

TEACHING LEARNING CENTRE  
RAMANUJAN COLLEGE  
(UNIVERSITY OF DELHI)

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

04<sup>th</sup> JUNE–01<sup>st</sup> JULY 2020

CALL FOR REGISTRATION AND PARTICIPATION

Organized by  
Teaching Learning Centre  
&  
Research Development and Services Cell

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



## CONCEPT NOTE

The COVID-19 pandemic has dramatically changed education, with the distinctive need for e-learning and continuance of teaching-learning over remote and digital platforms. The incorporation of information communication technology in education has already been on a high growth even before the pandemic. However, the sudden closure of educational institutions in many parts of the world has brought a certain urgency to adopt online teaching learning strategies, which are likely to continue even post-COVID-19. Hence, the teaching community needs to evolve, more than ever, an innovative approach to equip themselves with the skills necessary for creating a holistic learning environment in this unprecedented context.

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. Likewise, terms like institution and knowledge now seek to establish systems of learning beyond the four walls of buildings, encompassing more than physical infrastructure, and information gathering and processing. Systems that ignite the drive to address the problems of the society 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.

The traditional set-up of a classroom needs 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 (MHRD), Government of India, launched the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) programme through its Teaching Learning Centres, with a special emphasis on Education 4.0. It emphasizes the need to prepare students to fearlessly face challenges. It has been designed to change the role 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 define the manner in which the future generations will work and live.

In the present circumstances, the teaching fraternity is missing out on the lively and interactive programmes. Hence, the MHRD and the University Grants Commission (UGC) have intensified efforts towards a strong virtual engagement to facilitate dissemination of knowledge and adopt technology enabled teaching practices. To contribute in this endeavour, Teaching Learning Centre (TLC), Ramanujan College had successfully completed an Online Faculty Development Programme on *Managing Online Classes and Co-Creating MOOCs* (20<sup>th</sup> April – 06<sup>th</sup> May 2020). The overwhelming response paved way for launching a second round of the Course from 18<sup>th</sup> May – 01<sup>st</sup> June 2020.

The Centre will begin a two-week Workshop titled *From e-Learning to e-Training: A Comprehensive Guide for all your Administrative Work* (25<sup>th</sup> May – 3<sup>rd</sup> June 2020).

The fourth Induction Training Programme, 2020, is yet another step by the TLC, in association with Research Development and Services Cell, Ramanujan College, to prepare and enable teachers to deliver excellent teaching practices, even in an online environment. The previous three Induction Training Programmes (May 2018; December 2018; and May 2019) were highly successfully, with participation of teachers from different parts of the country and disciplines. The feedback from the participants has confirmed that the programmes were instrumental in enhancing their knowledge and skills on a wide variety of themes, which they were able to implement in their teaching. The present Induction Programme will be carried out in online platform, keeping in view the physical constraints.

The primary objective of the present 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 centred 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. ***This programme is***



*equivalent to one month orientation programme.*

## **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](http://www.tlc.rcdu.in) or [www.rcdu.in](http://www.rcdu.in) or before 27<sup>th</sup> May 2020, by browsing the following link: <https://forms.gle/x9tbR3RW7iLtaTtK9>
- Registration is mandatory for all the participants.

For further queries, please mail on: [fip2020@ramanujan.du.ac.in](mailto:fip2020@ramanujan.du.ac.in)

### DETAILS OF PROGRAMME FEES

Fees for the Programme: Rs. 1500 (Non-Refundable)

\*Payment can be done through UPI/NEFT to the below mentioned account.

### STEPS OF REGISTRATION

1. Participants will fill up the online application form with all required details & payment within the final date of submission that is, 27<sup>th</sup> May 2020. Please note that requests for late applications will not be entertained.
2. After successful registration & payment, the participants will receive a final confirmation and invitation letter.

**Please note** that an official group will be made for communication with the participants on "Telegram." You are therefore requested to install the Telegram App either from Play Store or App store. The link to join the official group will be provided in the confirmation mail.

## **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/ORIENTATION PROGRAMME**

#### **Director**

Dr. K. Latha, Associate Professor, Department of Management Studies

#### **Co-Director**

Dr. Nirmalya Samanta, Associate Professor, Department of English

#### **Convenors**

Dr. Ashish Kumar Shukla, Assistant Professor, Department of Statistics

Dr. Nikhil Kumar Rajput, Assistant Professor, Department of Computer Science

#### **Organising Team**

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Dr. Aparajita Mazumdar, Assistant Professor, Department of Political

Science

Ms. Parul Yadav, Assistant Professor, Department of Commerce

Ms. Shipra Yadav, Assistant Professor, Department of Political Science

Mr. Vipin Kumar Rathi, Assistant Professor, Department of Computer

Science

Dr. Abhay Pratap Pandey, Assistant Professor, Department of Statistics

**FOR MORE INFORMATION, CONTACT:**

[fip2020@ramanujan.du.ac.in](mailto:fip2020@ramanujan.du.ac.in)

**DIRECTOR, TLC**

DR. S. P. AGGARWAL (PRINCIPAL)

**ASSISTANT DIRECTORS**

DR. SUMIT NAGPAL, Assistant Professor, Department of Mathematics

DR. NIKHIL KUMAR RAJPUT, Assistant Professor, Department of Computer Science

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



Teaching Learning Centre  
Ramanujan College  
(Accredited Grade 'A' by NAAC)  
University of Delhi  
H Block, Kalkaji, New Delhi - 110019  
Ph: +91-11-26430192  
Email: [ramanujancollege2010@gmail.com](mailto:ramanujancollege2010@gmail.com), [tlc@ramanujan.du.ac.in](mailto:tlc@ramanujan.du.ac.in)  
Website: <http://www.rcdu.in>, <http://www.tlc.rcdu.in>