



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM, THALAMBUR, PERIYAPALAYAM, THIRUVANMIYUR - CHENNAI

FACULTY DEVELOPMENT POLICY DOCUMENT

A handwritten signature in green ink, appearing to be 'Anand'.

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

FACULTY DEVELOPMENT POLICY – VISTAS

INTRODUCTION

The education landscape is changing across the globe and with the introduction of the New Education Policy (NEP)2020 in India the evolving needs of the Indian education system are met. In this context Vels Institute of Science Technology and Advanced Studies (VISTAS) has constituted the Human Resource Development Centre (HRDC) with the motive of upskilling and reskilling the faculty to align them with the needs of the 21st Century. HRDC of VISTAS envisions to equip faculty with knowledge and practice of Outcome Based Education (OBE) and contribute towards their professional development through **Faculty Development**.

OBJECTIVES

- To organise Faculty Orientation programmes for in – service faculty which will cover themes as prescribed by UGC / regulating authorities and shall be revised from time to time based on directives.
- To organize advanced level and more discipline-oriented Refresher Courses, for capacity enhancement and continuous knowledge up-gradation and exposure to emerging developments of faculty involved in teaching in institutions of VISTAS.
- To conduct workshops for shorter duration of one week (6 working days, 36 contact hours) covering themes related to capacity building of academics, administrators and other stakeholders.
- To organize Short-term course of 3-6 days duration especially on theme - based topics like Academic leadership, Technology Enhanced Learning, Disaster Management, Gender Sensitization, IPR, Social Connect Programme and Learning Outcome Based Education including evaluation.
- To organise training programme for non-teaching staff on various administrative procedures including ICT in Governance, financial management and inter personnel relations



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

Suggestive content of the Induction /Orientation/Refresher Programmes and weightage of the content are enclosed in Annexure 1

TARGET GROUP

The main target identified for the various initiatives of HRDC are

1. Faculty members who are engaged in teaching and research both newly joined and in-service
2. Non- Academic members of the institution who are responsible for administration, governance and facilitation of resources


EVALUATION OF PARTICIPANTS

It is mandatory that all faculty members of VISTAS should have attended an Orientation Program and a Refresher Course at least once during the first three to five years of his/her career. In doing so the faculty member should ensure that there is a gap of minimum one year between the orientation and refresher course.

Evaluation of participants of every FDP is essential and the same can be planned by the convenor of FDP in consultation with HRDC. Evaluation can be done on a continuous basis or at the end of the FDP. Evaluation can be designed based on the relevance to the topic of the FDP and can take the form of Case Analysis, Assignments, Tests with Multiple choice questions, Lab work etc. Only faculty who meet the minimum marks to qualify as set by the convenor will be awarded with certificate of completion.

CONDUCT OF FDP


HRDC will take efforts to create an FDP calendar covering all the departments of VISTAS. In addition to the Induction/ Orientation / Refresher programmes organised in common for all faculty members of VISTAS every department is encouraged to organise at least one FDP in their specific domain/specialisation. The following steps are to be followed by Department Heads for conduct of FDP:


Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

1. Tentative dates and topic of FDP to be informed by the Department Heads to the HRDC before the beginning of every academic year so that it could be included in the FDP calendar.
2. Proposal for conduct of FDP with full details of resource persons, topic etc. to be submitted to Advisory Committee of HRDC 20 days prior to the conduct of FDP.
3. On approval, HRDC will facilitate for ensuring smooth conduct of FDP.
4. The invitation, course material and other documents relevant to the FDP are subject to approval of HRDC.
5. On completion of FDP within two days, the following details have to be submitted to HRDC by the concerned organizer without fail.
 - a. Photographs of the event
 - b. A brief report about the program
 - c. List of participants who attended

Procedure to be adopted by Departments hosting FDP:

1. Request letter from HoD to Registrar through HRDC (Approved / Not Approved)
2. After Registrar approval – information to Viscom for brochure design
3. Brochure design approval by Head of the Department
4. Circular (To all Deans, Directors and Heads) by Registrar from the emails
5. Registered participants list (Sl.No, Name of the Participant, Name of the Department (if participants are from more than one department))
6. Participants list with signature (Sl.No, Name of the Participant, Name of the Department (if participants are from more than one department)), Signature)
7. Photographs with caption
8. Event Report (The following as bullet points: Event Name, Date, Venue, No. of Participants, Rapporteur's report (200 words), Geo tag Photographs with caption, Feedback (preferred graphical representation))
9. The sanctioned amount details and expenditure
10. Sample certificates


Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

ANNEXURE 1

SUGGESTIVE CONTENT FOR INDUCTION PROGRAMME

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.

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.

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.

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.



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

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.

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.

SUGGESTIVE CONTENTS OF FACULTY DEVELOPMENT PROGRAMMES

COMPONENT A: Awareness of linkages between society, environment, development and education


COMPONENT B: Philosophy of education, Indian education system and pedagogy

COMPONENT C: Resource awareness and knowledge generation.

COMPONENT D: Management and personality development.

I. GENERAL TOPICS

1. Active Learning Strategies & Cooperative Group Assignments
2. Blended Learning
3. Role of active listening, empathy and non-judgement
4. National Education Policy
5. NAAC Assessment & Accreditation
6. Artificial intelligence for Educators



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

7. Stress Management
8. Assessment Tools: Quizizz and Kahoot
9. Qualities of Emotionally Intelligent Teacher
10. Promoting and fostering Emotional Intelligence in Classrooms
11. Graduate Attributes
12. Intellectual Property Rights
13. Gender Sensitization
14. Mind Maps
15. Ancient Indian Wisdom and Management
16. Modern teaching pedagogical methods
17. Role of effective communication in teaching
18. Digital Tools in Education
19. Art of storytelling and visualization for Academic Teaching

II. OUTCOME BASED EDUCATION


1. Concepts of OBE and Mapping of Outcomes
2. Formulation of POs, PSOs and COs
3. Preparation of appropriate course design for OBE
4. OBE Attainment Calculation
5. Application of tools to prepare various analytics reports on OBE for Accreditation.
6. Underlying Threads of OBE - Industry Perspective
7. Best Practices in OBE Implementation

III. ONLINE EDUCATION

1. Introduction to MOOCs and MOOCs Production
2. Developing E-Content
3. Creating your own MOOC (MOOCshub)
4. 4 QUADRANT APPROACH – E Tutorial, E – Content, Self - Assessment, Web Resources

IV. RESEARCH

1. Structuring Literature Review through Mendeley and Latex.
2. Citation and Referencing Styles (Technicalities of Citation Metrics and H Index).


Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

3. E-resource Efficacy for Research.
4. Research Integrity, Ethics and Anti Plagiarism Rules.
5. Writing and Publishing Research Papers in High Impact Factor and Scopus Journals.
6. Writing Research Proposals for Government & Non-Government Organizations
7. Publishing Journal Articles
8. Plagiarism Prevention
9. Systematic Literature Review and Meta-Analysis

WEIGHTAGE OF THE COMPONENTS OF THE PROGRAMMES

- 10% weight for topics in higher education such as issues of ethics, gender, marginalized communities, plagiarism etc.
- 10% weight for issues related to environment and any of the relevant Sustainable Development Goals.
- 10% weight for issues concerning service matters of teachers.
- 20% for broad cross discipline topics to motivate the trainees for development of interdisciplinary understanding and interest including basic legal awareness.
- 10% weight for Research Methodology.
- 15% weight for Communication Skills and Information Technology.
- 10% weight for Microteaching
- 15% of content will be focused on broad understanding of various subjects with recent global trends and developments.



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.