Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University under Category A by MHRD, Estd. u/s 3 of UGC Act 1956)
Re-accredited with A++ Grade by NAAC. Recognised by UGC Under Section 12 B
Coimbatore - 641 043, Tamil Nadu, India

Faculty Induction Programme (FIP) for the Newly Recruited Teachers

Phase I – 20.01.2024 to 27.01.2024.

Phase II – 15.02.2024 to 22.02.2024

About Guru Dakshta

There are totally 2 phases with 43 sessions by 37 renowned resource persons for 65 faculty participants from 20.01.2024 to 27.01.2024 and 15.02.2024 to 22.02.2024 as Phase I and Phase II respectively.

In the 14 days FIP on various topics related to

1. Higher Education and its Ecosystem
2. Curriculum Designing, Outcome Based Learning and Choice Based Credit System
3. Teaching, Learning and Assessment and
4. Technology for Teaching, Learning and Assessment
5. Personal – Emotional Development and Counseling
6. Research, Professional Development and Academic Leadership
7. Research and Professional Development
8. Constitutional Values & Environmental Consciousness

Guru Dakshta - Phase I - 20th to 27th Jan 2024

Inaugural Session

Guru Dakshta 2023-2024 is organized by IQAC, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore is inaugurated on 20.01.2024 at 9.30 am by lighting the lamp of knowledge by the dignitaries Honorable Vice Chancellor of Central University of Tamil Nadu, Prof. Dr. M. Krishnan and Dr. V. Bharathi Harishankar, Vice Chancellor of Avinashilingam Institute for Home Science and Higher Education for Women and other organizing committee members and participants.

Honorable Vice Chancellor of Central University of Tamil Nadu, Prof. Dr. M. Krishnan and Dr. V. Bharathi Harishankar, Vice Chancellor of Avinashilingam Institute for Home Science and Higher Education for Women lighting the lamp of knowledge in the Inaugural Session

Dr. A. Vijayalakshmi, Dean, Academics and Convener of Guru Dakshta 2023-2024 welcomed the gathering.

Dr. A. Vijayalakshmi, Dean, Academics and Convener of Guru Dakshta 2023-2024 presenting Welcome Address

Dr. S. Gayathri Devi, Professor and Head, Department of Biochemistry and Organizing Secretary of Guru Dakshta gave the over view of the programme.

Dr. S. Gayathri Devi, Professor and Head, Department of Biochemistry and Organizing Secretary of Guru Dakshta presented about the event

Dr. V. Bharathi Harishankar, Vice Chancellor of Avinashilingam Institute for Home Science and Higher Education for Women, delivered the Presidential address. In her speech madam emphasized that Teaching is not a job but a profession.

Dr. V. Bharathi Harishankar, Vice Chancellor of Avinashilingam Institute for Home Science and Higher Education for Women is Presenting Presidential Address

Dr. M. Krishan, Vice Chancellor, Central University of Tamil Nadu, Thiruvarur in his inaugural address expressed that every teacher should be a good citizen. He shared five suthra to the teacher participants that they should teach more than the curriculum, skills, co-operation, collaboration, sustainability, internalization & globalization and inclusiveness. Teachers should teach moral and ethics to the students.

Dr. M. Krishan, Vice Chancellor, Central University of Tamil Nadu, Thiruvarur presenting inaugural address in Guru-Dakshta 2023-2024

Dr. U. Jerinabi, Co-ordinator, IQAC- Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore has proposed the Vote of Thanks.

Dr. U. Jerinabi, Co-ordinator, IQAC- Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore proposing Vote of Thanks

Phase I - Day 1 (20.01.2024) : Session 1 – 11.45 to 1.00 pm

Session I was on Ecosystem of Higher Education in India by Prof. M. Krishnan, Vice Chancellor, Central University of Tamil Nadu, Thiruvarur. In his session sir explained the structure of Indian Higher Education System, Classification of Higher Education Institutions based on its accreditation parameters. It was very informative for the participants and new

entrants to understand the Higher Education System in India. The session ended with few questions as mentioned below.

1. How to introduce Gurukula again in our society?
2. How to make students moving abroad to be convinced to be here in india?

For that session, feed back and Vote of thanks was given by one of the participants from Tourism Department which was followed by lunch break. The afternoon session was started at 2.00 pm

Phase I - Day 1 (20.01.2024) : Session 2 – 2.00 pm to 3.15 pm

Dr. U. Jerinabi, Co-ordinator, IQAC, Avinashilingam Institute for Home Science and Higher Education for Women has addressed the audience on the topic Ecosystem around the University – MHRD, State Departments of Higher Education, UGC, NAAC, CEC, INFLEBNET and other regulatory bodies and their roles. In her presentation, mam explained about categories of Higher Education Institutions in India, New Education Policy 2020, opportunities, key threats, weaknesses and key issues of Indian HEIs, regulatory bodies of HEIs. Formerly the Ministry of Education, it is responsible for the overall development of human resource and education in India. Each state in India has its own Department of Higher Education responsible for overseeing higher education within its jurisdiction. UGC is the apex regulatory body for higher education in India. NAAC is responsible for assessing and accrediting higher education institutions in India. CEC is an Inter-University Centre (IUC) of the University Grants Commission. Apart from the aforementioned bodies, there are several other regulatory bodies that oversee specific aspects of higher education such as technical education, medical education, legal education, etc. For example, the All India Council for Technical Education (AICTE) regulates technical education, the Medical Council of India

(MCI) regulates medical education, and the Bar Council of India (BCI) regulates legal education.

Dr. U. Jerinabi, Co-ordinator, IQAC, Avinashilingam Institute for Home Science and Higher Education for Women

Phase I - Day 1 (20.01.2024):Session3:Enhancing Quality of Higher Education: Role of INFLIBNET Centre

High-quality higher education institutions produce skilled graduates who contribute to economic growth and innovation. They drive research and development, foster entrepreneurship, and attract investment. The INFLIBNET Centre (Information and Library Network Centre) plays a crucial role in enhancing the quality of higher education in India through various initiatives such as INFLIBNET provides access to a wide range of scholarly resources, including journals, databases, and e-books, to students and researchers across the country. This access facilitates research and learning, enhancing the quality of education. INFLIBNET offers training programs and workshops to librarians, faculty members, and researchers to enhance their skills in information management, research methodologies, and use of digital resources, thereby improving the quality of education and research. INFLIBNET provides digital repository services to academic institutions, enabling them to preserve and disseminate their research output. This promotes knowledge sharing and visibility of scholarly work, contributing to the advancement of education and research.

Enhancing Quality of Higher Education: Role of INFLIBNET Centre by

Mrs. J. Geetha, Information Scientist, Central Library, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 2 (22.01.2024): Session 4 & 5 – 2.30 pm to 4.30 pm

Space, atomic energy and R&D. We need to prepare our youth to face future challenges. The technology what we use will be outdated in future. Science place a crucial role in sustainable development. Activities of the faculty members depend on the needs of the society. Science and technology is very important for the welfare of the developing states. Sir emphasized the great scientist Dr. A.P.J. Abdhul Kalam for his noble contribution in the field of atomic science but also for humanity. Technology Readiness Level was emphasized by the resource person. Futuristic materials science, especially Nano partials and nano dots and its implication in the field of science was explained by the Sir. Encouragement for local technology is very essential to promote internal growth.

Dr. K. Kadirvelu, DRDO Co-ordinator & Additional Director, DRDO Industry

Phase I - Day 3 (23.01.2024): Session 6 – 9.30 am to 11.30 pm

Dr. S. S. Monimozhi, Assistant Professor (SG) & Head, Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore was the resource person of day 3, session 5 on Bloom's Taxonomy and Revised Blooms Taxonomy.

Mam explained the domains of bloom's taxonomy with appropriate examples such as cognitive, affective and psychomotor domains.

Questions: How to make students be attentive in last hour of a day?

How to motivate students be subject oriented even during celebrations and holidays?

Asked to explain more about characterizing

Dr.S. S. Manimozhi, Assistant Professor (SG) & HOD (i/c), Department of Education, **Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore**

Phase I - Day 3 (23.01.2024): Session 7 – 11.45 am to 12.45 pm

Dr. K. Monimozhi, Controller of Examination, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore was the resource person of day 3, session 6 on Assessment and Evaluation of Students Performance. She explained about types of our institutional assessment such as Continuous Internal Assessment (Assignement, Seminar and CIA test) which will be fully internal and comprehensive assessment for which

external experts will be involved in question paper setting and evaluation. Madam explained about special provision in attendance norms, scribe support

Questions

1. How to manage technical problems in CBT test?
2. What is the procedure to update marks after closing of last date?
3. How to track the performance of UG students in Part IV component?

Presentation on Examination and Evaluation Procedures by Dr. (Mrs.) K. Manimozhi, Controller of Examinations Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 3 (23.01.2024): Session 8 – 1.30 pm to 2.30 pm

Virtual session on Delivery and Pedagogy in STEM under NEP 2020 by Dr. Gauri Dutt Sharma Vice Chancellor, University of Science and Technology Meghalaya

Phase I - Day 3 (23.01.2024): Session 9 – 3.15 pm to 4.30 pm

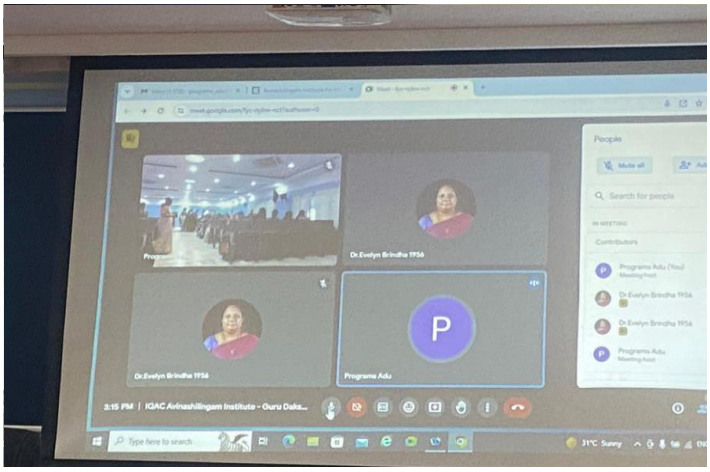
Dr. Jeyagowri, Head, Computer Centre, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore was the resource person of day 3, session 7 on E-campus . Madam presented about online management system and demonstrated on how to use ecampus for workload creation, timetable management, students attendance marking,

mark entry, tracking of students attendance and marks . The participants were so actively engaged themselves by practicing the same using their personal laptops and mobiles. From online admission till generation of online marksheet to complete the programme.

Explanation on Orientation of E-Governance Software by Mrs.G.Jayagouri, System Administrator, Computer Centre, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 3 (23.01.2024): Session 10 – 3.15 pm to 4.30 pm

Dr. Evelyn Brindha, Director, Online and distance learning, Karunya University, Coimbatore madam joined the session online to explain on "Total Teacher". Madam explained that every teacher should understand the audience. Mam explained How to manage GenZ generation students? Mam has given some mind games to the participants to kindle the thinking process of the participants. New Education Policy, Outcome based education and other contemporary concepts of HEI was also touched upon by the resource person.



Dr. V. Evelyn Brindha, Director, Centre for Online and Distance Education, Karunya Institute of Technology and Sciences, Coimbatore presenting on TOTAL- Teachers

Day 4 of Faculty Induction Programme started with prayer followed by session 9.

Phase I - Day 4 (2.01.2024): Session 11 & 12 – 9.30 am to 10.45 am

Prof. Mangalkalyan, Professor, Department of Chemistry, IIT Madras addressed the gathering on Academic Bank of Credit. Sir clearly explained the importance of system of androgogy in HEIs for employability and competency development. He differentiated peadegogy and androgogy by his presentation to make the teacher participants to design their own teaching methods to match with the learners. Sir explained that school education is 'teach to learn method' and Higher Education is 'learn to learn method'.

In continuation with session 11, Prof. Mangalkalyan, Professor, Department of Chemistry, IIT Madras addressed the participants about New Education Policy in which sir explained blooms taxonomy, flipped classes, growing technology for future learners. Teachers need to be updated to

Prof. Mangalkalyan, Professor, Department of Chemistry, IIT Madras explaining Role of Professionalism and Leadership in Research Importance of Science and Technology in Nation-Building

Phase I - Day 4: 24.01.2024: Session 13

Personality Development by Dr. S. Gayatri Devi, Professor and Head, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 4: 24.01.2024: Session 14: Wisdom One's Kingdom

Prof. V.D. Swaminathan , Retd. Professor, Department of Psychology, Madras University, Chennai

Guru Dakshta - Phase I - 20th to 27th Jan 2024

Phase I - Day 5: 25.01.2024: Session 15: Engaging Teaching Strategies in Higher Education Moving Beyond the Lecture

Dr.H. Indu, Professor and Dean, School of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 5: 25.01.2024: Virtual Session 16: Women Leadership

Historically, women have been underrepresented in leadership positions compared to men. However, there has been progress in recent decades, with more women breaking through barriers to assume leadership roles. Women's leadership is not just about increasing the number of women in leadership positions but also about promoting diversity and inclusion. Diverse leadership teams, including women, bring different perspectives, experiences, and skills to the table, leading to better decision-making and organizational performance.

Prof. Mini Shaji Thomas, Dean, Faculty of Engineering & Technology, Professor, Department of Electrical Engineering, Jamia Millia Islamia, New Delhi

Phase I - Day 5: 25.01.2024: Session 17 & 18: Research Programmes at Avinuty - Research and Development Cell Activity: Research and Publication Ethics

Avinashilingam University likely has an Ethics Committee responsible for reviewing research proposals involving human or animal subjects to ensure compliance with ethical standards. This committee may also oversee the ethical aspects of research publications. The R&D Cell would provide researchers with comprehensive guidelines outlining ethical considerations in research and publication. These guidelines may cover aspects such as plagiarism, authorship criteria, conflicts of interest, and data fabrication or falsification. The university may conduct workshops, seminars, or training sessions to educate researchers, faculty, and students about research and publication ethics. The R&D Cell likely monitors research activities and publications to ensure adherence to ethical standards. This may involve regular checks for plagiarism using software tools, reviewing publication records for authorship disputes, and investigating allegations of research misconduct. The R&D Cell may offer support to researchers in preparing and publishing their work ethically. This support could include assistance with manuscript preparation, guidance on journal selection, and navigating the peer-review process. Performance based incentives are also there for teachers based on number of publications, patents and projects a teacher has.

Dr. P.Lalitha, Director R&D i/c & Co-ordinator, Bharat Ratna Prof. CNR Rao Research Centre, School of Physical Sciences and Computational Sciences & Professor, Department of Chemistry, AIHS&HEW, Coimbatore

Phase I - Day 6: 26.01.2024: Out Bound Activity – Lalithambigai Temple

Phase I - Day 7: 27.01.2024: Session 19 & 20 : Application of AI tools in Teaching, Learning and Assessment and Hands On Training on AI Tools for Teaching , Learning and Assessment

Teaching with AI Tools:

Personalized Learning: AI algorithms can analyze student data to provide personalized learning experiences tailored to individual needs, preferences, and learning styles.

Content Creation: AI-powered tools can generate educational content such as quizzes, study guides, and instructional materials.

Virtual Teachers and Tutors: AI chatbots and virtual assistants can provide immediate assistance to students, answering questions and providing explanations 24/7.

Adaptive Learning Platforms: AI can adapt the difficulty level and pace of learning materials based on students' progress and performance.

Learning with AI Tools:

Intelligent Tutoring Systems: These systems use AI to provide interactive and adaptive tutoring experiences, guiding students through exercises and providing feedback.

Natural Language Processing (NLP): AI-powered language processing tools can help students improve their language skills through activities such as grammar checking, language translation, and text summarization.

Gamification: AI can be used to create personalized learning games and simulations that engage students and enhance learning outcomes.

Virtual Reality (VR) and Augmented Reality (AR): AI algorithms can enhance VR and AR educational experiences by providing intelligent feedback and interactions.

Assessment with AI Tools:

Automated Grading: AI algorithms can automatically grade assignments, quizzes, and exams, saving teachers time and providing immediate feedback to students.

Plagiarism Detection: AI-powered plagiarism detection tools can analyze student submissions and identify instances of plagiarism by comparing them to a database of existing content.

Data Analytics: AI can analyze large datasets to identify patterns and trends in student performance, helping educators make data-driven decisions to improve teaching and learning outcomes.

Dr. P. Subashini, Professor, Department of Computer Science, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 7: 27.01.2024: Session 21 Technology for Teaching

Smart applications have revolutionized teaching and learning, making education more interactive, engaging, and accessible. Here are some technologies commonly used in education:

Learning Management Systems (LMS): LMS platforms like Moodle, Canvas, and Blackboard provide a centralized hub for course materials, assignments, quizzes, and communication between teachers and students.

Virtual Classrooms: Tools like Zoom, Microsoft Teams, and Google Meet enable real-time video conferencing, allowing teachers to conduct live lectures, discussions, and virtual office hours.

Interactive Whiteboards: Digital whiteboard applications like Microsoft Whiteboard and Explain Everything enable teachers to create dynamic presentations, annotate content, and collaborate with students in real-time.

Educational Apps: There is a wide range of educational apps covering various subjects and age groups, such as Khan Academy, Duolingo, and Photomath, which provide personalized learning experiences and adaptive feedback.

Augmented Reality (AR) and Virtual Reality (VR): AR and VR technologies offer immersive learning experiences, allowing students to explore historical sites, conduct virtual science experiments, or interact with 3D models.

Gamification: Gamification platforms like Kahoot!, Quizizz, and Classcraft make learning more engaging by turning lessons into games, quizzes, or interactive challenges.

Adaptive Learning Systems: Adaptive learning platforms like DreamBox and Smart Sparrow personalize the learning experience based on each student's strengths, weaknesses, and learning pace.

Collaborative Tools: Tools like Google Docs, Padlet, and Slack facilitate collaboration among students, allowing them to work together on projects, share ideas, and provide feedback in real-time.

Language Learning Apps: Language learning apps such as Rosetta Stone and Babbel use AI algorithms to personalize lessons and improve language proficiency through interactive exercises and simulations.

Dr. C. Karthik Deepa, Assistant Professor, Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase I - Day 7: 27.01.2024 Feedback of the participants

Participants of gurudakshta presented their feedback


Phase I – Day 7: 27.01.2024 – Valediction

The valedictory meeting of Phase I of the gurudakshta was conducted as the last session of the event. Dr. A. Vijayalakshmi, Dean, Academics, Avinashilngam Institute for Home Science and Higher Education for Women presided over the valedictory meeting. Dr. S. Gayathri Devi, Co-organizer of Gurudakshta 2023-2024 welcomed the gathering. Dr. S.Meenakshi, Assistnat Professor, Department of Home Science Extension Education presented the report of Phase I GuruDakshta 2023-2024. Dr. A. Vijayalakshmi, Dean Academics proposed vote of thanks.

Dr. A. Vijayalakshmi, Dean - Academics, AIHS&HEW proposing vote of thanks

Guru Dakshta - Phase II - 15th to 22th Feb 2024

Phase II - Day 1: 15.02.2024: Inauguration of Phase II

The inaugural session of Phase II of gurudakshta held on 15.02.2024 with all the participants. The virtual presence of resource person Dr. Andrew Thangaraj, Professor, Indian Institute for Technology Madras presented inaugural address in the session. In his talk he emphasized about the importance of transformation in higher education for developing India. Nurturing the youth is development of future nation. He shared some anecdotes with the participants about his early period of career as a teacher with the participants to motivate them. He wished all the participants for great achievement in future career.

Dr. Andrew Thangaraj, Professor, Indian Institute for Technology Madras

Dr. V. Bharathi Harishankar, Vice Chancellor, Avinashilingam Institute for Home Science and Higeher Education for Women delivered presidential address in which she shared her suggestion to the faculty participants to effective use of career development programmes. She wished all the participants to have great learning experience.

Dr. V. Bharathi Harishankar Vice Chancellor, Avinashilingam Institute for Home Science, and Higher Education for Women, Coimbatore

Phase II – Guru Dakshta 2023-2024

Phase II - Day 1: 15.02.2024: Session 1

Academic integrity is the cornerstone of ethical behavior in educational settings, encompassing honesty, trust, fairness, and responsibility in academic pursuits. It requires students, educators, and researchers to uphold moral and ethical standards in their work. Key principles of academic integrity include: Being truthful and transparent in all academic endeavors, including assignments, exams, and research. Creating work that is original and not plagiarized, properly attributing sources when using others' ideas or words. Acknowledging and citing sources appropriately, following established citation styles. Treating others with

respect and fairness, not engaging in behaviors such as cheating, collusion, or sabotage. Taking ownership of one's work, including its quality and integrity, and adhering to academic guidelines and standards. Building trust within the academic community by demonstrating integrity in all actions and interactions.

Phase II - Day 1: 15.02.2024: Session 2 : Academic Integrity

Dr. V. Bharathi Harishankar, Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

State Departments of Higher Education: These departments, functioning at the state level, are responsible for overseeing and regulating higher education institutions within their respective states. They formulate policies, allocate funds, and ensure adherence to standards and guidelines.

University Grants Commission (UGC) which was established by the Government of India, UGC serves as the apex regulatory body for higher education in India. It formulates and maintains standards for universities and colleges, provides funds, and advises the government on matters related to higher education.

National Assessment and Accreditation Council (NAAC) is an autonomous institution that assesses and accredits higher education institutions in India. It evaluates various aspects such as infrastructure, teaching-learning processes, research, and governance to ensure quality and promote excellence in higher education.

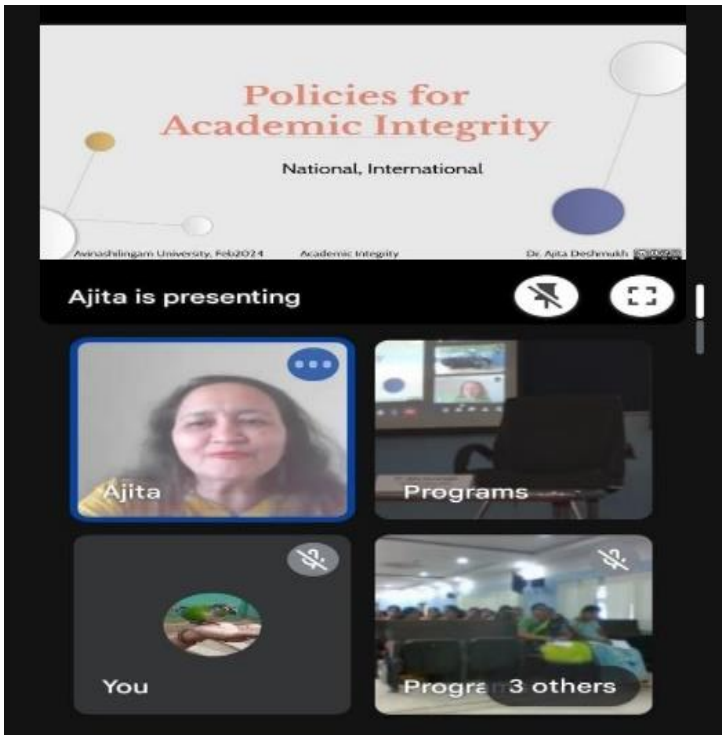
National Institutional Ranking Framework (NIRF) is an initiative by the Ministry of Education, Government of India, aimed at ranking higher education institutions based on various parameters such as teaching, research, outreach, and perception. It provides valuable insights for students, parents, and policymakers in making informed decisions.

Phase II - Day 1: Session 3: State Departments of Higher Education, UGC, NAAC, NIRF and other Regulatory Bodies

Dr. U. Jerinabi, IQAC Co-Ordinator,
Avinashilingam Institute for Home Science and Higher Education for Women

Phase II - Day 1: 15.02.2024: Virtual- Session 3 : Academic Integrity

Academic integrity is the cornerstone of ethical scholarship, encompassing honesty, fairness, and responsibility in academic pursuits. It demands the adherence to a set of moral principles that uphold the credibility and trustworthiness of scholarly work. Representing one's work truthfully and accurately, without deception or fraud. This includes properly citing sources and giving credit to the ideas and contributions of others. Producing original work that reflects one's own ideas, insights, and efforts. Plagiarism, the act of using someone else's work without acknowledgment, violates this principle. Respecting the rights and contributions of others, including peers, instructors, and researchers. Collaboration should be conducted ethically, with clear boundaries and proper attribution. Taking ownership of one's academic work, including its quality and integrity. This involves adhering to academic standards and guidelines, as well as upholding the rules and policies of academic institutions. Maintaining academic integrity is essential for fostering a culture of trust, intellectual honesty, and rigorous scholarship within educational institutions. It not only upholds the value of academic credentials but also cultivates critical thinking, integrity, and ethical behavior among students, researchers, and scholars.



Dr. Ajita Deshmukh, Assistant Professor (ICT), School of Education and Research, MIT – ADT University, Pune, India

Phase II - Day 2: 16.02.2024: Session 4: Outcome Based Education – Devising Programme Outcomes and Course Outcomes

Outcome-Based Education (OBE) is an educational approach focused on defining desired learning outcomes first and then designing teaching methods and assessments to achieve those outcomes. Devising Program Outcomes (POs) and Course Outcomes (COs) are crucial steps in implementing OBE effectively.

Program Outcomes (POs) are broad statements that describe what graduates are expected to know and be able to do by the time they complete their program of study. These outcomes typically align with the goals and objectives of the program and reflect the skills, knowledge, and attitudes students should have acquired.

Course Outcomes (COs), on the other hand, are specific statements that describe what students are expected to achieve by the end of a particular course. These outcomes are derived from and contribute to the overall program outcomes. COs provide a roadmap for instructors, guiding them in designing curriculum, selecting instructional methods, and developing assessments that align with the desired learning outcomes.

When devising POs and COs, it's important to ensure they are clear, measurable, and attainable. They should also be relevant to the needs of various stakeholders, including students, employers, and society at large. Additionally, POs and COs should be periodically reviewed and updated to reflect changes in the field, advancements in knowledge, and evolving societal needs.

By establishing clear POs and COs, educational institutions can effectively communicate their expectations to students, guide instructional design and assessment practices, and ultimately ensure that graduates are well-prepared to meet the demands of their chosen professions and contribute meaningfully to society.

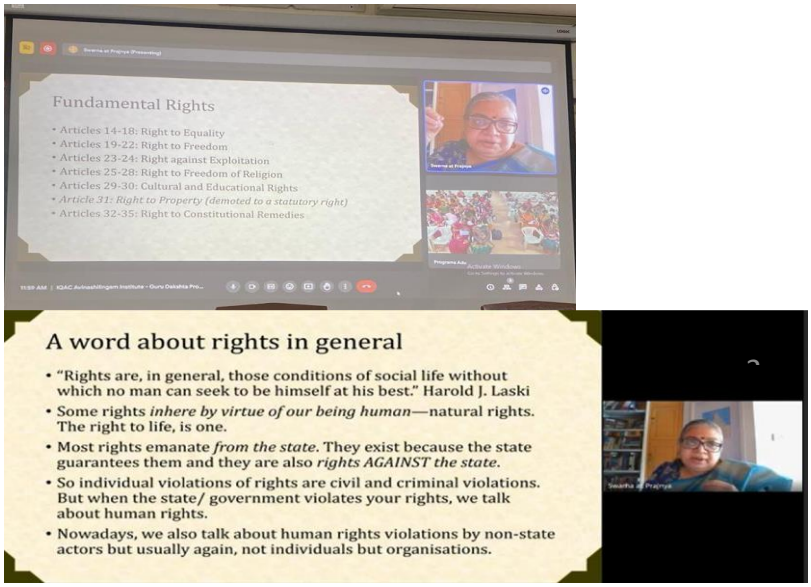
Dr. (Mrs.) G.Padmavathi, Dean, School of Physical & Computational Sciences, Avinashilingam Institute for Home Science and Higher Education for Women

Phase II - Day 2: 16.02.2024: Session 5: Constitutional Values, Human Rights, Fundamental Duties and Gender

Constitutional values are the foundational principles enshrined in a country's constitution, guiding its legal system, governance, and societal norms. These values typically include democracy, equality, liberty, justice, secularism, fraternity, and pluralism. They serve as the bedrock for the functioning of a nation's institutions and the rights of its citizens. Human rights are inherent rights that every individual possesses by virtue of being human. They encompass civil, political, economic, social, and cultural rights, protecting individuals from discrimination, oppression, and abuse. Human rights ensure dignity, freedom, and equality for all, irrespective of race, gender, religion, nationality, or any other characteristic. To promote harmony and the spirit of common brotherhood amongst all citizens. These duties were added by the 42nd Amendment Act in 1976, inspired by the principles outlined in the Constitution's Preamble and drawn from various sources.

For instance, the duty to renounce practices derogatory to the dignity of women can be seen as an acknowledgment of the need to combat gender-based discrimination and violence. Similarly, the duty to promote harmony and the spirit of common brotherhood amongst all citizens underscores the importance of gender equality and inclusivity in society.

However, it's important to note that while Fundamental Duties provide a framework for promoting gender equality, they need to be reinforced with specific legislation, policies, and societal attitudes to effectively address gender disparities and ensure equal rights and opportunities for all genders.



Dr. Swarna Rajagopalan, Managing Trustee, The Prajnya Trust, Honorary Director, Prajnya Initiatives for Peace, Justice and Security

Phase II - Day 2: 16.02.2024: Session 6: Stress Management - Activity

Engaging in regular physical activity is an effective strategy for managing stress. Exercise helps to reduce levels of cortisol, the body's primary stress hormone, while simultaneously releasing endorphins, which are natural mood elevators. Whether it's going for a brisk walk, hitting the gym, practicing yoga, or playing a sport, physical activity can provide an outlet for pent-up tension and promote relaxation. Additionally, exercise promotes better sleep, which is crucial for stress management. Incorporating regular physical activity into your routine can enhance both your physical and mental well-being, helping you better cope with life's challenges.

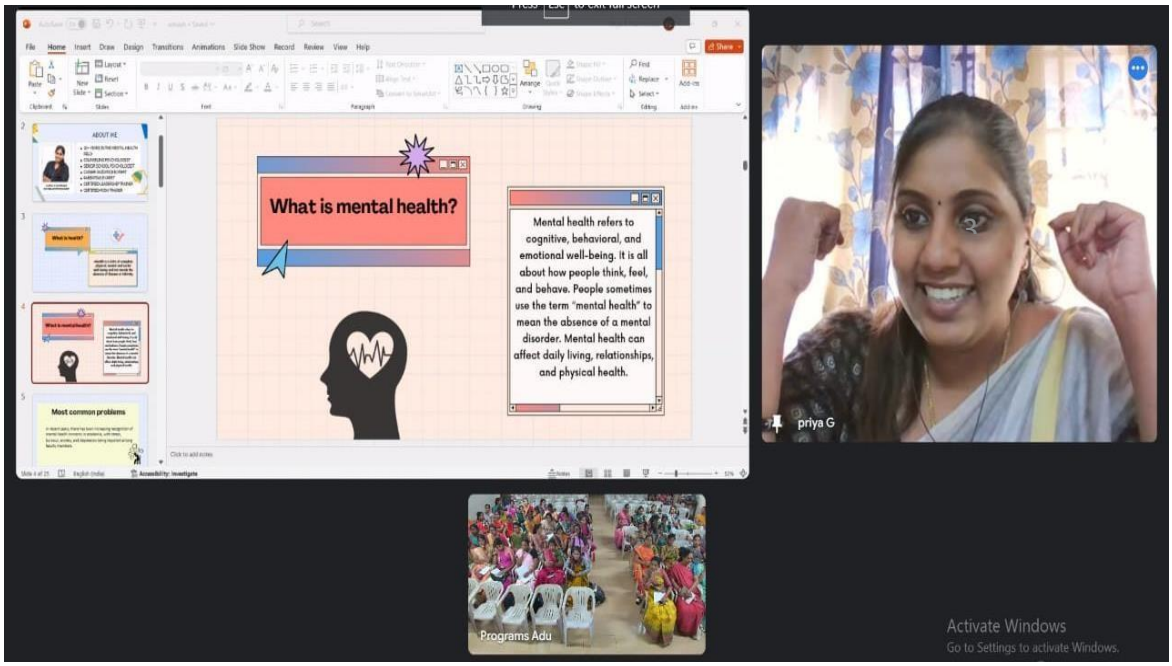
Dr. S. Gayatri Devi, Professor and Head, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase II - Day 2: 16.02.2024: Session 7: Emotional Intelligence in Teaching – Enhancing Connection and Communication with Students

Creating a sense of belonging and rapport is foundational. Recognizing students as individuals with unique backgrounds, interests, and learning styles helps cultivate a supportive atmosphere. Empathy, active listening, and genuine interest in their well-being enhance teacher-student relationships. Small gestures like remembering names, sharing personal anecdotes, and acknowledging achievements contribute to a strong sense of connection.

Clear and concise communication is key to conveying information effectively. Teachers should employ various mediums—verbal, written, and visual—to cater to diverse learning preferences. Encouraging questions, feedback, and active participation empowers students to engage with the material and express their thoughts. Additionally, establishing

expectations, providing timely feedback, and addressing concerns promptly foster a transparent learning environment.



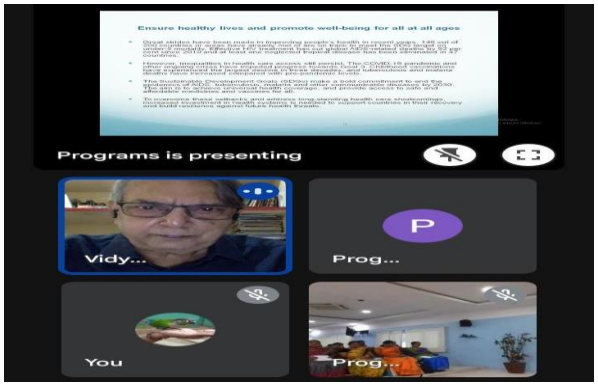
Ms. Priya G Arunprasad, Counselling Psychologist, Chennai

Phase II – Day 3: 17.02.2024: Out Bound Programme

Azhiyar Arivu Thirukovil is located in Azhiyar village in Coimbatore district of Tamil Nadu. It is nestled amidst serene surroundings, often amidst lush greenery. The participants were taken to Azhiyar Arivu Thirukovil for value based experience. All the participants really felt the importance of individual peace, which may lead to national peace as a whole by creating family peace and communal hormony. A guided meditation session was also given to the participants.

Phase II - Day 4: 19.02.2024: Session 8 & 9: Sustainable Development Goals.

The Sustainable Development Goals (SDGs) are a set of 17 global objectives established by the United Nations in 2015 to address various social, economic, and environmental challenges facing the world. These goals build upon the Millennium Development Goals (MDGs) and aim to achieve a more sustainable and equitable future by 2030. The SDGs cover a wide range of issues, including poverty, hunger, health, education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice, and strong institutions, and partnerships for the goals. Each goal is accompanied by specific targets and indicators to measure progress. Achieving the SDGs requires collaborative efforts from governments, businesses, civil society, and individuals worldwide to ensure a more prosperous and sustainable world for future generations.



Dr. Vidyasagar Ramamurthy, Former Child Protection Specialist, UNICEF TAMIL NADU OFFICE, Chennai

Phase II - Day 4: 19.02.2024: Session 10: Augmented Reality in Education

Augmented Reality (AR) has emerged as a promising technology in the realm of education, offering immersive and interactive experiences that enhance traditional learning methods. Here's a short note on Augmented Reality in Education:

Augmented Reality (AR) integrates digital information and virtual objects into the real-world environment, thereby enriching the learning experience. In education, AR is revolutionizing how students interact with content, making abstract concepts tangible and fostering engagement and understanding.

Key benefits of AR in education include:

Enhanced Learning Experiences: AR brings subjects to life by overlaying digital content such as 3D models, animations, and simulations onto real-world objects. This interactivity captivates students' attention and deepens their understanding of complex topics.

Personalized Learning: AR applications can adapt to individual learning styles and paces, providing customized experiences tailored to each student's needs. This promotes self-directed learning and allows educators to address diverse learning preferences effectively.

Real-World Application: AR enables students to explore real-world scenarios in a safe and controlled environment, facilitating hands-on learning experiences across various disciplines such as science, history, and engineering. This practical approach fosters critical thinking and problem-solving skills.

Accessibility and Inclusivity: AR technology accommodates different learning abilities and preferences, offering alternative modes of instruction for students with disabilities or learning difficulties. It promotes inclusivity by providing interactive experiences that cater to diverse learners.

Collaborative Learning: AR encourages collaboration and teamwork as students can interact with AR content collectively, fostering peer-to-peer learning and communication skills development.

Motivation and Engagement: The immersive nature of AR captures students' interest and motivates them to explore and interact with educational content actively. This intrinsic motivation leads to deeper engagement and retention of knowledge.

Dr. P. Subashini and Team Professor, Department of Computer Science, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Phase II - Day 4: 19.02.2024: Session 11: Constitutional Values, Human Rights and Fundamental Duties

Constitutional values, human rights, and fundamental duties are three pillars that uphold the framework of a just and equitable society.

Constitutional values refer to the principles enshrined in a nation's constitution, which serve as the foundation for its governance and legal system. These values often include principles such as justice, liberty, equality, and fraternity, among others. They guide the formulation of laws and policies and ensure that the rights and dignity of all citizens are protected.

Human rights are inherent rights and freedoms that every individual is entitled to, regardless of their nationality, race, religion, or other status. These rights encompass civil, political, economic, social, and cultural aspects of life, and they include the right to life, liberty, and security; freedom of expression and assembly; the right to education, healthcare, and work; and many others. Human rights are universally recognized and protected by international law and treaties.

Fundamental duties are obligations that citizens have towards their nation and society, as outlined in the constitution. While not enforceable by law in the same way as rights, fundamental duties are considered essential for the maintenance of a harmonious and democratic society. These duties typically include respecting the constitution, promoting harmony and the spirit of common brotherhood, safeguarding public property, and striving towards excellence in all spheres of individual and collective activity.

Dr. Swami Jagadatmananda Saraswati, Trustees of Sruti Seva Trust, Chief Advisor and teacher of Vedanta and Sanskrit at Arsha Vidya Gurukulam, Anaikatti, Coimbatore.

Phase II - Day 5: 20.02.2024: Session 12 & 13: Curriculum Designing, Outcome Based Learning and Choice Based Credit System

Curriculum designing is the process of planning and creating educational courses and programs. It involves determining the goals and objectives of education, selecting appropriate content and materials, organizing learning experiences, and assessing student progress. Effective curriculum design takes into account the needs and interests of learners, as well as the requirements of educational institutions and society as a whole. It aims to provide a coherent and meaningful learning experience that prepares students for success in their academic, personal, and professional lives.

Outcome-based learning is an educational approach that focuses on defining specific learning outcomes or goals that students are expected to achieve by the end of a course or program. These outcomes are typically stated in terms of what students should know, understand, or be able to do as a result of their learning experiences. By clearly defining learning outcomes, educators can design instruction and assessment activities that are aligned with these goals, making the learning process more transparent and effective. Outcome-based learning emphasizes the importance of measuring student achievement and progress towards these outcomes, providing feedback to both students and instructors to support continuous improvement.

Dr. N. Muthumani, Principal, PPG College of Arts and Science, Coimbatore

Phase II - Day 5: 20.02.2024: Session 14: Role of Teachers and Educational Institutions in Realizing Sustainable Development Goals

Teachers and educational institutions play a pivotal role in realizing Sustainable Development Goals (SDGs) by fostering awareness, skills, and values necessary for sustainable development. Here's a brief note on their roles:

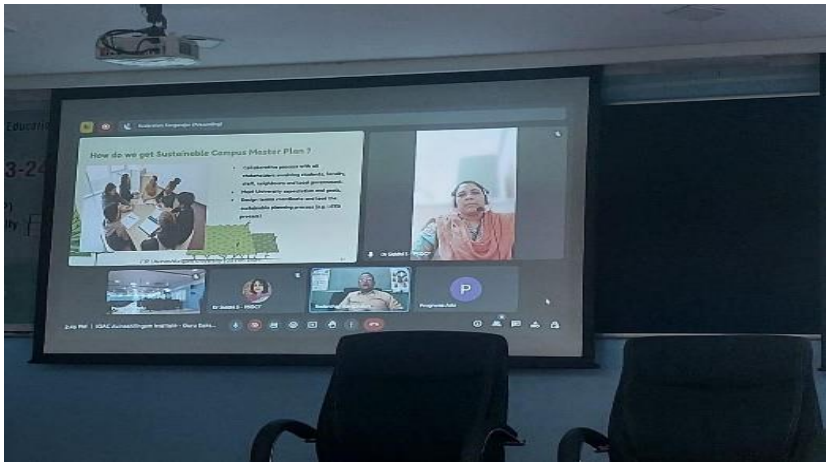
Education for Sustainable Development (ESD): Teachers are instrumental in integrating ESD into curricula, teaching practices, and school culture. By incorporating concepts of sustainability across subjects, they instill in students the knowledge and understanding of environmental, social, and economic issues.

Promoting Critical Thinking and Problem-Solving: Teachers cultivate critical thinking skills among students to analyze complex global challenges and develop innovative solutions. They encourage inquiry-based learning and provide platforms for students to engage in real-world problem-solving activities.

Fostering Values and Attitudes: Teachers nurture values such as empathy, responsibility, and respect for diversity, essential for promoting sustainable development. They create inclusive learning environments that encourage collaboration, empathy, and mutual understanding among students.

Experiential Learning and Community Engagement: Educational institutions facilitate experiential learning opportunities such as field trips, community projects, and internships, enabling students to apply theoretical knowledge to real-world contexts. Through community engagement initiatives, students learn to appreciate the interconnectedness of local and global issues and actively contribute to sustainable development efforts.

Capacity Building and Professional Development: Teachers receive training and professional development opportunities to enhance their knowledge and skills in teaching sustainability-related topics. Educational institutions support capacity building initiatives to empower educators as change agents for sustainable development.



Ms. Dr. Siddhi Sreemahadevan, Assistant Professor, Department of Bio-Technology, PSG College of Technology, Coimbatore

Co - Speaker :Mr. M.R. Sudarshan, Director, Sri Sai Tejaswi Academy, Salem

Phase II - Day 5: 20.02.2024: Session 15: Environmental Sustainability in a Changing World

Environmental sustainability is the principle of conserving natural resources and protecting ecosystems to meet the needs of the present without compromising the ability of future generations to meet their own needs. In a rapidly changing world marked by population growth, urbanization, industrialization, and climate change, the importance of environmental sustainability cannot be overstated.

Sustainability involves integrating environmental considerations into decision-making processes across all sectors, including energy, transportation, agriculture, and industry. This requires implementing strategies to reduce greenhouse gas emissions, promote renewable energy sources, conserve water and land resources, protect biodiversity, and minimize pollution.

In the face of climate change, environmental sustainability becomes even more critical. Rising temperatures, extreme weather events, and sea-level rise pose significant challenges to ecosystems, communities, and economies worldwide. Adopting sustainable practices can help mitigate the impacts of climate change and build resilience to its effects.

Furthermore, achieving environmental sustainability requires collaboration and partnerships among governments, businesses, civil society organizations, and individuals. Collective action is essential to address complex environmental issues and create a more sustainable future for all.

In conclusion, environmental sustainability is imperative in a changing world to ensure the well-being of current and future generations, protect natural resources and ecosystems, and mitigate the impacts of climate change. It demands a concerted effort from all stakeholders to adopt sustainable practices and foster a harmonious relationship between human activities and the environment.

Dr. T. Muthukumar, Professor, Department of Botany, Bharathiar University, Coimbatore - 641046

Phase II - Day 6: 21.02.2024: Session 16 & 17: Human Rights and Responsibilities

Human rights and responsibilities are two sides of the same coin, intertwined in the fabric of a just and equitable society. Human rights are inherent to all individuals by virtue of their humanity, encompassing principles of dignity, equality, and freedom. These rights are universal, inalienable, and indivisible, spanning civil, political, economic, social, and cultural dimensions.

Human responsibilities complement human rights, recognizing that while individuals are entitled to certain freedoms and entitlements, they also have duties towards others and society as a whole. Responsibilities involve respecting the rights of others, upholding the rule of law, promoting the common good, and contributing positively to the well-being of communities.

Together, human rights and responsibilities form the foundation of a harmonious and inclusive society, fostering mutual respect, understanding, and cooperation among individuals and groups. Upholding these principles requires active engagement from both individuals and

institutions, striving towards a world where every person can fully enjoy their rights while fulfilling their responsibilities towards others.

Prof. G. Palanithurai, Dean, Students Welfare, Rajiv Gandhi Chair for Panchayati Raj Studies, Department of Political Science and Development Administration, The Gandhigram Rural Institute, Gandhigram, Dindigul

Day 6: 21.02.2024: Virtual Sessions 18 & 19: Science Communication through, Books, Monographs, Research Publications and Patents: Concerns and Ethics

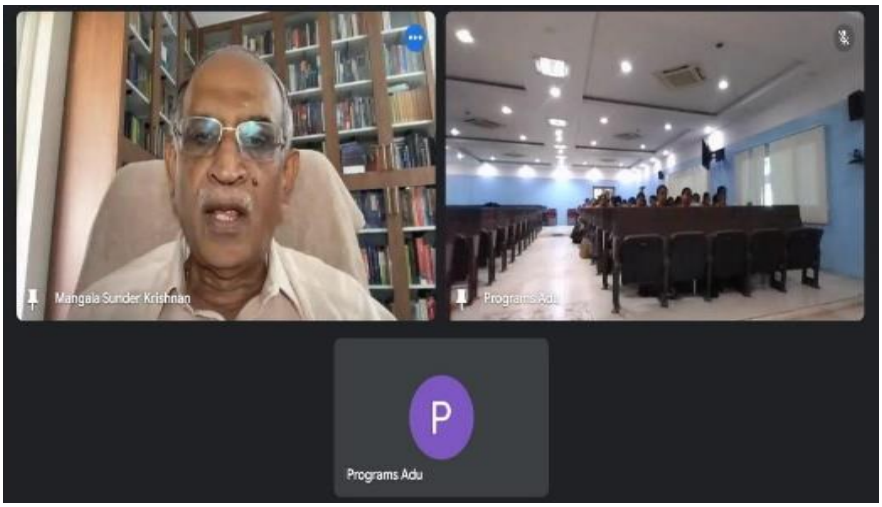
Science communication through books, monographs, research publications, and patents is essential for disseminating scientific knowledge and fostering innovation. One of the primary concerns is ensuring the accuracy and integrity of the information being communicated. Authors and researchers must strive to present their findings truthfully and transparently without manipulating data or results to fit a particular narrative. In academic publishing, peer review serves as a quality control mechanism to ensure the rigor and validity of research. However, concerns arise when peer review processes are compromised, leading to the publication of flawed or biased studies. Plagiarism, the uncredited use of another person's ideas or work, is a significant ethical concern in science communication. Authors must properly attribute sources and avoid presenting others' work as their own.

Access to scientific information can be limited by factors such as subscription fees for journals or copyrights on books. Ensuring equitable access to scientific knowledge is crucial for promoting global collaboration and addressing societal challenges.

In the case of patents and commercial publications, conflicts of interest may arise when financial interests influence research outcomes or publication decisions. It's essential to disclose potential conflicts of interest to maintain transparency and trust. Science often deals

with uncertainty, and effectively communicating this uncertainty is vital for avoiding misconceptions and fostering public trust. Authors should be clear about the limitations of their research and the degree of certainty associated with their findings.

In research involving human or animal subjects, ethical considerations regarding informed consent, privacy, and animal welfare must be carefully addressed. Authors should adhere to established ethical guidelines and obtain necessary approvals from institutional review boards. Science communication should take into account cultural differences and sensitivities, particularly when disseminating information to diverse audiences. Respect for cultural beliefs and practices is essential for effective communication and engagement.



Dr. Mangala Sunder Krishnan Professor Emeritus, CYB 103B, Department of Chemistry, Indian Institute of Technology Madras, Chennai

Phase II - Day 7: 22.02.2024: Virtual Session 20 & 21: Higher Education and Indigenous Knowledge System and NEP 2020 – Holistic & Multidisciplinary Education

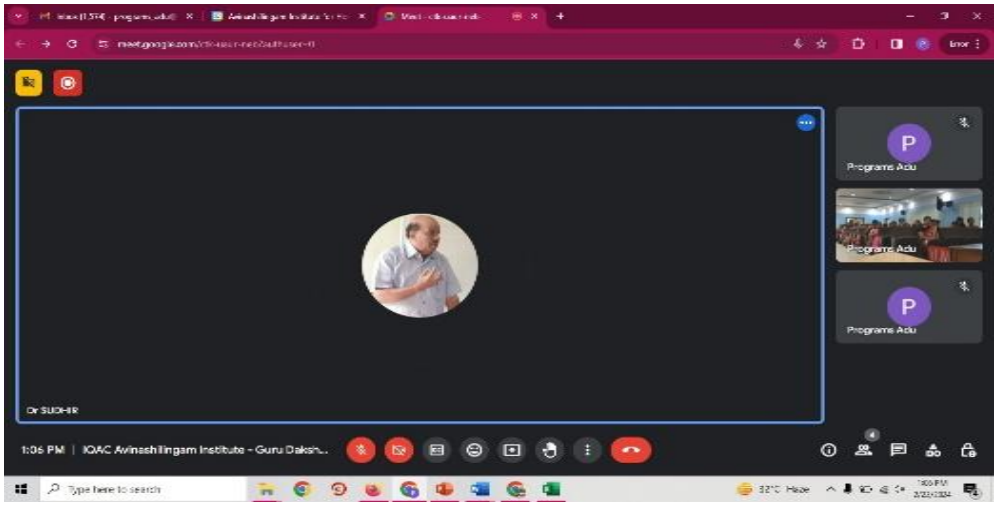
Higher education plays a crucial role in integrating Indigenous Knowledge Systems (IKS) into academic frameworks, promoting cultural diversity, and fostering holistic learning experiences. The National Education Policy (NEP) of 2020 in India emphasizes the incorporation of IKS into the educational system to provide a more holistic and multidisciplinary approach to learning.

Indigenous Knowledge Systems encompass a wide array of traditional practices, beliefs, and wisdom accumulated over generations within indigenous communities. Integrating these systems into higher education not only preserves cultural heritage but also enriches academic discourse by offering alternative perspectives and innovative solutions to contemporary challenges.

The NEP 2020 underscores the importance of a multidisciplinary approach, encouraging universities to offer flexible curricula that blend conventional disciplines with indigenous knowledge, thereby fostering a more comprehensive understanding of various subjects. This approach promotes critical thinking, creativity, and problem-solving skills essential for addressing complex real-world issues.

Furthermore, the NEP advocates for the creation of vibrant learning environments that respect and integrate diverse cultural perspectives. By incorporating Indigenous Knowledge Systems into higher education, institutions can nurture inclusive spaces where students from different backgrounds feel valued and empowered to contribute to the collective learning experience.

In essence, the convergence of Higher Education and Indigenous Knowledge Systems under the NEP 2020 facilitates a more holistic and multidisciplinary approach to education, promoting cultural diversity, fostering innovation, and empowering students to become globally competent citizens.



Prof. M.A. Sudhir, UGC Emeritus Professor, The Gandhigram Rural Institute – Deemed University Gandhigram, Dindigul Dt., Tamilnadu

Phase II - Day 7: 22.02.2024: Session 22: Environmental Consciousness and Sustainable Development Goals (Green , Environment and Energy Audits)

Green audits focus on assessing the environmental performance of an organization, including its resource consumption, waste generation, and emissions. They provide insights into how businesses can reduce their ecological footprint and adopt more eco-friendly practices.

Environment audits delve into broader environmental aspects, including compliance with environmental regulations, management of hazardous materials, and conservation of

biodiversity. These audits help organizations ensure that their operations are in line with environmental laws and standards while minimizing harm to ecosystems.

Energy audits concentrate on evaluating an organization's energy consumption patterns and identifying opportunities for energy efficiency improvements. By optimizing energy usage and implementing renewable energy solutions, businesses can reduce greenhouse gas emissions and contribute to mitigating climate change.

Overall, green, environment, and energy audits are essential tools for fostering environmental consciousness and achieving sustainable development goals. They enable organizations to align their operations with environmental priorities, enhance resource efficiency, and contribute to building a more sustainable future for generations to come.

Dr. P. Ponmurugan, Associate Professor, Department of Botany, Bharathiar University,

Phase II - Day 7: 22.02.2024 - Feed Back of Participants and Valedictory Function

On behalf of the participants, faculty belonging to all the schools presented feedback about the sessions and conduct of the programme.

The valedictory meeting of the gurudakshta was conducted as the last session of the remarkable event. Dr. S. Kowsalya, Registrar, Avinashilngam Institute for Home Science and Higher Education for Women presided over the valedictory meeting. Dr. U. Jerinabi, IQAC Co-Ordinator of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore welcomed the gathering. Dr. Ramya, Nodal Officer, AI-AU-AADC presented the report of GuruDakshta 2023-2024. Dr. A. Vijayalakshmi, Dean Academics proposed vote of thanks.