

4/10/22



Gita Dakshata - 2022-23

14th July - 31st Aug, 2022



Dr. Anil Kumar
Registrar
Mewar University,
Chittorgarh



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Dr.
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Mewar University,
Chittorgarh

Organized by

Mewar University, Chittorgarh

In Collaboration with

JNU University, Jodhpur

JNU University, Jodhpur



For more details visit

MEWAR UNIVERSITY

Gangrar, Chittorgarh (Raj.)
OFFICE OF THE REGISTRAR

Ref. No. MU/RO/2022/2199

17/06/2022

REVISED OFFICE ORDER

Subject : Organizing the GURU DAKSHATA Programme.

In supersession of earlier office order no. 1977 dated 16-04-2022, Guru Dakshata Programme (Faculty Induction Programme) is organizing in our University from 25th June 2022 (Saturday) to 30th July 2022 (Saturday). A committee is constituted for smooth conduction of the Guru Dakshata (FIP) Programme.

- | | | |
|---|---|----------------------|
| 1. Dr. Senia Singh (HoD, Economics) | - | Coordinator |
| 2. Dr. Aruna Dube (Principal, B.Ed) | - | Co- Coordinator |
| 3. Mr. Rakesh Bhatt (HoD, Management) | - | Organizing Secretary |
| 4. Dr. Sumit Kumar Pandey (HoD NMC) | - | Nodal Officer |
| 5. Mr. Shiv Kumar (Asst Prof., CSE) | - | Nodal Officer |
| 6. Ms. Lavina Chhaplot (HoD, Law) | - | Nodal Officer |
| 7. Mr. Anshul Kumar (Asst Prof., Civil Engg.) | - | Nodal Officer |

All the concerned members are instructed to perform their responsibility under the direction of Coordinator and Co-coordinator accordingly.



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Gangrar, (Chittorgarh)

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- Coordinator - RMC Cell
- Record / File



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Gangrar, Chittorgarh

Respected Sir,

We are pleased to inform you hereby that Mewar University has been organising MHRD & UGC- Faculty Induction Program (FIP) from 14th July to 20th August 2022 under your guidance.

We would request you please permit us to conduct Valedictory Function at the end of Day ie 20th August 2022, Saturday on offline mode in Our University Campus.

You are also requested please suggest name of dignitaries for the Chief Guest and Guest of Honour for Valedictory Function.

I am looking forward to your positive response

Thanks & Regards

Dr. Soula Singla

FIP Coordinator

Mewar University, Gangrar, Chittorgarh, (Raj)

9414202322 (M)

e-mail: soula@mewaruniversity.co.in


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MEWAR UNIVERSITY
CHODAWADI, CHITTORGARH
Bans Nyon (Rajasthan) Code:30

Payment Voucher

Total	
Date	Amount
	12 May 2022
Particulars	
Account	
DIRECTOR UGC-HRDC JNVU JODHPUR	1,25,000.00

Through

ON ACCOUNT OF

BEING AMOUNT PAID TO DIRECTOR-UGC
HRDC JNVU JODHPUR AQ MOU

Amount in words:

Indian Rupees One Lakh Twenty Five
Thousand Only.

₹ 1,25,000.00

Receiver's Signature

Authorized Signatory

(Handwritten Signature)

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Mewar University
Gangrar, Chittorgarh

(Circular Stamp: MEWAR UNIVERSITY, ACCOUNTS, 20/5/2022)

MEWAR UNIVERSITY, GANGRAR CHITTORGARH
FACULTY INDUCTION PROGRAMME 2022
14th July 2022 to 20th August 2022

MINUTE TO MINUTE PROGRAMME

S. No	Time	Programme
1	02.30 to 02.35 pm	Lamp Lightning
2	02.35 to 02.40 pm	Kulgeet
3	02.40 to 02.50 pm	Welcome Address by Shri A.V. Shukla Pro Vice Chancellor Mewar University
4	02:50 to 02.55pm	Introduction of FIP by Dr. Aruna Dube, Principal, Dept. of Education
5	02.55 to 03.05pm	Introduction of GURU DAKSHATA Programme by Prof.(Dr.) Rajesh Ku. Dubey, Director UGC, HRDC, JNVU, Jodhpur
6	03.05 to 03.15 pm	Address by Prof. Indresh Kumar
7	03.15 to 03.25 pm	Address by the Chief Guest (Prof. Anand Bhalerao, VC, Central University Kishangarh Ajmer)
8	03.25 to 03.35 pm	Address by the Special Guest (Prof. P.K. Dashora, Ex-VC, Kota University, Kota, Ex-Member of RPSC)
9	03.35 to 03.50pm	Certificate distribution
10	03.50 to 03.55pm	Share the experiences about FIP by Dr. Sumit Kumar Pandey, HOD MASS & Media Communication
11	03.55 to 04.05 pm	Address by the President of the Valedictory Function (Dr. Alok Tripathi, VC SVP University, Jodhpur)
12	04.05 to 04.10 pm	Vote of thanks by Dr. Sonia Singla, HOD Economics
13	04.10 pm	National Anthem


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Online Programme - 2022-23



Dr. Ashok Kumar Gadhvi
Chancellor, Mewar University



Prof. Dr. Rajesh Kumar Dubey
Director, U.G. HRD, Jaipur



Prof. Dinku S. Rana
V.C. Mewar University



Mr. A.V. Shukla
Prof. V. Mewar University



Dr. Anjali Singh
Assistant, Student Affairs



Dr. Shalini Singh
U.G. Cell In-charge, Mewar University



Dr. Anjali Singh
Assistant, Student Affairs

Google registration Form: <https://forms.gle/ND1eaVGqZi4EcV9d6>

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Guru Daksheta
25 June - 30 June 2022

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Suggested Activities: Lecture Method, Brainstorming Sessions, Interactive sessions with non-academic personnel, Case Studies.

Suggested Assessments: Learning outcomes can be assessed through self-assessment, feedback, practical case assignments to address the problems inside the institution, engaging in higher order abilities through oral and written means to test ability to interpret rules, regulations, act statutes etc. of various agencies related to higher education, critical analysis of issues related to higher education etc.

All the Resource Persons will be asked to send 5 objective type questions along with their power point presentation and 3 pages write up.

Objective test will be conducted for 10 marks.


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Module-7

Curriculum designing, Outcome based learning and Choice based credit system

Objective: To provide essential knowledge and skills to be an active contributor in curriculum designing, outcomes learning procedure and choice-based credit system.

Expected Learning Outcomes:

On completion of the module, the participants will be able to:

- Understand the process of curriculum design and development
- Understand the idea and process involved in Outcome based learning
- Understand the basic essential features of choice-based credit semester system
- Understand how to incorporate feedback from the industry/practitioners while designing the curriculum

S. No.	Topics	Resource Person	Time (hours)
1	Idea of curriculum and different perspectives on curriculum		1.5
2	Considerations for designing the curriculum		1.5
3	Framing curricular objectives and organization of content - connecting content with appropriate learning resources, pedagogical principles and assessment; integrating and interlinking courses		1.5
4	Taxonomies of Instructional objectives Blooms taxonomy and revised blooms taxonomy		1.5
5	<ul style="list-style-type: none">• Student evaluation using Outcome Based Learning - connection with the choice-based credit system• History and evolution of Choice Based Credit system (CBCS)		3
6	Idea of the Choice Based Credit System - opportunities and challenges of implementation -		3
7	Opportunities and challenges of CBCS in comparison to Annual and semester-based system		3
8	Objective Test		2
9	Question and answer session		1.5
10	CBCS-case studies of good implementation		1.5
			20

Panel lectures by expert, Individual and Group activities, Question and answer sessions, Panel discussions, invited talks, individual activities, individual and group task.

Assessments: Learning outcomes can be assessed through assignment, through recording, projection and analysis, objective tests, Peer assessment, presentation, and rating of oral presentation.

Objective test - 10 marks; Brainstorming - 10 marks; Individual activity - 10 marks

Total - 30 marks


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Module 3

Teaching, Learning and Assessment

Objective:

Enable teachers to equip themselves with high quality teaching, learning and assessment

Expected Learning Outcomes

By the end of the module, participants will be able to:

- Understand overarching principles of effective pedagogy and critically analysis of different methods of teaching
- Devise and recognize different innovative strategies for variable pace of learning
- Appreciate the various approaches and tools of assessment and evaluation
- Explore the linkages between pedagogy, assessment and learning
- Use and integrate technology platforms for teaching, learning and evaluation
- Develop effective lesson planning to address learning outcomes of the programme

S. No.	Topics	Resource Persons	Time (hours)
1.	Understanding the realm of Teaching: Teaching as a profession (competencies & requirements), Teaching as reflective practice; Teaching as a complex/ dynamic activity and metacognition of own teaching		1
2.	Understanding role, appropriate use and blending of technology in teaching		1.5
3.	Strategies of teaching: Teacher-centred and student-centred; their strengths and limitations; Customised strategies, need, importance and potential of teachers in developing teaching strategies, constructivist and critical pedagogy for connecting to daily life and larger social issues		1.5
4.	Lesson Planning - Basis, idea, logic and different types, skills and techniques for writing lesson plans		1.5
5.	Effective classrooms; Time management; use of humor in teaching, balancing firmness and friendliness		3
6.	Multicultural classrooms and inclusive pedagogies		1
7.	Learning and the learner: Concept of learning; Perspectives of learning: Behaviorist, Cognitive and constructivist; Individual difference, Learning styles; Role of cultural relevance on learning		1.5
8.	Understanding students and their needs - Students with divergent socio-cultural background, students from marginalised communities, Students with special educational needs, Students with learning		3


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	difficulties, Students with extraordinary abilities - designing inclusive strategies for meeting needs of all types of students		
9.	Mentoring individual students and student groups- skills and strategies	4	1.5
10	Assessment and Evaluation: Assessment for learning and assessment of learning, Understanding the difference between assessment and evaluation, Formative and summative assessments, Importance of objective assessment, Development of tools for objective assessment, innovative Classroom assessment strategies Exercise on Assessment and Evaluation for Participant Teachers		3
11.	Creating blogs, Basics of creating Web pages/Web sites, Modulating Webinars etc		1.5
			20

Activities:-

lectures, ICT tools, Group Discussion, Building Assessment frameworks and instruments

Digital classroom sessions, Collaborative learning, Activity Reflection (i.e., a reflection on performance of the activity), Creating blogs, Basics of creating Web pages/Web sites, Modulating Webinars etc.

ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process and in getting across abstract concepts and logics in a short span of time.

Assessments:

Learning outcomes may be assessed through Self-Appraisal, and Feedback, Exercise on Assessment and Evaluation, ICT based exercises, Assessment Frameworks and Instruments

All the Resource Persons will be asked to send 5 objective type questions along with their power point presentation and 3 pages write up.

Objective test will be conducted for 10 marks

Exercise on Assessment and Evaluation –

Model questions will be framed by the participants- 10 marks.

Total – 20 marks.


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Module - 1

Technology for Teaching and Assessment of I-generation

Objective: Encourage participants to use the potential of technology in teaching and assessment.

Expected learning outcome: At the end of the course the participants will be able to:

- Understand and appreciate the potential of technology in teaching learning process
- Make use of technology for assessment and evaluation practices
- Communicate and deliver information to mass of students in quite individual ways
- Update himself with latest developments in technology and use them for educational purposes
- Learn how to use free/open source software/hardware in education
- Understand and appreciate various digital initiatives of Government of India for enriching higher education, in particular Annual Refresher Programme in Teaching (ARPT) for course refresher modules

S. No.	Topic	Resource Persons	Time (hours)
1	Understanding online learning applications & systems (Learning Management Systems (LMS), Types of e-learning applications, e-content, Multimedia based interactive tutorial, Web based lectures, e-Books, Learning Objects, Virtual Class, Simulation and Virtual Reality based learning systems.		1.5
2	Open Course Ware(OCW), Open Educational Resources (OER), and Open Online Courses (MOOC) use of social media and online library resource.		1.5
3	Developing e-content: Basics of Static e-content development.		3
4	Citation and referencing, IPR and copyright issues, Anti-Plagiarism Tools, Sensitive issues in Indian context for development of e-content (copyright, Gender, social, etc.)		1.5
5	India's initiatives in e-learning: NMC & NME-ICT (OER, MOOC & SWAYAM, ARPT)		1.5
6	MOOCs: Concept, Structure, Preparing the MOOC Proposal, Script/Storyboarding, Preparation of Teaching Learning Materials, Developing effective power point presentation for MOOC, recording & production of digital content (LMS & CMS) for developing e-learning applications/ OER.		1.5
7	ICT based assessment methods: Developing tests and conduct of online assessments, ICT in the making and grading of assessments: dot plots, matrix analysis, curve fitting, ICT in the		3

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	compilation and submission of grades, ICT in the management of marks and feedback to students	
5	e-content development (script writing, shooting) - Creating blogs (ICT-based exercise) - Modulating Webinars - Video editing	6.5
		20

Activities:

Digital classroom sessions, Collaborative learning, Activity Reflection (i.e., a reflection on performance of the activity), Creating blogs, Basics of creating Web pages/Web sites, Modulating Webinars etc.

ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process and in getting across abstract concepts and logics in a short span of time.

Assessments:

Learning outcomes may be assessed through Self-Appraisal, and Feedback, Exercise on Assessment and Evaluation, ICT-based exercises, Assessment Frameworks and Instruments.

All the Resoum Persons will be asked to send 5 objective type questions along with their power point presentation and 3 pages writ up.

Objective test will be conducted for 10 marks

E-content development – 20 marks

Total – 30 marks

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Module 9

Personal-Emotional Development and Counselling

Objective: To enable participants to attain basic skills in personal – emotional development and counselling.

Expected Learning Outcomes: At the end of the course the participants will be able to

- understand and deal effectively with different types of personality
- act in consonance with the diverse world of learners
- learn to deal and manage stress among the learners
- counsel the learners effectively

S.No.	Topics	Resource Persons	Time (hours)
1.	Personality and its defining characteristics, Assessment of personality		1.5
2.	Nature and types of adjustment problems: academic, emotional and social		1.5
3.	Understanding the Student Diversity: Students with Learning Difficulties, Exceptional students, Gifted students, students with divergent Socio-Cultural Background		3
4.	Understanding stress and its impact at different levels, Managing Stress and Time Management		3
5.	-Consequences of a work-life imbalance among teachers, Ways for improved life balance, Emotional intelligence in work as well as other areas of life -Students with Learning Difficulties, Exceptional students, Gifted students, students with divergent Socio-Cultural Background		8
6.	Counselling strategies for better personal and class adjustment- Freud's Psychoanalytic, Behavioristic, Gestalt, Directive, non-directive, eclectic, Individual and group counselling, Ethical and moral codes of counselling		3
			20

Activities

Preparation and maintenance of self-appraisal reports, collecting case history of learners, Conduct guidance and counselling programme, Organising a job fair/career fair, Preparation and administration of any two tools: Observation, Interview, Questionnaire etc. with respect to counselling services. Role play Based practicals and group activities.

Assessments

Learning outcomes may be assessed through assignment, objective tests, Peer assessment

All the Resource Persons will be asked to send 5 objective type questions along with their power point presentation and 3 pages write up.

Objective test will be conducted for 10 marks

Seminar – 20 marks

Total -30 marks

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Maulana

Research, Professional Development and Academic Leadership

Objective: Enabling participants to acquire research skills, leadership qualities and facilitating one's own professional development

Expected Learning Outcomes: At the end of the course the participants will be able to:

- Understand dynamics of academic leadership
- Reflect on the role of research in teaching and overall professional development
- Discuss ways of ensuring integrity and ethics in conducting research
- List out ideas for conducting interdisciplinary and collaborative research studies, within research. Formulate strategies for engaging in meaningful research

Topic areas/themes:

S. No.	Topic	Resource Persons	Time (hours)
1.	Conceiving both teaching and research to strengthen the connection between the two		1.5
2.	Building effective teaching-research links at the curriculum level		1.5
3.	Designing interdisciplinary and collaborative research projects in specific disciplines		1.5
4.	Conducting Discipline-specific Research: planning and writing a research proposal, funding opportunities, involving students in research		1.5
5.	Quantitative, qualitative and mixed methods of research		1.5
6.	Software tools for research and for plagiarism check: Latex, Bibliographic, End Note, BibTex, Turnitin, Statistical, other open source tools, data in the public domain		1.5
7.	Preparing to become a PhD guide: roles and responsibilities		1
8.	Mapping community needs for Socially Useful research		1
9.	Research ethics: Academic honesty and integrity, Consent and its implications, Converting a thesis into written publication ready material		1
10.	Importance of and strategies for staying updated with developments in teaching and in one's own discipline		0.5
11.	Associating with professional teachers and discipline related organisations: need, how to draw best out of them for professional growth, Cases/ Experiences for ongoing involvement in professional growth of teachers		0.5
12.	Opportunities for Continuing Professional Development: National/International, Government and Nongovernment		1.5
13.	Fundamentals of Strategic and Transnational		0.5

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	leadership.		
14	Developing organization aspiration and strategy for growth		0.5
15	Different kinds of leadership – results-oriented leadership, creative leadership, leading for creative results		1.5*
16	Role of academic heads and faculties for quality higher education		3
			20

Activities: Self-Appraisal and Feedback form, ICT based exercise Case-study based discussions of good research outputs in specific disciplines, Expert talks with discussion, Research proposal writing exercise, using program software, short videos on research, interdisciplinarity in action, joint session by resource persons from different disciplines to discuss a common topic; resources persons from research ethics committee.

Assessments:

Learning outcomes may be assessed through Institutional case studies, Designing a draft research proposal, recognizing plagiarism through different means; peer assessment, reflection / self assessment.

- All the Resource Persons will be asked to send 5 objective type questions along with their power point presentation and 3 pages writ up.
- Participant teachers should design a draft research proposal and submit; it will be valued by Experts

Objective test will be conducted for 10 marks

Project Proposal – 20 marks

Total – 30 marks


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Module 1

Academic Integrity

Objective: To promote academic integrity among participants to have a trustworthy and high quality academic outputs from higher education institutions.

Learning outcomes: At the end of the course the participants will be able to;

- Avoid plagiarism in their academic practices
- Identify and maintain academic standards expected from them.
- Practice honesty and rigor in research and academic publishing.

Local area/ themes:

S. No.	Topic	Resource Persons	Time (hours)
1.	Defining academic integrity		0.5
2.	Honor codes and honor pledges: need and importance. Case analysis of the Honor codes of some well-established institutions		1
3.	Plagiarism: types, issues and consequences. Ways and means of protecting students and teachers from plagiarism.		1.5
4.	Cheating in academic matters: Reasons, types and consequences		1
5.	Challenges of academic integrity in the time of information technology: information literacy, need and importance		1
6.	Ethical conduct of research, Publication ethics, issues of unauthorized collaboration		1
7.	Consequence for academic dishonesty		1
8.	Ways of promoting academic integrity, importance of academic integrity in high quality academic and research outputs		1
			10

Activities: Lectures, Discussion Group, Panel Discussion, Hands-on experiences on information literacy and plagiarism tools and other software intended for the purpose, Documentaries, case studies

Assessments: Development of sample Honor codes, Oral presentations, involvement in activities related to hands on experiences and written assignments.

- All the Resource Persons will be asked to send 5 objective type questions along with their power-point presentation and 3 pages writ up.
- Assignments should be submitted by participant teachers and they can be evaluated.

Dejective test will be conducted for 10 marks

Micro teaching - 10 marks

Assignments - 10 marks

Total - 30 marks

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Constitutional Values, Human Rights and Fundamental Duties

The course is a mixture of theoretical & practical. Human Rights and Fundamental Duties that both subjects deal with, covers the need for an egalitarian and sustainable society.

Learning outcomes: After completion of module the participants will be able to:

Understand the linkage between Constitutional values, Human rights, fundamental duties and education.

Appreciate the significance of responsible citizenship to integrate Constitutional values and to promote teaching and research.

Topic areas/themes

S. No.	Topics	Resource Person	Time (Hours)
1	Current scenario, Constitutional values and education		2
2	Human Rights & Fundamental Duties		1.5
3	Understanding the teaching, learning and research		1.5
4	Caste, class and gender in the classroom - embedding this in curriculum. Textbooks, process/competency based		1.5
5	How all this affects teaching & learning and address equity		1.5
6	Looking beyond Stereotypical generalizations - learning respect and tolerance. Universal values of universal values - truth, righteousness, peace, non-violence		1.5
7	Learning professional ethics in classroom		1.5
8	Constitutional values through literature in curricula/activities		1
			15

Suggested Activities: | Short test like, and mini presentations, role playing, games, research, posters, case studies, writing assignments, group work, etc. (to be decided)

Assessment:

The learning outcomes will be assessed through the project work, studies, group discussions with value addition, written tests.

- All the Resource Persons will be asked to send 5 objective type questions along with their power point presentation and 4 pages will up.
- Participant teachers are to conduct Brain Storming/Group Discussion sessions which will be evaluated.

Objective test will be conducted for 10 marks

Brainstorming/Group Discussion - 10 marks

Total - 20 marks


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Module 1

Environmental Consciousness and Sustainable Development Goals

Objectives:

To develop awareness on Environmental Consciousness and Sustainable Development Goals (SDG) among participants and promote critical evaluation of the current status and future potential of India about SDG.

Expected Learning Outcomes:

- At the end of the module participants will be able to
 - Appreciate the role of Environmental Consciousness and SDG for a future society
 - Identify their critical role in the march of nation towards attaining SDG.
 - Realize this role by appropriately integrating SDG into their teaching and research Themes

Focus Areas

Importance of each of the following Sustainable development goals categorized here under for a better society.

S. No.	TOPICS	Resource Person (Tentative)	Time (hours)
1.	Health and Environment- food health and wellbeing, Sustainable cities and communities, responsible consumption and production, Climate action, Life below water, Life on land, Affordable and clean energy, Clean water and sanitation and information about initiatives like Swachh Bharat Mission etc.		2
2.	Economic- Debit work and Economic growth, Industry innovation and infrastructure.		3
3.	Reduced poverty and hunger, Quality education, Gender Equality, Reduced inequality, Peace justice and strong institutions, Partnership to achieve the goals.		3
4.	Role of teachers and higher education institutions in supporting nation to attain SDG, Necessity of SDG for a better society, Current status of India with regard to SDG, whether higher education is suitably aligned, Exploring linkages with constitutional norms, Government public policy Roadmap for attaining SDG by 2030.		2
Total			10

Suggested Activities

Lecture Method, Brainstorming Sessions, Interactive sessions with Case Studies, Documentaries, Creating a sustainable campus plan in groups.

Suggested Assessments

The learning outcomes may be measured through self-assessment, feedback, ability to speak on the importance of SDG, ability to prepare brief notes on SDG and its various dimensions.

- All the Resource Persons will be asked to send 5 objective type questions along with their power point presentation and 3 pages writ up.

Objective test will be conducted for 10 marks

Submission of brief notes on SDG and its various dimensions by the participant teachers- 10 marks

Total -20 marks


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Page No. _____

Strategic Planning and Management

Objectives:

To make the participants to deal effectively with rapidly changing circumstances, improve internal management and institutional performance.

Learning Outcomes:

At the end of the course the participants will be able to

- define goals and objectives, prepare vision/mission document, do the SWOT analysis
- understand the work planning and its management (determine the meaning of bottom-up/ decentralized planning; democratized planning and perspective planning and how to carry these out.)
- understand the dynamic status of faculty members and enrolled students in the institutions (include the special considerations from the perspective of low performing students, students with special needs, gender, caste, minority etc. as well as needs of deprived areas in strategic planning)
- prepare strategic plan to eliminate at state and institutional levels
- envisioning future - Developing Organization Aspiration and Strategy for growth
- develop the roadmap of excellence from vision strategy
- create and develop a shared vision

Focus Areas/Themes: Strategic Planning:

S. No.	Topics	Resource Person (Tentative)	Time (hours)
1.	Creating and developing a shared vision		1.5
2.	Preparing vision/mission document, state and institutional level strategic plan.		1.5
3.	Defining Goals & Objective		1
4.	Understanding Planning - Meaning of bottom-up/ decentralized planning; democratized planning and perspective planning		1
5.	Understanding the perspective of low performing students, students with special needs, gender, caste, minority etc. as well as needs of backward areas in strategic planning.		3
6.	Envisioning Future - Developing Organization Aspiration and Strategy for growth		1
7.	Roadmap of excellence from vision strategy		1.5
8.	Understanding work planning and its management		1.5
9.	Understanding dynamic status of faculty members and enrolled students in the institutions. Coping mechanism with work, Strategy of inter and intra university coordination		3
	Total		15

Activities: Brain storming sessions, Group activities and presentations, Moderator led discussions, Individual activity, Question and answer sessions Case Study, Discussion Group, Panel Discussion, Hands on experiences.

Assessments: Development of Assessment matrix for institutional effectiveness and learning outcomes. An assignment to reveal the enhancement in skill of strategic planning of the trainee teacher.

Objective test will be conducted for 10 marks

Brainstorming – 10 marks Seminar/microteaching – 10 marks

Total – 30 marks


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Assessment & Evaluation

Marks can be given in this pattern for all modules. It will cover the assessment methods given in the Course/Module Book.

SN	Particula	Modules										Total	
		1	2	3	4	5	6	7	8	9	10		
1.	Objective Test	10	10	10	10	10	10	10	10	10	10	10	100
2.	Seminar					20							20
3.	Brainstorming		10										10
4.	Discussion								10				10
5.	Individual Activity		10										10
6.	Exercise on Assessment and Evaluation			10									10
7.	E-content Development				20								20
8.	Project Proposal						30						30
9.	Microteaching							10				10	20
10.	Assignment							10					10
11.	Brief notes on SDG and its various dimensions									10			10
12.	Holistic Assessment	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	25
13.	Multiple choice Test at the end covering all the modules	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	25
	Total	15	35	25	35	35	45	35	25	25	25	25	305

Total - 250

Holistic assessment - 25

Multiple Choice Test for all modules- 25Grand

total will be 300.

If the teacher is able to score 210 marks out of 300, he/she will get 70 marks (70 and above - 'A' - Grade)


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 Gangrar, Chittorgarh



Dr. ...



Dr. ...



Dr. ...

14th July, 2022, 10:00 AM
Inaugural Session

Organized by

In Collaboration with

Registrar
Mewar University
Gangrar, Chittorgarh



Dr. ...



Dr. ...



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चित्तौड़गढ़ : गुरुवार

14 जुलाई 2022

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मेवाड़ विश्वविद्यालय गुरु दक्षता प्रशिक्षण आज से

गंगारार, 13 जुलाई (जसं.)।
विश्वविद्यालय अनुदान आयोग मानव
संसाधन त्रिकतस्त कद, जय नारायण
विश्वविद्यालय जोधपुर एवं मेवाड़
विश्वविद्यालय चित्तौड़गढ़ के संयुक्त
सूत्रावधान में गुरु दक्षता कार्यक्रम
14 जुलाई से 20 अगस्त 2022
तक आयोजित किया जाएगा।

एक सहीज से अधिक चलने
शाली प्रशिक्षण कार्यक्रम में देश भर
के शिक्षकों को कुल दस पाठ्यक्रम
के लार्ज अशाया तर्क तारुण।
प्रशिक्षण के अन्तर्गत प्रशिक्षण नीति
के अनुसार शिक्षकों को आगामी
शेधा प्रणाली के क्रमान्वयन हेतु
तैयार करना है। गौरवस्तव है कि
सकें त्तर गत दिनों वनीसी-

दुबे तथा मेवाड़ विश्वविद्यालय की
तरफ से कुलाधिपति डॉ. अशोक
कुमार गदिया ने सहमति पत्र पर
हस्ताक्षर किए थे। इस योजना के
अंतर्गत मेवाड़ विश्वविद्यालय के
लगभग 100 प्राध्यापकों तथा देश
भर के अन्य प्राध्यापकों को यूजीसी-
एचआरडीसी की तरफ से गुरु दक्षता
कार्यक्रम के तहत फैकल्टी इंडकेशन
प्रोग्राम में प्रशिक्षित किया जाएगा।
इस कार्यक्रम में 10 मॉड्यूल और
लगभग 100 विषय सम्मिलित
होंगे। यह प्रशिक्षण 20 अगस्त तक
चलाया जाएगा। इस अवसर पर
मेवाड़ विश्वविद्यालय के कुलाधिपति
प्रो. (डॉ.) सर्वोत्तम दीक्षित और
एडि कुलाधिपति आनन्द बड़ैन शकल

DGC/HR/DC

Guru Dakshata

Family Health Care Programme

Registrar
Mewar University
Gangrar, Chittorgarh



UGC-HRD



Uttarakhand State Council of Higher Education

Uttarakhand State Council of Higher Education
Thiruvananthapuram
Thiruvananthapuram
July 26, August 2022

Online Programme on Microsoft Teams

09:00 AM Live Registration of Participants (Uttarakhand State Council of Higher Education)

Sl. No.	Name of the Faculty	Time	Subject
01	Dr. Rishi Sood	09:00 AM - 09:30 AM	Introduction to Microsoft Teams
02	Dr. A.V. Pillai	09:30 AM - 10:00 AM	Microsoft Teams for Learning
03	Prof. Rajesh Kumar Tripathy	10:00 AM - 10:30 AM	Microsoft Teams for Assessment
04	Prof. Anil Kumar Chaturvedi	10:30 AM - 11:00 AM	Microsoft Teams for Collaboration
05	Prof. Anil Kumar Biswal	11:00 AM - 11:30 AM	Microsoft Teams for Support
06	Shri Anshu Kumar Singh	11:30 AM - 12:00 PM	Microsoft Teams for Reporting
07	Prof. B.L. Sengupta	12:00 PM - 12:30 PM	Microsoft Teams for Troubleshooting
08	Dr. Sanjay Singh	12:30 PM - 01:00 PM	Microsoft Teams for Security



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(Head, English Branch, Dabra)

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