



MINISTRY OF HUMAN RESOURCE DEVELOPMENT
PANDIT MADAN MOHAN MALAVIYA
NATIONAL MISSION ON TEACHERS AND TEACHING



Government of India
Ministry of Human Resource
Development

TEACHING LEARNING CENTRE
RAMANUJAN COLLEGE
(UNIVERSITY OF DELHI)

**Induction Training Programme for Faculty
in Universities/Colleges/Institutes of Higher Education**

22ND MAY – 21ST JUNE 2019

CALL FOR REGISTRATION AND PARTICIPATION

Organized by
Teaching Learning Centre

Ramanujan College
(Accredited Grade 'A' by NAAC)
University of Delhi



CONCEPT NOTE

In the contemporary world of modern education and knowledge, a teacher is not only a source of knowledge-creation but also the instrument required to sharpen the intellect of students. The education has changed over time to meet the progressive world. The education system has been reconstructing its focal variables namely teaching, learning, institution and knowledge. Teaching and learning have shifted to create a phenomenological space, where symbiotic relationship between the teacher and the student blossoms at a level that goes beyond mere cognition and thought. It transcends to explore the meaning of life, invoking the true inner calling and creating an environment for creative expression and experimentation without fear of loss of face. Likewise, focus of terms like institution and knowledge has changed from physical infrastructure, information gathering and processing to establish systems of learning beyond the four walls of buildings. Systems which ignite hunger to address society's problems, create collaborative learning, attitude to acquire futuristic skills and an orientation to become self-reliant. Essentially, this amounts to redefine the time and space of education respectively, from time spent in covering the syllabus and physical infrastructure to create an environment. This means expanding and broadening the cognitive faculty of students and empowering them to conceptualise phenomena for applications for greater good of society. In this context, space means combined mental landscape of the teacher and the taught, which is governed by the canons of inquisitiveness, enquiry, critical thinking and non-conventional problem solving.

Convention is an armour safeguarding us from everything which can never be predicted or controlled. Therefore, in today's highly competitive globalised scenario, the institutions of higher education demand the subversion of these conventional chains of teaching approach. These are the chains of routinized events comprising of curriculum delivery, managing time-tables and examination. The traditional set-up of a classroom has to be deconstructed and redesigned to help students adjust to the present-day requirements of multi-dimensionality, that is, not only being prompt to the socio-political and economic shifts but to pursue ones' inner calling. The exchange and interaction of ideas, thoughts, concepts should stem from critical thinking. Innovative approaches, both for teaching and evaluation, should be adopted in addition to impart immense value to the skill development and understanding of the ever-changing dynamics between the local and the global. But this need of the hour to create skilled and professionally competent human resources can only be accomplished through equipping a teacher with the role that will enable students develop their critical and analytical skills. These skills will further empower them to question and know.

The teachers in Higher Education have increasingly felt the need of a formal training course at the beginning of their career to prepare themselves for their professional journey. Looking beyond basic orientation, the need is of a broad based but focused programme that would

prepare the teachers with pedagogical skills and techniques, research methodologies, methods of curriculum development, with the latest in information technology both for gathering of knowledge as well as its dispensation and acquaint them with the processes of institutional administration and self-development. On the behavioural plane, it is also imperative to prepare young teachers for an attitudinal orientation that will help them grow into an innovative academic, a scholar in their own right, and a socially committed mentor.

It is with all these factors in mind that the Ministry of Human Resource Development has launched the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching programme through its Teaching Learning Centres with a special emphasis on Education 4.0. It emphasizes the need to focus on preparing students to fearlessly face challenges. It has been designed to change the role and workings of a teacher from mere imparter to the one who has developed critical and analytical skills, information generation capabilities, ability to know and reason, empowering through open sources, global oriented digitalization and self-learning in students. A new dawn, Education 4.0 not only focuses on 'what is taught' but also gives equal importance to 'the way it is taught' — it is an education model which is aligned with future trends, in the effort to develop and enhance individual education that will eventually go on to define the manner in which the future generations will work and live.

The Teaching Learning Centre at Ramanujan College, University of Delhi successfully conducted its first Induction Training Programme from 9th April-5th May, 2018. It witnessed participation of teachers from different parts of the country and was instrumental in enhancing their knowledge and skills on a wide variety of themes. The main objective of this Induction Programme is to empower and motivate the teachers for enlivening the learning process by adopting novel pedagogic approaches to teaching-learning which are collaborative and participant centered, to integrate learning and teaching with Information Communication Technology (ICT), and to equip the teachers with the latest assessment tools in higher education. It further focuses on teaching and research methodologies, curriculum structure and design, gender and social diversity, professional ethics, sharing of best practices and also the updating of developments in specific disciplines in which the teachers are engaged. The training module for this Induction Programme also lays emphasis on the personal development of the teachers in terms of interpersonal skills, career development, and life planning issues. It will provide the teachers with the instructional tools for curriculum design and assessment, accessing technology. There is detailed discussion on the organizational skills required for the teachers to initiate and improve the institutional environment. The large part of the programme is centered to empower the teachers to perform multiple roles of teaching, research, and service in a more effective and meaningful manner.

The Induction Programme involves expert guidance of eminent academics and specialists, hands on training modules, exercises in direct class room teaching, questionnaire based

responses, interactive sessions, collaborative learning, assessment of learning outcomes, project work and field visits.

Note: As per the latest UGC regulation, training programmes conducted in PMMMNMTT centres have been recognised. Induction Training Programme is now a mandatory training programme for newly inducted college/university teachers. The regular teachers participating in the one month mandatory Induction Programme may be treated "ON DUTY".

MODULES/TOPICS

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

Module 2: University Structure and Functioning

Module 3: Curriculum Design and Content Development

Module 4: Pedagogic Techniques & Teaching and Learning Methods

Module 5: Assessment and Evaluation

Module 6: Research in Higher Education

Module 7: Personal-Emotional Development and Counselling

Module 8: ICT: Effective Use of Technology for Teaching, Learning and Evaluation

Module 9: E-Content Development & MOOCs

Module 10: University Governance and Administration

Module 11: Academic Leadership

Module 12: Strategic Planning and Management

RAMANUJAN COLLEGE

Ramanujan College is a University of Delhi college located in the well known area of Kalkaji, near Nehru Place in South Delhi. Ramanujan College has highly qualified, dedicated and committed faculty members. The college runs 15 courses in different subjects in Humanities, Commerce and Science streams. It is also the study centre for the students of the School of Open Learning, University of Delhi, the Non-Collegiate Women's Education Board, University of Delhi and the Indira Gandhi National Open University. The college also runs a number of professional courses. The teachers of Ramanujan College are highly motivated and have original, published academic and creative work, including journal and other print media articles and educational film making to their credit. Ramanujan College is a premier institution of the University of Delhi and has been accredited grade "A" by the National Assessment and Accreditation Council (NAAC). We at Ramanujan College emphasize on the holistic development

of personality, meaningful exposure to real world, and inculcating practical skills amongst our students apart from ensuring academic excellence.

Enrichment Spectrum at the Teacher Learning Centre (TLC), Ramanujan College

- Emphasis to create self-learning space for students
- Hands-on assignments and live projects
- Expert guidance on live projects
- Follow-up tasks
- Provision of study content (wherever required)
- Developing appropriate attitudinal orientation
- Learning experience for personality enrichment
- Augmentation of professional capabilities
- Co-creation and mutual contribution between participants and facilitators
- Access to global resources
- Adaptation skills for the dynamic contemporary environment

REGISTRATION DETAILS

ELIGIBILITY

Newly recruited faculty members (regular/adhoc/temporary) who are in their initial years of teaching profession are eligible to apply for this INDUCTION PROGRAMME.

- All the participants are requested to register online by visiting www.tlc.rcdu.in or www.rcdu.in on or before **31 March, 2019** by browsing the following link:
<https://goo.gl/forms/LliHvRqa03a04Gha2>
- TLC Ramanujan College will provide the participants with the travel expenses (Air fare or 2-AC train travel, whichever is cheaper).
- Boarding/lodging facility will be provided on request on twin sharing basis from 21st May, 2019 to 22nd June, 2019.

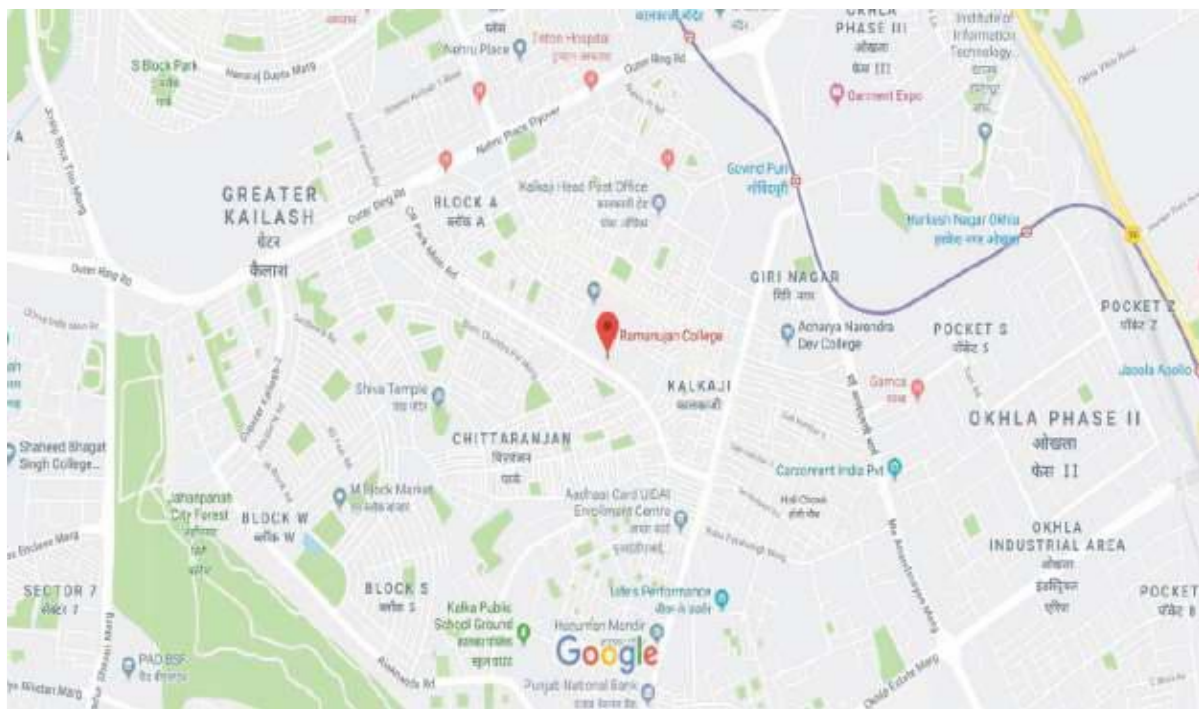
University Guest House

University of Delhi

- For further queries, please mail on: tlc@ramanujan.du.ac.in

VENUE

Ramanujan College, University of Delhi, Kalkaji, New Delhi -110019



The college is located near the well known commercial hub of Nehru Place and the residential areas of Chittaranjan Park, Kalkaji and Greater Kailash. It is well connected with public transport and the Delhi Metro, nearest metro station being Nehru Place Metro Station on the Violet Line. The Teacher Learning Centre at Ramanujan College is equipped with a modern state of art auditorium, conference rooms and ICT enabled class rooms. Nearest metro station is Nehru Enclave on the Magenta Line.

DETAILS OF PROGRAMME FEES

For Participants Seeking Accommodation: ₹ 3500/- (Non-refundable)

For Other Participants: ₹ 2000/- (Non-refundable)

PAYMENT DETAILS

Online Payment of the Registration Fee through NEFT to the following account:

Account Name: Principal, Ramanujan College

Account Number: 0156000100585618

Bank & Branch: Punjab National Bank, Kalkaji

IFSC: PUNB0015600

MICR Code: 110024052

ORGANISING BOARD OF THE INDUCTION PROGRAMME

FACULTY INDUCTION PROGRAMME, Director

DR. S.P. Aggarwal, Principal & Director, Teaching Learning Centre Ramanujan College, University of Delhi

FACULTY INDUCTION PROGRAMME, Convenors

Dr. Alok Ranjan Pandey, Assistant Professor, Department of Hindi
Dr. Nikhil Kumar Rajput, Assistant Professor, Department of Computer Science

FACULTY INDUCTION PROGRAMME, Co-Convenors

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DR. VIBHASH KUMAR, Assistant Professor, Department of Commerce & Management Studies

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