineering, Lonikalbhor
7. MIT School of Engineering, Pune
8. MIT, ACSC
9. Rajiv Gandhi Institute of Technology
10. SNBP Group of Institutes
11. Spring Dell Academy
12. St. Francis Institute of Technology
13. Tata Institute of Social Sciences
14. Vijaya Institute of Technology for Women, Vijayawada
15. Watumull Institute of Electronics, Engineering and Computer Technology

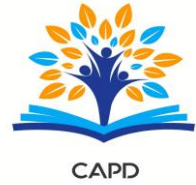




**PARTICIPATION OF
COLLEGES AND SCHOOLS
IN THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

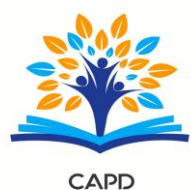
KAASH FOUNDATION

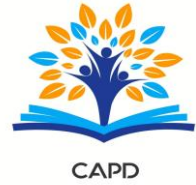




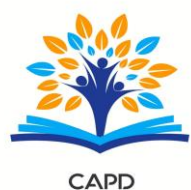
COLLEGES:

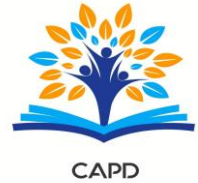
1. A.E. Kalsekar Degree College
2. Arts, Science and Commerce College, Harsul
3. Bhausaheb Nene College, Pen
4. C.K. Thakur College, Panvel
5. College of Agriculture, Powarkheda, Hoshangabad
6. College of Agriculture, Rewa, M.P.
7. Datta Meghe College of Engineering
8. Dayananda Sagar College of Arts, Science and Commerce, Bengaluru
9. Dr. G Shankar Government Women's First Grade College and P G Study Centre, Udupi, Karnataka
10. Dr. J J Magdum College of Engineering, Jaysingpur
11. Engineering College, Ajmer
12. G.S. Science, Arts and Commerce College, Khamgaon, District: Buldhana, Maharashtra
13. Government Arts & Science College, Nadapuram
14. Government College Rajgarh, Churu,
15. Government College, Bichhua, Chhindwara
16. Government First Grade College, Siddakatte Bantwa, Tal: Dakshina Kannada, Karnataka
17. Government Geetanjali Girls PG College, Bhopal
18. Government Polytechnic, Pune
19. Hon. Shri. Annasaheb Dange College, Hatkanangale
20. ICLES' MJ College, Vashi, Navi Mumbai
21. Iswar Saran PG College, Prayagraj
22. K. P. B. Hinduja College of Commerce





23. K. V. N. Naik College, Nashik
24. Karnataka Sangha's Manjunatha College of Commerce, Thakurli
25. Kumaraguru College of Liberal Arts and Science
26. Lokmanya Tilak Mahavidyalaya, Wadwani
27. Lokmanya Tilak Science & Commerce College, Ujjain
28. Malineni Lakshmaiah Women's Engineering College
29. MES's Pillai College of Education and Research, Chembur
30. New Arts, Commerce and Science College, Ahmednagar
31. Pachhunga University College
32. Pillai College of Engineering, Panvel
33. Pravabati College, Mayang, Imphal
34. Pt.C. L S Government College, Karnal
35. Pushpanjali College of Education
36. Ramniwas Ruia Junior College of Arts and Science
37. Rani Durgawati Government College, Paraswada, District Balaghat, Madhya Pradesh
38. Rayat Shikshan Samantha's Dada Patil Mahavidyalaya, Karjat
39. Sant Gadge Maharaj College, Walgaon
40. Satish Pradhan Dnyanasadhana College
41. Semiliguda College, Semiliguda, Koraput, Odisha
42. Shriram Kala Mahila Mahavidyalaya, Dhamangon
43. Sibsagar College, Joysagar
44. SKM'S J.M. PATEL College of Commerce
45. Smt. Chandibai Himmathmal Mansukhani College, Ulhasnagar, Thane, Maharashtra
46. Smt. P. N. Doshi Women's College, Ghatkopar, Mumbai
47. Sri Sathya Sai Autonomous College for Women, Bhopal



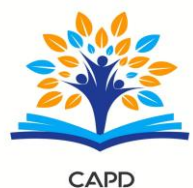


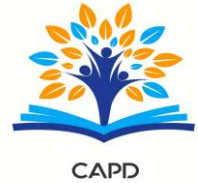
48. SSN College of Engineering, Chennai
49. St. Mary's College, Thrissur
50. SVG.M.GDC, Kalyandurg
51. UCE Hyderabad-7
52. UIT Regional Centre, Pirappancode, Trivandrum
53. Vidyavardhini's College of Engineering and Technology
54. Yashwantrao Chavan College of Engineering

SCHOOLS:

1. Bal Bharati Public School, Rohini
2. Convent of Jesus and Mary – Kharghar
3. Divine Child High School and Junior College
4. Goldcrest High, Vashi
5. Pawar Public School, Kandivali
6. SDA
7. SVMHS School
8. ZPHS, Kotha, Molgara

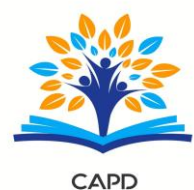
KAASH FOUNDATION

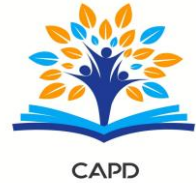




**PARTICIPATION OF
INDIAN STATES AND UNION
TERRITORIES
IN THE
3RD INTERNATIONAL FACULTY
DEVELOPMENT PROGRAM
ON
EMERGING APPROACHES AND
TRENDS IN ENGLISH LANGUAGE
AND LITERATURE**

KAASH FOUNDATION





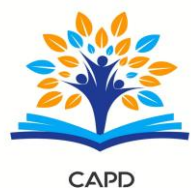
INDIAN STATES:

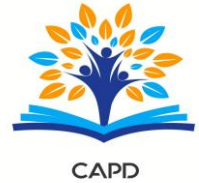
1. Andhra Pradesh
2. Assam
3. Bihar
4. Gujarat
5. Haryana
6. Jharkhand
7. Karnataka
8. Kerala
9. Madhya Pradesh
10. Maharashtra
11. Manipur
12. Mizoram
13. Odisha
14. Rajasthan
15. Tamil Nadu
16. Telangana
17. Uttar Pradesh
18. Uttarakhand

UNION TERRITORIES

1. Delhi

KAASH FOUNDATION



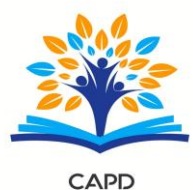


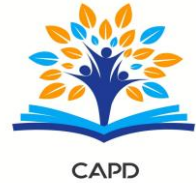
VOTE OF THANKS

*Just a 'thank you' is a mighty powerful weapon.
Says it all.*

- Rosie Cash

KAASH FOUNDATION





TO OUR COLLABORATOR

Our cheerful COLLABORATOR for the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature.

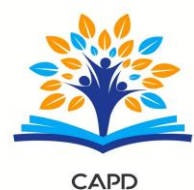
Gratitude makes sense of your past, brings peace for today and creates a vision for tomorrow.

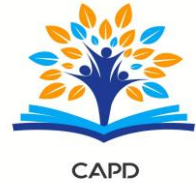
- Melody Beattie

ENGLISH LANGUAGE TEACHERS' ASSOCIATION OF INDIA



The entire team of Kaash Foundation would like to thank our cooperative and enthusiastic collaborator for the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Your encouragement and support turned the program into a great event. We, from the bottom of our hearts express our gratitude towards our collaborator for being a part of the program and we also hope that you will always be with us in our journey of intelligence and excellence.





TO ALL OUR RESOURCE PERSONS

If you speak, you can influence. If you can influence, you can change lives.

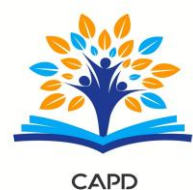
- Anonymous

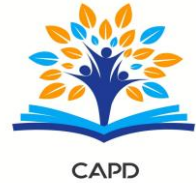
Our respected Resource Persons for the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature.

The entire team of KAASH FOUNDATION would like to thank all the Resource Persons of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature.

Firstly, we would like to thank **Shobhaa De**, for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature as the **Keynote Speaker**. Please accept our sincere appreciation for the outstanding talk you made about your experiences and knowledge. Your stories were fascinating. We all agreed that your talk was the most interesting we have had this year.

We would also like to thank the **Guest of Honour, Shri. Anil Dharker** for sharing his affectionate gesture with us. The narration of your experiences, especially of your meeting with Sir Richard Attenborough which eventually culminated into the production and making of 'Gandhi' – an Academy Award Winning Film, indeed made us realise the significance of India's story in the global cinematic world.



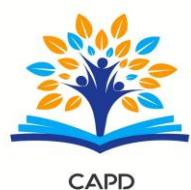


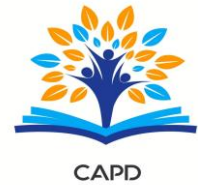
Secondly, we would like to thank **Mr. Anand Neelakantan**, for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature as the *Valedictory Speaker*. Sir, many of us have been reading your books since they were first published and we wish you for the immense success of your fourth book – *Chaturanga*. We hope that you can join us again. Thank you for a truly memorable evening.

Also, we would like to thank our *Guest of Honour*, **Dr. Radhakrishnan Pillai**. Sir, considering your expertise on Chanakya's ideals, you are known as 'Chanakya Pillai' and it was a blessing for us all to listen to your address on the role of teachers in 21st century. We also thank our *Special Guest*, **Dr. Protiva Rani Karmaker**. Your presence made the evening truly magical.

Next, we would like to thank **Patrick Wallace** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Perspectives on Practical ELT Pedagogy*, indeed set the tone for the Faculty Development Program. We personally appreciated your approach to anticipating users' intents. Thank you for your contribution.

Next, we would like to extend our gratitude to **Dr. Rosy Chamling** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Ma'am, your presentation on *Literature and Environment: Pedagogies, Perspectives and Intersections* was very thought provoking. Your years of research, your depth of knowledge and your ability to present the subject in such an interesting way produced one of the most memorable evenings. Thank you!





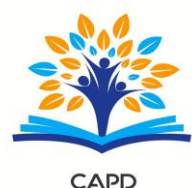
Next, we would like to thank **Claire Bradin Siskin** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Ma'am, your presentation on *Digital Literacy and CALL* was very inciting. Your presentation was truly thought provoking and we plan to learn more from you. Thank you for a wonderful evening!

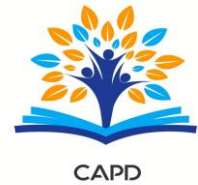
Next, we would like to thank **Dr. Marie Fernandes** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Ma'am, your presentation on *Teaching English through Multiple Intelligences* was very informative. We were pleased to have your participation in this outstanding program, and we thank you for your valuable contribution.

Next, we would like to thank **Dr. Dhirawit Pinyonattagarn** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Globalization of English in ASEAN*, intrigued all of us and we plan to learn more from you. Your enthusiasm throughout the presentation was contagious!

Next, we would like to thank **Dr. Albert P'Ryan** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Teachers as Educators* gave us an insight on the different perspectives through which English can be studied and taught. We thank you for your helpful contribution!

Next, we would like to thank **Dr. Baliram Gaikwad** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Emerging National and International Trends in English Literature*, traced research patterns in the





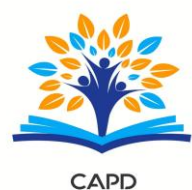
subject from its inception to the present times. We are grateful for the time and effort you took to share your thoughts and experiences towards the topic and it has indeed made our participants ponder upon this subject as being a very significant one.

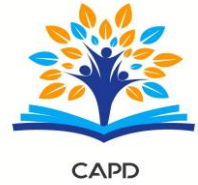
Next, we would like to thank **Prof. Reima Al-Jarf** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Ma'am, your presentation on *Strategies for Effective Distance Learning in EFL College Courses during COVID-19* unravelled a new and an interesting research approach to our participants. We also express our heartfelt gratitude for your contribution towards the International Faculty Development Program.

Next, we would like to thank **Dr. Tikaram Poudel** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Technology in Education: From Tape Recorder to Zoom and Google.meet* was very informative and it seemed to provide the much needed help.

Next, we would like to thank **Jason Anderson** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Text Interpretation: India's Hidden Pedagogy* was very thought provoking. We believe your contribution benefitted all our participants.

Next, we would like to thank **Dr. Margaret L. Pachuau** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Ma'am, your presentation on *Identity and Orality in Mizo Narratives* was very interesting and valuable.



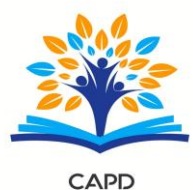


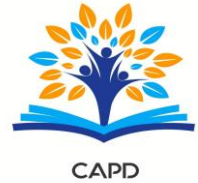
We would also like to thank **Dr. K. Venkat Reddy** for being a part of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature. Sir, your presentation on *Innovation in ELT* was very enlightening. We thank you for providing our participants with an interesting deliberation.

We would also extend our gratitude to our program directors, **Dr. Avkash Jadhav**, **Dr. Ramkishan Bhise**, and **Dr. Geeta Ajit**; our program coordinator, **Dr. Sachin Bhumbe** and our assistant coordinators, **Dr. Sushila Vijaykumar** and **Mr. Anwar Shaikh** for their relentless support in the organisation of the 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature.

Finally, we would also like to extend our gratitude towards all the moderators: **Dr. Sachin Labade**, **Dr. Shivaji Methe**, **Dr. Chumki Biswas**, **Dr. Sangeetha Puthiyedath**, **Dr. Anusha Ramanathan**, **Dr. Santosh Rathod**, **Dr. Prasanth V.G.**, **Dr. Satyawan Hanegave** and **Dr. Aarti Punjabi** because of whom our program was moderated meticulously. Their moderation has indeed raised the bar of deliberations even higher. Thank you for your wonderful contribution!

KAASH FOUNDATION





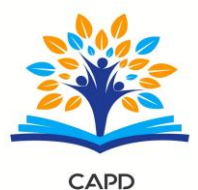
TO ALL THE TEAM MEMBERS OF KAASH FOUNDATION

The strength of the team is each individual member. The strength of each member is the team.

- Phil Jackson

The 3rd International Faculty Development Program on Emerging Approaches and Trends in English Language and Literature would not have been possible without a team. Huge thanks to all the team members of KAASH Foundation for working enthusiastically for the success of the program.

KAASH FOUNDATION





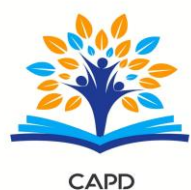
NAMES OF KAASH FOUNDATION VOLUNTEERS

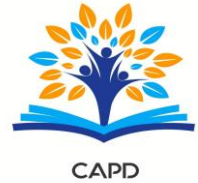
A. Webinar Technical Team:

Kishan Singhanian
Rohan Hegde
Megha Patel
Yash Bhise
Ameya Padwad
Manu Siddharth

B. Social Media Team:

Anuja Augustin
Pamela Dhonde
Siona Salvi
Tirtha Samant
Madhu Ramasamy
Megha Patel
Rohan Hegde
Ruchira Sarma
Krishna Bhandari
Ankita Vora
Pousali Giri
Samiksha Singh





Sonal Rana
Jinansh Dugger
Kishan Singhania

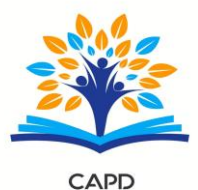
C. Data Compilation Team:

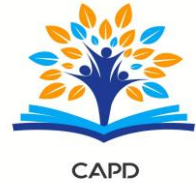
Pamela Dhonde
Siona Salvi

D. Report Compilation Team:

Chelsi Prakash
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Titiksha Kabra
Yash Batra
Ayesha Mujawar
Shobhana Suresh
Kushi Naidu

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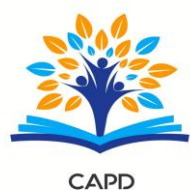


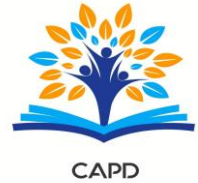
THANK YOU PARTICIPANTS!!

The entire team of Kaash Foundation would like to thank all the participants for making the program a massive success. This would not have been possible without your overwhelming participation. As it is rightly said by Henry Stack Sullivan,

It may be possible through detachment to gain knowledge that is useful; but only through participation it is possible to gain the knowledge that is helpful.

KAASH FOUNDATION





CONTACT DETAILS OF KAASH FOUNDATION

For any further participation and/or collaboration, kindly contact us on:

1. Email ID: kaashfoundation@gmail.com
2. Website: www.kaashfoundation.org

For latest updates on our upcoming ventures, kindly follow us on:

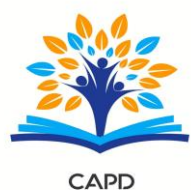
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4. LinkedIn: <https://www.linkedin.com/in/kaash-foundation-6261991b5/>

Our YouTube Channel: Kaash Foundation Mumbai

- Link to the Channel:
https://www.youtube.com/channel/UCvkiR1_545B6dncMmaGUrvQ

BE HAPPY AND BE BLESSED ALWAYS!

KAASH FOUNDATION





UGC-HUMAN RESOURCE DEVELOPMENT CENTRE
JAMIA MILLIA ISLAMIA, NEW DELHI - 110025
UGC Approved Schedule for 2019-20
Orientation/Refresher/Short Term Course

Orientation Programmes			
01	125 th OP	11 th June, 2019	1 st July, 2019
02	126 th OP	14 th September, 2019	05 th October, 2019
03	127 th OP	2 nd November, 2019	23 rd November, 2019
04	128 th OP	12 th February, 2020	3 rd March, 2020
Refresher Courses			
01	4 th RC Modern Indian Languages	17 th September, 2019	30 th September, 2019
02	17 th RC Commerce & Management Studies	18 th November, 2019	30 th November, 2019
03	2 nd RC Teacher Education	1 st January, 2020	14 th January, 2020
04	2 nd Computational and Mathematical Sciences (Rescheduled) New Date	20 th August, 2019 7 th February, 2020	3 rd September, 2019 20 th February, 2020
Interdisciplinary Courses			
01	14 th RC Human Rights & Social Inclusion (Interdisciplinary)	25 th July, 2019	7 th August, 2019
02	7 th RC Basic Science (Interdisciplinary)	5 th November, 2019	19 th November, 2019
03	4 th RC Comparative Studies (Interdisciplinary)	31 st October, 2019	14 th November, 2019
04	12 th RC West Asian Studies (Interdisciplinary)	2 nd December, 2019	14 th December, 2019
Short Term & Other Courses			
01	One Week Course on Research Methodology	5 th December, 2019	11 th December, 2019
02	One Week Course on Disaster Management	6 th January, 2020	11 th January, 2020
03	One Week Course on Gender Studies (Rescheduled) New Date	16 th September, 2019 10 th February, 2020	21 st September, 2019 15 th February, 2020
04	Interaction Programme (Rescheduled) New Date	16 th December, 2019 17 th February, 2020	21 st December, 2020 22 nd February, 2020
05	One Week Professional Development Programme for Non Teaching Staff (Rescheduled) New Date	17 th October, 2019 18 th February, 2020	23 rd October, 2019 25 th February, 2020
06	Workshop on MOOCs, E-content Development and Open Educational Resources	24 th February, 2020	29 th February, 2020
07	One week contact/hands on experience programme for ARPIT learners (Rescheduled) New Date	3 rd February, 2020 2 nd March, 2020	8 th February, 2020 7 th March, 2020
08	Leadership for Academicians (LeAP) (Rescheduled) New Date	20 th January, 2020 3 rd March, 2020	25 th January, 2020 11 th March, 2020
09	Principal's Meet (Rescheduled) New Date	19 th February, 2020 12 th March, 2020	19 th February, 2020 12 th March, 2020

Prof. Anisur Rahman
Director

Note:

1. Last date for receipt of applications for various courses shall be 45 days prior to the commencement of the course.
2. Selection to attend the course shall be need based.
3. Applications received after the last date for the course shall be considered for the next course.



**Schedule of One Week International Virtual FDP
on “Moodle Learning Management System”**

**Organised by
Don Bosco College, Itanagar, Arunachal Pradesh
in Association with Spoken Tutorial, IIT Bombay
(June 15-19, 2020)**



Schedule for Day 03

Day & Date	Session	List of Content	Video Link
Schedule for Day 3: (17/06/2020)	I	9. User Roles in Moodle	https://spoken-tutorial.org/watch/Moodle+Learning+Management+System/User+Roles+in+Moodle/English/
	II	10. Plugins in Moodle	https://spoken-tutorial.org/watch/Moodle+Learning+Management+System/Plugins+in+Moodle/English/
	III	11. Teachers Dashboard in Moodle	https://spoken-tutorial.org/watch/Moodle+Learning+Management+System/Teachers+Dashboard+in+Moodle/English/
	IV	12. Course Administration in Moodle	https://spoken-tutorial.org/watch/Moodle+Learning+Management+System/Course+Administration+in+Moodle/English/

Coordinators:

**Mr. Partha Goswami (Training Manager, IIT Bombay Spoken Tutorials Programme)
Mr. Sur Chandra Singha (Librarian, Don Bosco College, Itanagar)
Mr. Arun K. Sharma (IQAC Coordinator)**

Chief Patrons:

**Rev.Fr. Chemparathy Jose (CC) (Director)
Dr. (Fr.) Jose George (Principal)
Fr. Amil Kujur (Vice Principal) Patron**

Report
Of
ONLINE ONE WEEK INTERDISCIPLINARY
FACULTY DEVELOPMENT PROGRAM (FDP)
ON
NEP-2020: TEACHING LEARNING AND RESEARCH
(From 7th to 11th December, 2020)

Organized by

Department of Education & IQAC of AryaMahila P. G. College, Varanasi
in Collaboration with School of Education, Faculty of Education, B.H.U.

Under the aegis of
PanditMadan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT)
Ministry of Education, Government of India, New Delhi



ONLINE ONE WEEK INTERDISCIPLINARY
FACULTY DEVELOPMENT PROGRAMME
on
NEP 2020 : TEACHING LEARNING & RESEARCH
(From 07th to 11th December, 2020)



Chief patron
Prof. Rakesh Bhatnagar
Hon'ble Vice- Chancellor
Banaras Hindu University
Varanasi



Patron
Prof. Rachana Dubey
Principal
Arya Mahila P. G. College, Varanasi



Patron
Prof. S.K. Swain
Head & Dean, Faculty of Education
Banaras Hindu University, Varanasi



Convener
Prof. Seema Singh
Co-ordinator,
School of Education, Faculty of Education
Banaras Hindu University, Varanasi



Convener
Prof. Anjali Bajpai
Co-ordinator,
School of Education, Faculty of Education ,
Banaras Hindu University, Varanasi



Organizing Secretary
Dr. Kaushlendra Singh
Assistant Professor,
Department of Education,
Arya Mahila P. G. College, Varanasi

- The FDP was started on 07th December 2020 with the welcome address of **Prof. Rachna Dubey** Principal, Arya Mahila P.G.College. Backdrop note was given by **Prof. Anjali Bajpai**, Coordinator, School of Education, Faculty of Education(K) B.H.U. . Prof Anjali said that Policy are guidelines we need to implement it into right way then only it will be fruitful . She discussed in detail about the objectives of the FDP. Prof. Rakesh Bhatnagar was the chief guest of the inaugural session. In his deliberation he focused on introspect of Faculty Members of higher education. Prof. Bhatnagar enumerate the need of true teaching , true learning and real research. He also suggested that Tenure Track System should be implemented in order to promote the innovative research in the field of Higher Education. In the inaugural session blessings were given by **Dr. Shashi Kant Dikshit**, Manager AryaMahila P. G. College, Varanasi and **Prof. S.K. Swain**, Head & Dean, Faculty of Education, Banaras Hindu University, Varanasi . Vote of thanks was given by **Prof. Seema Singh**, Coordinator, School of Education, Faculty of Education, Banaras Hindu University Varanasi . This session was conducted by **Dr. Kaushlendra Singh** Organizing Secretary of the FDP.

Theme of the First Technical Session on Day one was “**NEP- 2020 : Transformative Initiatives for Improving Teaching – Learning Process and Achieving Excellence in Research**” . Resource Person was **Prof. K. Ramachandran** Senior Advisor, Unit of International Cooperation NIEPA, New Delhi, Member Draft Committee, NEP-2020 .

Second Technical Session was focused on “**Holistic View of NEP-2020**”. Resource Person of this session was **Prof. S.K. Swain** Head & Dean, Faculty of Education (K) Banaras Hindu University, Varanasi. Prof. S.K.Swain discussed in depth about various important recommendations of NEP-2020.

On the **Second Day** First Technical Session was themed on “**Equity and Inclusion in New Education Policy**” . Resource Person was **Prof. TejPratap Singh** Department of Political Science & Coordinator, Centre for Study of Social Exclusion & Inclusive Policy (CSSEIP) Banaras Hindu University, Varanasi .

Second Session of Day Two was focused on **NEP-2020 : The changing landscape of higher education and research**. The Resource Person of this session was **Dr. A.K. Singh** Assistant Director, Regional Centre for Urban and Environmental Studies, Lucknow.

Theme of the First Technical Session on the **Third Day** was "**Transforming teacher education: Reflections from NEP 2020**". The Resource Person was **Prof. Arbind Kumar Jha** Dean, School of Education, BabasahebBhimraoAmbedkar University, Lucknow .

Second Session was themed on "**Reimaging Academic Research in NEP - 2020**" the Resource Person of this session was **Prof. A.S. Raghubanshi** Director & Professor, Institute of Environment & Sustainable Development, Banaras Hindu University, Varanasi.

Fourth Day First Session was focused on "**NEP- 2020 :Blended and online learning**". The Resource Person of this session was **Dr.Madhusudan J.V.** Associate Professor, Department of Education and Educational Technology, School of Social Sciences, University of Hyderabad.

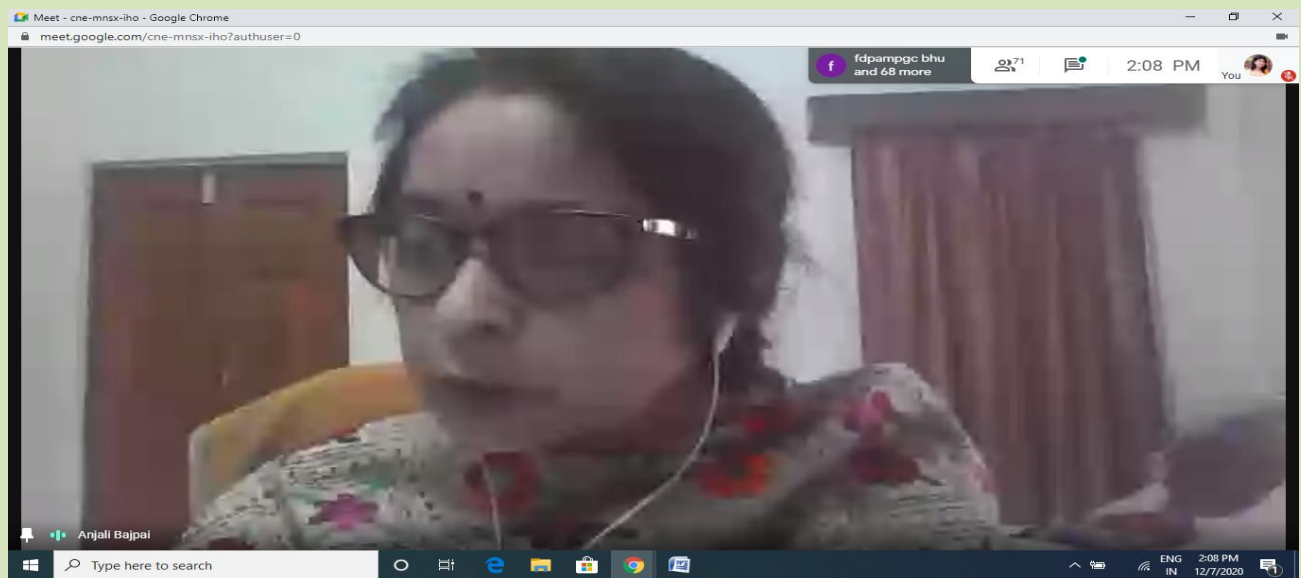
Second Session of the Fourth Day was themed on **Legal control of cyber crime in India : issues and challenges**. Resource Person of this session was **Prof. G.P.Sahoo** Faculty of Law Banaras Hindu University, Varanasi .

Fifth Day started with **Feedback and Online Assessment of Participants**. During the Feedback Session some important suggestions were given by the Participants: Internship in B. Ed. Program should be modified as per need of the hour. There should be common Curriculum up to some extend for B.Ed. all over India. Some basic skills should be included in the training program of B.Ed. Socially and Economically deprived section of our society should have equal opportunity for the assess of ICT enabled education. Cyber ethics should be followed by Teaching-Learning community etc.

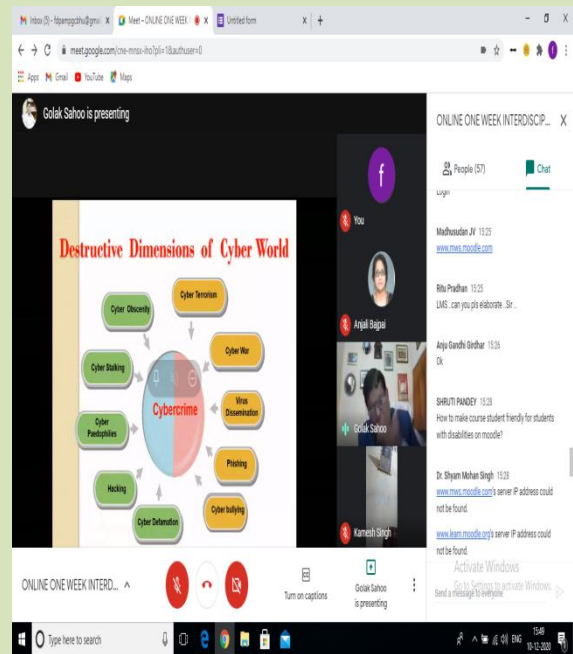
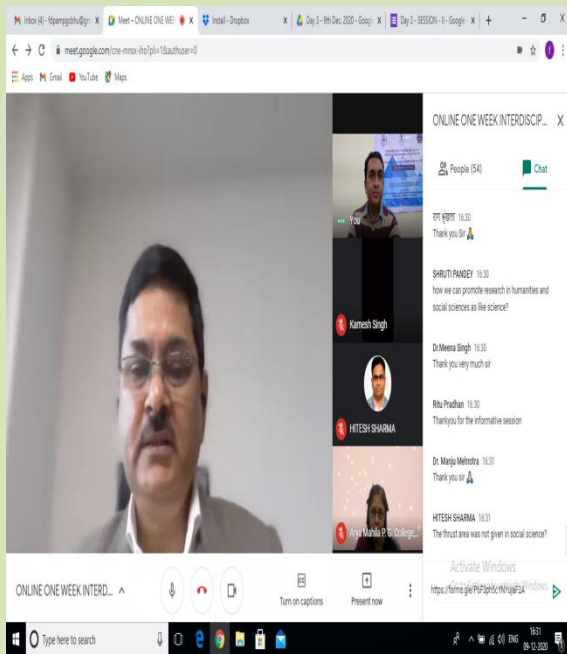
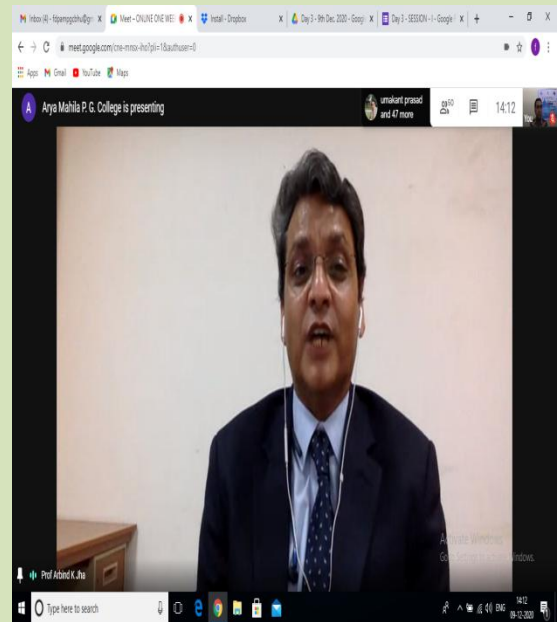
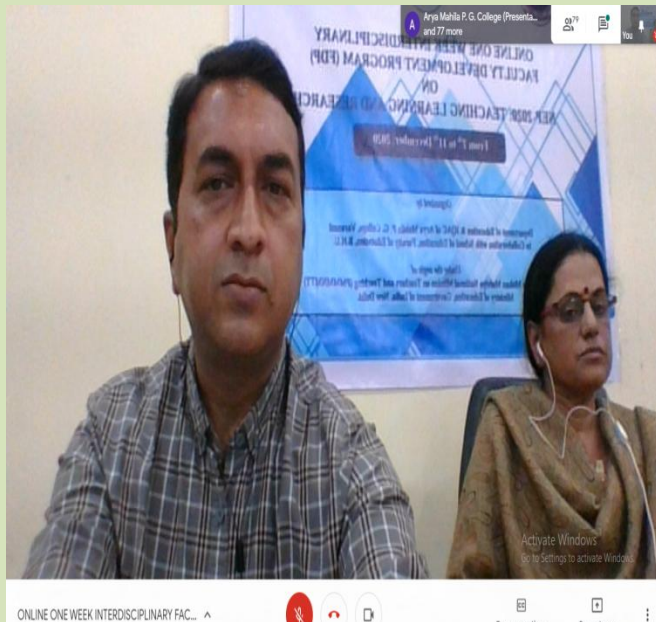
The Report of the whole Program was presented by **Dr. Kaushlendra Singh** Organizing Secretary of FDP.

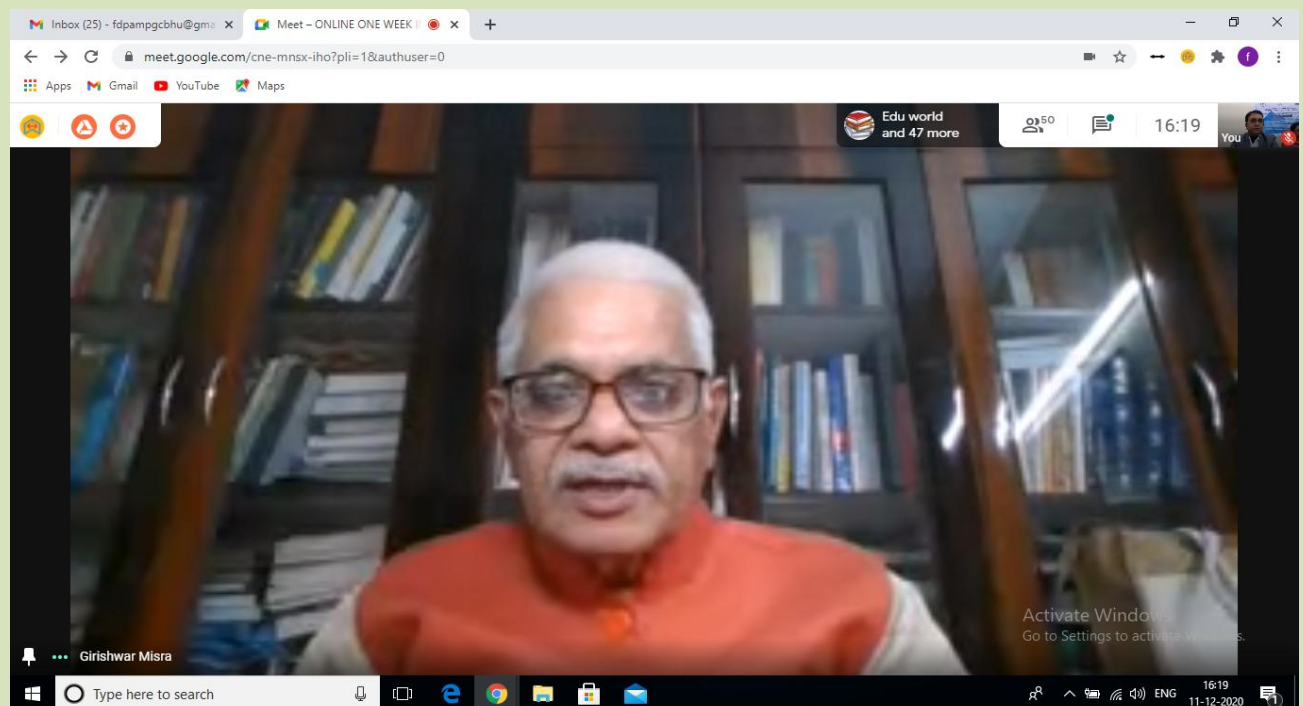
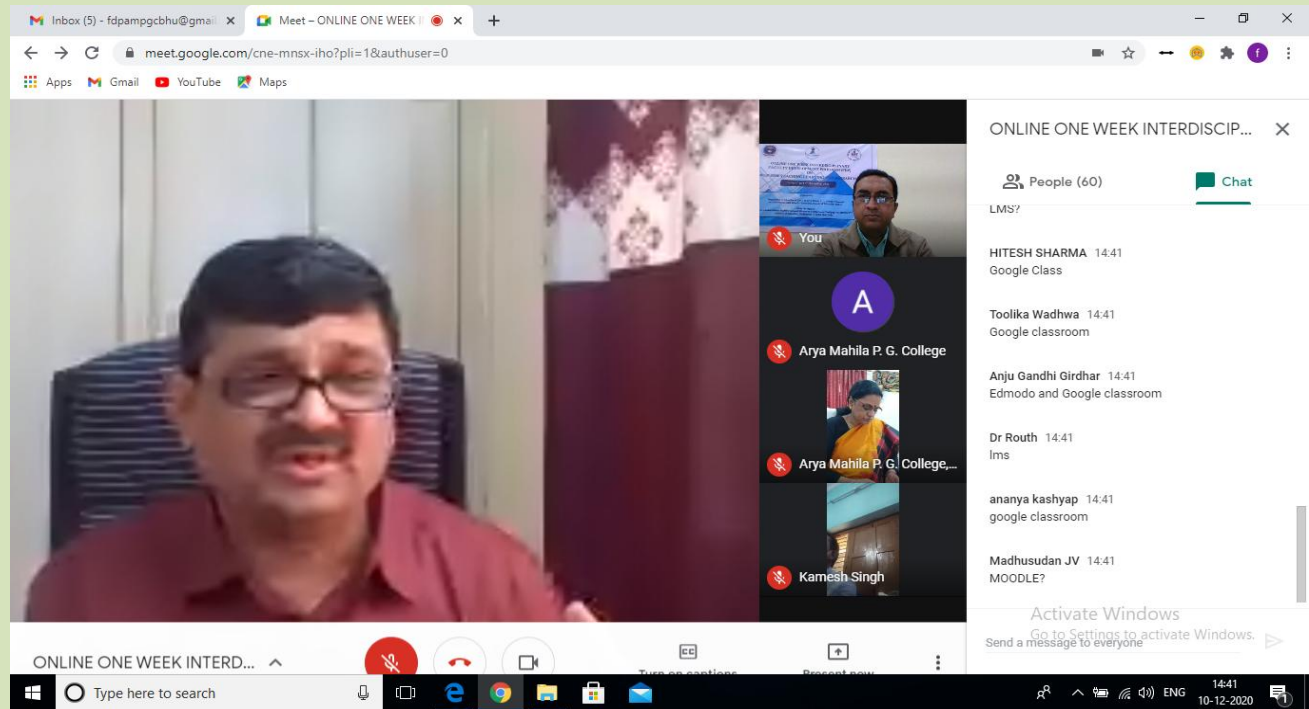
Chief Guest of the Valedictory Session was **Prof. Girishwar Mishra** Ex. Vice Chancellor, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha. Vote of thanks of Valedictory Session was given by **Dr. Arti Srivastava**, Department of Education, Arya Mahila P. G. College, Varanasi.

Glimpses of the FDP:



FDP ON NEP-2020: TEACHING- LEARNING AND RESEARCH (07-11 December 2020)
Organized By Dept. of Education AMPGC & SOE B.H.U.





FDP ON NEP-2020: TEACHING- LEARNING AND RESEARCH (07-11 December 2020)
Organized By Dept. of Education AMPGC & SOE B.H.U.

Submitted By
Dr. Kaushlendra Singh
Organizing Secretary FDP
Assistant Professor
Department of Education
Arya Mahila P.G.College, Varanasi

NATIONAL SEMINAR
ON
TEACHER EDUCATION PROGRAM:
NEW PANORAMA AND CHALLENGES IN THE CONTEXT OF DRAFT
NATIONAL EDUCATION POLICY, 2019
(28th -29th November, 2019)

Jointly Organized By
DEPARTMENT OF EDUCATION, MIZORAM UNIVERSITY
NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)
ALL INDIA ASSOCIATION OF PRIVATE COLLEGES(AIAPC)



CHIEF PATRON
Prof. KRS Sambasiva Rao
Vice Chancellor, Mizoram University

PATRON
Prof. R.P.Vadhera
Pro Vice Chancellor, Mizoram University

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Prof. H. Malsawmi, Department of Education, MZU, Aizawl
Prof. Lalbiakdiki Hnamte, Department of Education, MZU, Aizawl
Prof. Vanlalhruaii, Principal, IASE, Aizawl
Prof. Lallianzuali Fanai, IASE, Aizawl
Prof. N. Pradhan, Principal, RIE, Bhopal
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Dr. Narikimelli Pramod Kumar, Assistant Professor of Education, MZU

Dr. Sweta Dvivedi, Assistant Professor of Education, MZU

Dr. Krishna Kant Tripathi, Assistant Professor of Education, MZU

SPEAKERS

Prof. N. Pradhan, Principal, RIE, Bhopal

Prof. S. M. Sungoh, Department of Education, NEHU, Shillong

**NATIONAL SEMINAR
ON
TEACHER EDUCATION PROGRAM:
NEW PANORAMA AND CHALLENGES IN THE CONTEXT OF DRAFT
NATIONAL EDUCATION POLICY, 2019**

=====

CONCEPT NOTE

The draft National Education Policy (NEP), 2019 has focused on revamping the Teacher Education Program in the country in order to ensure that teachers are given the highest quality training in content, pedagogy and practice by mandating interdisciplinary mode of teaching in integrated manner. With the present vision and commitment of Government to bring uniformity in Teacher Education Program throughout the country, it would be an inevitable requirement to revisit the existing ongoing two years Teacher Education curriculum both at elementary and secondary level of school education. India is home to most complex network of school education system of the world and the backdrop of this system is not very pleasing in the light of Millennium Development Goals. The Elementary, Secondary and Higher Secondary levels of Education cannot be strengthened in lack of reliable teacher training for each level. The University Education Commission remarked that the secondary stage of education is the weakest link in our educational machinery and it needed urgent reforms. This remark came way ahead immediately after independence but its significance holds validity even today. A very heavy machinery of time, space, energy and money has been pumped into this weakest link of education ladder since independence. In spite of planned efforts the system has suffered full blown crises which need to be put in order through much needed reforms in Teacher Education Program especially for secondary level of school education. Elementary Teacher Training Programs also needs to be aligned to integrated format as specified in draft NPE, 2019. The spirit of patronizing the teaching profession has been envisaged in all major national policies and commissions of education. Every national policy has been followed by appropriation of an action plan to reform educational system of the country and this in turn has its heavy bearing and implication on Teacher Education Program of the country. Teacher Education curriculum is perhaps the most experimented curriculum in the reform making process and this has led to rapid and vigorous changes in the past and perhaps more precisely in past two decades after the NCTE

gained a statutory body status in 1993. For that matter Teacher Education program in the country has been witness to sea changes right into the planning stage through transaction and the evaluative stages of teacher education curriculum. Curriculum and syllabus in order to match the requirement of national mandate needs constant accommodation and assimilation of much needed changes but not at the cost of dismantling the existing structure and modalities. The teacher education functions on the demand and supply of trained teachers in the schools where there is a problem of mismatch. This drop out statistics of school goers has a heavy bearing on kind of teachers produced by existing teacher education system of the country. Lack of teachers and absentia of teachers have been found to be important factors for drop out of students especially at middle and secondary school levels. A good teacher is by product of both the intrinsic and extrinsic factors acting upon him or her in the process of making. On the one hand where the self-determination and inner urge to become a good teacher is must for a prospective teacher, on the other hand the outside the teacher many factors decides the possibility of becoming a good teacher. The present seminar aims to hold deliberate and extensive discussions on different issues, challenges, prospect within Indian Teacher Education System and analysis into intrinsic and extrinsic level factors that are involved in making of best teachers. The major outcome of the seminar would be to suggest concrete measures to reform, prepare and maintain quality in Teacher Education Program

In this context the Department of Education, Mizoram University propose to organize a Two-day National Seminar on Teacher Education Program: New Panorama - New Challenges. Following are important areas were discussion needs to be done which have been marked as Sub themes of the seminar. The target groups for the present seminar are all the learned faculties of TTIs, University Department of Education, and teachers working in schools. All interested participants may choose to present seminar and research papers on any of the following sub themes.

SUBTHEMES

- **Modalities of Teacher Education Curriculum in Integrated mode**
- **Management of Teacher Education Institution**
- **Internship Period and Field Engagements**
- **Rapid modification in existing Teacher Education Program: Case Studies and Field Surveys**
- **Quality Ensuring in Teacher Education**
- **Linkages and gaps between Practice teaching Schools and TTIs**
- **New Education Policy and Teacher Education**
- **Integration of ICT in Teacher Education**
- **Humanitarian Component in Teacher Education Curriculum: Issues and Possibilities**
- **Provisions of adequate School Experiences during Teacher Training**
- **Comparison of National Teacher Education Programs with the International Teacher Education Programs**

ABOUT THE UNIVERSITY

Mizoram University (MZU) was established on 2nd July 2001 by the Mizoram University Act, 2000 which appeared in the Gazette of India (Extraordinary) on 25th April, 2000 as a Central University having His Excellency, the President of India as its Visitor. Visits from eminent dignitaries, scholars and researchers, activists, politician from India and abroad constantly take place in the University. On 21st February 2014, the University for its First Accreditation was awarded grade 'A' by NAAC, Bangalore. Mizoram University ranked 94th in overall ranking and 58th among the universities for the year 2017 by National Institute Ranking Framework (NIRF), Ministry of Human Resource Development, Govt. of India.

ABOUT THE DEPARTMENT

At present the University has 39 academic departments organised under 9 Schools of Studies with the vision of emerging as the hub of higher education. The Department of Education was established in 1979 under the School of Education and Humanities. At present, the Department is offering five programmes- B.Ed. M.Ed., M.A, M.Phil. and Ph.D. in Education.

HOW TO REACH AIZAWL

Aizawl can be reached by Air through Kolkata/Guwahati. Direct flights are available from Delhi, Mumbai, Kolkata and Guwahati. Connected flights are also available from Delhi, Mumbai, Chennai and Hyderabad. The MZU is approximately 20 Km away from Lengpui Airport towards Aizawl city. Pre-paid taxis are easily available from the Airport to reach the University by paying fare of Rs. 1500. Silchar is the nearest railway station to Aizawl. The journey (by road) from Silchar to Aizawl takes around 6 Hrs. Sumos (share basis) are available from Mizoram Circuit House, Sonai Road, Silchar. Temperature varies between 15 to 25 degrees Celsius during March. Mizoram has great natural beauty and is also very rich in flora and fauna.

ACCOMMODATION

Lodging and boarding will be provided to the delegates only in the University Guest House for the out-stationed participants on seminar days.

IMPORTANT DEADLINES

Last Date for Abstract Submission : 10-11-2019

Confirmation of Acceptance of Abstract: 15-11-2019

Last Date for Full Paper Submission : 25-11-2019

Publication Details:

The organizers plan to publish the proceedings of the conference in the form of a book with ISBN. As such, all presenters will have to submit one hard copy of the presented paper at the time of registration. However, participants who intend to publish their paper will have to furnish some additional details and must adhere to the following guidelines:

- The paper must be typed in Times New Roman 12 Format with 1.5 line spacing.
- The Abstracts must be within 250 words with at least 3 key words.
- The name, designation and affiliation of the writer should be typed in **BOLD** at the right-hand side of the page just below the main Title of the paper.
- All Papers must strictly follow the APA Style in case of reference and type.
- The contributors must declare an Anti-plagiarism certificate to ensure the authenticity of their paper.

- All papers submitted for Consideration of Publication must be within 3000-4000 words limit.
- Only selected papers will be published in the Conference Volume.
- For any modifications, the organizers will contact the writers via email only.
- All Papers and queries (if any) must be directed to the following Email ID:
mzueduseminar19@gmail.com

Session Titles

Date	Time	Topic
11.06.20	11.30AM to 1.00PM	Online teaching learning process & enabling technologies.
12.06.20	11.30AM to 1.00PM	Working with Moodle
13.06.20	11.30AM to 1.00PM	Online course creation : Tools & Technologies
14.06.20	11.30AM to 1.00PM	MOOCs & Government of India initiatives

REGISTRATION

By 10th June 2020 (13.00hrs)

<https://forms.gle/1TpWGzxKN9PHzsf8>

TARGET AUDIENCE

Faculty members and Academicians of Higher Education

LEAD SPEAKER



Dr. Darshana Hooda

Head
University Computer
Centre
DCRUST, Murthal

She is PhD in Computer Science and Engineering with more than 15 years of experience in online teaching learning pedagogy. She is recipient of NIXI Fellowship, inSIG Fellow and collaborating in projects with IIT Madras, Bombay & Kharagpur.

CISCO WEBEX MEETING LINK

<https://meetingsapac7.webex.com/meet/ku-marrahul.niftem>

INSTRUCTIONS FOR THE PARTICIPANTS

- There is no participation fee.
- Participants to login with their actual names and at least 10 minutes before the start of each session.
- Maintain attendance during the session.
- Certificate will be issued to the participants who will attend all four session
- Please send your queries to induction.niftem@gmail.com

Organizing Committee

Chief Patron

Dr. Chindi Vasudevappa

Hon'ble Vice Chancellor NIFTEM

Dr. J.S. Rana

Registrar NIFTEM

Dr. Ashutosh Upadhyay

Dean (Academic)

Dr. Sunil Pareek

HoD (AES)

Core Implementing Committee

Er. Kumar Rahul, Co-Coordinator

Ph: 0130-2281084

E-mail- kumarrahul.niftem@gmail.com

Dr. Neeraj, Coordinator

Mob: 9355632313

E-mail- Neeraj.niftem@gmail.com

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Mr. Nishant Kumar/ Mr. Rohit kumar

Ph: +91-8901356147/0130-2281091

Office Support

Ms. Praveen Gulliya

Ph: 0130-2281099

Organized by

DEPARTMENT OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

National Institute of Food technology Entrepreneurship and Management
(Deemed to be University (De-novo Category)), Kundli, Sonapat

www.niftem.ac.in

Faculty Awareness Programme

“ONLINE TEACHING PEDAGOGY IN HIGHER EDUCATION”

11-14 June 2020

(Total duration: 6 hours)



About NIFTEM

NIFTEM is an autonomous institution setup under Ministry of Food Processing Industries, GoI, with aim to serve as an apex body to cater the needs of food processing sector. The institute act as a centre of excellence in the area of food technology and management.

About Programme

The programme aims to train faculty members of higher education system for online teaching and raising the awareness about tools available for effective adoption of online teaching learning process

Objectives

Understanding online content development and teaching pedagogy

Enhancing the ability and skills of faculty for online classes

Raising awareness about Government initiatives for online teaching



FACULTY DEVELOPMENT CENTRE

DEPARTMENT OF EDUCATION, MIZORAM UNIVERSITY



UNDER PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING (PMMMNMTT)

INDUCTION TRAINING PROGRAMME-04 & 05

(18th November-17th December 2019)

NOTIFICATION-04

The Faculty Development Centre (FDC), Mizoram University is going to organize Induction Training Programme of one-month duration (18-11-2019 to 17-12-2019) under the scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching, (PMMMNMTT). MHRD, New Delhi. In higher education, faculty development is central to the issues of quality and excellence. The present higher education system does not focus on teaching-learning process, pedagogical content and its various tools which are very vital to increase the quality of learning experience in the different educational programmes.

The Group of Secretaries (GoS) on Education and Social Development has recommended Induction Training of freshly inducted faculty in Universities/Colleges/Institutes so as to improve their quality.

The Induction Programme will build the capacity of the newly recruited faculties of central and state universities, centrally funded technical institutions, Degree and PG Colleges. It will orient them on various generic aspects of teaching learning, instructional methodologies, assessment and evaluation techniques, ICT enabled teaching learning, and equip them with knowledge of University rules and regulations, basics of governance and administration. Interested teachers may apply on the prescribed application form through proper channel latest by **15th November 2019**

Application form can be downloaded from: <http://fdc.mzu.edu.in>



FACULTY DEVELOPMENT CENTRE

DEPARTMENT OF EDUCATION, MIZORAM UNIVERSITY



UNDER PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING (PMMMNMTT)

APPLICATION FORM FOR INDUCTION TRAINING PROGRAMME

1. Name of the applicant (in Capital letters):.....
2. Father's / Mother's Name:
3. Date of Birth (DOB): 4. Gender: Male Female
5. Category: GEN OBC SC ST 6. Designation:
7. Date of appointment:
8. Name and Address of the University/College/Institute:
9. Nature of Appointment: Regular Temporary If temporary: Ad-hoc Contractual (in case of ad-hoc/ contract, teachers must have completed three academic sessions)
10. Experience: (i) TeachingYears (ii) ResearchYears
11. Address for Correspondence:
.....
- Mobile No: E-mail:
12. Accommodation Required: Yes/ No
13. Certificate from University/ College/Institute annexed: YES /NO
14. Details of Fee transaction:

DECLARATION

I hereby declare that the entries made in this application form are true to the best of my Knowledge and belief.

I hereby undertake to participate in all the academic sessions and assignment work during the Course and will abide by the rules and regulations of the Faculty Development Centre, Mizoram University, Aizawl

Place:

Signature of Applicant

Dated:

*** Please read the NOTE before filling the application form.**

NOTE:

1. The Application form must be forwarded through proper channel. To avoid any postal delay, candidates are advised to submit their duly filled Application Form along with the required fee well in time.
2. Candidates are required to bring a relieving order from the competent authority at the time of joining the programme. No one shall be allowed to attend the programme without a relieving order.
3. The last date for receiving duly filled application form for the programme is 15-11-2019. Registration will close as soon as the seats are filled. Selected candidates will be informed by phone/E-mail by the FDC. Since the seats are limited, participation will be confirmed on first come first basis.
4. No Leave of any kind is permissible during the programme.
5. Certificate of completion of programme will be given only to those candidates who will attend the programme for the full duration.
6. Teachers working in Universities/Colleges/Institutes that are included under Section 2(f) of the UGC Act, even though they may not yet be included under Section 12(B), may be invited to participate in the programme.
7. The teachers of colleges that do not yet come within the purview of Section 12(B), but have been affiliated to a University for at least two years, will be permitted to participate in the programme.
8. Temporary teachers who have been teaching for at least three academic sessions in Institution of higher learning, which has been affiliated to a University for at least two years, may be permitted to participate in the programme.
9. Universities/Colleges/Institutes must allow interested teachers to attend FDC programme based on their eligibility. Otherwise, valid reasons will have to be intimated in writing to the teacher concerned.
10. The FDC centre will provide free boarding and lodging (on twin sharing basis) to the outstation participants.
11. The Faculty Development Centre (PMMMNMFTT), Mizoram University reserves the right to alter terms and condition of the programme, if required

How to Reach Aizawl

Aizawl can be reached by Air through Kolkata/Guwahati. Direct flights are available from Delhi, Mumbai, Kolkata and Guwahati. Connected flights are also available from Delhi, Mumbai, Chennai and Hyderabad. The MZU is approximately 20 Km away from

Lengpui Airport towards Aizawl city. Pre-paid taxis are easily available from the Airport to reach the University by paying fare of Rs. 1500. Silchar is the nearest railway station to Aizawl. The journey (by road) from Silchar to Aizawl takes around 6 Hrs. Sumos (share basis) are available from Mizoram Circuit House, Sonai Road, Silchar.

For further queries the candidates may contact:

Prof. Lokanath Mishra

Director, Faculty Development Centre

Mizoram University

Contact No. 9457115093,7008749487 (Mobile)

Email: fdc@mzu.edu.in



भारत सरकार / GOVERNMENT OF INDIA
 भारतीय भूवैज्ञानिक सर्वेक्षण / GEOLOGICAL SURVEY OF INDIA
 क्षेत्रीय प्रशिक्षण प्रभाग / REGIONAL TRAINING DIVISION
 पूर्वोत्तर क्षेत्र, शिलांग / NORTH EASTERN REGION, SHILLONG



उद्घोषणा / ANNOUNCEMENT

“NGCM आंकड़ा संधारण और निर्वचन पर पुनश्चर्या पाठ्यक्रम” पर ई-प्रशिक्षण
 (20.07.2020 to 24.07.2020)

e-Training on “Refresher Course on NGCM Data Handling and Interpretation”
 (20.07.2020 to 24.07.2020)

क्षेत्रीय प्रशिक्षण प्रभाग, भारतीय भूवैज्ञानिक सर्वेक्षण प्रशिक्षण संस्थान, एनईआर, शिलांग द्वारा, कार्यसत्र 2020-21 के अनुमोदित “NGCM आंकड़ा संधारण और निर्वचन पर पुनश्चर्या पाठ्यक्रम” पर ई-प्रशिक्षण कार्यक्रम 20.07.2020 से 24.07.2020 तक आयोजित कर रहा है।

प्रशिक्षण के प्रासंगिक विषय, प्रासंगिक मामले के अध्ययन, आभासी प्रदर्शन आदि के मौलिक सैद्धांतिक पहलुओं को इस ई-ट्रेनिंग के माध्यम से निपटाया जाएगा। इस ई-प्लेटफॉर्म के माध्यम से फील्ड-आधारित, प्रयोगशाला-आधारित और हैंड्स ऑन प्रैक्टिस प्रशिक्षणों की कोई गुंजाइश नहीं है।

इस पाठ्यक्रम की रूपरेखा भाभूस, राज्य डीजीएम एवं अन्य संगठन के अधिकारियों के लिए की गई है। यह भा.भू.स. अधिकारियों के लिए पदोन्नति से जुड़े प्रशिक्षण का हिस्सा भी है।

इस प्रशिक्षण पाठ्यक्रम का उद्देश्य अन्वेषण और अन्य भू-वैज्ञानिक जांच में भूभौतिकीय अध्ययन, इंस्ट्रुमेंटेशन, भूभौतिकी के उपयोग के बुनियादी सिद्धांतों पर प्रशिक्षण प्रदान करना है।

Regional Training Division, Geological Survey of India Training Institute, NER, Shillong is organizing e-Training on “Refresher Course on NGCM Data Handling and Interpretation” from 20.07.2020 to 24.07.2020, as a part of approved FSP 2020-21.

Fundamental theoretical aspects of the relevant subject of training, relevant case studies, virtual demonstrations, etc. will be dealt through this e-Training. There is no scope of Field-based, Laboratory-based and Hands on Practice trainings through this e-Platform.

The course has been designed for officers of GSI, State DGMs and other Organizations. This is also as a part of **Promotion Linked Training (PLT)** for Geoscientists of GSI.

The objective of this training course is to impart training on basic principles of geophysical studies, instrumentation, use of geophysics in exploration and other geoscientific investigations.

Course Content:

- Factors that affect the chemistry of sediments
- NGCM: outcome, prospects and challenges
- Stream Sediment sampling, drainage analysis, planning and collection of sample
- Introduction to basic concepts in statistics and understanding geographically linked compositional data
- Analytical techniques for different sampling media, detection limit, errors
- Chemistry of water and environmental parameters, concept of water sampling and methods
- Geochemical anomaly detection using geostatistics, PCA analysis, exploratory data analysis
- Integration of geochemical, geological and geophysical data and interpretation

जीएसआई के क्षेत्रीय एचओडी, सक्षम प्राधिकारी राज्य डीजीएम और अन्य सरकारी संगठनों से अनुरोध है कि उपरोक्त प्रशिक्षण पाठ्यक्रम शुरू करने के लिए भूविज्ञानी को नामांकित करें।

The Regional HODs of GSI, all the Competent Authority of State DGMs and other Organizations are requested to kindly nominate geoscientists for undertaking this e-Training course.

सभी प्रतिभागियों से अनुरोध है कि वे अपना नामांकन उचित माध्यम से मोबाइल नंबर और ई-मेल आईडी के साथ 16.07.2020 को या उससे पहले निदेशक, आरटीडी, एनईआर, शिलांग (rmh5.ner@gsi.gov.in / gsirtiner@gmail.com), के पास भेजना सुनिश्चित करें।

All the participants are requested to ensure sending their nominations through proper channel along with mobile number and e-mail Id. to the Director, RTD, NER, Shillong through e-mail (rmh5.ner@gsi.gov.in / gsirtiner@gmail.com) on or before 16.07.2020.

नामांकित पदाधिकारियों को ई-प्रशिक्षण में शामिल होने के लिए लैपटॉप / डेस्कटॉप (वेबकैम सहित) और मजबूत इंटरनेट सुविधा की आवश्यकता है।

The nominated Officials require Laptop/Desktop (with Webcam) and strong Internet Facility to join the e-Training.

नामांकन प्राप्त करने की अंतिम तिथि : 16 जुलाई, 2020

Last date for receiving nominations: 16th July, 2020

संपर्क करें / Contact persons:

- डॉ. एन.सूरदास सिंह, वरिष्ठ भूवैज्ञानिक / Dr. N. Surdas Singh, Senior Geologist, 08707592599 (M)
- श्री डीव्हीरी .वी., वरिष्ठ भूवैज्ञानिक / Shri D. V. Whuorie, Senior Geologist, 09774415934 (M)



(डॉ. बासव एन. महन्त / Dr. Bashab N. Mahanta)

अधीक्षण भूवैज्ञानिक / Suptdg. Geologist

आरटीडी, पूर्वोत्तर क्षेत्र शिलांग / RTD, NER, Shillong



UNIVERSITY GRANTS COMMISSION
NEW DELHI

UGC-STRIDE SCHEME



UGC-STRIDE REFRESHER COURSE

(MULTI – DISCIPLINARY)

ON

**Research Methodology: Research Ethics,
Methods, Skills, Writing and Communication**

19 August, 2020 - 01 September, 2020

CALL FOR REGISTRATION-PARTICIPATION

COURSE CO-ORDINATORS

**Prof. G. Gurusubramanian
Dr. Amit Kumar Trivedi
Dr. Vikas Kumar Roy**

**DEPARTMENT OF ZOOLOGY
MIZORAM UNIVERSITY, AIZAWL, MIZORAM**

ABOUT THE UGC-STRIDE REFRESHER COURSE

Research is a logical and systematic search for new and useful information on a particular topic. It is an investigation of finding solutions to scientific and social problems through objective and systematic analysis. It is a search for knowledge, that is, a discovery of hidden truths.

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

Research methods are the various procedures, schemes, methods, designs etc. used in research. All the methods used by a researcher during a research study are termed as research methods. They are essentially planned, scientific and value-neutral. They include theoretical procedures, experimental studies, numerical schemes, statistical approaches, etc. Research methods help us collect samples, data and find a solution to a problem. Particularly, scientific research methods call for explanations based on collected facts, measurements and observations and not on reasoning alone. They accept only those explanations which can be verified by experiments.

The present UGC-STRIDE refresher course on “**Research Methodology: Research Ethics, Methods, Skills, Writing and Communication**” stems from above observations with the following topics to be covered:

PROGRAM COVERAGE & MAJOR THEMES:

Research ethics	<ol style="list-style-type: none"> 1. Introduction to philosophy: definition, nature and scope, concept, branches. 2. Ethics: definition, moral philosophy, nature of moral judgments and reactions.
Scientific conduct	<ol style="list-style-type: none"> 1. Ethics with respect to science and research. 2. Intellectual honesty and research integrity. 3. Scientific misconducts: falsification, fabrication and plagiarism. 4. Redundant publications: duplicate and overlapping publications, salami slicing.
Publication ethics	<ol style="list-style-type: none"> 1. Publication ethics: definition, introduction and important. 2. Best practices/standards setting initiatives and guidelines: COPE, WAME. 3. Conflicts of interest. 4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types. 5. Violation of publication ethics, authorship and contributorship. 6. Identification of publication misconduct, complaints and appeals. 7. Predatory publishers and journals. 8. Impact factor journals in arts, science and humanities discipline.
Open access publishing	<ol style="list-style-type: none"> 1. Open access publications and initiatives. 2. Selective reporting and misrepresentation of data. 3. SHERPA/RoMEO online resources to check publisher copyright and self-archiving policies.
Databases and research metrics	<ol style="list-style-type: none"> 1. Databases: Indexing databases, Citation databases, Web of Science, Scopus, Google scholar, Research gate etc. 2. Research Metrics: Impact factor of journal as per journal citation report, SNIP, SJR, IPP, Cite Score. 3. Metrics: h-index, g index, i10 index, altmetrics. 4. Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc. 5. Software tools to identify predatory publications developed by SPPU. 6. Use of plagiarism softwares like ithenticate, Turnitin, Urkund and other open source software tools. 7. UGC-CARE 8. ICT Tools in Research.
Research Methodology	<ol style="list-style-type: none"> 1. Research methods for arts and humanities 2. Collection, processing and presentation of data 3. Sampling methods 4. Survey methodology 5. Qualitative research methods 6. Quantitative research methods 7. Mixed research methods 8. Questionnaire design in research methodology 9. Case study research methods 10. Experimental designs, Study designs - cross sectional study, case control study and randomized clinical trials. 11. Scientific writings –reports, synopsis, thesis and research papers 12. Literature review and resources 13. Hypothesis testing 14. Statistical methods: measurements of central tendency, standard deviation, standard error, Non-parametric and parametric tests: student's t-Test, Chi square test, null hypothesis, correlation, regression, ANOVA, Post-hoc tests. 15. Data Analysis and data interpretation 16. Development of research proposal and grant writing in arts, science and humanities discipline.

Objectives of UGC-STRIDE Scheme:

- The main objective of the scheme is to develop research culture and interest among young faculty, scholars and students to pursue careers and undertake the high-quality research in trans-disciplinary areas that augment and expand their research capacity.
- This scheme is meant for the development of researchers and teams via training through competitive selection, to design research, follow research ethics, write research grant proposals, effectively execute the research, publish and patent research findings.

ORGANIZING COMMITTEE:

Patrons: **Prof. J.K. Patnaik**, Pro-Vice Chancellor, Mizoram University, Mizoram.

Prof. Lalnundanga, Registrar, Mizoram University, Mizoram.

Chairman: **Prof. S. K. Mehta**, Dean, School of Life Sciences, Mizoram University, Mizoram.

Course Coordinators:

Prof. G. Gurusubramanian

Dr. Amit Kumar Trivedi

Dr. Vikas Kumar Roy

Department of Zoology, School of Life Sciences, Mizoram University, Mizoram.

Contact details:

KEY SPEAKERS:

Name	Institutional address
Dr.K.S. Jagannatha Rao	Director, Institute for Scientific Research and High Technology Services, (INDICASAT AIP), City of Knowledge, Panama
Prof. Ravindra Pogaku	Department of Chemical Engineering, Cornell University, University of South Carolina, Columbia, South Carolina, USA.
Dr. Venkat Ikkurthy	Data Scientist, Analytics Trainer/Consultant and Director, Clinical Data Integration, Bayer Pharmaceuticals, New Jersey, USA.
Dr. Palanirajan Vijayaraj Kumar	Head, Department of Pharmaceutical Technology, Faculty of Pharmaceutical Sciences, UCSI University, Kuala Lumpur, Malaysia.
Prof. Vanlal Thanzami	Department of Psychology, Jeffrey Cheah School of Medicine and Health Sciences, Monash University Malaysia.
Prof. Muhammad Kamal Uddin	Department of Psychology, University of Dhaka, Dhaka 1000, Bangladesh.

KEY SPEAKERS:

Speaker name	Institutional address
Prof. J.K. Patnaik	Pro-Vice Chancellor, Mizoram University, Mizoram.
Prof. Narpinder Singh	Professor and Head, Department of Food Science & Technology, Guru Nanak Dev University, Amritsar, Punjab.
Prof. Pramod Pandey	Centre for Linguistics, School of Language, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi.
Prof. Ramesh C. Gaur	Dean & Director (Library & Information Science)/ Head - Kala Nidhi Division, Indira Gandhi National Centre for Arts (IGNCA) (Autonomous body of Ministry of Culture, Government of India), New Delhi.
Prof. Rumki Basu	Department of Political Science, Faculty of Social Sciences, Jamia Millia Islamia, New Delhi.
Prof. J. K. Mandal	Department of Computer Science & Engineering, University of Kalyani, Kalyani, West Bengal.
Prof. Balaganapathi Devarakonda	Head, Department of Philosophy, University of Delhi, Delhi.
Prof. Anisur Rahman	Professor & Director, UGC-Human Resource Development Centre (Academic Staff College), Jamia Millia Islamia, (A Central University), New Delhi.
Prof. V.K. Karg	Chairman and Dean, Department of Environmental Sciences, Central University of Punjab, Bhatinda.
Prof. Surya Pratap Singh	Head, Department of Biochemistry, Institute of Science, Banaras Hindu University, Varanasi, UP.
Prof. P. Prakash Babu	Dean, School of Medical Sciences, Department of Biotechnology & Bioinformatics, University of Hyderabad, Hyderabad.
Prof. Lalita Ledwani	Director, School of Basic Sciences, Jaipur-303007, Rajasthan
Prof. Alok Mittal	Department of Chemistry, Maulana Azad National Institute of Technology (MANIT), Bhopal, Madhya Pradesh, India.
Prof. Rekha Pande	Director, SEED, Society for Empowerment through Environment Development, Centre for Women's Studies and Professor, Department of History, University of Hyderabad, Telangana
Prof. Mary Tahir	Head, Department of Geography, Jamia Millia Islamia (A Central university), New Delhi.
Prof. V. Prabhu	Department of Humanities and Social Sciences, Indian Institute of Technology, Guwahati.
Dr. Mohana Krishna Reddy Mudiam	Senior Principal Scientist & Professor (AcSIR), Analytical & Structural Chemistry Department, CSIR-Indian Institute of Chemical Technology, Hyderabad, Telangana.
Prof. S. G.Venkatasubramanian	Professor (environmental law and management), Anna University, Chennai.
Prof. Shanta Laishram	Associate Professor, Department of Mathematics, Stat Math Unit, Indian Statistical Institute (ISID), New Delhi, 110016
Dr. Jyoti Atwal	Associate Professor, Centre for Historical Studies, School of Social Sciences -III, Jawaharlal Nehru University, New Delhi.
Prof. Pravakar Rath	Department of Library and Information Science, Mizoram University, Aizawl, Mizoram.
Prof. Srinibas Pathi	Department of Public Administration, Mizoram University, Mizoram.
Prof. NVR Jyoti Kumar	Head, Department of Commerce, Mizoram University, Mizoram
Prof. Ramesh Chandra Tiwari	Head, Department of Physics, Mizoram University, Mizoram.
Prof. Diwakar Tiwari	Dean, School of Fine Arts, Architecture & Fashion Technology and Department of Chemistry, Mizoram University, Mizoram.
Prof. Zokaitluangi	Department of Psychology, Mizoram University, Mizoram.
Prof. H.K. Laldinpuii Fente	Head, Department of Psychology, Mizoram University, Aizawl, Mizoram.
Prof. Lalnilawma	Head, Department of Extension Education and Rural Development, Mizoram University (A Central University), Aizawl, Mizoram.
Prof. C. Devendiran	Department of Social Work, Mizoram University, Mizoram.
Dr. Shailesh Kaushal	Department of Business Administration, University of Lucknow, Lucknow.
Dr. Ajay Kumar Chauhan	Big Data Analytics and Founder, Research shiksha.com, New Delhi.
Dr. S.A.Madhavan	Assistant Professor, Department of Commerce, A.M.Jain College, Chennai.
Dr. Padmaja Priyadarshini BN	Entrepreneur and Senior Statistician, HOMEPLAN GURU, Chennai.
Dr. Shweta Rani	Assistant Professor, Dyal Singh College University of Delhi.

Registration and payment Details:

REGISTRATION FEE: Rs.1000/-

The organizing committee cordially invites registration which is mandatory for all the participants of the UGC-STRIDE refresher course on “**Research Methodology: Research Ethics, Methods, Skills, writing and Communication**”. Registration fee is Rs. 1000/-. The participants must make the prescribed payment by NEFT/UPI/IMPS/NET BANKING to the below-mentioned account and keep the screenshot of their payment for further clarification.

Account name	UGC-STRIDE PROGRAM COORDINATOR
Account Number	1548050002165
Bank name	United Bank of India
Branch Name	Mizoram University Branch
IFSC code	UTBI0MZUH61
Type of account	Current
MICR	796027003

All participants who have made the payment are required to send the following registration details to the email address, mzuugcstride@gmail.com on or before **August 14, 2020**:

Registration Details:

Name:

Designation:

Address (to be printed in the certificate):

Payment Details:

The screenshot of the payment should be uploaded while sending the registration form. The participants are advised to carefully fill their transaction details of payment at the time of filling of the registration form. Before filling of the registration form the payments will be made on the program account name, UGC-STRIDE PROGRAM COORDINATOR through net transfer mode. Kindly take note that late applications and payments will not be accepted. **The last date of registration is August 14, 2020.** After successful registration & payment, the participants will receive a final confirmation and invitation letter via email. **Please keep checking the spam folder of the email as the bulk email sent may end up in the spam folder.**

Who Can Attend?

This workshop is open to all the Research Scholars, PG students, Scientists, Post-DOCs, Faculty members (regular/permanent/ad-hoc/contractual/temporary/guest), academicians, policy makers in all disciplines.

UGC-STRIDE Refresher Course

Rules and Regulations

- The course will begin on Wednesday, August 19, 2020, and will continue till Tuesday, September 01, 2020. The sessions on various themes of this workshop will be conducted on ZOOM Webinar platform. The detailed day-wise program schedule will be communicated only to the registered participants before the start of the program.
- Participants are required to have uninterrupted power supply and/or internet connectivity. No participants should make excuse for inability to join the daily live lectures due to technical reason.
- Online Inaugural Programme will commence from 10:00AM of 19th August, 2020 and the subsequent programme also will commence every day during 10:00 AM – 01:00 PM; 02:00 – 02:30 PM online test and the session restart at 02:30PM till 05:30PM.
- Each participant will write a **Book Review** as an assignment which will be uploaded in the website soon. The Assignment should be limited to 1200 – 1500 words and submission last date will be **28th August, 2020 (05:00PM)**.
- Participants are requested to be active, punctual and regular during the live lectures. No lectures video or ppt will be uploaded and shared to the participants. Each participant will have to submit a **Report** (1500 – 2000 words) on the whole conduct of the Course on **28th August, 2020 (05:00PM)**.
- Daily online Test with Multiple Choice Questions will be conducted every day at 02:00 – 02:30 PM. Participants should login at www.hrdc.mzu.in and appear the test through Google form to be freshly uploaded in the website every day. Portal/link for the test will be opened for 30 minutes only from the specified time allotted for the test. Assignment, Report and Test once submitted will be final; resubmission will not be entertained in any case.
- As this workshop is being organized under the prestigious STRIDE Component-1 scheme of UGC, New Delhi, we at Department of Zoology, Mizoram University, Mizoram, give prime importance to willing and serious participants who are eager to learn. In this context, it should be noted that the certificates will be awarded to only those participants who will be present online and engaged during each session of the international workshop.
- **Therefore, participants must attend all the online sessions in order to receive a certificate of participation. Attempting and submitting all the online tests, book review, course conduct report writing and assignments are mandatory, and each participant should score a minimum of 50% in total to avail of the programme completion certificate.**
- As part of the UGC-STRIDE program requirement under the STRIDE- Component-1 scheme, all participants need to **submit online feedback for each session**.
- The participants should note that the consent of their respective employers, research guides and higher authorities of the institution for joining this programme is mandatory.
- Apart from the participation certificate, attendance certificate, Merit certificate will be issued to the participants who score top three positions.



Department of Zoology
School of Life Sciences
UGC-STRIDE (Component – 1) program
Mizoram Central University
(Accredited Grade "A" by NAAC)
NIRF 2020 Ranking - 67
E-mail: mzuugcstride@gmail.com
Website: <https://mzu.edu.in>



REFRESHER COURSE
(Multi- Disciplinary)
ON
RESEARCH METHODOLOGY: TOOLS & TECHNIQUES
(Under UGC – STRIDE Scheme)
7th – 20th July, 2020

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UNIVERSITY GRANTS COMMISSION
HUMAN RESOURCE DEVELOPMENT CENTRE
MIZORAM UNIVERSITY



invites Application from teachers of all background/discipline for
Online Refresher Course on Research Methodology: Tools & Techniques.

Download prescribed Application Form at www.hrdcmzu.in
Send us your duly filled in Application Form at ugchrhc@gmail.com

Last Date : **30th June, 2020 (03:00 PM)**
Seats availability : **100 Participants Only.**

*Selected Candidates will be informed through e-Mail on **3rd July, 2020.***
Link** will be sent to selected participants for **Online Registration.

For more details, contact:

1. Prof. G. Gurusubramanian, Department of Zoology, MZU.
Email: gurus64@yahoo.com ; Mobile: +91 9862399411
2. Dr. R. Zonunsanga, UGC – HRDC, MZU
Email : ugchrhc@gmail.com ; Mobile: +91 9612169661



Free Online Training Programme on Introduction to SageMath

by

Dr. Ajit Kumar

Department of Mathematics

Institute of Chemical Technology, Mumbai (INDIA)



**Conducted under aegis of TEQIP-III, ICT Mumbai
in Collaboration with
MTTS TRUST**

Following are links of series of 12 lectures given by Dr. Ajit Kumar which was live streamed on YouTube during May 20, to June 29, 2020. The topics covered are introduction to SageMath including Sage programming and plotting, Single and Multi variable Calculus, Linear Algebra, Different Equations and Group Theory. These lectures can be a course material for one semester course on Computational Mathematics with SageMath. SageMath handouts and assignments were made available to registered participants and can be requested on a.kumar@ictmumbai.edu.in.

Topics	YouTube Links
A brief introduction to SageMath	https://youtu.be/VPAALHYIwAI
Installation of SageMath	https://youtu.be/sXb58bIstlw
Lecture 1 (Brief Introduction to SageMath)	https://youtu.be/wRqY6rxctYg
Lecture 2 (Plotting in SageMath)	https://youtu.be/Nbn4mZaLINY
Lecture 3 (Programming in SageMath)	https://youtu.be/JAYkyLUoKwQ
Lecture 4 (Calculus of one variable with SageMath)	https://youtu.be/dMiT3b8-xDc
Lecture 5 (Multi-Variable Calculus)	https://youtu.be/zHDIetUgZS4
Lecture 6 (Linear Algebra with SageMath)	https://youtu.be/mv0ag4RUAWo
Lecture 7 (Linear Algebra with SageMath)	https://youtu.be/8Pgl-7yHn9o
Lecture 8 (Linear Algebra with SageMath)	https://youtu.be/EdRooU1tTks
Lecture 9 (Linear Algebra with SageMath)	https://youtu.be/KU6APQDwWNY
Lecture 10 (Differential Equations with SageMath)	https://youtu.be/kA7vBdmA1Uc
Lecture 11 (Group Theory with SageMath)	https://youtu.be/oJx4QvGRPVU
Lecture 12 (Group Theory with SageMath)	https://youtu.be/agH1QdaNb7U

Links of all the lecture are are also available on

ajitmathsoft.wordpress.com/sagemath

□ Name of the event: **One-week International Faculty Development Program on “Recent Advances in Computer Science and Allied Domains (RACSAD – 2020)”**

Type of event: Academic Events -SET (Faculty Development Program)

□ Date of the event: **8th -12th June, 2020**

□ Location of the Event: On Campus (Zoom)

□ Sponsor of the Event (if any): NA

□ Objectives of the Event: This FDP will cover all the aspects related to Recent Advances in Computer Science and Allied Domains such as:

□ To develop research acumen among faculty members and also dissemination of the same amongst the students by incorporating research-based inputs in education.

□ To acquaint the participants with the use of basic qualitative and quantitative research techniques and data analysis tools like JMP.

□ To re-emphasize the concept of teacher as transformer who go beyond the syllabus and beyond the class room to motivate the students for accepting challenges for innovative work.

□ To develop a group of trainers equipped with innovative teaching methods.

□ To focus on building work life balance and emotional intelligence.

□ Participants (Speakers/ Panelists/ etc.) in the Event: *: **Prof. Raj Kumar Buyya, Director, CLOUDS Lab, The University of Melbourne, Australia, CEO, Manjrasoft Pvt. Ltd, Melbourne, Australia**

PROGRAMME SCHEDULE:

Date: June 8, 2020

Day-1

10:30 AM to 10:35 AM	Welcome Address by Prof (Dr.) Parmanand Astya , Dean, SET, Sharda University
10:35 AM to 10:45 AM	Welcome Address by Prof. (Dr.) Nitin Rakesh , HOD- CSE, SET, Sharda University
10:45 AM to 10:50 AM	Few thoughts by Prof. (Dr.) Sibaram Khara , Vice Chancellor, Sharda University
10:50 AM to 11:00 AM	Curtain Raiser: Introduction to RACSAD – 2020 by Prof. Arun Prakash Agrawal , Professor, Department of CSE, SET, Sharda University, Noida
11:00 AM to 1:00 PM	Lecture on “ New Frontiers in Cloud and Edge Computing for Big Data & Internet-of-Things Applications ” by Prof. Raj Kumar Buyya , Director, CLOUDS Lab, Professor, University of Melbourne, Melbourne, Australia & CEO, Manjrasoft Pvt. Ltd, Melbourne, Australia
04:00 PM to 6.00 PM	Lecture on “ Artificial Intelligence and Business Optimization ” by Prof. Bhuvan Unhelkar , Professor, University of South Florida, USA

Date: June 9, 2020

Day-2

11:00 AM to 1:00 PM	Lecture on “ IoT and Predictive Maintenance of Industrial Equipment ” by Dr. Kumar Padmanabh , Senior Researcher, EBTIC, British Telecom Research Lab, UK
03:30 PM to 5.30 PM	Lecture on “ An introduction to Deep Machine Learning ” by Prof. Swagtam Das , Professor, Indian Statistical Institute, Kolkata, India

Date: June 10, 2020

Day-3

11:00 AM to 1:00 PM	Lecture on “ Industry 4.0: Role of Data Sciences and AI ” by Prof. Ajith Abraham , Director, Machine Intelligence Research Labs (MIR Labs), USA
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02:30 PM to 4.30 PM	Lecture on “ Quantitative Methods in Research ” by Mr. Arvind Kumar, Senior Advisory Software Engineer, Pitney Bowes Software India Pvt. Ltd. Noida, India
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Date: June 11, 2020

Day-4

11:00 AM to 1:00 PM	Lecture on “ Introduction to Business Analytics ” by Dr. Muralidhara Anandamurthy, Academic Ambassador, JMP- SAS, India
03:30 PM to 4.30 PM	Lecture on “ Nature Inspired Optimization ” by Prof. (Dr.) Hari Mohan Pandey, Edge Hill University, UK

Date: June 12, 2020

Day-5

11:00 AM to 1:00 PM	Lecture on “ Resource Management for IoT in Future Wireless Technology ” by Dr. Waleed Ejaz, Professor, Thompson Rivers University, Canada
02:30 PM to 4.30 PM	Lecture on “ Predictive Analysis with physiological signals ” by Dr. Nikesh Bajaj, Post-doc Researcher, University of East London, UK
04:30 PM to 4.45 PM	Vote of Thanks by Prof. Ankur Choudhary, Professor, Department of CSE- SET

☐ Organizers of the Event (Department/ School/ ...):

- Dr. Ankur Choudhary, Professor, CSE-SET
- Dr. Arun Prakash Agrawal, Professor, CSE-SET
- Dr. Gaurav Raj, Associate Professor, CSE-SET
- Mr. Abhishek Singh Verma, AP, CSE-SET

☐ Target Beneficiaries of the Event: Faculty and Research scholars from Indian/ Foreigner Universities and Engineering Institutes

☐ Budget of the Event (if any)- NA

Time: Start Time:10 AM End Time:5:30 PM

☐ If the organizer has organized other event in past, the date of Submission of PostEvent Report

☐ After approval by Director IQAC, the organizer will ensure listing of the Event in EventGoogle Sheet.

About the Speaker:Dr. Rajkumar Buyya is a Redmond Barry Distinguished Professor and Director of the Cloud Computing and Distributed Systems (CLOUDS) Laboratory at the University of Melbourne, Australia. He is also serving as the founding CEO of Manjrasoft, a spin-off company of the University, commercializing its innovations in Cloud Computing. He served as a Future Fellow of the Australian Research Council during 2012-2016. He has authored over 625 publications and seven text books including "Mastering Cloud Computing" published by McGraw Hill, China Machine Press, and Morgan Kaufmann for Indian, Chinese and international markets respectively. He also edited several books including "Cloud Computing: Principles and Paradigms" (Wiley Press, USA, Feb 2011). He is one of the highly cited authors in computer science and software engineering worldwide (h-index=118, g-index=255, 72,200+ citations).