

Brief Report of Prog.-5
03 days National Conference
On
Skill Development in Teacher Education
From 14th March, 2018 to 16th March, 2018

A three days National Conference on **Skill Development in Teacher Education** was organised by **Teaching Learning Centre of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi** under **PMMMNTT** scheme (MHRD) from **14th to 16th March, 2018**. The objective of this conference was to explore various methods, strategies and techniques to identify, develop and enhance teaching learning competencies and skills in area of language pedagogy. The programme was implemented through 14 sessions including inaugural, 4 plenary sessions, 5 technical sessions, 3 parallel technical sessions and valedictory. The sub-themes discussed in this conference were emerging issues and challenges in skill development, teaching-learning, evaluation & management skills and competencies for effective language pedagogy, strategies for capacity building of language teacher, innovative practices related to skill development and research trends in skill development with special reference to language pedagogy. The total participants in this programme were **76 out of which 30 presented** the paper. The presenters of this conference belonged to 12 states of India viz. 02 from Andhra Pradesh, 01 from Chhatishgarh, 10 from Delhi, 03 from Haryana, 01 from Maharashtra, 01 from Meghalaya, 02 from Odisha, 02 from Punjab, 03 from Tamilnadu, 01 from Uttarakhand, 03 from U.P and 01 from Telangana. Besides this **14 resource persons** invited for this conference acted as chairperson & key speaker of various sessions. The outcomes of this conference advocated promoting multilingual approach in language teaching & learning, task based instruction, brain based learning (BBL); integration of ICT in teacher training; promoting online & digital learning in language through 32 DTH channels available on SWAWYAM PRABHA portal; sensitizing the use of hardware (हार्डवेयर), software (सॉफ्टवेयर) and gadget (गैजेट) as interlinked components of ICT; need of shift from techno-phobic to techno-savy teachers; integrating TPACK approach through integrated, complementary & enhancement approaches; strengthening language learning at 4 structural levels-phonology, morphology, syntax & semantic; need of supply based to demand based curriculum and stressing on development of 3 basic skills diagnostic, behavioural & communication in language education etc. The **feedback** of the programme was taken on 10 points in 3 categories i.e. **excellent, good and satisfactory**. **The average of overall percentage calculated on 10 points in 3 categories were found to be 56% in excellent, 34% in good and 10% in satisfactory.**

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