



सत्यमेव जयते
Government Of India



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair on Experiential
Learning, Work Education
and Community Engagement
Mahatma Gandhi National
Council of Rural Education, India



Where there is Rural Wellbeing
there is Universal Prosperity



**Mahatma Gandhi National Council of Rural Education (MGNCRE),
Department of Higher Education, Ministry of Education, Government of India
Organizes**

**6 day Offline Faculty Development Programme on
Mentoring Skills and Facilitation Skills for Rural Higher Education Institutions**

**In collaboration with
UGC-Human Resource Development Center, Guru Nanak Dev University.
Under the dynamic leadership of the worthy Vice-Chancellor Prof. (Dr.) Jaspal Singh Sandhu**



Knowing is not enough; we must apply. Being willing is not enough; we must do. Leonardo da Vinci

**AN EXPERIENTIAL LEARNING OPPORTUNITY FOR FACULTY OF HIGHER
EDUCATION INSTITUTIONS**

WHO CAN APPLY: TEACHING FACULTY FROM ALL STREAMS

DATES: 22.08.2022 TO 27.08.2022 (*OFFLINE)

Registration Link: <http://www.hrdcgndu.org/>

*** There is no Registration Fees***

For Queries Please Contact: 9872613347, 8360191638 (9.00 Am To 5.00 Pm on Working Days)

About the FDP

Objectives

- Orienting faculty to align with the goals of their Organization
- Skilling faculty with tools and techniques of academic leadership, thereby contributing to their growth in career
- Instilling academic discipline in faculty
- Mentoring faculty on coping up with situations requiring high IQ levels
- Orienting faculty to make use of available resources
- Guiding faculty with experiential learning with appropriate research methodology and contemporary research tools and techniques

This Faculty Development Program aims to groom faculty to make innovative strides and reforms in teaching-learning environments. Mentoring of faculty will go a long way in achieving institutional and organizational goals. Higher education is responsible for creating knowledge for welfare of mankind. But this aspect has been changed in last two decades when knowledge has been transformed into knowledge economy and higher education in almost all the countries is being driven by this concept. That is why HEIs of today are facing stiff competition.

Higher Education Institutions are judged by the performance of the students and their employability profile. The global ranking of universities is done on parameters like academic reputation (teaching and research), employer reputation, research carried out by teachers and their citations. Ranking has created an atmosphere wherein only the best academic institutions will survive and rest will perish away.

HEIs need to strive for an academic culture wherein best of the research and teaching should be carried out by faculties, and best of the curriculum should be developed by the Institution so, that it provides a cutting edge to the students enrolled in a programme or course and which will help them to be easily placed in the job market. Constant change in academic policies has created a flux in the higher education institutions and many of them are finding it taxing to survive in the market of higher education. This can be easily overcome by an institution if it is led by a visionary leadership.

All the premier institutions of the world have become premier not because of good infrastructural facilities, great teachers, good students and huge financial resources but because they are being successfully led by visionary academic leaders. An academic leader is normally the head of the institution who decides what would be the fate of the institution ten years on. So, a leader who has the ability to translate the vision into reality by leading from the front is what is required in higher educational institutions.

An academic leader needs to convince the people to share his/her vision, enable others to act, show himself/herself as role model, and encourage and motivate others to accomplish and achieve institutional goals.

Target Audience

The Faculty Development Program aims to invite faculty from Higher Educational Institutions in India who are keen to bring about innovative changes in their organization through their leadership skills.

Content

- Team Building/Networking
- Experiential Learning in Management
- Vocational Education, Skill Development – the Need and Importance
- Mentoring and Facilitation Skills for Academic Leaders
- Emotional Intelligence for Academic Leadership
- Strategy for Governance in HEIs

- Using Case Discussion Methodologies
- Implementing Change for Excellence
- Developing Organization Aspiration
- Visionary leadership in HEIs

- Strategic Planning for Teaching, Research and Extension Work of Higher Education Institutions
- Goals and Strategic Objectives
- Measurable Targets / Performance Indicators
- Role of Academic Heads in Enhancing Higher Education
- People Management / Quality Assurance

- Managing Financial Resources
- Administrative Leadership
- Instructional Leadership
- Operational Leadership
- Accountability
- Understanding Markets for Employability of Students
- The Value Propositions of Accreditations
- Academic Leadership – Ground for Accreditations
- Government Policies/Schemes/Factors for HEIs becoming regionally and nationally recognized
- Key strategies and skills for effective leadership
- Fundamentals of Strategic Leadership
- Characteristics of Strategic leaders

Learning Outcomes

- ✓ Faculty will develop self-awareness by analyzing events and people who have shaped them
- ✓ Faculty will develop managerial qualities, will identify key talent, teach for success, and manage high standards for success
- ✓ Faculty will practice applying a systemic view to set and communicate performance expectations.
- ✓ Faculty will cultivate the skills to initiate, build and maintain positive human interactions, develop human potential, build learning communities and generate resources

Schedule

Day	Session I 9.45 am to 11.00 am		Session II 11.15 am to 1.30 pm		Session III 2.00 pm to 3.00 pm		Session IV 3.15 pm to 4.15 pm
Day 1	Inauguration Introduction to Institutional Social Responsibilities and Community Engagement Expectations and Outcomes Experiential Learning/Scenario Building		Mentoring Institutional Social Responsibility Case Discussion/Video Case Discussion		Facilitation for Community Engagement Role Play/PPT Presentations/Experience Sharing		Facilitation for Community Engagement (Assignment: SAP Institutional Situational Analysis) Group Discussion/Problem Solving
Day 2	Rural Society: Natural Resources, Values and Infrastructure: PRA Techniques Observation/Service Learning	T e a B r e a k	Rural Society: Rural Immersion: Mapping: Video Case Discussion Rural Infrastructure: Problem Solving/Simulation Learning	L u n c h	Rural Values: Video Case Discussion PPT Presentations	T e a B r e a k	Rural Natural Resources: Swachhta: Problem Solving (Assignment: Making Village Videos) Group Discussion/Role Play
Day 3	Rural Economy: Agriculture, Water Management, Livelihoods and Entrepreneurship and Markets Case Discussion/Experience Sharing		Rural Economy: Agriculture Priority Mapping Group and Individual Exercise Experience Sharing		Rural Economy: Entrepreneurship and Collaboration with FPOs, Rural Management Initiatives/Rural Collectives: Group Exercise Case Studies/Problem Solving		Rural Economy: Water Management: Individual Exercise: Jal Shakti (Assignment: Institutional Swachhta Case Study Writing) Group Discussion/Problem Solving
Day 4	Field Visit (Village)						
	Briefing, Preparing Checklist 9.00 am-1.00 am Transact Walk (Community Engagement) 11.00 am-11.15 am Tea Break 11.15 am-1.30 pm Social Mapping, Participatory Rural Appraisal (PRA) 1.30 pm-2.00 pm Lunch Break 2.00 pm-4.00 pm Focused Group Discussion (Women, SHGs, School Children, Youth, Teachers) 4.00 pm-4.15 pm Tea Break 4.15 pm-5.00 pm Exploration (Dialogue with Village Heads, Eminent People) 5.00 pm-5.30 pm Writing Village Report, Submission to Village Head						
Day 5	Debriefing of Village Visit Rural Institutions: SHGs, PRIs, Civil Society and Local Administration PPT Presentation		Rural Institutions: PESTEL Analysis Rural Institutions: Civil Society: Role Play/Case Study		Rural Institutions: Local Administration: Role Play Problem Solving		Rural Institutions: Role Play (Assignment: Village Visit Plan) Individual Output/Group Discussion
Day 6	Rural Development: Current Rural Development Programs PPT Presentation/Key Programs/Problem Solving		Unnat Bharat Abhiyan UBA (Swachh Bharat Abhiyan SAP-Role in Leadership in HEIs- Future Action Plan-UBA/SAP Project Management: Video Case Discussion		UBA/SAP Project Management: Case Discussion/Problem Solving/ Future Plan of Action		Valedictory

Instructions

- Attendance on all 6 Days and Submission of Assignments of all sessions is mandatory for the Certificate to be issued.
- The sessions will start at 10.00 am and end at 4.00 pm.
- Participants are requested to follow the Coordinator's instructions on the days of Field Visit and assemble one hour prior to the visit.

Organizing Committee:

Mr. Samarth Kumar,
Consultant, MGNCRE, Ministry of Education

Prof. Sudha Jitender, Director, HRDC
Dr. Rajbir Bhatti, Deputy Director, HRDC
Prof. Saroj Arora, Co-ordinator
Prof. Sandeep Sharma, Co-ordinator

TRAVEL AND ACCOMMODATION TO REPRESENTATIVES OF ACADEMIC PARTNER INSTITUTIONS:

- Third AC Train Fare/AC Sleeper Bus or equivalent of that fare on production of the supporting bills will be reimbursed to selected representatives of Academic Partner Institutions.
- Accommodation will be arranged for representatives of Academic Partner Institutions if given prior information

About MGNCRE

Mahatma Gandhi National Council of Rural Education (MGNCRE), seeks to strengthen the rural higher education curriculum and the faculty members transacting it through Faculty Development Centre (FDC) under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching on the issues related to Gandhian philosophy and Rural Engagement. FDC MGNCRE is now an advisory interface and a curriculum development agency for the Government of India, having made path-breaking initiatives such as developing curriculum, manuals, text books; and networking and engaging with Higher Educational Institutions across the country with focus on Empowerment of Faculty, Capacity building and professionalization of Higher Educational Institutions, Vocational Education, Experiential Learning, Skill development for livelihood, Rural and Social Entrepreneurship, Community Engagement, Curriculum and Academic contributions, Action Research Projects and Psycho-social Guidance (specifically pre and post COVID). Linking work and education have earned MGNCRE an UNESCO Chair for its interventions in Gandhiji's Nai Talim – Experiential Learning. The formation of more than 12000 Institutional Cells/Committees involving Vice Chancellors, Directors, Heads of Institutions, Faculty and students has engaged about 2.5 lakh students and 30,000 faculty members. MGNCRE also recognized, certified and awarded 800 Higher Educational Institutions with District Green Champion Awards as part of its Swachhta Action Plan activities. The Higher Educational streams of focus for MGNCRE include: Rural Studies, Rural Development, Rural Management, Social Work and Education.



About HRDC

The Human Resource Development Centre (previously known as Academic Staff College), Guru Nanak Dev University, Amritsar was established in 1987 following introduction of the scheme by the University Grants Commission in 1987. Since its inception, it has been attracting teachers from all over India, rather than from a specific region and has become a platform where the Guru Nanak Dev University's academic community shares its knowledge, insights and ideas with the larger academic community of the country on a reciprocal basis.

The U.G.C Human Resource Development Centre, G.N.D.U. Amritsar has, since its inception achieved high standards of excellence in its working, based on team work of a small but committed, dedicated and competent group of teaching and non-teaching staff. The efforts made by the staff college are academically and socially relevant. In this globalize era teachers are given to higher learning and their being a equipped with excellent academic standards and pedagogical tools. We are trying to keep pace with the constant flow of information and knowledge. Efforts are also being made to update the knowledge base and outlook of the teachers at regular intervals.

We are continuously trying to seek to stimulate the academic environment for promotion of teaching and research in higher education institutions by keeping teachers abreast with the latest developments in key areas of information and knowledge. In brief we are trying to meet the needs of the time and keep pace with the growth in the fields of information and knowledge. The ASC's main philosophy is to keep in mind that the teacher is central to the system.



