

CONCEPT NOTE OF THE FACULTY INDUCTION PROGRAMME OF THE UGC-HRDC, UNIVERSITY OF KASHMIR (March 2 to 29, 2021)

The cornerstone of any education system are teachers and the quality of education is both determined and dependent on the quality of its teachers. In higher education, faculty development is central to the issues of quality and excellence. In order to ensure continuous flow of talented and qualified teachers to meet the expanding needs of higher education, dedicated efforts are needed to attract and incentivise talent to pursue teaching as a career. Modern day educators need to rethink the ways teaching and learning ought to happen in the era of knowledge economy. Our former President, Dr. Sarvapalli Radhakrishnan emphasized that “Teachers should be the best minds in the country.” Preparing a potentially efficient generation of teachers, which can lead the nation to the higher notches commensurate with the global demand of education, is the need of the hour. This is possible only by means of a well-planned in- service teacher education system which is capable of equipping the teachers with the vision and evolution of higher education in India along with global perspectives.

The Kothari Commission (1964) remarks “destiny of India is now being shaped in her classrooms. This, we believe, is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people” is still relevant in the context of teacher education. The teacher education in India, over the years, has been striving to make the teachers internalize this mission and steer them towards achieving it. But unlike the teachers in school education, a faculty in higher education joins the teaching profession without any formal training in teaching, learning and assessment. Understanding and capabilities in these areas along with awareness of policies, governance and administrative structures can help new teachers entering higher education to improve their teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities. The teachers are also expected to have a clear understanding of planning curriculum and pedagogical strategies, generating new knowledge for an equitable society, maintenance of academic integrity and integrating sustainability in teaching and personal life.

With these goals in mind, MHRD and UGC have been jointly working towards developing a broad Faculty Induction Programme (FIP) Content Framework for inducting new teachers to the system. This FIP is being implemented through the Human Resource Development Centres (HRDCs) and Pandit Madan Mohan Malaviya National Mission on Teacher Training (PMMMNMTT) centres across the country. MHRD and UGC strongly believe that this content framework will herald a new era in faculty induction programme in India.

The present higher education system focuses only on the domain (subject) knowledge of the faculty. It does not focus on teaching-learning process, pedagogical content and its various tools which are very vital to increase the quality of learning experience in the different educational programmes. Hence, it will be mandatory for a newly recruited faculty to undergo Faculty Induction Programme after their appointment in HE

institutions. The main objective of the mandatory induction programmes is to sensitize and motivate the faculty to adopt learner centered approaches, ICT integrated learning and new pedagogic approaches to teaching-learning assessment tools in higher education.

Faculty Induction Programme will include teaching and research methodologies (flip classrooms, collaborative learning, case approach), use of ICT, curriculum structure and design, sensitization to gender and social diversity, professional ethics, sharing of best practices and updating developments in their field of study, etc. Faculty development has a critical role to play in promoting academic excellence and innovation. This is one of the priority actions aimed at improving the professional capability and performance of teachers to deliver effective and quality learning. Hence, Faculty Induction Programmes will include the four possible types of development: personal (interpersonal skills, career development, and life planning issues), instructional (course design and development, instructional technology) organization (ways to improve the institutional environment to better support teaching) and professional (ways to support faculty members so that they fulfil their multiple roles of teaching, research, and service).

Rationale of Faculty Induction Programme:

1. To sensitise and motivate the faculty to adopt learner centered approaches, ICT integrated learning and new pedagogic approaches to teaching- learning, assessment tools in higher education.
2. Implement curriculum reforms in the context of interdisciplinarity, multi-disciplinarity and applied approaches to knowledge.
3. Adopt flexible evaluation processes which are more scientific to evaluate multiple skills and competencies of students.
4. Promote four possible types of faculty development: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); organisational (ways to improve the institutional environment to better support teaching); and professional (ways to support faculty members so that they fulfil their multiple roles of teaching, research, and service).
5. To promote academic excellence, teaching innovation, research capabilities and leadership skills.
6. To improve the professional capability and performance of teachers to deliver effective and quality learning.

UGC-HRDC, University of Kashmir is going to conduct its first ever Guru Dakshta Faculty Induction Programme (FIP) from March 2 to 29, 2021. Plethora of renowned and eminent resource persons from within and outside J&K have been invited to deliver lectures during the course and familiarize them with all aspects concerning higher education system. A total of 35 newly appointed Assistant Professors from various colleges and universities of J&K have registered for the online course.