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**Books and Chapters in edited volumes/books and papers published in National/International Conference proceedings by teachers during the year 2019-20**

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
1	Srilakshmi V Kittur	Shanlax	Teacher Development in Higher Education	National Education Policy-2019, Issues and Challenges	National Seminar	National	2020	2321-788X		Shanlax International Journal of Arts, Science and Humanities
2	Arjun V C	Our Heritage Journal	Media frame on Dialect			National	2020	0474-9030		
3	Srilakshmi V Kittur	Participatory Learning in Higher Education - Challenges and Oppurtunities	Participatory Learning in Higher Education - Challenges and Oppurtunities		NAAC Sponsered One Day National Seminar	National	2020	978-93-5396-797-0	Govt. RC College of Commerce and Management	
4	Akshatha	Participatory Learning in Higher Education - Challenges and Oppurtunities	Participatory Learning in Higher Education - Challenges and Oppurtunities		NAAC Sponsered One Day National Seminar	National	2020	978-93-5396-797-0	Govt. RC College of Commerce and Management	
5	Arjun V C		Socail Media and Changing perspectives of English		Multidisciplinary Research on Challenges to Change and Development	International	2020	0474-9030	VET First Grade College	

  
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## National Education Policy-2019: Issues and Challenges

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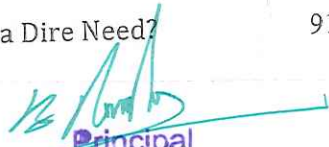
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S.No	Titles & Author Name	Page. No	S.No
10	National Education Policy and its Implications on Commerce Education in India <i>Prof. Srihari</i>	47	20
11	National Education Policy – 2019 Issues and Challenges <i>A. N. Sridhar &amp; B. K. Likhith</i>	52	21
12	Teacher Development in Higher Education <i>Mrs. Srilakshmi V Kittur</i>	60	22
13	How can National Education Policy improve the Academic Standards in Higher Education in India? <i>Deekshith Yogesh &amp; Ms. V. N. Sowmya</i>	63	23
14	Role of Higher Education in the Economic Development of a Country <i>Mini K Abraham, N. Abhiraksha &amp; K. S. Spoorthi</i>	68	24
15	A Case Study on Inclusiveness of Women in Higher Education and Employment <i>Dr. B. Jayashree</i>	72	25
16	A Descriptive Study on New National Education Policy 2019 <i>Dr. S. Nagabhushana &amp; Prof. H.B. Appaji</i>	77	26
17	A Descriptive Study on the Government Initiatives through Eleventh Five-Year Plan in India <i>K. Rajanna &amp; Dr. K. Ramesha</i>	82	27
18	Redefining The Role of English Language in Higher Education <i>B. R. Anita</i>	86	28
19	A Re-Vision of Pedagogy: Is there Any Need or a Dire Need? <i>Manoj Jain</i>	91	

  
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# Teacher Development in Higher Education

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NR Colony, Bangalore

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## Abstract

*A teacher affects eternity. He can never tell where his influence stops*

– Henry B. Adams (American Historian. 1838 – 1918)

*Social Change and Development happens through Quality Education and Quality Education in turn is a direct result of Quality Teaching and Teachers. Hence the importance of a high caliber teacher cannot be emphasized any better than this.*

*We are now at a time when the structure of higher education is on the cusp of a major change that is steadily disrupting the listless status quo that has existed all along. The ICT strides of the 21st century have been one of the primary drivers behind the transition moves. Structured Teacher Training and benchmarked excellence levels in teaching have more or less been out of the ambit of higher education for long. However, the education industry of 21st century India has seriously started acknowledging the necessity of restructuring the higher education system and setting common benchmarks to provide the students with the best possible learning experience that would be practically relatable to the world outside of the academic confines. It has become rather imperative to revamp the higher education system in order to remain relevant and survive in this competitive world. It is definitely a good development irrespective of whether it is driven by a survival instinct or proactive progress aspirations.*

**Keywords:** Teacher Development, Higher Education, Professional Development, Continuous Improvement

Teacher Development is one key aspect of higher education that is increasingly being accorded the top slot in the agenda of all the change initiatives, which is reflective of the realization that the quality of education at any level undeniably depends on the quality of its teachers. There have been some great initiatives in this regard that are gathering steady momentum especially over the last 10 years, although a lot more still needs to be done to really feel and experience the sustainable impressions of the change. The functional Quality Assurance Cells in all institutions and the periodic Faculty Development Workshops conducted amply highlight the importance accorded to a teacher's role. Several commissions and expert committees set up by the government over the last 20 years have framed useful guidelines and have also emphasized on a year-long professional induction and pedagogical excellence development training for all the newly recruited teachers in higher education.

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NO.	S.NO.	PAPER TITLE WITH AUTHOR	PAGE NO.
086	45.	PARTICIPATORY LEARNING IN HIGHER EDUCATION CHALLENGES AND OPPORTUNITIES SUPRIYA	..... 165
089	46.	DESIGN AND DEVELOPMENT OF INCLUSIVE PRACTICES IN HIGHER EDUCATION Dr. SRIKANTAMURTHY M.R. & ROHINI YATHISH	..... 169
093	47.	PARTICIPATORY LEARNING – CHALLENGES AND OPPORTUNITIES Smt. VATHSALA	..... 176
097	48.	ROLE OF DIGITAL LEARNING IN ENHANCING THE STUDENT'S TEACHER'S TRANSFORMATION WITH THE HELP OF VIRTUAL REALITY MOUSIME XALXO & Prof. MUKUND B. G.	..... 179
101	49.	PARTICIPATORY LEARNING AND ITS STRATEGIES FOR HIGHER EDUCATION Dr. G NAGARAJA & DR. RAVI KUMAR	..... 182
104	50.	PROBLEMS OF FIELD WORK LEARNING IN PROFESSIONAL SOCIAL WORK EDUCATION Ms. NUTHANA B. D.	..... 185
111	51.	PARTICIPATORY LEARNING APPROACH IN ENHANCING THE SCIENCE ACHIEVEMENT AMONG THE B.ED. STUDENTS G. KOWSALYA, S. SATHIYAPRIYA & DR. P. PONNUSAMY	..... 187
116	52.	THE SIGNIFICANCE OF E-GOVERNANCE IN HIGHER EDUCATION OF INDIA Dr. K. R. PRASANNA KUMAR	..... 190
120	53.	A STUDY ON INFLUENCE OF PARTICIPATORY LEARNING TOWARDS MARKETABILITY OF STUDENTS. TEJASWINI S. & SHILPA E.	..... 195
123	54.	PARTICIPATORY LEARNING IN DIGITAL ENVIRONMENT Dr. SHWETA KALMATH & PRAKASH GOUDA S.U.	..... 199
126	55.	PARTICIPATORY DIGITAL EDUCATION IN INDIA: SCOPE AND CHALLENGES AND FUTURE OF AN INDIAN SOCIETY SUMA S.	..... 201
129	56.	BEST PRACTICES IN PARTICIPATORY TEACHING LEARNING PROCESSES ACROSS DISCIPLINES RUKMINI K.	..... 206
133	57.	ಉನ್ನತ ಶಿಕ್ಷಣ: ಒಳಗೊಳ್ಳುವಿಕೆಯ ಸಾಧ್ಯತೆಗಳು ಮತ್ತು ಸವಾಲುಗಳು - ಪ್ರೊ. ಲಕ್ಷ್ಮಿ ಕೆ.	..... 209
136	58.	PARTICIPATORY LEARNING - AN EXPLICATION TO BREAK THE SHACKLE OF PRIMITIVE LORE Mr. M. N. UMESH KUMAR Mr. NEERAJ. J. PRABHU, Mr. CHETHAN KUMAR. P & Mr. VIVEK. S. NAVADA	..... 212
140	59.	ಉನ್ನತ ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಗವಹಿಸುವಿಕೆ ಕಲಿಕೆಯ ಅವಕಾಶಗಳು ಮತ್ತು ಸವಾಲುಗಳು - ಪ್ರೊ. ಪ್ರೇಮಾವತಿ ಎಸ್.ಕೆ	..... 218
144	60.	ಉನ್ನತ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಅಧ್ಯಾಪಕರ ಪಾತ್ರ - ಡಾ. ಡಿ.ಕೆ. ನಟರಾಜ್	..... 221
148	61.	SKILL BASED MANAGEMENT OF CLASSROOM IN HIGHER EDUCATION - PRASANNA SHA	..... 227
151	62.	A REVIEW ON GLOBAL HIGHER EDUCATION OPPORTUNITIES AMONG SELECTED REGIONS - Dr. R. HEMALATHA	..... 230
155	63.	ORIENTING STUDENTS TOWARDS PARTICIPATORY LEARNING IN UNDERGRADUATE COURSES AKSHATHA K. & SRILAKSHMI V. KITTUR	..... 234
159	64.	PARTICIPATORY LEARNING ATTITUDE OF UG AND PG STUDENTS IN COLLEGES OF KALYANA KARNATAKA REGION - Dr. SHESHRAO M. CHIKALIKAR & Dr. REVANASIDDAYYA B. MATH	..... 237
162	65.	PARTICIPATORY LEARNING IN HIGHER EDUCATION PROF. ANUPAMA B.	..... 241

  
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## ORIENTING STUDENTS TOWARDS PARTICIPATORY LEARNING IN UNDERGRADUATE COURSES

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### Abstract:

This paper deals with Student Participation which is an assessment of a student's performance in a course outside of their assessments. Considerations which are involved for evaluation in student participation are engagement in class discussions, engagement in online discussions and student behaviour in group settings. Students who participating in class would have studied the material well enough to introduce new concepts to their peers. Participation can also help students learn from each other, increasing comprehension through cooperation. This can in turn improve relationships between students and between the student and professor. Students that regularly participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. Active class participation also improves critical and higher level thinking skills. The paper also deals with methods to orient students towards participatory learning. Faculties should find new ways to engage Students in Learning and to find key factors for student's engagement, which will create a new climate and interesting environment to study. Students will experience more authentic learning and work on their skills of creativity, collaboration, and critical thinking when they select the vocabulary to use and decide on how to design their game. It can be risky trying some different methods in the classroom, but in order to keep students involved and to move beyond the traditional classroom roles of teacher-driven learning to

engage students in learning, we have to step out of doing what we have always done.

**Key Words:** Student Involvement, Methodology, Take-away, Technology, Faculty Motivation

### Introduction

Participatory approaches to learning are active approaches that encourage people to think for themselves. Participants actively contribute to teaching and learning, rather than passively receiving information from outside experts, who may not have local understanding of the issues. The approach encourages people to share information, learn from each other, and work together to solve common problems. The action of taking participation in activities and projects, the act of sharing in the activities of a group.

The participatory learning strategy has its theoretical basis in the behaviourism as well as in cognitive and social psychology. Collaboration is a useful tool used within participatory culture as a desired educational outcome. The Partnership for twenty-first century Skills, for example, defines collaboration as working effectively and respectfully with diverse teams, exercising flexibility and a willingness to make compromises to accomplish a common goal, and assuming shared responsibility for collaborative work while valuing individual contributions.

Participatory learning is also a tool for students to

explore their ideas, thoughts, and opinions of any matter which can encourage other students to actively participate in learning process. The participatory learning technique is more effective than the traditional method not only in the sense that it enhances students' achievements, but also because it leads learners to develop a more positive and favourable attitude toward any course.

### Objectives:

- Ideas to orient students towards participatory learning.
- To understand the importance of participatory learning.
- The impact of Participatory learning

### Scope of study

The scope of study is limited to under graduate degree students.

### Research methodology

Secondary data inclusive of quantitative and qualitative data as well collected from various websites for the purpose of study and to give more valid and authentic we collected information from students about the participatory learning.

- To understand the importance of participatory learning.
- If there is no participatory learning any amount of time, money, or energy invested is of any use.
- The whole sole object of teaching and learning is slashed.
- There is no hope of building an educated nation
- The more the learner participate the more learning happens even though it is for a short duration.

### The impact of Participatory learning

- The out come of participatory learning has a great impact on the young minds. If the learning has not happened than it's a clear sign that the learner has not participated his participation or involvement is nill.
- There is a huge scope for creative and out of box thinking if this kind of learning happens.
- It is like building an educated society, community, nation

### Findings

Participatory learning is the body of the lesson, where learners are involved as actively in the learning process as possible. There is an intentional sequence of activities or learning events that will help the learner achieve the specified objective or desired outcome.

The following list summarizes some of the many approaches:

#### 1. Clarification Pauses:

This simple technique fosters "active listening." Throughout a lecture, particularly after stating an important point or defining a key concept, stop presenting and allow students time to think about the information. After waiting, ask if anyone needs to have anything clarified. Ask students to review their notes and ask questions about what they've written so far.

#### 2. Writing Activities such as the "Minute Paper":

At an appropriate point in the lecture, ask the students to take out a blank sheet of paper. Then, state the topic or question you want students to address. For example, "Today, we discussed about Fundamental Rights and Fundamental Duties. List as many key events and figures as you can remember. You have two minutes - go!"

#### 3. Self-Assessment:

Students receive a quiz (typically ungraded) or a checklist of ideas to determine their understanding of the subject. Concept inventories or similar tools may be used at the beginning of a semester or the chapter to help students identify misconceptions.

#### 4. Large-Group Discussion

discuss a topic in class based on a reading, video, or problem. The instructor may prepare a list of questions to facilitate the discussion. Students should be dragged to involve into discussion.

#### 5. Think-Pair-Share:

Have students work individually on a problem or reflect on a passage. Students then compare their responses with a partner and synthesize a joint solution to share with the entire class. Most of the time during exams many students are using group study as a major tool for learning.

#### 6. Cooperative Groups in Class (Informal Groups, Triad Groups, etc.):

Pose a question for each cooperative group while you circulate around the room answering questions, asking further questions, and keeping the groups on task. After allowing time for group discussion, ask students to share their discussion points with the rest of the class.

#### 7. Peer Review

This actually is considered to be the most tricky method



as the review is based on the emotional and psychological mind set of the students. Students are asked to complete an individual homework assignment or short paper. On the day the assignment is due, students submit one copy to the instructor to be graded and one copy to their partner. Each student then takes their partner's work and, depending on the nature of the assignment, gives critical feedback, and corrects mistakes in content and/or grammar.

#### 8. Group Evaluations:

Similar to peer review, students may evaluate group presentations or documents to assess the quality of the content and delivery of information.

#### 9. Brainstorming

Introduce a topic or problem and then ask for student input. Give students a minute to write down their ideas, and then record them on the board. An example for an introductory political science class would be, "As a Student of Commerce what is your opinion on inflation in India?"

#### 10. Case Studies:

Use real-life stories that describe what happened to a community, family, school, industry, or individual to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences. A case study on ethics was discussed in the class the response was amazingly good.

#### 12. Interactive Lecture:

Instructor breaks up the lecture at least once per class for an activity that lets all students work directly with the material. Students might observe and interpret features of images, interpret graphs, make calculation and estimates, etc.

No questions or views during interactive session can be ignored or neglected in participatory learning.

#### 14. Role Playing:

Here students are asked to "act out" a part or a position to get a better idea of the concepts and theories being discussed. Role playing exercises can range from the simple to the complex. Especially in language classes and theory classes.

#### Ideas to orient students towards participatory learning.

- When the various approaches are implemented definitely the participatory learning becomes a reality and involvement from the student's side makes the teacher and learner both to involve in participatory learning.
- Sometimes in the due course of teaching so much of participatory learning is happening.
- Once the learning happens to the learner interest develops.

#### Conclusion

The satisfaction of the noble profession of teaching in any form or any school/ college/University formal or informal is when there is participation of the students of all age/ category/class /mental status.

To our conclusion 'no participation no learning' any amount of luxury investment will not be fructified if the learner does not show his involvement.

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