

CIRCULAR


All the faculty members of NMU Campus are hereby informed that, under CABGIN Consortium project, 4 different modules of trainings under teaching skill development namely –


- (i) Diversity Management in the work place in the context of HEI.
- (ii) Assessment and Grading.
- (iii) Personal Development and Intellectual Honesty.
- (iv) Leadership: Creating direction, Setting goals and defining tasks.

are being conducted for the faculty on campus during July, August, September and October, 2018 by “European University” expert trainers.

The interested faculty members are advised to go through the “details of training pdf” file and fill in the application forms available on www.nmu.ac.in in circular section, if you are interested and submit the same to Prof. A.M. Mahajan, Co-ordinator CABGIN project @nmu by 3rd May, 2018 in the Department of Electronics, NMU, Jalgaon.

In case of any further query or clarification, you may contact Prof. A.M. Mahajan on 8888164011 or 0257-2257476 and ammahajan@nmu.ac.in.


23/4/2018
(Prof. A.M. Mahajan)
CABGIN, Co-ordinator @
NMU, Jalgaon


25/4/2018
(Prof. P.P. Mahulikar)
Pro-Vice-Chancellor
NMU, Jalgaon

Module	Assessment and grading
Aims	<p>The main aims of the training are:</p> <ul style="list-style-type: none"> • To understand the importance of assessment and grading in improving students' learning outcomes and evaluating their achievements • To compare and discuss the different types of assessment (formative and summative) • To understand the development and implementation of different grading practices.
Content	<p>The training will cover the variety of topics connected with assessment and grading, including:</p> <ul style="list-style-type: none"> • The difference between assessment and grading (starting from the different aim: improve students' learning VS evaluate students' learning) • Formative and Summative Assessment / Continuous and Final Assessment/ Direct and indirect methods. The use of self-reflection • The use of multiple methods • Learning outcomes and grading. Efficient and effective grading. <ul style="list-style-type: none"> ○ One by one (Mention the error and explain how to correct it once) ○ Global Comments vs. Local Corrections ○ Questions for reflection ○ Valid and Reliable judgments • Grading practices: <ul style="list-style-type: none"> ○ Grading and performance RUBRICS ○ Scoring tool ○ Paper assignments, projects, oral presentations, class participation ○ Portfolio • Reflection on assessment and grading (time for preparation, use of materials, confidence) • Grade book organization
Methodology	<p>The trainings will be delivered in two parts. First part through e-learning – which will be aimed at delivering knowledge concerning all listed subjects. Second part through workshops that will encourage interaction, discussion, group work, reflection, and localization to participants' needs and context.</p>

Module	Diversity management in the workplace in the context of HEI
Aims	<p>The main aims of the training are:</p> <ul style="list-style-type: none"> • Acquiring knowledge concerning diversity management and cross-cultural communication • Acquiring skills concerning managing diversity in work place and communicating cross-culturally • Acquiring social competences concerning behavior in cross-cultural environment
Content	<p>The training will cover the variety of topics connected with diversity management, including:</p> <ul style="list-style-type: none"> • Managing diversity in workplace,

	<ul style="list-style-type: none"> • Managing cross-cultural teams, • Cross-cultural intelligence and stereotypes, • Building trust in cross-culture environment, • Cultural shock and adaptation • Cross-cultural values and behaviors <p>Part of the training will also cover the topics connected with cross-cultural communication, including:</p> <ul style="list-style-type: none"> • Cross-cultural communication styles and approaches, • Cross-cultural work styles and behavior,
Methodology	The trainings will be delivered in two parts. First part through e-learning – which will be aimed at delivering knowledge concerning all listed subjects. Second part through workshops that will encourage interaction, discussion, group work, reflection, and localization to participants’ needs and context.

Module	Personal Development and Intellectual Honesty
Aims	By the end of this module participants should be able to: <ul style="list-style-type: none"> • Identify different dimensions of intellectual honesty • Reflect on their professional path • Identify personal and professional needs • Align these needs with the institutional mission
Content	The training will cover the variety of topics, including: <ul style="list-style-type: none"> • Intellectual honesty: <ul style="list-style-type: none"> ○ Dimensions of intellectual honesty ○ principles and values ○ dilemmatic situations ○ decision making ○ Beyond plagiarism ○ Teaching and learning approaches for intellectual honesty in higher education • Personal and professional development: <ul style="list-style-type: none"> ○ Principles of active listening ○ Feedback principles and strategies ○ Coaching principles and strategies ○ Team building exercises • Personal development plan aligned with the institutional mission <ul style="list-style-type: none"> ○ Reflection on the institutional mission • The importance of individual and team roles
Methodology	The trainings will be delivered in two parts. First part through e-learning – which will be aimed at delivering knowledge concerning all listed subjects. Second part through workshops that will encourage interaction, discussion, group work, reflection, and localization to participants’ needs and context.

Module	Leadership: creating directions, setting goals, defining tasks
Aims	By the end of this module participants should be able to: <ul style="list-style-type: none"> • Understand the position of leadership skills in personal skills’

	<p>structure.</p> <ul style="list-style-type: none"> • Understand the personality traits, behavioral patterns and skills of leader. • Identify leadership styles. • Be able to distinguish between cognitive, interpersonal, strategic and business skills. • Improve strategic skills. • Identify problems of goal attainment.
Content	<p>The training will cover the variety of topics, including:</p> <ul style="list-style-type: none"> • The role of leader's personality traits in his/her work. • Typical behavioural patterns of good leaders. • Leader's skill structure – improvement of cognitive, interpersonal, business and strategic skills. • Application of techniques of self-presentation, active listening, speaking, observation, self-control, self-awareness • Improvement of assertiveness, empathy, conflict management and work with personnel resources. • Getting to know the basic strategies of goal setting. • Improvement of planning, realizing and organizing of teamwork during goal attainment • Identification of common problems in goal attainment – obstacles, coping, solutions • Identification of basic leadership styles • Comparing the teacher and leader/manager/coach
Methodology	<p>The trainings will be delivered in two parts. First part through e-learning – which will be aimed at delivering knowledge concerning all listed subjects. Second part through workshops that will encourage interaction, discussion, group work, reflection, and localization to participants' needs and context.</p>



CABCIN - Establishment of Capacity Building Centers as a sustainable solution to raise the standards of teaching staff in Indian HEIs



Co-funded by the Erasmus+ Programme of the European Union

Teaching skills improvement training: Assessment and grading

Application form

1. Personal details

Name (first, middle, last):

Gender:

Birth date (dd/mm/yyyy):

Email address:

Telephone numbers: Office:

Mobile:

Current work position:

School:

Department:

Academic designation:

Academic discipline:

2. Metrics

2.1 Academic teaching experience

In current institution: ... (years) In total (years)

2.2 Professional (non-academic) experience

Position	Main responsibilities	Years

2.3 Educational/professional qualification (including teaching certificate if any)

Institution	Degree	Subject	Duration

2.4 Have you ever participated in courses related to improving your teaching capacity? Yes/ No

If yes, please provide further information:

Name of course	Duration (hours)	Year of attendance

3. Perceived level of skills mastering

	I strongly disagree -----I strongly agree				
I am able to prepare the grading system consistent with norm-referenced grading (scores based on performance relative to the class as a whole).	1	2	3	4	5
I am able to prepare the grading system consistent with norm-referenced grading (scores based on performance relative to specified standard).	1	2	3	4	5
I am able to not only grade a student but also to give the feedback concerning the material I am grading.	1	2	3	4	5

I hereby declare that the information provided is true and correct to the best of my knowledge. I authorize the CABGIN partnership to disclose, if needed, in a confidential manner of any information supplied in this application to the Head of my Department or Director of the School.

Signature

Date

Thank you for applying
CABGIN Team



CABCIN - Establishment of Capacity Building Centers as a sustainable solution to raise the standards of teaching staff in Indian HEIs



Co-funded by the Erasmus+ Programme of the European Union

Teaching skills improvement training: Leadership: creating directions, setting goals, defining tasks

Application form

1. Personal details

Name (first, middle, last):

Gender:

Birth date (dd/mm/yyyy):

Email address:

Telephone numbers: Office:

Mobile:

Current work position:

School:

Department:

Academic designation:

Academic discipline:

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In current institution: ... (years) In total (years)

2.2 Professional (non-academic) experience

Position	Main responsibilities	Years

2.3 Educational/professional qualification (including teaching certificate if any)

Institution	Degree	Subject	Duration

2.4 Have you ever participated in courses related to improving your teaching capacity? Yes/ No

If yes, please provide further information:

Name of course	Duration (hours)	Year of attendance

3. Perceived level of skills mastering

	I strongly disagree -----I strongly agree				
	1	2	3	4	5
I am able to analyze the environment in which the group operates.	1	2	3	4	5
I am able to think in strategic terms and focus on defining the main directions of action.	1	2	3	4	5
I am able to formulate a vision of the future.	1	2	3	4	5
I am able to translate the vision and mission of the organization into a more specific strategy and direction that can be implemented by the group members.	1	2	3	4	5
I am able to postpone my long-term goals for medium-term plans.	1	2	3	4	5
I am able to divide the plans for the group into tasks performed by its members.	1	2	3	4	5
I am able to engage the group members to jointly set goals and tasks for the group.	1	2	3	4	5
I am able to coordinate, organize and create harmonious conditions for achieving good results of the group.	1	2	3	4	5
I am able to set priorities for the members of the group.	1	2	3	4	5
I am able to identify the resources needed to achieve goals.	1	2	3	4	5
I am able to measure the degree of goals' achievement.	1	2	3	4	5
I am able to discuss progress towards goals and review performance.	1	2	3	4	5
I am able to acquire and interpret feedback from group members in order to perform the job successfully.	1	2	3	4	5
I am able to plan corrective and / or preventive actions to achieve goals.	1	2	3	4	5

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Signature

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CABCIN - Establishment of Capacity Building Centers as a sustainable solution to raise the standards of teaching staff in Indian HEIs



Co-funded by the Erasmus+ Programme of the European Union

Teaching skills improvement training: Diversity management in the workplace in the context of HEI

Application form

1. Personal details

Name (first, middle, last):

Gender:

Birth date (dd/mm/yyyy):

Email address:

Telephone numbers: Office:

Mobile:

Current work position:

School:

Department:

Academic designation:

Academic discipline:

2. Metrics

2.1 Academic teaching experience

In current institution: ... (years) In total (years)

2.2 Professional (non-academic) experience

Position	Main responsibilities	Years

2.3 Educational/professional qualification (including teaching certificate if any)

Institution	Degree	Subject	Duration

2.4 Have you ever participated in courses related to improving your teaching capacity? Yes/ No

If yes, please provide further information:

Name of course	Duration (hours)	Year of attendance

3. Perceived level of skills mastering

	I strongly disagree -----I strongly agree				
	1	2	3	4	5
I am able to apply mindful reframing to translate messages of others to their cultural context.					
I am able to use adequate face-management to prevent humiliation or loss of face.					
I am able to use of a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about.					
I am able to demonstrate a perspective of students from diverse backgrounds, using their experiences.					
I am able to design role models representing diverse cultures.					
I am able to differentiate interactions based on knowledge of cultural differences.					
I am able to prepare materials that provide a bridge from their cultural language to academic language.					
I am able to facilitate intentionally participation of all students (e.g., calling on students that do not raise their hands).					
I am able to encourage students to express dissenting and diverse viewpoints.					
I am able to cultivate students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society.					
I am able to use visuals and artifacts represent various cultures/world groups.					
I am able to establish relationships with and learn more about people of other cultures and backgrounds (e.g., special issues, social norms, decision-making approaches, preferences).					
I am able to advocate the value of diversity to others.					
I am able to take actions to					

increase diversity in the workplace; confronts racist, sexist, or inappropriate behavior by others; challenges exclusionary organizational practices.					
I am able to plan and take actions that consider the diversity of those involved or affected.	1	2	3	4	5

I hereby declare that the information provided is true and correct to the best of my knowledge. I authorize the CABGIN partnership to disclose, if needed, in a confidential manner of any information supplied in this application to the Head of my Department or Director of the School.

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Date

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CABCIN - Establishment of Capacity Building Centers as a sustainable solution to raise the standards of teaching staff in Indian HEIs



Co-funded by the Erasmus+ Programme of the European Union

Teaching skills improvement training: Personal Development and Intellectual Honesty

Application form

1. Personal details

Name (first, middle, last):

Gender:

Birth date (dd/mm/yyyy):

Email address:

Telephone numbers: Office:

Mobile:

Current work position:

School:

Department:

Academic designation:

Academic discipline:

2. Metrics

2.1 Academic teaching experience

In current institution: ... (years) In total (years)

2.2 Professional (non-academic) experience

Position	Main responsibilities	Years

2.3 Educational/professional qualification (including teaching certificate if any)

Institution	Degree	Subject	Duration

2.4 Have you ever participated in courses related to improving your teaching capacity? Yes/ No

If yes, please provide further information:

Name of course	Duration (hours)	Year of attendance

3. Perceived level of skills mastering

	Not important -----Very important				
	1	2	3	4	5
At the academic teacher's work it is important to follow the end, regardless of the consequences to which a given thought may lead.					
At the academic teacher's work it is important not to avoid difficult questions, seeking answers to them					
At the academic teacher's work it is important not to provide uncertain, untested information					
At the academic teacher's work it is important to be open to criticism of your own and other people's views					
At the academic teacher's work it is important to expect justification and not to express indignation					
At the academic teacher's work it is important to raise doubts about the truth of some theories					
At the academic teacher's work it is important to avoid investigative details in scientific research					

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