

## Registration Form

**School of Education, MGAHV,  
Wardha  
National Seminar  
On  
Paradigm Shift in Teaching Learning  
and Knowing  
(March 28-29, 2015)**



**National Seminar  
On  
Paradigm Shift in Teaching Learning and  
Knowing  
(March 28-29, 2015)**

Name:

Designation:

University/College/Institution:

Address (Official):

Address (Communication):

Contact No:

E-Mail ID:

Title of the Paper:

Accommodation: Required/Not-Required

Mode and Date of Arrival:

Date of Departure:

Registration Fees: 700/- (Research Scholar: 500/-  
(Outstation participant may deposit on the spot)

Place:

Date:

Signature:

Notes:

- Selected papers will be published in the form of a Book
- Photocopy of this form shall be accepted

**Organized By**



**School of Education, MGAHV  
Wardha-442001  
(Wardha)**

**Sponsored By**



**Indian Council of Social Science  
Research  
(New Delhi)**

**Contact Address**

**Seminar Co-ordinators**

**Prof Arbind Kr. Jha**

**Rishabh K Mishra**

**Nidhi Gaur & Dharmendra Shambharkar**

**E-mail: [seminaredumgahv@gmail.com](mailto:seminaredumgahv@gmail.com)**

**[rishabhrkm@gmail.com](mailto:rishabhrkm@gmail.com)**

**[dharmeshshambharkar@gmail.com](mailto:dharmeshshambharkar@gmail.com)**

**Mobs: 07057392903 & 08007573829**

## About the Seminar

### **Theme: Paradigm Shift in Teaching Learning and Knowing**

We can identify four fundamentally different paradigms regarding the nature of knowledge, learning and knowing. These paradigms are generally referred to behaviourism, cognitivism, constructivism and constructionism.

Behaviourism is concerned with apparent behavioural changes. It focuses on a new behavioural pattern being repeated until it becomes an automatic. Cognitivism focuses on the thought process behind the behaviour. Constructivism is based on the premise that we all construct our own perspective of the world, based on individual experiences and schema. Cognitivists view knowledge as abstract symbolic representations inside the learner's mind. The constructivists view knowledge as constructed by each individual. That is, no knowledge can be transferred intact from one individual to another. Each individual colours and shapes the knowledge to fit within their frame of reference. Constructionists assert that knowledge is not only constructed by an individual's interaction with his/her own world (or experiences) but also co-created by his/her interaction with other individuals within a specific social community. This implies that both cognitive and social processes are involved in knowledge construction and expansion through the process of reflecting on and sharing their own experiences and others' experiences or ideas as well.

According to Driscoll (1994), the study of learning is essentially derived from two sources. The first concerns the nature of knowledge or how we come about to know things, and the other is how that knowledge is acquired and represented in the mind. Unlike the behaviourists learning perspectives that are focused on stimulus-response outcomes and the constructivist perspectives that affirm the mind constructs its own reality, cognitivist epistemology indicates knowledge acquisition is not relevant unless the information is learned and understood in a meaningful way (Bates, 1991). The world and reality are interpreted, negotiated and agreed upon through experience and reason. Cognitivist principles feature the learner as a proactive participant in the learning process. We can say that cognitivism deals with learning as an individual process of attaining and processing the required information, attitudes and skills. It argues that the learning is related to problem solving and therefore involves integration, construction and compilation of new content.

The paradigm shift from behaviourism to cognitivism to constructivism to constructionism has spawned many new theories to help us not only better understand human learning but to design more effective ways to facilitate learning and knowing through teaching. The research into the perception, memory and apprehension of human cognition that cognitivism and constructionism has engendered is an important step in the evolution of our understanding of human cognition.

In the process of management and development of paradigmatic shifts in teaching, learning and knowing various stake holders of education such as psychologists, sociologists,

theorists, teacher educators, policy makers, parents etc. are facing a huge challenge pertaining to the following issues:

### **Sub-themes:**

- Paradigms of pedagogical and epistemological beliefs.
- Psychology of teaching, learning and knowing.
- Psychological and pedagogical processes to explore issues relating to teaching culturally and linguistically diverse learners.
- Constructivism and constructionism in teaching, learning and knowing.
- Paradigm shift in teaching, learning and knowing for inclusive education.
- Techno-pedagogy and changes in habits of mind.
- Pedagogy and socio-psychological space with reference to home and school.
- Language, Literature and Pedagogy.

Keeping the above facts in mind, there is an urgent need to analyse the paradigm shifts in teaching, learning and knowing in modern context which has brought to us unique kind of challenges. The proposed seminar would bring together not only the academicians from the varied field of studies but also the practitioners engaged pedagogically. The outcome of the seminar would certainly help us understanding the psychological and epistemological knowledge system base in the field of teaching, learning and knowing which has strong influence on our policy making and interventions.

### **Important Dates:**

- **Last date for Abstract (250 words) and Paper submission is March 20, 2015**
- **Registration through email**
- **The fee will be collected at the venue**

**Invited Speakers:** Prof Santosh Panda (NCTE), Prof Furqan Qamar (AIU); Prof. Anand Prakash (DU); Prof Bharati Baveja (DU); Prof Namita Ranganathan (DU); Prof C B Sharma (IGNOU), Prof Shyam Menon (BAU, Delhi); Prof Sonawane (Univ of Pune); Dr Mintu Sinha (Mumbai); Dr Arvind Mishra (JNU, Delhi).

**How to Reach Wardha:** Wardha is well connected by road and rail. Nearest Railway Station is Sewagram and Wardha. Nearest Airport is Nagpur Airport which is 75 km. away.

**Accommodation:** For the outstation delegates and paper presenters' accommodation will be provided in the hostels of MGAHV, Wardha.

**Note: No TA/DA will be paid.**

### **Organizing Committee**

**Chief Patron:** Prof Girishwar Mishra (VC, MGAHV)

**Patron:** Prof Chitranjan Mishra, PVC, MGAHV

**Convener/Organizing Secretary:** Prof Arbind K Jha (Dean, School of Education)

**Chief Coordinator:** Sh Rishabh Mishra

**Contact Details:** 07057392903 & 08007573829 & 07350176177 Tel Ph: 07152-230908