



Content Framework
for
Induction Training of Faculty
in
Universities/Colleges/ Institutes

Department of Higher Education

MHRD

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We are thankful to IISER Pune, SGTB Khalsa College, IIT Madras, IIITDM Kancheepuram, CU Kerala, IIT Kharagpur, IISER Bhopal for providing inputs for preparation of the content framework for Faculty Induction programmes.

Induction Training of Faculty in Universities/Colleges/ Institutes

1. Background

The cornerstone of any education system is teachers and the quality of education is both determined and dependent on the quality of its teachers. In higher education, faculty development is central to the issues of quality and excellence. In order to ensure continuous flow of talented and qualified teachers to meet the expanding needs of higher education, a special drive may be needed to attract and incentivize talent to pursue teaching as a career.

The present higher education system focuses only on the domain (subject) knowledge of the faculty. It does not focus on teaching-learning process, pedagogical content and its various tools which are very vital to increase the quality of learning experience in the different educational programmes. Hence, it will be mandatory for a newly recruited faculty to undergo a mandatory induction programme after their appointment in HE institutions. The induction programme will include teaching and research methodologies (flip classrooms, collaborative learning, case approach), use of ICT, curriculum structure and design, sensitisation to gender and social diversity, professional ethics, sharing of best practices and updation of developments in their field of study, etc. The main objective of the mandatory induction programmes is to sensitise and motivate the faculty to adopt learner centred approaches, ICT integrated learning and new pedagogic approaches to teaching- learning, assessment tools in higher education. The curricular reforms in universities and colleges in the context of interdisciplinarity and applied approaches to knowledge have become necessary. The evaluation process needs to be made more scientific to encourage the development of multiple skills of students. Faculty development programmes include the four possible types of development: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); organizational (ways to improve the institutional environment to better support teaching); and professional

(ways to support faculty members so that they fulfil their multiple roles of teaching, research, and service). Faculty development has a critical role to play in promoting academic excellence and innovation. This is one of the priority actions aimed at improving the professional capability and performance of teachers to deliver effective and quality learning.

2. Introduction

The Induction Programme for training Faculty & Academic Staff in Central and State Universities, Centrally Funded technical Institutions, and Degree & PG Degree colleges will familiarize them in their roles as freshly inducted university teachers. It will orient them on various generic aspects of teaching learning, instructional methodologies, assessment and evaluation techniques, ICT enabled teaching learning, and equip them with knowledge of University rules and regulations, basics of governance and administration.

3. Duration

The entire programme will be residential and, in order to complete all the modules, it will ideally require 150-200 hours, including some project work and field visits. An ideal duration of the programme will therefore be approximately 2/3 months. Considering that the existing regulations of UGC prescribe a duration of one month for faculty development programmes, initially, the programme could be of one month duration. After finalisation of Pay Review Committee report for implementation of Seventh Pay Commission for teaching staff, UGC may issue a revised regulation prescribing a duration of 2/3 months for the Faculty Development Programmes. In the one month duration programme, all core courses may be covered and in the full three months programme both core & elective courses and some field visits and project work may be included.

4. Content outline

Core Courses:

Module 1: Roles and responsibilities of a Faculty / Academics in Higher Education

Module 2: University Structure and Functioning

Module 4: Pedagogic Techniques & Teaching and Learning Methods

Module 5: Assessment and Evaluation

Module 8: ICT: effective use of technology for teaching, learning and evaluation

Module 11: Academic Leadership

Elective Courses:

Module 3: Curriculum Design and Content Development

Module 6: Research in Higher Education

Module 7: Personal-Emotional Development and Counselling

Module 9: E-Content Development & MOOCs

Module 10: University Governance and administration

Module 12: Strategic Planning and Management

The detailed table of contents of each module is at **Annexure I**. All modules when fully developed will specify the aims & objectives, expected learning outcomes, activities, assessments and readings.

5. Delivery & implementation

The induction programme can be rolled out through UGC's identified HRDCs and PMMMNMTT identified TLCs, CESMEs and FDCs. Funding can be primarily provided by UGC and, wherever feasible, under PMMMNMTT. Each institution can accommodate around 30-40 participants. A detailed matrix indicating roll out plan is at **Annexure II**.

Detailed Content outline of the Core and Elective modules

Module-1: Roles and responsibilities of a Faculty/Academics in Higher Education

1.1 Objectives:

At the end of the module, the participants will be able to:

- Explain academic and non-academic roles of an Assistant Professor in an institute/university.
- Provide effective method of transacting/disseminating knowledge to the learners.
- Impart professional training enhancing essential competencies, skills and attitudes to face the daily academic challenges.

1.2 Expected Learning Outcomes:

The participants will be able to:

- understand the history of development of higher education
- evaluate the contribution of respective universities in its development

1.3 Focus areas/themes:

1.3.1 Evolution of the Higher Education sector of India

1.3.2 History of one's own University

1.3.3 The role and contribution of different Universities contribution to the Higher Education sector

1.3.4 Understanding Roles and responsibilities:

- Challenges through dynamic learning environment
- Addressing problems of the students
- Formation of academic bodies
- Constructive approach towards learning
- Interdisciplinary integration
- Conducting research
- Participation in extension activities
- Official communication

1.3.5 The University Act and Legislation and its impact on the Higher Education sector

1.3.6 Education reforms of the 21st century

1.3.7 Current trends of global higher education and its influence on the Indian higher education system

1.4 Suggested Activities:

Lecture Method, Brainstorming Sessions, Interactive sessions with non-academic personnel, Case Studies

1.5 Suggested Assessments:

Self-assessment, feedback, practical case assignments to address the problem inside the institution, assessment of pedagogical skills

1.6. Suggested Readings: (this is not an exhaustive list)

- Kerala State Faculty Training Academy: See http://www.kshec.kerala.gov.in/images/documents/report_faculty_kshec%20final.pdf
- University of Surrey: Roles and responsibilities for Faculty staff involved in learning, teaching and postgraduate research student support: See- https://www.surrey.ac.uk/quality_enhancement/documents/learning_teaching_and_PGR_roles_2015-16_final.pdf
- Henard Fabrice, and D. Roseveare. 2012. Fostering Quality Teaching in Higher Education: Policies and Practices, OECD. See- <https://www.oecd.org/edu/imhe/QT%20policies%20and%20practices.pdf>
- Dohlstrom, Eden. 2015. Educational Technology and Faculty Development in Higher Education. Research Report, Louisville, Co: ECAR. See- <http://net.educause.edu/ir/library/pdf/ers1507.pdf>

Module 2: University Structure and Functioning

2.1 Objectives:

At the end of the module, the participants will be able to:

- conceptualize the structure and functioning of the University System
- contribute to the growth and development of their respective University

2.2 Expected Learning Outcomes:

The participants will be able to:

1. understand the rules and regulations, ordinance and the process of governance of university

2. communicate effectively with the university authorities on various functional aspects
3. appreciate their own university and its contribution to the Higher Education

2.3 Focus areas/themes:

2.3.1 National Academic Governance, Communication and Accreditation

- HRD Ministry
- University Grants Commission:
 - NAAC and NIRF
 - CEC and INFLIBNET
- HRD Centres, Teaching-Learning Centres, etc.
- Recognition under 2f and 12B of UGC Act.
- Schemes under UGC, ICSSR, ICHR, DBT, etc.

2.3.2 University Act, Statutes and Ordinances

- Meaning and Scope
- Formulation and Amendment

2.3.3 University Authorities

- Academic Council
- Executive Council
- University Court

2.3.4 Officers University

- Roles, Powers and Responsibilities
- Visitor
- Chancellor/Pro-Chancellor
- Vice-Chancellor
- Pro-Vice-Chancellor
- Others

2.3.5 University Structure

- Faculty
- Department
- Centres
- Committee of Courses/ Board of Studies

- Research Committee
- Colleges

2.3.6 College Structure and Administration

- Governing Body/ Management Committee
- Staff Council
- Principal
- Administrative Structure
- Teaching Faculty
- Non-Teaching

2.4 Suggested Activities:

Panel discussion, Group activities, Question and answer sessions, Invited talks, Individual activities

2.5 Suggested Assessments:

Assignments, objective tests

2.6 Suggested Readings: (*this is not an exhaustive list*)

1. Catherine Norma Butcher, (2017). Resources for hope: Ideas for alternatives from heterodox higher education institutions: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017
2. Educational Administration in states/UTs: Structure, processes and future prospects. Reports on 2nd All India Educational Survey, New Delhi: Vikas Publishing
3. Fern Thompsett, (2017). Pedagogies of resistance: Free universities and the radical re-imagination of study: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017
4. Gritt B. Nielsen (2015). *Figuration work: Student Participation, Democracy and University Reform in a Global Knowledge Economy*, Oxford, New York: Berghahn Books
5. Henry A. Giroux (1988). *Teachers as intellectuals: Towards Critical pedagogy*, Bergin and Garvey, Westport London

6. J.B.G.Tilak (2003). *Education, Society and Development- National and International Perspectives*, New Delhi: APH Publishing
7. J.L. Azad (1984). *Government support for Higher education and Research*, New Delhi: Concept
8. K.Sudha Rao, (1999). *Management of autonomy in autonomous colleges*. New Delhi: Vikas Publishing
9. K.Sudha Rao, (2009). *Educational Policies in India. Analysis and review of promise and performance*, New Delhi: NUEPA
10. M.L.Sobti (1987). *Financial code for university system*, New Delhi: Vikas Publishing
11. O.P.GUPTA, *Higher Education in India Since Independence U.G.C and its Approach*, IMPACT PUBLISHER AND DISTRIBUTORS, Delhi
12. Philip G Albatch, (2016). *Global Perspectives on Higher Education*, Johns Hopkins University Press
13. Sarah Amsler, (2017). 'Insane with courage': Free university experiments and the struggle for higher education in historical perspective: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017
14. V. Rust and S. Bagley (ed.) (2010). *Higher Education, Policy, and the Global Competition Phenomenon*, Palgrave Macmillan
15. Ved Prakash and K. Biswal (2008). *Perspectives on Education and Development –Revitalizing Education commission and after*, New Delhi: Shipra Publications
16. Susan Wright and Davydd J. Greenwood, (2017). Recreating universities for the public good Pathways to a better world: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017
17. Susan Wright and Davydd J. Greenwood, (2017). Universities run for, by, and with the faculty, students and staff: Alternatives to the neo-liberal destruction of higher education: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017

Module 3: Curriculum Design and Content Development

3.1 Objectives:

At the end of the module, the participants will be able to:

- conceptualize the nuances of curriculum design and designing curriculum and its components
- contribute to the growth and development of curriculum in their respective University

- enhance their expertise in utilization of various online tools in context of research and content development

3.2 Expected Learning Outcomes:

The participants will be able to:

4. understand the contexts that is kept in mind while content and curriculum development
5. learn to use different online electronic tools and handle them effectively
6. enhance their understanding upon ethical and unethical issues relating to curriculum and content development

3.3. Focus areas/themes:

3.3.1 Understanding curriculum and its design

- Types of curriculum
- Bases of curriculum
- Hidden curriculum
- Curriculum making and the role of teachers

3.3.2 Content Development and digital resources

- Basics of Static e-content development
- Citation and referencing
- Open Educational Resources (OER)
- IPR and copyright issues
- Anti-Plagiarism Tools
- Sensitive issues in Indian context for development of e-content (accessibility, Gender, social, etc.)

3.3.3 Online Resources and Networking

- Connectivity and social media
- Web resources
- Online Library resources
- Etiquettes and ethics

3.3.4 Best Practices

- Case Studies
- Websites
- Discussion Groups

- Social Media

3.3.5 Inclusion of spatial and cultural milieu

3.3.6 Content development (print and e-content) and making it more sustainable through MOOCs

3.3.7 Awareness about copyrights/ patents

3.4 Suggested Activities:

Panel discussion, Individual and Group activities, Question and answer sessions, Invited talks, Individual activities

3.5 Suggested Assessments:

Assignment, online assessment system, project, objective tests, Peer assessment

3.6 Suggested Readings:

1. Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, Vol.(2) 1-10
2. Apple, Michael W. (1979). *Ideology and Curriculum*; Routledge and K. Paul.
3. Carr, J. C., & Harris, D. E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development
4. Connelly, F. Michael (Editor) (2008); *The Sage Handbook of Curriculum and Instruction*; Sage Publications India Pvt. Ltd.; New Delhi.
5. Doyle, W. (1992). Curriculum and pedagogy. In P. Jackson (Ed.), *Handbook of research in curriculum* (pp. 486-516). New York: Macmillan.
6. Glatthorn, A. (1995). *Content of the curriculum* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
7. Harmin, M. (1994). *Inspiring Active Learning: A Handbook for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development
8. Kelly, A.V.; (2006) *The Curriculum: Theory and Practice* (Fifth Edition); Sage Publications; London
9. Lampert, M. (2001). *Teaching problems and the problems of teaching*. New haven, CT: Yale University Press
10. McNeil, John D.(2003); *Curriculum: The Teacher's Initiative*; (Third Edition); Merrill Prentice Hall; Ohio
11. NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT

12. Ornstein, Allan C. and Hunkins, Francis P. (1993). *Curriculum: Foundations, Principles and Issues*; Allan and Bacon; Boston.
13. Post, T. R., Ellis, A. K., Humphreys, A. H., & Buggay, L. J. (1997). *Interdisciplinary approaches to curriculum: Themes for teaching*. Upper Saddle River, NJ: Merrill
14. Rathnam, A. (2000). Common curriculum for democracy, *Seminar*, September
15. Arends, Richard I.; *Learning to Teach* (Fifth Edition); McGraw Hill Higher Education; New York.
16. Bellon, J., Bellon, E., & Blank, M. (1992). *Teaching from a research knowledge base: A development and renewal process*. New York; Macmillan
17. Bolman, L., & Deal, T. (1994). *Becoming a teacher leader*. Thousand Oaks, CA: Corwin Press.
18. Gathoo, V. (2004). *Curriculum strategies and adaptations for children with hearing impairment (RCI)*, Kanishka Pub. New Delhi
19. Glatthorn, A. A., (1998). *Performance, Assessment and Standards- based curricula: The Achievement Cycle*. Larchmont, NY: Eye On Education.
20. Pal, H.R and Pal, R. (2006). *Curriculum – Yesterday, Today and Tomorrow*. New Delhi: Kshipra,

Module-4: Pedagogic Techniques & Teaching and Learning Methods

4.1 Objectives:

At the end of the module, the participants will be able to:

- Understand different methods and techniques related to Teaching
- Expertise and enhance skills of teaching in different set-up
- Conceptualize different taxonomies and approaches of teaching

4.2 Expected Learning Outcomes:

On completion of the module, the participants will be able to:

7. justify, choose and utilize different approaches and skills of teaching in different situations
8. transform theory in to practice in classroom situation
9. master different skills of teaching through micro-teaching practice
10. develop teaching and learning materials
11. develop comprehensive and effective and qualitative lesson planning

4.3 Focus areas/themes:

4.3.1 Conventional, non-conventional and innovative methods of teaching

4.3.2 Changing definition of pedagogy and constructive methodology

4.3.3 Inclusive approaches of teaching and learning

4.3.4 Praxis of disciplinary learning

4.3.5 Level of learning (Bloom's taxonomy, Mager approach, RCM approach)

4.3.6 Micro teaching

4.3.7 Skills of teaching (core teaching skills, subject based teaching skills, target group teaching skills etc.)

4.3.8 Teaching and learning material development

4.3.9 Lesson planning

4.4 Activities:

Panel lectures by expert, Individual and Group activities, Question and answer sessions, Panel discussions, Invited talks, Individual activities, Individual and group task

4.5 Assessments:

Through assignment, through recording, projection and analysis, objective tests, Peer assessment, presentation, observation and

4.6 Suggested Readings:

1. Bawa, M.S. & Nagpal, B.M. eds (2010); Developing Teaching Competencies; New Delhi: Viva Books
2. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc
3. Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally & Co.
4. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University
5. C. M. Khairnar. (2015). Advance Pedagogy: Innovative Methods of Teaching and Learning, International Journal of Information and Education Technology Vol. 5, No. 11, November
6. Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to

Teaching Practice (Fifth Edition); Routledge Falmer-Taylor and Francis Group; London.

7. Dale Edgar (1962), Audio Visual Methods in Teaching, (revised edition), New York: Hold, Rivehart and Winston.
8. E. Gunn, (2014). Using clickers to collect formative feedback on teaching: a tool for faculty development, International Journal for the Scholarship of Teaching and Learning, vol. 8, no. 1, article 11, 2014.
9. Kochar, S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd
10. Kumar, Krishna (1988). What is Worth Teaching. New Delhi: Orient Longman
11. Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery Publishing House.
12. Pal, H.R. (2000). Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University
13. R. Darda, (2014). Handbook on Advanced Pedagogy, Monarch University Publications
14. Yule, G. (2006). The study of language. Delhi: Cambridge University Press
15. Moore, Kenneth D.(2005). Effective Instructional Strategies: From Theory to Practice; New Delhi: Sage.
16. Muijs, Daniel and Reynolds, David (2005). Effective Teaching: Evidence and practice (Second Edition) London: Sage
17. C. J. Bonk and J. A. Cummings, (1998). Recommendations for placing the student at the centre of web-based learning, Educational Media International, vol. 35, no. 2, pp. 82-89,

Module 5: Assessment and Evaluation

5.1 Objectives:

At the end of the course, the participants will be able to:

- impart knowledge about the distinction between assessment and evaluation
- make the trainees understand various forms of assessment and evaluation available
- disseminate knowledge about assessment of learning outcomes among the diversified group of students.
- provide pros and cons of quantitative as well as qualitative form of assessments

- stimulate trainees in building a balanced assessment frameworks and instruments as their empirical milieu
- give information about available ICT tools that can be used as an aide for assessment

5.2 Learning Outcomes:

At the end of the course the participants will be able to:

- learn different modes and forms of assessment and evaluation
- devise discipline based objective assessment criteria and tools
- learn to evaluate objectively the subjective understanding of the learners

5.3 Focus areas/themes:

5.3.1 Understanding the difference between assessment and evaluation

5.3.2 Logic of assessment of learning

5.3.3 Forms of assessment

5.3.4 Subject based different methods of diversified assessments

5.3.5 Objective development of tools of assessment

5.3.6 Levels and framing of questioning

5.3.7 Objective development of evaluative criteria for assessment

5.3.8 Objectification of the subjective aspects of learning for better assessment

5.4 Activities:

Lectures, ICT tools, Group Discussion, Building Assessment frameworks and instruments

5.5 Assessments:

Self-Appraisal, and Feedback, Exercise on Assessment and Evaluation, ICT based exercises, Assessment Frameworks and instruments

5.6 Suggested Readings:

1. Tremblay, K., D.Lalancette, and D.Roseveare (2012) Assessment of Higher Education Learning Outcomes- Feasibility Study Report Vol.1 (Design and Implementation), OECD.

<http://www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume1.pdf>

2. Guidelines for Assessment and Accreditation.

http://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/Manual_for_Affiliated_Colleges-05122012.pdf

Module 6: Research in Higher Education

6.1 Objectives:

At the end of the course, the participants will be able to:

- provide research orientation to the faculty members.
- give strategy for writing proposals.
- disseminate information on conducting (discipline specific) research
- give information on publishing the research article in refereed journals.
- stimulate faculty members towards integrating research with pedagogy.

6.2 Learning Outcomes:

At the end of the course, the participants will be able to:

- understand research (types, forms, methods, techniques etc.)
- Conduct interdisciplinary research
- write research proposals and Budgeting
- formulate Detailed Project Report (DPR)
- write good research reports
- carve out good research publication
- disseminate knowledge
- integrate research with pedagogy
- patent and relating issues

6.3 Focus areas/ Themes:

6.3.1 Understanding of research (types, forms, methods, techniques etc.)

6.3.2 Conducting interdisciplinary research

6.3.3 Writing research proposals

6.3.4 Research proposal and Budgeting

6.3.5 Formulation of Detailed Project Report (DPR)

6.3.6 Writing good research reports

6.3.7 Carving out good research publication

6.3.8 Dissemination of knowledge

6.3.9 Integration of research with pedagogy

6.3.10 Patent and relating issues

6.4 Activities:

Lecturing, Proposal writing exercise, case study, Sessions on research publishing

6.5 Assessments:

Self-appraisal & feedback, Research Proposal, Research article

6.6 Suggested Reading:

1. Jeroen Huisman, Malcolm Tight (2016). *Theory and Method in Higher Education Research*, Emerald Group Publishing
2. Dean O. Smith (2011). *Managing the Research University*, Oxford University Press
3. Jennifer M. Case (2013). *Researching Student Learning in Higher Education: A Social Realist*, Routledge
4. SHIN, J.C., Arimoto, A., Cummings, W.K., Teichler, U. (Eds.) (2014). *Teaching and Research in Contemporary Higher Education: Systems, Activities and Rewards*, Springer
5. Amanda H. Goodall (2009). *Socrates in the Boardroom: Why Research Universities Should Be Led by Top Scholars*, Princeton University Press

Module 7: Personal-Emotional Development and Counselling

7.1 Objectives:

At the end of the course the participants will be able to:

- understand and deal in with dynamic personality
- understand the process of organization of guidance services in schools
- engage with critical perspectives on guidance & counseling with a diverse socio-cultural context and its relevance in the contemporary context of globalized world
- develop practical knowledge of the various techniques used in guidance and counselling
- apply techniques of guidance and counseling in education and life situations
- explain the use of various standardized and non-standardized data collection tools

7.2 Learning Outcomes:

At the end of the course the participants will be able to:

- learn the importance of ascriptive and earned identity
- deal effectively with different types of personality

- act in consonance with the diverse world of learners
- learn to deal and manage stress among the learners
- counsel the learners effectively

7.3 Focus areas/themes:

7.3.1 Conceptualizing Identity:

- Understanding identity in contexts
- Nature of the 'self' in contexts
- Approaches to study the self

7.3.2 Understanding personality of learners

- Personality and its defining characteristics
- Personality in perspectives
- Assessment of personality

7.3.3 Understanding students with Diversity:

- Nature and types of adjustment problems: academic, emotional and social,
- Adolescent
- Children within Sensory and Motor Disabilities,
- Children with Learning Difficulties,
- Exceptional Children,
- Gifted Children,
- Children with Divergent Socio-Cultural Background

7.3.4 Stress and time management

- Understanding stress and its impact at different levels
- Managing Stress and time management
- Organizational approaches to stress and time management
- Consequences of a work-life imbalance
- Ways for improving work-life balance

7.3.5 Counselling strategies for better personal and class adjustment

- Counselling and its goals
- Theories of Counselling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- Directive, non-directive, eclectic, Individual and group counselling

- Techniques and skills required for counselling (Building Trust, Listening, observation and Empathy)
- Ethical and moral codes of counselling
- Testing and non-testing techniques for Student Appraisal (Biographies, Rating Scale, Case Study, Questionnaire, Observation, Interview and Cumulative Records)

7.3.6 Emotional intelligence at work

- Concept of emotional intelligence
- Approaches to assess emotional intelligence
- Emotional intelligence in work as well as other areas of life

7.4 Activities:

Preparation and maintenance of self-appraisal reports, Collecting case history of learners, Conduct guidance and counseling programme, Organizing a job fair/career fate, Preparation and administration of any two tools: Observation, Interview, Questionnaire etc. with respect to counseling services

7.5 Assessments:

Through assignment, objective tests, Peer assessment

7.6 Suggested Readings:

1. Anatasi Anne (1982). Psychological testing, New York: Mac Millan
2. Arbucle, D. S. (1965). Counselling: Philosophy, theory and practice, Boston: Allyn and Bacon.
3. Baker, S. B. & Gerler, E. R. Jr. (2004). School counseling for the 21st century, Upper Saddler River, NJ: Merill Prentice Hall
4. Bantole, M. D. (1984). Guidance and counselling, Bombay: Sheth and Sheth Publications.
5. Berdine W. H. & Blackhurst Q. E. (eds.) (1980). An introduction to special education, Boston: Harpers Collins
6. Blocher, D. H. (1987). The professional counsellor, New York: Macmillan.
7. Burnard, P. (2005). Counselling skills training, New Delhi: Viva Book Private Limited.
8. Govt. of India (1972). Handbook in vocational guidance, New Delhi: Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labor and Rehabilitation
9. Corey, G. (2008). Group counselling, New Delhi: Cengage Learning Pvt. Ltd.

10. Dryden, W. & Filenthaman C. (1994). Developing counsellor training, London: Sage.
11. Franklin, S. Freeman (1962). Theory and practices in psychological testing, New Delhi: Oxford
12. Gelso, C. J. and Fretz, B.R. (1995). Counselling psychology, Bangalore: Prisin Book.
13. George Rickel L. & Dustin, D. (1988). Group counseling theory and practice, Englewood Cliffs: Prentice Hall, USA
14. George, R. I. & Cristiana T. S. (1990). Counselling theory and practice, New Jersey: Prentice Hall.
15. Gibson, Robert L. & Mitchell, Marianne, H. (2007). Introduction to counselling and guidance, New Delhi: Pearson Prentice Hall of India
16. Hackney, H. L. & Cormier, L. S. (1996). The professional counselor: A process guide to helping, Boston: Allyn & Becon
17. Hardy Richard, E. & Gell John G. (1994). Group counseling therapy techniques in special settings, USA: Springfield Charles C. Thomas
18. Knowles Joseph W. (1964). Group counseling, Englewood Cliffs: Prentice Hall, USA
19. Luis, M. D., Mayer, R. L. & Louis, J. A. (1986). An introduction to counselling, profession, Illinas: F.E. Peacock Publishers.
20. Menet, M. E. (1963). Guidance and counselling in groups, London: McGraw Hill book Company
21. Petterson, G. H. (1962). Counselling and guidance in schools, London: Mcgraw Hill Book Company.
22. Pietrofa, J. J., Hoffman, A. & Splete, H. H. (1984). Counselling: An introduction, Boston: Houghton Mifflin Company.
23. Robert, L. Gibson & Marianne, H. Mitchell, (2008). Introduction to counseling and guidance, New Delhi: PHI Learning
24. Rogers C.R.: Client centered therapy, Mifflin.
25. Sarswat. K.R. Gaul, J.S. (1993). Manual for guidance counsellors, Delhi: NCERT
26. Saxena, A. (2007), Modern techniques of counselling, New Delhi: Rajat Publications.
27. Sharma, R.A. (2008), Fundamental of guidance and counselling, Meerut: R. Lall Book Depot.

28. Shertzer, B. and Stone S. C. (1974). Fundamentals of counseling, Boston: Houghton Mifflin Company.
29. Shertzer, B. & Stone S. G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Company
30. Tolbert, E. L. (1978). An introduction to guidance, Toronto: Little Brown and Company.

Module 8: ICT: effective use of technology for teaching, learning and evaluation

8.1 Objectives:

At the end of the course the participants will be able to:

- identify sources for evaluating different types educational technology.
- know key criteria used to evaluate web and software resources.
- integrate technology into specific curriculum subject areas.
- locate Internet resources for evaluating resources found on the Web.
- critically evaluate current research and professional practice literature
- contribute to professional development of other educators
- provide opportunities for students to learn to operate data in an information age.
- make teaching-learning effective in higher institutions of learning through ICT.
- identify the innovations that ICT has brought in teaching-learning process in higher institutions of learning

8.2 Learning Outcomes:

At the end of the course the participants will be able to:

- prepare student-teachers to face future developments in ICT skills in higher educational institutions.
- provide important guidelines for uses of technology
- develop the competencies needed for the twenty-first century among the learners.
- get opportunities to use a variety of pedagogies easily
- support didactic or facilitative approaches, collaboration and interaction across time and distance, enquiry or interrogation, open or closed research, lock step or mind-map.
- communicate and deliver information to mass of students in quite individual

ways

- open the possibility of tailoring pedagogy needed for student

8.3 Focus areas/themes:

8.3.1 Digital Classroom and teachers' preparation

- Infrastructural development
- Use of interactive tools for teaching
- Awareness and usage of different application based soft-wares
- Integration of ICT to enhance teaching learning and evaluation
- Complimentary, supplementary, Integrative and independent approach of teaching through ICT and aided learning
- Preparation of digital evaluation criteria
- SPSS, Hot potatoes, etc.

8.3.2 ICT based teaching methods

- Word processor , spreadsheet; their intermediate and advanced features, such as graphics, calculations, tables mail merge, cell formulae and linking.
- Presentation software with intermediate and select advanced features, such as fonts, colours, slide animation and navigation, and transition.
- Database software.

8.3.3 ICT based assessment methods

- ICT in the preparation of assessment tools to assess ILOs conventional and online exams
- ICT in the marking and grading of assessments dot plots, matrix analyses, curve fitting
- ICT in the compilation and submission of grades
- ICT in the management of marks and feedback to students

8.3.4 Role of ICT tools in teaching and learning

- Web based resources for the teaching/learning process
- Learning Management Systems (LMS) and learning material production Moodle as a LMS, e-learning material production techniques
- ICT for recording of teaching sessions for improvement of teaching/learning scenarios
- Software packages for detection of plagiarism in student assignments

8.4 Activities:

Digital classroom sessions, Collaborative learning, Activity Reflection (i.e., a reflection on performance of the activity), Creating blogs, Basics of creating Web pages/Web sites, Modulating Webinars etc

ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process and in getting across abstract concepts and logics in a short span of time.

8.5 Assessments:

Project-based assessments, for example, real-life contexts, everyday problems, the application of content to solve problems and the use of appropriate technologies.

Rubrics may be used to evaluate student work and they can be a form of alternative assessment of learning and assisting students in taking more ownership for their learning.

8.6 Suggested Readings:

1. ICT: Changing Education, By Chris Abbott, Routledge Falmer, 2001
2. Technology, Innovation, and Educational Change: A Global Perspective : A Report of the Second Information Technology in Education Study, Module 2, By Robert B. Kozma, International Society for Technology in Education, 2003
3. ICT in Education: A Critical Literature Review and Its Implications, By Fu, Jo Shan, International Journal of Education and Development using Information and Communication Technology, Vol. 9, No. 1, April 1, 2013
4. Meeting the Standards in Using ICT for Secondary Teaching, By Steve Kennewell, RoutledgeFalmer, 2004
5. ICT and Special Educational Needs: A Tool for Inclusion, By Lani Florian; John Hegarty, Open University Press, 2004
6. History, ICT, and Learning in the Secondary School, By Terry Haydn; Christine Counsell, Routledge Falmer, 2002
7. ICT and the Greatest Technology: A Teacher's Mind, By Hatherly, Ann, Early Childhood Folio, Vol. 13, Annual 2009
8. ICT Driven Pedagogies and Its Impact on Learning Outcomes in High School Mathematics, By Chandra, Vinesh; Briskey, Jo, International Journal of Pedagogies and Learning, Vol. 7, No. 1, October 1, 2012
9. Insights into Innovative Classroom Practices with ICT: Identifying the Impetus for Change, By Wong, Emily M. L.; Li, Sandy S. C.; Choi, Tat-heung; Lee, Tsz-ngong, Educational Technology & Society, Vol. 11, No. 1, January 2008
10. A Monitoring and Evaluation Scheme for an ICT-Supported Education Program in Schools, By Rodriguez, Patricio; Nussbaum, Miguel; Lopez, Ximena;

Module 9: E-Content Development & MOOCs

9.1 Objectives:

At the end of the course the participants will be able to:

- make the learners understand modern technology enabled academic content by providing a data set for analysis
- generate rich data for the study of the online behaviour and response of the students and their study patterns.
- provide platform for the academia across the globe to test the innovative teaching approaches on the real students in real online learning environment which can be controlled on basic level in terms of subject and method of study

9.2 Learning Outcomes:

At the end of the course the participants will be able to:

- understand information collection process
- develop effective techniques of observations
- conduct interviews
- maintain records (e.g. communications, texts, workshops, bibliographies, audio/video recordings and images),
- enhanced data analysis skills

9.3 Focus areas/themes :

9.3.1 Content Development and digital medium

- Basics of Static e-content development
- Citation and referencing
- Open Educational Resources (OER)
- IPR and copyright issues
- Anti-Plagiarism Tools
- Sensitive issues in Indian context for development of e-content (accessibility, Gender, social, etc.)

9.3.2 Online Resources and Networking

- Connectivity and social media
- Web resources

- Online Library resources
- Etiquettes and ethics

9.3.3 Best Practices

- Case Studies
- Websites

9.4 Activities:

The Resource Person will seek feedback of the students and the study matter shared or referred to by the participants in the discussion forums can be interpreted as the indication of gaps in the courseware and can be used for course enhancement.

While the course runs, participants provide insights on the content like highlighting the part that are well understood and the parts that need improvement to support better comprehension. It provides enrichment prompts and opportunities to enhance the course matter and hence is helpful for the enrichment of the topics/subjects.

9.5 Assessments:

The choice of analytical processing of collected data will reflect on the adoption levels, information sources, information collection techniques

9.6 Suggested Readings:

1. MOOCs and Open Education Around the World 1st Edition, by Curtis J. Bonk (Editor), Mimi M. Lee (Editor), Thomas C. Reeves (Editor), Thomas H. Reynolds (Editor)
2. MOOCs: Opportunities, Impacts, and Challenges: Massive Open Online Courses in Colleges and Universities; 2013, by Michael Nanfity
3. MOOCs, High Technology, and Higher Learning (Reforming Higher Education: Innovation and the Public Good); 2015, by Robert A. Rhoads
4. Massive Open Online Courses: The MOOC Revolution; by Paul Kim (Editor), Routeledge
5. Quantified: Biosensing Technologies in Everyday Life (MIT Press); 2016, by Dawn Nafus (Editor), The MIT Press
6. MOOCs (The MIT Press Essential Knowledge series), by Jonathan HaberSelf-Tracking (The MIT Press Essential Knowledge series); 2016, by Gina Neff & , Dawn Nafus

Module 10: University Governance and administration (Poornima)

10.1 Objectives:

At the end of the course the participants will be able to:

- review the governance issues for all aspects of higher education system prevalent in India.
- develop a comprehensive approach of models of University governance and administration with particular reference to autonomy and accountability
- provide the students with the theoretical foundation in University governance, management, administration and leadership and to help them to apply these theories into practice.

10.2 Learning Outcomes:

At the end of the course the participants will be able to:

- appreciate the role of markets in system level coordination.
- identify the institutional management and leadership capacity
- deal with contemporary environment with less government funding which has become a key success factor for universities and colleges affecting the quality and efficiency of their educational and research activities.
- The concepts of institutional governance, management, administration and leadership and their applications to university and college settings form the basis for the module. These concepts and the main theories in this area are applied to institutional planning and development as well as to the systems of quality assurance and models helping learners to understand the relationship between institutions and stakeholders.

10.3 Focus areas/themes:

10.3.1 University Administration

- Academic Administrative Structure
- Role of Dean, Head, etc.

10.3.2 Governance

- Role and Significance
- Balance between autonomy and accountability for effective governance
- E-Governance
- Modules for Human Resource Management, Inventory, Purchasing, etc.

10.3.3 Introduction to University rules and regulations, financial regulations (FR) and procedures

- University rules and regulations
- General Administrative Procedures
- Financial Management Procedures

10.3.4 Service Conditions

- University and College Appointed Teachers: Eligibility
- Service Agreement and Recognition as a Teacher

10.3.5 Career Advancement

- Rules for Promotion
- Assessment and Career Advancement
- Research, Consultancy and Innovation Project

10.3.6 Entitlements and Benefits:

- Leave Rules , Medical Benefits, LTC/ HTC & Retirement Benefits

10.3.7 Academic administration for Differently-abled

- Accessibility and infrastructure

10.3.8 Diversity related issues

- Affirmative Action
- Reservation Policy
- Equal Opportunity Employment
- Equal Opportunity Cell

10.3.9 Gender

- Safety
- Special needs
- Assimilation
- Non-discrimination
- Anti-Harassment

10.3.10 Grievance redressal and policy of Non-discrimination

10.3.11 Work Place Related Issues

- Work Ethics

10.4 Activities:

Cases containing real life experiences coming in conflicts with the legal issues may be discussed along with the findings of the group discussion. The Resource Person will then facilitate (with the help of PPT) the fundamental aspects of University governance quoting references from the legal aspects and picking examples which relates with legal and administrative issues and its relevance in day to day governance.

10.5 Assessments:

Case studies

10.6 Suggested Readings:

- Educational Governance and Administration, 1998, by Thomas J. Sergiovanni, Martin Burlingame, Fred S. Coombs and Paul W. Thurston; Pearson
- University Administration and System in India ; R.S. Jaglan & Karam Pal Narwal; IK International Publishing House Pvt. Ltd.
- Governance of School Education in India; by Marmar Mukhopadhyay & R.S. Tyagi, NUPEA, 2006

Module 11: Academic Leadership

11.1 Objectives:

At the end of the course the participants will be able to:

- highlight the importance of Academic leadership in the learning outcome of the institute/university
- give information about different models of Academic leadership
- make trainee understand about different global as well as local challenges in the institutions of higher learning
- innovate new mechanism for making institutions of higher learning self-sustainable
- emphasize inclusive academic leadership
- enhance leadership skills of the trainees
- provide ICT skills that may enhance effectiveness of academic Leadership

11.2 Learning Outcomes:

At the end of the course the participants will be able to:

Understand dynamics of academic leadership

11.3 Focus areas/themes :

11.3.1 Key strategies and skills for effective leadership

- Fundamentals of strategic leadership
- Fundamentals of Transformational leadership:

11.3.2 Developing organization aspiration and strategy for growth

11.3.3 Visionary leadership in HE: From vision to strategy : Strategic roadmap

11.3.4 Conceptualizing different models of academic leadership

- Different kinds of leadership – results-oriented leadership, creative leadership, leading for creative results

11.3.5 Understanding role of academic heads in enhancing higher education

11.3.6 Administrative leadership

11.3.7 Accountability towards delivering work in time

11.3.8 Understanding market based developments related to employability of the students

11.4 Activities:

Self-Appraisal and Feedback form, ICT based exercise

11.4 Assessments:

Institutional case studies

11.6 Suggested Readings:

- Kiel, D.H. 2015. Creating a Faculty Leadership Development Program. See-
<http://www.uog.edu/sites/default/files/1215-faculty-leadership-md.pdf>
- Bond, Shreyl, L. Academic Leadership (Module-2). See-
<https://www.acu.ac.uk/focus-areas/gender-programme/academic-leadership>

Module 12: Strategic Planning and Management

12.1 Objectives:

At the end of the course the participants will be able to:

- teach the principles of strategic planning and management
- clarify future direction
- establish priorities
- consider the future consequences of your decisions
- deal effectively with rapidly changing circumstances
- improve internal management and institutional performance
- build internal teamwork and expertise
- build external partnerships and increase co-ordination and
- strengthen relationships

12.2 Learning Outcomes:

At the end of the course the participants will be able to:

- define goals and objectives
- prepare vision/mission document
- do the SWOT analysis
- understand the work planning and its management (determine the meaning of bottom-up/decentralized planning, democratized planning and perspective planning and how to carry these out.)
- understand the dynamic status of faculty members and enrolled students in the institutions (include the special considerations from the perspective of low performing students, students with special needs, gender, caste, minority etc. as well as needs of deprived areas in strategic planning?)
- coping mechanism with work
- strategy of inter and intra university coordination?
- prepare strategic plans to coordinate at state and institutional levels?
- envision Future - Developing Organization Aspiration and Strategy for growth,
- develop the roadmap of excellence: from vision strategy
- create and develop a shared vision

12.3 Focus areas/Themes:

12.3.1 Strategic Planning

- Creating and developing a shared vision
- How to prepare vision/mission document?
- How do define goals and objectives?
- How to prepare strategic plans at state and institutional levels?
- Meaning of bottom-up/decentralized planning, democratized planning and perspective planning and how to carry these out.
- How to include the special considerations from the perspective of low performing students, students with special needs, gender, caste, minority etc. as well as needs of backward areas in strategic planning?
- Envision Future- Developing Organization Aspiration and Strategy for growth
- Roadmap of excellence: from vision strategy

12.3.2 Understanding work planning and its management

12.3.3 Understanding dynamic status of faculty members and enrolled

students in the institutions

12.3.4 Coping mechanism with work

12.3.5 Strategy of inter and intra university coordination

12.4 Activities:

Brain storming sessions, Group activities and presentations, Moderator led discussions, Individual activity, Question and answer sessions Case Study, Discussion Group, Panel Discussion, Hands-on experiences

12.5 Assessments:

- Proper orientation on assessment methods should be given to all the teachers.
- Appropriate and effective feedback mechanism.
- Testing Creativity
- Testing Application aspects
- Testing both fundamental and In-depth knowledge
- Development of Assessment metrics for Institutional effectiveness and learning outcomes
- An assignment to reveal the enhancement in skill of strategic planning of the trainee teacher.

12.6 Suggested Readings:

- UNIVERSITY STRATEGIC PLAN
http://hepa.ust.hk/2014/images/Sriven%20Naidu_.pdf
- Strategic Management and Universities' Institutional development
http://www.eua.be/eua/jsp/en/upload/Strategic_Manag_Uni_institutional_Development_1069322397877.pdf
- [PDF] The Leapfrog Principle and Paradigm Shifts in Education
<http://leapfrog.umn.edu/Documents/WangParadigmShifts.pdf>

Annexure -II**Suggested Implementation Strategy for Induction Training of newly inducted faculty***

S. No.	Name of the identified PMMMNMTT /UGC Institution	Type / nature of Institute	Timelines	No. of Participants
1.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	TLC	Round 1: Nov.-Dec.2017 Round 2: March- April 2018 Round 3: May – June 2018	@ 40 participants each round. Total 120 participants
2.	NIT Warangal	TLC	-do-	-do-
3.	IIT Kanpur	TLC	-do-	-do-
4.	Indian Institute of Technology, Hyderabad	TLC	-do-	-do-
5.	Indian Institute of Science Education and Research Bhopal (IISER, Bhopal)	TLC	-do-	-do-
6.	IIT (BHU)	TLC	-do-	-do-
7.	Indira Gandhi National Tribal University, MP	TLC	-do-	-do-
8.	Tezpur University	TLC	-do-	-do-
9.	Indian Institute of Information Technology, Design and Manufacturing Kancheepuram, Tamil Nadu	TLC	-do-	-do-
10.	Sri Guru Tegh Bahadur Khalsa	TLC	-do-	-do-

	College			
11.	Indian Institute of Technology, Kharagpur	TLC	-do-	-do-
12.	University of Calicut, Kerala	TLC	-do-	-do-
13.	IIT Madras	TLC	-do-	-do-
14.	IIT Bombay	TLC	-do-	-do-
15.	Hari Singh Gour Vishwavidyalaya	TLC	-do-	-do-
16.	Indian School of Mines, Dhanbad	FDC	-do-	-do-
17.	Banasthali University	FDC	-do-	-do-
18.	Hemvati Nandan Bahuguna Garhwal University, Srinagar	FDC	-do-	-do-
19.	Tripura University	FDC	-do-	-do-
20.	IISc, Bangalore	Centres of Excellence in Science and Mathematics Education (CESME)	-do-	-do-
21.	Indian Institute of Science Education and Research (IISER) Pune	(CESME)	-do-	-do-
22.	Jamia Millia Islamia	School of Education (SoE)	-do-	-do-
23.	Central University of Kerala	SoE	-do-	-do-
24.	Central University of South Bihar	SoE	-do-	do

25.	Central University of Jammu	SoE	-do-	-do-
26.	Central University of Haryana	SoE	-do-	-do-
27.	Assam University	SoE	-do-	-do-
28.	BHU	SoE	-do-	-do-
29.	Hari Singh Gour Vishwavidyalaya	SoE	-do-	-do-
30.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	SoE	-do-	-do-
31.	10 identified UGC HRDCs	HRDCs	3 rounds	@ 40 *3*10= 1200 participants
32.	Total : 40 institutions & 4800 participants¹			

* The upper limit on number of participants & no. of sessions can be decided as per each institution's feasibility. However, it is expected that a minimum of three rounds of training covering 30-40 trainees will be undertaken.

¹ More HRDCs will be identified by UGC for capacity development as the duration of training is increased.