Webinar Report

TWO DAY WEBINAR

ON

LEARNING MANAGEMENT SYSTEMS (LMS)

17-18, June, 2020

Organized by

Department of Education

Rajiv Gandhi University

Rono Hills, Doimukh

Arunachal Pradesh

CONTENTS   PAGES

Acknowledgement

We express our heartfelt regards and deep sense of sincere gratitude to Prof. Saket Kushwaha, Hon'ble Vice- Chancellor, RGU, for his constant encouragement and support. Subsequently, we acknowledge our regards to Prof. Amitava Mitra, Pro Vice-Chancellor, RGU, for his constant support. We pay sincere gratitude to Prof. Tomo Riba, registrar, RGU for his valuable suggestions.

we express our deep sense of gratitude to resource persons namely, 1) Prof. Y. Narasimhulu, Former VC, Rayalaseema University, Kurnool, Andhra Pradesh; Presently, Director, UGC-HRDC, University of Hyderabad, Hyderabad; 2) Prof. B. Ramesh Babu, Former Head and Dean, Department of Education, NCERT (RIE), Bhopal, Madhya Pradesh; 3) Dr. Deepak Bishla, System Administrator, Dr. B. R. Ambedkar University, New Delhi; 4) Prof. K. Venkat Reddy, Head, Dept. of Training and Development, The English and Foreign Languages University(EFLU), Hyderabad, 5) Prof. F. Dkhar, Department of Education, NERIE, Shillong, Meghalaya; 6) Prof. K. Srinivas, Head, ICT and Project Management, NIEPA, New Delhi

We acknowledge our regards to Prof. Rachob Taba, Dean, Faculty of Education, RGU, Prof. Kesang Degi, Head, Dept. of Education, RGU, and all faculty members of the Department of Education, RGU, for their valuable suggestions and cooperation. Finally, we acknowledge to all

With sincere regards to all,

Webinar coordinating team.

Executive Summary

Education is the process of training of intellectual skills and refinement of our behaviour. It is the process of restructuring or refining of our behaviour. It comes through learning. Learning occurs in offline and online modes. But, learning in virtual environment is technically called as Learning Management System (LMS). It is centralized on managing the learning through ICT tools like Black Board, Moodle, Toolbook, Kahoot, etc. in connection with COVID-19 pandemic situation and importance of Learning Management Systems (LMS) at this juncture. In this regard, the coordinating team of department of Education made a concept note and submitted the same to higher authorities of Rajiv Gandhi University with core objectives of providing knowledge and strengthening skills and competencies among participants related to LMS. With the approval of proposal by the higher authority of the Rajiv Gandhi University, tentative dates were fixed to conduct the webinar on LMS on 17-18, June 2020. Two thousand seven hundred participants approximately were registered for webinar across India. But, coordinating team selected 250 participants based on First Come First Serve Basis and six technical sessions were arranged for two day webinar. Webinar link and programme details along with necessary instructions were sent to selected participants through their registered e-mails and whatsapp.

The coordinating team started inaugural session at 10.00 am on 17th June 2020. Initially, certain meticulous instructions were given for participants to follow the programme positively and systematically. Prof. Kesang Degi, Head of the Department, Department of Education, welcomed all resource persons and participants virtually on Google Meet platform. Emphasizing on online education, Prof. Y. Narasimhulu, Keynote Speaker and Chief Guest, Former Vice Chancellor, Rayalaseema University and presently Director, UGC-HRDC, University of Hyderabad, Hyderabad, has emphasized on new trends, techniques, methods and approaches in online education. He also highlighted on blended learning as instructional technology and flipped learning as pedagogical technology. Looking into the importance of Learning Management Systems (LMS), Prof. Saket Kushwaha, Honorable Vice Chancellor and Chief Patron of the webinar, has inculcated certain values and competencies to deal with virtual learning

agents. Then, inaugural session was ended with vote of thanks given by Prof. T. Lhungdim, former Head of the Department of Education, RGU.

In technical session-I, Prof. Y. Narasimhulu explored new paradigms of ICT in association with instructional and pedagogical technology. In technical session-II, Prof. Ramesh Babu stressed upon impact of COVID-19 in Education in general and on learning in particular had also touched upon inquiry based leaning by connecting 5Es such as Engage, Explain, Explore, Elaborate and Evaluation. In technical session-III, Dr. Deepak Bishla took piratical oriented sessions focusing on how to assess students using e-assessment tools like Moodle, Blackboard, Toolbook, Kahoot etc. In Second Day, technical session-IV, Prof. K. Srinivas took session on flipped learning by connecting four pillars. He also illustrated about significance of ICT applications in day to day life. He also supported the technology enabled learning in this COVID-19 pandemic situation. In technical session-V, Prof. Flourette G Dkhar focused on critical thinking, creative thinking, collaboration and communication. In technical session-VI, Prof. K. Venkata Reddy differentiated between invention and innovation. He has given various strategic techniques on teacher as learning facilitator.

Then, valedictory session was started at 3.30 pm. Dr. P. K. Barik welcomed the participants, University authorities and esteemed dignitaries. Then, Dr. C. Siva Sankar presented brief report of the two day webinar on Learning Management System Prof. Amitava Mitra, Pro-Vice Chancellor, RGU, and Prof. Tomo Riba, Registrar, RGU, have addressed the participants. Dr. Sanjeev, K, Director, Regional Center, IGNOU, Itanagar, Guest of the Programme emphasized on importance of LMS for learners from IGNOU. He adds that the learning process at the university level is a two-way process, lecturers share their knowledge and students give their opinions or thoughts in return a topic in a class discussion. Therefore, university students need to constantly broaden their knowledge by searching for informationFinally, the valedictory session was ended with vote of thanks by the Prof. T. Lhungdim, Former HoD DSW, RGU.

Part-I: Committee Details

1.1 Organizing Committee

Chief Patron
Prof. Saket Kushwaha
Hon'ble Vice- Chancellor
Rajiv Gandhi University

Patrons

Prof. Amitava Mitra	Prof. Tomo Riba
PVC, RGU	Registrar, RGU

Members of the Committee

1	Prof. J. Sahoo Former Head and Dean Department of Education RGU	11	Dr. Vivek Singh Assistant Professor Department of Education RGU
2	Prof. R. Taba Dean Faculty of Education RGU	12	Dr. Tayum Saroh Assistant Professor Department of Education RGU
3	Prof. T. Lhungdim Former Head and DSW Department of Education RGU	13	Dr. P.K. Barik Assistant Professor Department of Education RGU
4	Prof. E. Hangsing Former Head Department of Education RGU	14	Mr. S.K Nayak Assistant Professor Department of Education RGU
5	Prof. K. Degi Head Department of Education RGU	15	Dr. Anga Padu Assistant Professor Department of Education RGU
6	Prof. P.K. Acharya Department of Education RGU	16	Dr. Nisanth, P.M Assistant Professor Department of Education RGU
7	Dr. Satish Kumar Associate Professor Department of Education RGU	17	Mr. Narender Singh Assistant Professor Department of Education RGU
8	Dr. B. Reena Tok Associate Professor Department of Education RGU	18	Dr. Anmiaka Yadav Assistant Professor Department of Education RGU
9	Dr. Sumin Prakash Assistant Professor Department of Education RGU	19	Ms. Manju Barman Assistant Professor Department of Education RGU
10	Dr. C. Siva Sankar Assistant Professor Department of Education RGU	20	Mr. Akash Ranjan Assistant Professor Department of Education RGU

1.2 Advisory Committee

Prof. Rachob Taba
Dean
Faculty of Education,
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Prof. Kesang Degi
Head
Dept. of Education
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Dr. David Pertin,
Joint Registrar
Academics and Conference,
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Dr. Nani Tamang Jose
Joint Registrar
Examinations and Registration
Rajiv Gandhi University
Doimukh-791112
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Dr. Maltesh, M
Media Adviser
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Solung Sonam(IT support)
System Analyst
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

1.3 Coordinating Committee

Prof. T. Lhungdim

Former Head and DSW
Department of Education
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Dr. Satish Kumar

Associate Professor
Department of Education
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Dr. C. Siva Sankar

Assistant Professor
Department of Education
Rajiv Gandhi University
Doimukh-791112
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Dr. P. K. Barik

Assistant Professor
Department of Education
Rajiv Gandhi University
Doimukh-791112
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Dr. Akash Ranjan

Assistant Professor
Department of Education
Rajiv Gandhi University
Doimukh-791112
Arunachal Pradesh

Part-II: Webinar Details

2.1 Concept Note:

Information and Communication Technologies (ICTs) have been reflecting with tremendous changes in education and are transforming its paradigms, from teacher-centered model to student-centered model where the teacher moves from holder of knowledge to manager of diverse discourses and stimulator of intellectual as well as creative capacities of learners through collaborative models. The technologies facilitate for course or content creation and management with a view to develop learning efficacy among learners over long distances are broadly termed Learning Management Systems (LMSs). Basically, learning management systems provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. In fact, cognitive and constructivist learning can be strengthened through learning management systems.

LMS is objectively centralized for management of teaching and learning through online learning. It helps to teachers and students for planning teaching learning processes and for working together through mutual influence for creation of knowledge and information, dissemination and management. It offers rationalization of resources, flexibility, accessibility, interactivity and enhancement of the students learning process. LMS is a vital tool to the success of any kind of online course and can increase reputation of the institution. LMSs not only need to provide content to learners, but they must also facilitate timely and accurate communication between learners, course facilitators, and other institutional stakeholders. LMS generally emphasizes on capabilities to create and disseminate knowledge, assessment of learner competency, the recording of learner attainment, support for online social communities and communication tools.

In the wake of COVID-19 pandemic, all the teachers, students and administrators have been focusing on virtual or web based platform with a view to manage teaching learning process. Keeping in view the significance of LMS as a vital tool to the success of any kind of online course, and directions given by the competent authority of Rajiv Gandhi University, the Department of Education, RGU, has tentatively planned to conduct *Two Day Webinar on Learning Management Systems* on 17-18, June, 2020.

Objectives of the Webinar
- To make participants know the impact of COVID-19 on education and learning.
- To provide necessary strategies for inquiry based learning flipped learning and assessment.
- To enable participants aware of Learning Management Systems.

- To motivate participants get positive inclinations towards Learning Management Systems.
- To strengthen appropriate competencies of participants related to Learning Management Systems.

2.2 Theme and Sub Themes

Theme:

Learning Management Systems

Sub Themes:

- Impact of COVID-19 on Education
- Inquiry Based Learning
- Procedure for Flipped Learning
- Blended Learning
- Course Creation and Management
- Assessment for Learning and Assessment of Learning
- Grading & Scoring
- Smooth and Effective Communication
- Multiple Device Access and Interactive Resources
- E-learning
- M-learning-Ubiquitous Learning
- Computer Based Training (CBT)
- Moodle, TelEduc, BlackBoard, WebCT, Toolbook, & Top Class Server
- MOOCs

2.3 Details of Resource Persons

Sl. No.   **Name of the Resource Person and Address**

01   **Prof. Y. Narasimhulu**
Former VC, Rayalaseema University, Kurnool, Andhra Pradesh
Director, UGC-HRDC, University of Hyderabad, Hyderabad

02   **Prof. Ramesh Babu**
Former Head and Dean
Department of Education, NCERT (RIE),
Bhopal, Madhya Pradesh

03   **Dr. Deepak Bishla**
System Administrator
Dr. B. R. Ambedkar University, New Delhi

04   **Prof. K. Srinivas**
Head, ICT and Project Management
 NIEPA, New Delhi

05   **Prof. F. Dkhar**
Department of Education, NERIE
Shillong, Meghalaya

06   **Prof. Venkat Reddy**
Head, Dept. of Training and Development
The English and Foreign Languages University(EFLU), Hyderabad

2.4 Sponsoring Agency

Rajiv Gandhi University, Rono Hills, Doimukh-791112, Arunachal Pradesh

2.5 Expenditure Incurred

Sl. No	Particulars	Amount spent
1	Resource Persons	10,000/-
2	Refreshment	3,000/-
Total		13,000/-

Part-III: Section-Wise Details

3.1 Inaugural Session

9.45 am - 10.00am	Participants Join the Meeting
10.00 am- 10.01am	Greeting the Participants
10.01 am- 10.05 am	Instructions for the Participants by **Dr. P.K Barik**
10.06 am -10.10 am	Welcome by **Prof. Kesang Degi,** HoD, Dept. of Education, RGU
10.11 am-10. 15 am	Concept Note of the Webinar by **Dr. C. Siva Sankar**
10.16 am- 10. 35 am	Address by Key Note Speaker cum Chief Guest, **Prof. Y. Narasimhulu,** Former Vice-Chancellor, Rayalaseema University, Kurnool, A.P Director, UGC-HRDC, University of Hyderabad, Hyderabad
10.36 am to 10.55am	Inaugural Address by Chief Patron, **Prof. Saket Kushwaha,** Honorable Vice-Chancellor, Rajiv Gandhi University, Doimukh, Arunachal Pradesh
10.56 am to 11.00 am	Vote of Thanks by **Prof. T. Lhungdim**

Inaugural session of the webinar on Learning Management Systems(LMS) was started at 10.00 am on 17th June 2020. Initially, certain meticulous instructions were given for participants to follow the programme positively and systematically. Prof. Kesang Degi, Head of the Department, Department of Education welcomed all the personalities and participants virtually through Google Meet Platform.

Emphasizing on online education, Prof. Y. Narasimhulu, Keynote Speaker and Chief Guest, Former Vice Chancellor, Rayalaseema University and presently Director, UGC-HRDC, Universtiy of Hyderabad, Hyderabad, has emphasized on new trends, techniques, methods and approaches in online education. He also highlighted on blended learning as instructional technology and flipped learning as pedagogical technology.

Looking into the importance of learning management systems, Prof. Saket Kushwaha, Honorable Vice Chancellor and chief patron, RGU, has inculcated certain values and competencies to deal with virtual learning agents. Initially, he expressed gladsome greetings from the Rajiv Gandhi University on behalf of two day webinar on Learning Management Systems which is organized by Department of Education, RGU. He adds that education is the process of modification of our cognitive and conative behaviours in progressive and positive manner. In order to modify our behaviour in desired manner, learning is very essential. Learning is the process of connecting the elementary mental or behavioral units, through sequences of activity with respect to behaviorism and connectionism. In this perspective, learning can be formed and strengthened through reinforcement. Subsequently, knowledge can be created and managed through constructive learning also. Learners are central agents in generating ideas or concepts through social negotiation, collaboration and experience. Sometimes, learner's previous knowledge, beliefs and attitudes may help for knowledge creation and management.

He also emphasizes that technology has been helping to create knowledge and to achieve better learning outcomes, or more effective assessment strategies of these learning outcomes with regard to connectionism and constructivism. In the context of ICT in general and attack of COVID-19 Pandemic in particular, virtual learning or e-learning has become significant. There are basically four types of e-learning systems namely, Learning Management System (LMS), Learning Content Management System (LCMS), Learning Design System (LDS), and Learning Support System (LSS). Learning Management System (LMS) has been taking its part as an integral component of the educational systems in most of the universities. It looks like hybrid approach that blends in traditional class and online activities. It is not intended for replacing the traditional classroom setting, but its main function is to supplement the traditional lecture with course content that can be accessed from the Internet. It is a tool and technology to manage and share knowledge in educational organizations. It is an online portal that

connects teachers and students in higher education institutions. In this era of information technology, computer networking has become significant in commercial, educational, governmental, and other sectors. It provides a platform for sharing learning activities and learning materials easily. He concluded encouraging teachers and students to use virtual learning forums for interaction and discussion.

Finally inaugural programme was ended with vote of thanks by Prof. T. Lhungdim, Former Head and DSW, Dept. of Education, RGU

3.2 Technical Sessions

Technical Session-1

In technical session-1, Prof. Y. Narasimhulu explored new paradigms of ICT in association with instructional and pedagogical technology. He adds that Blended learning helps to combine modes of web-based technology such as mixing of live virtual classroom, collaborative learning self-paced instruction, streaming video, audio, and text for achieving goals of education in both online and offline education. It also reflects on mixing of pedagogical approaches which may include cognitivism, constructivism, behaviorism for acquiring expected learning outcome in presence or absence of instructional technology. Sometimes, it combines instructional technology such as web-based training videotape, CD-ROM, film with traditional training. It provides harmonious effect of learning and working. Learners' aspirations are connected to whole course objectives. Blended learning approach gives opportunity to rethink about whole course and delivery mechanism. High-impact blend gives results in an unsuccessful course. Use of technology and purposeful experimentation with blended learning can help teachers to gain confidence and understanding about how technological media can be integrated in the traditional face-to-face experience to better meet their students' needs

Technical Session -2

In technology session-II, Prof. Ramesh Babu stressed upon impact of COVID-19 in Education in general and on learning in particular had also touched upon inquiry based leaning by connecting 5Es such as Engage, Explain, Explore, Elaborate and Evaluation. He emphasizes that the basic concept of inquiry - based learning refers to a process of personal discovery by the learners. The learners or inquirers are suggested to inquire or generate appropriate questions and to come up with the suitable answers through critical and creative thinking. In inquiry learning, learners are also shown how knowledge is generated, how it is transmitted, and how all parties including experts, teachers, parents and society contribute to a learners' knowledge. Inquiry learning teaches the learners to respect one's own interest and the interest of others. In inquiry process, learners'

cognition varies in connection with their previous experience. Thus, they differ in the level of knowledge complexities that they can handle. Learners can actively construct their knowledge from their experiences and through social interactions. Learners can obtain knowledge more successfully if they have a better understanding of the information system and how to go about seeking the related sources. Learners' understanding will progress from the general to a more specific and defined needs of a question. In the path of inquiry based learning, learners see patterns and meanings not apparent to unskilled ones. They have in-depth knowledge of their subject matter. They have their knowledge structured in order to be readily accessible, transferable and applicable. They acquire new information related to their content area with little effort.

Technical Session -3

In technical session-III, Dr. Deepak Bishla took piratical oriented sessions focusing on how to assess students using e-assessment tools like Moodle, Blackboard, Toolbook, Kahoot etc.. He also emphasizes that most of the online learning systems and learner management systems (LMS) are automated with technology and the technology allows ease of monitoring the learner process and the provision of immediate feedback. Online assessment improves the quality of assessment process. Teachers could have time saving since the system could have the characteristic to automate the marking. Online assessment will minimize the academic dishonesty. Online assessment allows improving the assessment process, support flexibility, saves time in the long term and allows quick feedback to learners, creates consistent and standardized assessment, the progress can be monitored, the assessment activity can be documented, it is financially attractive and learners can be assessed equally. In e-assessment, variety is needed for both quantitative and qualitative methods. Authenticity is also important for appropriate quantitative tasks. Collaboration is expected for allowing interaction between learners and others, and using appropriate communication technologies. Feedback is significant for better results. Online resources must be available. Learner responsibility is highly essential.

Technical Session -4

In Second Day, technical session-IV, Prof. K. Srinivas took session on flipped learning by connecting four pillars. He also illustrated about significance of ICT applications in day to day life. He also supported the technology enabled learning in this COVID-19 pandemic situation. He also adds that the flipped classroom model has been transforming teaching methods and techniques globally. It focuses on individualized instruction between teacher and student. Flipped is a reversed teaching model that flips the settings for instruction and homework. In a flipped class, instruction time is given to students at home through vides or Internet-based lectures and class time is given to complete homework such as assignments. By moving instruction to the home and homework to the class, students are given more 1:1 time with their teacher to work

through their assignments. Flipped classroom learning transforms instruction by inverting traditional teaching methods to engage students in the learning process. Using technology, lectures are moved out of the classroom and delivered online as a means to free up class time for interaction and collaborations. This meta-cognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them. Although students thinking about their own learning are not an inherent part of the flipped classroom, the higher cognitive functions connected with class activity, accompanied by the ongoing peer/instructor interaction that typically accompanies them, can readily lead to the meta-cognition associated with deep learning. In order to effectively implant a flipped classroom, teachers must process a set of requisite technical skills, conceptual knowledge and pedagogical expertise.

Technical Session -5

In technical session-V, Prof. Flourette G Dkhar focused on critical thinking, creative thinking, collaboration and communication. She emphasized on learners at different levels. She adds that for early elementary-school learners, emotions have primary importance. The students always want to know how to feel about what they are learning. They make sense of things through emotional and moral categories. The world of the imagination is vivid and real to these children. Upper elementary and middle school learners begin to separate the world around them from their internal world. They are developing a sense of their own identity within this wider world. They see this outside world as both fascinating and frightening. They often enjoy research on topics of their own choosing, and they are good at memorizing. Learners of 19-20 years have integrated their inner world with the outer world. They now understand the world to be a unit, of which they are a part. They try to organize the facts and details they collected in the Romantic Layer, creating their own systems for making sense of the world. Technology should be a good facilitator for all types of learners.

Technical Session -6

In technical session-VI, Prof. K. Venkata Reddy differentiated between invention and innovation. He has given various strategic techniques on teacher as learning facilitator. He adds that technology is very essential for learning at all different levels. Innovations in teaching and learning with the technologies help create more independent learners. Engaging learners, improvement in academic ability, paradigm shift in teaching and learning, an assessment shift, collaborative learning, enhancement and lower learning anxiety level are very important aspects in teaching learning process. Digital Platforms Facebook, Edmodo, Moodle Cloud, Schoology, Google Classroom may help teachers and students to create a space in which teachers and learners can connect, ask questions to enhance learning, host your classes on the cloud and create different types of assessments. Corpora have been made available for studying linguistic structures, and

frequencies, etc. Professional Development Courses are also available online through SWAYAM The development of mobile technology and the proliferation of smartphones has enabled many of us to access the internet and a huge variety of apps for learning.

3.4 Valedictory Function

3.30 pm-3.31pm	Greeting the Participants
3.31 pm-3.35 pm	Welcome by **Dr. P. K. Barik**
3. 36 pm-3.40 pm	Brief Report by **Dr. C. Siva Sankar**
3.41 pm- 3.45 pm	Address by **Prof. K. Venkat Reddy**
	Head, Department of Training and Development,
	EFL University, Hyderabad
3.46 pm-3.55 pm	Feedback by the any two participants
3.56 pm-4.05 pm	Address by the **Guest Dr. Sanjeev. K,**
	IGNOU, Regional Centre , Itanagar, Arunachal Pradesh
4.06 pm- 4.10pm	Address by **Prof Tomo Riba**
	Registrar, Rajiv Gandhi University, Arunachal Pradesh.
4.11pm to 4.20pm	Address by **Prof Amitava Mitra**
	Pro- Vice Chancellor, Rajiv Gandhi University, Arunachal Pradesh.
4.21 pm to 4.25pm	Vote of Thanks by **Prof. T. Lhungdim**

Valedictory session was started at 3.30pm. Dr. P. K. Barik welcomed the participants, University authorities and esteemed dignitaries. Then, Dr. C. Siva Sankar presented brief report of the two day webinar on Learning Management System. Then, **Prof**. K. Venkat Reddy Head, Department of Training and Development, EFL University, Hyderabad, addressed the gathering by highlighting technology enabled learning. Then after, participants had given their feedback regarding two day webinar on Learning Management System (LMS). The guest of the valedictory session, Dr. Sanjeev, K, Regional Director, IGNOU Center, Itanagar had stressed upon LMS. He adds that In this era of ICT, the internet is easily available and accessible by rural and urban areas. Now, we have a vast computer network linking smaller computer networks worldwide and also commercial, educational, governmental and other networks. These networks mainly meant for communications protocols. University students are mostly independent in their learning as lecturers usually give out lecture notes, and further information are left for the students to discover on their own, as it is not a one-way learning process which is practiced in school system. The learning process at the university level is a two-way process, lecturers share their knowledge and students give their opinions or thoughts in return a topic in a class discussion. Therefore, university students need to constantly broaden their knowledge by searching for information. In technology driven environment, learning management system is very essential. It is a software environment designed to manage user learning interventions as well as deliver learning content and resources to students. LMS can also refer to an application that is used for tracking, managing learning and administrating system, and is especially used in a learning environment. Prof. Tomo Riba, Registrar, RGU and Prof. Amitava Mitra, PVC, RGU had addressed the participants virtually and appreciated the department for taking efforts in conducting two day webinar on LMS.

Finally valedictory programme was ended with vote of thanks by Prof. T. Lhungdim, Former Head and DSW, Dept. of Education, RGU.

Part-IV: Outcome of the Program

4.1 Academic Outcome

- Participants of the webinar got opportunities to enhance inquiry mind by analyzing and discussing the impact of COVID-19 on education and learning.
- They were acquainted with new strategies for inquiry based learning, flipped learning and assessment in teaching learning process.
- They achieved certain specifications with a view to explore new trends and techniques in Learning Management Systems.
- They have cultivated positive inclinations towards Learning Management Systems.
- They strengthened necessary skills in order to manage learners through Learning Management Systems.

4.2 Policy Implications

The use of technology can be classified into four categories. Out of four categories, three are associated with students, teachers and classroom processes. The first category is teacher preparation and their Continuous Professional Development (CPD). It is indispensable for teachers to get training in how to leverage technology for achieving educational outcomes. Using technology is essential to enhance their skills in professional development. The second category is classroom. Technology gives impact on classroom processes related to teaching, learning and evaluation. Technology based tools need to be created in order to make evaluation as comprehensive and continuous process. The third category is for disadvantaged students. Using technology for differently-abled students, learning disabled students, slow learners, women and girls, learners from remote areas is needed in the technology driven environment. The fourth category of using technology is associated with administration and management of the entire education system.

The New Forum for Educational Technology: It is very essential to create a new forum for the educational technology nationally. This forum will help to exchange ideas by using technology with view to enhance learning process, planning and management and evaluation patterns. At the same time, this forum may facilitate for orientation, induction, leadership, and decision making through usage of technology.

Continuous Professional Development: A well designed technology based continuous professional development curriculum will help to carry out pedagogical content knowledge subject content knowledge and school plant in terms of leadership and management. It paves the way for delivery mechanism in terms of peer-supported, self directed, blended or online, personalized or expert-driven. It can be connected to short or long duration workshops, learning applications, demonstrations, short discussions, exposure visits and other creative methods. ICT will be extensively utilized for Continuous Professional Development (CPD). Teachers and teacher educators will be given access to cyber technology at school and institution and from their homes.

Enhancement of teaching, learning and assessment through Learning Management Systems:

The cyber technology paves the way for creation of text, audio and video that can be used for teaching, learning and assessment. Web based technology empowers teachers, students in the form of active teaching and learning through access devices like laptops, smart phones or iPads and equivalents. It provides various projects through individual and group learning methods which could completely transform the delivery mechanism from the present 'chalk and talk' models prevalent in most classrooms in India.

Integrating web based technology into the school curriculum: In order to prepare school teachers and students for engaging in virtual environment, web based educational technologies need to be integrated into the school curriculum. All students have to access well connected personal computing devices through provision of affordability within five years across the country. The school curriculum should provide digital infra structure like computer laboratories, tinkering laboratories, maker spaces, etc. and has to focus on offering of computer-based activities at the primary and secondary level.

Development of educational software: Developing variety of educational software in terms of conversion of text into speech soft ware, tutoring system, web based games, simulations and applications for learners with difficulties, disabilities, disadvantaged, special needs, creativity and making such educational software accessible for teachers and students at all levels of learning is indispensable. Educational software such as Kahoot which will act as assessment tool for providing feedback, remedial instruction, self-study or collaborative learning environment needs to be encouraged among learners. Certain software to assist teachers create adaptive assessment in connection with formative and summative assessments with desirable feedback mechanism need to be developed. Teachers have to adapt digital assessment tool which will reduce rote learning and strengthen four C's namely critical thinking, creative thinking, communication and collaboration.

4.3 Future Scope

Online meetings: Teachers and teacher educators are to be encouraged to teach and discuss at least 10% of curriculum content by using free video meeting platforms like Zoom, Microsoft teams, Google meet, Jio meet, etc with a view to enhance students active participation in online meetings and too develop their learning abilities through motivation and interest in the presence of virtual environment.

Advanced Online Courses: Teacher Educators and Learners are to be encouraged to do massive open online courses which will add extra essential knowledge and skills for their professional development and studies through SWAYAM platforms.

…………………………………….

Part-V: Annexure

5.1 WEBINAR PHOTOS
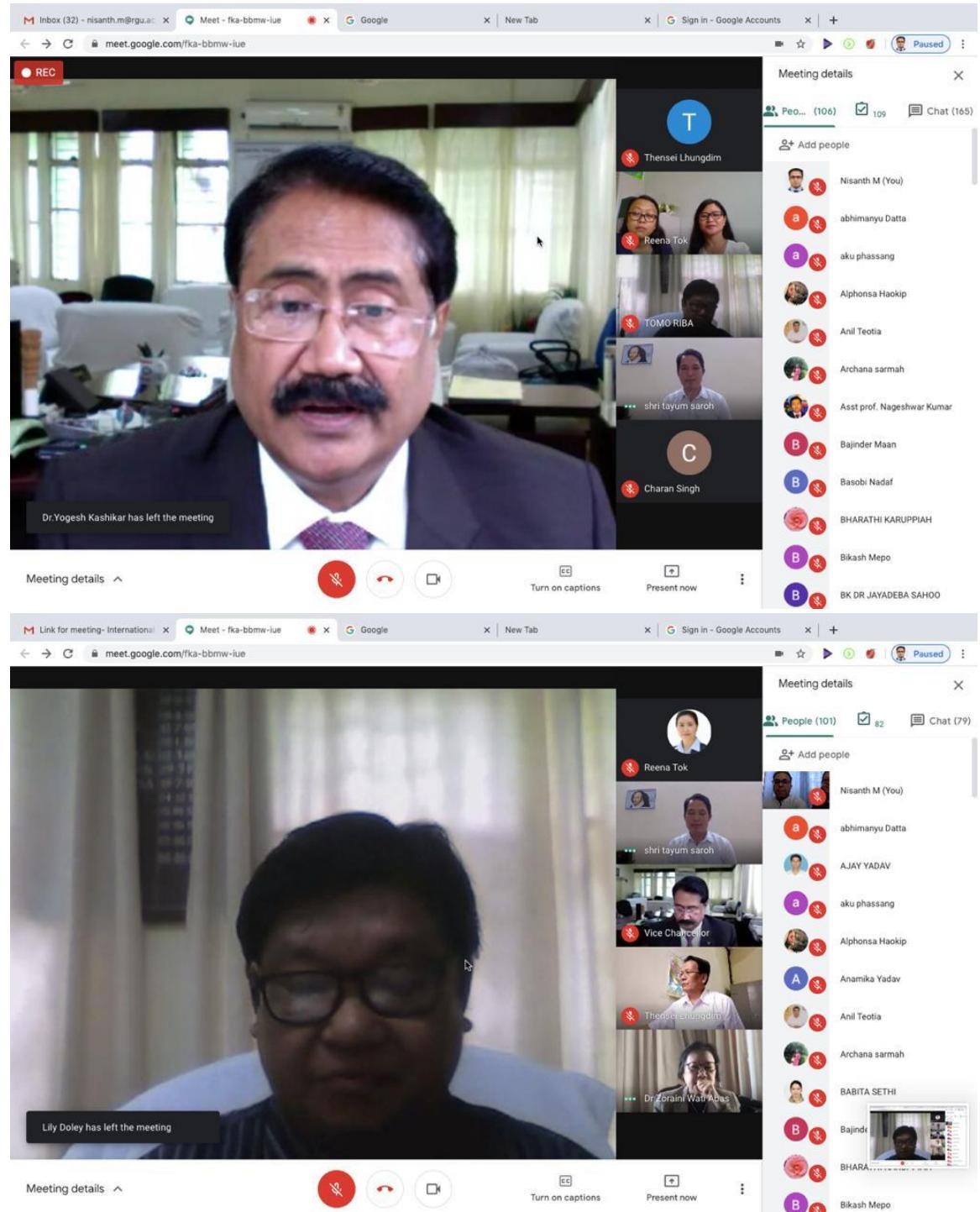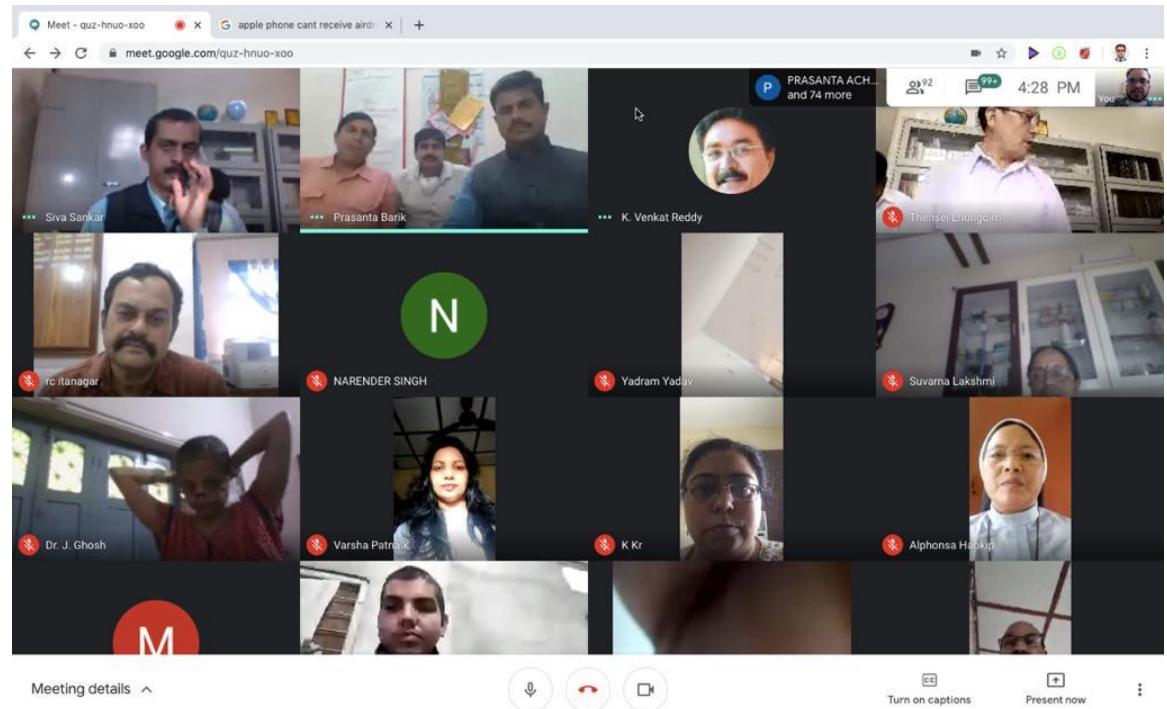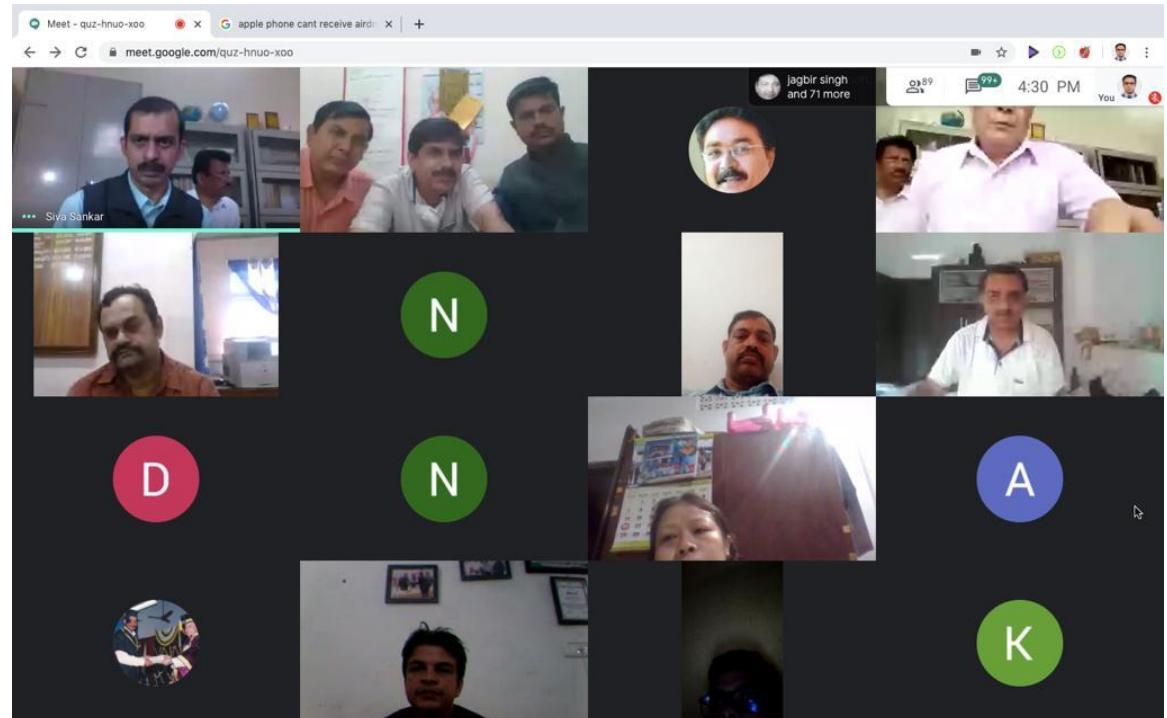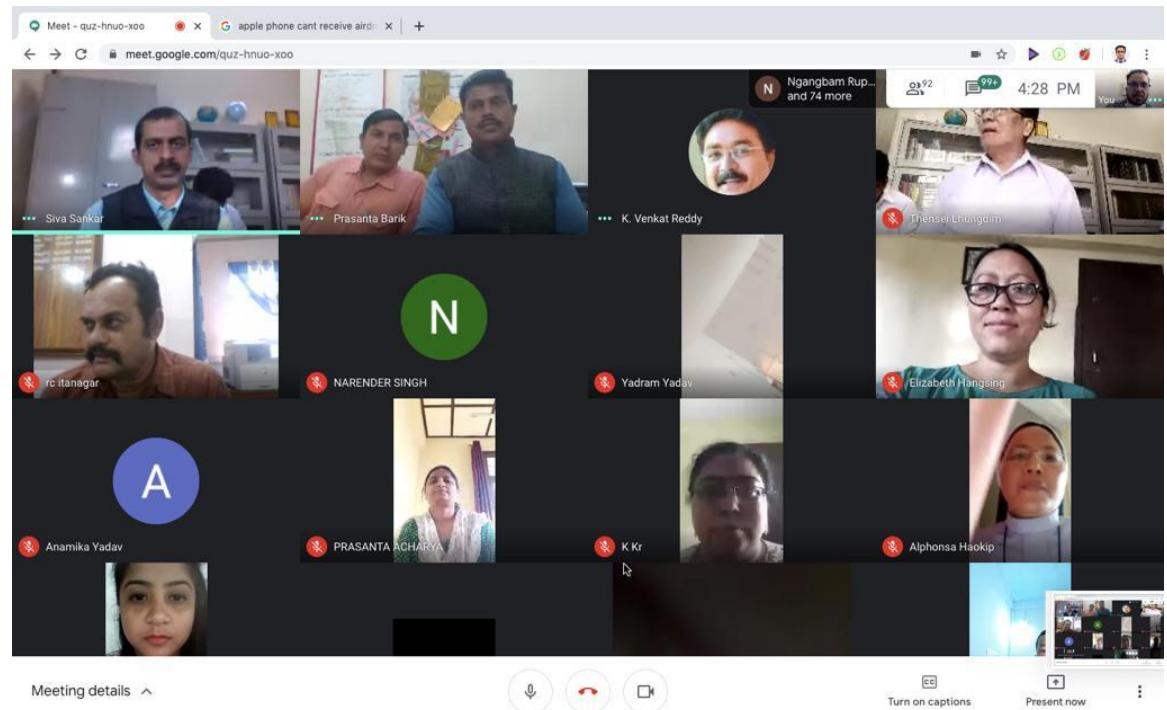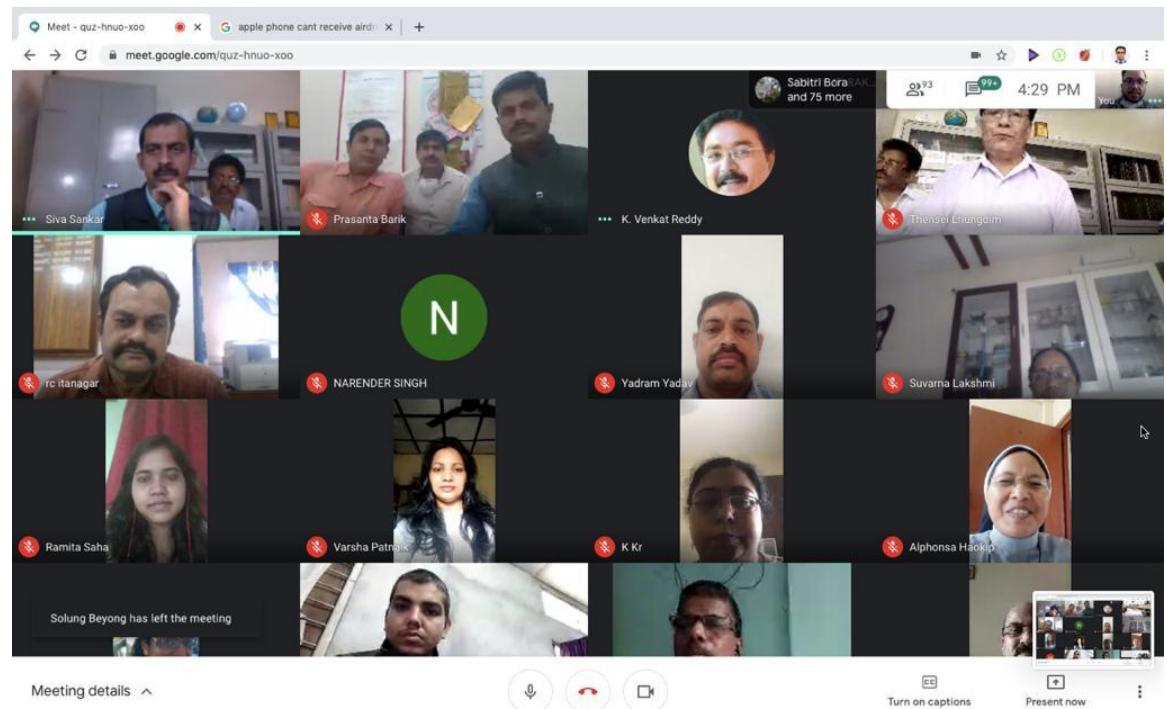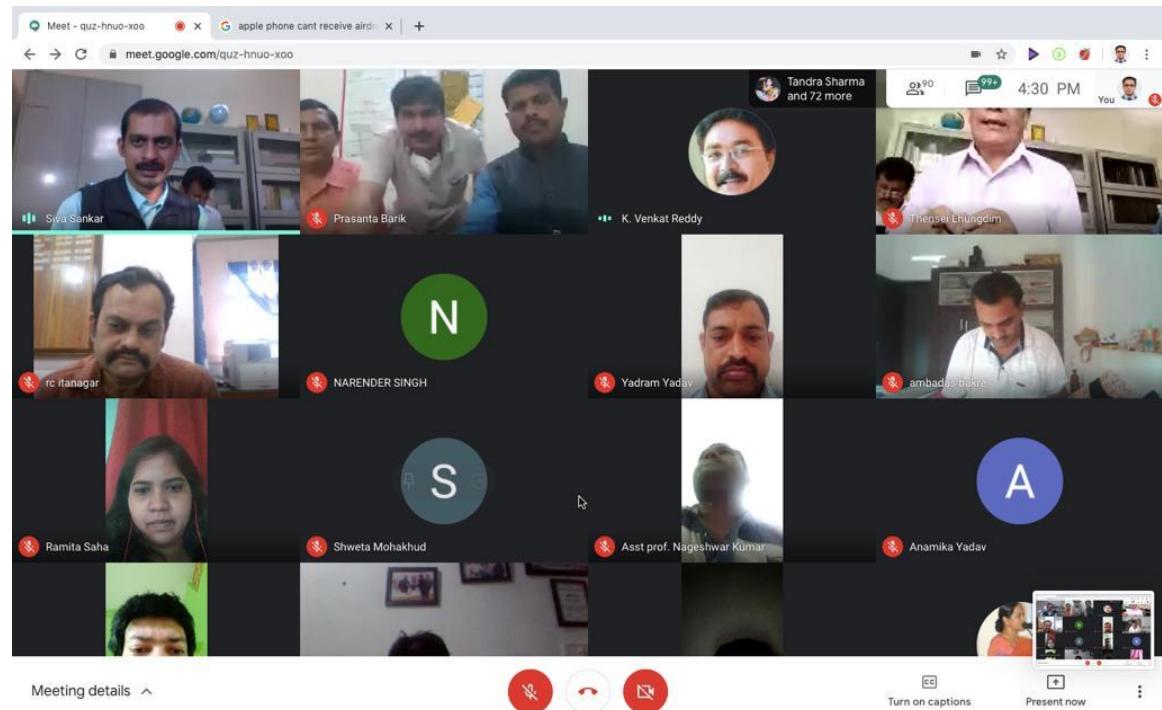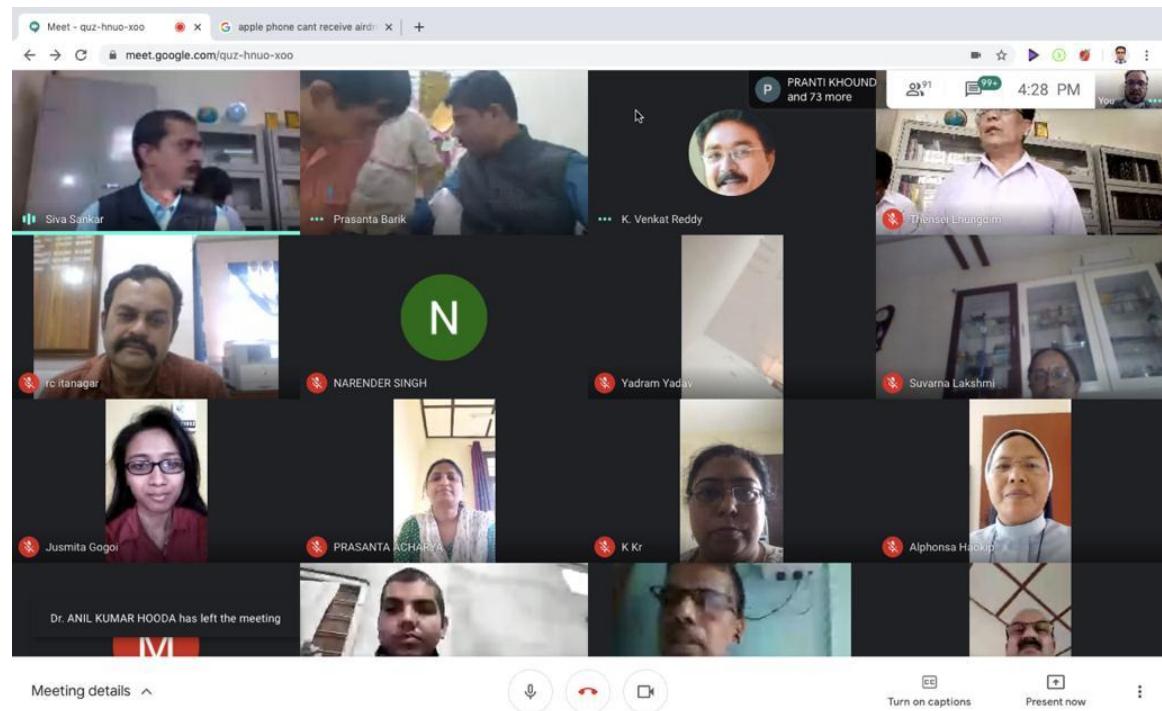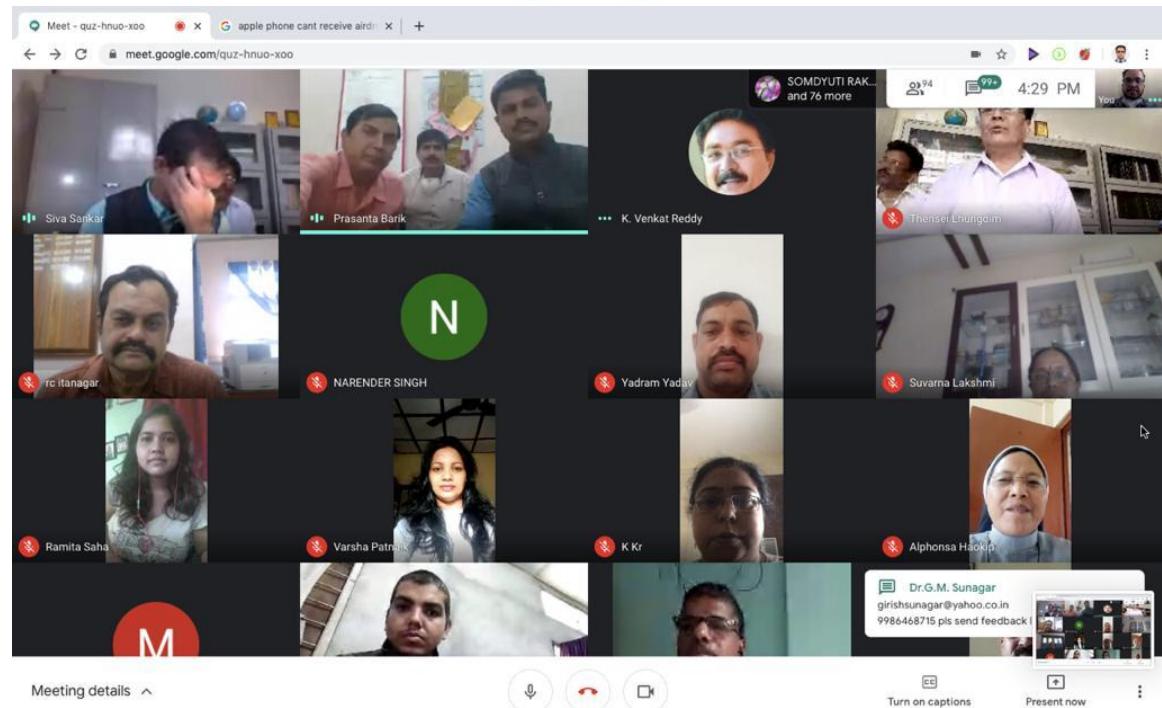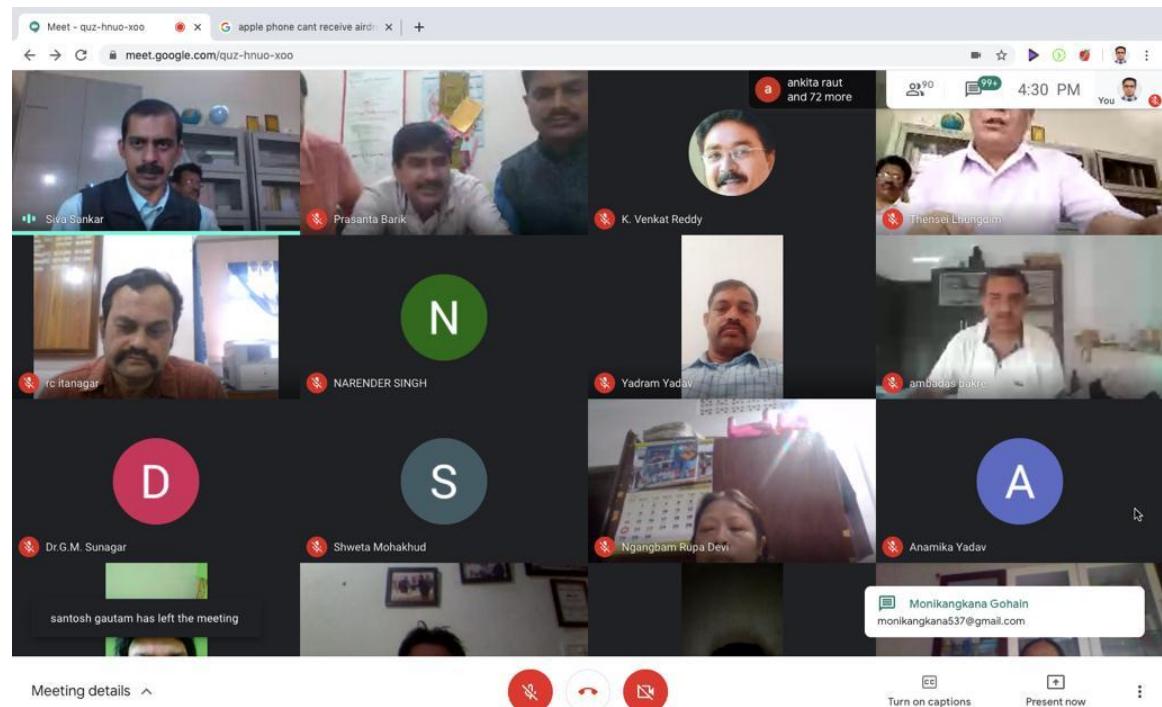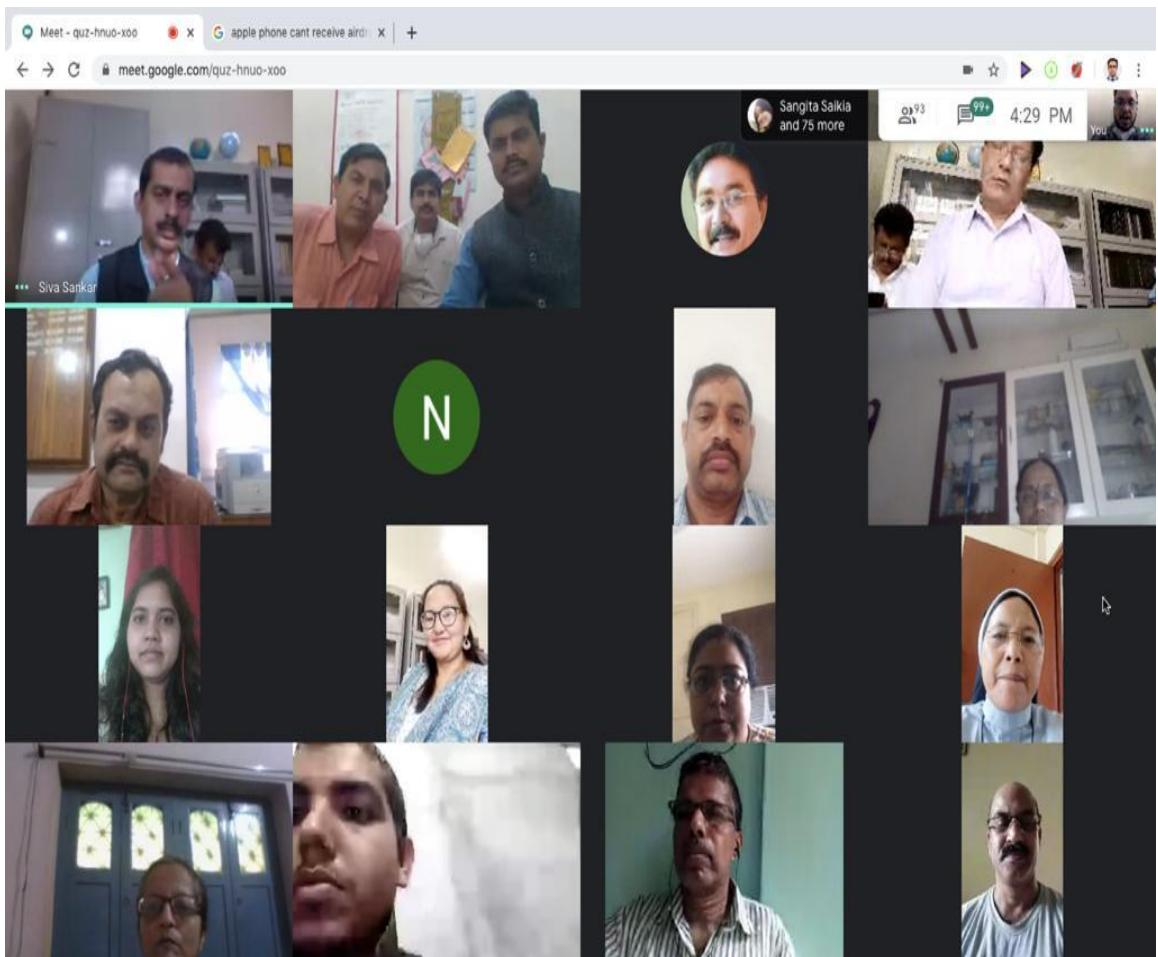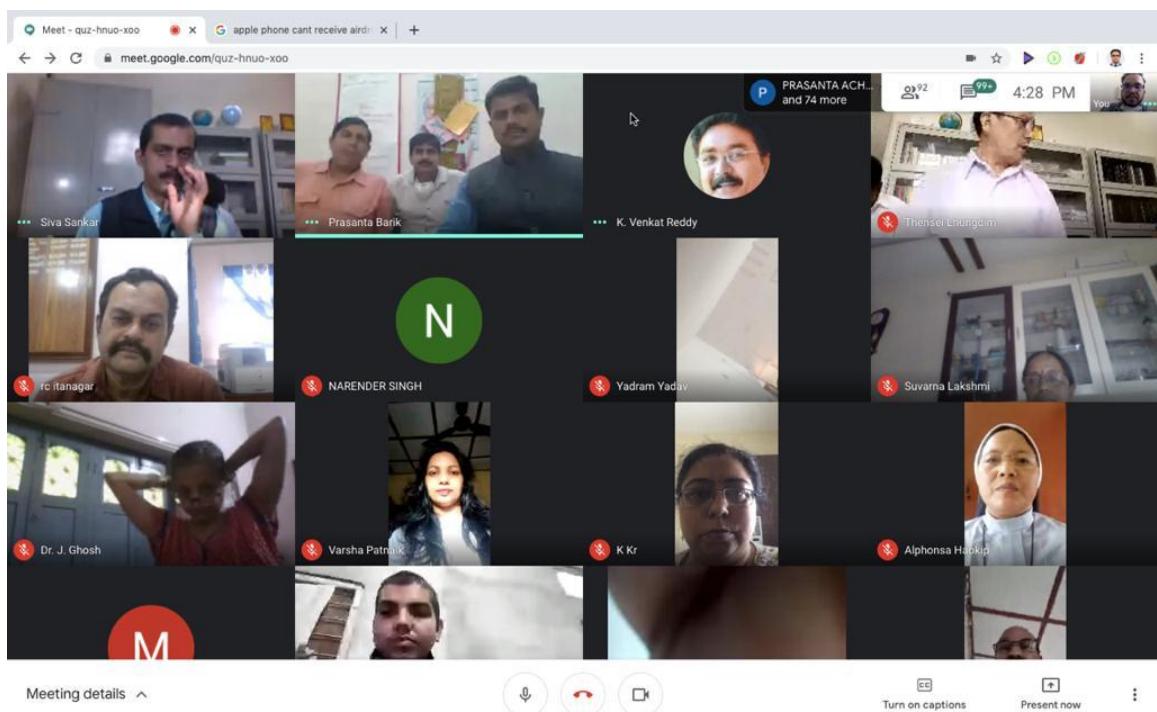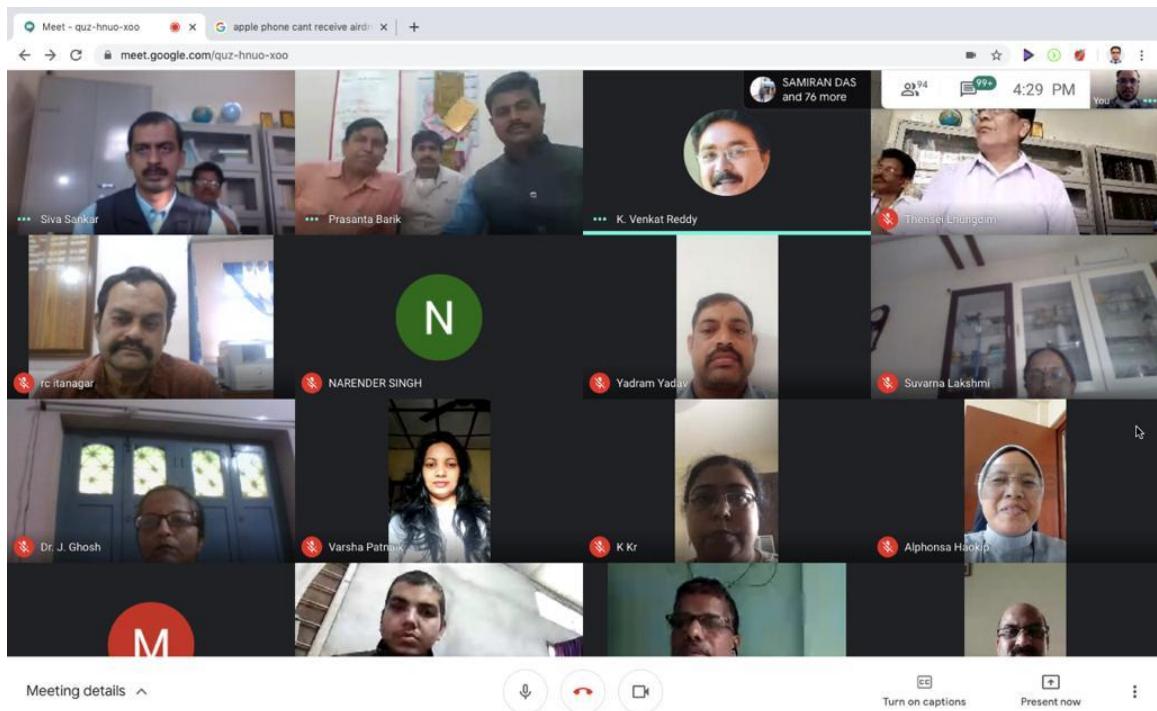
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Ms.	Pinky Sharma B.	Assistant Professor	Department of Tourism & Travel Management	K.L.E. Society's S.Nijalingappa College
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Mrs.	Sabitri Borah	Asst. Professor and Research Scholar	Education	Pub Dikrong college (Asst. Prof.)and Research Scholar (RGU)h
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