



VINAYAKA MISSION'S
RESEARCH FOUNDATION
Deemed to be University under section 3 of the UGC Act 1956



AVIT
AARUPADAI VEEDU INSTITUTE OF TECHNOLOGY

A REPORT

On

**GURU-DAKSHTA
(A Scheme of UGC)**

**FACULTY INDUCTION PROGRAM
AY [2024-2025]**

Organised by

**AVIT CENTRE FOR CONTINUING
EDUCATION (ACCE)**



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PROGRAM BROCHURE



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Cordially invites you all for the

GURU-DAKSHTA (A scheme of UGC) FACULTY INDUCTION PROGRAM



21 OCT 2024 to 20 JAN 2025



09.30 a.m. to 03.30 p.m.



Digital Classroom No.5, AVIT



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AVIT CENTRE FOR CONTINUING EDUCATION

PROGRAM SCHEDULE – FACULTY INDUCTION PROGRAM – GURUDAKSHTA –AV CAMPUS,CHENNAI.

21.10.2024 – 01.02.2025 | 180 Hrs

Module	Lecture Topic & Focus areas/ themes	Resource person	Date & time
MODULE 1 : HIGHER EDUCATION AND ITS ECOSYSTEM			
1.	Evolution of the Higher Education sector of India., National and Global trends in Higher education	Dr.G.Selvakumar, Principal, AVIT	21.10.2024
	Introduction about the University, Structure and Function of the University, Roles and responsibilities of faculty in the University - Teaching, research, and support to local community	Dr.G.Selvakumar, Principal, AVIT	
	Current challenges and opportunities in Indian higher education implications for the everyday classroom	Dr.G.Selvakumar, Principal, AVIT	02.11.2024
	Ecosystem around the University/ college -MHRD, State Departments of Higher Education, UGC, NAAC, NIRF, CEC, INFLIBNET, various regulatory bodies implications of their role	Dr. L. Prabhu, Vice Principal – Admin, AVIT	
	UGC Acts and Schemes	Dr.G.Selvakumar, Principal, AVIT	16.11.2024
	Addressing problems of the students and constructive approach towards teaching and support for students learning	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT	
	The University Act, statutes, Ordinances and its role and importance in governance, Institutional planning and development	Dr.G.Selvakumar, Principal, AVIT	20.11.2024
	Code of conduct, professional ethics, professional relationship and network	Dr. Jennifer, Professor & Head, H&S	

MODULE 2 : CURRICULUM DESIGNING, OUTCOME BASED LEARNING AND CHOICE BASED CREDIT SYSTEM				
2	Concept of curriculum Different perspectives on curriculum Structure of curriculum and attributes	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT	25.11.2024	FN:09:30AM-12:30PM
	Considerations for designing the curriculum Skills and responsibilities required for curriculum designer	Dr.L.Chitra, Professor & Head, EEE		AN:01:00PM-03:30PM
	Framing curricular objectives and organization of content Curriculum monitoring	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT	27.11.2024	FN:09:30AM-12:30PM
	Taxonomies of Instructional objectives, Student evaluation using Outcome Based Learning, Levels of learning	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT		AN:01:00PM-03:30PM
	Choice Based Credit System - opportunities and challenges of implementation History and Evolution	Dr.Prabhakar, Professor & Head, Mechanical	30.11.2024	FN:09:30AM-12:30PM
	CBCS in comparison to Annual and semester-based system	Dr.G.Selvakumar, Principal, AVIT		AN:01:00PM-03:30PM
	MODULE 3 : TEACHING, LEARNING AND ASSESSMENT			
3.	Understanding the realm of Teaching Role, appropriate use and blending of technology in teaching	Dr.Jennifer G Joseph HoD H&S	04.12.2024	FN:09:30AM-12:30PM
	Strategies of teaching, Lesson Planning			AN:01:00PM-03:30PM
	Multicultural classrooms and inclusive pedagogies	Dr.L.K.Hema HoD ECE	06.12.2024	FN:09:30AM-12:30PM
				AN:01:00PM-03:30PM
	Concept of learning, Perspectives of learning	Dr. L. Prabhu, Vice Principal – Admin, AVIT	07.12.2024	FN:09:30AM-12:30PM
	Understanding students and their needs	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT		AN:01:00PM-03:30PM

	Mentoring individual students and student groups	Dr. L. Prabhu, Vice Principal – Admin, AVIT		FN:09:30AM-12:30PM
	Assessment and Evaluation Formative and summative Feedback of stakeholders	Dr.R.Mohana Priya, Head Exam-Cell, AVIT	10.12.2024	AN:01:00PM-03:30PM
	MODULE 4 : TECHNOLOGY FOR TEACHING AND ASSESSMENT OF I-GENERATION			
4.	Online learning applications & system Use of social media and online library resource	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT	12.12.2024	FN:09:30AM-12:30PM
	AN:01:00PM-03:30PM			
	Developing e-content			FN:09:30AM-12:30PM
	IPR and copyright issues, Anti-Plagiarism Tools	Dr.Jaichandran Dy.Director,Research(VMRF)	13.12.2024	AN:01:00PM-03:30PM
	India's Initiatives in e-learning Developing effective power point presentation for MOOC	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT	16.12.2024	FN:09:30AM-12:30PM
	AN:01:00PM-03:30PM			
ICT based assessment methods ICT in the management of marks and feedback	Dr. L. Prabhu, Vice Principal – Admin, AVIT	17.12.2024	FN:09:30AM-12:30PM	
AN:01:00PM-03:30PM				
	MODULE 5 : PERSONAL-EMOTIONAL DEVELOPMENT AND COUNSELING			
5.	Personality and its defining characteristics, Assessment of personality	Ms.Saranya Ganesan Psychologist & Student Counsellor, VMCC	18.12.2024	FN:09:30AM-12:30PM
	Nature and types of adjustment problems: academic, emotional and social			AN:01:00PM-03:30PM

	Student Diversity and Challenges and responsibility in handling them	Mrs.Poornima Rajan Misra CPO, Maaya Analytics Pvt.Ltd	19.12.2024	FN:09:30AM-12:30PM
	Stress Management			AN:01:00PM-03:30PM
	Counselling strategies for better personal and class adjustment-	Ms.Saranya Ganesan Psychologist & Student Counsellor, VMCC	20.12.2024	FN:09:30AM-12:30PM
	Individual and group counselling, Ethical and moral codes of counseling			AN:01:00PM-03:30PM
MODULE 6 : RESEARCH, PROFESSIONAL DEVELOPMENT AND ACADEMIC LEADERSHIP				
6.	Conceiving both teaching and research to strengthen the connections between the two	Dr. R.Jaichandran, Dy. Director (Research), VMRF	27.12.2024	FN:09:30AM-12:30PM
	Building effective teaching-research links at the curriculum level	Dr. L. Prabhu, Vice Principal – Admin, AVIT		AN:01:00PM-03:30PM
	Designing inter-disciplinary and collaborative research projects in specific disciplines	Dr. R.Jaichandran, Dy. Director (Research), VMRF	30.12.2024	FN:09:30AM-12:30PM
	Conducting Discipline-specific Research: planning, and writing a research proposal, funding opportunities, involving students in research	Dr.G.Selvakumar, Principal, AVIT		AN:01:00PM-03:30PM
	Software tools for research and for plagiarism check: Latex, Bibliographic, End Note, BibTex, Turnitin, Statistical, other open-sources tools; data in the public domain	Ms.Sheena Warriar Solution Account Manager, Elsevier South Asia	03.01.2025	FN:09:30AM-12:30PM
	Quantitative, qualitative and mixed methods of research, Preparing to become a PhD guide: roles and responsibilities	Ms.Sheena Warriar Solution Account Manager, Elsevier South Asia		AN:01:00PM-03:30PM
	Role of academic heads and faculties for quality higher education	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT	04.01.2025	FN:09:30AM-12:30PM
	Fundamentals of Strategic and Transformational leadership, Developing organization aspiration and strategy for growth	Dr. L. Prabhu, Vice Principal – Admin, AVIT		AN:01:00PM-03:30PM

MODULE 7 : ACADEMIC INTEGRITY				
7.	Defining academic integrity, Honor codes and honor pledges	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)	06.01.2025	FN:09:30AM-12:30PM
	Plagiarism: types, issues and consequences	Dr. R.Jaichandran, Dy. Director (Research), VMRF		AN:01:00PM-03:30PM
	Challenges of academic integrity in the time of Information technology	Dr. L. Prabhu, Vice Principal - Admin, AVIT	08.01.2025	FN:09:30AM-12:30PM
	Ethical conduct of research, Publication ethics, Issues of unauthorized collaboration	Dr.Jennifer G Joseph HoD H&S		AN:01:00PM-03:30PM
	Consequence for academic dishonesty	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)	09.01.2025	FN:09:30AM-12:30PM
	Ways of promoting academic integrity, Importance of academic integrity in high quality academic and research outputs	Dr. R.Jaichandran, Dy. Director (Research), VMRF		AN:01:00PM-03:30PM
MODULE 8 : CONSTITUTIONAL VALUES, HUMAN RIGHTS & FUNDAMENTAL DUTIES				
8.	Connect between Constitutional values and education, Human Rights, Fundamental Duties	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)	21.01.2025	FN:09:30AM-12:30PM
	Implications for the teaching, learning and research	Dr.R.Mohana Priya, Head Exam-Cell, AVIT		AN:01:00PM-03:30PM
	Caste, class and gender in the classroom	Dr.Jennifer HoD H&S	23.01.2025	FN:09:30AM-12:30PM
	Role of education in creating a more equal and just society, Looking beyond stereotypical generalizations	Dr.R.Divahar HoD Civil Engineering		AN:01:00PM-03:30PM

	Importance of 'universal' values - truth, righteous conduct, peace, non-violence	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)	25.01.2025	FN:09:30AM-12:30PM
	Anchoring professional ethics in universal values	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)		AN:01:00PM-03:30PM
	MODULE 9 : ENVIRONMENTAL CONSCIOUSNESS AND SUSTAINABLE DEVELOPMENT GOALS			
9.	Health and Environment	Dr.Nirmala HoD Biotechnology	27.01.2025	FN:09:30AM-12:30PM
	Economy- Decent work and Economic growth, Industry innovation and infrastructure	Dr. L. Prabhu, Vice Principal - Admin, AVIT		AN:01:00PM-03:30PM
	Social Justice	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)	28.01.2025	FN:09:30AM-12:30PM
	Role of teachers and higher education institutions in supporting nation	Dr.Prabhasheela HoD Pharmaceutical Engineering		AN:01:00PM-03:30PM
	MODULE 10 : STRATEGIC PLANNING AND MANAGEMENT			
10	Goals and objectives of management, Vision/mission document Preparation	Dr. S. P. Sangeetha, Vice Principal - Academics, AVIT	29.01.2025	FN:09:30AM-12:30PM
	SWOT analysis, Work planning and its management	Mrs.Subhashini, Sr. HR Manager, VMRF & Mr.Rajkumar, HR - AVIT		AN:01:00PM-03:30PM
	Dynamic status of faculty members and enrolled students in the institutions	Dr.R.Mohana Priya, Head Exam-Cell, AVIT	31.01.2025	FN:09:30AM-12:30PM
	Preparing strategic plans to coordinate at state and institutional levels	Dr. L. Prabhu, Vice Principal - Admin, AVIT		AN:01:00PM-03:30PM
	Envisioning Future - Developing Organization Aspiration and	Dr.G.Selvakumar,	01.02.2025	FN:09:30AM-12:30PM

	Strategy for growth,	Principal, AVIT		
	Nation Building through Constitutional Values and Citizen Responsibilities	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)		AN:01:00PM-03:30PM



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RESOURCE PERSONS

S.No.	Resource Person Name
1.	Dr.G.Selvakumar, Principal, AVIT
2.	Dr. R.Jaichandran, Dy. Director (Research), VMRF
3.	Dr.Ananth Padmanabhan Dean, Vinaya Mission's Law School (VMLS)
4.	Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
5.	Dr. L. Prabhu, Vice Principal – Admin, AVIT
6.	Dr.R.Mohana Priya, Head Exam-Cell, AVIT
7.	Dr. Jennifer, Professor & Head, H&S
8.	Dr.L.Chitra, Professor & Head, EEE
9.	Dr.Prabhahar, Professor & Head, Mechanical
10.	Dr.R.Divahar HoD Civil Engineering
11.	Dr.Nirmala HoD Biotechnology
12.	Dr.Prabhasheela HoD Pharmaceutical Engineering
13.	Mrs.Poornima Rajan Misra CPO, Maaya Analytics Pvt.Ltd

14.	Mrs.Subhashini, Sr. HR Manager, VMRF
15.	Ms.Sheena Warriar Solution Account Manager, Elsevier South Asia
16.	Ms.Saranya Ganesan Psychologist & Student Counsellor, VMCC
17.	Mr.Rajkumar, HR, AVIT



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REPORT ON VARIOUS TRAINING COMPONENTS

“Guru–Dakshta 2024” (A scheme of UGC), a Faculty Induction Program, organized by “AVIT Centre of Continuing Education (ACCE)” for the newly joined inducted of AVIT was inaugurated on 21.10.2024 at “Digital Classroom No.05”, AVIT.

The inauguration session was presided by *Dr.G.Selvakumar, Principal, AVIT*. The event was formally initiated with an invocation song followed by a warm welcome address by “*Dr.S.P.Sangeetha, Vice-Principal, Coordinator ACCE - AVIT*”. She emphasized on the essence of “Guru–Dakshta 2024” (A scheme of UGC) and also about the various modules that are bundled in the Faculty Induction Program. After the welcome address Dr.G.Selvakumar, Principal, AVIT have delivered the “Special Address” indicating the importance of faculty induction program and also about various initiatives and facilities available at university level. He also congratulated for the successful initiation, and wished to have a wonderful journey with all the proposed modules.

The induction program was scheduled from **21.10.2024 to 01.02.2025** covering all 10 modules as prescribed by UGC with a cumulative of “**180 hours**”.

MODULE 1: HIGHER EDUCATION AND ITS ECOSYSTEM

Resource Person

1. Dr.G.Selvakumar, Principal, AVIT
2. Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
3. Dr. L. Prabhu, Vice Principal – Admin, AVIT
4. Dr. Jennifer, Professor & Head, H&S

This module explores the evolution of the higher education sector in India, national and global trends in higher education, the structure and function of universities, the roles and responsibilities of faculty, current challenges and opportunities in Indian higher education, and the ecosystem surrounding universities and colleges. It also covers UGC acts and schemes, addressing student problems, the University Act, statutes, ordinances, and the importance of governance, institutional planning and development, and professional ethics.

Evolution of the Higher Education Sector in India

The higher education sector in India has undergone significant transformation over the years. From traditional Gurukuls to modern universities, the sector has evolved to meet the changing needs of society. Key milestones include the establishment of universities like the University of Calcutta, University of Mumbai, and University of Madras in the 19th century, and the expansion of higher education institutions post-independence. Recent trends include the rise of private universities, online education, and international collaborations.

National and Global Trends in Higher Education

National and global trends in higher education include:

- **National Trends:** Emphasis on skill development, vocational education, and the implementation of the National Education Policy (NEP) 2020.

- **Global Trends:** Increasing focus on interdisciplinary studies, internationalization of education, and the use of technology in teaching and learning.

Structure and Function of the University

Universities are structured to facilitate teaching, research, and community support. Key components include:

- **Administrative Structure:** Comprising the Chancellor, Vice-Chancellor, Deans, and Heads of Departments.
- **Academic Structure:** Including various faculties, departments, and research centers.
- **Support Services:** Providing student services, libraries, and IT support.

Roles and Responsibilities of Faculty

Faculty members play a crucial role in universities, with responsibilities including:

- **Teaching:** Delivering lectures, conducting seminars, and mentoring students.
- **Research:** Engaging in research projects, publishing papers, and contributing to academic knowledge.
- **Community Support:** Participating in community outreach programs and providing expertise to local communities.

Current Challenges and Opportunities in Indian Higher Education

Indian higher education faces several challenges and opportunities:

- **Challenges:** Issues such as inadequate funding, outdated curricula, and lack of infrastructure.
- **Opportunities:** Leveraging technology, fostering industry-academia collaborations, and implementing NEP 2020 reforms.

Ecosystem Around the University/College

The higher education ecosystem includes various regulatory bodies and stakeholders:

- **MHRD:** Ministry of Human Resource Development, responsible for policy formulation.
- **State Departments of Higher Education:** Overseeing state-level higher education institutions.
- **UGC:** University Grants Commission, regulating and funding universities.
- **NAAC:** National Assessment and Accreditation Council, accrediting institutions.
- **NIRF:** National Institutional Ranking Framework, ranking institutions based on performance.
- **CEC:** Consortium for Educational Communication, promoting educational content.
- **INFLIBNET:** Information and Library Network, providing digital library resources.

UGC Acts and Schemes

The UGC has implemented various acts and schemes to promote higher education, including:

- **UGC Act, 1956:** Establishing the UGC and outlining its functions.
- **Schemes:** Initiatives such as the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and the National Fellowship for SC/ST students.

Addressing Problems of Students

Addressing student problems involves:

- **Constructive Teaching:** Adopting student-centric teaching methods and providing personalized support.
- **Support Services:** Offering counseling, career guidance, and financial aid.

The University Act, Statutes, Ordinances, and Governance

The University Act, statutes, and ordinances play a crucial role in governance:

- **University Act:** Establishing the legal framework for universities.
- **Statutes and Ordinances:** Defining the rules and regulations for university operations.
- **Governance:** Ensuring effective institutional planning and development.

Code of Conduct, Professional Ethics, and Professional Relationships

Maintaining a code of conduct and professional ethics is essential for faculty and staff:

- **Code of Conduct:** Outlining acceptable behavior and responsibilities.
- **Professional Ethics:** Upholding integrity, fairness, and respect in all professional interactions.
- **Professional Relationships:** Building networks and collaborations within and outside the institution.

The higher education sector in India is evolving to meet the demands of a globalized and technology-driven world. By addressing current challenges, leveraging opportunities, and fostering a supportive ecosystem, Indian higher education can continue to thrive and contribute to societal development.

MODULE 2: CURRICULUM DESIGNING, OUTCOME BASED LEARNING AND CHOICE BASED CREDIT SYSTEM

Resource Person :

1. Dr.G.Selvakumar, Principal, AVIT
2. Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
3. Dr.Prabhahar, Professor & Head, Mechanical
4. Dr.L.Chitra, Professor & Head, EEE

This module provided a comprehensive exploration of curriculum design, outcome-based learning (OBL), and the Choice-Based Credit System (CBCS). It aimed to equip participants with the knowledge and skills necessary to design, implement, and evaluate effective curricula that meet the needs of students and society.

Curriculum Designing

- **Industry Alignment:** Ensuring that the curriculum is relevant to current industry standards and societal needs.
- **Educational Goals:** Establishing clear and measurable educational objectives for students.
- **Holistic Education:** Promoting an interdisciplinary approach to integrate various fields of study.
- **Adaptability:** Incorporating flexibility to adapt to emerging trends and feedback from stakeholders.
- **Diverse Learning Styles:** Designing curricula that cater to different learning styles and backgrounds.
- **Regular Updates:** Continuously reviewing and updating the curriculum to maintain its relevance.

Outcome-Based Learning (OBL)

Outcome-Based Learning focuses on achieving specific learning outcomes. Key components discussed in the module include:

- **Defined Outcomes:** Clearly identifying what students should achieve by the end of a course or program.
- **Aligned Assessments:** Ensuring that assessment methods are in line with the defined learning outcomes.
- **Regular Feedback:** Providing students with ongoing feedback to help them achieve their learning goals.
- **Continuous Enhancement:** Using assessment data and feedback to improve teaching methods and curriculum design.
- **Workplace Skills:** Integrating essential employability skills such as critical thinking, communication, and problem-solving.
- **Student-Centered Learning:** Emphasizing the individual needs and abilities of students in the learning process.

Choice-Based Credit System (CBCS)

The Choice-Based Credit System offers flexibility and customization in education. Key features highlighted in the module include:

- **Credit System:** Allowing students to earn credits for each course, facilitating easier transfer between institutions.
- **Course Selection:** Providing a wide range of courses for students to choose from, based on their interests and career goals.
- **Credit Accumulation:** Enabling students to accumulate credits over time, leading to degree attainment upon reaching the required threshold.
- **Semester Structure:** Organizing the academic year into semesters, with a specific number of credits assigned to each.
- **Interdisciplinary Learning:** Encouraging students to take courses from different disciplines for a well-rounded education.
- **Comprehensive Evaluation:** Assessing students through a combination of assignments, projects, and exams for a holistic evaluation.

This module has provided valuable insights into curriculum design, outcome-based learning, and the Choice-Based Credit System. Participants are now better equipped to create, implement, and evaluate curricula that are responsive to the needs of students and society. The knowledge gained from this module will be instrumental in shaping future educational practices and policies.

MODULE 3: TEACHING, LEARNING AND ASSESSMENT

Resource Person

1. Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
2. Dr. L. Prabhu, Vice Principal – Admin, AVIT
3. Dr. Jennifer G Joseph, Professor & Head, H&S
4. Dr. L. K. Hema, Professor & Head, ECE
5. Dr. R. Mohana Priya, Head Exam-Cell, AVIT

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Curriculum Designing

The module covered various aspects of curriculum design, including:

- **Industry Alignment:** Ensuring that the curriculum is relevant to current industry standards and societal needs.
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MODULE 4 : TECHNOLOGY FOR TEACHING AND ASSESSMENT OF I-GENERATION

Resource Person

1. Dr.Jaichandran, Dy.Director,Research(VMRF)
2. Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
3. Dr. L. Prabhu, Vice Principal – Admin, AVIT

This project report explores the integration of technology in teaching and assessment, focusing on the I-Generation. It covers various aspects such as online learning applications, the use of social media and online library resources, developing e-content, intellectual property rights (IPR) and copyright issues, anti-plagiarism tools, India's initiatives in e-learning, developing effective PowerPoint presentations for MOOCs, ICT-based assessment methods, and ICT in the management of marks and feedback.

Online Learning Applications & Systems

Online learning applications and systems have revolutionized education by providing flexible and accessible learning opportunities. Key features include:

- **Learning Management Systems (LMS):** Platforms like Moodle, Blackboard, and Canvas that facilitate course management, content delivery, and student engagement.
- **Virtual Classrooms:** Tools like Zoom, Microsoft Teams, and Google Meet that enable real-time interaction between teachers and students.
- **Mobile Learning Apps:** Applications like Coursera, Khan Academy, and Duolingo that offer learning on-the-go.

Use of Social Media and Online Library Resources

Social media and online library resources play a significant role in modern education:

- **Social Media:** Platforms like Facebook, Twitter, and LinkedIn are used for collaborative learning, sharing educational content, and networking.
- **Online Libraries:** Resources like JSTOR, Google Scholar, and Project Gutenberg provide access to a vast array of academic papers, books, and research materials.

Developing E-Content

Creating effective e-content is crucial for online education. Key considerations include:

- **Interactive Content:** Incorporating multimedia elements such as videos, animations, and quizzes to enhance engagement.
- **Accessibility:** Ensuring content is accessible to all students, including those with disabilities.
- **Quality Assurance:** Maintaining high standards of accuracy, relevance, and clarity in the content.

IPR and Copyright Issues, Anti-Plagiarism Tools

Understanding and addressing IPR and copyright issues is essential in e-learning:

- **IPR and Copyright:** Ensuring that all e-content respects intellectual property rights and copyright laws.
- **Anti-Plagiarism Tools:** Using tools like Turnitin and Grammarly to detect and prevent plagiarism in student submissions.

India's Initiatives in E-Learning

India has made significant strides in e-learning through various initiatives:

- **SWAYAM:** An online platform offering courses from top institutions in India.
- **DIKSHA:** A digital infrastructure for school education providing resources for teachers and students.
- **National Digital Library of India (NDLI):** A repository of educational resources accessible to all.

Developing Effective PowerPoint Presentations for MOOCs

Creating impactful PowerPoint presentations for MOOCs involves:

- **Clarity and Simplicity:** Using clear and concise text, and avoiding clutter.
- **Visual Appeal:** Incorporating images, charts, and graphs to make presentations visually engaging.
- **Interactivity:** Adding interactive elements like hyperlinks and embedded videos to enhance the learning experience.

ICT-Based Assessment Methods

ICT-based assessment methods offer innovative ways to evaluate student performance:

- **Online Quizzes and Tests:** Platforms like Google Forms and Kahoot! for conducting assessments.
- **E-Portfolios:** Digital portfolios that showcase student work and progress over time.
- **Automated Grading:** Tools that use AI to grade assignments and provide instant feedback.

ICT in the Management of Marks and Feedback

ICT tools streamline the management of marks and feedback:

- **Grade Management Systems:** Software like PowerSchool and Infinite Campus for recording and managing student grades.
- **Feedback Tools:** Platforms like Edmodo and ClassDojo for providing timely and constructive feedback to students.

The integration of technology in teaching and assessment has transformed the educational landscape, particularly for the I-Generation. By leveraging online learning applications, social media, e-content, and ICT-based assessment methods, educators can enhance the learning experience and better meet the needs of modern students. India's initiatives in e-learning further support this transformation, making education more accessible and effective.

MODULE 5 : PERSONAL-EMOTIONAL DEVELOPMENT AND COUNSELLING

Resource Person

1. Ms.Saranya Ganesan, Psychologist & Student Counsellor, VMCC
2. Mrs.Poornima Rajan Misra CPO, Maaya Analytics Pvt.Ltd
3. Ms.Saranya Ganesan Psychologist & Student Counsellor, VMCC

This module explores the key aspects of personal-emotional development and counseling, focusing on personality assessment, adjustment problems, student diversity, stress management, and counseling strategies. It aims to provide a comprehensive understanding of these topics to enhance personal and class adjustment.

Personality and Its Defining Characteristics

Personality refers to the unique set of characteristics that define an individual's patterns of thinking, feeling, and behaving. Key aspects include:

- **Traits:** Enduring characteristics such as extraversion, agreeableness, and conscientiousness.
- **Temperament:** Innate aspects of personality, such as emotional reactivity and intensity.
- **Self-Concept:** An individual's perception of themselves, including self-esteem and self-efficacy.

Assessment of Personality

Assessing personality involves various methods to understand an individual's traits and characteristics:

- **Self-Report Inventories:** Questionnaires like the Myers-Briggs Type Indicator (MBTI) and the Big Five Personality Test.
- **Projective Tests:** Techniques like the Rorschach Inkblot Test and Thematic Apperception Test (TAT).
- **Behavioral Assessments:** Observing and recording behaviors in different situations.

Nature and Types of Adjustment Problems

Adjustment problems can be categorized into academic, emotional, and social issues:

- **Academic Problems:** Difficulties in coping with academic demands, such as poor performance, lack of motivation, and learning disabilities.
- **Emotional Problems:** Issues related to emotional regulation, such as anxiety, depression, and low self-esteem.
- **Social Problems:** Challenges in forming and maintaining relationships, such as social anxiety, peer pressure, and bullying.

Student Diversity and Challenges

Handling student diversity involves recognizing and addressing the unique needs of diverse student populations:

- **Cultural Diversity:** Understanding and respecting different cultural backgrounds and practices.
- **Learning Styles:** Adapting teaching methods to accommodate various learning preferences.
- **Special Needs:** Providing support for students with disabilities and learning difficulties.

Stress Management

Effective stress management techniques are essential for personal and academic success:

Relaxation Techniques: Practices such as deep breathing, meditation, and progressive muscle relaxation.

Time Management: Prioritizing tasks, setting realistic goals, and avoiding procrastination.

Healthy Lifestyle: Maintaining a balanced diet, regular exercise, and adequate sleep.

Counselling Strategies for Better Personal and Class Adjustment

Counselling strategies aim to improve personal and class adjustment through individual and group interventions:

- **Individual Counselling:** One-on-one sessions focusing on personal issues and tailored interventions.
- **Group Counselling:** Facilitating group sessions to address common concerns and promote peer support.
- **Ethical and Moral Codes:** Adhering to ethical guidelines, maintaining confidentiality, and fostering a non-judgmental environment.

Personal-emotional development and counselling play a crucial role in enhancing student well-being and academic success. By understanding personality, addressing adjustment problems, managing stress, and implementing effective counselling strategies, educators and counsellors can create a supportive and inclusive learning environment.

MODULE 6 : RESEARCH, PROFESSIONAL DEVELOPMENT AND ACADEMIC LEADERSHIP

Resource Person

1. Dr.G.Selvakumar,Principal, AVIT
2. Dr. R.Jaichandran, Dy. Director (Research), VMRF
3. Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
4. Dr. L. Prabhu, Vice Principal – Admin, AVIT
5. Ms.Sheena Warriier Solution Account Manager, Elsevier South Asia

This module provided an in-depth exploration of the integration of teaching and research, the development of effective teaching-research links within the curriculum, and the design of interdisciplinary and collaborative research projects. It also covered the planning and execution of discipline-specific research, writing research proposals, securing funding opportunities, and involving students in research activities. Additionally, the module elaborated on various software tools for research and plagiarism checks, including LaTeX, EndNote, BibTeX, Turnitin, and other open-source tools. It emphasized quantitative, qualitative, and mixed methods of research, preparing to become a PhD guide, and the roles and responsibilities of academic heads and faculties. The module also focused on strategic and transformational leadership, developing organizational aspirations, and strategies for growth.

Research in Higher Education

- **Knowledge Creation:** Universities play a crucial role in generating new knowledge through research. Faculty and students engage in innovative projects that contribute to advancements in various fields.
- **Publication and Dissemination:** Research findings are shared through academic journals, conferences, and other platforms, enriching the global knowledge pool and enhancing the institution's reputation.
- **Interdisciplinary Collaboration:** Encouraging collaboration across disciplines fosters innovative approaches to complex challenges, promoting a holistic understanding of issues.
- **Funding and Grants:** Institutions seek external funding and grants to support research initiatives, providing resources for faculty and students to pursue meaningful projects.

Professional Development in Higher Education

- **Faculty Development Programs:** Continuous training and workshops for faculty members to enhance teaching methods, incorporate technology, and stay updated on advancements in their respective fields.
- **Leadership Training:** Providing opportunities for faculty to develop leadership skills, preparing them for administrative roles within the institution.
- **Industry Collaboration:** Facilitating partnerships with industries and businesses to expose faculty to real-world challenges and developments, fostering practical knowledge.
- **Global Exposure:** Encouraging participation in international conferences, collaborations, and exchange programs to broaden perspectives and enhance global competitiveness.

Academic Leadership in Higher Education

- **Strategic Vision:** Academic leaders, such as deans and department heads, play a crucial role in shaping the strategic direction of the institution, aligning it with broader educational goals.
- **Faculty Mentorship:** Nurturing a culture of mentorship to guide faculty members in their teaching, research, and career development.
- **Administrative Oversight:** Ensuring effective administrative processes, resource allocation, and adherence to academic standards.

- **Student Engagement:** Leaders actively engage with students, understanding their needs, and promoting an inclusive and conducive learning environment.
- **Innovation and Change Management:** Academic leaders drive innovation by championing new approaches to education, embracing technological advancements, and managing change effectively.

Challenges and Opportunities

- **Funding Constraints:** Institutions face challenges in securing adequate funding for research and professional development programs. Strategic partnerships with industry and alumni can provide additional resources.
- **Adapting to Technological Changes:** Embracing technology in both research and teaching is crucial. Professional development programs must equip faculty with the skills to integrate technology effectively.
- **Diversity and Inclusion:** Addressing diversity and inclusion in both academic leadership and research fosters a more representative and dynamic intellectual community.
- **Globalization:** Embracing globalization offers opportunities for collaboration, but it also requires institutions to navigate diverse cultural contexts and educational systems.

The synergy between research, professional development, and academic leadership is fundamental to the success of higher education institutions. By fostering a culture of inquiry, continuous learning, and effective leadership, higher education institutions contribute to the advancement of knowledge, the development of well-rounded professionals, and the cultivation of leaders who shape the future of education..

MODULE 7 : ACADEMIC INTEGRITY

Resource Person:

1. Dr. Ananth Padmanabhan, Dean, Vinaya Mission's Law School (VMLS)
2. Dr. R. Jaichandran, Dy. Director (Research), VMRF
3. Dr. L. Prabhu, Vice Principal – Admin, AVIT
4. Dr. Jennifer G Joseph, Professor & Head, H&S

This module provided a comprehensive exploration of academic integrity, including the definition of academic integrity, honor codes, and honor pledges. It emphasized the various types of plagiarism, issues and consequences, and the challenges of maintaining academic integrity in the age of information technology. The module also focused on the ethical conduct of research, publication ethics, issues of unauthorized collaboration, consequences for academic dishonesty, and ways to promote academic integrity. Additionally, it highlighted the importance of academic integrity in producing high-quality academic and research outputs.

Essentials of Academic Integrity

- **Defining Academic Integrity:** Academic integrity refers to the ethical code and moral principles followed within an educational institution, emphasizing honesty, originality, and transparency in academic pursuits.
- **Preserving Credibility:** Upholding academic integrity is critical for maintaining the credibility and reputation of both individual students and the institution as a whole.

Components of Academic Integrity

- **Plagiarism:** The act of presenting someone else's ideas, words, or work as one's own without proper attribution.
- **Cheating:** Unauthorized collaboration, using unauthorized materials during exams, or any dishonest practice to gain an unfair advantage.
- **Fabrication:** Creating false data or information, misrepresenting facts, or inventing sources in academic work.
- **Collusion:** Collaborating with others without authorization, typically when individual work is expected.
- **Misrepresentation:** Providing false information about academic achievements, credentials, or qualifications.

Promoting Academic Integrity

- **Education and Awareness:** Institutions should implement educational programs to raise awareness about the importance of academic integrity, providing guidelines on proper citation, and outlining consequences for violations.
- **Clear Policies and Codes of Conduct:** Establishing and clearly communicating institutional policies on academic integrity, including consequences for violations, helps set expectations for all stakeholders.
- **Support Services:** Providing academic support services, such as writing centers and tutoring, to help students develop proper research and citation skills can prevent unintentional violations.
- **Technology Tools:** Utilizing plagiarism detection tools and technology to identify and deter instances of plagiarism.

Consequences of Academic Misconduct

- **Educational Consequences:** Depending on the severity of the violation, consequences may include receiving a failing grade for the assignment or the course.
- **Disciplinary Action:** Repeated or severe violations may lead to disciplinary actions, ranging from probation to expulsion.
- **Impact on Future Opportunities:** Instances of academic misconduct can have long-term consequences, affecting a student's reputation and future educational and career opportunities.

Faculty Role in Promoting Academic Integrity

- **Modeling Integrity:** Faculty members should embody and model academic integrity in their own work and interactions.
- **Clear Expectations:** Clearly communicating expectations regarding academic integrity in course syllabi and assignments.
- **Proactive Prevention:** Designing assessments and assignments that discourage cheating and plagiarism, and actively monitoring exams to deter dishonest behavior.

Global Perspective

- **International Collaboration:** Promoting a global understanding of academic integrity, particularly in institutions with diverse student populations.
- **Cultural Sensitivity:** Acknowledging and addressing cultural differences in academic practices to prevent unintentional violations.

Academic Integrity and Online Learning

- **Secure Online Assessments:** Implementing secure online assessment methods, such as plagiarism detection software and proctoring services, to maintain academic standards in virtual environments.
- **Digital Literacy Education:** Providing guidance on proper online research, citation, and collaboration to ensure students develop digital literacy skills.

Academic integrity is a cornerstone of higher education, fostering a culture of honesty, fairness, and respect for intellectual property. By actively promoting and upholding academic integrity, institutions contribute to the development of ethical, responsible, and well-prepared graduates who can thrive in the academic and professional arenas..

MODULE 8 : CONSTITUTIONAL VALUES, HUMAN RIGHTS & FUNDAMENTAL DUTIES

Resource Person

1. Dr.Ananth Padmanabhan, Dean, Vinaya Mission's Law School (VMLS)
2. Dr.R.Mohana Priya, Head Exam-Cell, AVIT
3. Dr.Jennifer, Professor & Head, H&S
4. Dr.R.Divahar, Professor & Head, Civil Engineering

This module provided an in-depth exploration of the connection between constitutional values and education, emphasizing human rights and fundamental duties. It highlighted the implications for teaching, learning, and research, and addressed issues of caste, class, and gender in the classroom. The module also elaborated on the role of education in creating a more equal and just society, the importance of universal values such as truth, righteous conduct, peace, and non-violence, and the anchoring of professional ethics in these values.

Constitutional Values

- **Democratic Principles:** Higher education institutions serve as microcosms of democratic societies, embodying values such as equality, justice, and liberty.
- **Rule of Law:** Imparting the significance of the rule of law and ensuring that all members of the academic community adhere to legal and ethical standards.
- **Inclusivity:** Embracing diversity and promoting inclusivity by recognizing and respecting the rights and perspectives of individuals from various backgrounds.

Human Rights Education

- **Curricular Integration:** Integrating human rights education into academic programs to ensure that students gain an understanding of universal rights and responsibilities.
- **Research and Advocacy:** Encouraging research initiatives and advocacy programs focused on human rights issues, fostering a sense of social responsibility.
- **Global Perspective:** Promoting awareness of global human rights challenges and instilling a commitment to addressing these issues through education and activism.

Fundamental Duties

- **Incorporation in Curriculum:** Integrating an understanding of fundamental duties into the curriculum to emphasize the reciprocal relationship between rights and duties.
- **Community Engagement:** Encouraging students to actively participate in community service and outreach programs, fostering a sense of duty towards societal well-being.
- **Leadership Development:** Nurturing leadership qualities that prioritize ethical conduct, social responsibility, and the fulfillment of one's duties as a responsible citizen.

Role of Faculty and Administration

- **Modeling Values:** Faculty and administrators serve as role models by embodying constitutional values and fulfilling their fundamental duties.
- **Creating Inclusive Environments:** Establishing an inclusive and tolerant academic environment that respects the rights and dignity of every individual.
- **Promoting Discourse:** Encouraging open and respectful discourse on constitutional values, human rights, and duties through seminars, workshops, and lectures.

Legal and Ethical Literacy

- **Legal Literacy Programs:** Offering programs that enhance legal literacy, ensuring that students understand their rights and obligations within the framework of the constitution.
- **Ethics Courses:** Integrating courses on ethics and moral philosophy to instill a sense of ethical responsibility and critical thinking.

Extracurricular Activities

Human Rights Clubs: Establishing student-led organizations or clubs focused on human rights issues, providing a platform for activism and awareness.

Civic Engagement Initiatives: Encouraging participation in civic engagement activities, elections, and community projects to instill a sense of responsibility towards the nation.

Evaluation and Accountability

- **Assessment of Values:** Incorporating assessments that evaluate students' understanding of constitutional values, human rights, and fundamental duties.
- **Accountability Mechanisms:** Establishing mechanisms to address violations of these principles and ensuring accountability within the academic community.

Higher education institutions play a pivotal role in shaping individuals who not only excel academically but also embody constitutional values, respect human rights, and fulfill their fundamental duties as responsible citizens. The integration of these principles into the academic and extracurricular fabric of institutions contributes to the development of socially aware and conscientious graduates.

MODULE 9 : ENVIRONMENTAL CONSCIOUSNESS AND SUSTAINABLE DEVELOPMENT GOALS

Resource Person

1. Dr.Ananth Padmanabhan, Dean, Vinaya Mission's Law School (VMLS)
2. Dr. L. Prabhu, Vice Principal – Admin, AVIT
3. Dr.Nirmala, Professor & Head, Biotechnology
4. Dr.Prabhasheela, Professor & Head Pharmaceutical Engineering

This module provided a comprehensive exploration of the intersection between health, environment, economy, and social justice. It emphasized the role of teachers and higher education institutions in supporting national development through sustainable practices. The module covered topics such as decent work and economic growth, industry innovation, and infrastructure. It also highlighted the importance of integrating Sustainable Development Goals (SDGs) into education and fostering a culture of environmental consciousness.

Curriculum Integration

- **Sustainability Courses:** Universities and colleges can incorporate courses on sustainability and environmental science into their curriculum. These courses can cover topics such as renewable energy, conservation, and sustainable development.
- **SDG Integration:** Embedding SDGs into existing courses across various disciplines ensures that students from diverse fields understand the interconnectedness of social, economic, and environmental issues.

Research and Innovation

- **Sustainability Research:** Encouraging research initiatives focused on sustainability and environmental issues. Higher education institutions play a crucial role in advancing knowledge and developing innovative solutions to address environmental challenges.
- **Interdisciplinary Projects:** Supporting interdisciplinary research projects that align with SDGs, fostering collaboration between departments and research centers.

Campus Operations

- **Sustainable Practices:** Implementing sustainable practices within the campus, including energy-efficient buildings, waste reduction, and sustainable transportation options.
- **Student Involvement:** Encouraging student participation in environmental initiatives, such as campus sustainability clubs or green initiatives, to raise awareness and promote sustainable practices.

Partnerships and Engagement

- **Collaborations:** Fostering partnerships with businesses, NGOs, and government agencies working on sustainability and environmental issues. These collaborations provide students with real-world experiences and opportunities for internships and projects.
- **Community Engagement:** Engaging with the local community to address environmental challenges collaboratively. This can include projects related to environmental conservation, community gardens, or awareness campaigns.

Ethical Leadership and Values

- **Environmental Stewardship:** Incorporating ethical considerations and values related to environmental stewardship into leadership and management education. Graduates should be equipped with the knowledge and values to make sustainable decisions in their professional lives.
- **Responsibility and Accountability:** Instilling a sense of responsibility and accountability in students to contribute positively to the environment and society.

Global Perspective

- **International Collaboration:** Providing opportunities for international collaboration and study programs focused on sustainability. Exposing students to global perspectives on environmental issues helps them understand the interconnected nature of these challenges.
- **Cultural Exchange:** Encouraging cultural exchange programs that allow students to learn about sustainable practices in different parts of the world.

Measuring Impact

Metrics and Assessments: Establishing metrics and assessments to measure the impact of sustainability initiatives within the institution. Regularly reviewing and updating goals based on performance metrics.

Sharing Best Practices: Sharing success stories and best practices with other educational institutions to promote the adoption of sustainable practices across the higher education sector.

By integrating environmental consciousness and Sustainable Development Goals into higher education, institutions play a pivotal role in shaping environmentally responsible and globally aware individuals. These efforts contribute to the development of a sustainable future and prepare graduates to address the complex environmental challenges of our time.

MODULE 10 : STRATEGIC PLANNING AND MANAGEMENT

Resource Person

1. Dr.G.Selvakumar, Principal, AVIT
2. Dr.Ananth Padmanabhan, Dean, Vinaya Mission's Law School (VMLS)
3. Dr. S. P. Sangeetha, Vice Principal – Academics, AVIT
4. Dr. L. Prabhu, Vice Principal – Admin, AVIT
5. Dr.R.Mohana Priya, Head Exam-Cell, AVIT
6. Mrs.Subhashini, Sr. HR Manager, VMRF
7. Mr.Rajkumar, HR - AVIT

This module provided an in-depth exploration of strategic planning and management, focusing on the goals and objectives of management, vision and mission document preparation, SWOT analysis, and work planning and management. It also addressed the dynamic status of faculty members and enrolled students in institutions, emphasizing the preparation of strategic plans to coordinate at state and institutional levels. Additionally, the module delved into envisioning the future by developing organizational aspirations and strategies for growth, and creating a shared vision for excellence.

Mission and Vision

- **Articulating Mission and Vision:** Clearly defining the mission and vision of the institution sets the foundation for strategic planning by outlining the purpose and long-term aspirations.
- **Alignment with Values:** Ensuring that the mission and vision align with the institution's values and the expectations of stakeholders, including students, faculty, staff, and the broader community.

SWOT Analysis

- **Comprehensive Assessment:** Conducting a thorough analysis of the institution's strengths, weaknesses, opportunities, and threats (SWOT analysis) provides a foundation for strategic decision-making by identifying internal and external factors influencing the institution.

Stakeholder Engagement

- **Inclusive Process:** Engaging stakeholders, including faculty, staff, students, alumni, and community members, in the strategic planning process is crucial. Their input is valuable for understanding diverse perspectives and ensuring that the plan reflects the needs and aspirations of the entire community.

Goal Setting and Objectives

- **SMART Goals:** Establishing clear, measurable, and achievable goals aligned with the institution's mission and vision. These goals should be specific, measurable, attainable, relevant, and time-bound (SMART).
- **Specific Objectives:** Breaking down overarching goals into specific objectives and initiatives, ensuring alignment with strategic priorities.

Resource Allocation

- **Strategic Resource Planning:** Developing a resource allocation plan that aligns with strategic priorities, including budgeting, staffing, and infrastructure considerations.
- **Prioritizing Investments:** Focusing investments on areas that contribute most directly to achieving the institution's strategic goals.

Data-Informed Decision-Making

- **Data Collection and Analysis:** Implementing systems for collecting and analyzing relevant data to inform decision-making. This includes enrollment data, academic performance metrics, financial data, and feedback from stakeholders.
- **Ongoing Assessment:** Regularly assessing and adjusting strategies based on data-driven insights to ensure ongoing effectiveness.

Innovation and Adaptability

- **Culture of Innovation:** Fostering a culture of innovation and adaptability within the institution. Encouraging experimentation and the exploration of new educational technologies and pedagogical approaches.
- **Staying Current:** Keeping abreast of industry trends, technological advancements, and changes in the educational landscape to adapt strategies accordingly.

Quality Assurance and Accreditation

- **Compliance and Improvement:** Ensuring that the institution complies with relevant quality assurance standards and accreditation requirements. Regular assessments of academic programs, support services, and institutional effectiveness are essential.
- **Continuous Improvement:** Using accreditation processes as opportunities for continuous improvement and alignment with strategic goals.

Communication and Transparency

- **Clear Communication Channels:** Establishing clear communication channels to keep all stakeholders informed about the strategic planning process, progress, and outcomes.
- **Building Trust:** Fostering transparency in decision-making to build trust and engagement among the university community.

Monitoring and Evaluation

- **Ongoing Monitoring:** Implementing a system for ongoing monitoring and evaluation of the strategic plan. Regularly assessing the progress of initiatives, adjusting strategies as needed, and celebrating achievements.
- **Periodic Reviews:** Conducting periodic reviews to ensure that the strategic plan remains relevant and responsive to changing circumstances.

Strategic planning and management in higher education are dynamic processes that require ongoing attention and adaptability to address the evolving needs of the institution and the broader educational landscape. By clearly defining mission and vision, engaging stakeholders, setting SMART goals, and fostering a culture of innovation and transparency, institutions can achieve their strategic objectives and drive continuous improvement.

As a final note, the “**Guru-Dakshta 2024 (A scheme of UGC) - Faculty Induction Program**” had successfully executed for newly inducted faculty members. All the eminent resource persons had deliberated their knowledge on the various prescribed modules, all their presentation gave a deep insight on various strategies that are followed in “Higher Education System” in India. All the sessions/modules were made fun and interactive via “Innovative Teaching Strategies” to enhance the learners to have a better learning experience. The entire modules were well-coordinated by **Dr.S.P.Sangeetha, Vice-Principal (Academics), AVIT** and Co-coordinated by **Mr.V.Prabhakaran, Assistant Professor (G-II), Department of Biomedical Engineering, AVIT.**



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PARTICIPANTS LIST

S.No	Name of the Faculty	Designation	Department
1	Dr. BALAKRISHNAN	PROFESSOR&HOD	CSE
2	Dr. RUPINDER PAL SINGH	PROFESSOR	CSE
3	Dr. MUTHUKUMARAN M	PROFESSOR	CSE
4	Dr. RAMU K	PROFESSOR	CSE
5	Mr. KISHORE KUPPUSWAMY	PROFESSOR OF PRACTICE	CSE
6	Dr. ELANKAVI	ASSOCIATE PROFESSOR	CSE
7	Dr. GINO SOPHIA S G	ASSOCIATE PROFESSOR	CSE
8	Mr. SIMONTHOMAS	ASSISTANT PROFESSOR	CSE
9	Ms. SREENITHI NITHYA SELVABALA	ASSISTANT PROFESSOR	CSE
10	Ms. BHARATHI KRISHNA L	ASSISTANT PROFESSOR	CSE
11	Ms. VANDHANA D	ASSISTANT PROFESSOR	CSE
12	Ms. UDAYA R	ASSISTANT PROFESSOR	CSE
13	Dr.RAJESH M SANJIVANI	ASSISTANT PROFESSOR	CSE
14	Dr.SANGEETHA R K	ASSISTANT PROFESSOR	H&S (ENGLISH)



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GLIMPSE OF THE EVENT

SESSION BY Dr.G.SELVAKUMAR, PRINCIPAL, AVIT



SESSION BY Dr.S.P.SANGEETHA, VICE-PRINCIPAL (ACADEMICS), AVIT



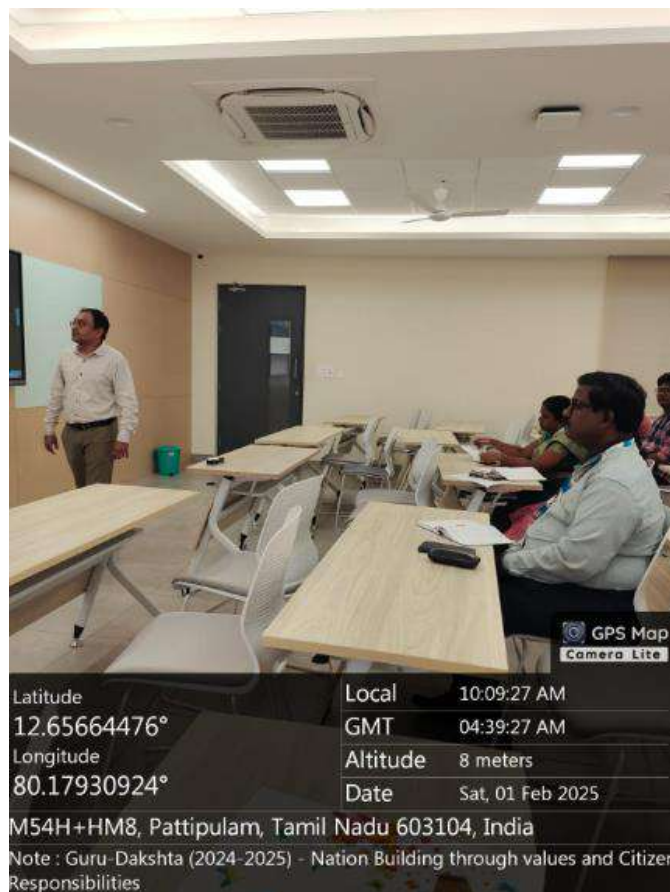
SESSION BY Dr.JAICHANDRAN, DEPUTY DIRECTOR, RESEARCH, VMRF



SESSION BY Ms.SHEENA WARRIER,SOLUTION ACCOUNT MANAGER, ELSEVIER SOUTH ASIA



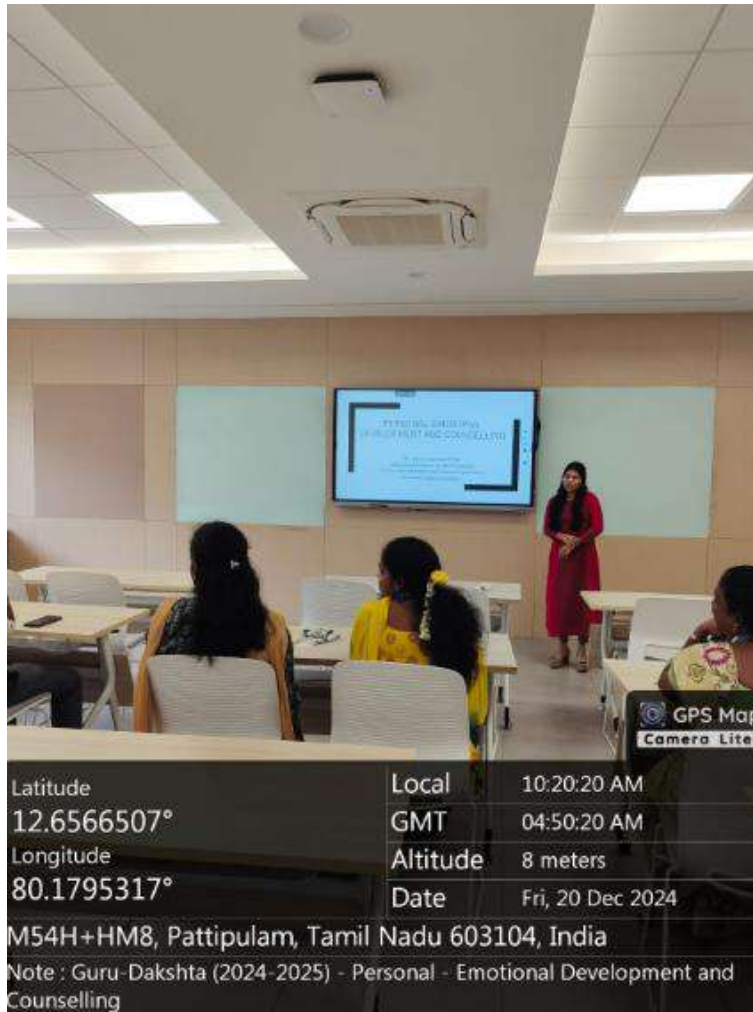
SESSION BY Dr.ANANTH PADMANABHAN, DEAN, VINAYA MISSION'S LAW SCHOOL (VMLS)



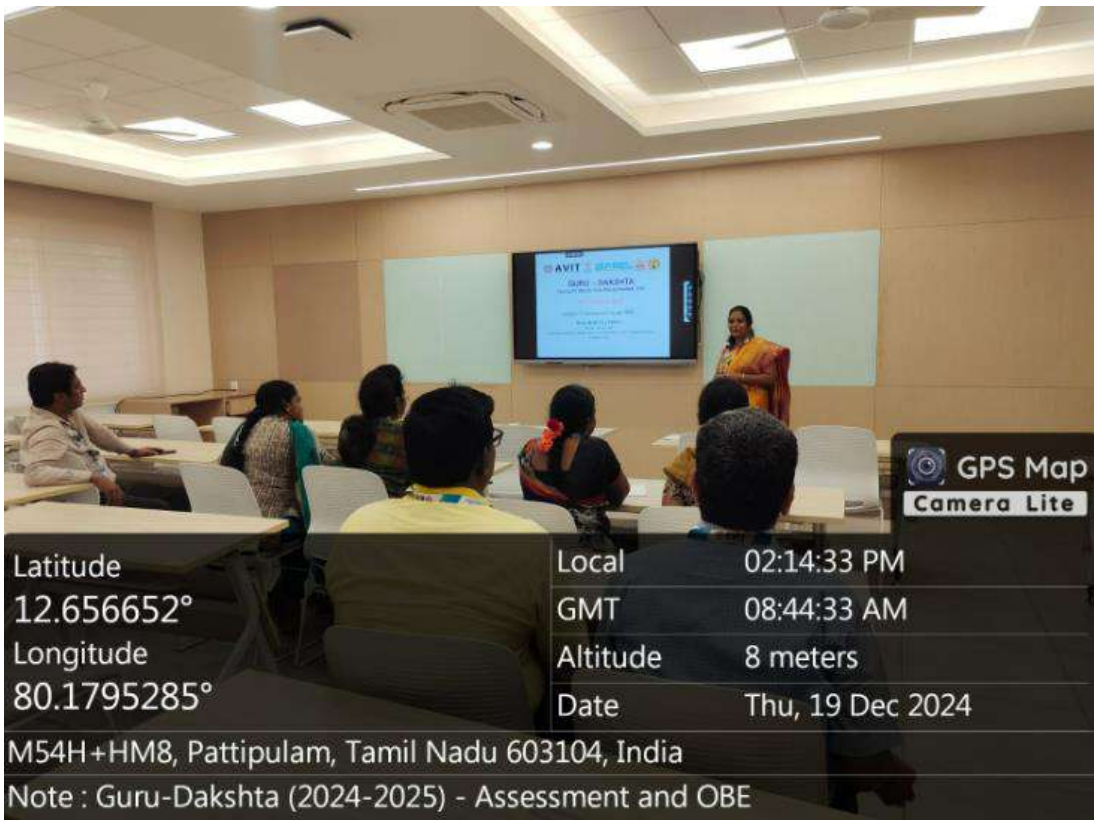
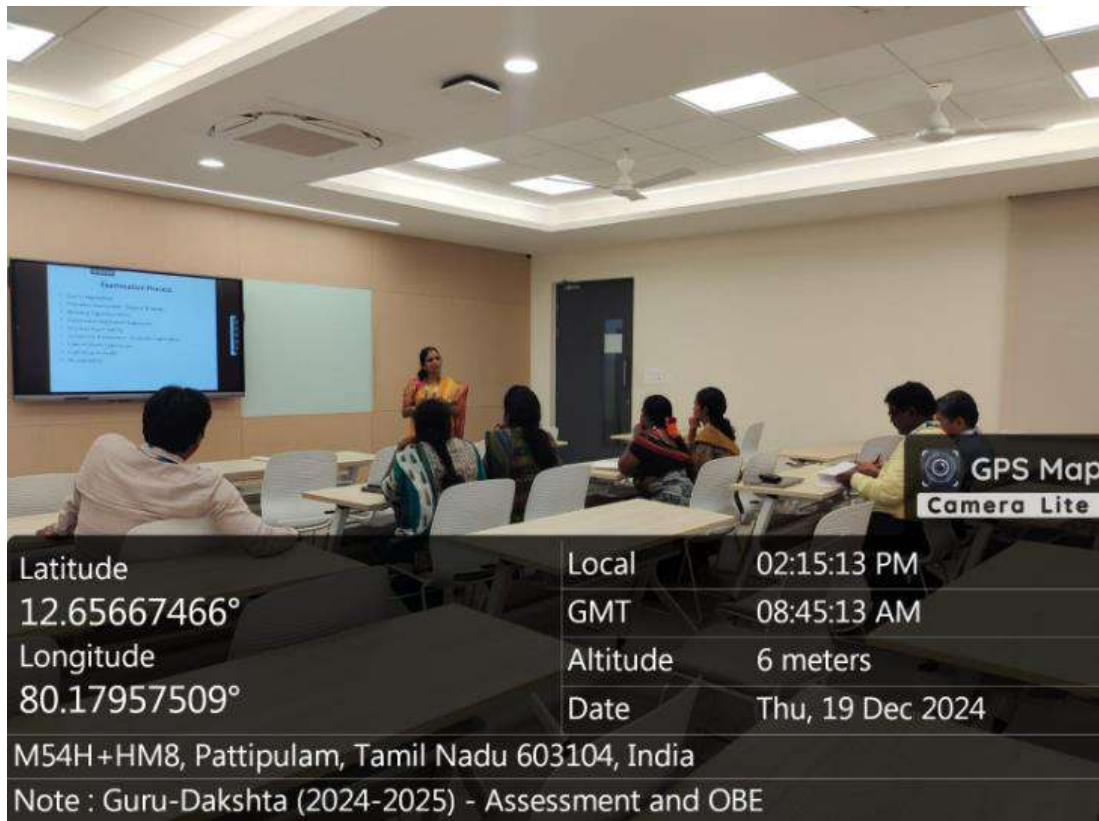
SESSION BY Dr. L. PRABHU, VICE PRINCIPAL – ADMIN, AVIT



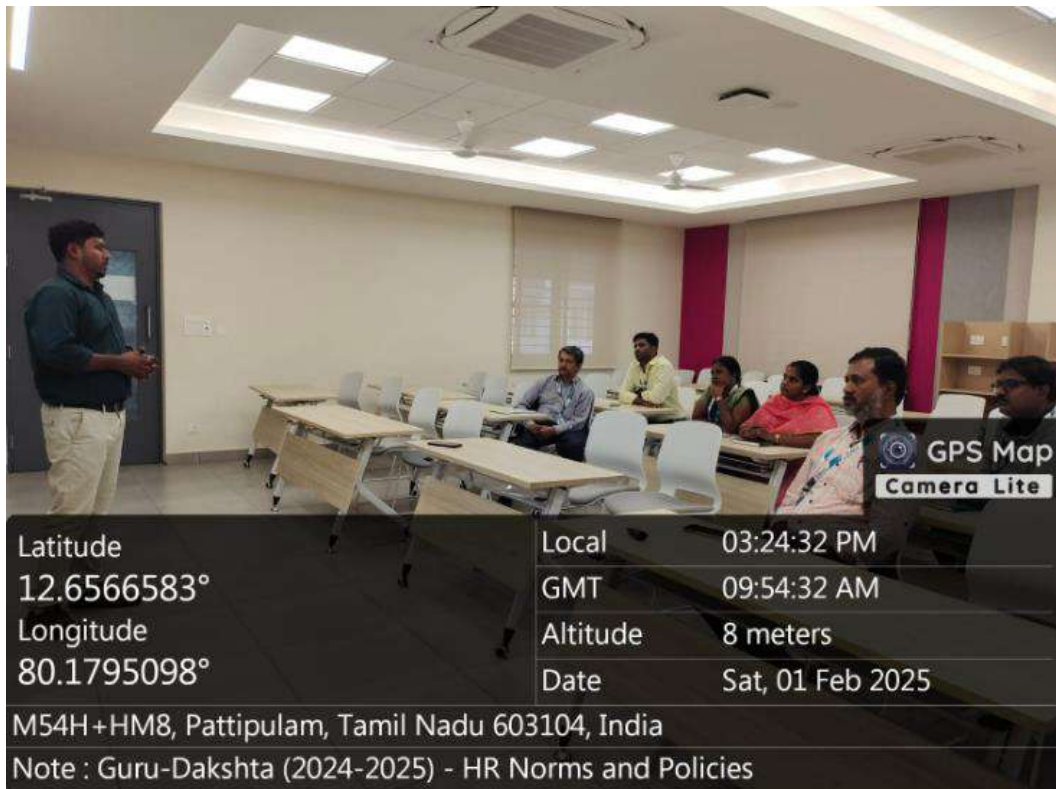
**SESSION BY Ms.SARANYA GANESAN, PSYCHOLOGIST & STUDENT COUNSELLOR,
VMCC**



SESSION BY Dr.R.MOHANA PRIYA, HEAD EXAM-CELL, AVIT



SESSION BY Mr.RAJKUMAR, HR MANAGER, AVIT





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Brochure Design(s) - A Quick Look



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AVIT Centre for Continuing Education (ACCE)
Cordially invites you all to the

**GURU-DAKSHTA
(A Scheme of UGC)
Faculty Induction Program**

Session on
**'Understanding the Realm of
Teaching and OBE'**

Facilitated by
Dr.G.Selvakumar
Principal, AVIT

December 04, 2024
10:30 AM to 12:30 PM

Digital Classroom

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**GURU-DAKSHTA (A Scheme of UGC)
Faculty Induction Program**

Topic-Different Perspectives on Curriculum and Teaching Pedagogies

Resource Person

Dr. S. P. Sangeetha
Vice Principal (Academics)

6th December, 2024 | 9:30 AM - 12:30 PM | Digital Classroom

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Faculty Induction Program**

Session on
Learning Resources

Resource Person

Dr. L. Prabhu
Vice-Principal (Administration)
AVIT

December 16, 2024 | 9:30 AM - 12:30 PM | Digital Classroom

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AARUPADAI VEEDU INSTITUTE OF TECHNOLOGY

AVIT Centre for Continuing Education (ACCE)
Cordially invites you all to the

**GURU-DAKSHTA (A Scheme of UGC)
Faculty Induction Program**

Session on
Research and Funding Agencies

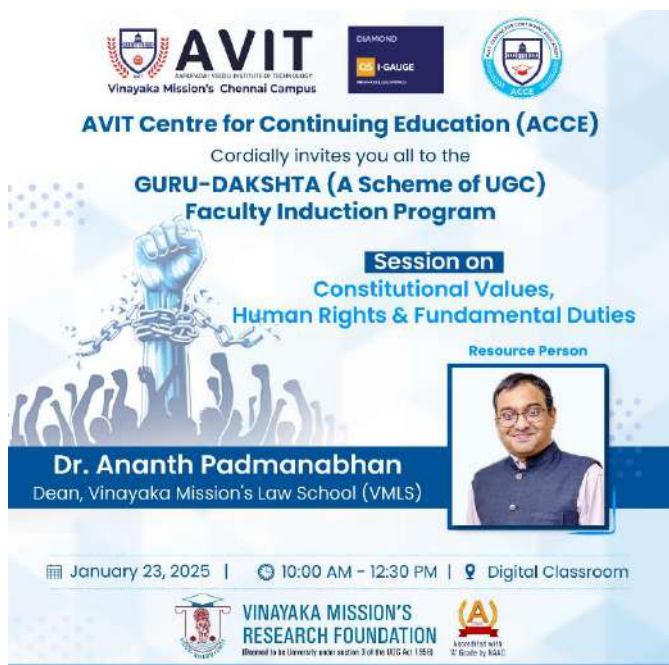
Resource Person

Dr. R. Jaichandran
Deputy Director (Research), VMRF-DU
&
Professor, Department of Computer Science
& Engineering, AVIT

December 12, 2024 | 9:30 AM - 12:30 PM | Digital Classroom

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Brochure Design(s) – A Quick Look (Contd...)



AVIT Vinayaka Mission's Chennai Campus

AVIT Centre for Continuing Education (ACCE)
Cordially invites you all to the
GURU-DAKSHTA (A Scheme of UGC) Faculty Induction Program

Session on
Constitutional Values,
Human Rights & Fundamental Duties

Resource Person

Dr. Ananth Padmanabhan
Dean, Vinayaka Mission's Law School (VMLS)

January 23, 2025 | 10:00 AM – 12:30 PM | Digital Classroom

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AVIT Vinayaka Mission's Chennai Campus

AVIT Centre for Continuing Education (ACCE)
Cordially invites you all to the
GURU-DAKSHTA (A Scheme of UGC) Faculty Induction Program

Session on
Nation Building Through Constitutional Values
and Citizen Responsibilities

Resource Person

Dr. Ananth Padmanabhan
Dean, Vinayaka Mission's Law School (VMLS)

February 01, 2025 | 10:00 AM – 12:30 PM | Digital Classroom

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AVIT AARUPADAI VEEDU INSTITUTE OF TECHNOLOGY

GURU-DAKSHTA (A Scheme of UGC) Faculty Induction Program
Cordially invites all faculty members to the workshop on
Improving Research Performance using Elsevier's Scopus

Resource person

Ms. Sheena Warriar
Solution Account Manager
Elsevier South Asia

21.10.2024
10.00 AM

Mini Auditorium



AVIT AARUPADAI VEEDU INSTITUTE OF TECHNOLOGY

AVIT Centre for Continuing Education (ACCE)
Cordially invites you all to the
GURU-DAKSHTA (A Scheme of UGC) Faculty Induction Program

Session on
Assessment as per OBE

Dr. R. Mohana Priya
Head of Exam Cell, AVIT

13.12.2024
09:30 AM to 12:30 PM

Digital Classroom

VINAYAKA MISSION'S RESEARCH FOUNDATION
Deemed to be University under section 3 of the UGC Act, 1956



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Brochure Design(s) – A Quick Look (Contd...)

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AARUPADAI VEEDU INSTITUTE OF TECHNOLOGY

AVIT CENTRE FOR CONTINUING EDUCATION (ACCE)

Cordially invites you all to
**GURU-DAKSHTA (A Scheme of UGC)
Faculty Induction Program**

Session on
**Personal-Emotional
Development and Counselling**

Ms. Saranya Ganesan
Psychologist & Student Counsellor
Vinayaka Mission's Chennai Campus

20.12.2024
9:30 AM to 12:30 PM

**Digital
Classroom**

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FEEDBACK ANALYSIS

The Feedback were collected via "Google Forms" and the same has been analyzed, the preview has been shown below

Questionary

Questions Responses **7** Settings

Salutation *

Dr

Mr

Mrs

Ms

Full Name *

Short answer text

Designation *

Long answer text

Organization *

Short answer text

Department *

- BME
- CSE
- BIOTECH
- MBA
- EEE
- ECE
- CIVIL
- PHARMA
- H&S
- BTE
- Other...

Phone Number [WhatsApp Number] *

Short answer text



Organizing of the Session *

- Excellent
- Very Good
- Good
- Fair

About the Speaker Proficiency *

- Excellent
- Very Good
- Good
- Fair

Content Delivery [Presentation] *

- Excellent
- Very Good
- Good
- Fair

How would you rate the session in 5 point scale *

- 5
- 4
- 3
- 2
- 1

Key Take away [Descriptive] *

Long answer text

Comments [Descriptive] *

Long answer text

Responses

Questions Responses **7** Settings

7 responses

[View in Sheets](#)

Accepting responses

Summary

Question

Individual

Who has responded?

Email

sangeetha.aven033@avit.ac.in

rupinderpalsingh.avcs095@avit.ac.in

udaya.avcs0102@avit.ac.in

kishorekuppuswamy.avcs0107@avit.ac.in

vandhana.avcs0101@avit.ac.in

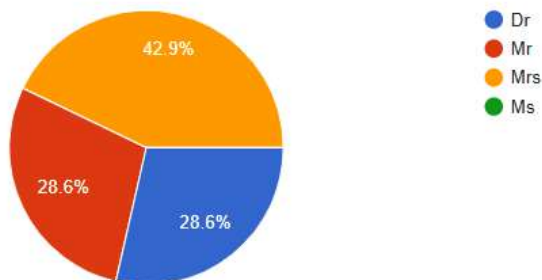
sreenithinithya.avcs099@avit.ac.in

simonthomas.avcs096@avit.ac.in

Salutation

7 responses

[Copy chart](#)



Full Name

7 responses

Rupinder Pal Singh

R. K. Sangeetha

Vandhana D

Udaya Ramakrishnan

Sreenithi Nithya Selvabala V

Kishore Kuppuswamy

S. Simonthomas

Designation

7 responses

AP

Professor

Assistant professor (G II)

Assistant professor

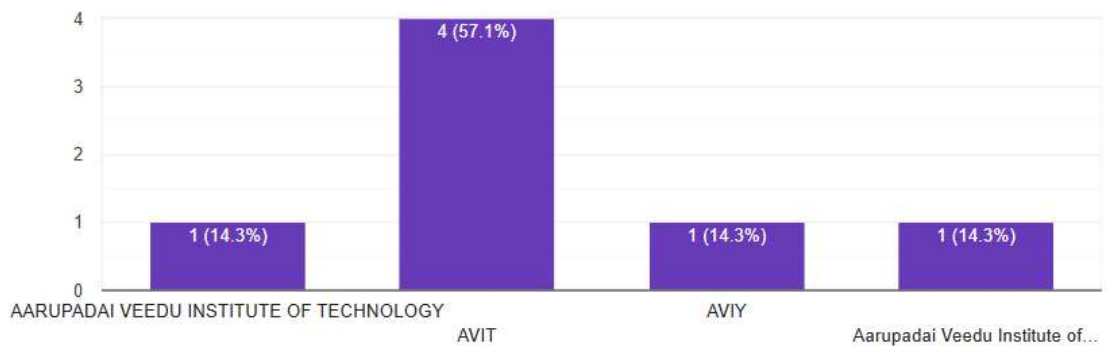
Assistant Professor

Professor of Practice

Organization

 Copy chart

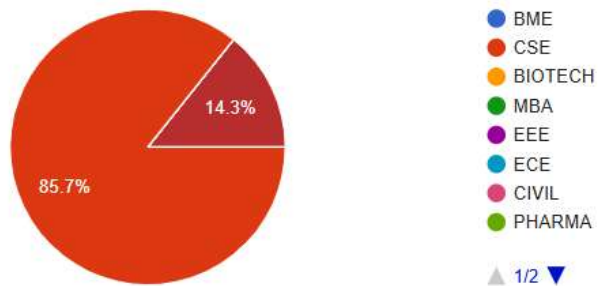
7 responses



Department

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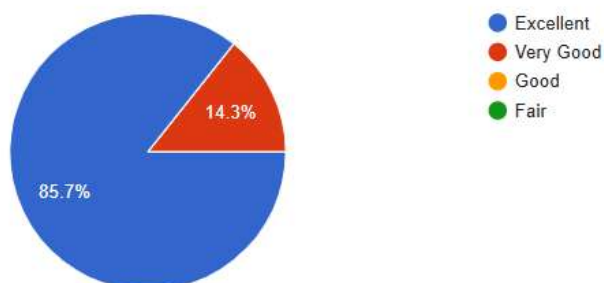
7 responses



Organizing of the Session

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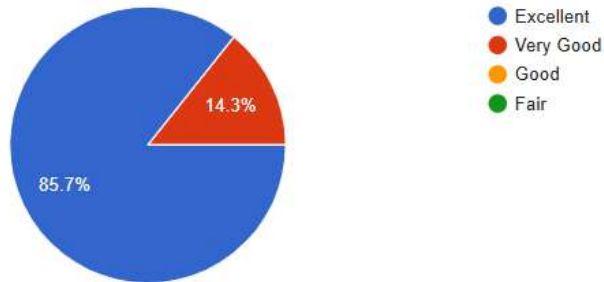
7 responses



About the Speaker Proficiency

[Copy chart](#)

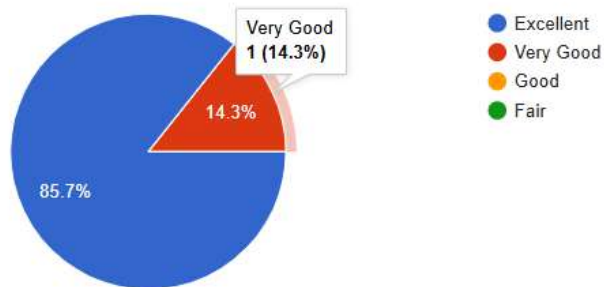
7 responses



Content Delivery [Presentation]

[Copy chart](#)

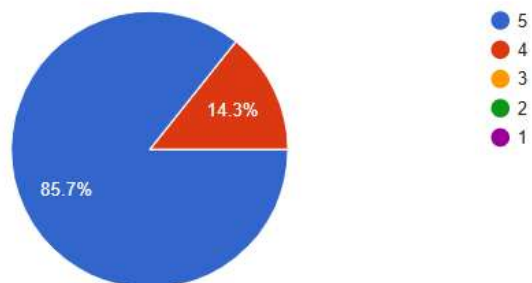
7 responses



How would you rate the session in 5 point scale

[Copy chart](#)

7 responses



Key Take away [Descriptive]

7 responses

Mutual appreciation of Concerns

Intellectual skills, cognitive strategy

Understood the concepts and importance of class management and basics of OBE

Understand the concept of class mangement

Classroom Management, OBE

Made aware of Class room Management, Student know how, Rules in First week, Importance of Dress code, ASK (Attitude, Skills, Knowledge) a Student to possess - the same to be imparted from Teacher. Importance of Team work.

Outcome based educaion and teaching and learning process

Comments [Descriptive]

7 responses

Great mutual understanding classroom teaching concerns.

The presentation was clear and succinct, and the discussion was participatory.

Interactive session

Interactive session

Very Informative

Speaker made the session interesting by quoting relevant examples and small stories. It is a highly needed session for all the faculties joining newly.

nil



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END OF THE REPORT