

Workshop on ICT Integrated Teacher Education for DIET Teacher Educators of Himachal Pradesh



15-17 April, 2015

Organised by

***Commonwealth Educational Media Centre for Asia (CEMCA)
New Delhi***

In collaboration with

***School of Education, Central University of Himachal Pradesh,
Dharamshala (HP)***

INTRODUCTION

Knowledge, education and learning are strongly linked with society and its evolution. One cannot teach or learn now-a-days the same way as a century ago. The IT (information technology) and internet communications revolutions of the past two decades have transformed teaching-learning norms and systems around the world—particularly in post-industrial societies of the first world—beyond recognition. With the introduction of ICT (instructional communication technologies) into classrooms of progressive schools worldwide, it is now possible to supplement and enrich chalk-n-talk and textbook teaching with live multi-media presentations on smart boards, to facilitate deeper understanding of curricular concepts and subjects. Moreover, the internet revolution has created a vast universal digital library accessible to all, enabling students to reach the world's best teachers with the click of a mouse.

More particularly, the quick and deep changes brought by ICT (Information and Communication Technologies) have a strong influence on knowledge, teaching, learning. But pupils themselves are changing and evolving decade after decade. And, education must permanently adapt to the new generations of pupils. In terms of information, communication, computers, and technology, youngsters have new abilities, new approaches, and new concepts. Certainly education has to take this into account, particularly, at a time when pupils seem to be more competent than teachers in technological abilities! But the new generation of today and tomorrow cannot be described only through technology. We have to take into account other parameters.

Technology is now available for new forms of learning. But a huge effort must be made concerning pedagogy. The gap between technology and pedagogy is increasing. The tendency of school systems is just to add new technologies to traditional pedagogy, to adapt traditional courses to some new technological tools, avoiding renewal of the pedagogy, avoiding integration of ICT into education (Interactive electronic blackboards – or white boards – are an interesting example: they put new technologies in the classroom without disturbing the traditional pedagogy, the traditional relationship between the teacher and the pupils). Research and innovation must address and ask pedagogy: how can ICT help enriching pedagogy, changing pedagogy; how can pedagogy really take all the benefits from new technologies.

Need of Training

Learning in a digital society brings new challenges to schools, and since pupils will now be digital natives, schools must address these challenges. But, schools are not really prepared, not really ready for digital education! Generally speaking, schools are not connected to networks. The Internet is mostly out of schools, not inside! Nowadays, digital natives use computers, ICT, the Internet mostly out of school. Moreover, there is no evidence that one learns better through ICT. Of course, we all know lots of excellent examples of successes in teaching with computers, with ICT, we all know successful experiments. We know that

innovative situations, innovative resources, and innovative tools give good results and develop the pupils' motivation. But fundamentally, can we prove that pupils are studying better, that ICT are really improving learning? The 'pedagogical model' of schools does not fit with ICT: the traditional school pedagogy is mainly based on transmissive learning, on non-constructivist methods, on individual learning, individual intelligence. In opposite, ICT offer the opportunity of constructivist approaches, collaborative work, collective intelligence, and collective achievement.

Schools must adapt pedagogy to the new pupils and to the new digital tools and resources, new knowledge, new context of networks and of collective intelligence. Schools have to transform their pedagogy, to enrich pedagogy according to the new knowledge, to the networked society, to the collaborative and collective needs of pupils. New technologies are not only to be integrated in the school: they give the opportunity for a real enrichment of pedagogy. Schools have to admit and acknowledge that they are not the only learning place. They have to integrate the new forms of knowledge, the complexity of knowledge, and the new forms of competences. They have to integrate the collective dimension. They have to integrate the world of networks. For instance, when we see how quickly and widely social networks (Facebook, Twitter, etc.) are developing, we must seriously ask the question whether schools should take this into account, integrate such social networks, experiment how one can learn through social networks. And, schools have to mix presence and distance, to manage time and space for learning, to prepare pupils for lifelong e-Learning. Therefore, the teachers must be equipped with the ICT competencies.

In order to equip the teachers with the ICT competencies, our teacher-educators must train the teachers to integrate the content with the pedagogy and the technology. A well-blended technology and pedagogy with the content can provide the opportunity for the learners to have meaningful learning. So, our teacher-educators should be equipped with the skills required for the blended learning. Therefore, there is a need to train the teacher-educators so as to enable them to use ICT and integrate them with contents they teach and pedagogy. The proposed training programme has been conceived mainly in this direction.



Objectives

The objectives of the training programme are as follows:

1. To create awareness and interest among the Elementary Teacher Educators, i.e. DIET faculties, on the use of ICT in their professional activities.
2. To equip the DIET faculties with the knowledge and skill of integrating the content with pedagogy and ICT.
3. To make the DIET faculties aware of the different resources, including open educational resources, which they can use in developing content-based-materials for the curricular transaction.
4. To encourage the DIET faculties to use Web 2.0 tools for effective teaching learning.
5. To provide hands-on-experience in the use of ICT in learning.
6. To equip the DIET faculties with the techniques of using ICT for student assessment.

INAUGURAL SESSION

The Workshop was commenced with inaugural session where Dr. Manoj Kumar Saxena, Dean, School of Education and convenor of the workshop welcomed the chief guest Prof I. V. Malhan, Dean, School of Library and Information Sciences, Resource Persons, Participants of the programme. He outlined the needs of organizing such programme for the teacher-educators. He briefly threw light upon the objectives of the programme. Dr. Manas Ranjan Panigrahi, Programme officer of CEMCA in his remarks stressed upon the concept of community of practice. He focussed that through community of practice we can bring all the teacher educators of India under one umbrella where they can share their expertise with each other. The other benevolent resource person Dr. Pankaj Khare, Registrar, IGNOU, New Delhi in his address insisted on whatever we learn we will practice with the use of technological

device. The chief guest of the session acknowledges the relevance of the theme and he focussed that in this hard pressed time when every person is in a way or other relying upon e sources the major challenge is to filter the e content which was also discussed later in the sessions. At the end of this session Dr. Navneet Sharma, Assistant Professor, School of Education has proposed vote of thanks.



15-04-2015 (DAY 1)

Session-1: ICT in Education

The first session of the workshop was led by Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA. He discussed the role of ICT in education. He discussed the role of teacher in the creation of the knowledge and its dissemination. He briefed the stages of evolution/development of the ICT revolution in the world. In new era of teaching, a teacher will feel handicap without having the knowledge of ICT. He explained the different usage of ICT education and how it helps a teacher-educator to train the future teacher of the nation. He described, through a PPT presentation the UNESCO-ICT Competency Framework for the Teachers. It is framework that outlines the competencies needed for the teachers to integrate ICT in the content with the pedagogy. He emphasized that the ICT can play a major role in the following areas of education for the growth and acquisition of knowledge:

1. Understanding ICT in education
2. Curriculum and assessment
3. Pedagogy

4. ICT
5. Organisation and administration
6. Teachers' professional development



Session 2: Interactivity, Synchronous and Asynchronous Technologies:

Online Tools for Teaching Learning

Dr. Pankaj Khare of Indira Gandhi Open University (IGNOU), New Delhi, introduced the participants with the various synchronous and asynchronous tools of ICT which are available on-line.

Synchronous Tools

MSN, Google talk, Yahoo messenger, Video messenger, Skype

Asynchronous Tools

Blogs, Wikis, E-mail, Podcasting, Newsgroups, YouTube, mOn-line forums, Audiographics

Social Networking

Twitter, Facebook, YouTube, Flickr, Pinterest, Instagram, Course Management

Learning management system (LMS)/Content management system (CMS): Moodle, Joomla, Sakai, etc.

Knowledgebase

Online encyclopaedia, Online journal, Online magazines, Online libraries

Computing Tools

Word processors, Spreadsheets, Presentation software

Session 3

The Evening session focussed on the hands-on training in which the main thought was focussed on the principle of learning by doing. For this the resource person Mr. Pankaj Khare firstly made the five groups of participants the i.e. A, B, C, D, E. For smooth progress each group was of Supported by the Mentor. The group was assigned a project in which the participants were asked to support their project by the use of ICT tools. An instructional design was prepared for a project. The lay-out of the project included some indicators and order in which the project has to be finished. The order followed with the main objectives, previous knowledge testing, target population, self assessment question, assessment strategy and summarization.



Session 4

The second session was deliberated by Mr. Manas Pangirhi in which he further paved the way for the participants by making them more and more involved in the hands-on training in which he made the participants to do practical on Google Apps like Google Drive, Goggle docs, Spread Sheets, etc.

He enlightened the participants by discussing with them about Open Educational Resources. His concentration was on the understanding the concept and licenses of OER. He told the participants that OER are teaching and learning materials that are freely available online for everyone to use, whether you are an instructor, student or self-learner. Examples of OER include: full courses, course modules, syllabi, lectures, homework assignments, games, simulations, and many more resources contained in digital media collections from around the world.

He also exchanged the word on the advantages of use of OER. OER Grab learners' attention, Focus concentration, Generate interest, Create a sense of anticipation and imagination, learning exercise and improve attitude.



Dr. Manan Ranjan Panigrahi discussed that through capacity building workshop CEMCA has helped teachers to integrate ICTs for their professional Development as well as teacher Education activities. He further explained by showing the Karnataka OER Portal and urged all the participants to make best use of this platform. A session on KOER and CoP was conducted over video conferencing by Mr. Gurumurthy from IT for change. IT for change has been working with the Karnataka Education system to build a CoP has been collaborating to create a OER for the teachers, called Karnatak Open Educational Resources (KOER). The session begins with the video of STF- KOER programme where Guru interacted through video conference to discuss with participants about the CoP and KOER. The methodology of this session itself reinforced the value of digital methods of learning- through video and video conferencing.



16-04-2015 (DAY 2)

Session 1

Second day of the workshop started with showing an educational short film by Pranav Mistri. In this session Dr. Pankaj Khare, has given a hands-on experience on handling the online pages using WIKIS and blogs. Participants were introduced to WIKI EDUCATOR. How after creating account in it one can add content form OERs or their own work and later on can make editing in it.

Session 2

Dr. Pankaj Khare shared his experiences about locating OERs and placing in the WIKIEDUCATOR. All discussions were followed by hands-on experience sessions.

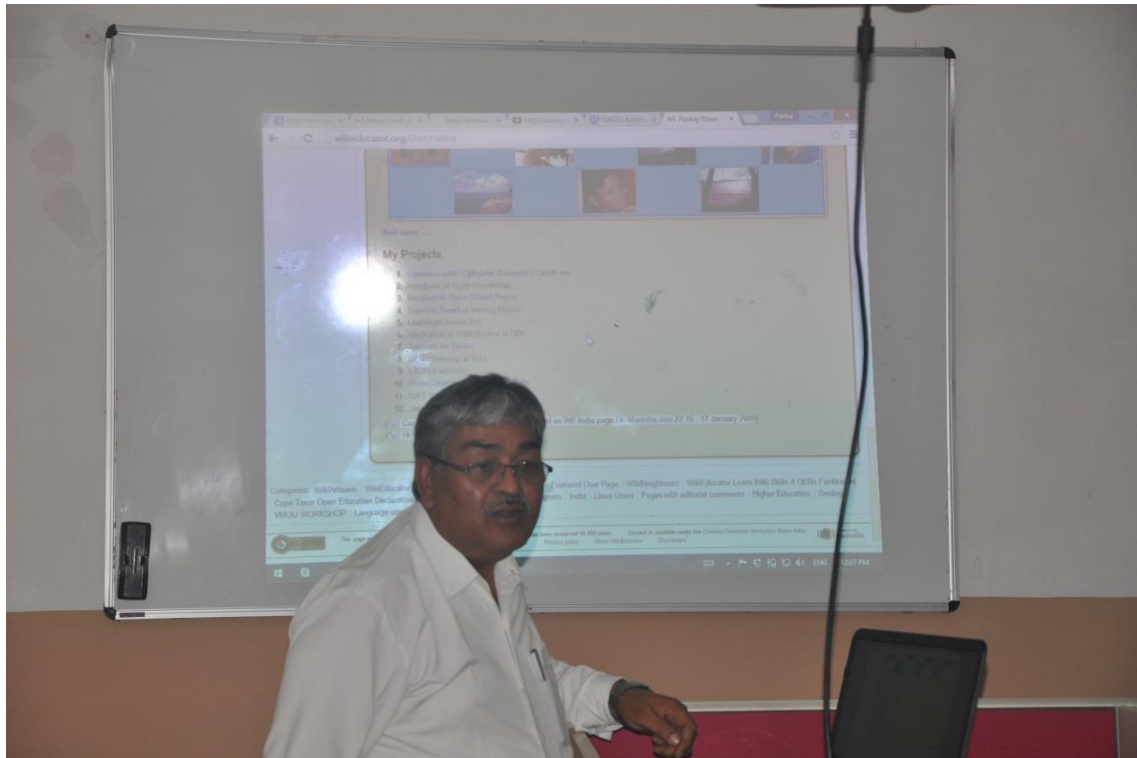


Session 3

This session was directed on putting the contents on wiki. In this session Dr. Pankaj Khare motivated the participants more and more to learn by doing. He created an active involvement for the participants. He interacted with participants how to create an account on wiki educator and putting one's content on wikis. He told the participants how to upload images and audio on wiki educator. Then he proceeded on the software AUDACITY in which the participants were made enabled to record their own audio and how to do different effects to make a good audio.

Session 4

In this session Dr. Pankaj Khare taught the participants to create audios and videos and to put them on the Wiki. The resource person provides real experience of making audio and videos on Audacity, Movie maker and embedding in Wiki. Participants from the DIET have actively participated in each and every activity. Resource Person teaches participants to how to create files in Audacity and how to use these files, how to save files in audacity. A demonstration of these applications was carried out, and participants made use of these applications of learning as well as creating resources. Participants learned to create, edit and upload audio files. After this Dr. Pankaj Khare explained about Adobe Flash CS3. Participants learned how to create animations for teaching purpose. Traditionally 'text' format has dominated the world of resources; however, using digital methods, images, audio, video, animations, etc. will become powerful resource formats, which teachers can use in most situations.



17-04-2015 (DAY 3)

Session 1

In this session Dr. Pankaj Khare deliberated on various pedagogical designs for online leaning. He discussed that each and every component of the curriculum planning, instructional design, content delivery, student assessment and the recent trends in online education. Through PPTs, he discussed the curriculum planning and its needs as well as the steps. He also explained the various models of the instructional design.



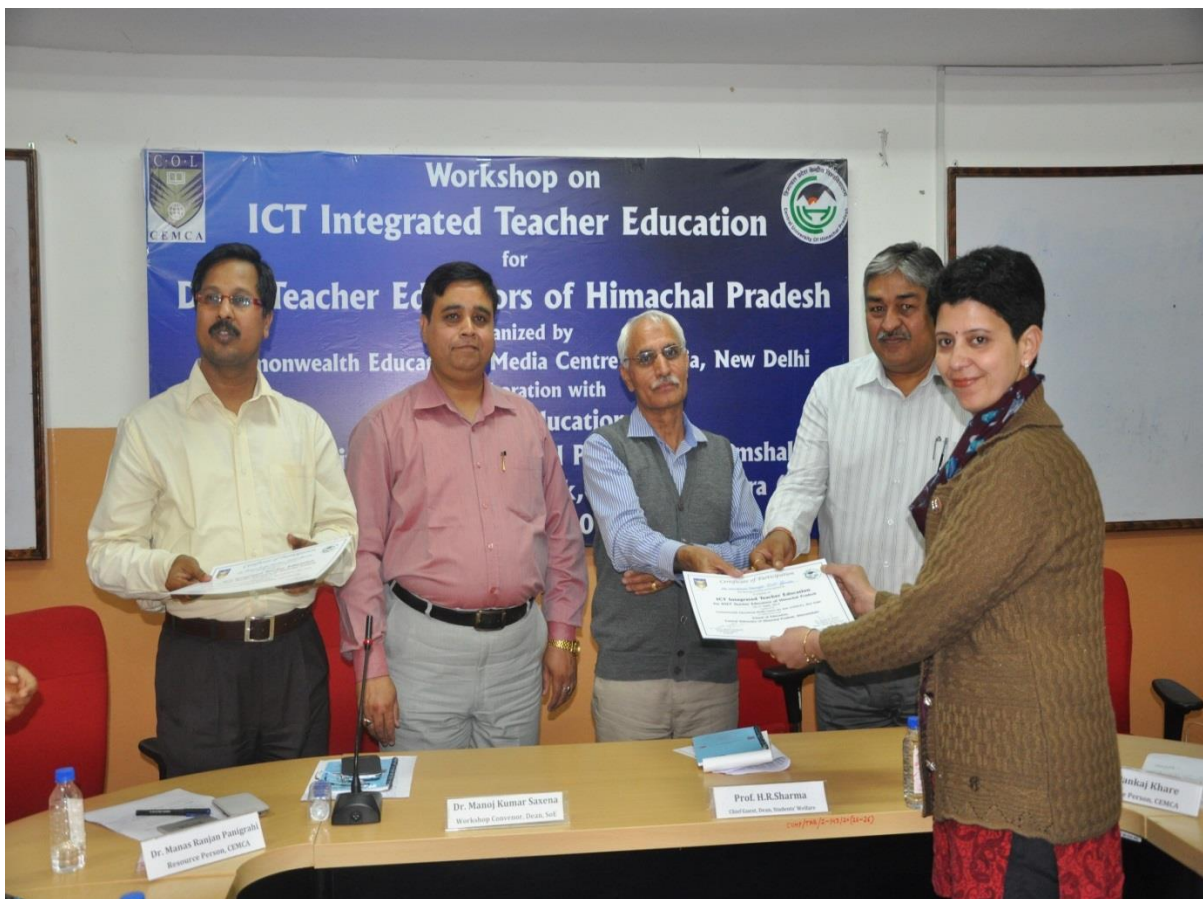
Assessment plays a great role in education. Therefore, it is necessary that the teacher educators must learn the different kinds of assessment and their procedures. He said that there are different ICT tools which are available for the assessment.

Session 2

This session was started by practice of various animation techniques explained in the previous day session which helped the participants in finalizing the contents for the presentations.

Session 3

In the last session of workshop Group presentations were done by the participants where it was reflected that there was a substantial gain in their knowledge domain as they used various web tools was effectively used for teaching and learning.



Valedictory Session

The workshop culminated with a valedictory session. Dr. Anu G. S., Assistant Professor of School of Education welcome the Chief Guest and dignitaries. The detailed report was presented by Ms. Renu Bhandari, Assistant Professor, School of Education and Organizing Secretary of the workshop. The resource persons Dr. Manas Ranjan Panigrahi, Programme officer of CEMCA, New Delhi and Dr. Pankaj Khare, Registrar, IGNOU, New Delhi shared

their experiences regarding three-day workshop. Participants had given their reflection about the workshop. Prof. H.R Sharma, Dean Students welfare, Central University of Himachal Pradesh was the chief guest of this valedictory session. He delivered valedictory address and highlighted the scope of ICT integrated training programmes for teacher educators from primary school level onwards. Chief Guest has distributed certificates to the participants. Dr. Manoj Kumar Saxena Dean, School of Education & workshop convenor proposed vote of thanks.

List of Participants

The total number DIET's participants were 20. Among them, 19 were male and 1 female. This shows the real situation of male- female ratio in the DIET's institutions of Himachal Pradesh. In Most of the DIET institutions number of female were few or nil. The institutions which were located in the tribal belt of H.P, the female teachers were not interested to attend such programmes due to the poor transportation facility. The total participants were 27 including 7 Research Scholars of the School of Education, CUHP.

Sr. No.	Name	Sex	Affiliation
1	Sh. Om Prakash	Male	DIET, Bilaspur
2	Sh. Desh Raj	Male	DIET, Bilaspur
3	Sh. Tek Chand	Male	DIET, Chamba
4	Sh. Surinder Kumar Handa	Male	DIET, Chamba
5	Sh. Rajesh Bhardwaj	Male	DIET, Hamirpur
6	Sh. Pratap Chand	Male	DIET, Hamirpur
7	Sh. Sandeep Dewan	Male	DIET, Kangra
8	Sh. Hans Raj Dhingra	Male	DIET, Kangra
9	Sh. Surender Kumar Sharma	Male	DIET, Kullu
10	Sh. Janki Dass Thakur	Male	DIET, Kullu
11	Sh. Madhukar Sharma	Male	DIET, Mandi
12	Sh. Vinod Sharma	Male	DIET, Mandi
13	Sh. Dinesh Kumar Negi	Male	DIET, Shimla
14	Ms. Nirupama Dhanjal	Female	DIET, Shimla
15	Sh. Padam Singh Chauhan	Male	DIET, Shimla
16	Sh. Varinder K. Shrivastava	Male	DIET, Sirmour
17	Sh. Lalit Kumar	Male	DIET, Solan
18	Sh. Ravinder Verma	Male	DIET, Solan
19	Sh. Ajay Sharma	Male	DIET, Una
20	Sh. Manish Patyal	Male	DIET, Una
21	Dhara Hans	Female	Research Scholar, CUHP
22	Priyanka Verma	Female	Research Scholar, CUHP
23	Rajni Bala	Female	Research Scholar, CUHP
24	Ravi Raj	Male	Research Scholar, CUHP
25	Ritika Devi	Female	Research Scholar, CUHP
26	Sanjay Kumar	Male	Research Scholar, CUHP
27	Vandana Sharda	Female	Research Scholar, CUHP

Workshop Evaluation

Workshop on ICT Integrated Teacher Education for DIET Teacher Educators of Himachal Pradesh was organised by Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi in collaboration with School of Education, Central University of Himachal Pradesh from 15-17 April, 2015.

The summary of the evaluation of the workshop were discussed below. The evaluation Performa of all the participants were analysed and the following conclusions were derived.

1. Your overall reaction on this workshop:

Very good Good Fair Poor Very Poor

Regarding the component of *overall reaction of the workshop*, 62% of participants rated in *Very good*. The remaining participants 38% participants rated in *Good*.

2. The Workshop met my expectations:

To a large extent Up to certain extent Poor Not to all

Regarding the component of *to what extent the Workshop met my expectations*, also 55.5% of participants rated in *to a large extent*. The remaining participants 45.5% participants rated in *Up to certain extent*.

3. The duration of workshop:

Too long Sufficient Too short

Regarding the component of *the duration of the Workshop*, 62% of participants rated in *Sufficient*. The remaining participants 38% participants rated in *too short*.

4. Logical sequence of the workshop was:

Very useful somewhat useful Not very Useful Not at all useful

Regarding the component of *Logical sequence of the workshop*, 84% of participants rated in *Very useful*. The remaining participants 16% participants rated in *somewhat useful*.

5. Overall organization arrangements:

Very good Good Fair Poor Very Poor

Regarding the component of *Overall organization arrangements*, 73% of participants rated in *Very good*. The remaining participants 27% participants rated in *good*.

6. Number Of trainers involved:

- Too many Just right Too few

Regarding the component of *Number Of trainers involved*, all the participants (100%) of rated in as *Just right*.

7. Kindly rate in general the effectiveness of the trainers:

		Very Effective	Somewhat Effective	Somewhat Not Effective	Not Effective
i)	Knowledge of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii)	Organization and Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii)	Style and delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv)	Responsive to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v)	Creating appropriate learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regarding the component of *general effectiveness of the trainers*, nearly 70% rated all the subcomponents above mentioned in very effective and the remaining 30% rated to somewhat effective. It was interesting to note that any of the participants were not noted any of the sub skills of the trainer in somewhat/not effective level.

8. Sufficient of the training material supplied:

- Sufficient Somewhat sufficient Not sufficient Not all sufficient

Regarding the component of *Sufficient of the training material supplied*, 55.5% of participants rated as *sufficient*. The 44% participants rated in *somewhat sufficient*. One participant (.05%) reflected that the material was not sufficient.

9. To what extent the workshop was helpful in the following area:

		To large Extent	Somewhat	Poor	Not at all
i)	Understanding in ICT in Education : History & development Theoretical framework and ICT Competency of Teacher Educator (UNESCO framework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii)	Understanding CEMCA community of practice for teacher Educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii)	Creations of account and user page on MediaWiki(WikiEducator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv)	Understanding ICT tool for Teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|-------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| v) | Preparing teaching content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Using audio and video | | | | |
| vi) | Using social media for teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | And learning | | | | |
| vii) | Understanding open licenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| viii) | Collaborative practice using | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Google Drive, Google Docs | | | | |
| | Google Calendar | | | | |

Regarding the component of *to what extent the workshop was helpful in the above area*, about 50% rated all the subcomponents above mentioned in *to large extent* and the remaining 50% rated to somewhat level.

10. Mix of theory and practical in the workshop:

- Too Theoretical Good Balance Too Practical

Regarding the component of *Mix of theory and practical in the workshop*, 100% of participants rated as *good balance* level.

11. Did you have sufficient time for skill practice?

- Yes No

Regarding the component of *did you have sufficient time for skill practice*, half of the participants opted as Yes and the remaining half as No.

12. Value of workshop to immediate/future work :

- Very Valuable Somewhat Valuable Somewhat Not Valuable Not Valuable

Regarding the component of *Value of workshop to immediate/future work*, 44% of participants rated in *Very valuable*. The remaining participants 56% participants rated in *somewhat valuable*.

13. Your Comments/Suggestion, if any:

- A. The duration of the workshop should be increased from three to five days.
- B. Follow-up training of similar should be organised.
- C. Accommodation was excellent
- D. Faculty of the team was excellent with rich experience.
- E. Workshop was useful for the teacher-educators as well as the teachers.

The summary of the three day Workshop on ICT Integrated Teacher Education for DIET Teacher Educators of Himachal Pradesh was organised by Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi in collaboration with School of Education, Central University of Himachal Pradesh from 15-17 April, 2015. The workshop was very effective when analysing the feedback of the participants. While analysing the entry level knowledge of the participants most of them have only elementary level knowledge about computer, internet and self-learning materials. But after the programme, their competency, skills and expectations were significantly improved.



**Workshop on
ICT Integrated Teacher Education
for DIET Teacher Educators of Himachal
Pradesh**



15-17 April 2015

Organised by

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi

In collaboration with

School of Education

Central University of Himachal Pradesh

PROGRAMME SCHEDULE

Session	Particulars	Tools	Outcomes
Day 1			
9.30 TO 9.45 HRS	Registration	Registration sheet	
9.45 TO 10.30 HRS	<i>Inaugural Session</i> Welcome Address: Dr. Manoj K. Saxena Self-Introduction by Participants Remarks: Dr. Manas Ranjan Panigrahi, CEMCA, New Delhi Remarks: Dr. Pankaj Khare, Resource Person Address by Chief Guest : Prof. I.V. Malhan, Dean, SMCIS Vote of Thanks: Dr. Navneet Sharma		
10.30 TO 10.45 HRS	TEA		
10.45 TO 11.30 HRS	ICT in Education: History, Developments, Theoretical frameworks and ICT Competency of Teacher Educators (MP)	PowerPoint presentation	Exposure to ICTs
11.30 TO 12.15 HRS	Demystifying ICT with terminologies (PK);	PowerPoint presentation	Exposure to ICTs
12.15 TO 13.00 HRS	Interactivity - Synchronous and Asynchronous technologies, online tools for teaching learning (PK)	PowerPoint presentation on synchronous and asynchronous tools and technologies	Exposure to ICTs
13.00 TO 14.00 HRS	LUNCH		
14.00 TO 15.15 HRS	HANDS ON: Group Formation Synchronous & Asynchronous activities (MP & PK)	Skype WhatsApp Google groups, etc.	Use of ICTs; participants to use various applications and demonstrate
15.15 TO 15.30 HRS	TEA		
15.30 TO 16.15 HRS	OERs – Understanding the concept and licenses (MP)	PowerPoint presentation	Exposure to use of OERs for

			enhancement of teaching and learning
16.15 TO 17.15 HRS	CEMCA Community of Practice (CoP) of Teacher Educators (MP)	PowerPoint presentation	Exposure to use of CoP and KOER
17.15 TO 17.30 HRS	RECAP		
Day 2			
9.30 TO 10.30 HRS	Instructional Design and Content Development Strategies (PK)	PowerPoint Presentation	Understand and develop skills on teaching learning material development
10.30 TO 10.45 HRS	TEA		
10.45 TO 11.45 HRS	Hands On : Devising Contents	Unit Out line preparation	
11.45 TO 13.00 HRS	Wikis: Editing Skills	WikiEducator	
13.00 TO 14.00 HRS	LUNCH		
14.00 TO 15.15 HRS	Hands On: Putting Contents on Wiki	Locating OERs, placing on WikiEducator	
15.15 TO 15.30 HRS	TEA		
15.30 TO 17.00 HRS	Creating Audio/Videos Hands On continues on Wiki	Audacity, Movie Maker, embedding in Wiki	
17.00 TO 17.30 HRS	RECAP		
Day 3			
9.30 TO 10.30 HRS	Animations, Exposure to Flash	Animation Techniques	Development of innovative teaching strategies using ICT
10.30 TO 10.45 HRS	TEA		
10.45 TO 13.00 HRS	HANDS ON : Animations and Finalizing Contents		
13.00 TO 14.00 HRS	LUNCH		
14.00 TO 15.15 HRS	Presentation by Groups		
15.15 TO 15.30 HRS	TEA		
15.30 TO 16.30 HRS	Presentation by Groups		
16.30 TO 17.30 HRS	Valedictory Session Workshop Report Presentation: Ms. Renu Bhandari Feedback by Participants Remarks by Resource Person: Dr. Pankaj Kharey, Resource Person Remarks: Dr. Manas Ranjan Panigrahi, CEMCA, New Delhi Valedictory Address: Professor H.R. Sharma, Dean, Students' Welfare Vote of Thanks: Dr. Manoj K. Saxena		