

FACULTY DEVELOPMENT PROGRAMME FOR FACULTY OF MRU (July, 05-23)	
Date	Event
5-7-2021	<ul style="list-style-type: none"> · 21st century skills · Ice Breaking session · OBE/Learning Outcomes <div style="border: 1px solid black; text-align: center; padding: 5px; margin: 5px 0;">Tea break</div> <ul style="list-style-type: none"> · Concept of PO, PSO, CO · Bloom's Taxonomy <div style="border: 1px solid black; text-align: center; padding: 5px; margin: 5px 0;">Lunch</div> <ul style="list-style-type: none"> · Role of Teacher in 21st century classroom · Diagnostic Assessment
6-7-2021	<ul style="list-style-type: none"> · Assessment · Rubrics <div style="border: 1px solid black; text-align: center; padding: 5px; margin: 5px 0;">Tea break</div> <ul style="list-style-type: none"> · Mapping of CO with PO · Attainment of PO's and CO's <div style="border: 1px solid black; text-align: center; padding: 5px; margin: 5px 0;">Lunch</div> <ul style="list-style-type: none"> · Teaching-Learning Processes · Setting out question papers

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7-7-2021	<p>Active Learning and communication</p> <p>Learning styles</p> <div data-bbox="475 422 1307 510" style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <p>Project-based learning</p> <p>Developing Rubrics for PBL</p> <div data-bbox="475 646 1307 743" style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Development e-content · ERP @ MRU
8-7-2021	<ul style="list-style-type: none"> · Result Analysis · Feedback of previous discussed topics and Assignment accordingly <div data-bbox="475 1052 1307 1140" style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <p>Stress management</p> <p>Cooperative learning</p> <div data-bbox="475 1272 1307 1369" style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <p>Course file maintenance</p>

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9-7-2021	Innovation and Entrepreneurship
	Tea break
	Online learning and online Assessment
	Lunch
	Blooms Taxonomy for specific programmes

In the first week, new faculty members were introduced to the University's history, vision, and mission. The Vice-Chancellor provided a welcome address and emphasized the importance of academic excellence. The program proceeded with an introduction of the University's academic and administrative departments, including the Dean's office, Registrar's office, Controller of Examinations, Human Resource Department, Library, and the IT Department. The heads of each department explained their roles, functions, and procedures, enabling new faculty members to understand how to seek support and address concerns in the future.

Additionally, new faculty members were introduced to the University's policies and procedures, including academic policies such as the University's academic calendar, the examination regulations, the grading system, and teaching and learning methodologies. These sessions provided new faculty members with a better understanding of the University's academic processes and how they can contribute to the University's academic goals. Project-based learning (PBL) is a student-centered approach to learning in which students engage in a deep exploration of a topic or concept through the completion of a project. Rather than simply memorizing information, students are actively involved in the process of creating something, whether it be a product, a presentation, or a performance.

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Session by Dr. Manpreet on PBL

- PBL typically involves a series of stages, including:
- Identifying the project goal or problem to be solved
- Conducting research to develop a deep understanding of the topic
- Planning and designing the project, including identifying the steps and resources needed to complete it.
- Implementing the project, which may involve collaborating with others, conducting experiments, or creating a product
- Reflecting on the learning that took place during the project and evaluating the success of the project

PBL is often used as an alternative to traditional teaching methods, as it can help students develop critical thinking, problem-solving, and collaboration skills, while also allowing them to explore their interests and passions. It can be particularly effective in helping students develop a deeper understanding of complex concepts or real-world problems.

Rubrics are an important tool for assessing project-based learning (PBL) because they provide clear expectations and criteria for evaluating student work. Here are some elements to consider when creating rubrics for PBL:

Content Knowledge: Evaluate how well students understand and apply content knowledge related to the project topic. This may include accuracy, depth, and complexity of understanding.

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Critical Thinking: Assess students' ability to analyze, evaluate, and synthesize information in order to solve complex problems. This may include creativity, originality, and effectiveness of the solution proposed.

Collaboration: Evaluate students' ability to work effectively in a group and contribute to group dynamics. This may include communication, responsibility, and respect for others' ideas.

Communication: Assess how well students communicate their ideas and findings to various audiences. This may include clarity, organization, and appropriate use of technology.

Project Management: Evaluate how well students plan, manage, and complete the project. This may include timeliness, organization, and the ability to overcome challenges.

Reflection: Assess students' ability to reflect on their learning and the process of completing the project. This may include self-assessment, goal-setting, and the ability to apply what they have learned to future projects.

Rubrics should be clearly defined and specific to the project being assessed. It's also important to share the rubric with students before they begin the project, so they have a clear understanding of the expectations and can self-assess along the way.

Week 2:

FACULTY DEVELOPMENT PROGRAMME FOR FACULTY OF MRU (June 7-16 2021)	
Date	Event

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12-7-2021	<ul style="list-style-type: none"> · LMS · NBA- CO Attainment · Outcome-based education <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <ul style="list-style-type: none"> · Concept of PO, PSO, CO · Examinations <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Bloom's Taxonomy · Learning Outcomes
13-7-2021	<ul style="list-style-type: none"> · Reference Management Tool · Mendeley <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <ul style="list-style-type: none"> · Internal Assessment · Differentiated learning <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Mapping of CO with PO · Attainment of PO's and CO's

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14-7-2021	<p>Assessment</p> <p>Rubrics</p> <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <p>Project-based learning</p> <p>Developing Rubrics for PBL</p> <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Development e-content · ERP @ MRU
15-7-2021	<ul style="list-style-type: none"> · Result Analysis · Feedback of previous discussed topics and Assignment accordingly <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <ul style="list-style-type: none"> ○ Stress management ○ Cooperative learning <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <p>How to maintain course File</p>

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16-7-2021	<ul style="list-style-type: none"> · Innovation and Entrepreneurship <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;">Tea break</div> <ul style="list-style-type: none"> ○ Blooms Taxonomy for specific programmes <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;">Lunch</div> <ul style="list-style-type: none"> · Online learning and online Assessment
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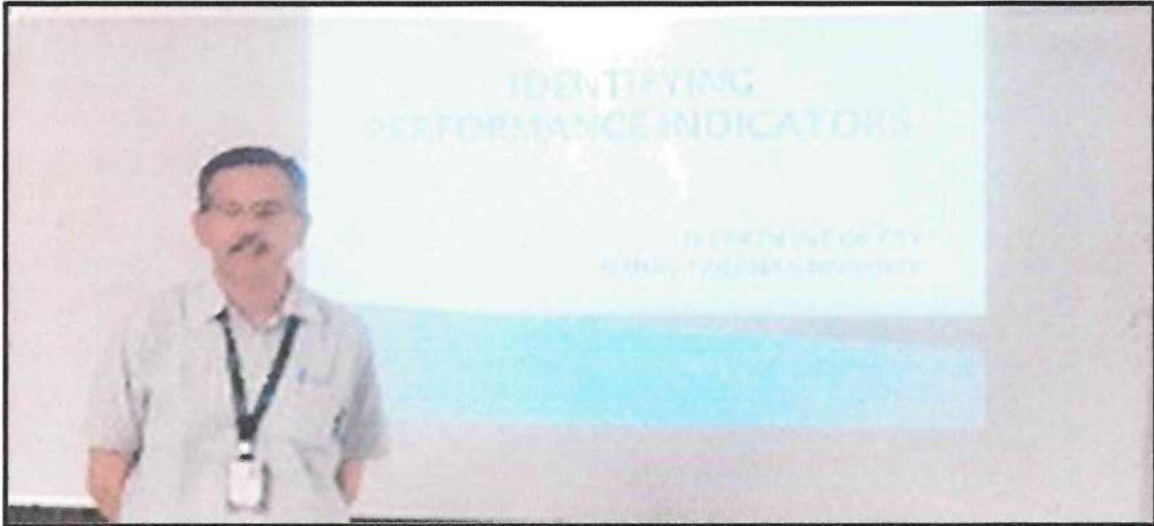
In the second week, various interactive sessions were conducted on academic policies and procedures, including the University's academic calendar, examination regulations, grading system, and teaching and learning methodologies. These sessions were conducted by senior faculty members and provided new faculty members with a better understanding of the University's academic processes. In addition, there were sessions on research and innovation, emphasizing the University's focus on research and encouraging new faculty members to engage in research activities actively.

In addition to the academic sessions, the program included sessions on professional development and building effective relationships with colleagues, students, and other stakeholders. These sessions aimed to equip new faculty members with the necessary skills and knowledge to become effective teachers, researchers, and collaborators.

Dr. Sachin Lakra, Professor, Department of Computer Science and Technology (DoCST), Faculty of Engineering, Manav Rachna University has delivered a session to the faculty on CO-PO Attainment Calculation. It was essential for each faculty member of an institution to know the method by which PO and CO attainments were calculated so that they became aware of the students' assessment in the respective courses they taught. Based on this, the faculty members must then identify the lacking areas of the course they are teaching and must improve upon these areas during the course of a semester or in the next turn of teaching the same course. Professor Lakra further explained the calculation of CO and PO attainment with the help of formulae and examples.

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Session by Dr. Sachin Lakra on CO-PO Attainment

Dr. Yogita Sharma, Mentor and Educator Entrepreneurship delivered a session on Innovation and Entrepreneurship on July 9, 2021 at Manav Rachna University. She deliberated on the relevance of innovation for an entrepreneur. She also stated that in the process of realizing a project or business idea, entrepreneurs face numerous problems in different subjects such as legal, economic, technological, etc.



Session on Innovation and Entrepreneurship by Guest Speaker Dr. Yogita Sharma

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She also highlighted that it is highly significant but also difficult for entrepreneurs to cope with these problems alone and to establish and successfully maintain their companies. However, successful entrepreneurs, who find solutions to important problems in our day to day lives are also contributing to the national economy. Recognizing this important economic and social contribution, public and private organizations have started to solve the problems of entrepreneurs in different processes and support entrepreneurs in many ways by establishing pre-incubation centers, incubation centers and acceleration programs.

Week 3:

FACULTY DEVELOPMENT PROGRAMME FOR FACULTY OF MRU June, 19-23, 2021	
Date	Event
19-7-2021	<ul style="list-style-type: none"> · Flipped classroom · Reflective practice-based learning
	Tea break
	<ul style="list-style-type: none"> · Experiential learning · scenario-based learning
	Lunch
	<ul style="list-style-type: none"> · Zoom and google meet · E-learning

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20-7-2021	<ul style="list-style-type: none"> · Active Learning and communication · Learning styles <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <ul style="list-style-type: none"> · Teaching-learning Processes · Setting out question papers <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Mapping of CO with PO · Attainment of PO's and CO's
21-7-2021	<p>Assessment</p> <p>Rubrics</p> <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <p>Project based learning</p> <p>Developing Rubrics for PBL</p> <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Development e-content · ERP @ MRU

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22-7-2021	<ul style="list-style-type: none"> · Result Analysis · Feedback of previous discussed topics and Assignment accordingly <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <ul style="list-style-type: none"> o Stress management o Cooperative learning <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <p>How to maintain course File</p>
23-7-2021	<ul style="list-style-type: none"> · Innovation and Entrepreneurship <div style="border: 1px solid black; text-align: center; padding: 5px;">Tea break</div> <ul style="list-style-type: none"> o Blooms Taxonomy for specific programmes <div style="border: 1px solid black; text-align: center; padding: 5px;">Lunch</div> <ul style="list-style-type: none"> · Online learning and online Assessment

In the third and final week, the program covered administrative policies, including the University's code of conduct, sexual harassment prevention policies, and workplace safety regulations. These sessions aimed to create awareness among new faculty members about the University's policies and expectations and ensure a safe and secure work environment. The program also included sessions on the University's culture, values, and ethics, emphasizing the importance of inclusivity, diversity, and equity.

The program also included sessions on the University's culture, values, and ethics. These sessions emphasized the importance of inclusivity, diversity, and equity in the University's academic and administrative practices. New faculty members were encouraged to participate in the University's various cultural and social events, fostering a sense of community and belonging.

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Dr. Babita Sharma has explained about the experiential learning Process. Experiential learning is a process of learning through direct, hands-on experiences. It involves actively engaging in an activity, reflecting on that experience, and using insights gained from that reflection to guide future action. Experiential learning can take many forms, including internships, service learning, cooperative education, fieldwork, and outdoor education, among others. It is often used in education and training contexts to provide students with opportunities to apply their knowledge and skills in real-world settings. One of the key principles of experiential learning is reflection, which involves thinking about the experience, analyzing it, and making connections between the experience and broader concepts or theories. Through this process, learners can deepen their understanding of the subject matter and develop critical thinking skills.



Session on Experiential Learning By Dr. Babita Sharma

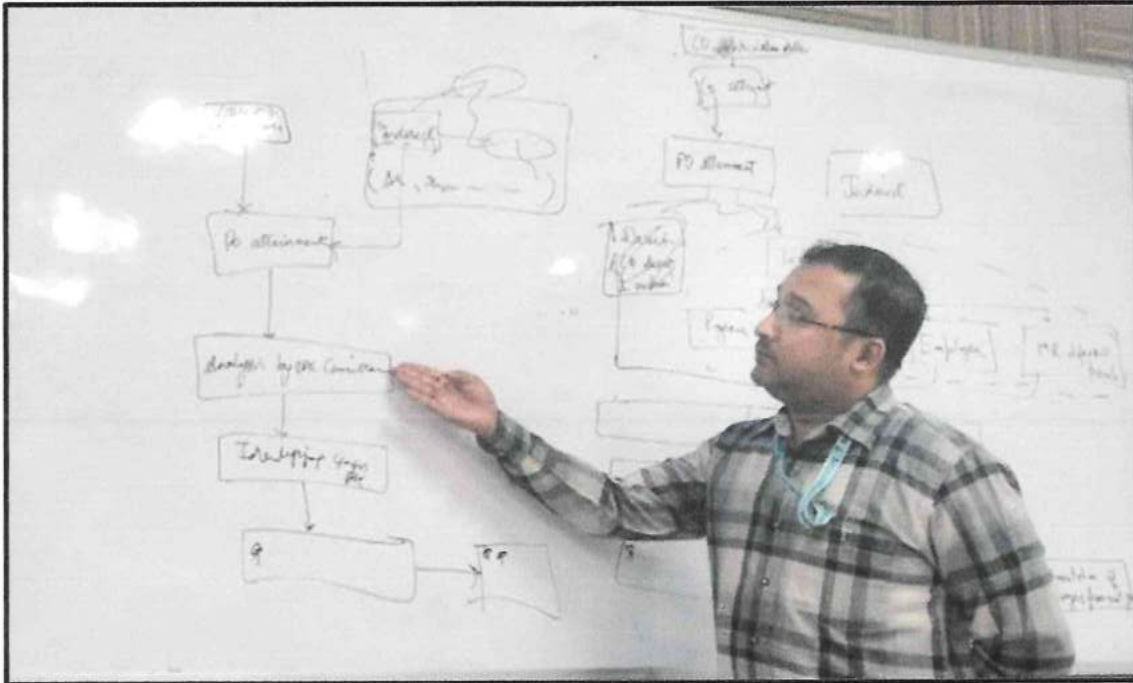
Another important aspect of experiential learning is active engagement, which involves actively participating in the learning process and taking responsibility for one's own learning. This can lead to increased motivation and a greater sense of ownership over one's learning. Overall, experiential learning is a powerful approach to education and training that emphasizes active engagement, reflection, and practical application of knowledge and skills in real-world contexts.

Mr. Ram Chatterjee, Assistant Professor CST, Department has delivered an interactive session E-learning, also known as electronic learning or online learning, is a form of education that takes

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place over the internet or other digital platforms. It involves using technology to deliver educational content, such as video lectures, interactive quizzes, and discussion forums, to learners who are not physically present in a traditional classroom setting.



Session on E-Learning by Mr. Ram Chatterjee

E-learning can take many forms, including fully online courses, blended courses that combine online and in-person instruction, and self-paced modules that learners can complete at their own pace. E-learning is often used in higher education, professional development, and corporate training contexts. There are many benefits to e-learning, including greater flexibility and convenience for learners, lower costs for institutions, and the ability to reach a wider audience of learners. E-learning can also be personalized to meet the needs of individual learners, and can be updated and revised more quickly than traditional instructional materials.

However, e-learning also presents some challenges, such as the need for learners to be self-motivated and self-directed, the potential for technological problems and glitches, and the potential

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for social isolation and lack of interaction with instructors and peers. Overall, e-learning is a rapidly growing form of education that offers many opportunities for learners and institutions alike, and has the potential to transform the way we approach teaching and learning.

Conclusion:

The Faculty Induction/Orientation Program was conducted over a period of three weeks, providing new faculty members with a comprehensive understanding of the University's values, culture, and policies. The program enabled new faculty members to adapt to the University's work environment and contributed positively to the institution's growth. Manav Rachna University is committed to providing a supportive and inclusive work environment and will continue to conduct such programs in the future.

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