

GURU-DAKSHTA

Faculty Induction Programme (FIP)



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University Grants Commission
Bahadur Shah Zafar Marg, New Delhi-110002
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FOREWORD

Globalization is redefining the role of a nation in terms of global markets, agreements, values and traditions. There is a need to analyze this in the context of higher education in India, which is steadily expanding with the large network of institutions. As a response to this, educators need to rethink the ways teaching and learning ought to happen in the era of knowledge economy. Our former President, Dr. Sarvepalli Radhakrishnan emphasized that *“Teachers should be the best minds in the country.”* Preparing a potentially efficient generation of teachers, which can lead the nation to the higher notches commensurate with the global demand of education, is the need of the hour. This is possible only by means of a well-planned in-service teacher education system which is capable of equipping the teachers with the vision and evolution of higher education in India along with global perspectives.

The Kothari Commission (1964) remarks *“destiny of India is now being shaped in her classrooms. This, we believe, is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people”* is still relevant in the context of teacher education. The teacher education in India, over the years, has been striving to make the teachers internalize this mission and steer them towards achieving it. But unlike the teachers in school education, a faculty in higher education joins the teaching profession without any formal training in teaching, learning and assessment. Understanding and capabilities in these areas along with awareness of policies, governance and administrative structures can help new teachers entering higher education to improve their teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities. The teachers are also expected to have a clear understanding of planning curriculum and pedagogical strategies, generating new knowledge for an equitable society, maintenance of academic integrity and integrating sustainability in teaching and personal life.

With these goals in mind, MHRD and UGC have been jointly working towards developing a broad Faculty Induction Programme (FIP) Content Framework for inducting new teachers to the system. This FIP will be implemented through the Human Resource Development Centres (HRDCs) and Pandit Madan Mohan Malaviya National Mission on Teacher Training (PMMMNMTT) centres across the country. MHRD and UGC strongly believe that this content framework will herald a new era in faculty induction programme in India.

I take this opportunity to sincerely acknowledge the significant contributions of Prof. Bhushan Patwardhan, Vice-Chairman; Prof Rajnish Jain, Secretary; Dr. N. Saravana Kumar, Joint Secretary, MHRD; Dr. Shakila Shamsu, OSD, MHRD; Dr. Archana Thakur, Joint Secretary; and other UGC officials and external experts in developing this framework.

Teacher's Day
5th September, 2019
New Delhi.



(Prof. D. P. Singh)

Chairman
University Grants Commission

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Induction Training of Faculty members in Universities/ Colleges/ Institutes

1. Background and Rationale

The cornerstone of any education system are 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, dedicated efforts are needed to attract and incentivise 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 Faculty Induction Programme after their appointment in HE institutions. The main objective of the mandatory induction programmes is to sensitize and motivate the faculty to adopt learner centered approaches, ICT integrated learning and new pedagogic approaches to teaching-learning assessment tools in higher education. This induction programme will include teaching and research methodologies (flip classrooms, collaborative learning, case approach), use of ICT, curriculum structure and design, sensitization to gender and social diversity, professional ethics, sharing of best practices and updating developments in their field of study, etc. 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. Hence, Faculty Induction Programmes will include the four possible types of development: personal (interpersonal skills, career development, and life planning issues), instructional (course design and development, instructional technology) organization (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).

Rationale of Faculty Induction Programme:

1. To sensitise and motivate the faculty to adopt learner centered approaches, ICT integrated learning and new pedagogic approaches to teaching- learning, assessment tools in higher education.
2. Implement curriculum reforms in the context of interdisciplinarity, multi-disciplinarity and applied approaches to knowledge.
3. Adopt flexible evaluation processes which are more scientific to evaluate multiple skills and competencies of students.
4. Promote four possible types of faculty development: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); organisational (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).

5. To promote academic excellence, teaching innovation, research capabilities and leadership skills.
6. To improve 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 familiarise 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 170 to 175 hours, including some project work and field visits. An ideal duration of the programme will therefore be approximately 1 month (excluding Sunday and National Holidays).

4. Title of modules

- Module 1: Higher Education and its Ecosystem (17 Hrs)
- Module 2: Curriculum designing, Outcome based learning and Choice based credit system (20 Hrs)
- Module 3: Teaching, Learning and Assessment (20 Hrs)
- Module 4: Technology for Teaching and assessment of I-generation (20 Hrs)
- Module 5: Personal-Emotional Development and Counselling (20 Hrs)
- Module 6: Research, Professional Development and Academic Leadership (20 Hrs)
- Module 7: Academic Integrity (10 Hrs)
- Module 8 : Constitutional Values, Human Rights & Fundamental Duties (13 Hrs)
- Module 9: Environmental Consciousness and Sustainable Development Goals (10 Hrs)
- Module 10 : Strategic Planning and Management (15 Hrs)

5. Implementation Strategy

The Faculty Induction Programme (FIP) shall be implemented through the 62 centres under Pandit Madan Mohan Malaviya Mission on Teachers and Teaching (PMMMNTT) scheme of Ministry of Human Resource Development (MHRD) Government of India and 66 Human Resource Development Centres (HRDC) under University Grants Commission, New Delhi. These centres shall undertake three programmes every year with a maximum intake of 40 participants. However, the institution shall take necessary decisions on the number of participants depending upon the local demands.

Module-1: Higher Education and its Ecosystem

Objective:

To provide a comprehensive overview of Indian Higher education system.

Expected Learning Outcomes:

The participants will be able to:

- ✿ Capture the trends & practices in higher education across the globe
- ✿ Understand the problems in Indian higher education system as well as challenges and opportunities in addressing these problems
- ✿ Understand the history of development of higher education and evaluate the contribution of respective universities in its development
- ✿ Appreciate the role of faculty members in the University structure

Focus areas/themes:

- ✿ Evolution of the Higher Education sector of India
- ✿ History of one's own University / college/ institute
- ✿ National and Global trends in Higher education
- ✿ Current challenges and opportunities in Indian higher education implications for the everyday classroom
- ✿ University/ college as an institution - structure and functions
- ✿ Ecosystem around the University/ college -MHRD, State Departments of Higher Education, UGC, NAAC, NIRF, CEC, INFLIBNET, various regulatory bodies - implications of their role
- ✿ Recognition under 2f and 12B of UGC Act
- ✿ Schemes under UGC, ICSSR, ICHR, DBT and any other funding agencies including NGOs that has relevance to higher education
- ✿ Understanding Roles and responsibilities of faculty in the University Structure: Roles & responsibilities - teaching, research, and support to local community
- ✿ Addressing problems of the students and constructive approach towards teaching and support for students learning
- ✿ Code of conduct, professional ethics, professional relationship and network
- ✿ The University Act, statutes, Ordinances and its role and importance in governance
- ✿ Institutional planning and development

Suggested Activities:

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

Suggested Assessments:

Learning outcomes can be assessed through Self-assessment, feedback, practical case assignments to address the problems inside the institution, engaging in higher order abilities through oral and

written means to test ability to interpret rules, regulations, act statutes etc. of various agencies related to higher education, critical analysis of issues related to higher education etc.

Suggested Readings: (this is not an exhaustive list)

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2. Bhushan, S. and Mathew, A. (2018). Quality and Excellence in Higher Education and Metamorphosis: Changing Notions in Educational Discourses in India, Higher Education for the Future. Sage, pp. 52–69
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4. 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
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16. Philip G Albatch, (2016). Global Perspectives on Higher Education, Johns Hopkins University Press
17. 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
18. V. Rust and S. Bagley (ed.) (2010). Higher Education, Policy, and the Global Competition Phenomenon, Palgrave Macmillan
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20. 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-2: Curriculum designing, Outcome based learning and Choice based credit system

Objective:

To provide essential knowledge and skills to be an active contributor in curriculum designing, outcomes learning procedure and choice-based credit system.

Expected Learning Outcomes:

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

- Understand the process of curriculum design and development
- Understand the idea and process involved in Outcome based learning
- Understand the basic essential features of choice-based credit semester system
- Understand how to incorporate feedback from the industry/practitioners while designing the curriculum

Focus areas/themes:

- ✿ Idea of curriculum and different perspectives on curriculum
- ✿ Considerations for designing the curriculum
- ✿ Framing curricular objectives and organisation of content - connecting content with appropriate learning resources, pedagogical principles and assessment; integrating and interlinking courses
- ✿ Taxonomies of Instructional objectives: Blooms taxonomy and revised blooms taxonomy
- ✿ Student evaluation using Outcome Based Learning - connection with the choice-based credit system History and evolution of Choice Based Credit System (CBCS)
- ✿ Idea of the Choice Based Credit System - opportunities and challenges of implementation - case studies of good implementation
- ✿ Opportunities and challenges of CBCS in comparison to Annual and semester-based system

Activities:

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

Assessments:

Learning outcomes can be assessed through assignment, through recording, projection and analysis, objective tests, Peer assessment, presentation, and rating of oral presentation.

Suggested Readings:(this is not an exhaustive list)

1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The
2. Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David
3. McKay Company Inc
4. Janice E. Jones, Mette L. Bran, Preston B. Cosgrove (2018) Outcome-Based Strategies for Adult Learning. IGI Global

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9. Mukalel, J.C. (1998), *Creative Approaches to Classroom Teaching*, New Delhi: Discovery Publishing House
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17. Lattuca L.R., and Stark, J.S. (2009) *Shaping the college curriculum: Academic plans in action*. Jossey-Bass (Second Edition)
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19. UGC Guidelines https://ugc.ac.in/pdfnews/8023719_Guidelines-for-CBCS.pdf

Module 3: Teaching, Learning and Assessment

Objective:

Enable teachers to equip themselves with high quality teaching, learning and assessment.

Expected Learning Outcomes:

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

- Understand overarching principles of effective pedagogy and critically analysis of different methods of teaching
- Devise and recognize different innovative strategies for variable pace of learning
- Appreciate the various approaches and tools of assessment and evaluation
- Explore the linkages between pedagogy, assessment and learning
- Use and integrate technology platforms for teaching, learning and evaluation.
- Develop effective lesson planning to address learning outcomes of the programme

Focus areas/ themes:

- ✿ Understanding the realm of Teaching: Teaching as a profession (competencies & requirements), Teaching as reflective practice, Teaching as a complex/dynamic activity and metacognition of own teaching
- ✿ Understanding role, appropriate use and blending of technology in teaching
- ✿ Strategies of teaching: Teacher-centred and student-centred; their strengths and limitations; Customised strategies; need, importance and potential of teachers in developing teaching strategies, constructivist and critical pedagogy for connecting to daily life and larger social issues
- ✿ Lesson Planning - Basic idea, logic and different types, skills and techniques for writing lesson plans
- ✿ Effective classrooms: Time management, use of humor in teaching, balancing firmness and friendliness
- ✿ Multicultural classrooms and inclusive pedagogies
- ✿ Learning and the learner: Concept of learning, Perspectives of learning- Behaviorist, Cognitive and constructivist; Individual difference, Learning styles, Role of cultural relevance on learning
- ✿ Understanding students and their needs - Students with divergent socio-cultural backgrounds, students from marginalised communities, Students with special educational needs, Students with learning difficulties, Students with extraordinary abilities - designing inclusive strategies for meeting needs of all types of students
- ✿ Mentoring individual students and student groups- skills and strategies
- ✿ Assessment and Evaluation: Assessment for learning and assessment of learning, Understanding the difference between assessment and evaluation, Formative and summative assessments, Importance of objective assessment, Development of tools for objective assessment, innovative Classroom assessment strategies

Activities:

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

Assessments:

Learning outcomes may be assessed through Self-Appraisal, and Feedback, Exercise on Assessment and Evaluation, ICT based exercises, Assessment Frameworks and instruments.

Suggested Readings:(this is not an exhaustive list)

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2. <http://www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume1.pdf>
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14. Wlodkowski, R. J. and Ginsberg, M.B. (1995): Diversity & Motivation: Culturally Responsive Teaching. Jossey-Bass Higher and Adult Education Series. Jossey-Bass Education Series, Jossey-Bass Social and Behavioral Science Series
15. Vanderstraeten, Raf. (2002). Dewey's Transactional Constructivism. Journal of Philosophy of Education. 36. 233 - 246

Module 4: Technology for Teaching and Assessment of I-generation

Objective:

Encourage participants to use the potential of technology in teaching and assessment.

Expected learning outcome:

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

- ✿ Understand and appreciate the potential of technology in teaching learning process
- ✿ Make use of technology for assessment and evaluation practices
- ✿ Communicate and deliver information to mass of students in quite individual ways
- ✿ Update oneself with latest developments in technology and use them for educational purposes
- ✿ Learn how to use free/open source software/hardware in education
- ✿ Understand and appreciate various digital initiatives of Government of India for enriching higher education, in particular Annual Refresher Programme in Teaching (ARPIT) for online refresher modules

Focus areas/themes:

- ✿ Understanding online learning applications & system :Learning Management Systems (LMS), Types of e-learning applications: e-content,,Multimedia based Interactive Tutorial, Web based Lectures, e-Books, Learning Objects,Virtual Class, Simulation and Virtual Reality based learning systems, Open Course Ware(OCW), Open Educational Resources (OER), and Open Online Courses (MOOCs), use of social media and online library resource
- ✿ Developing e-content: 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.)
- ✿ India's Initiatives in e-learning: NKC & NME-ICT, CBCS, MOOC & SWAYAM, MOOCs: Concept, Structure, Preparing the MOOC Proposal, Script/Storyboarding, Preparation of Teaching Learning Materials, Developing effective power point presentation for MOOC recording, Production of digital content, LMS & CMS for developing e-learning applications/ OERs, ARPIT
- ✿ ICT based assessment methods: Developing tools and conduct of online assessments , 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

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.

Assessments:

Learning outcomes may be assessed through Self-Appraisal, and Feedback, Exercise on Assessment and Evaluation, ICT based exercises, Assessment Frameworks and instruments.

Suggested Readings:(this is not an exhaustive list)

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
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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
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10. A Monitoring and Evaluation Scheme for an ICT-Supported Education Program in Schools, By Rodriguez, Patricio; Nussbaum, Miguel; Lopez, Ximena; Sepulveda, Marcos, Educational Technology & Society, Vol. 13, No. 2, April 2010
11. Free Software Foundation: <https://www.fsf.org/>

Module 5: Personal-Emotional Development and Counselling

Objectives :

To enable participants to attain basic skills in personal – emotional development and counselling.

Expected Learning Outcomes:

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

- ✿ understand and 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

Focus areas/themes:

- ✿ Personality and its defining characteristics, Assessment of personality
- ✿ Nature and types of adjustment problems: academic, emotional and social
- ✿ Understanding the Student Diversity: Students with Learning Difficulties, Exceptional students, Gifted students, students with divergent Socio-Cultural Background
- ✿ Understanding stress and its impact at different levels, Managing Stress and time management, Consequences of a work-life imbalance among teachers, Ways for improved-life balance; Emotional intelligence in work as well as other areas of life
- ✿ Counselling strategies for better personal and class adjustment- Freud's Psychoanalytic, Behavioristic, Gestalt; Directive, non-directive, eclectic, Individual and group counselling, Ethical and moral codes of counselling

Activities:

Preparation and maintenance of self-appraisal reports, collecting case history of learners, Conduct guidance and counselling programme, Organising a job fair/career fair, Preparation and administration of any two tools: Observation, Interview, Questionnaire etc. with respect to counselling services. Role play based practicals and group activities.

Assessments:

Learning outcomes may be assessed through assignment, objective tests, Peer assessment.

Suggested Readings: (this is not an exhaustive list)

1. Arbuckle, D. S. (1965). Counselling: Philosophy, theory and practice, Boston: Allyn and Bacon
2. Blocher, D. H. (1987). The professional counsellor New York: Macmillan
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19. Tolbert, E. L. (1978). An introduction to guidance, Toronto: Little Brown and Company

Module 6: Research, Professional Development and Academic Leadership

Objective :

Enabling participants to acquire research skills, leadership qualities and facilitating one's own professional development

Expected Learning Outcomes:

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

- Understand dynamics of academic leadership
- Reflect on the role of research in teaching and overall professional development
- Discuss ways of ensuring integrity and ethics in conducting research
- List out ideas for conducting interdisciplinary and collaborative research studies; action researches
- Formulate strategies for engaging in meaningful research

Focus areas/themes:

- ✿ Conceiving both teaching and research to strengthen the connections between the two
- ✿ Building effective teaching-research links at the curriculum level
- ✿ Designing inter-disciplinary and collaborative research projects in specific disciplines
- ✿ Conducting Discipline-specific Research: planning, and writing a research proposal, funding opportunities, involving students in research
- ✿ Quantitative, qualitative and mixed methods of research
- ✿ Software tools for research and for plagiarism check: Latex, Bibliographic, End Note, BibTex, Turnitin, Statistical, other open-sources tools; data in the public domain
- ✿ Preparing to become a PhD guide: roles and responsibilities
- ✿ Mapping community needs for Socially Useful research
- ✿ Research ethics- Academic honesty and integrity, Consent and its implications, Converting a thesis into authentic publication ready material
- ✿ Importance of and strategies for staying updated with developments in teaching and in one's own discipline
- ✿ Associating with professional teachers and discipline-related organisations- Need, how to draw best out of them for professional growth, Cases/ Examples for organisations role in professional upliftment of teachers
- ✿ Opportunities for Continuing Professional Development- National International, Government and Nongovernment
- ✿ Fundamentals of Strategic and Transformational leadership
- ✿ Developing organisation aspiration and strategy for growth
- ✿ Different kinds of leadership – results-oriented leadership, creative leadership, leading for creative results

✿ Role of academic heads and faculties for quality higher education

Activities:

Self-Appraisal and Feedback form, ICT based exercise Case-study based discussions of good research outputs in specific disciplines, Expert talks with discussion, Research proposal writing exercise, using plagiarism software; short videos on research; interdisciplinarity in action: joint session by resource persons from different disciplines to discuss a common topic; resources persons from research ethics committee.

Assessments:

Learning outcomes may be assessed through Institutional case studies, Designing a draft research proposal, recognising plagiarism through different means; peer assessment, reflection / self-assessment.

Suggested Readings:(this is not an exhaustive list)

1. Kiel, D.H. 2015. Creating a Faculty Leadership Development Program. See-<http://www.uog.edu/sites/default/files/1215-faculty-leadership-md.pdf>
2. Bond, Shreyl, L. Academic Leadership (Module-2). See-<https://www.acu.ac.uk/focus-areas/gender-programme/academic-leadership>
3. Jeroen Huisman, Malcolm Tight (2016). Theory and Method in Higher Education Research, Emerald Group Publishing
4. Dean O. Smith (2011). Managing the Research University, Oxford University Press
5. JenniferM.Case(2013).Researching Student Learning in Higher Education: A Social Realist, Routledge
6. Shin, J.C., Arimoto, A., Cummings, W.K., Teichler, U. (Eds.) (2014).Teaching and Research in Contemporary Higher Education: Systems, Activities and Rewards, Springer
7. Amanda H. Goodall (2009). Socrates in the Boardroom: Why Research Universities Should Be Led by Top Scholars, Princeton University Pres
8. Jenkins, A, Resanna B. and Roger L. (2003) Teaching in Higher Education: Linking Teaching with Research. Kogan Page
9. Pecorari, D. (2013). Teaching to avoid plagiarism: How to promote good source use. McGraw-Hill Education (UK). Chapters: 1, 5, Appendix A

Module 7: Academic Integrity

Objective:

To promote academic integrity among participants to have a trustworthy and high quality academic outputs from higher education institutions.

Learning outcomes:

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

- ✿ Avoid plagiarism in their academic practices
- ✿ Identify and maintain academic standards expected from them
- ✿ Practice honesty and rigor in research and academic publishing

Focus area/ Themes:

- ✿ Defining academic integrity
- ✿ Honor codes and honor pledges: need and importance. Case analysis of the Honor codes of some well-established institutions
- ✿ Plagiarism: types, issues and consequences. Ways and means of protecting students and teachers from plagiarism
- ✿ Cheating in academic matters: Reasons, types and consequences
- ✿ Challenges of academic integrity in the time of Information technology; Information literacy: Need and Importance
- ✿ Ethical conduct of research, Publication ethics, Issues of unauthorized collaboration
- ✿ Consequence for academic dishonesty
- ✿ Ways of promoting academic integrity, Importance of academic integrity in high quality academic and research outputs

Activities:

Lectures, Discussion Group, Panel Discussion, Hands-on experiences on information literacy and plagiarism tools and other software intended for the purpose, Documentaries, case studies.

Assessments:

Development of sample Honour codes, Oral presentations, involvement in activities related to hands on experiences and written assignments.

Suggested Readings: (this is not an exhaustive list)

1. Bretag, Tracey .(2016). Handbook of Academic Integrity. (Ed). Springer Singapore
2. Tricia Bertram Gallant. (2008). Academic Integrity in the Twenty-First Century: A Teaching and Learning Imperative: ASHE Higher Education Report, Volume 33, Number 5 . Jossey-Bass publishers
3. Bernard E. Whitley Jr.; Patricia Keith-Spiege. (2002). Academic dishonesty: An Educator's guide. Lawrence Erlbaum Associates
4. Petress, Kenneth C. (2003). Academic dishonesty: A plague on pour profession. Education, Vol. 123, No. 3, Spring
5. Lang, J.M. (2013). Cheating lessons : learning from academic dishonesty / James M. Lang. Cambridge, Massachusetts : Harvard University Press
6. Chaddha, P. (2018). Ethics in competent research. Pothi
7. Chaddha, P. (2018). Plagiarism of Scientific ideas. Pothi

Module 8: Constitutional Values, Human Rights and Fundamental Duties

Objective :

To sensitise Constitutional Values, Human Rights and Fundamental Duties that help participants to internalize the need for an egalitarian and sustainable society.

Learning outcomes:

After completion of module the participants will be able to:

- Understand the linkage between Constitutional values, human rights, fundamental duties and education
- Appreciate the importance of methods and strategies to integrate Constitutional values and in classroom teaching and research

Focus areas/themes:

- ✿ Connect between Constitutional values and education
- ✿ Human Rights
- ✿ Fundamental Duties
- ✿ Implications for the teaching, learning and research
- ✿ Caste, class and gender in the classroom – examining bias in curriculum, textbooks, classroom processes, research
- ✿ Role of education in creating a more equal and just society
- ✿ Looking beyond stereotypical generalizations – learning respect and tolerance
- ✿ Importance of ‘universal’ values – truth, righteous conduct, peace, non-violence
- ✿ Anchoring professional ethics in universal values

Suggested Activities:

Expert-led talks and open discussion, brainstorming sessions on specific questions, Case Studies, Creating a sustainable campus plan in groups, Documentaries.

Assessments:

Learning outcomes may be assessed through Preparing case studies, group discussions with value conflicts, invited talks.

Suggested Readings: (this is not an exhaustive list)

1. Advani, S. (1996). Educating the National Imagination. Economic and Political Weekly. 31 (31): 2077–82
2. Bhattacharjee, N. (1999). “Through the Looking Glass: Gender Socialisation in Primary School.” In Culture, Socialisation and Human Development: Theory, Research and Applications in India, edited by T.S. Saraswathi, 336–55. New Delhi: Sage Publications

3. IARU (2014). Green Guide for Universities. International Alliance of Research Universities (IARU)
4. ISCN (2016). Working Group Handbook Demonstrating Global Campus Sustainability Leadership. ISCN Working Group Handbook. International Sustainable Campus Network
5. Velaskar, P. (2005). Educational Stratification, Dominant Ideology and the Reproduction of Disadvantage in India. In *Understanding Indian Society: The Non-Brahmanic Perspective*, edited by S.M. Dahiwalé, 196–220. New Delhi: Rawat
6. Susie Tharu and A. Suneetha, *Towards a World of Equals, a Bilingual Textbook on Gender Sensitization* (2015) Telugu Academy, Hyderabad

Module 9: Environmental Consciousness and Sustainable Development Goals

Objectives:

To develop awareness on Environmental Consciousness and Sustainable Development Goals (SDG) among participants and promote critical evaluation of the current status and future potential of India about SDG.

Expected Learning Outcomes:

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

- Appreciate the role of Environmental Consciousness and SDG for a future society
- Identify their critical role in the march of nation towards attaining SDG
- Realise this role by appropriately integrating SDG into their teaching and research

Themes/Focus Areas:

Importance of each of the following Sustainable development goals categorized here under for a better society:

- ✿ Health and Environment- Good health and wellbeing, Sustainable cities and communities, responsible consumption and production, Climate action, Life below water, Life on land, Affordable and clean energy, Clean water and sanitation and Information about initiatives like Swachh Bharat Mission etc.
- ✿ Economy- Decent work and Economic growth, Industry innovation and infrastructure
- ✿ Social Justice- No poverty, zero hunger, Quality education, Gender equality, Reduced inequality, Peace, justice and strong institutions, Partnership to achieve the goals
- ✿ Role of teachers and higher education institutions in supporting nation to attain SDG, Necessity of SDG for a better society, Current status of India with regard to SDG, whether higher education is suitably aligned, Exploring linkages with constitutional values, Overview of public policy Roadmap for attaining SDG by 2030

Suggested Activities

Lecture Method, Brainstorming Sessions, Interactive sessions with Case Studies, Documentaries, Creating a sustainable campus plan in groups.

Suggested Assessments

The learning outcomes may be measures through Self-assessment, feedback, ability to speak on the importance of SDG, ability to prepare brief notes on SDG and its various dimensions.

Suggested Readings (this is not an exhaustive list)

1. Duncan French and Louis J. Kotzé (2018). Sustainable Development Goals: Law, Theory and Implementation. Edward Elgar Publishing. ISBN: 978 1 78643 875 1
2. United Nations. (2018). The Sustainable Development Goals. UN Publications. ISBN-13: 978-9211013696
3. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Module 10: Strategic Planning and Management

Objectives :

To make the participants to deal effectively with rapidly changing circumstances, improve internal management and institutional performance.

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)
- ✿ prepare strategic plans to coordinate at state and institutional levels
- ✿ envisioning Future - Developing Organization Aspiration and Strategy for growth,
- ✿ develop the roadmap of excellence: from vision strategy
- ✿ create and develop a shared vision

Focus areas/Themes:

Strategic Planning:

- ✿ Creating and developing a shared vision
- ✿ Preparing vision/mission document, state and institutional level strategic plan.
- ✿ Defining Goals & Objective
- ✿ Understanding Planning : Meaning of bottom-up/ decentralized planning, democratized planning and perspective planning
- ✿ Understanding the perspective of low performing students, students with special needs, gender, caste, minority etc. as well as needs of backward areas in strategic planning
- ✿ Envisioning Future- Developing Organization Aspiration and Strategy for growth
- ✿ Roadmap of excellence from vision strategy
- ✿ Understanding work planning and its management

- ✿ Understanding dynamic status of faculty members and enrolled students in the institutions: Coping mechanism with work, Strategy of inter and intra university coordination

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.

Assessments:

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.

Suggested Readings: (this is not an exhaustive list)

1. UNIVERSITY STRATEGIC PLAN http://hepa.ust.hk/2014/images/Sriven%20Naidu_.pdf
2. Strategic Management and Universities' Institutional development
3. http://www.eua.be/eua/jsp/en/upload/Strategic_Manag_Uni_institutional_Devlpt.1069322397877.pdf
4. [PDF] The Leapfrog Principle and Paradigm Shifts in Education
5. <http://leapfrog.umn.edu/Documents/WangParadigmShifts.pdf>

ACKNOWLEDGEMENT

Guru-Dakshata: Content Framework for Faculty Induction Programme (FIP) has been jointly prepared by MHRD and UGC. The base document for Content Framework was developed by a Committee consisting of Prof. Rajnish Jain, Secretary, UGC (Chairperson); Prof. Awadhesh Kumar Singh, VC, Auro University, Gujarat; Prof. A.S. Raghubanshi, BHU, Varanasi; Dr. A.K. Singh, Devi Ahilya Vishwavidyalaya, Indore; Prof. Dayanand Sansanwal (Retd. Professor), Devi Ahilya Vishwavidyalaya, Indore; Prof. Kiran Mathur, Retd. Professor, RIE, Bhopal; Dr. Usha Tripathi, Malviya Moolya Anushilan Kendra, BHU, Varanasi; Prof. Malapati K. Janarthanam, Goa University, Goa; Prof. Kavita Sharma, University of Delhi, Delhi and Dr. Archana Thakur, JS, UGC, New Delhi (Coordinator).

Using the template of FIP modules developed by the above Committee, the Content Framework for FIP was finalized by an Expert Group consisting of Prof. Bhushan Patwardhan, Vice-Chairman, UGC (Chairperson); Prof. L.S. Shashidhara, IISER, Pune; Dr. Amruth G. Kumar, Central University of Kerala, Kasargod, Kerala; Dr. G.V.V. Sharma, IIT, Hyderabad; Dr. Indu Prasad, Director (School Education), Azim Premji Foundation, Bangalore; Dr. N. Saravana Kumar, Joint Secretary, MHRD, New Delhi; Dr. Shakila Shamsu, OSD (NEP), Department of Higher Education, MHRD and Dr. Archana Thakur, JS, UGC, New Delhi (Coordinator).

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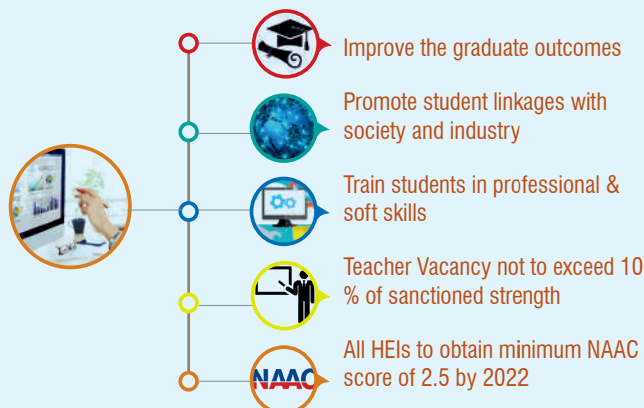


UNIVERSITY GRANTS COMMISSION

QUALITY MANDATE



Objectives



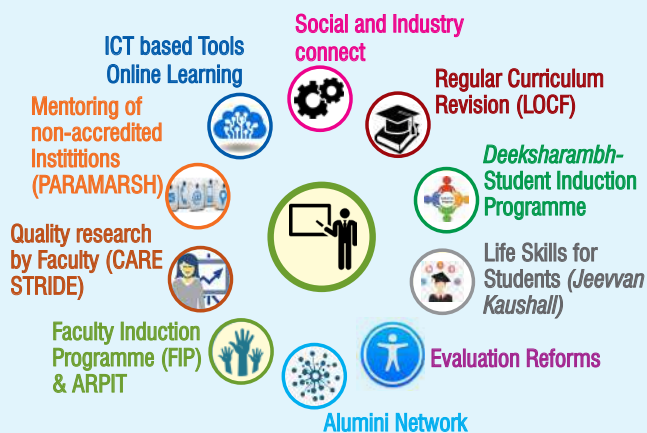
Initiatives to be undertaken by HEIs

1. Student Centric Initiatives including Induction Programme for students - *Deeksharambh*.
2. Learning Outcome based Curriculum Framework (LOCF)- revision of curriculum at regular intervals.
3. Use of ICT based learning tools for effective teaching-learning process including MOOCs and online degrees.
4. Imparting Life Skills (*Jeevan Kaushal*) to students.
5. Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities. University-Industry linkages to be promoted to improve employability.
6. Evaluation Reforms-test the concept, and application
7. Student Career Progression and Alumni Network.
8. Faculty Induction Programme (FIP), Annual Refresher Programme in Teaching (ARPIT) and Leadership Training for Educational Administrators (LEAP).
9. Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) and Consortium for Academic & Research Ethics (CARE).
10. Mentoring of non-accredited institutions (PARAMARSH).

All Higher Education Institutions shall strive by 2022 to:

- improve the graduate outcomes for the students to ensure that they get access to employment/self-employment or engage themselves in pursuit of higher education.
- promote linkage of students with the society and industry to ensure that at least 2/3rd of the students engage in socially productive activities and get industry exposure during their period of study in the institutions.
- train the students in essential professional and life skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human value sand professional ethics, and the spirit of innovation/ entrepreneurship and critical thinking among the students and promote avenues for display of these talents.
- ensure that vacancies of teaching posts at any point of time do not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented about the latest and emerging trends including ICT in their respective domains of knowledge, and the pedagogies that disseminate their knowledge to the students.
- every institution shall get NAAC accreditation with a minimum score of 2.5 by 2022.

Initiatives to be taken by HEIs





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