

DRAFT REPORT

# FACULTY INDUCTION PROGRAMME FOR TEACHERS IN HIGHER EDUCATION

Under the scheme of  
Pandit Madan Mohan Malaviya  
National Mission on Teachers & Teaching (PMMMNTT)

Teaching Learning Centre for Social Science



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**Ministry of Human Resource Development**  
Government of India



**Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)**  
(A Central University)



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## DRAFT REPORT

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## 1. The context:

From the inception of the New Economic Reforms, all the Governments have been engaging with Education and Education ameliorates so as to ascertain quality learning and cultivating enabling conditions and socio-pedagogic space for being and becoming of stakeholders in the Higher Education Institutions. Indeed, this period is characterized by some unconventional changes narrating the dynamics and contours that constitute quality learning and education. It sets the necessity to situate administrative, structural and pedagogic practices that can situate learning and learner at ease for liberating podium of becoming a learner in the unfolding of 21st century's 'Knowledge Society'.

The PMMMNTT is an important attempt to cultivate desired institutional and discursive environment to promote teacher's education and teaching profession in alignment with the evolving pedagogic, administrative and structural ideas and strategy for new knowledge society.

The Mission is envisaged to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. It focuses in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher education, technical education etc. It tries to bridge the gap between content, process and context and provide opportunities to teachers to become a critical and reflective being.

The Group of Secretaries (GoS) on Education and Social Development has recommended Induction Programme of freshly inducted faculty in Universities / Colleges / Institutes so as to improve their quality. The Teaching Learning Centre of Dr Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh has been identified as one of the centres to conduct this Faculty Induction Programme. *University Grants Commission, New Delhi* also has suggested introducing the Faculty Induction Programme to Newly recruited faculty saying-

### **18.0 Maintenance of Standards in Higher Education Institutions I:**

vii. *An induction programme of one month shall be introduced for all newly recruited Assistant Professors in the universities /colleges/institutions ideally before the starting of their teaching work but definitely within one year of the recruitment of the new faculty member. In addition to the Human Resource Development Centres of UGC, Universities/Institutions with PanditMadan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) scheme shall also organize such induction programmes as per their mandate.*

viii. *These induction programmes will be treated at par with the Orientation Programmes already being run by the Human Resource Development Centres of UGC for the purpose of CAS requirements.*

## 2. The Concept :

The corner stone of any education system is its teacher and the quality of education which is 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 is needed to attract and incentivize talent to pursue teaching as a profession. It is thoroughly realised that the contemporary higher education system focuses only on the discipline based knowledge domain of the faculty only rather than addressing its process, content and context.

At this juncture, it is important and relevant to understand, appreciate and strengthen the role of teachers as active subjects rather than passive objects in order to ensure their dynamic engagement as a reflexive professional for facilitating the process of learning, moving ahead to embrace desired learning outcome and to lead social change. Hence, it will be necessary for a newly inducted faculty to undergo a crucial induction programme after his/her engagement in Higher Education.

The Ministry of Human Resource Development has visualised four domains of Faculty Development as under-

1. Personal Development
2. Instructional Development
3. Organisational Development
4. Professional development

This Faculty Induction Programme might play a critical role in promoting academic excellence and innovation. This is one of the priority actions aimed at improving the professional capabilities and performance of teachers to transact their ideas, content and process for effective, sensitive and quality learning.

This Induction Programme has to orient faculties and other academic staff working under Central, State and other Institutions along with UG and PG colleges 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. Objectives of the Faculty Induction Programme:**

1. To conceptualise the structure, functioning and development of Higher education system in India.
2. To reconstruct the pedagogic schema/perspective of teachers in alignment with contextual need.
3. To understand the basic premise, objectives, process and strategies of situating CBCS evaluation pattern in higher education institutions.
4. To sensitize and motivate the faculty to adopt learner centred pedagogic approaches for teaching and learning.
5. To enable to integrate ICT based new learning approaches and assessment tools in higher classes.
6. To enable to contribute to the growth & development of curriculum in their respective institutions.
7. To stimulate faculty members towards integrating research with pedagogy.
8. To develop a comprehensive approach of models of university governance & administration with reference to autonomy and accountability.
9. To enhance inclusive academic leadership & relational skills of the participants

## PROGRAMME SCHEDULE AND RESOURCE PERSONS DETAIL

### Day 1: 07 January, 2019

#### Title

Registration for the Faculty Induction Programme & Inauguration of the programme

#### Resource Person

Prof. R.P.Tiwari, V.C, Dr. Harisingh Gour University

Session: I / Time:10 AM

Prof. R.P.Tiwari, the Vice-Chancellor of Dr. Hari Singh Gour University inaugurated the one month Faculty Induction Programme sponsored by Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, Ministry of Human Resource Development, GoI, new Delhi and Teaching Learning Center, Dr. Harisingh Gour Vishwavidyalaya, Sagar . Prof. R.P.Tiwari delivered keynote address on “Higher education In India: Policy, Perspective and Alternatives” in inaugural session. In this session he pointed out various aspect of the Indian Higher Education as under-

- Curricular aspects
- Teaching Learning and Evaluation
- Research, Innovation and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

In this inaugural session Col. Rakesh Mohan Joshi (Registrar), Prof. Archna Mehta(Director Faculty Affairs), Prof. Nivedita Maitra (Director, HRDC), Prof. Ganesh Shanker (Dean, School of Educational Studies), Prof. Pramod K.Rai (Head, DAE), Dr. Rani Dubey (Head, Department of Education), Dr. Sanjay Sharma (Coordinator, TLC) , Dr. Afreen Khan, Dr. Ratnesh Das along with faculties and research scholars from various department of the university.

**Title**

Higher education In India: Policy, Perspective and Alternatives

**Resource Person**

Prof. R.P.Tiwari, Vice Chancellor, Dr Harisingh Gour Vishwavidyalaya, Sagar

Session: II / Time: 2 PM

On the first day of Faculty Induction Program, afternoon session was handled by Prof. R.P.Tiwari. The session was based on 'Higher Education in India: Policy, Perspective and Alternatives'. He discussed the different policies from pre- independence to till date. He shared his experience of being a member of different committees. He emphasized on the rights and responsibilities of a teacher in Higher Education.

According to Prof. R.P.Tiwari we all are living in a world of liquid modernity which creates cognitive dissonance. It would act as a source of Educational Conflicts (conflicts of attitude, belief and behaviour). He said, quality enhancement doesn't mean the excellence but how far the system of education sustains the parameter of education. At the end he again welcomed the participants on behalf of MHRD, TLC, Dr. Harisingh Gour University and gave best wishes for the participants of the courses.





## Day 3: 09 January, 2019

### **Title**

Idea of University and Its Ramification and Objective of the institutional Setting in Global Context

### **Resource Person**

Prof. Udai Jain, Former Vice Chancellor, APS University, Rewa

Session: I / Time: 10 AM

In the morning session Prof. Udai Jain delivered his talk on Idea of University and its Ramification. He started by describing three dynamic terms of the academic field i.e. Information, Knowledge and Wisdom. He said, information is 'collection of meaningful data', knowledge is related to 'cognitive development' and wisdom is related to 'soul and spirituality'.

He talked about the values like loyalty, equality, brotherhood and fraternity which are deep rooted in our constitution. He said, values cannot be taught rather should be developed by person himself. He emphasized to develop logical and critical thinking ability among students as knowledge is coming from all the sides and they have to decide which information is required and relevant. He said, 'Experience is the best teacher and there is no teacher as experience'. He stressed to encourage students to do things in their own way and learn things from their own experience.

## Day 3: 09 January, 2019

### **Title**

History of Sagar & British Imperialism

### **Resource Person**

Prof. Brijesh Kr. Srivastava, Dr Harisingh Gour Vishwavidyalaya, Sagar

Session: I / Time: 10 AM

The third day of the faculty Induction Programme was addressed by Prof. B. K. Shrivastava. He delivered a lecture on History of Sagar and British Imperialism. He started from Ancient British India and explained the History of Sagar, 'How this city was facing the scarcity of water and other natural resources'. He briefly discussed about Lakha Banjara and how he made this life saving Lakha Banjara lake for the people of Sagar.

He mentioned that earlier there were hundreds of small and medium sized forts in and around the town, they were known as 'Saugarh', which became 'Saugor' and now 'Sagar'. At the end of the session, he described how civilization established here. He said, the geographical condition of Sagar was so attractive and favorable that everyone from Mughal to Britishers came here for the temporary settlement. He supported these statements by sharing some of the interesting incidents from the history of Sagar city.



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**Title**

History of the Institution &amp; Surrounding with reference to Educational Context

**Resource Person**

Prof. Brijesh Kr. Srivastava, Dr Harisingh Gour Vishwavidyalaya, Sagar

Session: II / Time:2 PM

The second session of the third day was based on 'History of Institution'. The session dealt with 'how this institution was formed in this area'. Dr. Shrivastava narrated the story of formation of this university. On 18 July 1946, Sagar University was established. Dr.Gour gave his entire earnings as a contribution for this university.

He empathically narrated the whole story of Sir Gour and his dream of this university. He motivated the participants by discussing the strength of conscious and sub conscious mind. He explained how Dr. Gour used his imagination and strengths of subconscious mind to achieve his goal of establishing university. At the end he encouraged the participants by saying 'have faith in God, believe in yourself, and accept challenges.



## Day 4: 10 January, 2019

### **Title**

**Religious Coexistence & Higher Education Environment: An Indian Perspective**

### **Resource Person**

Prof. Ambika D. Sharma, Fellow ICPR & IASE Shimla

Dr Harisingh Gour Vishwavidyalaya, Sagar

Session:I / Time:10AM

Dr.A.D.Sharma started the session by introducing religious co – existence or religious tolerance as a keyword of the session. He explained religious co- existence as a policy of living peacefully despite difference and disagreements, whereas religious tolerance as a state of non-acceptability. He discussed some concepts like system of faith and system of ought, stories related to the history of religiosity and Vivekananda's conference of Chicago. He discussed some new concepts along with the interesting examples and inspired participants to think and re-think on the different religious practices. He gave an explanation for, 'how question of human co-existence became question of religious co- existence'.

According to Dr. Sharma, Pratividhan and Nidaan are the two types of solutions for any given problem. Pratividhan is a solution which tries to hide a problem by another by another bigger problem.

On other hand, Nidaan is the permanent and final solution for the problem. He mentioned that Gautam Buddha followed the concept of Nidaan as he always believes in solving the problem by its roots. The lecture was aiming to provide an understanding of various religious practices which may help the participants to deal with their students coming from different religion.



### **Title**

**Techno-Pedagogy Through MOOCs**

### **Resource Person**

Dr. PankajTiwari, Dr Harisingh Gour Vishwavidyalaya, Sagar

Session: II /Time:2 PM

The session was handled by Dr PankajTiwari who gave an elaborative lecture aided by presentation on techno-pedagogy through MOOCs. This session was held in EMRC centre of the University which is among 22 media centres in country established by UGC. He started his lecture by describing 'how to prepare video content for SWAYAM Portal'. He gave proper explanation on difference between classroom teaching and E teaching.



He stressed on 'how script is important in making E content effective'. He said understanding of target group is crucial. It is challenging to engage students who have access to all the information they want. He talked about how to make E content interesting.

According to Dr Pankaj, it is essential to understand technicalities while speaking in front of camera. At the end of session he discussed the whole procedure of making course proposals for SWAYAM Portal. The aim was to make participants familiar with MOOCs while discussing about the procedure of course making and benefits of MOOCs.

## **Day 5: 11 January, 2019**

### **Title**

Conflict, Education & Teachers in 21<sup>st</sup> Century

### **Resource Person**

Dr. Sanjeev Rai Adjunct Professor, TISS, New Delhi &  
Educational Advisor, Swedish Committee for Afghanistan  
Session: I & II / Time: 10AM

Day five was dedicated for the topic 'Conflict, Education and Teacher in 21<sup>st</sup> Century' facilitated by Dr Sanjeev Rai. He initiated the session with a short introduction of the participants. Then he came to the topic Conflict and explained how 'reduction in dialogues' could be the first reason of the conflict. He highlighted the dual role of education. He said education has potential to reduce the conflicts as well as fuel up the conflict. He drew attention to the modern world which is facing many conflicts. He said, it is a difficult task for teachers as well as students to impart and get education properly. He laid stress on constructive education as destructive education won't be able to minimize conflicts rather it would fuel up the conflicts.

He highlighted some reasons for the conflict among people and societies, which are – Sense of denial, sense of injustice, growing inequalities and discrimination by system which is aligned with the powerful section of the society. He introduced digital inequality as a emerging source of conflict.

In the second session, he presented some static data related to attacks on educational institutions, and mention 2014 as the turning point of the scenario. After 2014, attacks on educational institutions are increasing. He supported the statement by showing data which says 9600 incidences have already been taken place in the period of 2014-17.

In the later part of the session he showed one video 'The teacher's voice in conflict' and discussed the positive and negative roles of a teacher. The aim was to enhance the understanding of role of education with respect to conflicts at macro level. At the end of the session participants were asked for their feedback for the session and what they learned during both the session. Each participant shared their views and asked their queries.



## Day 6: 12 January, 2019

### **Title**

Issues & Concern of Knowledge and Academic Discourse

### **Resource Person**

Dr. Navneet Sharma, Central University of Himachal Pradesh-HP

Session: I /Time: 10 AM

Dr. Navneet Sharma delivered an insightful lecture on Issues and Concern of Knowledge and Academic discourse. His session was based on, What is Education? Who is a Teacher? What do you mean by Teaching? And What is Learning?

He presented his thoughts by using- '*Kheloge kudoge to hoge kharab, Padhoge likho to banoge nawab*' and claimed that generation of Indian Children have internalized with these two lines. As a result society considers education as mean to earn money rather to earn knowledge. According to the resource person education is the ability to think, reflect and act. He said, Education is neutral, but unfortunately it is manipulated by educated people only.

Traditionally, the teacher was all knowing fountain of wisdom spouting facts that students are expected to soak up. Now a days this become synonym of indoctrination. He described teacher as a facilitator who transmit knowledge. A teacher can only provide direction to the students they can only talk about possibilities. No one can give definite and concrete definition about which study would give to which kind of results. He said Teacher's job would be to observe, to assist, to suggest and when things were going well, to fade into the corners of the class.

Dr. Navneet Sharma advocated for the freedom of the student rather to dominate in class. The goal must be to tap into the students' spirit of curiosity and exploration. He said the real education adventure arises when student takes up the responsibility of learning

### **Title**

Tutorial/Library Engagement

### **Resource Person**

Dr. Anurag Shrivastava, Dr Harisingh Gour Vishwavidyalaya, Sagar

Session: II / Time: 2 PM

In the second session, participants had a visit to the central library of Dr Harisingh Gour University Sagar, under the leadership of programme coordinator Dr. Snajay Sharma. The Assistant Librarian Dr. A.K. Shivastava welcomed the participants and described the history of the library. After the library visit he gave a brief overview on technicalities of library and its function, record keeping techniques and other aspects related to working of library. Later he drew attention towards E-Library inside the central library and discussed about some educational websites like, INFLIBNET, Shodh Ganga, ShodhGangotri and Vidwan Data Base.

## Day 7: 13 January, 2019

### **Title**

Significance of Science in Human development

### **Resource Person**

Dr. Daisy Joseph, BARC, Mumbai

Session: I / Time: 2 PM

This session started with a question, what is scientific research studies?, while explaining she said we all should make plan or agenda for the day, either it is our class or any other work planning is very important for us. She talked about love and said it is the biggest form of energy. She motivated the participants to see problem as a project. She gave stress on cultivating positive belief and developing confidence. She gave some quotations like our loneliness is our Wellness, crying is your own and laughing is for others. She explained the role of thoughts and memories. According to Dr Daisy Joseph, life is a collection of thoughts and memories. If our today is good we would have good memories for tomorrow. In this regards she explained about teacher student relationships, where she mentioned that, the most powerful attribute a teacher can attain is respect for students. The student may become a great person in future. At the end of the session she sang three songs in three different languages.



## Day 8: 14 January, 2019

### **Title**

Initiative of GOI in Higher Education : Redefining the role of a teacher

### **Resource Person**

Prof . K. Srinivas, NIEPA, New Delhi.

Session: I / Time:10 AM

The first session of the seventh day started at 9.30 am. Dr K.Sirinivas was among the participant as resource person. Aiming to provide a practical knowledge on “Digital Initiative of GOI in Higher Education – Redefining the Role of a Teacher” he started the session by explaining the ecosystem of information Communication Technology (ITC). He divided the day in four interesting parts i.e. Lecture, Discussion, Demonstration and Practice, whereas the lecture part was focused on 'Awareness about the Digital Initiatives by GOI in Higher Education' and 'How to convert this awareness in classroom practice'.

Discussing about the MOOCs which is Massive Open Online Courses, Dr.Srinivas defined MOOCs in his own words as 'Online Courses which are Open in Nature and Massive in Scale. He discussed about the four important digital initiatives by GOI which are as follows:

1. SWAYAM (Study Webs of Active Learning for Young aspiring Minds) – India's first MOOCs platform.
2. SWAYAM PRABHA- First free 32 DTH Channel
3. National Digital Library – approx. 6.9 million resources are available.
4. National Academic Depository





**Title**

Action plan for Blended Learning and Flipped Classroom

**Resource Person**

Prof . K. Srinivas, NIEPA, New Delhi

Session: II / Time: 11.45 AM

While discussing about SWAYAM in detail he said, these courses are available in two verticals i.e student vertical and faculty vertical. He introduced two new concepts of Blended mood of classroom and flipped classroom which is a combination of face to face classroom teaching and online mode of teaching. As per Dr. Srinivas, it is important to use e- resources in classroom teaching and he suggested five types of resources- Video, Audio, Textual, Websites and Web Portal and Data Base. He provided a three level mantra to offer courses on SWAYAM which are as follows:

1. Implementation of blending learning with flipped classroom.
2. Offering four week online course for their own students.
3. Submitting a proposal to SWAYAM for offering a course on SWAYAM Portal.

**Title**

Exposure on Search, Create, Disseminate AV Tutorial and e- Content

**Resource Person**

Prof . K. Srinivas, NIEPA, New Delhi

Session: III / Time: 2 PM

In this session, he introduced the participants by various tools for preparing video tutorial (Softwares - Screencastify, Presentation Tube, Screen-cast-o-matic. Mobile Apps- DU recorder, A to Z recorder, Zoom etc.), and gave a demo on two tools : Screencastify and DU recorder. The Screencastify is a Google Chrome extension and simply screen video recorder which runs on desktop and laptops. The DU Recorder is also a screen recorder app which is compatible with smart mobile phones. He also shared the various ways to disseminate AV Tutorials and e-content to the target audience.



### Title

Designing Developing and Delivering an online/MOOCs courses with a free open source Model software

### Resource Person

Prof . K. Srinivas, NIEPA, New Delhi

Session: IV / Time:3.45 PM

In the practice session he had given to exercises to the participants where they need to produce some e-content using Screencastify and DU recorder. Throughout the session Dr.Srinivas motivated and encouraged the participants to use software and application he discussed in previous session. He explained the tripartite concept of online teaching through MOOCs where Administration, Teacher and Learner are involved. He highlighted the importance and aim of the Training Programme in six aspects

1. Identification of broad learning outcomes of the programme by participants.
2. Value addition the workshop has provided to the participants
3. Participant must be in position to develop – short term action plan
4. Time bound - Mid-term action plan
5. Time bound – Long term action plan
6. Time bound action plan for knowledge transformation among students and other colleagues of the institutions.



## Day 9: 15 January, 2019

### **Title**

Teaching to Learn, Learning to Teach: Role of Teacher in Higher Education

### **Resource Person**

Dr. Navneet Sharma, Central University of Himachal Pradesh  
Session: I / Time:10 AM

The resource person started the session with an instruction based activity. He instructed for raising hands and observed how participants react on instructions.

After proving, Instructional learning is difficult for human being he requested participants to write objectives of their respective subjects. With respect to these objectives written by participants, Dr.Navneet Sharma asked provocative question of whether the participants are Teachers or Subject Expert? He then shared some factual data related to Gross Enrolment Ratio and said only 16% students join Higher Education after 10+2 level. He said, it is the duty of higher education teacher to motivate students. Rather to impose decision on students teachers should explain the different aspects in front of the students. He highlighted the need of cultivating the decision making abilities in students by letting them free.

He discussed about, How Higher Education is directly linked with the economy of developing countries? He emphasised on the various roles played by a teacher and said there could not be any substitute for teachers.





**Title**

Central University Foundation day Celebration

**Resource Person**

Prof. D.P. Singh, Chairman, UGC , New Delhi

Prof. B.B Kumar, Chairman, ICSSR, New Delhi

Prof. Balvant Rai S. Jani, Chancellor, DHGVV

Session: II / Time:2 PM

This session was held in Vijaya Raje Scindia, Swaranjayati Sabhagar on the occasion of 11<sup>th</sup> Central University Day. On that day participants were lucky to have four key speakers, Prof. B.B.Kumar, Prof. D.P.Singh, Prof. R.P.Tiwari and Col. Rskesh Mohan Joshi.

Prof.B.B.Kumar described about the contribution of Dr. Hari Singh Gour in the establishment of Sagar University. After that Prof. D.P.singh delivered his views on importance of teachers. He said, just like holistic development of the learners, there is a need to think, plan and implement holistically. He highlighted the need to work with integrity. He discussed about LOCF (Learning Outcome Curriculum Framework) and LEP (Leader Enhancement Program). He emphasized on Quality Enhancement of the student, teacher and the institution.

He concluded his speech by emphasizing on having clear vision and explained about, 'How having a clear vision would play an important role in the development of individual and in achieving ultimate goal.



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## Day 10: 16 January, 2019

### **Title**

Revisiting Economic Development of India

### **Resource Person**

Prof. G. L. Puntambekar, Dr. Harisingh Gour Central University, Sagar  
Session: I / Time:10AM

Prof. G.L.Puntamkar started the session by describing the significance of studying history. He said, 'Studying history is important because it allows us to understand our past, present, and it will help us in preparing ourselves for future'. As the participants were from different background he made them comfortable by discussing some common terms like Sustainable Development, Inclusive Growth, Jobless Growth, and Corporate Governance. He described the difference between growth and development. He helped the participants to understand the economics of peace and economics of violence.

Prof. Puntambekar inspired the participants to revisit the concepts of Economics as science of Resource not Money, Money as a means of exchange not commodity, Tax as contribution to National family not burden. . He talked about some phases of economic development which are as follow:

Ranked as fastest growing economy in the world.

- First Phase (1947 to 1975) – It was the phase of developmental planning after independence. Mixed economy was adopted.
- Second Phase (1975 to 1977) – It was the phase where economic issues were ignored due to struggle for political existence.
- Third phase (1977 to 1991) – It was the phase of political instability. The economy was in worst condition.
- Fourth phase (1991 to 2008) – It was the phase of Good Progress at almost all the areas.
- Fifth phase (2008 to 2014) – It was the phase of Subprime Crises and worldwide recession. Somehow Indian Economy sustained.
- Sixth phase (2014 to 2018) – It was the phase that starts the change in traditional doctrine and methodology.





At the end of the session he took various queries of the participants and tried to clear some basic concepts related to the topic.

**Title**

Knowledge and Society : A Historical Perspective

**Resource Person**

Prof. Deepak Kumar, ZHC, JNU, New Delhi

Session: II / Time:11.45 AM

The second session was handled by Prof. Deepak Kumar. He initiated the session with a statement 'We all are the Educationist'. According to him, religion can also be a source of knowledge. He discussed the differences between Knowledge and Science where he said, definition of science has certain limits but definition of knowledge has no limits. He also talked about the relationship between nature and human beings. He discussed about imagination and labelled it as a basic construct of knowledge. He highlighted imagination and experience as a part of knowledge and they could not belong to the science.

He compared Opaqueness of Indian society with the Openness of European Society and explained what we lost due to this opacity and what they gained as a reward of openness. He talked about Indus Valley civilization and chronologically followed up to present era. In this regard he tagged 7th century as Golden period of India. He discussed about Indo Islamic Civilization and mention 'Ilm' (knowledge) and 'Adal' (justice) as two pillars of Islaam. He talked about the rationality of Buddhism. In the later part of the session he talked about Knowledge creation, knowledge addition and knowledge distribution. He informed participants about his new book 'The Trishanku Nation'. At last he clarified the queries raised by the participant and made session interactive and informative.



**Title**

Values and well-being in Higher Education

**Resource Person**

Dr. K. K. Mishra

Session: III / Time:3.45 PM

Prof. Mishra delivered his lecture with the statement that “knowledge and science are synonymous”. He gave the reference of Upanishad in which it is stated that “knowledge is learned from the teachers (gurus). The speaker introduced us with the term SELF EFFICACY that means one's belief in one's ability to succeed in specific situations or accomplish a task. He also defined four types of well-Being:

- Personal well-being - State of being comfortable and healthy.
- Subjective well-being - How people experience the quality of their lives and includes both emotional reaction and cognitive judgement.
- Social well-being - When we have good relationships, social ability and peace.
- Economic well-being.

He discussed Have and Want theory and defined it as dilemma situation of our life. Whatever we have is sufficient for us, we should adjust, live and enjoy in this have only. In his lecture he highlighted forgiveness and gratitude as qualities of a good teacher.

The ultimate aim of the lecture on values and well-being is to impart values in teachers because teachers also need to have respect and responsibility towards student. In fact, a teacher who doesn't respect his/her student cannot earn their respect so that is why teacher should hold the values.



## Day 11: 17 January, 2019

### **Title**

Why History of Science?

### **Resource Person**

Prof. Deepak Kumar, ZHC, JNU, New Delhi

Session :I / Time:10AM

Prof. Deepak Kumar was among the participant as a resource person. He started his talk by highlighting the scientific contributions during the ancient and medieval period of India. He stated that “Religion is also the source of knowledge”. He also discussed the relationship between Human Being and nature. Learning is about the history of science shows us how other people took input from nature and made sense of it. In modern period India's knowledge of science started from Bengal. Sir William Jones established the Asiatic society of Bengal. Prof. Deepak Kumar highlighted How first medical college was established.

According to Prof. Deepak Kumar, the ancient Indian science lacks the empirical experiments and that is the primary reason for the dominancy of European culture and colonization. The scientific practice of India especially in the ancient period was capable enough to find the solutions for astrology, algebra and health. He discussed the truth regarding our society. He said we Indian are little orthodox and rigid. We want to know everything but we don't want to change ourselves. The aim of the lecture was to have a glimpse in both the history of the world and in how we discovered everything we knew about the world.

### **Title**

Understanding Higher Education: A Comparative Note

### **Resource Person**

Dr. Rajesh Gautam. Dr. Harisingh Gour Central University

Session: II / Time:

In this session, the resource person gave a broad picture of higher education prevailing in the country. His lecture was aided by presentation where he compared India Education system with some other countries. He highlighted the unfortunate fact of being far from the goal of universal literacy even after 70 years of independence. He emphasised on the need of Quality education to convert population in to human resource which is essential for the development of the nation. He discussed about Gurukul System and mentioned about the establishment of department of Public Administration during British India.



In his concluding lines he said, Education should be easily available and affordable to all without any kind of discrimination. Emphasis should be given to Research, Publication, Patent and other related aspects.



## Day 12: 18 January, 2019

### **Title**

Yoga for life and Well being

### **Resource Person**

Prof. G. S.Giri Dean, SES, DHSGSU

Session:I / Time: 10 AM

Prof. G.S Giri gave his lecture on Yoga. He discussed the different aspects of believe and consequences of yoga. Yoga is for holistic health. Now a days mental stress is serious problem that is called Psychosomatic Disorder, it is high level of stress. Today 90% of the people are facing this disorder due to their wrong and busy lifestyle. There are many misconceptions about Yoga. Yoga is not associate with the idea of supernatural or linked with miracle. It is not a system of therapy which can cure all the disease and not just exercise.. Yoga is a system of philosophy as well as practical science also. It is a correlation of mind, body and soul. He presented the correct definition of yoga as 'The state of highest level of consciousness, equilibrium, integration, absolute transcendental health and other aspects'. The resource person also introduced concept of Yogic Therapy – It is the use of yoga postures, meditation and *pranayama* to help the body naturally heal and balance itself.

At the end of the lecture he clarified the doubts and answered the questions raised by the participants on yoga and well-Being.

### **Title**

University Governance & Administration

### **Resource Person**

Col. Rakesh Mohan Joshi , Registrar, DHSGSU

Session:II / Time: 11:45 AM

The resource person for the second session discussed issues related to University governance and administration. His talk was revolving around a question of 'how public institution conducts public affairs and managed public resources'. He talked about three entities which are fundamentals in the formation of any institutions; a Teacher, a Student and an Administrator. He explained the hierarchy of administration in higher education. He highlighted some parameters of good governance which are as follows:

Rules of Law, Participatory, Consensus Orientation, Accountability, Transparency, Responsiveness, Equitable and Inclusiveness, Effectiveness and Efficiency. He talked about worldwide acceptable principle of management given by Henry Fayol. At last he used the term 'teacher cum administrative' to denote the ability of a teacher who become a good administrative. He motivated the participants to perform their duty properly and timely.

**Title**

Academic Leadership

**Resource Person**

Capt. Himanshu Dhuliya, DSW Officer Sagar

Session:III / Time: 2 PM

Capt. Himanshu Dhulia started his lecture by defining the word Leadership as an ability of a superior to influence the behavior of a large number of people. He highlighted the process of its evolution and transformation from being restricted to military to being popular in corporate sector. According to Capt. Dhulia Leadership is a word to be earned. He said, academic leaders are the leaders of the leaders. He said, Leaders have potential to create or destroy any institution, society and even nation. He gave example of Gandhi and Zinnah, Lincon and Trump, Akbar and Aurangzeb for the further explanation.

He discussed various approaches to leadership like trait approach, behavioural approach, situational approach and contingency approach. He gave briefings on Transactional and Transformational leadership and explained different leadership style such as Authoritarian, democratic, laissez faire and so on.



**Title**

Strategic Planning & Management

**Resource Person**

Capt. Himanshu Dhuliya, DSW Officer Sagar

Session: IV / Time: 3:45 PM

The second lecture of Capt. Himanshu Dhulia was based on Strategic Planning and Management. He the starting of the session he discussed the evolution of management. He explained the process of management. He talked about Principles of Scientific Management by F.W.Taylor and 14 Principles of Management by Henri Fayol.

He highlighted the importance of Vision, Mission, and Core values, Goals, Objectives and SWOT in strategic planning. He discussed on mottos of various institutions. At the end of the session he gave explanation on the queries by participants.

## Day 13: 19 January, 2019

### **Title**

General Feature of Act, Statute Ordinances & UGC Regulation Relevance for the Teachers

### **Resource Person**

Sh. Satish Kumar, Dr. Harisingh Gour Central University

Session: I / Time:10AM

The resource person started the session by clarifying the fact that Acts are made by Parliament and Statutes and Ordinances are framed by Universities. He talked in detail about the central University Act 2009. He explained the structure of University and its functioning, the selection process of Vice Chancellor and other University Officers. He discussed about the various roles played by the administration in the proper and smooth functioning of University. At the end of the session he clarifies the queries raised by the participants and made his session interactive.



### **Title**

Financial System & Accounting in Higher Education

### **Resource Person**

Mr. Vivek Visaria, Dr. Harisingh Gour Central University Sagar

Session: II / Time:2 PM

The second session was handled by Mr. Vivek Visaria. He delivered a lecture on Financial System and Accounting in Higher Education. He discussed about General Finance Rule (GFR) which were formed in 2005 and recently revised in year 2017. He explained about Public Finance Management System PFMS. He talked about RTAS- Real Time Accounting System and called it as problem solver for various financial issues in institutions. He highlighted the various benefits of these newly adopted financial systems and said, these systems are promoting transparency and promptness of transactions.

## Day 15: 21 January, 2019

### **Title**

Issue Related to Finance and Management : Higher Education in India

### **Resource Person**

Prof. S.P. Aggarwal, Finance Advisor, HNBGU, Uttarakhand & Principal, Ramanujam College, Delhi  
Session: I / Time: 10 AM

Our resource person Prof. Aggrawal started his lecture with the brief objectives of Faculty Induction Programme (FIP). He clarify that the aim of this programme is the implementation of training in teaching carrier. Another aim of this programme is to provide training for teachers in all over India because there were no structured training made for teachers previously. Ministry mainly focused on Delivery, Content and Outcome. In session he talked about real time examples and how we reform Institutions.

In this session he took introduction of all the participants and asked whatever we learned in this programme how we will implement it in the classroom? How we can implement Real time example in the classroom? How this programme will help you in your teaching carrier? He discussed about Finance administration and management in that funding in Higher Education Institutes, challenges, parameters, role of the administrator.

He introduced some points of better management in academic institutions they were-

- Revision of syllabus to enhance employability, entrepreneurship, research skills and development
- Incorporation of gender, environment, sustainability, human values and professional ethics.
- Inclusion of projection in the institution so that students have hands on experiences- In projects Brian storming session should be there.
- Internationalisation of curriculum
- Innovation of teachers techniques
- Use of ICT for effective teaching
- Participation of teachers in seminars and conferences
- Faculty development programmes, researches, publications etc
- Library usage



## **Day 16: 22 January, 2019**

### **Title**

Research and Innovation/ Ranking NAAC/NIRF/Project

### **Resource Person**

Prof. S.P. Aggarwal, Finance Advisor, HNBGU, Uttarakhand & Principal, Ramanujam College, Delhi  
Session: I / Time: 10 AM

This session started with the two videos based on NAAC (National Assessment and Accreditation Council) and NIRF (National Institutional Ranking Framework). In this session Prof. S.P Aggrawal briefly talked about Ranking NAAC and NIRF.

According to him, institutions with good ranking will have 100% autonomy while average institutes will have 50% autonomy. Institution performing badly would have only 10% autonomy in their working. With an aim to have good research-driven and innovation-oriented universities, the government is working on establishing 20 world-class universities – 10 each in public and private sector.

The government is revisiting the policy to develop a relevant framework to bring about autonomy in the sector. In fact, MPs of various states have recommended to encourage research and innovation at the university level to add value to the system.

He described that government also has plans to create a conducive research environment in the country to put an end to the ' Brain drain' situation with this some of the various programmes are also initiated by the government to enhance the quality of higher education. Prof. Aggrawal also showed brief Distinction between NAAC and NIRF Ranking system.

Objectives of this session were to stimulate faculty members towards integrating research with pedagogy and promoting academic excellence and innovation.



**Title**

Examination Reforms in Higher Education and How to Prepare Question Papers

**Resource Person**

Dr. Rajiv Nayan, University of Delhi

Session: II / Time: 2 PM

In this session resource person gave case study to the participants and conducted brief discussion over it. After the case study he distributed one question paper to the participants, where questions were based on -

- Assessment and Accreditation
- Difference between NIRF and NAAC
- Major criteria that are used to assess and rank institutions at the global level.

Prof. Rajeev Nayan briefly highlighted, the method to prepare question paper he discussed different criteria to form MCQ (multiple choice questions) paper which are as follows –

- Avoid verbal questions.
- Avoid interpretative questions.
- The responses should be homogenous in terms of length.
- Each question should be independent and not sequential.
- Avoid long sentences and lengthy responses.
- Don't ask trivial questions.

Resource person also highlighted that what we have to check logic, reasoning, Analysis and interpretation abilities of students in MCQ. The objective of this session was to enhance skills to form question paper.

## Day 17: 23 January, 2019

### **Title**

Education, Politics and Culture & Reflective Teachers and Teaching: A Freirean Understanding

### **Resource Person**

Prof. Ram Sharan Joshi, Educationist

Session: I / Time: 10AM

Prof. Ram Sharan Joshi highlighted Paulo Freire concept of Freedom. In that he discussed the awareness that students are free to choose the life they created for themselves.

He also discussed two chapters from his autobiography in that he described graphically the exploitation of Tribes. He narrated briefly about exploitation of tribal people he explained the exploitation of Jharkhand tribes started with the colonial British. They were among the first victims of exploitation by the colonial forces.

He also talked on topic Reflective teachers and teaching he said that teachers be open to change and new ideas, through critical reflection. When teachers think critically about their present practice, their future practice will benefit, and they develop their theoretical understanding of their own purpose as educator.



## Day 18: 24 January, 2019

### **Title**

Learning to Question: A Pedagogy of Liberation

### **Resource Person**

Prof. Ram Sharan Joshi, Educationist

Session: I / Time: 10 AM

In this session resource person delivered his lecture on Paulo Freire concept on Education that Liberates. He focused on student and teacher relationship. The relationship involves a narrating subject (the teacher) and listening objects (the students), Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse still it turns into 'containers', into receptacles to be filled by the teacher. The more completely he fills the receptacles, the better a teacher he is. The more meekly the receptacles permit themselves to be filled, the better students they are. Education becomes an act of depositing, in which the students are the depositaries and the teacher is depositor. Instead of communicating, the teacher issues communiqués and 'makes deposits' which the student patiently receive, memorise and repeat. This is 'banking' concept of education, in which the scope of action allowed to the students only as a far receiving, filling, and storing the deposits. Liberating education consists in acts of cognition, not transferrals of information.

## Day 19: 25 January, 2019

### **Title**

State , Education and Policy Imperatives

### **Resource Person**

Dr. Sajjad Ahmad

Session:1 / Time: 10 AM

Dr. Sajjad Ahmed started his lecture with the discussion of TLC (Teaching Learning Centre). He wanted to establish Social Science Centre for Teachers that specially focused on all aspects of teaching learning of Social Sciences. This is India's first social science teaching learning centre and it is persistently progressing day by day. He presented data of All India Survey of Higher Education (AISHE) in all over India we have 864 universities, 40026 collages and 11669 standalone (collage running single programme) institutions. He said, while making any policy we need to think about all the universities and institutions we have. There are 313 are privately managed universities, 338 located in rural areas.

In a policy intervention there so many problems in School Education for example 5<sup>th</sup> standard student is not able to solve or read texts of 2<sup>nd</sup> standard and if this same problem comes in higher education then what will be the situation higher education face regarding quality of education that can be easily interviewing. Resource person presented comparative static data showing Gross Enrolment Ratio (GER) of India and USA, 25.2% and 35% respectively. He emphasised to have more enrolments in Higher Education to compete with USA and other developed countries. Dr.Sajjad Ahmed highlighted some concerns regarding intervention of policy

- Massification of Higher Education
- Teachers shortage and cessation of fresh appointment
- Redundant curriculum and syllabus
- Deficit quality in education
- Poor transaction mechanism
- Lack of training in pedagogy of teaching at Higher education

He raised 3 questions in front of participants they were-

1. What do you teach?
2. Why do you teach?
3. Why do you teach the way you teach?

By mentioning three parameters he gave explanation for above questions

- Who are the students whom we are teaching
- Geographical area of the student and
- Learning capability of the students



If we are not aware of these parameters how we can use the method of teaching. In professional area such as in medical science, army, civil services and in private sector jobs professional training is provided to strengthen the skills of an employee so that he can perform effectively and efficiently but unfortunately in Higher Education system there is lack of training. So the lack of training leads inefficiency in higher education system as a result now we have 12 modules in Faculty Induction Programme (FIP) as a practical dimensions.

Dr. Sajjad Ahmed briefly discussed the aim and objectives of the following programme -

- ARPIT
- SWAYAM
- Schools of Education (SoE),
- Teaching Learning Centres (TLC)
- National Resource Centre for Education/ Higher Education Academy(NRCs)

Leadership for Academicians Programme (LEAP)





## Day 20: 26 January, 2019

### **Title**

Understanding Local History Through Heritage Walk

### **Resource Person**

Prof. B. K. Shrivastava

Session: I & II



On the occasion of Republic day all participants were gathered in open auditorium for flag Hosting Ceremony. After this Prof. B.K.Shrivastava presented a plan for the whole day which includes a visit to Lakha Banjara Lake, M.P. Police Academy, Gadhphehra Fort and other historical places situated in Sagar M.P.

## Day 21: 27 January, 2019

### **Title**

Education in India Context: Global Relevance

### **Resource Person**

Prof. Kuldip Chand Agnihotri, Vice Chancellor, CUHP

Session: I / Time: 10 AM

The participants of the Faculty Induction Programme were fortunate to have Prof. Kuldip Chand Agnihotri, Vice Chancellor of Central University of Himachal Pradesh, as a resource person. The session was based on 'Education in Indian Context'. In the starting of the session he defined Indian knowledge system as a system which always gives special attention on Methods of Knowing and Acquiring Knowledge. He talked about two ways of getting knowledge which are Experience and Experiment. For the further explanation he said, experience based knowledge failed to prove its accuracy due to lack of mechanism for separating accurate from inaccurate knowledge, as a result it will be counted as Mythology. On other hand world would accept experiment based knowledge as it would be able to show mechanism and procedure of getting knowledge.

He drew attention towards Curiosity and said, it is the desire to learn, understand new things and to know how they work. It widens the mind and opens it to different opinions, different lifestyle and different topics. To advocate a significance role played by curiosity Prof. Agnihotri took an example from Mahabharata and said, to satisfy the curiosity of Arjuna, Lord Krishna gave awakening lessons on Dharma, Karma and Moksha. Throughout the session he repeatedly talked about nature and it's secrets and said, knowing secrets of nature is real knowledge.

He raised one thought provoking question, 'Why Indians are not getting Noble Prizes?' and said it is for basic science and we need to prepare sound curious minds if we want to win Noble Prize. He discussed about old education system where there was supremacy of Guru. He emphasized to understand the features of Indian old education system. He gave explanation for, 'Why in the modern system despite having number of university we are not in the list of best university and How Nalanda and Takshila were enough to be best in the world?'





## Day 22: 28 January, 2019

### **Title**

Life Skills Education and Youth

### **Resource Person**

Prof. Pankaj Arora, Central Institute of Education, University of Delhi

Session: I / Time: 10 AM

Dr Pankaj Arora started the session with a video made by his M.Ed students named “Yara Da Tashan”. Video was the compilation of clippings showing various stages and situation of adolescence. After the video he explained the key words of his lecture which include meaning of youth, life skills and adolescence. He said, being Curious, Creative and Confident as a kid could be some features of a good. He discussed some issues related to young life such as feel of isolation, identity crises and some other related aspects.

He explained three main objectives of youth education which are as follows:

- 1 To make them learn to respect every individual
- 2 To make them learn how to take decision
3. To make them learn how to take responsibility of their own decision

He gave his views on 'creativity' and suggested one essay “unlock your own creativity” to the participants. The aim was to enhance the acceptability of creativity in classroom among teachers and learners. In the later parts of the morning session he discussed ten core life skills which are self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress, coping with emotions. His focus was to make participants understand the importance and implementation of life skill in the class room to make teaching learning process more effective and efficient.









































