

Induction Training of Faculty-I

November 23-December 22, 2017



Teaching Learning Centre, Tezpur University
Induction Training of Faculty-I

23 November – 22 December, 2017



TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

MHRD Sponsored

Induction Training of New Faculty Members (Round-I)

Following the directives of the Ministry of Human Resource Development, Govt. of India, vide their letter number D.O.NO.1-9/2017-PN-II dated 08/08/2017, the Teaching Learning Centre, Tezpur University announced three numbers of month-long residential Induction Programmes for New University/College/Institute Teachers. The first such programme was scheduled from **November 23, 2017 to December 22, 2017** in Tezpur University. The program was notified on 11 September 2017.

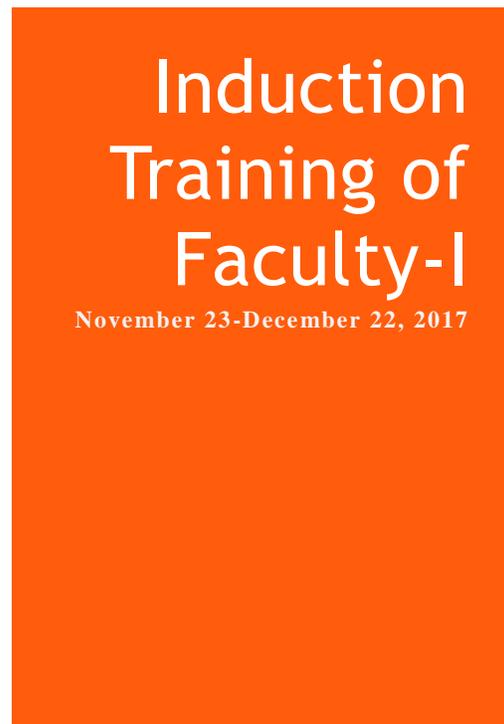
This programme was arranged in accordance with the recommendations of the Group of Secretaries, Govt. of India. Induction programme for teachers shall prepare and skill the new recruits in inculcating the highest standards of teaching and learning including the latest developments. The uniform structure of the programme will also ensure similar preparedness for teachers across the country.

The Teaching Learning Centre, Tezpur University invited nominations from **nearby** Universities, colleges and Institutions. University/College/Institution

teachers who have not completed one year of service are eligible for nomination to the said programme.

Highlights of the Program:

- The programme was open for newly recruited faculty members of Colleges/Universities
- Fully funded by MHRD under PMMMNMTT Scheme.
- Accommodation was provided to outstation Participants.
- Application process was completed online.
- There were 40 Applicants and 26 of them participated
- The participants were from different disciplines.
- Online feedback was collected from Participants on every Resource Person.
- Strict attendance policy was maintained during the entire program.
- Certificate was distributed to only those candidates who fulfilled the Criteria of Standard followed by TLC, TU.
- Social Inclusiveness was maintained in selecting the participants.



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ABOUT THE RESOURCE PERSONS

There were total 47 resource persons well known for their contribution in different aspects of Teaching Learning. They were carefully chosen to meet the objectives laid down in the Guideline for Induction Training

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ABOUT THE BENEFICIARY

There were 26 newly inducted faculty members from different disciplines/institutions across different sections of the society.

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Excerpts from MHRD Guideline

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.



Professor Robin Dutta taking a session on Interdisciplinary Integration

Content Outline

(As per MHRD Guideline)

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:

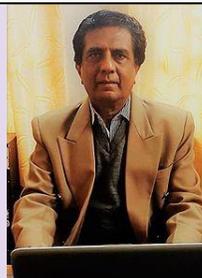
- Module 3: Curriculum Design and Content Development
- Module 6: Research in Higher Education
- Module 7: Personal-Emotional Development and Counselling
- Module 9: E-Content Development & MOOCs
- Module 10: University Governance and Administration
- Module 12: Strategic Planning and Management

TLC, TU Induction Training consists of 88 academic sessions which included all contents from the respective Courses of MHRD Guideline

Academic Sessions and Resource Persons

"Challenges in Learning Environment"

Prof. Alak K. Buragohain
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1. "Evolution of the Higher Education Sector in India"

2. "Contribution of Universities "

Prof. Amarjyoti Choudhury
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"Stress Management"

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"Research Proposals & Research Administration"

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1. "Administrative Leadership
2. "Role of Academic Officers in Higher Education"
3. "National Academic Governance: TLC/ Official Communication"

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1. "Visionary leadership in Higher Education"
2. "Role of academic heads in enhancing Higher Education"

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"Effective ways of Making a Class Interesting"

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"Organization Culture and Participation"

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**"University's Vision and Mission"**

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**1. "University Act, Statutes & Ordinances"****2. "University Structure, Authorities"**

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"Choice Based Credit System"

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**1. "Lesson Plans: Reflective Practice & Tracit Knowledge"****2. "Multisensory Teaching Learning Materials & its Effectiveness"**

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"Role of Universities in Inclusive Development"

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1. "Role of ICT tools in teaching and learning" 2. "Collaborative Learning" 3. "Flipped Learning" 4. "MOOCs" 5. "Moodles, Word press", 6. "Video Content Creation"

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1. "Gestalt Psychology vis-à-vis Teaching & Learning"
2. "Subject based Assessment Method"
3. "Syllabus & Curriculum Development"
4. "Teaching in 21st Century-Learners & Teachers"

Prof. Mukul K. Sarma

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1. "Learning Theories and Classroom Implications"
2. "Skills of teaching: core teaching skills & subject based teaching skills"

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1. "Educational Objectives: Level of Learning"
2. "Micro Teaching"
3. "Curriculum"

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"Using Digital Tools in Teaching"

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"Application of ICT in Teaching: Prezi, Screencast"

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**"Current Trends of Global Higher Education"**

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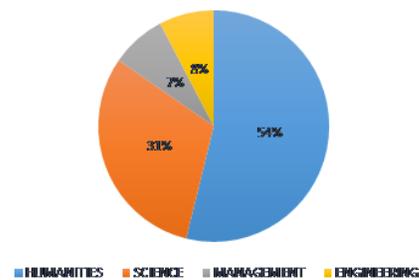


With Prof. Nilima Bhagabati

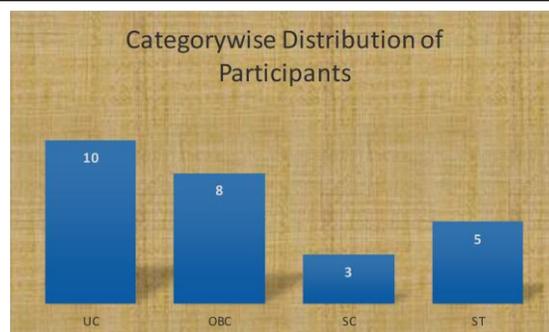
Micro Teaching Practice Class



Streamwise Distribution of Participants



Categorywise Distribution of Participants



The Organizer (TLC TEAM)

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About Teaching Learning Centre

The Teaching Learning Centre (TLC), Tezpur University was established in 2015 as a Centre of Excellence for Curriculum and Pedagogy under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) scheme. TLC envisages developing and promoting a responsive and relevant teaching-learning system for higher education communities and contributing to excellence in teaching and learning as an innovative and resourceful Centre through reflective research-based practice and the optimal use of technology.

Vision

The TLC envisions developing and promoting a responsive and relevant teaching-learning system for higher education communities and contributing to excellence in teaching and learning as an innovative and well-resourceful centre with committed and professional staff through reflective research-based practice and the optimal use of technology.

Objectives of the Teaching Learning Centre

To develop subject related learning materials, resources including handbooks, reference books, e-content materials, etc.

To develop discipline specific (Science, Mathematics, Language and Social Science) curricular framework for professional development programme.

To organize workshops and seminars to facilitate capacity building and professional development among teachers.

To prepare an outline of different pedagogy and scheme of assessment

and evaluation method of different discipline.

To be repositories of resources, including reference services and electronic data bases.

To provide assistance and support for promoting research on issues related to teaching and learning practices, research studies and surveys undertaken by various institutes.

To collate and promote best teaching-learning practices among the learning community.

To publish journals, reports for disseminating of knowledge related to latest development in the field of teaching and learning.

Initially, the activities of TLC were conducted by the Faculties from the Department of Education. Since May 2016 TLC has its own faculty and staff. Prof. Prasanta Kumar Das, (Professor, Department of English and Foreign Language, Tezpur University) was the first Director of TLC. Prof. Mrinmoy Kumar Sarma (Professor, Department of Business Administration, Tezpur University) taken over as the Director of TLC in May 2017. In last one year TLC has conducted 9 programs covering different aspects of teaching learning, and trained approximately 433 individuals.

For news and updates about TLC programs visit TLC Web page:

<http://www.tezu.ernet.in/tlc/>



PICTURES OF PAST EVENTS



Prof. Gareth Price

Gareth Price of Sheffield Hallam University in an activity session of RBPT Workshop



Prof. R. Meganathan

Prof. R. Meganathan in the inaugural session of the Workshop on personality development Programme



Prof. P. K. Das

Prof. P.K. Das, former Director of TLC, TU



About Tezpur University

Tezpur University was established by an Act of Parliament in 1994. The objects of this Central University as envisaged in the statutes are that it shall strive to offer employment oriented and interdisciplinary courses to meet the local and regional aspirations and the development needs of the state of Assam and also offer courses and promote research in areas which are of special and direct relevance to the region and in emerging areas in Science and Technology.

VISION:

To develop human excellence and inculcate leadership through hard work and creativity.

MISSION:

To render Tezpur University one of the most preferred destinations of students, faculty and scholars and employees.

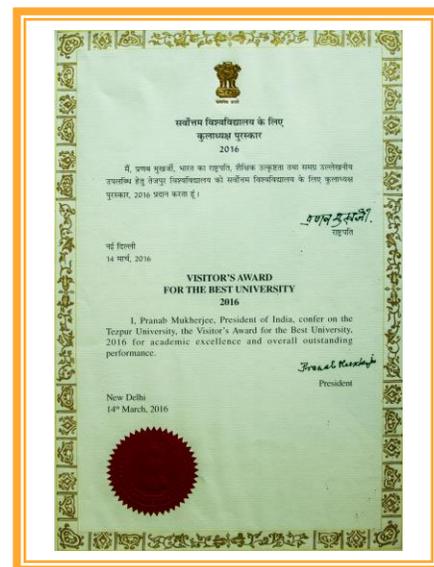
To be in the Top 50 Universities of the world.

MAJOR ACHIEVEMENTS:

- Tezpur University was placed 5th in the NIRF India ranking in 2016.
- It bagged the 601-800 band rank in Times Higher Education (THE) ranking 2016.
- Tezpur University also won the Visitor's "Best University" award in 2016.
- Tezpur University was placed 34th in the Times Higher Education World Young University Ranking 2017.
- Featured in top 800 Universities of the World in 2017(THE)
- Featured in top 180 Universities of BRICS Countries for 2018(QS)
- NAAC Accredited with A grade

To know more visit T.U Website:

<http://www.tezu.ernet.in/>



Visitor's Best University Award, 2016



PROF. M M SARMA,
VICE-CHANCELLOR (ACTING)







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