3.2.2

Number of workshops/seminars/conferences including on Research Methodology/ Intellectual Property Rights and Entrepreneurships conducted during the last five years

2020-2021

International Webinar titled "Pedagogy through the Looking Glass: Challenges and Opportunities"

Organized by Naba Ballygunge Mahavidyalaya in association with Narasnha Dutt College

Date: 5th July 2020

Number of participants: above 1300

Link to the webinar: https://www.youtube.com/live/STt8pzhoIF8

Inaugural session: Dr Kuntal Chattopadhyay, Dr Soma Bandyopadhyay and Dr Sukamal Datta give introductory speeches
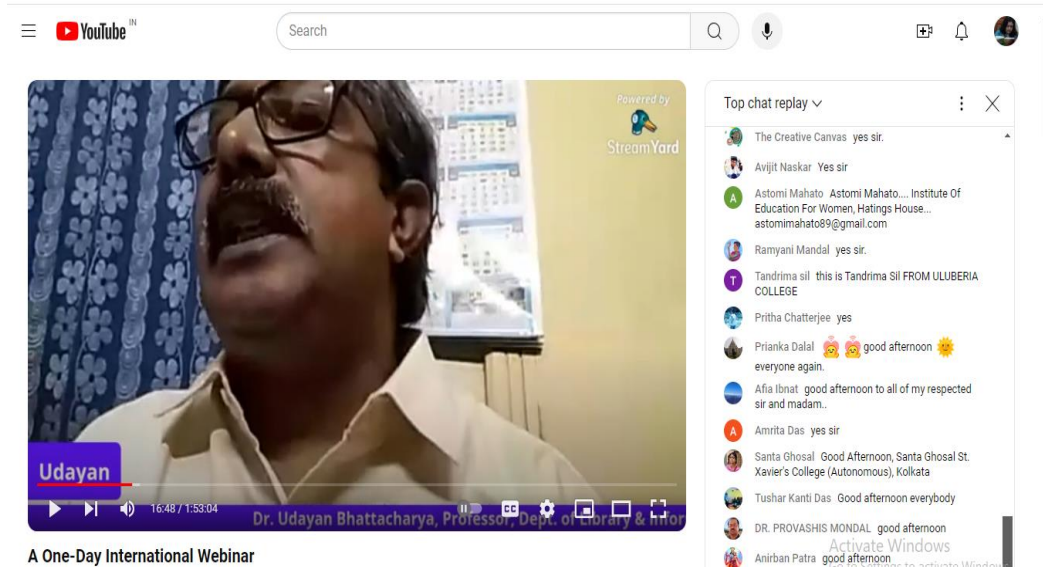
Phone: 033-2441-1710

NABA BALLYGUNGE MAHAVIDYALAYA
(Formerly CHARUCHANDRA EVENING COLLEGE)
27E, Bosepukur Road, Kolkata – 700042
Email: nbmv2005@yahoo.co.in, Website: nbmahavidyalaya.in

Dr Udayan Bhattacharya speaking on the unprecedented change in pedagogy owing to switching over of pan-academia to online mode

The panelists: all in one

Screenshots from the Webinar: Pedagogy through Looking Glass: Challenges and Opportunities

Report of the Webinar:

Resource Persons: **Dr. Udayan Bhattacharya**, Professor, Dept. of Library & Information Science Jadavpur University, Kolkata, India , **Dr. Swapna Banerjee,** Professor, Dept. of Library & Information Science, University of Calcutta. and Dean, Faculty Council for Post Graduate Studies in Education. Journalism & Mass Communication, and Lib. & Inf. Science, **Dr. Sadanand Y. Bansode,** Professor, Dept. of Library & Information Science. Savitribai Phule Pune University, Maharastra, India, **Dr. Md. Mahbubur Rahaman** Associate Professor & Chairman, Dept. of Special Education, Institute of Education and Research, University of Dhaka, Bangladesh and Assistant Proctor, University of Dhaka, Bangladesh, **Dr. Md. Shariful Islam,** Professor, Dept. of Information Science & Library Management, University of Rajshahi Bangladesh.

Introduction: **Dr. Kuntal Chattopadhyay**, Coordinator, IQAC, Narasinha Dutt College

The seminar was titled "Pedagogy through the Looking Glass: Challenges and Opportunities". This seminar was jointly organised by Narasinha Dutt College and Naba Ballygunge Mahavidyalaya on 5th July 2020. Number of participants was above 1300 seminar began with a brief address by Dr Kuntal Chattopadhyay, Associate Professor of History, Narasinha Dutt College. Dr. Chattopadhyay expressed his immense pleasure on viewing that the number of participants had crossed 1300. Dr. Chattopadhyay's brief yet succinct introduction was on the problems that the pandemic induced online education had brought into the world of academia in entire India. As an introducer, Dr. Chattopadhyay introduced the two principals of the two collaborating colleges Dr. Soma Bandyopadhyay of Narasinha Dutt College and Dr Sukamal Datta of Naba Ballygunge Mahavidyalaya. He also introduced Dr. Udayan Bhattacharya who would act as the moderator of the webinar. Dr Soma Bandyopadhyay of Narasinha Dutt College jubilantly expressed her pride over the academic glory of her institution. She expressed that in 2024,the institution is going to observe salary celebration marking the grand centenary, for upholding 100 years of robust academic system, excellent results, brilliant extracurricular activities performances from the students, a strong alumni and their extension and massive research output from the faculties. Dr Sukamal Datta, gave a an interesting talk about the condition of online education system in India. In his short but precise speech Dr Datta said that owing to lockdown, the entire India had been forced to take recourse in online teaching and research, which was almost unknown to them in the pre pandemic period. Dutta also said that owing to specific COVID-19 guidelines directed by UGC about 3.75 crore students and 14 lakhs faculties have been impacted with the closure of all higher education institutes.

Dr Datta also emphasised that it is not only the virtual lectures that remain beyond the affording capacity of the students, but also it is difficult to download the e content and online study materials and therefore the academic system in India lags behind such systems in other countries. Pandemic remains a catalyst that has made the education system dependent on the technology.

Dr Udayan Bhattacharyya, Professor, Department of Library and Information Science, Jadavpur University explained the unprecedented impact of pandemic on the entire academia. Coining a new terminology "Pandemic Pedagogy", he said that this terminology is going to be in vogue for the next few years as an alternative system of teaching-learning process. Thus the audience was exposed to a new lexicon in the realm of academia.

Dr Swapna Banerjee introduced the topic of the seminar in an unconventional way. It was interesting to hear the analysis of the term "looking glass". Dr Banerjee referred to Alice-in-Wonderland from where the concept of "looking glass" is borrowed. She stated that looking glass is a mirror and therefore upheld the reverse of the image. In other words , "looking glass" is something that is opposite from the normal, from the expected, from what is common and everyday. Dr Banerjee's opinion is that since we're going through an online system of education which is different from the normal conventional offline system that we had followed so long, this can be termed as pedagogy through the looking glass. Dr Banerjee's conjecture is that this shift from offline to online mode owing to the pandemic is the most significant movement in academia in history. Dr Banerjee's delivery on the dichotomy between online and offline is something that has been very interesting. According to her, teaching is not just the simplistic presentation of delivery of content. Since it is not just the delivery of content and involves one-to-one interactionn person to person connection. This online system of education is a barrier to personal connections and interactions. In the words of Dr Banerjee, we are seeking to give a push to online education. It is important for improvement of the GPR in the country. So we have two sides of the coin, that is, the challenges and the opportunities. In case of India challenges are more than opportunities. Online education is more affordable for and accessible to and success those who can afford the necessary gadgets and connectivity. Hence, a barrier is created to diversity of learning in higher education. These are the very, very important things we should remember before going to online system. Dr. Banerjee still sounds optimistic about online education. When there is a problem, there is obviously a solution so the solution in this case is that is inclusive learning solution, especially for the vulnerable, and the marginalised needs to be developed and integrating the classroom learning. Cheap affordable smartphones should be reached to every household in every corner of India, and government is to take such initiatives.

Dr. Md Shariful Islam began his talk with a major concern during the lockdown period: psychological crisis of the struggling learners and their parents. Hence, online classes are not more effective than the direct classes in identifying less attentive students in classroom due to the absence of face to face communication between students and teaching community. Islam threw light on a very practical side of this online education system. He said that teachers of schools , especially the preprimary and primary schools , are not trained enough to make online content. Since online content cannot be made in a jiffy and neither it is made without the integrity of technical knowledge due to the pandemic induced online education, many teachers are also facing the problems.

Dr Sariful Islam, from Bangladesh, in a poised way, talks about the problems of online pedagogy through the points of views of educators.

Phone: 033-2441-1710

NABA BALLYGUNGE MAHAVIDYALAYA
(Formerly CHARUCHANDRA EVENING COLLEGE)
27E, Bosepukur Road, Kolkata – 700042
Email: nbmv2005@yahoo.co.in, Website: nbmahavidyalaya.in

Dr Islam pointed out that since the younger and junior teachers are more versatile in technology. The senior teachers who are not trained enough to hamper the interiorsies of technical education of online content of PowerPoint, presentation and other multimedia. Teaching for the senior teachers who are yet more knowledgeable and more experienced than their junior counterparts has been a serious challenge. Dr Islam's statistical finding was that an average length of an online class exploits 100 megabytes of mobile data and therefore students from underprivileged background find it very difficult to afford joining the online classes and therefore they refrain from attending the same. As a result, inclusive education becomes difficult and for that matter, almost impossible. We also see is that Islam brings a very disturbing scenario among the teaching community; disturbing nevertheless, practical in his lecture, that the senior teachers while having a very rich repertoire of knowledge, feel jittery in using modernised digitalised technology. Another point that Dr Islam makes is that there is a tendency of the students to record the classes or record the lectures. This is facilitated in online classes where the teacher is not being able to monitor because the students in most cases to facilitate a seamless streaming keep their video off. Not being monitored, not being watched over, they often are absent although keeping themselves online. And even if they are present in front of the screen, they do not jot down the notes, but record them which they cannot do in a face to face offline class. Dr Islam's well-researched talk on the problems that higher educational institutes face because of online examination has been relatable to the conjectures of the faculty audience. Islam points out that in many cases, unfair means can be adopted because, unlike the offline examination system candidates write from their own homes, therefore there is a possibility for them to cheat, opportunity for them to adopt unfair means. Islam ended his talk with mentioning that in spite of all the challenges that online education phase, and he has thrust upon, especially, the problems of tremendous data consumption which the students most of the times cannot afford, he also like Dr Bannerjee, emphasised that there is still a silver lining in spite of the darkest cloud. He stressed upon the fact that online education system has made academia reach to the learners, at any time of the day. As far as the offline education is concerned, t is only during the working hours that students can take help from the academicians from their mentors, but the blessing of the online education is that one can just click on to the website, or the desired online content and download whatever is required given that one has enough data.

Phone: 033-2441-1710

NABA BALLYGUNGE MAHAVIDYALAYA
(Formerly CHARUCHANDRA EVENING COLLEGE)
27E, Bosepukur Road, Kolkata – 700042
Email: nbmv2005@yahoo.co.in, Website: nbmahavidyalaya.in

The next speaker was Dr Sadanand Bansode. He began with an interesting remark, that the webinar "Pedagogy through the Looking Glass" could not have been even possible without technology, though he agreed with the statement that technology can never replace teachers. he speaker also gave an overview of the future prospects of online education in India. Survey on online programmes from findings make it very much clear that the institutes in the future we will be moving towards the online education program instead of having the traditional classroom lectures of classroom teaching. Now what is the impact of all the later part the arrival that we have? In India there are 3.73 crore students and 14 lakhs teachers. "Are we in a position to bridge the digital classroom?" he wonders. His view is that in near future online education system will be in vogue. According to him, owing to the rapid massive popularity of e-Pathshala, Swayam MOOCs, and other online content, students are gradually switching over to online mode.

Dr Sadanand Bansode has a balanced take on Online pedagogy.

Dr Dr

Dr Mahbub Litu talks on how the interrelation between components of education change as the mode switches over to online mode

Referring to Amartya Sen's social choice theory, Dr Litu questioned if this social choice can be applied to education in this pandemic situation. Referring to the three tiers of education: primary, secondary and tertiary, Dr Litu went on to state that online pedagogy is inevitable in near future.

Outcomes of the webinar:

- Formation of an idea of the predicament of online pedagogy
- Awareness of the problems and prospects of the neo-pandemic pedagogy
- Clear view of the statistical data of the students and teachers benefitting and not benefitting from online education
- Motivation to adjust to online education and its nuances