

# Two Day Capacity Building Programme (CBP)

on

## Constructivism and Lesson Planning based on 5-E

(18- 19 Feb, 2020)



**Rajiv Gandhi University**

Rono Hills: Doimukh

Arunachal Pradesh, India-791112

## Acknowledgement:

This was the first ever it's kind of Capacity Building Programme organized by Department of Education, Rajiv Gandhi University, Doimukh, Arunachal Pradesh. People from academic fraternity, friends and well-wishers from both university and outside, supported with ideas, planning and experiences available at their hand. With this kind of support and motivation we progressed further and the CBP became a reality.

We acknowledge the direct and indirect support and contribution offered by people in making this programme a real success. We acknowledge the support of Hon'ble Vice Chancellor, RGU, **Prof. Saket Kushwaha**, Pro-VC, **Prof. A. Mitra**, Registrar (i/c), **Prof. Tomo Riba** and whole university administration for financial and logistic support. We also acknowledge the support of learned Resource persons of this programme; **Prof. Arbind Kumar Jha**, Dean, School of Education, Baba Sahab Dr. Bhim Rao Ambedkar University (BBAU), Lucknow, U. P. and **Dr. Ravi Kant**, Associate Professor, School of Education, Central University of South Bihar (CUSB), Gaya, Bihar, who spared their valuable time, interacted with the participants, shared educational materials and imparted them knowledge and skills related to Constructivism and 5E- Model lesson planning. We acknowledge the support of **Prof. K. Degi** Head, Dept. of Education, RGU and other esteemed colleagues of the department for their guidance, cooperation and support in conceptualizing and conducting this programme.

We acknowledge the interest of academicians of different B.Ed. colleges of Arunachal Pradesh, and their administration for deputing their pedagogy faculties in this CBP as participants.

We also acknowledge the presence of Deans, Heads and faculties of various departments of the university, who made it convenient to attend and witness the inaugural lecture. We acknowledge the participation of research scholars and students of B.Ed., M.A. (Education) and M.Ed. in the popular lecture session and some of them participated in the whole programme. We also acknowledge the support of; Faculty members and students of Art & Music Dept. RGU for University reciting anthem and Ms. Tokmen Dai for anchoring the Inaugural session, Dr. M. M. Malthesh, Advisor to Library, RGU, and Dr. Alok Kumar Obama, Center for Security Studies, RGU for facilitating the media coverage of this programme and Editors of Arunachal Observer and The Critical Mirror for reporting in their news papers both in the electronic as well the print version. We also acknowledge the support of RGU fraternity comprising of all the teaching and non-teaching members.

## Organizing committee:

### CHIEF PATRON



**Prof. Saket Kushwaha**  
Hon'ble Vice-Chancellor

### PATRONS



**Prof. Amitava Mitra**  
Pro Vice-Chancellor



**Prof. Tomo Riba**  
Registrar



## PROGRAM COORDINATORS



**Dr. Sumin Prakash (Coordinator)**

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**Dr. Tayum Saroh (Coordinator)**

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### Part 1: PROGRAMME OVERVIEW

#### 1.1 Background

Lesson planning is crucial to teaching-learning process, and the lesson plans are expected to provide meaningful experiences and opportunities to students to organize these experiences into concepts. A lesson plan is a pre-classroom activity for each and every class (normally 40-50 minutes) and tries to make coherence between objectives, content, methods and evaluation. It is an outline of materials and activities, the teacher plans to utilize and perform during actual teaching. The lesson plans may be; (i) Knowledge lessons (Cognitive centric), (ii) Skill lessons (Psychomotor centric), and (iii) Appreciation lesson (Aesthetic centric). During practice teaching the lesson plans used by the student-teachers work as templates for evaluation by the teacher educators or their supervisors.

The organization of experiences by the learners may be interpreted in a variety of ways, and so why there have been different approaches and formats according to divergent psychological perspectives and therefore, lesson planning is a very important component of any teacher education programme. Behaviorist perspective to lesson planning refer lesson plans to be a blueprint of the teaching-learning, chalked out well in advance before teaching whereby the end product. i.e. the lesson plan was given much emphasis upon. In this framework the linear approach is followed, which begins with the specification of instructional/ specific objectives, followed by selection of teaching methods and ends with evaluation. This linear model of planning of teaching-learning based on Herbartian approach has been and still is a dominant practice.

However constructivist perspective of teaching-learning emphasizes the active role of learners in building their understanding and making sense of information they get through. It takes cognizance of the roles played by social interactions in the knowledge construction process (Bruning, Scraw, Norby, & Ronning, 2004). According to this perspective knowledge is constructed through both external as well as internal directions. Knowledge is acquired by constructing a representation of the outside world (External direction through Information processing). Knowledge is constructed by transforming, organizing, and reorganizing previous knowledge (Internal direction, Piaget). Knowledge is constructed on the basis of social

interactions and experiences and is influenced by; culture, language, beliefs, interaction with others, direct teaching, modeling, individual's prior knowledge and thinking (Both External and Internal directions, Vygotsky). Thus constructivism perspective of learning emphasizes more on the process of learning than the end product as against the behaviorist perspectives. This gives dynamicity to the process of learning and the same should be addressed while planning the lessons.

5-E Model of lesson planning is a response to constructivist approach of teaching learning, wherein it dissents from the previous formats of lesson planning in terms that thinking may not exist in linearity, rather it is divergent given both external as well as the internal directors of learning. National Curricular Framework (NCF) 2005 mandates to develop curriculum and adopt pedagogies which help learners to construct their own knowledge owing to their mother tongue, social, economic and ethnic backgrounds. In order to enable our teacher educators to be constructive teachers it requires on their part to adopt new lesson planning approaches, which involves 5 E's referring to different activities; (i) Engage the learners in learning activities, (ii) give opportunity to the learners to Explore their ideas either singly or in groups to think, to plan, to investigate, and to organize the acquired informations, (iii) give opportunity to students to Explain by connecting their previous experiences with current learning, (iv) Elaborate and extend previously introduced concepts and experiences to new situations, i.e. application of learnt knowledge to real life situations, and (v) Evaluate the learners performance.

Thus, orienting our teacher educators in constructivism and giving them hands on experience in formulating and implementing 5-E model lesson planning is need of the hour. The proposed capacity building programme will give teacher educators a unique opportunity to learn 5-E model of lesson planning and clear their doubts and problems they face in their day-to-day pedagogy classes. It will help them learn the technology component, viz. interactive communication technology, digital storytelling, blogging, podcast, video cast, data collection forms/sheets (Excel/Google forms), presentation (Google slides), collaborative project creation, creating audio/ video explorations for any topic, Google apps, concept map creation, virtual field trips, video feedback, one note notebook etc. required for ensuring collaborative and co-operative learning among their students. Such oriented teacher educators only can properly guide their students in constructivist lesson planning, which will ultimately change the classroom culture at the grass root level.

## 1.2 LEARNING OBJECTIVES

The primary objective of this Programme was to:

- Develop the conceptual understanding of constructivism among the participants
- Develop the lesson planning skills of the participant teacher educators
- Bring parity in the methods of lesson planning throughout the state
- Provide hands on experience on 5E Model lesson planning and use of various learning approaches therein
- Provide opportunity to learn the technology required to blend 5E Model lesson planning
- Provide unique opportunity to the participants to clear their doubts, discuss the problems they face while teaching pedagogy and find their solution



## 1.3 THEMES

### LEARNING OUTCOMES

Learners got an understanding and hands on experience of:

- Theoretical premise of Constructivism
- Teaching and Learning through constructivist approach
- Development of 5E model Lesson Plan
- Selection of topic, content and pedagogical analysis during lesson planning
- Presentation, discussion and feedback regarding their lesson delivery

### TARGET PARTICIPANTS

This programme was of particular benefit to Pedagogy teacher educators of various B.Ed. colleges of Arunachal Pradesh who are engaged in teaching various pedagogy papers.; science, mathematics, history, geography, hindi, and english were the target group for this CPB.

On an average 02-03 pedagogy teachers from each of the 11 B.Ed. colleges of the state, all the faculties of University department of Education, RGU, Ph.D. scholars, M.Ed. and M.A. students participated. The CBP witnessed a total of 68 (approx.) participants.

### Resource Persons

#### **Prof. Arbind Kumar Jha**

Dean, School of Education  
Babasahab Bhim Rao University (BBRU)  
Lucknow, Uttar Pradesh

Full profile on: <http://www.bbru.ac.in/dept/edu/CV-Arbind%20Kumar%20Jha.pdf>



### 1.5 About the sponsoring agency

Rajiv Gandhi University, Doimukh, Arunachal Pradesh

### 1.6 Budget

Rs. 1,00,000.00 (One Lakh Only) was the sanction amount.

## Part 2: Session wise Details

### 2.1 Inaugural session

In the inaugural session **Prof. Kesang Degi**, Head, Department of Education welcomed the Resource person, audience, participants, faculty members & Head from other departments, Deans of various faculties, distinguished guests and invitees, and all others present on the occasion and expressed her gratitude towards the Hon'ble Vice Chancellor for the support and providing this opportunity to conduct this CBP to the department. She highlighted the key issues

of constructivism and challenges in implementing this model in Arunachal Pradesh and shared her experiences as a teacher.

**Dr. Sumin Prakash**, Coordinator of CBP introduced the background and theme of the programme and outlined the expectations from the two days event. He opined that however constructivism in itself do not recommend any model, however for the sake of convenience academicians had outlined 05-E and 07-E Models of lesson planning. Dr. Prakash further introduced speaker of the day Prof. Arbind Kr. Jha, Dean, School of Education, Babasahab Bhimrao Ambedkar University (BBAU), Lucknow, U. P., and requested the Chief Guest to support such CBP on 5E Model lesson planning for at least 05 consecutive years so that every pedagogue of Arunachal Pradesh could get hands on training on this 5E model lesson planning.

**Prof. Arbind Kr. Jha**, resource person of the CBP spoke about the constructivist epistemology and pedagogy in present day teaching-learning process. He remarked that every student makes their own knowledge construction through active and self engagements. Every student learns in his/her socio-cultural context and education and teaching cannot be free from its context. and teachers only facilitate them in this process. So, one method will not be suitable and suffice to cater to the needs all the students. He has also given his reflection on existing curriculum, pedagogy and assessment processes of education system.

**Prof. Saket Kushwaha**, Hon'ble Vice-Chancellor, RGU and Chief Guest of the CBP informed the audience about the initiatives taken by the university for academic growth of the students and teachers of RGU. He further discussed about importance of students involvement in teaching-learning process with several examples and appealed to the audience to come up with innovative ways of assessment and evaluation in the light of constructivism. He further motivated the participants with his remarks; that we the learning community should continue to work endlessly, and that would in real sense we will be doing justice with constructivism. As concluding remarks the congratulated the whole department of education for such academic endeavors and appreciated both the coordinators of the program Dr. Sumin Prakash and Dr. Tayum Saroh further and assured of grants for conducting this programmes for five consecutive years.

**Prof. Rachob Taba**, Dean, Faculty of Education, RGU spoke about the vitality of 5E Model as; Engage, Explore, Explain, Elaborate & Evaluate and elaborated each one of these steps and activities in details citing plenty of examples.

**Dr. Tayum Saroh**, Coordinator of the CBP summed up the discussions by saying that the present time focuses on self knowledge generation, and therefore theory of constructivism can also help the policy makers in framing the policies related to our education system. The policy makers should keep this in mind while policy formulation as how to do in-reach and out-reach programmes play an important role, how do students can understand their society and contribute for its well-being. This way better schemes for social inclusion can be rolled out. He formally thanked every present there and, all other who directly and indirectly supported and contributed in what so ever capacity to make this CBP a reality.



## 2.2 Plenary sessions (Day wise)

### Day-1

#### Session - I

The very first technical session started with elaborate oration of **Prof. Jha**, the resource person of the CBP. He decoded the process that how knowledge is constructed in human mind and necessitated that every teacher and teacher educator should know this. He advocated that the knowledge is constructed by the learners themselves, highlighted the theoretical aspect of constructivism, and the role of the teacher in this regard. He valued the system of education in India and criticized the examination system. He discussed the role of a learners in the growth and development of their own in general and the role of the teacher educators of different Teacher Training Colleges to this in particular. He shared the story of '0' (zero) and the pleasure derived by *Archimedes* when he used to find the solution of his problems and after his achievements. Prof. Jha reiterated this fun and pleasure to be derived by every learner as an active constructor of the knowledge.

#### Session - II

In the second technical session **Prof. Jha** elaborated the theory of knowledge highlighted the importance of sociology of education. He gave an idea of constructivism and development of Lesson Plan keeping in mind its 5 components; Engage, Explore, Explain, Elaborate and Evaluation and discussed each of these steps in details along with its importance in the lesson planning.

He described the importance of the imagination in the learning process giving the examples of 'Jurassic Park' and 'Star War' movies. He expressed his views, the B.Ed. programmes should be based more on activities, rather than focus merely on the completion of the syllabus, so that the trainees could get enough time, space and chance to immerse themselves in learning and constructing the knowledge by their own before teaching to the students. This will helps B.Ed. trainees construct the knowledge on how to engage the learners, how to help them explore more around, how to explain, how to elaborate the contents around and evaluate the learnt content at the last.

Thereafter, the outline of the lesson plan was discussed and demonstrated.

#### Session - III

**Prof. Jha** described the common mistakes committed by the teachers while explaining the content in their classrooms. These require refined solution of their experiences, and asked to their students, otherwise these mistakes will get transferred to the students. They should figure out their own childhood while demanding such changes. Many of the students still found in the searching and instruction of the learned and experienced teachers and teacher educators. It needs to be modified by different workshops and orientation programmes. Generally, we blame the teachers. He gave one example of a student's view: "Everyone says mind your study, but nobody says how to concentrate the mind." In Hindi: "Sab Kehte hai mann lagakar padho, koi kehta nahi mann lagaaye kaise."

Later, the participants were divided into seven groups as per their pedagogy and subjects like History, Geography, Mathematics and Science, Language and others, and were asked to select two topics per groups so as to prepare lesson plan on as home assignment, and present thereafter in the coming sessions. He further guided the participants in the way of constructivism and 5-E components of lesson plan preparation.

## Day-2

### Session - I

**Prof. Jha** gave the idea of preparing the suitable Time-Table for daily classes. He also emphasized that subject like Mathematics should be kept in preferably before lunch time. He highlighted how the parents and teachers only concentrate on the bookish knowledge and accept the answer which is available in the textbooks only. Going with the principles of constructivism the learners should be encouraged to answer a question in different ways i.e., in alternative ways. Co-curricular activities should be organized for the constructive ways of learning. He advised to go through the books like '*Deschooling*' and '*Homework*'. He further told that schooling was not only one way of success of the people. Many of the Great personalities have not got educated in the schools at all, and cited the example Swami Vivekananda and Guru Ramakrishna Paramahansa. Ramakrishna could understand what was going on in the mind of Vivekananda, his disciple through his study. Similar way we the teachers and parents should try to understand our children by their own constructions.

### Session - II

First of all the Resource Person traced the drawbacks of the teacher educators and teachers while presenting the Lesson Plans. These drawbacks could be modified if tried. He reminded and reiterated the definition of Education given by the writers and explained in this context. With the advancement in technology over the time certain concepts may change accordingly.

The preparation of Lesson Plan could be possible by different expert teachers belonging to different disciplines and teacher-educators collectively. Discipline might be different from the subject. After this brief note the participants were allowed to discuss and collaborate with each other and finalize their lesson plans in two subjects. They were supplied with stationary materials for this work.

### Session - III

In this session the participants presence were given another instruction for the preparation Lesson Plan on Constructivism and 7-E framework such Elicit, Engage, Explore, Explain, Elaborate, Evaluate and Extend. The participants were advised to prepare the Lesson Plan on Constructivism and 7-E Model. Then after the Resource Person demonstrated the PPT on 5-E Model as well as 7-E Model. An assignment was given thereafter to prepare a lesson plan by the divided groups according to the subjects selected by the groups respectively. The groups were advised to define the concept of 'Lesson Plan' individually and discuss among their group members. This way the participants were given hands on experience on thinking in constructive way and reflecting on it, individually as well as in groups.



The participants after discussion came out with their new definition of 'Lesson Plan' based on the key words contributed by the individual members of the groups. One of the group comprised of language participants constructed the definition as, *“Lesson Plan refers to a tentative pragmatic map that provides positive learning environment through motivation by connecting daily life activities in order to construct refined knowledge, linguistic skills and attitudes for effective learning”*.

Other teams also came out with their own definitions, and presented their ideas and realized what constructivism is, and how can the same process be ensured to happen in the minds of the students. The presentations followed by discussion and feedback from the peer group and Resource person.

## 2.5 Valedictory Session

The valedictory session of the CBP was graced by **Prof. A. Mitra**, Pro - Vice Chencellor, RGU as the Chief-Guest. **Dr. Tayum Saroh** welcomed the Chief-Guest, resource person of the programme, Dean, Faculty of Education, Prof. K. Degi, Head, Department of Education, and participants.

**Dr. Boa Reena Tok**, Associate Professor, Department of Education, RGU shared her experience of the two-days CBP. She appreciated everybody's presence for the success of the programme and praised the Resource Person for his tremendous knowledge and experience, he shared therein. She narrated how the participants enjoyed the learning each and every moment during the programme and did not wish it to conclude even. She remarked that we the teachers should create such an atmosphere in our classes where learners can enjoy creating and constructing their own knowledge. Other participants also shared their experiences and opined that such CBP should be of seven days duration as teacher educators need to be well versed of the processes and experiences they are expected to develop among the students.

**Prof. A. Mitra** in his remark referred Constructivism to be the way which people come to know that what they know through. It forms the basic idea of problem solving and critical thinking, the two most important aspects of the present time, which is very complex. When people solve their problems, and find out the consequences of their actions through reflection, their understanding also enhances. Apart from education these fundamentals play an important role in economic life of people too. He wished all success to the participants.

**Prof. Jha** in his brief remark mentioned that this workshop had enabled the participant teachers ability to use different types of skills, while using the constructivist pedagogy in their classes, like; how to engage students in their learning, how to organize the classes etc. At this juncture he reminded the participants of their roles as objectified in the NCF (2005), which focuses on active participation of students in their learning and expressed the hope that after this CBP the participants will do the justice expected from them.

The dignitaries felicitated the participants with certificates on this occasion.

**Dr. Sumin Prakash** took the opportunity to extend formal vote of thanks. On behalf of the Department of education he expressed his gratitude towards Prof. A. K. Jha who convened it



to travel way from the Lucknow, U.P. to this place and shared his ideas and skills with the participants. **Prof. Jha** deserved much regard and gratitude for the cause that he agreed to rescheduled his travel plans and took the responsibility of the whole CBP, as another resource person for this programme **Dr. Ravi Kant**, Associate Professor, School of Education, Central University of South Bihar, Gaya, Bihar couldn't come due to health emergency. Dr. Prakash expressed his deep sense of gratitude towards all the participants, colleagues from the department and all those who directly or indirectly contributed in whatever capacity to make this CBP a real success.

This way the 02 Day CBP concluded with the resolve that teaching-learning will continue through the mantra of constructivism.

### Part 3: Outcome of the Programme

#### 3.1 Immediate Implications in the context of knowledge

The CBP enabled the participant teacher educators to use different types of skills while practicing constructivism theory in their classes like- engaging students in learning, organizing the classes, exploring the knowledge related to the content in discussion, explaining things and relate it with the context of the students and surroundings and how to evaluate the contents taught.

Its immediate implication can be understood in terms of fulfilling the objectives of NCF (2005) which focuses on active participation of students in their learning. The teacher educators are crucial to this and every one of them needs to be trained in.

#### 3.2 Policy implications

Since the present time focuses on self knowledge generation, and therefore theory of constructivism can also help the policy makers in framing the policies related to our education system. The policy makers should keep this in mind while policy formulation so as to ensure giving hands on training for capacity building of every teacher to make them a constructivist pedagogue. Such teachers can help students understand their society and contribute for its well-being. These way better schemes for social inclusion can be rolled out.



**Annexure 1: Programme Schedule**

Day	Date	Session-I (10:00 -11:30 AM)		Session-II (11:45 AM-01:00 PM)		Session-III (02:00 -03:30 PM)		Session-IV (03:15 -04:15 PM)
I	18.02.2020	Inaugural Session cum <b>Popular Lecture on Teaching &amp; Learning: A Constructivist approach</b> (Prof. A. K. Jha)	HIGH TEA	Theoretical premise of Constructivism  (Prof. A. K. Jha)	LUNCH	Development of Lesson Plan on 5E  (Prof. A. K. Jha)	TEA BREAK	Selection of Topic and Lesson Planning  (Prof. A. K. Jha)
II	19.02.2020	Disciplines in the Time-Table (Prof. A. K. Jha)		Group Work on Lesson Planning (Prof. A. K. Jha)		Presentation, Discussion and Feedback (Prof. A. K. Jha)		Valedictory Session (Prof. A. K. Jha)

**Annexure 2: List of participants**

Sl. No.	Name	Designation with Address
01	Dr. Rajesh Kumar	Principal, Denning College for Teacher Education, Tezu, A. P.
02	Ms. Untung Tamuk	Asst. Prof., Denning College for Teacher Education, Tezu
03	Dr. Santosh Kumar Pradhan	Asst. Prof., HCTE, Lekhi, Naharlagun
04	Mrs. Malti Sharma	Asst. Prof., HCTE, Lekhi, Naharlagun
05	Ms. Topi Taso	Asst. Prof., NEFTU, Aalo
06	Ms. Yai Nyokir	Asst. Prof., Daying Ering College of TE, Pasighat
07	Mr. Tapir Tali	Asst. Prof., Daying Ering College of TE, Pasighat
08	Ms. Jolly Anju	Asst. Prof., VKCTE, Nirjuli
09	Dr. Minakshi Goswami Sharma	Principal, VKCTE, Nirjuli
10	Mr. Kongkan Kishor Saikia	Asst. Prof., Siang Royal Academy, Pasighat, A. P.
11	Mr. Bomge Kakki	Asst. Prof., Siang Royal Academy, Pasighat, A. P.
12	Mr. Kailash Chandra Pradhan	Asst. Prof. KGIHE, Roing, A. P.
13	Mrs. Minam Tayeng Ado	Secretary, Teacher Training college, Aalo, A. P.
14	Ms. Hemlata Patel	Asst. Prof., HCTE, Lekhi, Naharlagun
15	Mr. Sunil Bhodro	Asst. Prof., Doni Polo B.Ed. College, Itanagar

16	Dr. Sanjay Kumar Dwivedi	Principal, Doni Polo B.Ed. College, Itanagar
17	Mr. Nand Kishor Prusty	Asst. Prof., Doni Polo B.Ed. College, Itanagar
18	Dr. Ram Gopal Kushwaha	Principal, MTM Colege, Ziro, A. P.
19	Mr. Dipul Kalita	Asst. Prof., MTM Colege, Ziro, A. P.
20	Ms. Nayan Moni Borah	Asst. Prof., Teacher Training College, Aalo, A. P.
21	Mr. Bhaskar Hazarika	Asst. Prof., Teacher Training College, Aalo, A. P.
22	Dr. Anamika Yadav	Assistant Professor, Dept. of Education, RGU
23	Dr. Vivek Singh	Assistant Professor, Dept. of Education, RGU
24	Dr. Boa Reena Tok	Associate Professor, Dept. of Education, RGU
25	Dr. Parasant Akr. Barik	Assistant Professor, Dept. of Education, RGU
26	Mr. Sushant Kr. Nayak	Assistant Professor, Dept. of Education, RGU
27	Prof. T. Lungdim	Professor, Dept. of Education, RGU
28	Ms. Oyek Tapak	M.Ed. student
29	Mumtak Erring	M.Ed. student
30	Minika Sharma	M.Ed. student
31	Dakngam Riba	M.Ed. student
32	Mr. Narender Singh	Assistant Professor, Dept. of Education, RGU
33	Dr. Sumin Prakash	Assistant Professor, Dept. of Education, RGU
34	Ms. Elizabeth Mize	Research Scholar, Dept. of Education, RGU
35	Dr. Anga Padu	Assistant Professor, Dept. of Education, RGU
36	Mrs. Radhamoni	Dept. of Education
37	Prof. Kesang Degi	Professor, Dept. of Education, RGU
38	Abom Siram	M.A. student
39	Ms. Millo Mamung	M.A. student
40	Ms. Mum dang Saring	M.Ed. student
41	Dr. C. Siva Sankar	Assistant Professor, Dept. of Education, RGU
42	Mr. Bhabani Nirola	Research Scholar, Dept. of Education, RGU
43	Dr. Tayum Saroh	Assistant Professor, Dept. of Education, RGU
44	Mr. Sanjiv Kumar	M.Ed. student
45	Mr. Sitnyam Bagang	M.Ed. student
46	Mr. Najim Ahmed	M.Ed. student
47	Mr. Jumni Maga	M.Ed. student
48	Ms. Omini Ering	M.Ed. student
49	Mr. Mithun Mondal	Research Scholar, Dept. of Education, RGU
50	Mrs. Varsha Patnaik	Research Scholar, Dept. of Education, RGU
51	Mr. Kaling Moyong	Research Scholar, Dept. of Education, RGU
52	Mr. Dai Haring	Research Scholar, Dept. of Education, RGU
53	Ms. Sangeeta Saikia	Research Scholar, Dept. of Education, RGU
54	Mr. Nau Richo	Research Scholar, Dept. of Education, RGU
55	Ms. Alphonsa D. Hoikip	Research Scholar, Dept. of Education, RGU
56	Mr. Ranjit Changmai	Research Scholar, Dept. of Education, RGU
57	Mr. Tadar Karuf	M.A. student



58	Ms. Santhali Haisa	M.A. student
59	Mr. Akai Pansa	M.A. student
60	Ms. Hena Nandi	M.A. student
61	Ghowangs Nyitam	M.A. student
62	Nong Dai	M.A. student
63	Tato Haging	B.Ed. student
64	Dr. Nisanth P M	Assistant Professor, Dept. of Education, RGU
65	Prof. Elizabeth Hangsing	Professor, Dept. of Education, RGU
66	Prof. P. K. Acharya	Professor, Dept. of Education, RGU
67	Ms. Dilima Siga	Research Scholar, Dept. of Education, RGU
68	Prof. Jayadeba Sahoo	Professor, Dept. of Education, RGU

### Annexure 3: Photographs



*A view of the packed audience gallery: Inaugural Lecture on 18.02.2020*



*Prof. Arbind Kr. Jha during his Lecture, alongside Prof. K. Degi (Right on the dias)*



*Prof. Saket Kushwaha, Hon'ble Vice Chancellor, RGU & Chief Guest of the Programme addressing the gathering*





*Audience gallery*



*Prof. Rachob Taba, Dean, Faculty of Education, RGU addressing the gathering*





*Prof. Arbind Jha (center) with coordinators of the CBP (Dr. Tayum Saroh- left, & Dr. Sumin Prakash-right)*





*Prof. Arbind Jha with cheerful participants as mark of success of the programme*

#### **Annexure 4: Media Coverage**

1. <http://thecriticalmirror.com/news/education/two-day-capacity-building-program-on-constructivism-and-lesson-planning-was-held-at-rajiv-gandhi-university/2020/02/24/>
2. <https://arunachalobserver.org/2020/02/22/rgu-holds-capacity-building-5-e-model/>
- 3.



You are here [Home](#) [2020](#) [February](#) [22](#) [RGU holds capacity building on 5-E model](#)

## RGU holds capacity building on 5-E model

February 22, 2020

RONO HILL, Feb 21: Stressing on teaching-learning process, RGU vice chancellor Prof. Saket Kushwaha has called for exploring knowledge in outside world as the need of 21<sup>st</sup> century.

Stressing importance of imagination and active participation of students in learning process, he exhorted participants of valedictory function of a capacity building programme on constructivism and lesson planning based on 5-E model here, to imbibe these virtues in their day-to-day life. Explore various scopes in contemporary learning and employment world, he advised.

Organizing coordinator Dr Sumin Prakash of education department introduced the concept to participating teacher educators and college management personnel of state's RGU affiliated all teacher training institutions took part in the workshop.

Babasaheb Bhimrao Ambedkar University education dean Prof Arvind Kumar Jha, as resource person, explained about constructivist epistemology and pedagogy in present teaching-learning process. Decoding the process of human learning, he called for learner's active involvement in widening their knowledge and role of teachers as facilitators.

On teaching methods, he said that no single method would be suitable to cater to the needs of all school students in socio-cultural context as an integral part of education. He reflected about existing curriculum, pedagogy and assessment processes of education system.

RGU education dean Prof. Rachob Taba spoke about vitality of 5-E (engage, explore, explain, elaborate & evaluate) in teaching-learning process.

Education HoD Prof Kesang Degi and Dr. Tayum Saroh also addressed the trainees, who underwent seven technical sessions, according to a RGU release.



## Two day capacity Building Program on Constructivism and Lesson Planning Was held at Rajiv Gandhi University

By Critical News Network On February 24, 2020 @ 1:09 pm In Education | [No Comments](#)



The two day capacity Building Program on Constructivism and Lesson Planning based on 5-E Model was held at Department of Education, Rajiv Gandhi University on Feb 18-19, 2020. The participants of the workshop were Teacher Educators and College Management Personnel of all the RGU affiliated Teacher Training Institutions of Arunachal Pradesh.

Prof. Saket Kushwaha, Hon'ble Vice-Chancellor of RGU graced the occasion as Chief Guest. During his address to gathering, he emphasized upon the importance of students active participation and imaginations in the process of learning. Further he urged the participants to imbibe these virtues in their day-to-day life and teaching-learning process. He elaborated the significance of exploring knowledge in the outside world that is the need of hour of the twenty first century learning community. He ushered the participants to explore various scopes in the contemporary learning and employment world. Professor Kesang Degi, Head, Department of Education warmly welcomed the gathering followed by the introduction of concept note by Dr Sumin Prakash, Organizing Coordinator of CBR. Professor Arvind Kumar Jha, Dean, School of Education, Babasaheb Bhimrao Ambedkar University, Lucknow, resource person and key-note speaker of the Capacity Building Programme [CBP] highlighted on constructivist epistemology and pedagogy in the current teaching-learning process.



He decoded the process of human learning and emphasized the learner's active involvement in constructing their own knowledge and the onus of teachers in the process of knowledge construction as facilitators. Regarding methods of teaching in schools, he opined that no single method would be suitable to cater the needs of all the students, for socio-cultural context is an integral part of education. He also reflected upon existing curriculum, pedagogy and assessment processes of education system. Prof. Rachob Taba, Dean, Faculty of Education spoke about the vitality of 5-E (Engage, Explore, Explain, Elaborate and Evaluate) in teaching-learning process. The inaugural session ended with vote of thanks extended by Dr. Tayum Saroh, Coordinator of CBR.

The programme spanned in seven technical sessions wherein theoretical premises of constructivist pedagogy were discussed in length followed by the development of five 5-E based lesson plan for the B.Ed. students. The pedagogy teacher-educator participants are likely to carry forward this knowledge to their classrooms, whereas participants from the college management background are expected to facilitate them in discharging their duties successfully.

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