



Guru Dakshata: 2022-23



Prof. K. L. Srivastava
Vice-Chancellor
JNVU, Jodhpur



Prof. Rajesh Kumar Dubey
Director
UGC-HRDC, Jodhpur



Smt. Gomati Sharma
Registrar
JNVU, Jodhpur



Sri. M, R. Bishnoi
Finance Comptroller
JNVU, Jodhpur



Dr. Nidhi Sandal
Assistant Director
UGC-HRDC, Jodhpur

UGC-HRDC

JNV University, Jodhpur

e-mail: directorhrdc@gmail.com

9198218888, 9455098888



ज्ञान-विज्ञान विमुक्तये

Guru Dakshata

Module 1**Higher Education and its Ecosystem**

Objective: To provide a comprehensive overview of Indian Higher education system.

Expected Learning Outcomes: The participants will be able to:

- Capture the trends & practices in higher education across the globe
- Understand the problems in Indian higher education system as well as challenges and opportunities in addressing these problems
- Understand the history of development of higher education and evaluate the contribution of respective universities in its development
- Appreciate the role of faculty members in the University structure

S. No.	Topics	Resource Persons	Time (hours)
1.	Evolution of the Higher Education sector of India		1
2.	History of one's own University / college/ institute		3
3.	National and Global trends in Higher education		1
4.	Current challenges and opportunities in Indian higher education - implications for the everyday classroom		1
5.	University/ college as an institution - structure and functions		1
6.	Ecosystem around the University/ college-MHRD, State Departments of Higher Education, UGC, NAAC, NIRF, CEC, INFLIBNET, various regulatory bodies -implications of their role		1
7.	Recognition under 2f and 12B of UGC Act		1.5
8.	Schemes under UGC, ICSSR, ICHR, DBT and any other funding agencies including NGOs that has relevance to higher education		1
9.	Understanding Roles and responsibilities of faculty in the University Structure: Roles & responsibilities - teaching, research, and support to local community		1.5
10.	Addressing problems of the students and constructive approach towards teaching and support for students learning		1
11.	Code of conduct, professional ethics, professional relationship and network		1.5
12.	The University Act, statutes, Ordinances and its role and importance in governance		1
13.	Institutional planning and development		1.5
			17



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 writ up.

Objective test will be conducted for 10 marks

Module-2**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 Persons	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

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 - Basic 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 backgrounds, students from marginalised communities, Students with special educational needs, Students with learning		3

	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		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

Module 4:**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 oneself 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 (ARPIT) for online refresher modules

S. No.	Topics	Resource Persons	Time (hours)
1	Understanding online learning applications & system :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 (MOOCs), 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 (accessibility, Gender, social, etc.)		1.5
5	India's Initiatives in e-learning: NKC & NME-ICT, CBCS, MOOC & SWAYAM, , ARPIT		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/ OERs		1.5
7	ICT based assessment methods: Developing tools and conduct of online assessments , ICT in the marking and grading of assessments dot plots, matrix analyses, curve fitting, ICT in the		3

	compilation and submission of grades, ICT in the management of marks and feedback to students		
8	-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 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

E-content development – 20 marks

Total – 30 marks

Module 5:**Personal-Emotional Development and Counselling**

Objectives: 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

Module 6:**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; action researches - Formulate strategies for engaging in meaningful research

Focus areas/themes:

S. No.	Topics	Resource Persons	Time (hours)
1.	Conceiving both teaching and research to strengthen the connections between the two		1.5
2.	Building effective teaching-research links at the curriculum level		1.5
3.	Designing inter-disciplinary 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-sources 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 authentic 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/ Examples for organisations role in professional upliftment of teachers		0.5
12.	Opportunities for Continuing Professional Development- National International, Government and Nongovernment		1.5
13.	Fundamentals of Strategic and Transformational		0.5

	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 plagiarism 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

Module 7:**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

Focus area/ Themes:

S. No.	Topics	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		3
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 Honour 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.**

Objective test will be conducted for 10 marks

Micro teaching – 10 marks

Assignment – 10 marks

Total – 30 marks

Module 8:**Constitutional Values, Human Rights and Fundamental Duties**

Objective: To sensitize Constitutional Values, Human Rights and Fundamental Duties that help participants to internalize 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 importance of methods and strategies to integrate Constitutional values and in classroom teaching and research

Focus areas/themes:

S. No.	Topics	Resource Persons	Time (hours)
1.	Connect between Constitutional values and education		3
2.	Human Rights & Fundamental Duties		1.5
3.	Implications for the teaching, learning and research		1.5
4.	Caste, class and gender in the classroom – examining bias in curriculum, textbooks, classroom processes, research		1.5
5.	Role of education in creating a more equal and just society		1.5
6.	Looking beyond stereotypical generalizations – learning respect and tolerance Importance of ‘universal’ values – truth, righteous conduct, peace, non-violence		1.5
7.	Anchoring professional ethics in universal values		1.5
8.	Brainstorming session/ Group Discussion on specific questions		1
			13

Suggested Activities: Expert-led talks and open discussion, brainstorming sessions on specific questions, Case Studies, Creating a sustainable campus plan in groups, Documentaries.

Assessments:

Learning outcomes may be assessed through Preparing case studies, group discussions with value conflicts, invited talks.

- 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 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

Module 9:**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- Good 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.	Economy- Decent work and Economic growth, Industry innovation and infrastructure		3
3.	Social Justice- No poverty, zero 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 values, Overview of 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 measures 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

Module 10:**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 plans to coordinate 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 metrics 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

Assessment & Evaluation

Marks can be given in this pattern for all modules. It will cover the assessment methods given in the Gurudakshata e-Book.

SN	Particulars	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	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	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	25
Total		15	35	25	35	35	45	35	25	25	25	GT 300

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.

