

SUB-THEME DESCRIPTION

Sub-Theme-I: Exploring Teacher Potential in Language, Literature and Cognition: Language is an important means of access to cognition. Ethnography uses language as a way of discovering how people perceive and organize their world. All people carry a set of rules and assumptions. Getting to know what these are and how they operate is the way to understand other cultures. Indeed these cognitive systems constitute what is meant by culture. Cognitive theories on language development and how language mediates between cognitive constructs on the one hand and evolving narrative forms of symbolic expression on the other are an area to be searched.

Sub-Theme-II: Leading the Change towards Holistic Approach: The specific ideas and behaviours of an individual in a cultural system is strongly influenced by the social structure, historical events and processes. Cultural differences have often resulted in biased and negative education environment. Time has come to make ethnography as a tool in order to put up the positive aspects of each culture and praise for its system to remove the malpractices seen across the education system in the name of cultural practices. Holistic approach is based on innovative patterns of enduring change and this change alone will lead to a truly holistic Indian Education system.

Sub-Theme III- Making Learning Alive by Integration of Art Forms: Art has long been recognized as an important part of a well-rounded education. Arts integration curriculum gives all students the opportunity to express their creativity and to learn critical-thinking, problem-solving, and innovation skills. Several researches have shown that use of music, visual arts, performing arts, and literary arts to express and understand ideas, thoughts and feelings lead to successful learner experience. Integration of arts in the school subjects leads to better learning, higher academic achievement and greater social development. Hence, integrating arts in regular subject learning just may help to keep students interested and involved.

Sub-Theme IV-Changing Panorama of Mental Health in Education: In India, on average three children in each classroom has a mental health problem, as stated by Indian Psychiatric Society. Over the course of their education, children spend over 7,800 hours at school. With such a huge amount of time spent in the classroom, we as a teacher should provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental distress. The psycho-social knowledge, skills and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives.

Sub-Theme V- Future Ready Teachers: Teaching helps to uplift the standard of the people and shows the students the right path to follow. Does today's traditional system meet the demands of future teaching? What are the current expectations of teachers? The innovative teaching approaches that are required to be developed by teachers are expected to include student-centered pedagogy, ability to extend learning beyond the classroom, using ICT (information and communication) tools for teaching and learning. As time changes, needs also change; the future is going to be even tougher and competitive. Our teachers must be equipped with modern integrated technology, collaborative culture, creative and critical thinking, problem solving skills, financial literacy, online teaching-learning etc.

Subtheme V: Evaluating Teacher Performance: Teachers are the fulcrum determining whether any school initiative tips toward success or failure. A number of attempts have been made to assess the teacher effectiveness/performance in classroom. Current systems for assessing, evaluating, and supporting teachers too often fail to improve teacher practice and enhance student growth and learning. A teacher's assessment of performance is a viewing her from a narrow perspective. A teacher need to be assessed on what value/worth he /she brings to the organization and the teacher community. The current theories and practices of evaluating teacher performance needs to be deliberated, new trends, models, systems of assessment need to be mainstreamed to suit local need and global contexts.

Sub-Theme VII- Reflection: The Key to Rewire and Rekindle the Passion of Teaching: Reflection is looking into the mirror and discovering oneself. When one takes time to consider what they have learned and how they have grown, the learning is longer lasting and much more impactful. As teacher educators one needs to ensure that we as well as students are trained to be active reflective practitioners of their actions and reactions of themselves and others. Consistent practice of reflection during lesson planning, in the classroom teaching and personal evaluation after the lesson; will ensure that the neurons of learning are reconnected. Reflective practice is a process that facilitates teacher's development, inspires teaching & learning, self-actualization, thereby leading to enthusiastic teachers, satisfied administrators and ever-growing learners.

Sub-Theme VIII- Any relevant aspect related to the theme of the seminar, not covered in the sub-themes above: The construct of social intelligence is large and has many sub-constructs with respect to the field of Education. Any other area, relevant to the main theme and not included in sub-themes can be dealt in this sub-theme.