

**Report on International Webinar Proceeding**

**ONE DAY INTERNATIONAL WEBINAR**

*on*

**Application of ICT for Effective Learning and  
Teaching**

**Date: 20<sup>th</sup> August 2022**

**GRIZZLY COLLEGE OF EDUCATION**

NAAC ACCREDITED WITH "B" GRADE

Recognised by ERC, NCTE, Affiliated to Vinoba Bhave University, Hazaribag & JAC, Ranchi  
NEAR SATPULIA, GUMO, P.O. JHUMRI TELAIYA, DIST. KODERMA (JHARKHAND)

INTERNATIONAL

# Webinar

on  
Application of ICT for  
Effective Learning and Teaching



Organised  
By IQAC

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The growth of ICTs, the acknowledgement of their ease of use, the power and diversity of information transfer allow teachers and students to have access to a world beyond the classroom and create their own learner-centred environment for maximum learning outcome. Mastering ICT skills and their application to improve teaching and learning provide teachers the tools to perform their role as creators of pedagogical environments. Application of ICT tools in teaching and learning process has changed the total scenario of teaching and learning process. Teaching and learning process of this is not now limited within the classrooms boundaries. ICTs are making major differences in the teaching approaches and ways students are learning.



**PROF. C.B. SHARMA**  
Honorable Keynote Speaker  
Professor, School of Education,  
IGNOU, Maidan Garhi, New Delhi - 110068



**PROF. ISMAIL ZAIN**  
Honorable Keynote Speaker  
Malaysia Teacher Institute of Education,  
Ipoh Campus



**Chief Patrons**

**MR. AVINASH KUMAR SETH**  
Honorable Secretary,  
Grizzly College of Education



**Patron**

**DR. SANGEETA KUMARI**  
Honorable Deputy Director,  
Grizzly College of Education



**Patron**

**MR. MANISH KUMAR KAPSIME**  
Honorable Chairman,  
Grizzly College of Education



**Convener**

**PROF. (DR.) B.C. SWAIN**  
Principal,  
Grizzly College of Education

**SATURDAY**

**20  
AUGUST**

**2022  
11:30 am**

**Coordinator** : Mr. Mohit Kumar Tiwari (IQAC Coordinator)  
**Organizing Team** : All the Staff of Grizzly College of Education

**Last Date of Registration** :  
18<sup>th</sup> August, 2022

**Registration Link :**  
<https://shorturl.at/bpX36>

E-mail : [reasearch@grizzlycollege.org](mailto:reasearch@grizzlycollege.org), College website : [www.grizzlycollege.org](http://www.grizzlycollege.org)

**Participation Link :** <https://shorturl.at/cLY45>

## About College

Grizzly College of Education is located in an educationally backward and rural area and was established in 2009 and has a smoothly running B.Ed. and D.El.Ed. Programme through the **Grizzly Charitable Trust, established in 2007**. Most of the students come from social and economic backgrounds. The institution maintains the quality of education and accredited with 'B' grade by the NAAC in 2022. The institution has appointed qualified and permanent faculty as per NCTE and UGC guidelines. The institution is affiliated to Vinoba Bhave University, Hazaribag and JAC, Ranchi.

Grizzly College of Education was founded with the express aim of creating a high-quality professional education where students would receive expert instruction and individual support. It was felt that to fulfil the dearth of trained and skilled teachers in the state of Jharkhand, there was an urgent need for high-quality professional primary and secondary teacher training at a reasonable cost.

The college is geared specifically to provide high-quality education, adopting the latest techniques and methodologies for curriculum transactions, and is poised to develop into an institute of higher learning and interdisciplinary research. The institution also aspires to kindle in the students the desire for lifelong learning and to reach the unreached. It aims at producing quality teachers to form a learning society because quality teachers imply quality education, and the same education determines the virtues of people in a society. Our college is committed to quality, excellence, and standards in teacher education. The whole campus has been equipped with Wi-Fi. However, we are on the way to being recognised as the centre of excellence in teacher education.

## About International Webinar

The integration of information and communication technology (ICT) in the teaching-learning process makes teaching and learning more interesting. This webinar is an attempt to highlight the role of ICT in education for effective teaching and learning. Education plays a vital role in building a prosperous and healthy society. It determines the wellbeing of society. Education empowers the nation in all respects. Teachers are providing education through their profession of teaching. Teaching is one of the most challenging professions as knowledge is changing and expanding rapidly and latest technologies demanding every teacher to learn the usage so that teaching can be better by using these technologies. There is no guarantee that, what is new today may remain new tomorrow. It may become outdated very soon. ICT can help teachers to face this problem. ICT makes it simpler and easier as the world of knowledge is just a click away. ICT can help them in the forms such as power-point presentations, smart classrooms, interactive white-boards, guided web tours, virtual labs, digital libraries, educational interactive audio-video chats etc. which are essential tools for teaching-learning. Integration of ICT in teaching makes it effective and pre-decided goals for learning are easily achieved. It can influence the way learners are taught and how they learn thereby making the teaching-learning process effective. It provides the congenial environment and motivation which have a profound and long-lasting impact on the process of learning thus, offering new possibilities for learners as well as to the teachers.

### **Objectives**

- To engage learners in meaningful, active and relevant learning.
- To give opportunities to learners to construct knowledge.
- To integrate technology into the curriculum and devise alternative ways of assessing learners' progress.
- To adopt the variety of learning styles to cater individual differences among learners in the classroom.

- To provide the opportunity to meet the individual learners' needs.
- To encourage divergent thinking among learners.
- To motivate new ideas, concepts by the learners as well as by teachers.
- To provide a stimulating environment to learners for effective learning.
- To develop the feelings among learners such as brotherhood, cooperation, sharing and collaborative learning.
- To expand the opportunities for lifelong learning of teachers as well as to the learners.

### **Inauguration Programme**



The Inaugural began with the tradition of Lighting the Lamp and Prayer Song. The Program was presided by Mr. Avinash Kumar Seth, Secretary, Grizzly College of Education and correspondent Dr. Sanjeeta, Deputy Director. Principal introduced to all the honourable guests and shared a few details about the college.



Honourable Chief Guest Mr. Avinash Kumar Seth has addressed that the pace of technological revolution and emergence of a knowledge and information society have changed the traditional role of the teachers and the students. Traditionally, the teacher used to be the whole and sole source of knowledge for the students. The main source of knowledge remains limited to the text-book. The development of ICT changed the centre of knowledge. Knowledge revolution the source of knowledge has shifted from one source to different sources. Therefore, technology can help teachers a lot in keeping pace with the fast changing knowledge. In order to use these tools effectively and efficiently, teachers need some sort of training regarding these technologies, only then the teachers will be well informed and more confident in the use of new technologies. Developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies to make their teaching better. These challenges ask teachers to continuously retrain themselves and required with new knowledge and skills so as to remain updated and consequently better perform their responsibilities as teachers.

He was ended his speech with appreciation and thanks to the organising team and encouraged the faculty member for continuing such type of programme that the quality of education will be enhanced.



The honourable deputy Director Madam has enlightened in the inaugural session that the ICT is a part of our lives for the last few decades affecting our

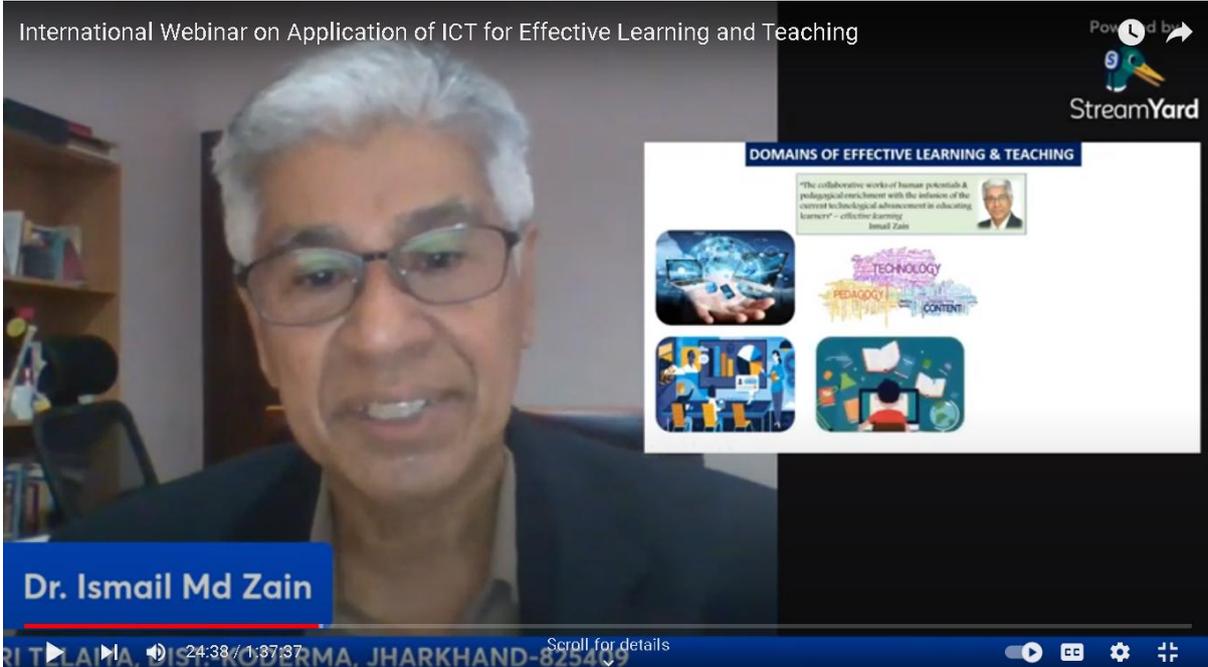
society as well as individual life. ICT which is now broadly used in educational world, teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT and Science & Technology. In modern science and technological, education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching –learning process. The knowledge of ICT also required for pre-service teacher during their training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way by which it can be applied in future for the betterment of the students. Now – a day ICTs are transforming schools and classrooms a new look by bringing in new curriculum based on real world problems, projects, providing tools for enhancing learning, providing teachers and students more facilities and opportunities for feedback. ICT also helps teachers, students and parents to come together. Continuous and Comprehensive Evaluation (CCE) helps students as well as teachers to use more technology for making teaching learning more attractive for the betterment of our future generation. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively. So, the knowledge of ICT is very much essential for the both prospective teachers as well as in-service teachers also. This will help teachers to know integrated technology with classroom teaching.

## The Technical Sessions

### Dr. Ismail Md Zain

The Honourable Speaker Dr. Ismail Md Zain, Former Lecture, Malaysia Teachers' Institute of Education, Director, Dynamic Global Vision, Director and Founder Project-CIDS. He is recipient of 1st Holder of Malaysia Special Excellent Teachers' award and he was former senior committee of Malaysia Teachers' Competency Board. Dr. Ismail was former Malaysia key personal in educational technology. He is recipient of Wall of Frame Award from University Sain Malaysia-Apex University. He was also former education advisor/consultant, national media main stream. He is member of International Association and Communication Technology (AECT). He is guest panel speaker in local TV and radio talk show and author of several books, article and journal. Dr. Ismail is certified public speaker by Malaysia HRD.

Dr. Zain has enlightened about the use of ICT and highlighted on domains of effective Learning and Teaching



International Webinar on Application of ICT for Effective Learning and Teaching

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**DOMAINS OF EFFECTIVE LEARNING & TEACHING**

"The collaborative works of human potentials & pedagogical enrichment with the influence of the current technological advancement in educating learners" - effective learning Ismail Zain

TECHNOLOGY  
PEDAGOGY  
CONTENT

Dr. Ismail Md Zain

24:38 / 1:37:37

Scroll for details

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Learning resources are things that teachers can access to help them do some aspect of their job better as part of the professional development process (either pre-service or in-service). This is important because the quality of teachers has been highlighted as the most important factor in determining the effectiveness of a school system. If teachers have agency in this process, that is they are involved in and contribute to the design, they are more likely to be able to translate their experiences effectively into the classroom.

Resources might be institution-specific, such as school behaviour or inclusion policy documents, assessment procedures, or information for new teachers. Some institutions have a library or part of the staffroom where there are books or journals about teacher development that teachers can use, and there are of course online resources that all teachers can access, articles about teaching and education, teacher websites like Teaching English and social media groups about teaching.

People are also important learning resources. Experienced or specialist teachers are a source of knowledge for new teachers or teachers wishing to specialise in a new area, and communities of practice such as local or national associations can provide useful professional networking opportunities. Students are also a great learning resource if teachers engage in a process of reflective teaching, seek student feedback and engage in assessment for learning, using student input to inform teaching.

Communication is central to all meaningful collaboration and teamwork. Communication keeps a whole organization moving. There are different ways we can communicate such as written communication, verbal communication, non-verbal communication and visual communication.

It is important that whatever type of communication we choose, the information needs to be conveyed effectively. Various modes or medium to transmit and

receive the information is referred as “communication channels”. There are number of different types of communication channels exist as listed below:

1. Face-to-face conversations
2. Videoconferencing
3. Audio conferencing
4. Emails
5. Written letters and memos
6. Chats and messaging
7. Blogs
8. Formal written documents
9. Spreadsheets etc.

A well-designed lesson for online teaching helps promote student learning, retention, and engagement. Whether you are creating learning material for your remote learning students or designing an online course for a potential target audience, the following online lesson planning practices we have listed below will help you do it successfully – by creating something that meets the needs of all students. A clear objective is essential to stay focused throughout the course-plan of your lesson, and it should be emphasized to your students at the very beginning to help them stay on track. The objective of your lesson should focus on what your students will be able to achieve at the end of it. For example, it may be to help your students learn a new skill or learn about a new concept. To set a clear objective, try starting with “I want my students to be able to...This will simplify the process of specifying the content, as what should be included in your lesson is what will eventually help your student achieve the defined objective.

He has elaborated that curriculum content simply means the totality of what is to be taught in a school system. The content component of teaching learning situation refers to the important facts, principles and concepts to be taught.

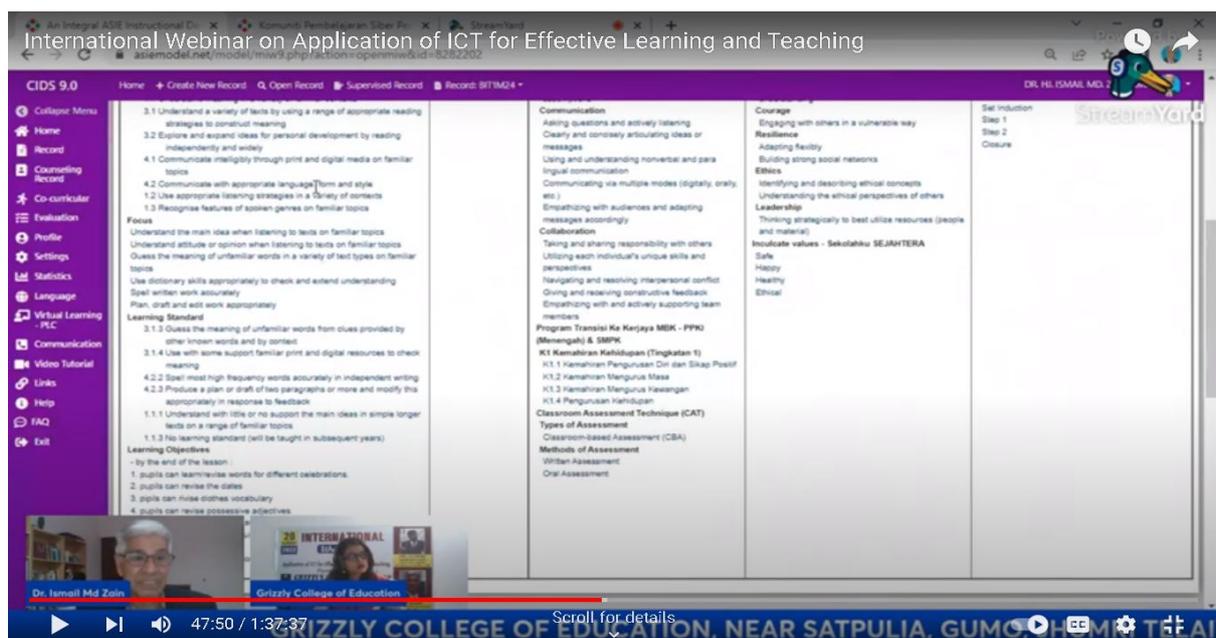
These contents must be in line with the learning experiences and there must be clear cut objective to be achieved by the end of each respective lesson. It can be in form of knowledge, skills, attitude and values that learners are exposed to. Content involves subject matter drawn on the basis of problems, themes or topics cutting across traditional subjects.

Learning experience refers to any interaction course, programme or other experience in which learning takes place, whether it occurs in traditional academic setting (schools classrooms) or non-traditional academic setting (outside of school locations, outdoor environment or whether it include traditional educational interactions or non-traditional interactions. Learning experiences are the interactions between the learner and the external conditions in the environment to which he can react. It is an activity which may be planned by the class or teacher but perform by the learner for the purpose of achieving some important learning objectives

There are various types of activities that can be performed by the learners in the study of various school subjects to enhance learning. There are also various activities which teachers perform as they teach learners, but then, learning experiences are not what the teachers do, it is not the teacher methodology, but those activities performed by the learners themselves.

The West Leederville Way' pedagogical approaches have been chosen because they are evidence-based, high-impact teaching strategies. While these approaches will not look exactly the same in every lesson, evidence suggests they work well in most, and our teachers are encouraged and supported to apply these strategies across all learning areas. The pedagogical approaches that range from thinking strategies to effective technology integration, our teachers design learning experiences that cater to the wide variety of learning needs that our students present each day. The use of consistent approaches and strategies

ensures our students can seamlessly move from lesson to lesson, teacher to teacher, and year to year with confidence. There are various approaches to pedagogy that aim to support learners through their journey so they can achieve the maximum outcome. Employing effective pedagogy approaches enables students to reach their full potential and provides a strong foundation for learning. This also helps students realise their own capabilities, which improves their self-confidence and self-esteem. In turn, this increases the likelihood of students achieving, as they will be more motivated to participate in different activities.

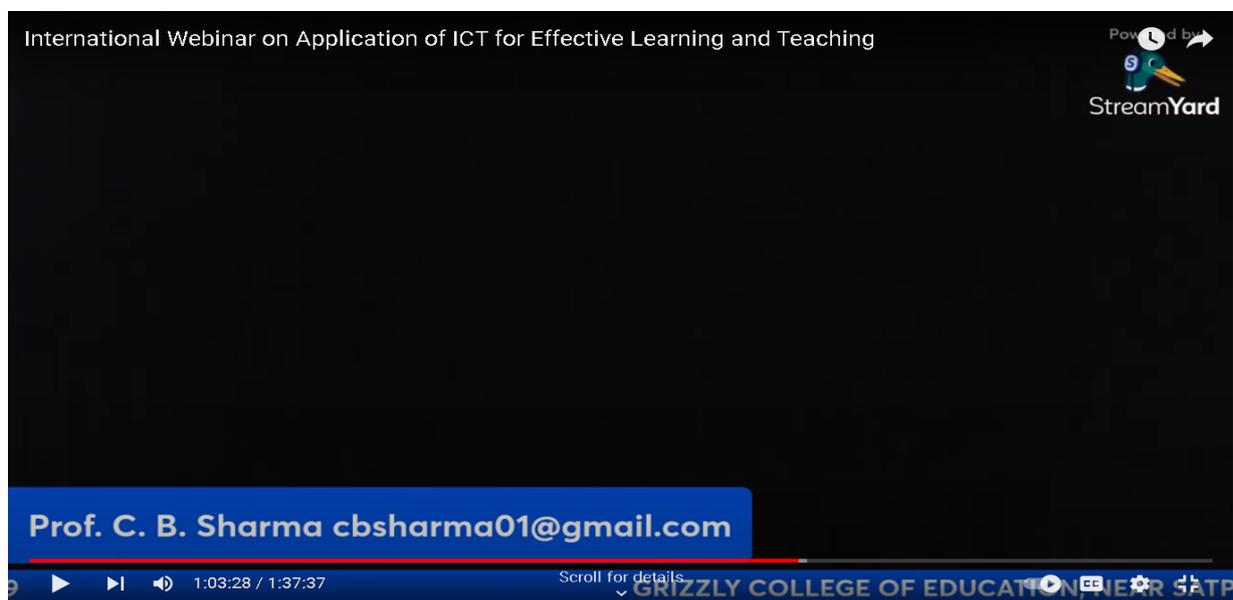


Then after sir discussed about the components of Instructional Planning which is very effective in Learning and Teaching Process.

“Fail to implement the implementations”- the most common failure of Mankind.

## **Prof. C. B. Sharma**

The Honourable C.B Sharma, Professor, School of Education, IGNOU told us about the difference between NEP- 1986 & NEP- 2020 which came after 34 years. New Education policy gave emphasis on lower Primary Education in Mother tongue. He also told us about the impotence of Science & technology in our country. If the technology of a country is not good then it can never progress. He told us about the importance of computer, agriculture, music & sports in our day to day life.



***Prof. C.B.sharma***

***Head, School of Education, IGNOU, Maidan Garhi***

***New Delhi***

Prof. Sharma has highlighted on teacher education in the perspective of NEP-2020 that the NEP 2020 states that from 2030 onwards, teacher recruitment will be purely based on ITEP. Admissions for this course will be based on scores in the National Common Entrance Test or NCET. The course is offered by forty-five multidisciplinary institutions across India. The NEP 2020 recommends drafting a National Curriculum Framework for Teacher Education or NCFTE 2021 to guide pre-service teacher education and training. The NCFTE will prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams.

For recruitment in a private or government school, the teacher must qualify through Teacher Eligibility Tests (TETs) conducted by the National Testing Agency. NEP 2020 encourages schools to deal with a shortage of teachers by sharing teachers across campuses, especially for disciplines such as art, craft, music, and dance. The policy also recommends reaching out to local eminent persons or experts as ‘master instructors’ in traditional arts.

The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of NEP for teachers. NCERT will undertake an in-depth study of international pedagogical approaches and integrate their findings into the CPD programs for NEP teacher training. Teacher education in NEP 2020 entails a prescribed number of hours for continuous professional development or CPD each year.

The policy defines the essential role of teachers in NEP 2020. Teachers are to be given the right to participate in setting school goals and policies in the long run. Involving teachers in the reform process by giving them the freedom to decide what and how to teach will provide them with space and ownership over their work. The critical aspect of teacher autonomy is deemed to empower teachers and motivate them to perform better. The policy also aims to recognize,

document, and share innovative pedagogies and teaching methods devised by Indian teachers. And finally, under the enculturation of teacher empowerment, NEP will also work to build vibrant teacher communities for better networking and reducing isolation among teachers.

He concluded his speech that considering the lacklustre efforts to improve the working conditions and remunerations for teachers in the past, the NEP 2020 for teachers has come as a welcome change. Steps for pre-service teacher education and in-service NEP teacher training programs can help build a better learning experience for students everywhere. If implemented well, the education sector is likely to become a lucrative career option for talented young people in the next few years.

### **Valedictory Session**

I am really very thankful to the honourable principal for giving me this opportunity to share my views on the "**Application of ICT for Effective Teaching and Learning.**" I am also thankful to you all for your patient hearing. I hope you all have enjoyed today's technical session. I also hope that you have got information about the application of ICT in teaching learning process. It is very important; if you are able to construct the experience, you can work wonders in the classroom.

I am glad that I have this privilege of participating in the valedictory session of this webinar, where teacher students and educationist is assembled from different institution. I was listening to some of the observations made by the participants, who have indeed given a multidimensional application in the teaching and learning process of the discussion.

I would like to confine my observations to a few limited points. I would start with the conclusion that ICTs are making dynamic changes in society. They are influencing every aspect of human life. The application of ICT tools in the

teaching-learning process has changed the total scenario of the teaching-learning process. The teaching-learning process is no longer limited to the boundaries of classrooms. ICTS is making major differences in the teaching approaches and ways students are learning. ICT has made classroom transactions more interesting. It has extended the teaching and learning process beyond the boundaries of the classroom. Students are now able to use laptop computers and wireless networks anywhere on campus. A computer allows high-speed information exchanges to occur with individuals within the institution as well as around the world. ICT brings the outside world into the classroom teaching and learning process, makes things more realistic, and thus helps the learners understand abstract thoughts very clearly.

ICT can improve the quality of higher education by promoting experiments, research, and innovations; adopting new strategies in the teaching and learning process; and integrating the new information with the best practices. Recently, ICT has become a significant tool in the field of education. ICT stimulates the learners to acquire quality research through teamwork, time management, analytical thinking, global consciousness, and basic communication, problem solving, and guided instruction.

ICT has also played a vital role in providing distance education very effectively. IT provides online delivery of courses, online assessment and online design courses to large no. of students at a time. The IC –based system like digital libraries; online courses, audio and video conferencing contribute significantly to the area of E- Learning and have opened a new era in the area of ELearning.

Transition, Transformation and Revolution is the scenario of today's educational system. Application of ICT in education and teaching learning process has changed the traditional system of learning to modern ICT based learning. Teaching- learning process is not now limited within the boundaries of

classroom. The modern technologies including new web 2.0 has changed the total scenario of teaching learning process. ICTs are making major's difference in the teaching approaches and the ways students are learning. ICT-enhanced learning environment facilitates active collaborative, creative, integrative and evaluative learning as an advantage over the traditional method. Several surveys are showing that ICT use in education system of developed nations is comparatively advanced than ICT used in education system of developing countries. ICT use in education system of developing countries is also facing some challenges. ICT introducing innovative pedagogies in to the classroom, creating network among educational institution, improving overall standard of education by reducing the gap between the quality of education in urban area and rural area, initiation of smart school with objectives to foster self-paced, self-assessed and self-directed through the application of ICTs, and developing ICT policy for education and training. There is a consensus that the development of any country depends upon the quality of education programme offered to citizens. ICTs, despite of their known limitations, are believed to be beneficial in this regard.

So the teachers have to realize that if the students are to achieve a high level of competency and competitiveness, they have no other choice but to adopt technology as an integrated tool in the field of education.

The webinar concluded with an expression of thanks by Mr. Vageesh Dubey, Asst. Professor with National Anthem.



Programme In-Charge



Prof. (Dr.) B.C. Swain

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