UNIVERSITY GRANTS COMMISSION

Faculty Induction Programme(FIP)

Framework

1. Context

Teaching is an ethically and intellectually demanding profession. New teachers need rigorous preparation and opportunities for continuous professional development along with academic and professional support.

Unlike teachers in school education, faculty in higher education usually join the teaching profession without any formal training in teaching, learning or assessment. Understanding and capabilities in these areas along with awareness of policies, governance and administrative structures are developed informally out of their own experiences or from experiences shared by colleagues.

One of the mandates set by the University Grants Commission is the development and implementation of a high quality Faculty Induction Programme for newly recruited faculty in higher education institutions. This can help new teachers to improve their teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities.

The Commission has designed a formal, systematic Faculty Induction Programme for transition of new teachers into the teaching profession.

2. Objectives

The Faculty Induction Programme aims to help new teachers:

a. Understand their roles and responsibilities as faculty members
b. Familiarize themselves with the structure, functioning, governance, rules, regulations and professional expectations in higher education institutions
c. Explore pedagogical processes - aims of higher education, curriculum, instructional planning, classroom management and transaction, use of resources and assessment
d. Recognise the importance of self-development, socio-emotional development of students and the importance of nurturing ethics and values in higher education

3. Guidelines

a. It is mandatory for all newly recruited faculty members to go through the Faculty Induction Programme within one year of their joining service.

b. The one-month Programme will be done in two phases of 18 days and 12 days, respectively. It is envisaged as a residential programme.
c. Implementing the Faculty Induction Programme will be the responsibility of the HRDCs.
d. The pedagogy used in the Induction Programme should reflect participant-centred, inclusive, outcome-based, active learning with apt use of technology. Approaches that new teachers are being encouraged to use should be demonstrated during the Induction Program as well.
e. The pedagogy of the Programme will be based on a combination of peer-facilitated, expert-led, and self-learning processes.
   o Discussions, debate and group reflection will be the basis of in-class sessions.
   o Connecting key concepts and ideas to the everyday of the classroom will be central to the pedagogy of this programme.
   o Participants will be actively encouraged to reflect on and share their own understanding, questions, practice and experience.
   o Collaborative learning methods (e.g. jigsaw, think-pair-share) along with role plays and demonstration will be used.
   o Relevant expert invitees will share their experiences.
   o Material relevant to specific modules will be shared in advance as part of the self-learning process.
   o Readings (book excerpts, articles, policy documents, case studies) will be an important source of material - video/film clippings will also be used.

4. **Design**

Module	Content Outline	Mode, Weightage
1	Understanding Higher Education in India o *Why higher education - global perspectives* o *History of higher education in India - vision, role, challenges, impact, trends of global higher education* o *Agencies, structures, issues and challenges in higher education* o *Institutional planning and development* o *Faculty place in this structure - role, responsibilities, professional relationships and networks*	o *Pre-reading material* o *Poster presentation as assessment of pre-reading material* o *Expert talk on higher education experience* o *Group discussion* o *5% - 1.5 days*
2	Curriculum and Pedagogy in Higher Education - 1 o *Curricular aims of higher education* o *Connect with content, pedagogy, resources assessment, Interdisciplinary approaches* o *Understanding credits, grading systems, designing a course - Choice based credit system*	o *Small group presentations* o *Expert talk on higher education experience* o *In class assignments* o *20% - 6 days*
3	Curriculum and Pedagogy in Higher Education - 2 o *Pedagogical principles, classroom processes* ✓ *Planning aligned to learning outcomes*	o *Small group presentations* o *Expert talk on higher education pedagogy* o *In class assignments* o *In class demonstrations*

	✓ *Using a variety of teaching methods e.g. flipped classrooms, inquiry/problem-based learning, differentiated teaching* ✓ *Handling a diverse classroom* ✓ *Encouraging group work, collaborative learning, self-study habits* ✓ *Designing assessments that are contextual, meaningful, rigorous and fair - formative and summative* ✓ *Using ICT to deepen learning*	○ *Online mode for e-learning applications* ○ *Videos/Films* ○ *40% - 12 days*
4	Research and Professional Development ○ *Role of research in teaching* ○ *Research for professional development and institutional development* ○ *Research in subjects and education* ○ *Understanding and avoiding plagiarism* ○ *Research possibilities - interdisciplinary, collaborative, action research*	○ *Pre-reading material* ○ *Case studies of good research outputs* ○ *Expert talks with discussion* ○ *In class assignments* ○ *15% - 4.5 days*
5	Personal-Emotional Development, Life skills, Counseling and Motivation ○ *Understanding myself, self-esteem, ability to reflect, relating to self and others* ○ *Understanding students - their physical, mental and emotional health, mentoring and guiding them* ○ *Understanding career development options for students* ○ *Understanding ideas of counselling and coaching- examples of situations where they can/should be applied* ○ *Why is this important for building a strong institutional culture?*	○ *Workshops by experts* ○ *Pre-reading materials* ○ *In class reflections* ○ *Expert talks with discussion* ○ *Films/Videos* ○ *In class demonstration* ○ *10% - 3 days*
6	Values, Ethics & Environmental Consciousness ○ *Exploring linkages between Constitutional values and education - fundamental rights and education* ○ *Deliberating on social and environmental issues of contemporary India and the role of higher education in addressing these issues - exclusion, inequality, gender and other stereotypes, corruption, drug abuses, climate change and its effects, sustainability*	○ *Pre-reading material* ○ *In class reflections* ○ *Expert talks with discussion* ○ *In class assignments* ○ *10% - 3 days*

5. Assessment

A large part of the assessment will be based on the six modules mentioned above.

There will be a built-in process of continuous assessment during the sessions through both the phases of the programme - this will carry 75% weightage.

At the end of the first phase of 18 days, every participant will be given a practical assignment which may be tried out in the actual classroom situation or institutional context with the help of a mentor from the college/university where the teacher is located. The report on this will be presented and discussed during the next phase of the Induction Programme. This will carry 25% weightage.

The details of the modules follow below

Module 1

Understanding Higher Education in India

This module gives participants an overview of higher education in India. It helps them explore the vision and evolution of higher education in India along with global perspectives. It also deals with agencies responsible for higher education and challenges of higher education in India. The module also highlights the role and responsibilities of higher education faculty.

1. **Learning Outcomes**

By the end of the module, participants will be able to:
   a. Understand the history, agencies and development of higher education in India
   b. Appreciate global trends in higher education and vision of higher education with specific reference to Indian context
   c. Understand the rules and regulations, ordinance and the process of governance of university
   d. Understand the Model Code of Conduct for a faculty member with respect to different stakeholders

2. **Outline**

   a. **Unit 1: Higher Education**

   o Historical evolution of Higher education in India, it's current status and challenges
   o Understanding of the Indian context; opportunities and challenges for higher education - illustratively, rote-based learning, diversity in the classroom, connect with the growing economy
   o Current trends of global higher education and its influence on the Indian higher education system
   o Vision for higher education in India, Education reforms of the 21st century,
   o Roles and responsibilities of faculty in higher education

   b. **Unit 2: University Governance and Administration**

   o University as an institution
   o Relevant Acts, Statutes and Ordinances, University Authorities
   o University structure – Illustratively, Academic Council, Executive Council, University Court, Committee of Courses/ Board of Studies, Research Committee
   o Roles and responsibilities of Visitor, Chancellor/Pro-Chancellor, Vice-Chancellor, Pro-Vice-Chancellor
   o College Structure and Administration
   o Roles and responsibilities of national agencies, illustratively MHRD, UGC, NAAC, HRDCCs, AICTE, NCTE, ICSSR, ICHR, ICPR

   c. **Unit 3: Role of Faculty**

   o Faculty place in this structure - roles & responsibilities
   o Professional relationships and networks

- o   Institutional planning and development
- o   Code of conduct and professional ethics

3. Suggested Pedagogy

Pre-reading material for self-study, Poster presentation on pre-reading material, Expert talk on higher education experience, Group discussion

4. Suggested Assessments

Poster presentations, Peer assessment, Reflective note

5. Suggested Readings

a.   Educational Administration in states/UTs: Structure, processes and future prospects. Reports on 2nd All India Educational Survey, New Delhi: Vikas Publishing

b.   Fern Thompsett, (2017). Pedagogies of resistance: Free universities and the radical re-imagination of study: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017

c.   Gritt B. Nielsen (2015). *Figuration work: Student Participation, Democracy and University Reform in a Global Knowledge Economy,* Oxford, New York: Berghahn Books

d.   J.B.G. Tilak (2003). *Education, Society and Development- National and International Perspectives*, New Delhi: APH Publishing

e.   Philip G Altbatch, (2016). *Global Perspectives on Higher Education*, Johns Hopkins University Press

f.   Ved Prakash and K. Biswal (2008). *Perspectives on Education and Development–Revitalizing Education commission and after*, New Delhi: Shipra Publications

g.   Susan Wright and Davydd J. Greenwood, (2017). Recreating universities for the public good Pathways to a better world**:** In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017

h.   Susan Wright and Davydd J. Greenwood, (2017). Universities run for, by, and with the faculty, students and staff: Alternatives to the neo-liberal destruction of higher education: In *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Volume 10, Issue 1, Spring 2017

i.   Singh, Avadhesh Kumar. (2011) *Towards Interdisciplinarity: University, Humanities and Social Sciences in the 21st Century,* Delhi: Creative Books

Module 2

Curriculum and Pedagogy in Higher Education - 1

This module focuses on the processes of curriculum construction, considerations involved in curriculum design and its components. It also deals with CBCS and LOBC along with application of MOOCs and ICT in curriculum development.

1. **Learning Outcomes**

By the end of the module, participants will be able to:
  a. Understand the process of curriculum development and CBCS / LOCF
  b. Draw linkages between aims of higher education, curriculum content and processes

2. **Outline**

  a. **Unit 1 – Aims to Classroom**

  o Need and importance of curriculum in teaching learning process, considerations for designing curriculum, different kinds of knowledge and process of construction, linkages between aims of higher education and it's alignment with the structure and processes detailed in the curriculum, distinction between curriculum, syllabus and resources.
  o Analysis of higher education curriculum to understand the aims, pedagogical principles, principles of content organization, principles of resource creation and assessment and relate it with the syllabus of study

  b. **Unit 2 – CBCS, OBL**

  o Introduction to Choice Based Credit System at UG & PG level (CBCS), Outcome Based Learning Approach (OBL), Students' Evaluation under CBCS using OBL

3. **Suggested Pedagogy**

Expert-led discussions, curriculum analysis, development of syllabus based on the curriculum, development of lesson plans, resources for the given curriculum, self-study and presentations

4. **Suggested Assessments**

Presentations, peer assessment, self-assessment

5. **Suggested Readings**

  a. Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul
  b. Doyle, W. (1992). Curriculum and pedagogy. In P. Jackson (Ed.), Handbook of research in curriculum (pp. 486-516). New York: Macmillan
  c. Kelly, A.V.; (2006) The Curriculum: Theory and Practice (Fifth Edition); Sage Publications; London
  d. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT

e. Dhankar R, From aims to classroom, mapping the field of curriculum

f. Interdisciplinary approaches to curriculum: Themes for teaching. Upper Saddle River, NJ: Merrill

g. Glatthorn, A. A., (1998). Performance, Assessment and Standards- based curricula: The Achievement Cycle. Larchmont, NY: Eye On Education

h. Pal, H.R and Pal, R. (2006). Curriculum - Yesterday, Today and Tomorrow. New Delhi: Kshipra

Module 3

Curriculum and Pedagogy in Higher Education - 2

Good teaching learning processes are at the heart of good education. Teaching young adults can be a fairly complex task given the dynamically changing psychological, socio-cultural and economic aspirations and realities of present day youth in India.

Teaching must nurture curiosity, empower students to become reflective and critical self-learners and feel motivated to acquire knowledge, skills and dispositions This requires that faculty have a deep understanding of how adults learn, what factors or learning conditions can motivate/demotivate their learning process, what specific strategies should be used to ensure deep learning, what methods of assessment and evaluation should be designed and used for helping students learn better, how assessments can be made fair, rigorous and contextual.

This module will explore the above ideas and questions. In addition, it will also focus on uses of ICT to enhance the teaching learning process.

1. Learning Outcomes

By the end of the module, participants will be able to:
   a. Discuss overarching principles of effective pedagogy and critically analyze advantages and disadvantages of different methods of teaching
   b. Appreciate student diversity in the classrooms: (diversity of region, gender, socio-economic backgrounds, learning styles, prior exposure to technology/other means of knowledge) and draw meaningful implications for pedagogy
   c. Describe different innovative strategies that can help make classes more interesting, collaborative and purposeful and promote deep learning
   d. Develop effective lesson planning to address the learning outcomes of the program
   e. Use ICT platforms for teaching, learning and evaluation
   f. Appreciate the various purposes/approaches and tools of assessment and evaluation
   g. Explore the linkages between pedagogy and assessment and the utilization of assessment findings for improving student learning.

2. Outline

   a. **Unit 1 - Teaching and Learning - Broad overview**

   o Exploring multiple meanings of the terms 'teaching' and 'learning'
   o Understanding teaching as reflective practice, teaching as a complex/dynamic activity, teaching as a profession

   b. **Unit 2 – Learning**

   o Understanding adult learners - issues, concerns, aspirations, socio-economic-cultural disadvantages, stereotypes, stigmas

o Understanding learning - learning for conceptual change, role of meaningful experiences in learning, learning as a socio-cultural and cognitive process
o Pedagogical principles for effective teaching-learning - paradigm shift in pedagogical practices, Introduction to learning theories (behaviorism/cognitivism and constructivism), theories of adult learning and its implications for higher education

c. **Unit 3 – Teaching**

o Strategies of Teaching-Learning and Classroom Management: Using Lectures, Discussions and Brainstorming, Seminars, Project, Group Work, Collaborative Learning, Self-Study and independent study; their advantages and disadvantages
o Addressing diverse learner needs in the classrooms through multi-pronged strategies
o Importance of Student Mentoring and Feedback, Skill of Probing/Questioning/ Illustrating with Examples/connecting to daily life and larger social issues/application of learning
o Time management, Use of humor in teaching, balancing firmness and friendliness

d. **Unit 4 - Use of ICT**

o Role and use of ICT in teaching
o Instructional design models – illustratively, ADDIE, Gagné's Nine events of Instruction; Merrill's First Principles of Instruction; Dick and Carey Model
o Learning analytics, Knowledge management

e. **Unit 5 - Use of ODL**

o 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, Open Course Ware (OCW), Open Educational Resources (OER), and Open Online Courses (MOOCs), social media, online library resource
o India's Initiatives in e-learning: NKC & NME-ICT, CBCS, MOOC & SWAYAM, MOOCs: Concept, Structure, Types & World scenario, Quadrant Approach, Quadrant Analysis, Detection of Plagiarism
o Preparing the MOOC Proposal under as per MHRD Guidelines and UGC Gazette Notification for MOOC on SWAYAM, Script/Storyboarding, Preparation of Teaching Learning Materials, Developing effective power point presentation, Production of digital content, LMS & CMS for developing e-learning applications/OERs

f. **Unit 6 - Assessment and Evaluation**

o Concept of Measurement, Assessment and Evaluation
o Approaches to Assessment- assessment of learning, for learning and as learning
o Understanding the role of formative assessment in enhancing teaching learning
o Exploring Norm-Referenced Assessment and Criterion-Referenced Assessment

g. **Unit 7 – Assessment Design**

o Characteristics of Good Tests, Planning and Construction of Classroom Test,

- o Types of Items: Multiple - choice with one or more correct answer, Constructed response/open ended items, Use of Computers in Assessment
- o Authentic Assessment- portfolios, performance assessments, open book tests, rubrics
- o Giving constructive feedback to students to enhance learning
- o Using student assessment for faculty self-evaluation.

3. **Suggested Pedagogy**

Guided discussions based on videos/films/case studies/reading material, Think-pair and share activities, Demo classes practice by Participants followed by peer reviews, Review of question papers/assessment protocols, Designing question papers and peer reviewing them, Item writing and presentation Application of ICT tools in creating blended classrooms/MOOCs.

4. **Suggested Assessments**

Writing lesson plans, demo classes, designing a test and scoring rubric, designing a MOOC proposal

5. **Suggested Readings**
   a. Ramsden, P. (2005): Learning to Teach in Higher Education, content.taylorfrancis.com file:///C:/Users/Apf/Downloads/9780203507711_googlepreview.pdf
   b. Wlodkowski, Raymond J.; Ginsberg, Margery B. (1995): Diversity & Motivation: Culturally Responsive Teaching. Jossey-Bass Higher and Adult Education Series. Jossey-Bass Education Series, Jossey-Bass Social and Behavioral Science Series.
   c. Atkins M., Brown G. (2002): Effective teaching in higher education, content.taylorfrancis.com file:///C:/Users/Apf/Downloads/9780203221365_googlepreview.pdf
   d. Muijs, Daniel and Reynolds, David (2005): Effective Teaching: Evidence and Practice (second edition), London: Sage
   e. Bloom, Benjamin et al. (1965): Taxomony of Educational Objectives: Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
   f. Linn, Robert L. and Gronlund, Norman E. (2000): Measurement and Assessment in Teaching. New Jersey: Prentice Hall
   g. Mishra, P. Koehler MJ. (2006): Technological pedagogical content knowledge: A framework for teacher knowledge, Teachers college record, Citeseer http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.523.3855&rep=rep1&type=pdf
   h. Astin, AW. (2012): Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education, - books.google.com
   i. Sadler, DR. - Instructional science (989): Formative assessment and the design of instructional system, Springer
   j. Sarkar, S. (2012). The role of information and communication technology (ICT) in higher education for the 21st century. Science, 1(1), 30-41
   k. Jonassen, D. H. (1994). Thinking technology: Toward a constructivist design model. Educational technology, 34(4), 34-37
   l. Florian, L., & Hegarty, J. (2004). ICT and Special Educational Needs: a tool for inclusion. McGraw-Hill Education (UK)
   m. Wong, E. M., Li, S. S., Choi, T. H., & Lee, T. N. (2008). Insights into innovative classroom practices with ICT: Identifying the impetus for change. Journal of educational technology & society, 11(1)
   n. Bonk, C. J., Lee, M. M., Reeves, T. C., & Reynolds, T. H. (Eds.). (2015). MOOCs and open education around the world. Routledge

Module 4

Research and Professional Development

The module focuses on the need and importance of research in higher education institutions. It discusses the role of research in teaching and overall professional development of the faculty members. While conducting research, it is equally necessary to understand ethics in research and instill a culture of integrity in conducting research. The module will also try to reflect on possibilities of carrying out research projects that are interdisciplinary, collaborative and dynamic in nature.

1. **Learning Outcomes**

At the end of the module, the participants will be able to:
   a. Reflect on the role of research in teaching and overall professional development
   b. Discuss ways of ensuring integrity and ethics in conducting research
   c. List out ideas for conducting interdisciplinary and collaborative research studies; action researches

2. **Outline**

   a. **Unit I - Role of research in teaching and professional development**

   o Conceiving both teaching and research to strengthen the connections between the two
   o Building effective teaching-research links at the curriculum level
   o Relationship between nature of disciplines and research

   b. **Unit 2 - Understanding and avoiding plagiarism**

   o Plagiarism and its constituent components
   o Supporting student learning and awareness about plagiarism

   c. **Unit 3 - Research possibilities**

   o Designing inter-disciplinary and collaborative research projects
   o Using action research for self-reflection and better student learning

3. **Suggested Activities**

Case study based discussions of good research outputs, Expert talks with discussion, Research proposal writing exercise, Using plagiarism software

4. **Suggested Assessments**

Designing draft research proposal, recognizing plagiarism through different means

5. **Suggested Readings**

    a. Breen, R., Brew, A., Jenkins, A., & Lindsay, R. (2003). Reshaping Teaching in Higher Education: A Guide to Linking Teaching with Research. Routledge. [chapter 2]
    b. Healey, M., & Jenkins, A. (2006). Strengthening the teaching-research linkage in undergraduate courses and programs. New Directions for Teaching and Learning, 2006(107), 43-53.
    c. Sarangapani, P. M. (2011). Soft disciplines and hard battles. Contemporary Education Dialogue, 8(1), 67-84.
    d. Pecorari, D. (2013). Teaching to avoid plagiarism: How to promote good source use. McGraw-Hill Education (UK). [chapters: 1, 5, Appendix A]
    e. Lattuca, L. R. (2001). Creating Interdisciplinarity: Interdisciplinary research and teaching among college and university faculty. Vanderbilt university press.
    f. Jeroen Huisman, Malcolm Tight (2016). *Theory and Method in Higher Education Research*, Emerald Group Publishing
    g. SHIN, J.C., Arimoto, A., Cummings, W.K., Teichler, U. (Eds.) (2014). *Teaching and Research in Contemporary Higher Education: Systems, Activities and Rewards*, Springer

Module 5

Personal-emotional development, Life skills, Counselling and Motivation

This module deals with the personal social and emotional wellbeing of teachers and students. The module helps participants trace their own life experiences and its influence on their present behaviour. It also focuses on critical perspectives on guidance and counseling within a diverse socio-cultural context and its relevance in the contemporary context and the role of teachers in career development of students.

1. **Learning Outcomes**

At the end of the module the participants will be able to:
   a. Appreciate the ideas of self-knowledge and self-reliance
   b. Recognize social and emotional problems of students
   c. Understand ways of supporting students in different ways
   d. Appreciate the importance of these issues in building a strong institutional culture

2. **Outline**

   a. Unit 1 - Understanding self

   o Positive self - Processes and tools for exploring self and self-esteem
   o Tracing self-identity in relation to their own life experiences, relating to others
   o Processes and tools for self-reflection - writing reflective journals, reflecting on their own classroom experiences, seeking peer feedback
   o Working with others - collaboration, active listening, working in teams

   b. Unit 2 - Understanding students

   o Understanding students and their needs - Students with divergent socio-cultural backgrounds, students from marginalised communities, Students with special needs, Students with learning difficulties,
   o Challenges with adjustment - nature and types of adjustment problems (academic, social and emotional), teacher's role in helping students to resolve adjustment problems
   o Stress - Nature and types of stress, helping students in managing their stress
   o Peer pressure - Meaning and types of peer pressure, strategies to overcome negative peer pressure, teacher's role in helping students to overcome negative peer pressure

   c. Unit 3 - Career Development, Guidance and Counselling

   o Career Development- Meaning and approaches to career development
   o Career Information services - Meaning, collection, classification, dissemination and evaluation of career information, Setting up a Guidance Resource Centre
   o Guidance and Counselling Services - Meaning of guidance and counselling, principles and assumptions of guidance and counselling, various guidance services

o Teacher as a counsellor - Recognizing signs of stress, talking to students effectively, professional ethics of a teacher counsellor

3. **Suggested Pedagogy**

Experiential workshop, writing a reflective journal, films/videos, using art, craft, free drawing, developing narratives through visuals and music exercises to unfold self, case studies of students

4. **Suggested Assessments**

Reflective journal, Case presentations

5. **Suggested Readings**
   a. Arbucle, D. S. (1965). Counselling: Philosophy, theory and practice, Boston: Allyn and Bacon.
   b. Baker, S. B. & Gerler, E. R. Jr. (2004). School counseling for the 21st century, Upper Saddler River, NJ: Merill Prentice Hall
   c. Bantole, M. D. (1984). Guidance and counselling, Bombay: Sheth and Sheth Publications.
   d. Hardy Richard, E. & Gell John G. (1994). Group counseling therapy techniques in special settings, USA: Springfield Charles C. Thomas
   e. Berdine W. H. & Blackhurst Q. E. (eds.) (1980). An introduction to special education, Boston: Harpers Collins
   f. Govt. of India (1972). Handbook in vocational guidance, New Delhi: Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labor and Rehabilitation

Module 6

Values, Ethics, and Environmental Consciousness

This module is designed to build sensitivity towards contemporary social, environmental issues and challenges. It will help participants explore linkages between Constitutional values and education, deliberate on social and environmental issues of contemporary India and the role of higher education in addressing these issues – illustratively, exclusion, inequality, gender and other stereotypes, corruption, drug abuse, climate change and sustainability.

1. **Learning outcomes**

After completion of module the participants will be able to:
   a. Build awareness of the significance of human rights, gender Issues and human values
   b. Appreciate the importance of methods and strategies to integrate ideas of human rights, gender sensitization and human values in their teaching

2. **Outline**

   a. **Unit 1 - Human Rights**

   o International perspective
   o Constitutional perspective - Fundamental Rights and Directive Principles
   o Implications for the classroom and research

   b. **Unit 2 - Gender Equity**

   o Understanding gender and organizational policies regarding gender
   o Gender roles - looking beyond stereotypical generalizations
   o Implications for the classroom and research

   c. **Unit 3 – Ethics**

   o Professional ethics - Service rules, Conflict of interest, Prevention of Sexual Harassment
   o Legal ethics
   o Financial ethics

   d. **Unit 4 - Sustainable development**

   o Challenge of sustainable development
   o Environment and the workplace, Campus sustainability
   o Implications for the classroom and research

3. **Suggested Pedagogy**

Expert-led talks and open discussion, Brainstorming sessions on specific questions, Case Studies, Creating a sustainable campus plan in groups

4. **Suggested Assessments**

Preparing Case studies, group discussions with value conflicts, A/V materials with values, invited talks.
   a. Select one environmental issue which is of global importance, present the same before the participants and moderate a discussion in an open forum
   b. Identify and prioritize environmental challenges faced by the nation using a brainstorming session
   c. Take one of the local environmental challenge and identify solutions for the same using opinion pole
   d. Select three Campus Sustainability Manuals of different Universities and use the same for developing a new Manual for your University/College.

5. **Suggested Readings**
   a. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2
   b. P.L Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Publishers
   c. Ivan Illich, 1974, *Energy & Equity,* The Trinity Press, Worcester, and HarperCollins, USA
   d. Subhas Palekar, 2000, *How to practce Natural Farming,* Pracheen(Vaidik) Krishi Tantra Shodh, Amravati
   e. A Nagraj, 1998, *Jeevan Vidya ek Parichay,* Divya Path Sansthan, Amarkantak
   f. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.

Suggested Readings (Environment)
   g. Bharucha, Erach (2004) Textbook for Environmental Studies for Undergraduate Courses of all Branches of Higher Education. University Grants Commission, New Delhi.
   h. IARU (2014) Green Guide for Universities. International Alliance of Research Universities (IARU)
   i. ISCN (2016) Working Group Handbook Demonstrating Global Campus Sustainability Leadership. ISCN Working Group Handbook. International Sustainable Campus Network
   j. Rajagopalan, R. (2011) Environmental Studies, Oxford IBH Pub
   k. WRI (2017) EarthEd: Rethinking Education on a Changing Planet, State of the World (2017). The World Watch Institute