FACULTY DEVELOPMENT PROGRAMME

EDUCATION AND PEDAGOGY IN THE TIMES OF DIGITAL HUMANITIES

(09.01.2020 to 15.01.2020)

PROGRAMME REPORT

**IQAC, Departments of Philosophy and Psychology,
Post Graduate Government College for Girls, Sector 11, Chandigarh
in association with
UGC- Human Resource Development Centre
Panjab University, Chandigarh
under the aegis of RUSA**

Prof. Renu Somal
Dr. Ambuj Sharma

Course coordinators

Prof. Anita Kaushal
Principal

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About the College

Accredited with a score of 3.52 by NAAC, PGGCG-11 has not only carved a niche as an academic institution par excellence in northern India but has also served the national objective of cleanliness by winning the 6th position in the Swachhta Ranking by Ministry of Human Resource Development, Govt. of India in 2017 and as the Best Maintained Campus in the Rose Festival, 2019.With the vision of transformational change to help build the architecture of an Inclusive India, the college has been selected by MHRD, Govt. of India for collaboration in Unnat Bharat Abhiyan.PGGCG-11 has also been selected to establish an Institution Innovation Cell by MHRD, Govt. Of India, so as to systematically foster the culture of innovation and encourage, inspire and nurture young students with new ideas.

"To strive, to seek, to find and not to yield"- Alfred Lord Tennyson's words complement our college motto-'Courage to Know' that inspires inquiry and facilitates research to discover truth and explore newer vistas of knowledge.

Our mission at PGGCG-11 is to transform students into rational thinkers, competent workers, law abiding citizens as well as enlightened and empowered individuals. Our team of dedicated and proficient educators encourages analytical thinking and shapes an ethical approach that becomes a lifetime habit. A broad academic range of subjects at UG and PG level along with skill development and job-oriented courses impart meaningful learning and foster multiple abilities with a global outlook. Extra-curricular activities give a wide scope to hone the talents of students in diverse fields of art, music, dance, theatre and sports. Our students have brought laurels to their institution showcasing their creative, imaginative, communicative talent; and athletic potential at university, state, national and international levels. PGGCG-11 is proud of its alumnae who are placed at high echelons in public service, judiciary, media, IT, MNCs, entrepreneurship and have excelled professionally in the fields of fine and performing arts and sports both within and outside the country. Modern technology, effective infrastructure, green cover and other value-added amenities are a hallmark of brilliance that makes the learning experience congenial and purposeful. Societies and clubs with a strong inclination towards our mission of Institutional Social Responsibility carry out community centric initiatives.

Committee Members Associated with FDP

"Exploring Education and Pedagogy in the Times of Digital Humanities"

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6.	Dr. Neelam Rathee (Department of Psychology)
7.	Dr. Inderveena Sharma (Department of Botany)
8.	Dr. S.K. Singh (Department of Public Administration)
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Ms. Maninder Kaur- Junior Assistant
Ms. Deepa Naskar- Steno Typist
Ms. Babita- Lab Attendant
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List of the Resource Persons:

Sl. No.	NAME AND ADDRESS OF THE RESOURCE PERSONS
1	Professor Krishna Kumar, Honorary Professor, Department of Education, Panjab University, Chandigarh
2	Prof. Rajesh Kochhar, Honorary Professor, Dept. Of Mathematics, Panjab University, Chandigarh
3	Prof. S.K. Tomar, Honorary Director, HRDC, Panjab University, Chandigarh
4	Prof Pramod Kumar, Director, IDC, Sector 38, Chandigarh
5	Professor Bhupinder Singh Brar Professor Emeritus, Department of Political Science, Panjab University, Chandigarh
6	Professor Bijoy H Boruah, Humanities and Social Sciences, IIT, Ropar, Punjab.

7	Professor Akshaya Kumar, Department of English and Cultural Studies, Panjab University, Chandigarh
8	Professor. Ronki Ram, Shaheed Bhagat Singh Professor, Department of Political Science, Panjab University, Chandigarh
9	Professor Mahesh Sharma, Department of Evening Studies - Multi Disciplinary Research Centre, Panjab University, Chandigarh.
10	Professor Pampa Mukherjee, Department of Political Science, Panjab University, Chandigarh
11	Professor Arvind, Department of Physical Sciences, IISER, Mohali, S.A.S. Nagar, Punjab Punjab
12	Dr.Jayanti Dutta, Deputy Director, Human Resource Development Centre (HRDC), Panjab University, Chandigarh

13	Prof. Jasjeet Baghla, Dept. of Physical Sciences, IISER Mohali, S.A.S. Nagar, Punjab.
14	Prof. Praveen Sharda, Professor of English University School of Open Learning, Panjab University, Chandigarh
15	Dr Shivani Sharma, Chairperson, Department of Philosophy, Panjab University, Chandigarh
16	Dr. Anu Sablok, Head, Humanities and Social Sciences, (HSS), IISER SAS Nagar, Manauli, Punjab
17	Lallan Singh Baghel, Department of Philosophy, Panjab University, Chandigarh
18	Dr. Rajesh Kumar Jaiswal , University School of Open Learning, Panjab University, Chandigarh
19	Dr. Renu Somal (Dept. of Psychology) Post Graduate Government College for Girls, Sector-11, Chandigarh

20	Dr. Ambuj Sharma (Dept. of Philosophy)	
	Post Graduate Government College for Girls,	
	Sector-11, Chandigarh	
21	Dr. Dinesh Chahal,	
	Department of Education,	
	CUH Mahendergarh,	
	Haryana	

FDP in Education and Pedagogy in the Times of Digital Humanities- 09.01.2020 to 15.01.2020

Programme Schedule

Programme Team: 1. Prof. Anita Kaushl, Principal, PGGCG-11, Chd
Course Coordinators: 2. Dr. Renu Somal, Head, Dept. of Psychology,
                                          PGGCG-11, Chd.
                                   3. Dr. Ambuj Sharma, Head, Dept. of Philosophy,
                                          PGGCG-11, Chd.

Timing of Technical Sessions

Review Session: 09:30 A.M. to 10:00 A.M.
Session: I   10:00 A.M. to 11:30 A.M.
Session: II   12:00 Noon to 01:30 P.M.
Session: III   02:30 P.M. to 04:00 P.M.

Monday, 9th January, 2020

Registration & Briefing by Office: 09:30 A.M.
Inauguration Ceremony by: Prof. Pramod Kumar, Director

Day and date	Session	Topic	Resource person
Thursday **09.01.2020**	I	Presidential Address "Education and Pedagogy in the Times of Digital Humanities"	Prof. S.K. Tomar, Honorary Director, HRDC, Panjab University, Chandigarh Prof Pramod Kumar, Director, IDC, Sector 38, Chandigarh
	II	Digital Humanities	Prof. Dr. Mahesh Sharma, Professor of History, DES (MDRC), Panjab University, Chandigarh
	III	Relational Pedagogy: Co-producing Knowledge in the Classroom	Dr. Anu Sablok, Head, Humanities and Social Sciences, (HSS), IISER Mohali, SAS Nagar, Manauli, Punjab
Friday	I	Digital Poetry	Prof. Akshaya Kumar, Department of English and Cultural Studies,

			Panjab University, Chandigarh
10.01.2020	II	Knowledge, Research and Creativity: Diluting the Boundaries	Dr Shivani Sharma, Chairperson, Department Of Philosophy, Panjab University, Chandigarh
	III	Digital Humanities, Social Sciences and Teaching practices	Prof Pampa Mukherjee, Dept. of Political Science, Panjab University, Chandigarh
Saturday 11.01.2020	I	Distinguishing Science from Technology and Spirituality	Professor Arvind, Department of Physical Sciences, IISER Mohali, SAS Nagar, Manauli, Punjab
	II	Humanism, TransHumanism and Technosciences	Prof. Bijoy H Boruah, Visiting Professor, Department of Humanities and Social Sciences, IIT Ropar, Punjab
	III	Two T's: Technology and Tradition	Dr Dinesh Chahal, Department of Education, Central University of Haryana, Mahendergarh, Harayana
Sunday 12.01.2020	I		. Library/Research Work
	II		Library/Research Work
	III		Library/Research Work
Monday 13.01.2020	I	Digital Literacy	Prof. Krishna Kumar, Honorary Professor, Department of Education, Panjab University, Chandigarh
	II	"Disability Studies and Critical Pedagogy: Reading Select Hindi Poems"	Dr. Rajesh Jaiswal, University School of Open Learning, Panjab University, Chandigarh
	III	Digital Media and	Prof. Jasjeet Baghla, Department of Physical Sciences, IISER Mohali, SAS Nagar, Manauli, Punjab

		Science Education	
Tuesday **14.01.2020**	I	"Deconstructing the Discourses on Digital Humanities and Critical Pedagogy: Raising Some Philosophical Concerns"	Sh. Lallan Singh Baghel, Department of Philosophy, Panjab University, Chandigarh.
	II	"Education and Pedagogy in the Times of Digital Humanities"	Prof. Bhupinder Brar, Professor Emeritus, Department of Political Science, Panjab University, Chandigarh
	III	Digital Humanities, Ethics and Research	Prof Ronki Ram, Shaheed Bhagat Singh Professor Department of Political Science, Panjab University, Chandigarh
Wednesday **15.01.2020**	I	Presided the Presentation by participants	Prof. Praveen Sharda, Professor of English University School of Open Learning, Panjab University, Chandigarh
	II	Feedback Session	Dr. Renu Somal (Dept. of Psychology) Dr. Ambuj Sharma(Dept. of Philosophy) PGGCG-11, Chandigarh
	III		Prof. Rajesh Kochhar, Honorary Professor, Dept. Of Mathematics, Panjab University, Chandigarh
		Teaching Digital Humanities	Dr Jayanti Dutta Deputy Director,Human Resource Development Centre, Panjab University, Chandigarh

POST GRADUATE GOVERNMENT COLLEGE FOR GIRLS, SECTOR 11, CHANDIGARH IN ASSOCIATION WITH UGC-HUMAN RESOURCE DEVELOPMENT CENTRE, PANJAB UNIVERSITY, CHANDIGARH
Faculty Development Programme (FDP) under the aegis of RUSA
One Week (Seven Days) "EDUCATION AND PEDAGOGY IN THE TIMES OF DIGITAL HUMANITIES"(09.01.2020 to 15.01.2020)
Programme Schedule

Date & Day	Review Session 09.30-10.00	Session - I 10.00-11.30	Tea 11.30-12.00	Session - II 12.00-01.30	Lunch 01.30-02.30	Session - III 02.00-03.30	Project Assignment Work 03.30-04.00
09.01.2020 Thursday	Registration	**Inaugural Session** 1. Prof. Prof Pramod Kumar, Director, IDC, Sector 38, Chandigarh 2. Prof. S.K.Tomar, HRDC, PU, CHD		Dr. Mahesh Sharma, Professor of History, DES (MDRC), Panjab University, Panjab University, Chandigarh		Dr. Anu Sablok, Head, Humanities and Social Sciences, (HSS), IISER SAS Nagar, Manauli, Punjab	
10.01.2020 Friday		Prof.Akshaya Kumar, Department of English and Cultural Studies, Panjab University		Dr Shivani Sharma, Chairperson, Dept. Of Philosophy, Panjab University, Chandigarh		Prof Pampa Mukherjee Dept. of Political Science, Panjab University, Chandigarh	
11.01.2020 Saturday		Professor Arvind Dept. of Physical Sciences, IISER Mohali		Prof. Bijoy H Boruah, Visiting Professor Humanities and Social Sciences, IIT Ropar		Dr Dinesh Chahal, Department of Education, CUH Mahendergarh	
12.01.2020 Sunday							
13.01.2020 Monday		Prof. Krishna Kumar, Honorary Professor, Dept. of Education, Panjab University, Chandigarh		Dr. Rajesh Jaiswal, University School of Open Learning, Panjab University, Chandigarh		Prof. Jasjeet Baghla, Dept. of Physical Sciences, IISER Mohali, Punjab .	

14.01.2020 Tuesday		Lallan Singh Baghel, Department of Philosophy, Panjab University, Chd.		Prof. Bhupinder Brar, Professor Emeritus, Dept. of Political Science, Panjab University, Chandigarh		Prof Ronki Ram, Dept. Of Political Science, Panjab University	
15.01.2020 Wednessday		Prof. Praveen Sharda, Professor of English University School of Open Learning, Panjab University, Chandigarh (Presided) Presentation by Participants		Dr. Renu Somal (Dept. of Psychology) Dr. Ambuj Sharma (Dept. of Philosophy) PGGCG-11, Chandigarh Feedback by Participants.		1. Prof. Rajesh Kochhar, Honorary Professor, Dept. Of Mathematics, Panjab University, Chandigarh 2. Dr Jayanti Dutta Dy. Director, HRDC, Panjab University, Chandigarh	

Session Review by Participants

Date: 09.01.2020

Session: I (Inaugural)

Resource Person(s): Prof. Pramod Kumar, IDC, Chandigarh & Prof. S.K. Tomar, HRDC, PU, Chandigarh

Reviewer: Dr. Ravneet Chawla

The seven days Faculty Development Program on EDUCATION AND PEDAGOGY IN THE TIMES OF DIGITAL HUMANITIES by the IQAC, Departments of Philosophy and Psychology of PGGCG, Sector 11, Chandigarh in association with HRDC, PU, and RUSA, UT, Chandigarh was well begun with a batch of 40 Faculty members from different colleges. Dr. Ambuj Sharma, Coordinator of the course introduced the members on the dais and set the ball rolling.

Dr. Anita Kaushal, Principal of the host college extended a formal welcome to the guests. She introduced the theme of the FDP and drew attention to the upcoming digital humanities, globally. She touched upon the vision of the concept in light of its contribution towards national development. Dr. Kaushal mentioned application of the digital words in favour of students seeking admissions and scholarships through digital information and access. Global interface and knowledge beyond paper are the new possibilities, she said. She touched upon wisdom of human minds in newness through a fresh way of thinking and initiating academic insights through the digital way of functioning, both academically and administratively.

The inaugural lecture was delivered by a renowned senior academician, Prof. Pramod Kumar from IDC, Chandigarh. His words of wisdom and immense experience in research stimulated the minds of listeners. His presentation and discussions were based on five very well and thoughtfully organized themes. Holistic knowledge and transdisciplinary approach was his theme one wherein new linkages were being established digitally between the various areas of study. In the second sub head he questioned the limitation of over and blind dependency on the black box as the source of learning. He warned it to be a killer, unless wisely used. Thirdly, he talked about categories of social analysis in terms of speed of technology and its impact on ways of thinking. The thoughtless temptation to quick usage can miss the purpose, Prof. Kumar warned. His fourth paradigm was emprises error in analyzing social situations within digital purview. The last theme of discussion was on the possibility of imbalance in learning, over dependence on digitalization, to the extent of sacrosanct perception tried to be implanted on human minds about a particular type of nationalism (an example). He pointed at research explorations on pedagogy and other areas to be re-examined, and henceforth be used carefully, or, the purpose would be defeated. Prof. Pramod used perfectly chosen examples throughout

his deliberation. Digital gurus and their unscientific half-baked discourses, using irrelevant indicator(s) to take an action, such as employing teachers to deal with drop outs in many states and ignoring other more rooted causes, seeking clouds to store everything with incomplete expertise to secure it, incorrect and hastened use of information based on partial facts were some of the concerns he shared. His ideas were very educating to the audience. He established through his lecture the need for the academicians to look at the social position of the research attempted, or the information used, and suggested to use reflective opportunity before implementing these, to link it with the context and purpose, and then constantly question on one's role as facilitator in the process of teaching-learning.

The inaugural lecture set tall standards for the remaining FDP, as well as to the faculty in audience with different lengths of experience, to do a diligent self-study before sharing any piece of knowledge. He was a great classroom teacher. Having sourced his material from various digital sources also, he left a mark on the listeners without using any IT support.

The Presidential remarks were given by the Prof. S.K. Tomar, a mathematician and Head, HRDC, Panjab University, Chandigarh. He linked digital usage and application to state attempts of checking on drop outs, and to think and bring in global experiences and research by digitalization. He also emphasized on the importance of learning, unlearning, re-learning and new learning through training programs such as the FDP. Prof. Tomar brought attention to need for supplementing live interface along with digital ways of learning. He quoted on great thinkers such Dr. Forray, a French academician, on holistic development of the students which must be taken care of. He encouraged teachers to ensure that they live by example, as the students look upon them. He reminded the use of self-control, and also to use creative ways in the day to day life as a teacher. His remarks were simple and close to the administrative perspective.

Dr.Ambuj Sharma presented vote of thanks to the speakers and also to Dr. Dalip Kumar, Incharge-RUSA, Department of Higher Education, Chandigarh for their contribution and support. He did ice breaking for the participants and announced about the details of the following sessions.

Session: II

Resource Person: Dr. Mahesh Sharma, Dept. of History, PU, Chandigarh

Topic: Digital Humanities.

Reviewer: Dr. Aradhana Sharma

Dr. Mahesh Sharma, from the Dept. of history, Punjab University Evening College, began his lecture with the observation that the term 'Digital Humanities' is in fact an oxymoron and a fuzzy concept in the Indian education scene even though it has been around in the western world for about two decades now. He proceeded to elaborate on the what, how, and why of digitalisation of knowledge. Tracing the development historically of the concept of thinking, from Descartes, who said ' Cogito ergo sum'(I think therefore I am), he moved to the change in the notion that 'Knowledge is power' propounded by Foucault. He said that now post 2010, it is Information that is power. He believed that the crises of Humanities have led to the emergence of Digital Humanities education. It is the post Industrial Revolution highlighting the dichotomy between science and humanities, the sharpening of the difference between the objective and the subjective that has devalued the essence of Humanities which was the cultivation of the self.

Talking about the history of the growth of the digitalisation of knowledge, he recounted how in their inability to comprehend the motives of the Japanese kamikaze pilots in the second world war, the United States consulted the famous anthropologist Ruth Benedict, who published her subsequent research under the title, 'Chrysanthemum and Sword' focusing on the Japanese culture. Soon after in the 1960s, the USA started its Area Studies program with its goal of building an information base about multiple areas and indigenous people. This data he believed to have enormous significance for multiple interest groups, ranging from commercial organisations to military. Discussing the spawning of the internet as a technology that started as something to be seen and used, and transitioned into a technology to be hand held as smartphones. The latest version is of technology to be worn on one's body and in extreme cases to have chips embedded in one's body. This technology has become invasive and is controlling our lives inescapably through its agents namely Google, Facebook, Artificial intelligence, WhatsApp etc. He mentioned that this technology is extremely addictive as well. Referring to a book, 'Homo-Deus- A brief history of tomorrow', by Yuvall Noah Harari, he underlined how those in power, are seeking to wipe out the uniqueness and interrogative nature of the Humanities thought and are seeking to replace it by a predictable programmed generalised humans.

Calling attention to this real though hidden agenda designed to control many by few, he warned against losing one's originality to these conformist forces of technology that force their choices down our throats.

In the question and answer session, Dr. Ruchira Sen enquired about the repeated use of the reference 'They' and who were being referred to therein. Dr. Dipankar Sukul had a query regarding the contribution of technology to happiness that the speaker overlooked.

Overall the session held everyone's attention by virtue of its thought provoking content albeit the repeated allusions to the designs of the state/ those in power to own our minds did strike as sinister.

Date: 09.01.2020

Session: III

Resource Person: Dr.Anu Sabhlok, IISER, Mohali

Topic: Relational Pedagogy: Coproducing knowledge in the Classroom

Reviewer: Dr. Dipankar Sukul

The Third and final session of Day 1 of the Faculty Development Programme started at 3PM. Dr. Anu Sabhlok, Associate Professor at IISER, Mohali delivered her lecture on 'Relational Pedagogy: Co-producing Knowledge in the Classroom 'At the very outset Dr. Sabhlok delivered on the relevance and importance of Humanities in an era of global crisis—threatened by the issues of climate change, political conflicts and other innumerable challenges. She emphasized on the role of humanities in creating awareness among professionals and the masses in the process of social change and development. Dr. Sabhlok thereafter advocated the need of a relational pedagogy in the classroom and the importance of co-construction of knowledge with the learner. At this point she shared her own experience of teaching a course on 'human geography' to her students in Pennsylvania State University. She highlighted how the experience made her to appreciate that every single individual is shaped by his/her social and political history and has a narrative of his/her own. Learning often becomes more interesting and meaningful if the pedagogy enables the learner to relate to these narratives. She emphasized the fact that students and their experiences too form a bank of knowledge and in an effective learning process knowledge is not imparted but is rather mutually constructed through an active involvement of both the teacher and the learner. Dr. Sabhlok mentioned that every discipline has an important role to play but we should also be able to think and develop

beyond the canon. Here she highlighted how her curiosity to find the human element (the one who actually creates and inhabits space) in the domain of Architecture led her to unfold and comprehend the mechanisms of social structures in a particular society. She further elucidated how such insights helped her to work with more sensitivity and awareness during the relief work in earthquake-hit Gujarat in 2001. Here she reiterated her point that we should be much more than mere professionals in our field. Talking of the importance of a more holistic interdisciplinary approach she recounted some of the significant initiatives in the field of urban planning. She deliberated on the ways of enlivening the public space and briefly mentioned about urban theory and lab course that have effectively worked for a democratic, socially just and sustainable form of urbanization. She also shared her experiences of ethnographic projects with migrant labourers in urban places and the effective use of the digital medium and multimedia in the demonstration and display of the findings of such studies.

The session was interactive throughout and the participants from different domains reciprocated the need of an interdisciplinary approach in an effective learning process by sharing their own experiences.

Date: 10.01.2020

Session: I

Resource Person: Pro. Akshaya Kumar, Dept. of English & Cultural Studies, PU, Chandigarh

Topic: Digital Poetry

Reviewer: Ms. Kamaldeep Kaur

Prof. Akshaya reflected upon the importance of medium in creativity/creative process and also in the response to it. He unambiguously went on to establish/trace the evolution of medium from oral tradition to the digital age.

He likened the invention of the Gutenberg printing press to a revolution that completely altered a value system. This was because the printing press necessitated a shift from the oral to the written tradition. The entire notion of nationalism became language centric because of the advent of the printing press.

A standard language becomes possible, even necessary, because of the printing press. This change from oral which is hearing centric to the visual which is vision centric was a paradigm shift in the modes of literary production and its consumption. Almost instantaneously the

creators/producers of oral tradition were deemed illiterate and outdated. The written word became sacrosanct and gained primacy all over the spoken word.

The second revolution in the sphere of creativity and its consumption is when creativity meets technology. The encounter with technology is not an innocent one. It is tantamount to an overwhelming onslaught on civilisation. As with everything else there are positives and negatives: the positives are that technology democratises publishing which is no longer a lucrative business as anyone can publish anything from anywhere.

Prof. Akshaya also elaborated as to how digital technology circumvents the 'tyranny' (as he calls it) of the page- a flat surface. The imagination is 3D but page circumscribes and is bound by protocol.

Prof. Akshaya Kumar also showed poetry written by e e cummings- on LONELINESS which visually depicted loneliness through the metaphor of a falling leaf. The structuring of alphabets breaks the monotony of the page.

Prof. Akshaya also depicted a poem TIME PASSES BY wherein the passage of time was beautifully captured by strategically fading fonts and spellings. He reiterated the fact that poetry is not merely an amalgamation of metaphors and alliteration; there are multiple ways to write it. Digital poetry facilitates 3D poetry much like our imagination.

Perhaps the most interesting component of Prof. Akshaya's presentation was with respect to translation of Bhagvad Gita- a religious text which overawes the reader with its depth and width. Mani Rao has translated Gita without being overwhelmed by it. She encapsulates Gita's wisdom with a startling perspective using flow charts, equations and Venn diagrams. The new digital medium provides us with the wherewithal for such experimentation. It has also re- invented the oral and print media.

Prof. Akshaya also delineated the importance of fonts in conveying meaning. He emphasized that fonts are not used arbitrarily because different fonts convey different moods of a text.

Robert Kendall's poem Faith was 'screened' which had words flying in from all parts of the screen, it was a graphic representation wherein everything collapsed a heap of broken images.

The question answer session was an invigorating one. Dr. Harpreet asked how emojis are reflective of going back to the era of pre-language. Dr. Jaspal questioned whether the real essence of the Guru Granth Sahib can be captured in a translation using this new medium. To which Prof. Akshaya replied that translation has to be done in the language of the new audience

to capture their interest. Also no translation is ever complete and final. Ms.Vineeta Rao from Dept. Of Economics wondered whether the current education system would incorporate in itself the freedom that the digital platforms have to offer.

Dr.Sumati talked of software that enabled one to write poetry wondering whether AI would take over human creativity to which Prof. Akshaya's response was that we have long romanticized creativity and authorship.

The session ended with the visual depiction of poetry, anecdotal narration and Prof. Akshaya's intense engagement with the participants. The session was fascinating, thought provoking and captured the attention of the audience.

Date: 10.01. 2020

Session: II

**Resource Person: Dr. Shivani Sharma, Associate Professor and Head, Dept.
of Philosophy Panjab University, Chandigarh**

Topic: Knowledge, Research and Creativity: Diluting the Boundaries

Reviewer: Dr. Veenat Arora

Dr. Shivani began her presentation by orienting the audience with the basics of Philosophy. She started by explaining the relevance of the subject which perhaps appears to be a misfit in the contemporary times of fastness, digitalisation and advancing technologies etc. especially in terms of material gains. She explained that philosophy, the discipline of knowledge is like a grandparent whose presence is so significant to measure or quantify. Philosophy is a conceptual and an analytical science and not a factual science. Philosophy is a social science that deals with the question of 'What it is' and not 'how it is' of any phenomenon.

She apprised about the various branches of philosophy like Metaphysics, Epistemology and Phenomenology that collectively deal with understanding the nature of reality and the sources to reach knowledge. It was explained that 'subjectivity' is very important; when it about understands the human phenomena, generalisation is not possible. Her presentation was very comprehendible as she quoted examples from everyday life and used interesting analogies to explain complex concepts of Philosophy.

Citing scholars like Kant, Socrates, Plato and Aristotle, she elaborated on various ways of transmitting knowledge. It was interesting to learn that unlike other social sciences, Philosophy is not confined to any fixed research methodology. One can understand 'self' and any phenomenon by subtracting all the pre-suppositions attached to it. She reflected on the

difference between 'reality' and the 'truth'. Last section of her presentation was on the idea of creativity, whereby she emphasised on the notion that creative impulse lies deep within everyone and it is more active in the childhood. Creativity is infectious and spreads from one to another. On the whole, her presentation was very enlightening especially in the contemporary times when the existing structures are struggling to cope up with the pace of quickly changing technology and individuals are confused as to where to limit the intervention of technology in everyday life. Through her profound words she made us think how important it is to connect to the inner-self and be human. After her presentation while most of the audience got into self- introspection mood, there were a few questions asked to which Dr. Shivani replied very aptly.

Date:10.01.2020

Session: III

Resource Person: Prof. Pampa Mukherjee- Dept. of Political Science, PU Chandigarh

Topic: Digital Humanities Social Sciences and Teaching Practices

Reviewer: Dr. Aarti Kaushal, Assistant Professor, GCCBA-50 Chandigarh

Prof. Pampa started with giving importance to digitalization for saving the music in the soft form. She discussed that Evolution of digitalization started with *Doordarshan* (Online source). Ma'am rightly said we all are digital humanists as we are using technologies via Apps and Gadgets in our routine life. She stressed on two needs, one need is to insure knowledge and the other one is Skill. She talked about how the focus is on sharing the links rather than distributing the handouts. She also discussed the impact of digitalization on the independence of Universities and Institutes (which has presence of more than 800 years). She also highlighted that we are in phase of massive crisis and we need to cope with Digitalization. She humorously discussed the fear of adaption to computer system with which we all can relate too. Regarding Teaching Methodologies- She raised the issue of increase in number of students that has led to elimination of critical thinking and Analysis. She stressed on Transformation of knowledge based society towards information based society. She also reminded us the importance of storytelling concept, and how digitalization can make constructive use of storytelling techniques. She highlighted the bombardment of content and related concerns with regard to qualitative aspect in it along with the concept of borrowed institutions. She also stated that social media has led to the increase in political participation. She mentioned that Public Policy making is participative with the help of digitalization. She concluded with mentioning the concept of Global

civil society, netizens conceptual framework, the dilemma of what to choose and what not to choose and on training mind to read text.

Date: 11.01.2020

Session: I

Resource Person: Professor Arvind, IISER- Mohali

Topic: Distinguishing Science from Technology and Spirituality

Reviewer: Dr. Ruchira Sen

Professor Arvind gave an enlightening and thought-provoking talk on "Distinguishing Science from Technology and Spirituality". His talk was divided into three main parts. In the first part, he discussed what science is and how it is practised. In the second part, he emphasized the differences between Science and Technology and in the last part he discussed the distinctions between Science and Spirituality. Professor Arvind's talk was enriched by anecdotes and his own experiences. He talked about the common misconceptions and mistakes that take place in this field. His main message was to understand the boundaries of Science and avoid unnecessary interventions among the three. The talk was followed by an interactive session where the participants raised queries and Professor Arvind shared his views patiently and often humorously. Interesting questions included how science empowers humans, why science and spirituality should be mutually exclusive, what should be the role of parents in teaching science to children etc. I think the talk could also include the dilemma of the scientists in doing market- driven or government forced research. I felt that an obvious component of this subject, the role of ethics was slightly touched but not elaborated in his talk. The session ended with a discussion on the role of language in teaching science.

Date: 11.01.2020

Session: II

Resource Person: Prof. Bijoy H Boruah, Department of Humanities and Social Sciences

IIT Ropar, Punjab

Topic: Humanism, Transhumanism and Technoscience

Reviewer: Dr. Gopal Chandra Nayak

Prof. Boruah started his presentation sharing the topic he presented in a conference in Delhi; the topic of his presentation was "The Shadowy Presence of the Post Human Future". He said the Post human future is already present in the present time. Then he clarified the three terms- Humanism, Transhumanism and Techno science, and explained the difference between Pure or Fundamental science and Applied science. Pure science represents Nature and Applied science intervenes in the Nature. This dichotomy is fundamental in the Enlightenment modernity conception of science, but there is break from this Enlightenment conception of science, he said. Now science and technology is intertwined, and this convergence has given rise to new disciplines of scientific enquiry, for example Biotechnology, Nanotechnology, Technoscience, Synthetic Biology etc. Professor Boruah said this convergence of sciences and technology is important for human progress. United States National Science Foundation in collaboration with the department of Commerce stated that convergence of technologies is required for improving human performance. For this end, they started programme in Nanotechnology, Biotechnology, Information Technology and Cognitive Science (NBIC). He asked why to be enthusiastic about Techno science, and said this enthusiasm is for improving human limits/standards which is objectively set by Nature. By manipulating the basic units of Nature, i.e. atom, gene, neuron and information bit, Techno science offers the possibilities of going beyond the human limits. He finally reiterated that Natural Selection is replaced by Deliberated Selection through the convergence of NBIC, and the future of Transhumanism is towards creation of cyborg which raises many ethical and societal questions. After the presentation Prof Boruah responded to the questions asked by the participants. The discussion was about the post human future. Are we heading towards a utopic or dystopic future? The presentation was very clear and relevant.

Date: 11-01-2020

Session: III

Resource Person: Dr. Dinesh Chahal, Department of Education, Central University of Haryana, Mahendragarh, Haryana

Title: Two Ts: Technology and Tradition

Reviewer: Dr. Desh Raj

In his presentation Dr. Dinesh Chahal discussed about the role and responsibility of a teacher in present times. He emphasized upon that importance of human values over the use of science and technology in the field of education. Teacher-student relation is changed and role models are replaced by real-models. He also said MOOCs cannot replace the real teaching and relation between teacher and student. A Teacher must work for Himself, His Subject and His students.

Three Ps are very important for a teacher in the 21st century: Professionalism, Preparation and Practice.

For the development of their students teachers must concentrate on Knowledge, Skills and Communication. He also discussed the importance of values inculcation among students, so that student can become sensitive towards themselves and his society. The major concern of the present days is to use technology for the benefits of the students. We have to keep ourselves away from the blame game for professional development and to perform own duties well. We must care for values while using technology and it should not overlap the socio-cultural values. A teacher must have three commitments:

1. Towards students/learners
2. Towards the society
3. Towards the Profession

We must ready for the research engagements and collaboration with our students, colleagues and institution for the positive contribution towards better education. He also discussed about the initiatives taken by the Govt. to enhance teaching-learning process like UBNTU, E- *pathshala, Epg-pathsahala, Swayam, Swaymprabha*, K-Hangman, NPTEL, E-Acharya, *Vidwan, Gian* etc.

Date: 13.01.2020

Session: I

Resource Person: Prof. Krishna Kumar, Honorary Professor, Dept. of Education, PU, Chandigarh

Topic: Digital Literacy

Reviewer: Dr. Saranjeet Kaur

Prof. Kumar talked about Digital Literacy. He started off by giving the audience an example of a hypothetical book entitled '*Bhag-darr*' written in the current ongoing scenario of our country depicting the happenings of January 2020. If a Language Educator were to teach this book to his/her students, let's say, fifteen years from now, i.e., in 2035, as part of the syllabus of Literature, how would the educator go about it? The educator would have to research deeply as to the plot, characters, atmosphere and technique. The educator would keep in mind the Literary Theory which emphasizes on how to contextualize the story, as it happened fifteen years earlier. The content, being deeply political, would depict the polarities developed in our

times. The debates of our times would be reflected in it, along with the ranks of people and high officials. Will the educator exercise some degree of autonomy or caution on these debates? Because of the fact that this event would depict confusion and chaos of our times, it was named aptly by Prof. Kumar as '*Bhag-darr*', as the word when split into two '*Bhaga*' and '*Dauri*' means *escape* and *engage*. People were responding to larger ethos of time. There was no direction and leadership as such. Youth provided breakthrough by leading the leaders. Situation was ripe for mobilisation. Will the educator be able to draw the story into a bigger narrative of times? The educator would need to psychologize a situation such as how a student leader felt on getting hit on the head. In all, the educator would have to work on the hermeneutic composition of these times and decipher its legacy for the future. To understand the larger perspective of the situation, the educator would have to guide students to dissect the story by reading various other texts available in the digital media such as news, literature, tweets and facebook entries. The educator would introduce the digitality of that age. We are at the dawn of digital era now. Students will be ahead of teachers in employing digitality. Introducing the digital element to students will enrich their understanding of '*Bhag-darr*'.

The other pedagogic issue that Prof. Kumar talked about was that future teachers will be forced to be interdisciplinary. Interdisciplinary approach will become more achievable goal. He quoted words of Chief Justice of India, "Judges require an interdisciplinary education today", emphasizing on the fact that almost all professional roles in society will have to dissolve their rigid boundaries and be more fluidic in terms of epistemologies. Pedagogic relations are at the core of education. Prof. Kumar focused upon the need of Pedagogical Relational Teacher-ship, which supports the development of new knowledge about teachers' relational proficiencies to create opportunities for students to participate in their education and to emerge as unique individuals and speak with their own voices. Relational activity requires same amount of time to intensify relationship of teacher and student as is required between a parent and a child. There has to be a considerable investment of time. But this time got nibbled away as liberal institutions never got enough time.

He also asserted that the ideology of Neo-liberalism could not flourish in the post-colonial times. It was simply a piece-meal exercise. One of the hallmarks of neo-liberalism is that it wouldn't have been possible without the advent of digital technology. It has certainly facilitated neo- liberalism in various forms of government. Key examples are biometrics, CCTV etc. Vast amount of expenditure has been done for wholesale transfer of paper-based admin system to online. However, in countries such as USA, UK and Japan, people still have liberty to post applications by hand (not online). We have gone overboard in this matter. The support staff has

dwindled, shrunk and disappeared. The global trends are being intensively followed by countries trying to be faster than the west.

We can't even spare out time during our PhD. Prof. Kumar mentioned a book 'Slow Professor – Challenging the Culture of Speed in the Academy' written by Maggie Berg and Barbara K Seeber (University of Toronto Press). As per the book, the teacher's life is now going at a breakneck speed. Teacher's role is highly jeopardized under the auspices of resources gifted by technology to administration. A teacher is 24 x 7 available to his/her students and is mostly online due to institution-related work if not working for students. The book portrays a stifled life of teachers. One needs to salvage it by going slow and building values. Else, the heart of academic life would perish and the ultimate sufferer would be student. Prof. Kumar discussed another book, 'Reader, come home' subtitled 'The Reading Brain in a Digital World' written by Maryanne Wolf, a neuroscientist. Her primary argument is that Digital Reading is very different from Conventional Reading. While reading digitally (on mobiles, tablets or laptops), the analogical activity of our brain goes down, which is basic to all other meta-logical activities of the mind.

In the end, he summed up his lecture by saying that Digital Technology creates the temptation that "It's possible". On the other hand, humanities are the last bastion left for the assertion of pedagogic values. Therefore, one should use digital tech keeping in mind its limitations.

Date: 13.01.2020

Session: II

Resource Person: Dr. Rajesh Kumar Jaiswal Univ. School of Open Learning,PU, Chandigarh

Topic: Disability Studies and Critical Pedagogy: Reading Selected Hindi poems

Reviewer: Ms. Harpreet Kaur

The session was delivered by Dr. Rajesh Kumar Jaiswal, faculty with University School of open learning, Panjab University, Chandigarh. He presented his ideas on the topic 'Disability Studies and Critical Pedagogy: Reading Selected Hindi poems'.

Dr. Jaiswal enlightened us with the true meaning of the words 'Critical Pedagogy' and 'Disability'. Critical Pedagogy plays an important role in shaping the human behavior. It is a

teaching approach in which the students are asked to examine and analyze the dominance and practice that dominance. Once they reach a point of disclosure where they feel the society very problematic, they start sharing their knowledge with an attempt to change the oppressive nature of it. Thus, it is a powerful tool for social transformation and enhancement of our teaching structure.

Describing disability or what a disabled person is to the society, he outlined that disability is not in a person, but it is the society's perspective which makes a person disabled. The society considers these people as a weak liability and they are always oppressed by the society. In this context, Dr. Rakesh Jaiswal presented before us two Hindi poems "*Rani and Kani*" by Sh. Suryakant Tripathi Nirala and "*Padmavat*" by Malik Muhammad Jayasi. In the former poem, the poet described the pain of a mother for her girl who suffered from bodily differences due to which her dream of getting married shattered and she remained as a caretaker while in the latter one poet Jayasi portrayed himself in the poem and described his disabilities with an optimistic approach. He represented how one can become a formidable fighter in the society if he/she instead of considering himself/herself as a victim takes his disability with a positive approach.

Dr. Jaiswal further stated that it has been observed that these individuals are always marginalized and segregated by the society and has therefore led to oppression and if one does not critically understand they are oppressed and the state that they are in, they can never want or wish to be liberated and become free. This had led to build a relationship and need of Disability and critical pedagogy. He emphasized his point that this kind of critical thinking can never be achieved with machine learning in this world of Digital Humanities.

Date: 13.01.2020

Session: III

Resource Person: Prof. Jasjeet Singh Bagla, IISER, Mohali

Topic: Digital Media and Science Education

Reviewer: Dr. Gurpreet Kaur

Yesterday was very exciting session on "Digital Media and Science Education" by Prof. Jasjeet Singh Bagla, Department of Physical Sciences, IISER, Mohali. He started with brief introduction on Digital media which goes through Power point presentation to other assistive audio visual materials. He asserted that power point presentation as a teaching method in classrooms is facing criticism in recent times. He beautifully portrayed the positive sides of normal teaching

versus the digital media. In other words, Prof. Bagla brought up clarity on what a teacher can do that digital media cannot. A teacher responds, provides information, clears doubts on the spot, connects through concepts, correlates to causes, maintains coherence, assesses level of students and adapts according to classroom environment. While all these mentioned benefits are not possible through online teaching, he also discussed the positive aspects of online study material that is readily available free of cost on the internet which you can get by paying only for internet connectivity. Of course, the material online is not always authenticated. Moreover, audio visual aids do not readily work with every student. He critically pointed out that in today's learning, emphasis is on optimizing approach to multiple choice questions mostly. Further, he raised the point that biggest problem with digital media learning is that it is no peer learning. He strengthened it further by saying that research showed that the peer learning is the best form of learning as there is little fear of judgement and all students start almost on equal ground. He raised policy related issues also like chunk of teaching scope being shifted to online teaching which means lesser teachers will be required.

To summarize, he emphasized that teacher in a classroom makes a huge difference and it is next to impossible to replace traditional classrooms with digital media. Technology is just a tool to aid and not to substitute classrooms.

Date: 14.01.2020

Session: I

Resource Person: Prof. Lallan Singh Baghel, Dept. of Philosophy, PU, Chandigarh

Topic: Deconstructing the Discourses on Digital Humanities and Critical Pedagogy: Raising Some Philosophical Concerns

Reviewer: Dr. Sumati

Prof. Lallan Baghel set the tone of his talk by posing a complex questions arising out of the academia's engagement with digital humanities: Can humanities be quantified, tabulated or marketed? Do we aim to create development discourse or humanistic one? Commending the Digital Humanities for creating 'humanities commons', equal partnerships and giving rise to alternative discourses, he deliberated on its flip side as well.Tracing the journey of Western pedagogy from the early 20th century to its end, he highlighted that prominent thinkers/schools have advocated for an affirmatively active and engaged pedagogy vis a vis the one sided one. He underlined the role of education in creating 'space' to build curiosity, questioning and courage; the three fundamentals of education in terms of its true aim of creating dialogue. According to him, this is where we need to be aware of whether digital humanities allow that

principle of difference which is cantered on 'common humanity' rather than 'uniform humanity', and that is where critical pedagogy becomes crucial to take into account the conceptual categories and their significance in fulfilling the aim of education i.e. thinking, questioning and transforming.

Taking note of the effect of colonial encounter of the Indian education philosophy, he stressed how the focus on metaphysics in Vivekananda, Dayananda and Aurbindo's philosophy was questioned by that of Jyotiba Phule to bring about what Paulo Freire calls the 'pedagogy of Oppressed'. He ended his talk by emphasizing the need of differential, engaging pedagogy, and adapting digital humanities to the current context and thereby being sensitive to the dynamic purpose of education to engage with conceptual categories and reach to a transformative truth.

Date: 14.01.2020
Session: II
Resource Person: Prof. Bhupinder Brar
Topic: Education and Pedagogy in the Times of Digital Humanities
Reviewer: Ms. Vipanjeet Kaur

In the first part of his presentation, Prof. Bhupinder Brar talked about 'Digital Humanities' as a discipline. While reflecting on the title 'Digital Humanities', he observed that this title is extravagant. It is like a found name which means we are in the process of finding a meaning to it. Regarding its definition, he said that it is having working definition. Each one of us is having our own version of 'Digital Humanities'. He called it a trendy and emergent subject which has not yet become a mainstream or even a parallel to it.

In the second part of his presentation he highlighted the usefulness of 'Digital Humanities'. He began with admission that he was not sympathetic towards the idea of 'Digital Humanities' initially. He admitted that he was not a great admirer or advocate but a little admirer of 'Digital Humanities'. However, he clarified that he had no problem with the argument that we live in a digital world. And our exposure to cultural product in the contemporary times is digital rather than concrete. He elaborated this point by saying that standard things like printed books and concrete products are becoming less popular as compared to their digital versions. It is mainly due to availability of plethora of resources and that too quickly with a click of mouse. Thus it has become very convenient for students to access the research material online. It also saves us from the arduous and tedious task of finding a book in the library.

In the third part of his presentation the speaker discussed the cultural aspects of human life and how technology has facilitated the study of cultural habits of people. With the help of digital

tools like CCTV and biometric information in Adhaar cards, activities of people can be monitored. In addition, it has revolutionized the data collection and record keeping. The importance of **digital record keeping** over traditional record keeping was also discussed. With the help of interesting examples from everyday life, he explained how digital record keeping has minimized the scope of faking data. It has enabled the authorities to collect and maintain authentic and real data. As a result, it is not possible any longer to rely on traditional sources. However, the speaker wondered whether these tools are replacements or supplements. Do they actually supplement human activities or are they replacing traditional and manual practices.

In the next section of his presentation, he raised a few objections to 'Digital Humanities'. The first objection is related to its liberating aspect – its openness, accessibility and non-hierarchical claims. The question foremost in our minds is, **'How open and how even is the digital world?'** It is open in the sense that it has liberated human beings from rigid constraints of spatial and temporal boundaries. Digital resources are accessible anywhere. Information can be shared in the digital space in the form of uploaded you tube videos, photographs and blogs from any part of the globe and at any time. Moreover, information can also be accessed and downloaded easily. Thus it has democratised dissemination and accessibility of information. On the one hand, he accepts the fact that 'Digital Humanities' is open in a certain way. On the other hand, he questions its neutrality and non-hierarchical claim. In this argument he also alludes to postcolonial attitude of human beings. A postcolonial world is a world in which the nations are free of formal forms of oppression of colonialism but in cultural terms colonial experience still exists. A paradoxical situation arises in the postcolonial societies where people are trying to be free of hateful colonial master yet they are fascinated with them. As a result, a conflict arises in the minds of people. It was very beautifully compared to a bad marriage in a humorous manner. He uses oxymoron to call this experience an *intimate enemy* whom we hate and love at the same time. It is because people still cherish moments of their intimacy with the colonial world. This comparison was further elaborated by giving an example of a book titled Black Skin and White Masks. The speaker sees 'Digital Humanities' as a kind of new colonialism. We may hate it but cannot ignore it. In the 21st century when globalization is viewed as a form of western hegemony, how open and even is the openness of 'Digital Humanities'. Another example of Wikipedia was also cited to draw our attention towards the problem of anonymity of the e- content. The information is taken as gospel truth without ascertaining its source. It was compared with the printed books and content where publication information and authorship are mentioned on the cover page. Contrary to this, anonymity in the digital world is giving a semblance of neutrality without being necessarily neutral.

Second objection is to its mechanical nature. While using digital sources as supplementary tools wisely and cautiously, the tools themselves start defining the questions we ask. In this discussion, he reminisced about his student life to highlight the risk factor in its use with the help of an anecdote. The purpose was to emphasise that western thoughts are adopted blindly and are praised without reflection out of slavish mentality. He recalled how he was caught in the whirlwind of the storm of the behavioural revolution during his university days. People realized after a few years, to their dismay, how nonsensical this movement was. And the phase of post behavioural revolution immediately followed its end. With the help of this allusion the speaker envisaged the future of 'Digital Humanities' which may meet the same fate. It may eventually be refuted and proved nonsensical after a few years.

In the last phase of his talk, he had taken up the risks involved in employing digital tools and methods for studying humanities. He opines that digital pedagogy should not be applied seriously and literally to study humanity as it will limit its scope only to topics and problems that can be examined with digital lens. Thus this pedagogy may turn out to be exclusive. Moreover, the uniqueness of human experience which is the essence of human life defies digitization. Everything cannot be converted to 1.0 as digital is binary. Taking example of a musical rendition he said that its magic and feel cannot be reduced to digital version or 1.0. These findings make us realize that the concern of humanities is different. And a **"silent crisis"** is evident in academia and pedagogy. The presentation ended with a conclusion that reflectivity is the heart of humanities as human life is about reflectivity.

The talk was mainly based on Prof.BhupinderBrar's personal findings and observations. It was very thought provoking and makes us reflect on the usefulness, applicability as well as implications of 'Digital Humanities'. In conclusion, it provided valuable insights into the real issues of the contemporary digital world.

Date: 14.01.2020

Session: III

Resource Person: Prof. Ronki Ram, Dept. of Political Science, PU, Chandigarh

Topic: Digital Humanities, Ethics and Research

Reviewer: Dr. Cheena Gambhir

Prof. Ronki Ram introduced the self-evolving technique of Digital Humanities. Digital Humanities occurs at the intersection of computation techniques where discipline and computer technology intersect. It involves digital tools, technology and methods. It means that modern gadgets impact humanities and humanities culturally impact digital technology.

He also introduced various techniques like alternate reality games, 3 D modelling and stated research should not be limited to the subject alone but should be made more communicative to the people at large through transmission. He also introduced the participants to new terms like text mining, Digital mining, software studies, cyber culture, digital culture, platform studies which they can explore and apply in their research work. As part of criticism he mentioned that in the entire process the pedagogy is lost. The entire presentation was very informative and lots of stress was given on application and methods of Digital Humanities.

Resource Material

Poem by e e cummings :-

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Mani Rao Gita Illustrations

living beings

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food

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rain

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yagna

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action/ duties

(life's based on action)

whensattva dominates

→ happiness

        when rajas dominates

        → action

                whentamas dominates

                hides knowledge→

                → confusion.

I AM

TIME PASSES BY
TIME PASSES BY
TIME PASSES BY
TIME PASSES BY
TIME PASSES BY
I PASS BY
I PASS BYE

Note: All the e-material in regard to the FDP will be sent to all the participants at their respective mail ids

With New Hopes

PGGCG-11