

Day 1: 30th May 2023

Faculty development programme was organised by IQAC and CCLPE, JSS AHER
The program was held at Board room of JSS Medical College.

The program was started by offering Pranams to lotus feet of His Holiness Jagadaguru Dr. Sri Shivarathri Rajendra Mahaswamiji and seeking the blessings of Jagadguru Sri Shivarathri Deshikendra Mahaswamiji.

The inaugural function was held at the Gallery VI. Ms. Muktakshi a medical student invoked the blessings of the almighty.



Dr. Praveen Kulkarni, Associate Dean IQAC and Vice Principal JSS Medical College welcomed the gathering. Dr. Vijayaraghavan , chief guest addressed the gathering and emphasized on the importance of education , role of teachers in the current scenario of the education system and the importance of Faculty Induction Program.

Dr. Vijayaraghavan was felicitated by Dr. B. Manjunatha, Registrar and the dignitaries.



Dr. P V Vijayaraghavan delivered the key note address on Medical ethics and professionalism where he emphasized the importance of autonomy of patients in treatment plan, justice to the service provided to patients and the communication skills which plays a pivotal role for team approachability. He also gave an insight of the inculcation of the attributes of the medical graduates and how it can be emphasized in all professions for the growth of the person as a professional.



The **session 1** started with **Mr. Satishchandra** Administrative Officer, JSSMC who delivered a talk on “**Personality Development**” where he gave an insight about the importance of



knowledge to be acquired around us and how it helps in self-development. He emphasized on the disciplinary nature of a faculty with the belongingness to the

work and workplace. He said Worry, Hurry and curry should be laid back with a smile.

Next **Session 2** , **Mr. CC Hiremath**, **Finance Officer** of JSSAHER, enlightened about the “**Service Rules and Regulations**” which covered about the mechanism of pay scale fixation, increment added according to the years of service and leave entitlement.



Session 3 on “Participation in Ranking orientation” delivered by Dr. Nilani P, Dean,



Bureau of quality and statistics, JSSAHER gave an insight about what is a ranking system and why is it important for an institution. Ranking helps in self-development, which in turn helps in development of the institution and

university.

Session 4 by Dr. Basavangowdappa H, Dean of Medical Sciences, Principal of JSSMC, delivered a talk on “Team building and Leadership” where sir gave an comprehensive



knowledge about how a leader is evolved and how he takes his subordinate with them. He also threw light on how to build a team and make it work efficiently.

Session 5 by **Dr. Suma M N, Dean of Biomedical Sciences, Vice Principal of JSSMC** gave an overview of what are the “**Roles and responsibilities of the faculty**” in our university putting an emphasis on attendance register, classes, clinical duties and research activities.



Session 6 by **Dr. Manoj Pandey, Associate Professor & Head of Clinical Psychology** delivered a talk on “**Teachers as Mental Health facilitators**” where he emphasized the importance of how as a teacher and clinician, we have to maintain our mental health by managing the time for well being of self. Once practised we can guide our students the methods of distress and helping at an initial level.



The first day sessions were coordinated by Dr. Divya Rao and Dr. Vijaya Vageesh.

Day 2: 31st May 2023

Topic 1: Day 2 started with the session of **Dr. Bhagyalaxmi**, Reader, JSS Dental College on “**Curriculum Development**”. She emphasized on the importance of the steps involved in the curriculum development. Curriculum development refers to the process of designing and creating an educational curriculum for a specific course, program, or educational institution. Some of the points highlighted by Dr. Bhagyalakshmi in curriculum development is as follows.

1. **Needs Assessment:** Identify the needs and requirements of the learners, taking into account the knowledge, skills, and attitudes they need to acquire.
2. **Establish Goals and Objectives:** Clearly define the overall goals and specific learning objectives that the curriculum aims to achieve.
3. **Content Selection:** Determine the topics, concepts, and knowledge areas that should be included in the curriculum.
4. **Learning Activities:** Design and develop appropriate learning activities and experiences that engage the learners and help them achieve the stated objectives.
5. **Instructional Materials:** Select or develop instructional materials such as textbooks, readings, multimedia resources, and online materials to support the teaching and learning process.
6. **Assessment and Evaluation:** Define the methods and tools for assessing and evaluating the learners' progress and achievement of the learning objectives.
7. **Implementation:** Put the curriculum into action by delivering the planned lessons and activities to the learners.
8. **Monitoring and Review:** Continuously monitor the effectiveness of the curriculum through feedback from teachers, students, and other stakeholders.
9. **Continuous Improvement:** Continuously improve the curriculum by incorporating new research, emerging trends, and best practices in education.

Finally, she concluded that the curriculum development is an iterative process that requires collaboration and input from various stakeholders, such as educators, administrators, subject matter experts, and learners themselves. The process should be responsive to the needs of the learners and reflect the goals and values of the educational institution or system.



Dr. Bhagyalakshmi : Curriculum Development

Topic 2: Dr. Ashwini P: Outcome Based Education

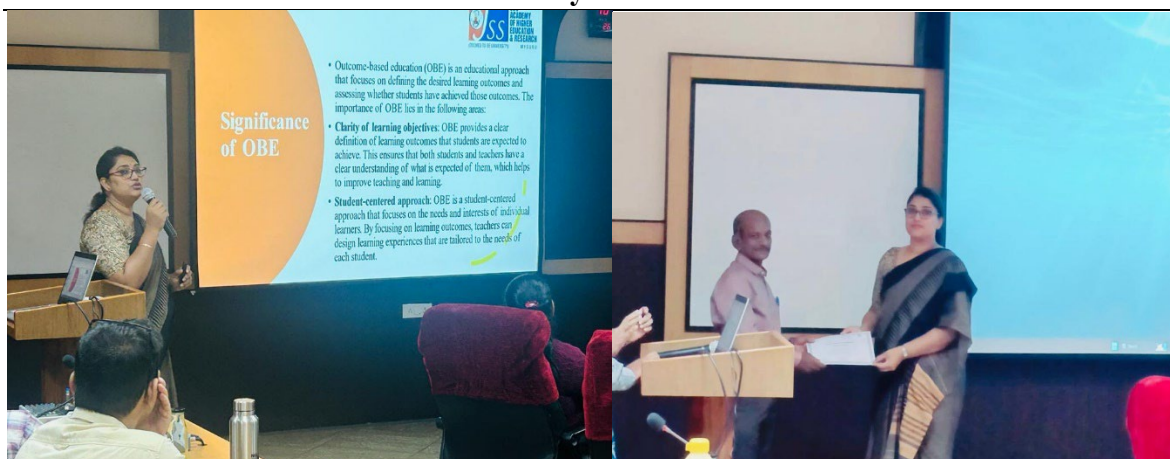
“Outcome Based Education” was delivered by Dr. Ashwini P, Associate Professor and Coordinator, Department of Microbiology, JSS AHER on 12/04/2023 and 13/04/2023. The session emphasizes on the significance of outcome-based education. Outcome-based education (OBE) is an educational approach that focuses on defining the desired learning outcomes and assessing whether students have achieved those outcomes. The importance of OBE lies in the following areas:

- Clarity of learning objectives
- Student-centered approach
- Accountability and assessment
- Continuous improvement

The session focused on formulating the program outcomes in a broader way and course outcomes according to Bloom’s Taxonomy.

The session also focused on the program outcomes, program specific outcomes and graduate attributes. Few examples of course outcomes from various universities across the world were quoted. The speaker also mentioned about the “Washington Accord” an accord signed initially among six countries (Australia, Canada, Ireland, New Zealand, United Kingdom and United States) in the year 1989. Its purpose is to mutually recognize and accept the qualifications, degrees, accredited by signatories of the accord. India has become a signatory of the Washington accord on June 13, 2014.

Finally, the session was ended by emphasizing the framing of the program outcomes and course outcomes as the outcome is finally to attain the vision and mission of the institute.



Dr. Ashwini P: Outcome Based Education

Topic 3: Dr. Arun M, Professor, Department of Forensic Medicine, spoke about the ways of giving the feedback to the students. Sir started with the small activity where he asked the participants about the feedback they had received during their undergraduate learning.

He emphasized on the importance of feedback and the types of feedback such as formal feedback, informal feedback, constructive feedback and formative feedback. Sir also threw light on principles of effective feedback which should be timely, appropriate setting, specific & goal oriented. Sir said the importance of feedback as it is useful for learning, facilitates a change, improves performance, reinforces positive behaviours and corrects undesirable ones and it should be valued by students.

He also taught that there are barriers to good feedback such as time constraint, lack of motivation, it may be the dignity for the giver, receiver may be complacent. Activity was given to participants to Reflect on their experience of “giving” or “receiving” feedback which worked well and the factors that contributed to the success of the feedback.

Sir mentioned about the techniques of feedback such as Sandwich feedback, Agenda Led, ECO, Feed forward feedbacks. Finally Arun Sir concluded that feedback shall be performance oriented, feedback is not the judgment.



Dr. Arun M: Feedback: Presenting/Practicing

Topic 4: Competencies and Objectives: Dr. Divya Rao B J

Dr. Divya started with an activity asking for the participant to blow a whistle and to teach the art of blowing whistle to the fellow participant to know whether she/he learnt the art. She emphasized on the importance of developing the competencies.

The objectives of the session were to list the differences between competencies and specific learning objectives (SLOs), Design SLOs for given competencies and link competencies, SLOs and assessment methods.

Competency is a general statement detailing the desired knowledge and skills of student graduating from the course or program. Objective is a very general statement about the larger goals of the course or program.

The session also focused on how the SLOs should be specific. They should be relevant, unequivocal, observable and feasible. The speaker also explained and demonstrated how to link the competencies and SLOs to the assessment.

The speaker also emphasized on importance on framing the specific learning objectives and the objectives should be SMART that is Specific, Measurable, Attainable, Relevant, and Time based. Elements of the learning objectives are Audience, Behaviour, Content, Condition and Degree. Competencies may be Cognitive, Affective or Psychomotor. Dr. Divya also threw light on assessment of learning, for learning and as learning. Finally she concluded the session by saying that the objective of education is learning and not teaching.



Dr. Divya Rao BJ: Competencies and Objectives

Topic 5: Large Group teaching: Dr. Chandrashekar

Sir started the session by explaining the objectives that will be learned by the participants about large group teaching, such as importance of large group teaching, explain the merits and demerits of large group teaching. Sir emphasized on Importance of teaching in examinations as well as in applying them in real life. He mentioned the merits of large group teaching such as it is efficient and cost effective, resource constraints compel large group teaching for cognitive domain, conventional method which everyone are accustomed. Sir also mentioned the demerits of large group teaching such as that it is predominantly teacher centric, it is a process of passive learning where students may listen and forget, mismatch between what we expect the students to do and what students actually do and it may be boring and monotonous.

Sir mentioned about the factors that facilitate interaction in lecture classes. He mentioned that the effectiveness of the faculty to engage the large group students, so that each student will engage in the class. Sir mentioned the simple strategies to make large group teaching engaging such as set induction, make them understand the relevance, precisely tell students how they can apply, continuously interact, apply innovative active learning methods, create interest, do not overload, provide resource materials. Sir mentioned about the differences between traditional and flipped classroom.



Dr. Chandrashekar: Large Group Teaching

Topic 6: Dr. Manthappa M- Small Group Teaching

Sir started the session with the merits and importance of small group teaching. He emphasized that the goal of learning belongs to the learner. Learning occurs as a result of the activity in which the learner engages.

Sir mentioned that during Gurukula system the small group teaching was existed where one to one teaching was done thereby transforming students used to happen. He mentioned that all the three domains especially affective and psychomotor domains need the small group teaching.

Small group teaching promotes active learning, face to face contact between students and teachers and purposeful activities. Examples of small group learning are problem-based learning, case-based learning, communication skills, bedside clinics, procedural skills teaching, operation theatre postings. Sir also mentioned some techniques in small group teaching such as Snowballing, Fishbowl, Role play, Resource based talks, Question answer Matching, Buzz group.

Sir also mentioned the benefits of small group teaching such as increased engagement, individualized attention, clinical reasoning skills, effective communication and interpersonal skills, peer-to-peer interaction. Sir emphasized on the key role played by the facilitator in small groups. Facilitator should be able to manage the learning, manage the groups, and manage the activities. Finally, Sir mentioned the Strategies for effective small group engagement such as Clear lesson plan, group formation, seating arrangement, assign clear roles and responsibilities to the students, facilitation and guided discussion, encourage the students to give reflection and feedback. Sir also discussed about the demerits of small group teaching.



Dr. Manthappa M: Small Group Teaching

Topic 7: Assessments and Evaluation: Dr. Sudeendra Bhat

Sir started the session by saying that teaching/learning and examination are complementary to each other NOT contradictory. Bhat Sir focussed on the examination process which include, error free, fair, unbiased, assess the learning outcomes, time bound, confidentiality. Sir mentioned about stages of examinations such as Pre examination, During examination and Post examination. The process involves the question paper setting, invigilation duties, malpractice committee and evaluation process. Sir detailing explained about the evaluation process focussing on coding the answer scripts, double valuation, third valuation and deviation in marks. Sir also focussed on data entry and result announcement.

Sir emphasized on general guidelines to be followed by the students and asked the faculty to instruct the students to follow the guidelines.

Sir high lightened about the JSSU online portal and applications of web modules, digital valuation system and on-screen marking.

Evaluation : Anywhere valuation and centre valuation. Sir mentioned about the synopsis and dissertation submission and will be sent to three evaluators.

E-Governance portal where students will be having mobile app where they will get the notification of examination timetable and results. The app can also be used by faculty as well.



Dr. Sudeendra Bhat: Assessments and Evaluation

Topic 8: Self Directed Learning: Dr. Deepa Bhat

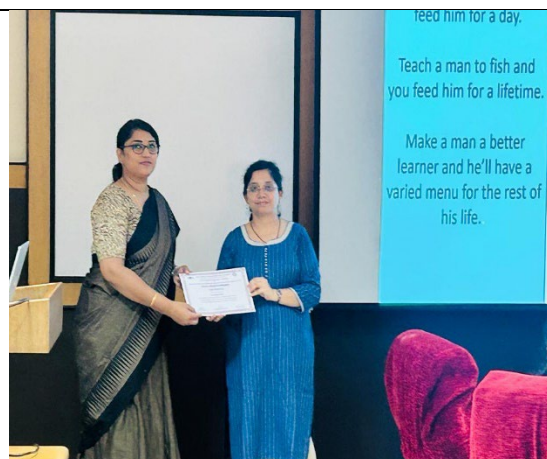
Dr. Deepa Bhat started the session with the introduction to self- directed learning and mentioned about different learning styles such as Visual, Aural, Read/Write, Kinesthetic. Teachers will be handling the theory class, practical class and give assignments.

In self -directed learning teacher will be facilitator who will direct the students to learn the concepts on their own, and students finds the resources by himself to learn concepts.

Dr. Deepa also mentioned the strategies and tools for self-directed learning such as flipped classroom, problem-based learning, assessment forms for PBL, team-based learning, reciprocal teaching, reflective practice, KWL method, Think Pair and Share method, Concept mapping, Jig Saw technique, Role play.

Dr. Deepa also focussed on JSSU online portal where faculty can upload there, the LMS, video of their lectures. Facebook can be used for learning, constructive use of m- learning through whatsapp, google classrooms can be used to create class and post the assignments and tests through these classrooms. Google sites and Youtube can be used for self-learning. MOOC's can be utilized for self-learning of various courses. Moodle is another means of self-learning tool.

Finally, Dr. Deepa concluded by focussing on the merits and demerits of the self-directed learning.



Dr. Deepa Bhat: Self-Directed Learning

Topic 9: Research Culture and Funding Opportunities at JSS AHER – Dr. Madhu B

Dr. Madhu started the session by thanking the leadership for encouraging the research activities in JSS AHER. Dr. Madhu presented the Organogram of Research wing in JSSAHER. She also mentioned about the powers and functions of Research Advisory Committee. Dr. Madhu emphasized on the research outcomes through publications, patents, projects and Ph. D scholars. She highlighted on research accomplishments where around 12,000 publications, around 90 patents published, 13 granted and around 355 scholars have been awarded with Ph.D.

Dr. Madhu also focussed on international collaboration through publications and projects. She also emphasized on the faculty should be more engaged in applying the projects in various national funding agencies. She also mentioned about the facilities and infrastructure available in JSS AHER which can be availed by the faculties to pursue their research activities. Dr. Madhu mentioned about the IPR cell facility in the JSSAHER campus where the faculty will be facilitated to publish and commercialize their patents.

Support from JSSAHER in the form of fellowships is given to scholars initially and later will be encouraged to apply for other fellowships such as ICMR etc. Dr. Madhu highlighted on the activities conducted under DST-STUTI program. She also mentioned that how research is linked to NIRF and what are the parameters to be considered in research activities.

Dr. Madhu also mentioned the support and opportunities rendered by the research division in publishing the scientific papers, along with the financial support. Seed grant will be given by JSS AHER to support the research activities for faculty and students. Dr. Madhu focussed on the JSSAHER overseas fellowship for the scholars. Academia-Industry

collaborative research projects are being initiated. Various funding projects for faculty are suggested by Dr. Madhu for applying for grants.



Dr. Madhu B: Research Culture and Funding Opportunities at JSS AHER

Topic 10: E- Content Development- Dr. Dakshaini M R

Madam started the session with the definition of E-Content. She mentioned that the content or information delivered through the electronic media. Madam emphasized on the importance of the E-content in education sector. Madam focussed on phases of E-content development where we have to focus on analysis, Design, Development, Testing, Implementation and Evaluation.

Madam mentioned different types of E-Content such as slide based presentation, Animations, Interactive Videos, Quizzes, Audio/podcasts, VR/AR.

Madam emphasized on 4 quadrant system involved in E-content Development such video lectures (Q1), reading material(Q2), interactive classes(Q3) and assessments(Q4). Monitor of E-Content is done by statutory body UGC. The whole lecture has to be designed as a story and proper scripting has to be done followed by recording a video. After the recording process the video has to be edited and finally reviewed before it is uploaded online. Madam showed the samples of E-content developed and presented. Madam mentioned about the media centre facility in JSS AHER, where one media centre is located in JSS Dental College and the other two in CDOE of Agrahara Campus. For developing E-content open sources materials, e-books and research articles can be utilized. Licensed resources we cannot use. Like any other format the assessment is done in the form of Formative and Summative assessments.

Madam also focussed on Adaptive learning, the ability to modify the presentation of material in response to a student's performance.

Madam highlighted about the learning management system, a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, materials or learning and development programs. LMS examples are Moodle, Canvas, Swayam. Madam also focussed on features of LMS. Madam also cautioned about the plagiarism of the content and pictures while developing E-content development.



Dr. Dakshaini M R: E-Content Development

Topic 11: Student support mechanisms/Committees: Dr. Nayana S

Dr. Nayana started the sessions by introducing the faculty to different student support mechanisms such as:

1. Safety and Well being which comprises of anti-ragging committee, student support centre, grievance redressal committee, ICC, student mentorship, student welfare and hostel committee.
2. Academic Performance: Student research cell, library committee, mentorship program, international student cell, student led journal.
3. Leadership qualities: student council, organization of undergraduate conferences and workshops, organization of cultural program, NSS activities, Placement cell, Student led journal (DJCM) where students are editors, student clubs-literary, art, music, dance, drama.

4. Professional development: Placement cell, international student cell, student research cell, alumni engagement.
5. Extracurricular activities: Cultural Committee, U-fest organised by JSS AHER, annual cultural programs, Sports committee, annual sports meet, literary committee, student clubs.

Dr. Nayana also emphasized on the activities of placement cell where faculty work on placing the students in the better industries by training the students in skill development, arranging the campus interviews.

Student support centres are available to help students if they have stress, anxiety, depression, suicidal thoughts and will be counselled by the psychologist. Dr. Nayana also focussed on the student grievance redressal committee, Internal Compliance Committee, student council and mentorship program.



Dr. Nayana S: Student Support Mechanisms

Day 3: 1st June 2023

The Day three of Faculty Induction Program began with the session on “Value Added Programs” by the coordinator of CCLPE of JSS AHER, Dr Pushpalatha K. The session oriented the participants about the importance of value added program in higher education institutes and how it supplements the curriculum to make students better prepared to meet educational demands of the society.



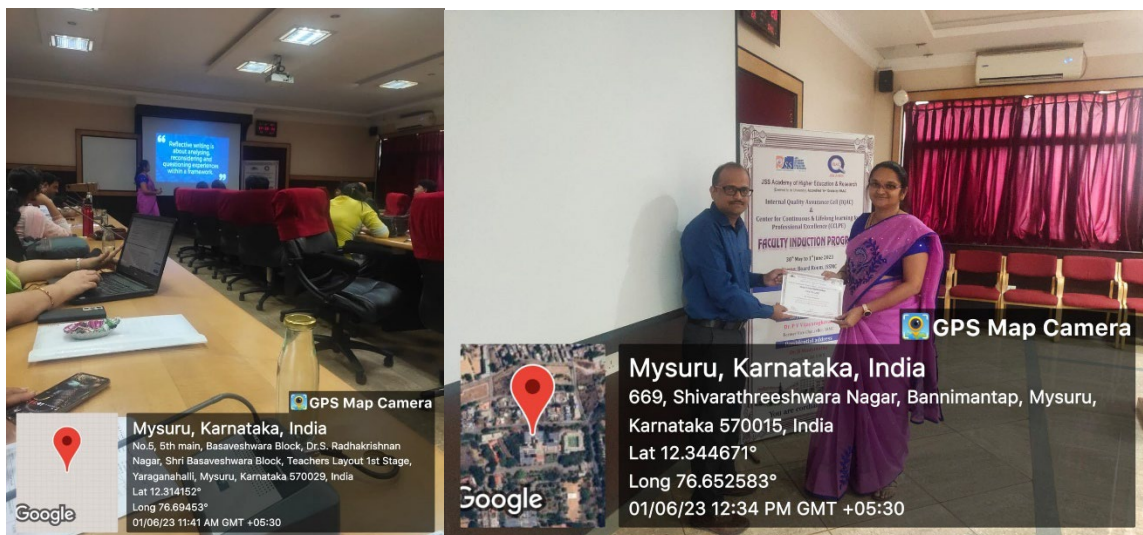
The second session was on “Adult Learning Principles” by the convenor of DEU, Dr Sunila S. The session aimed on making the participants understand how self-direction, motivation, transformation, and readiness to learn can enhance educational experience of the learners.



The next session was on “Library & Online Resources” with the speaker, Dr Sheeba Pakkam, Bibliometrician of JSS AHER. In this session, participants understood how e resources of library can create opportunity for better learning. The speaker also lectured on the understanding of analysis of our scientific publications.



The tea break was followed by the session on “Student support through effective mentorship & Reflective writing” It was conducted by Dr Vijaya Vageesh, Asso Prof, JSSMC. It was an hour session with discussion on how a mentor can play a pivotal role for providing personal as well as academic support to the needy students. Examples given while lecturing “Reflective Writing” made participants think to critically analyze an educational experience.



The session by Dr Praveen Kulkarni on “Supporting students to develop humane attributes in Medicine through Health Humanities” was an interesting and interactive one. It made the participants believe and understand the significant role art and humanities can play in shaping students to become better doctors equipped with humanistic skills and values.



The next session was on ‘Internal Compliance Committee’ by Dr Shilpa Palaksha, Asso Prof, JSSCPM. She highlighted why ICC is one of the mandatory committees in a higher education institute and how a person in distress can take help and support from the committee set for this purpose.



The lunch break was followed by session on “Meeting etiquette” by Dr Prashanth S, Deputy Dean, Academics, JSS AHER. The session addressed on how being organized in a meeting can promote higher productivity at work.



The next session was taken up by Dr Mamata B, Dean of Management Studies of JSS AHER. The topic of the session was “Communication- verbal, nonverbal & written”. It was a very interesting session which explained the key role communication can play in deepening relations in professional and personal life of an employee.



Dealing with professional and personal life can sometimes be stressful. The next session by Dr Kishor, Head of Psychiatry, JSSMC on “Stress Management” made the participants learn what are the effective ways of managing stress to lead a successful life.



The last session for the day was about “PBAS” taken up by the Dean of IQAC, JSS AHER, Dr Madhusudhan Purohith. He explained what PBAS is and why it is important. He described how a faculty’s performance via PBAS can assist in academic growth of a employee working in higher educational institute.



The three days program came to end with concluding session during which few participants shared their feedback about the event. The feedback received was positive and encouraging. Participation certificates were distributed to all the actively involved participants. The coordinators of the program also received certificates from the Dean of IQAC.

The day ended with high tea and networking.

Faculty who coordinated the program: Dr.Divya Rao, Dr.Vijaya vageesh, Dr.Ashwini P, Dr.Shilpa palkasha, Dr.Bhagyalakshmi and Dr.Sheshagiri Dixit

Faculty Induction Program

Organised by IQAC and CCLPE, JSSAHER
Batch-1: 30th May 2023 to 1st June 2023



Felicitation of the Coordinators.