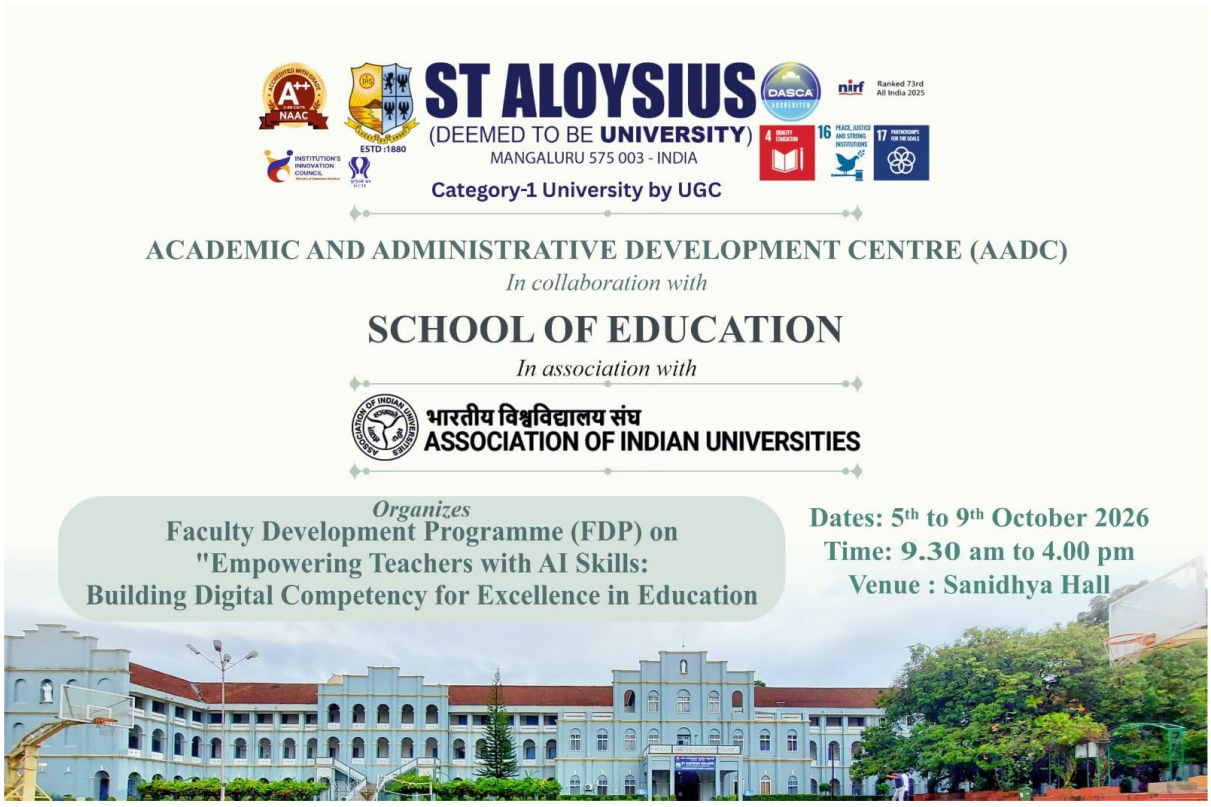
REPORT ON FACULTY DEVELOPMENT PROGRAMME (FDP)

Empowering Teachers with AI Skills: Building Digital Competency for Excellence in Education

Organised by: School of Education, St Aloysius (Deemed to be University), Mangaluru in collaboration with the Academic and Administrative Development Centre (AADC) and Associations of Indian University (AIU)

Date: 5–9 October 2026
Venue: Sanidhya Hall, St Aloysius (Deemed to be University), Mangaluru (5–8 October 2026) and Law College Auditorium (9 October 2026)
Participants: 53
Target Group: Teacher educators, research scholars, M.Ed. students, university faculty members and teacher trainees.



Introduction

The Academic and Administrative Development Centre (AADC), in collaboration with the School of Education, St Aloysius (Deemed to be University), Mangaluru, organised a five-day Faculty Development Programme (FDP) on the theme “Empowering Teachers with AI Skills: Building Digital Competency for Excellence in Education” from 5 to 9 October 2026. The programme was conducted for the first four days at Sanidhya Hall and on the fifth day at the Law College Auditorium.

The FDP brought together 53 participants, including teacher educators, research scholars, M.Ed. students, university faculty members and teacher trainees. It provided a platform for academic enrichment, professional development and the exploration of emerging Artificial Intelligence (AI) technologies in teaching, learning and research.

In the contemporary educational landscape, AI is transforming the ways in which teachers plan lessons, develop learning resources, assess students and facilitate knowledge construction. Recognising the need to prepare educators for these changing demands, the programme focused on developing digital competencies, encouraging innovative pedagogical practices and promoting the ethical and responsible use of AI in education.

Objectives of the FDP

The Faculty Development Programme aimed to:

1. Enhance participants' understanding of Artificial Intelligence and its applications in education.
2. Develop digital competencies among teachers, teacher educators and prospective teachers.
3. Familiarise participants with AI tools for lesson planning, instructional design, content development and assessment.
4. Encourage innovative, learner-centred and technology-integrated teaching practices.
5. Promote critical thinking, creativity, problem-solving and independent learning in the AI-enabled classroom.
6. Create awareness of the ethical considerations, limitations and responsible use of AI in educational settings.
7. Strengthen the professional capacity of educators to integrate emerging technologies into teaching, learning and research.

Proceedings of the Programme

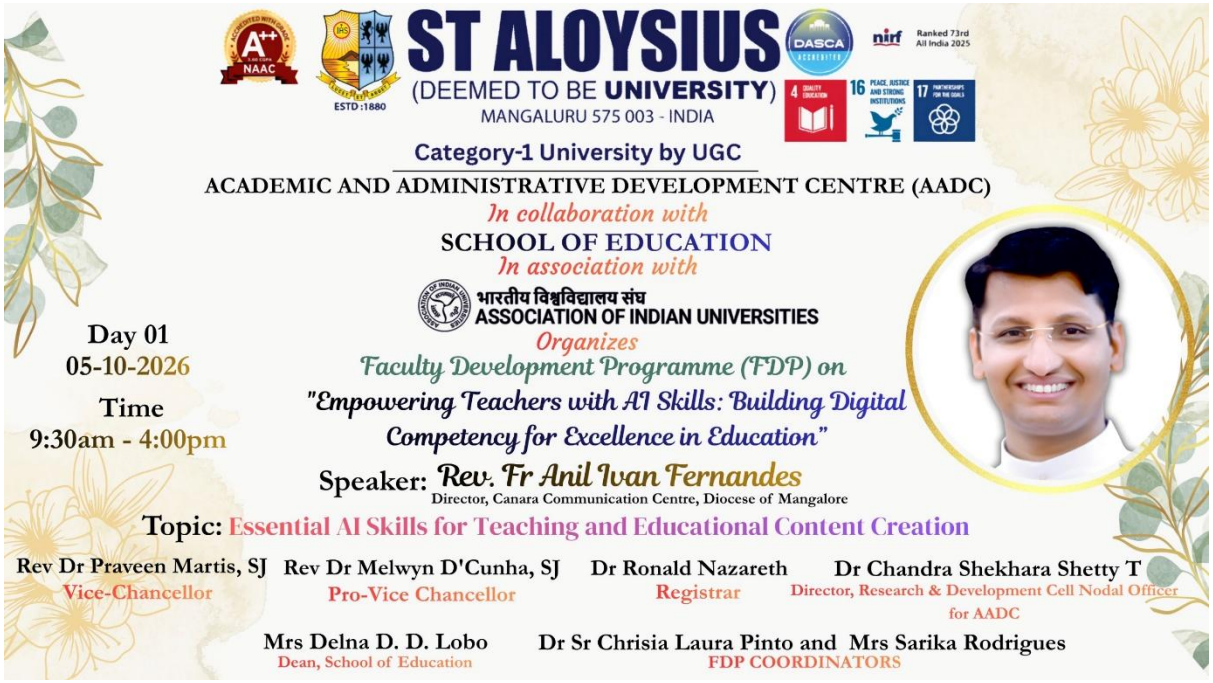
Day 1 – 5 October 2026: Inaugural Session and Introduction to AI in Education

The Faculty Development Programme commenced with a formal inaugural session at Sanidhya Hall. The programme began with a prayerful atmosphere, followed by the ceremonial welcoming of the dignitaries and the participants. The inaugural proceedings reflected the institution's commitment to academic excellence, professional growth and the integration of technology into education.

The opening session introduced the theme, *"Empowering Teachers with AI Skills: Building Digital Competency for Excellence in Education."* The importance of developing digital competencies among teachers and teacher educators was highlighted in the context of rapidly changing educational needs.

The technical session by Rev. Fr. Anil I. Fernandes introduced participants to the nuances of Artificial Intelligence and its practical applications. The session helped participants develop a foundational understanding of AI and explore its relevance to educational practices. It also encouraged them to consider how AI tools could support teachers in preparing learning materials, facilitating classroom activities and enhancing professional productivity.

The first day established the foundation for the subsequent sessions by emphasising the importance of technological awareness, continuous learning and the thoughtful integration of AI into educational practice.



Day 2 – 6 October 2026: School Management, Leadership and Educational Change

The second day featured sessions by Rev. Sr Juliana Pais, Deputy Secretary, UFES, Mangaluru, and Dr Farita Veigas, Professor at St Aloysius (Deemed to be University).

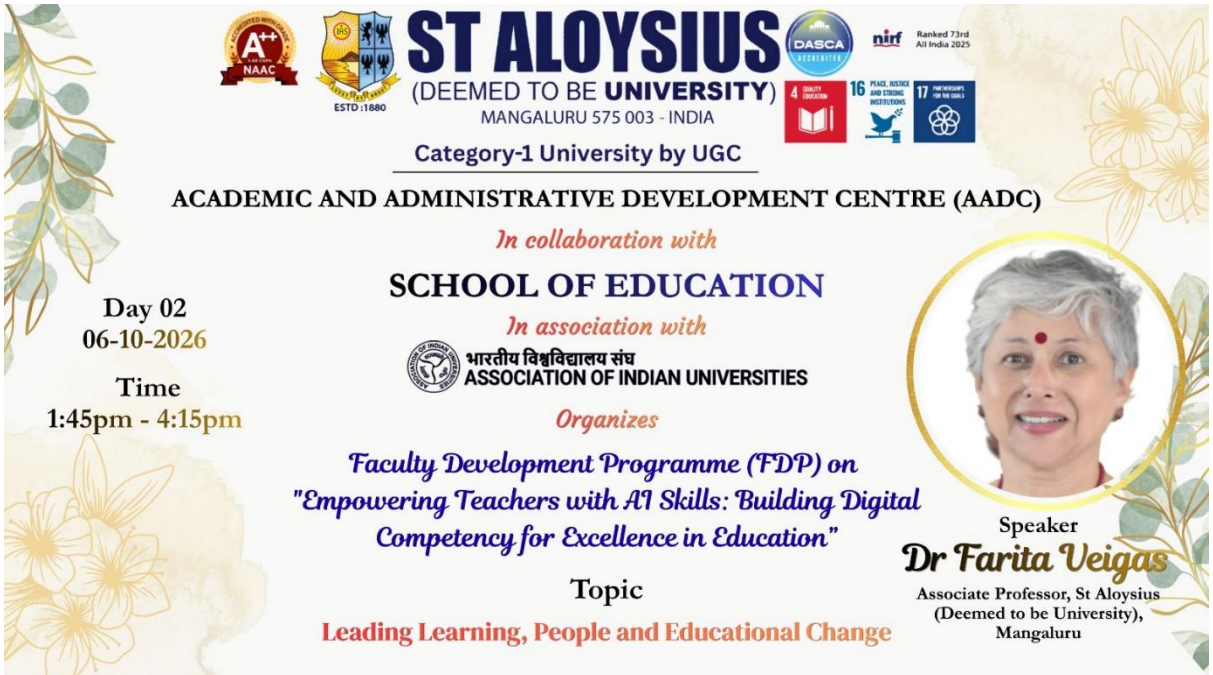
Rev. Sr Juliana Pais addressed the topic “School Management and Leadership: Challenges and the Way Forward.” Her session, *“Teacher Empowerment as School Administrators: Becoming a 360° School Leader,”* presented a holistic perspective on educational leadership. The 360° leadership framework highlighted six key dimensions: effective management, vision and direction, empowerment of teachers, fullness of life of students, inclusive and peaceful schools, and community partnership.

The session emphasised that leadership extends beyond administrative responsibilities and formal positions. Every educator has a role in building an inclusive, peaceful and supportive school environment through responsible action, collaboration, integrity and a clear educational vision. Participants were encouraged to recognise their leadership potential and contribute to the holistic development of students and institutions.

The second session, led by Dr Farita Viegas, focused on “Leading Learning, People, and Educational Change.” The discussion examined the growing dependence on AI and its implications for creativity, critical thinking, problem-solving and independent learning. The resource person emphasised that technology should support rather than replace human thinking, emotional engagement and meaningful interaction.

Through examples and learning activities, participants reflected on the importance of instructional design, lesson planning and the use of relevant pedagogical strategies. The session highlighted the teacher's role as a facilitator who encourages learners to question, explore, think independently and appreciate diverse perspectives. It also reinforced the importance of creating a safe and supportive learning environment in which technology is used purposefully.

Together, the two sessions connected educational leadership with responsible technology





Day 3 – 7 October 2026: Ethical Dimensions of AI and Responsible Assessment Practices

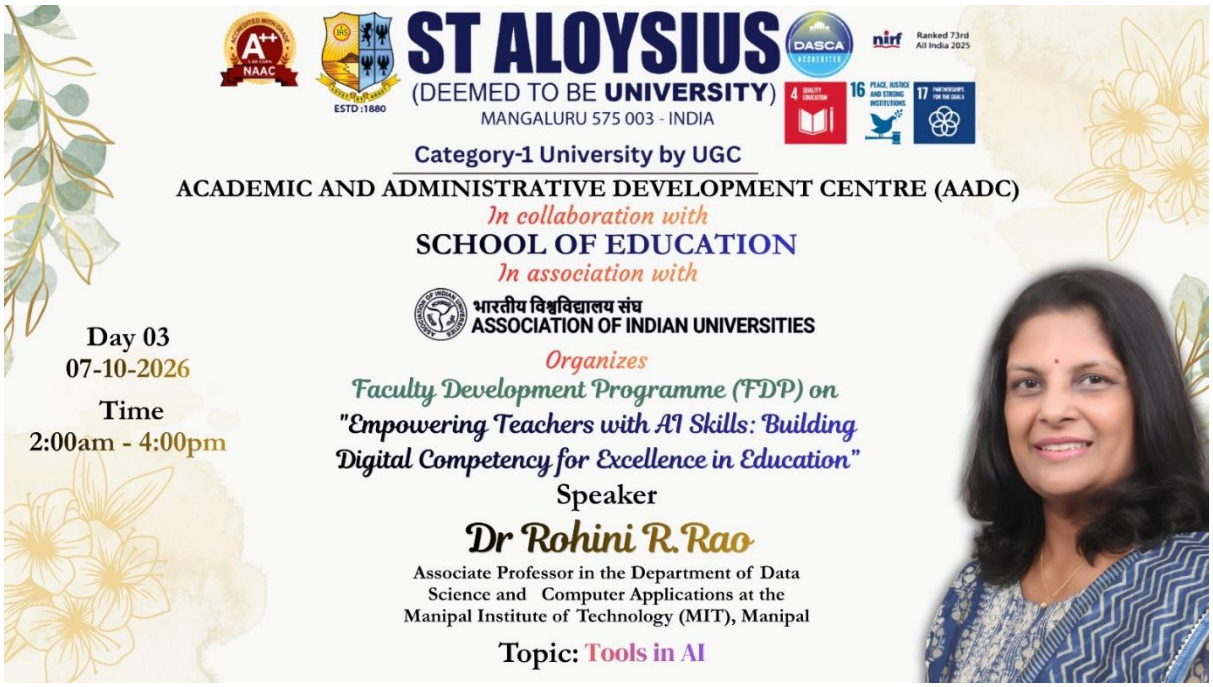
The third day of the Faculty Development Programme focused on the ethical dimensions of Artificial Intelligence and its responsible integration into teaching, learning and assessment.

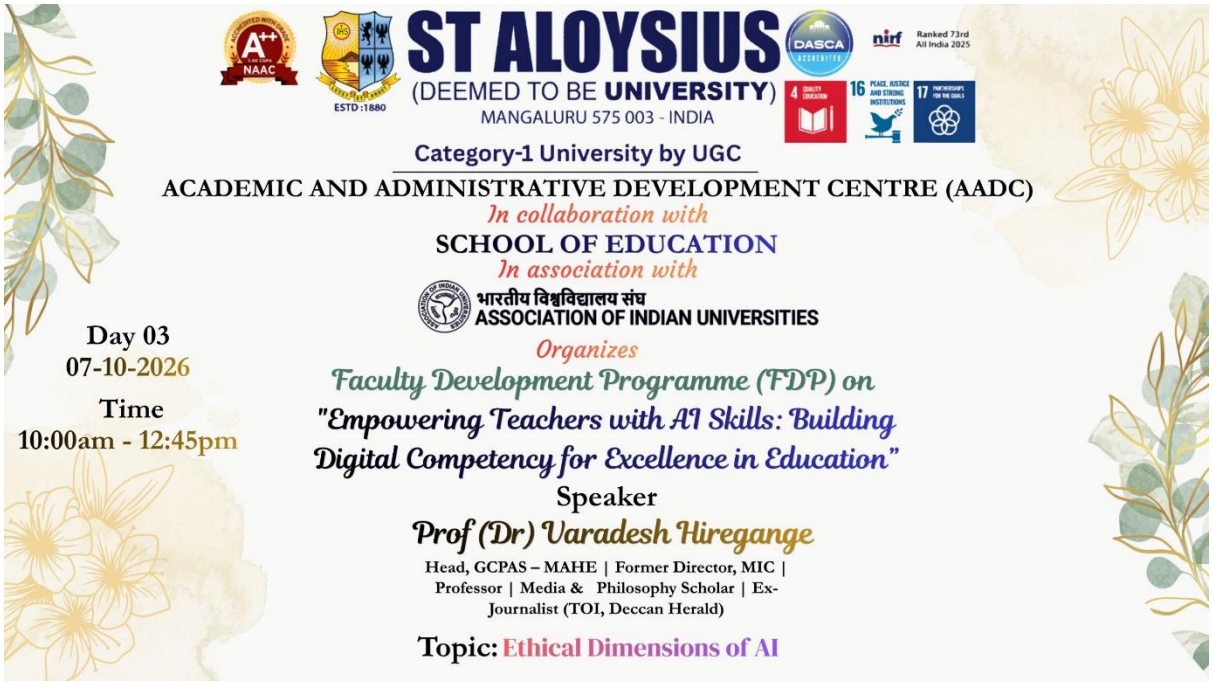
Dr. Vanadesh conducted an enriching session on “The Ethical Dimensions of AI Usage.” The session encouraged participants to reflect not only on how AI can be used effectively but also on how it can be used responsibly and ethically. It highlighted the importance of ethical awareness, professional responsibility and thoughtful decision-making while using AI tools in educational settings. The session inspired participants to consider the implications of AI usage and the need to ensure that technology supports meaningful and responsible learning.

Another significant session was conducted by Dr. Rohini Rao, who addressed the application of AI in planning assignments and evaluating students’ work in the present AI-driven educational environment. The session was particularly engaging and relevant to contemporary assessment practices. It helped participants understand how AI can be used responsibly while designing assignments, assessing students’ work and rethinking conventional approaches to evaluation.

The discussion encouraged educators to reconsider their approaches to teaching-learning processes and assessment in the AI era. It emphasised the need to adapt assessment practices to changing educational realities while preserving academic integrity, originality, critical thinking and genuine student learning.

Both sessions provided valuable insights into the responsible use of AI and encouraged participants to become reflective educators capable of balancing technological advancement with ethical and pedagogical considerations.





Day 4 – 8 October 2026: Inclusive Education and Peace Education

The fourth day of the FDP offered enriching learning experiences through sessions on inclusive education and peace education, highlighting the teacher's role in creating supportive, equitable and peaceful learning environments.

Dr. Shilpa Hegde conducted an informative session on Inclusive Education. The session introduced participants to the different challenges and problems faced by children in educational settings. Through inspiring success stories and practical examples, the resource person helped participants appreciate the importance of understanding learners' diverse needs and addressing the barriers that hinder their participation and development.

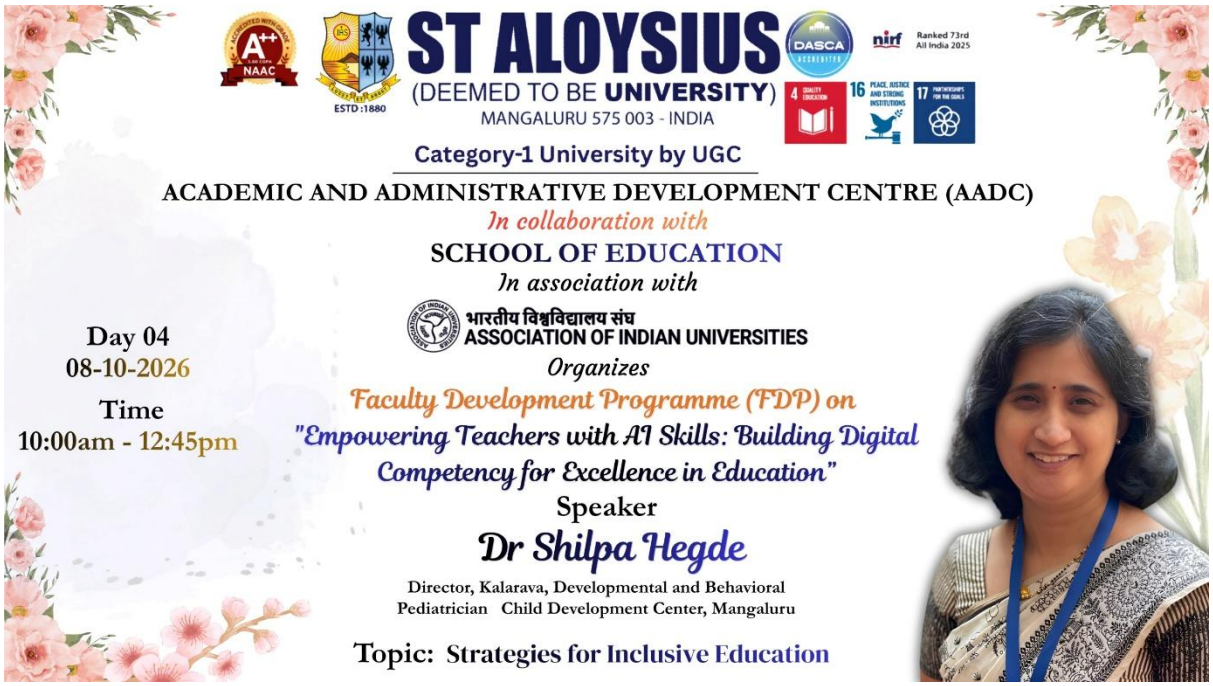
The session emphasised the significance of inclusive educational practices and encouraged participants to develop greater sensitivity towards children who experience difficulties in learning and participation. The success stories shared during the session served as an inspiration to educators, reinforcing the belief that appropriate support, understanding and inclusive practices can make a meaningful difference in children's lives.

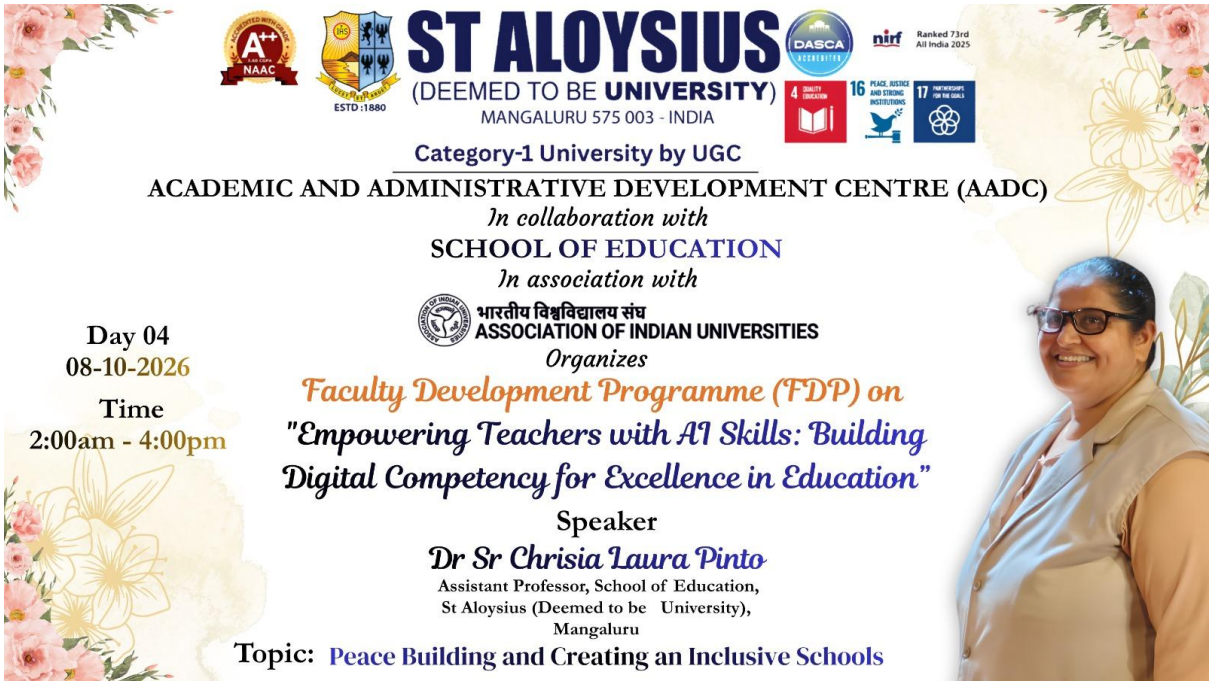
The afternoon session was conducted by Dr. Sr. Chrisia Laura Pinto on Peace Education. The session was highly enriching and provided insightful examples of how peace education can be integrated into teaching and learning. Particular emphasis was placed on the role of teachers as agents of change in promoting peace and transforming society.

The session encouraged participants to reflect on the importance of fostering mutual respect, empathy, understanding, cooperation and peaceful conflict resolution among learners. It highlighted the responsibility of teachers to create classrooms where diversity is respected, differences are addressed constructively and every learner feels safe, valued and included.

The discussions reinforced the understanding that education should not be limited to academic achievement but should also nurture responsible citizens who contribute to a peaceful, inclusive and just society.

Together, the sessions on inclusive education and peace education provided a meaningful perspective on the teacher's role in promoting the holistic development of learners and building inclusive and peaceful school communities.





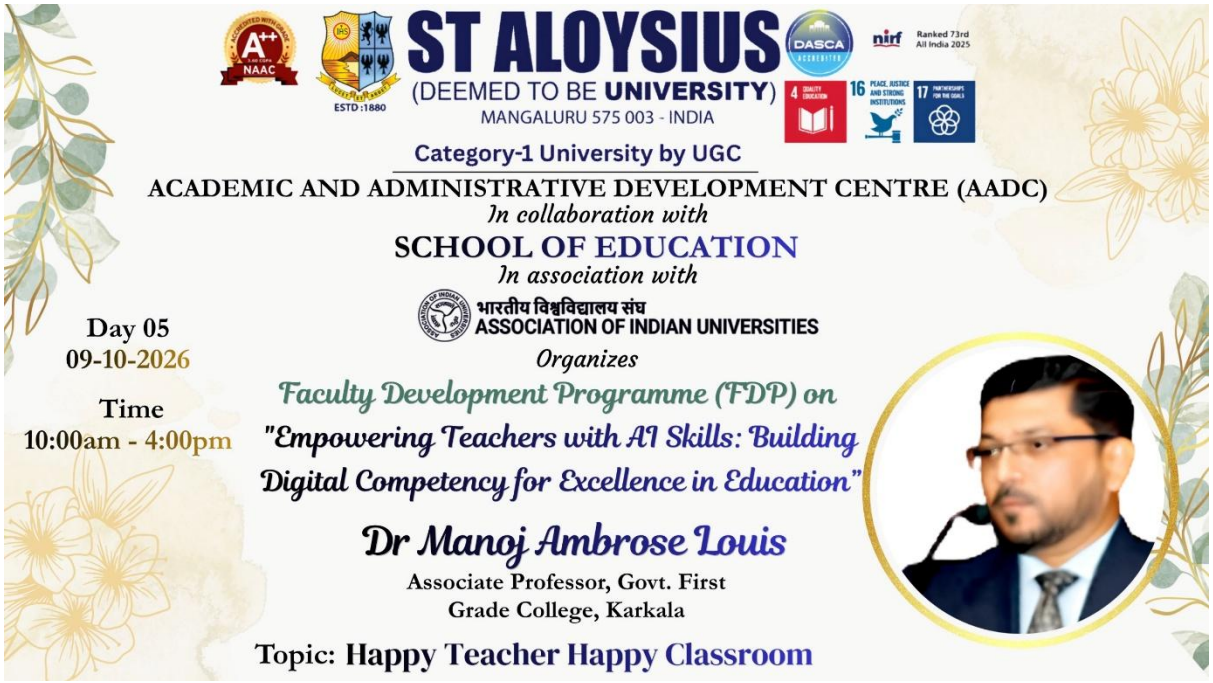
Day 5 – 9 October 2026: Happy Teacher, Happy Classroom, Smart Teaching and Professional Readiness

The fifth and final day of the Faculty Development Programme was held at the Law College Auditorium, St Aloysius (Deemed to be University), Mangaluru. The day featured enriching and interactive sessions focusing on happy teaching, classroom engagement, professional competence and career readiness.

The first session was conducted by Mr Manoj Ambroze Luis on the theme “Happy Teacher, Happy Classroom.” Through brainstorming activities and interactive teaching-learning strategies, he encouraged participants to reflect on the importance of creating a joyful, positive and engaging classroom environment. The session highlighted how a teacher’s attitude, enthusiasm, creativity and interpersonal relationships influence students’ motivation and learning experiences. Participants were encouraged to adopt innovative teaching strategies, promote teamwork and make classroom learning more enjoyable and meaningful.

He addressed the themes of “How to Be a Smart Teacher” and “How to Face an Interview.” The session provided valuable insights into developing the professional skills and confidence required to succeed in the teaching profession. He emphasised the importance of effective communication, subject knowledge, confidence, appropriate presentation, adaptability and professional preparedness. The discussion on interview skills encouraged prospective teachers and teacher trainees to prepare systematically for interviews and present their competencies effectively. The session reinforced the understanding that a smart teacher is not merely technologically competent but also reflective, creative, resourceful and capable of responding effectively to the diverse needs of learners.

The sessions were highly engaging and provided participants with practical insights into improving their classroom practices and strengthening their professional readiness. The interactive activities also highlighted the importance of collaboration, positive relationships and continuous professional development in becoming effective educators.



Valedictory and Certificate Distribution Ceremony

The Faculty Development Programme concluded with a formal valedictory ceremony attended by Dr Nazareth, Registrar of St Aloysius (Deemed to be University); Dr Chandrashekar, Coordinator of RDC and Nodal Officer for AADC; and Mrs Delna D'Souza, Dean of the School of Education, along with the resource person of the day, Mr Manoj Ambroze Luis. The dignitaries and the resource person shared the dais for the concluding ceremony.

As part of the ceremony, certificates were distributed to the FDP participants in recognition of their participation in the programme. The distribution of certificates marked the culmination of five days of learning, reflection, interaction and professional enrichment.Two of the participants shared their enriching experiences and were grateful for organisation of the same.

A significant moment of the ceremony was the acknowledgement of the conveners of the various Faculty Development Programmes organised across the University. Dr Chandrashekar distributed certificates to the FDP conveners, recognising their contributions and efforts in planning, coordinating and facilitating professional development initiatives.

The valedictory ceremony marked the successful culmination of the five-day Faculty Development Programme, which brought together 53 participants, including teacher educators, research scholars, M.Ed. students, university faculty members and teacher trainees. The programme provided a valuable platform for professional enrichment, collaborative learning and the exchange of diverse academic experiences. The dignitaries highlighted the significance of continuous professional development in equipping educators to address the evolving challenges of contemporary education. The FDP reaffirmed the importance of nurturing digitally competent, reflective and compassionate teachers who can integrate AI responsibly into educational practices while promoting creativity, inclusiveness, peace and the holistic development of learners.

Dr Sr. Chrisia Laura Pinto and Mrs Sarika Rodrigues were acknowledged as the conveners of the FDP titled “Empowering Teachers with AI Skills: Building Digital Competency for Excellence in Education.” Their contribution, along with the support of the faculty of School of Education and the Academic and Administrative Development Centre, helped facilitate the successful conduct of the programme.

The programme concluded on a positive and inspiring note, with participants carrying forward valuable insights into responsible AI use, inclusive and peaceful education, innovative teaching practices, happy classrooms and professional preparedness. The five-day FDP reaffirmed that effective teachers are lifelong learners who combine technological competence with creativity, compassion, ethical responsibility and a commitment to the holistic development of every learner.It concluded with National Anthem.

Major Outcomes of the FDP

The five-day Faculty Development Programme provided a common platform for educators and prospective teachers from diverse academic backgrounds to engage with emerging developments in AI and digital education.

The programme aimed to strengthen participants’ capacity to:

- Understand the relevance of Artificial Intelligence (AI) in contemporary educational settings and its ethical implications.

- Explore digital resources and AI tools for teaching, learning, instructional planning and student assessment.

- Integrate technology with appropriate pedagogical strategies to enhance teaching effectiveness and learning outcomes.

- Encourage independent thinking, creativity, critical thinking and problem-solving among learners while avoiding excessive dependence on AI.

- Recognise the importance of responsible, ethical and inclusive use of AI in educational practices.

- Develop reflective, innovative and professionally competent teachers equipped with effective classroom management, communication and interview skills.

- Promote peace education, inclusiveness, empathy and respect for diversity, fostering safe, joyful, learner-centred and peaceful educational environments.

- Encourage collaborative learning, teamwork and the development of teachers as agents of positive change in schools and society.

The participation of 53 teacher educators, research scholars, M.Ed. students, university faculty members and teacher trainees enriched the programme by bringing together different perspectives on educational practice, research and professional development.

Conclusion

The five-day Faculty Development Programme on “Empowering Teachers with AI Skills: Building Digital Competency for Excellence in Education” served as an important initiative towards strengthening digital competency and promoting innovation in education. Organised by the Academic and Administrative Development Centre in collaboration with the School of Education, St Aloysius (Deemed to be University), Mangaluru, the programme reflected the institution’s commitment to preparing educators for the changing demands of the teaching profession.

The sessions highlighted the importance of combining technological proficiency with sound pedagogical knowledge, ethical responsibility, creativity and human values. The discussions on educational leadership, instructional design and independent thinking further reinforced the understanding that effective education requires more than technological adoption; it requires teachers who can use technology thoughtfully to support the holistic development of learners.






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