CHRIST (Deemed to be University), Bangalore

Teaching Learning Enhancement Cell

Activity Report

General Information

Type of Activity	**FDP**
Title of the Activity	**Early Career Faculty Development Programme 2024-25**
Date/s	**1.2.2025/ 22.02.2025/ 01.03.2025/8.3.2025/ 22.3.2025**
Time	**9-12.30 PM**
Venue	Room No. 119, Block IV, Central Campus/ **Classroom 1 CJC**
Collaboration/Sponsor (if any)	**NA**

Speaker/Guest/Presenter Details

Name	**Dr Suparna Kar, Dr Maya M, Dr Anita Rao Mysore, Dr Jimmy Thankachan, Dr Hema MA, Dr Infanta Vincy R, Dr Chad, Dr Vinay M, Dr Vinod T P, Dr Naresh rao, Dr Malavika, Dr Rishikesh**
Title/Position	
Organization	**CHRIST University**
Title of Presentation	

(Add/repeat above rows if there is more than 1 w)

Participants profile

Type of Participants	
No. of Participants	

Synopsàaaqqis of the Activity (Description)

Highlights of the Activity	
Key Takeaways	

Summary of the Activity	**Day 1** began with a welcome by Infanta Vincy R, who introduced the objectives of the Early Career Program. Dr Suparna Majumdar Kar contextualized the program's rationale, highlighting its alignment with the university's founding principles and introduced participants to Google Classroom for continued engagement. Dr Theresa Nithila Vincent delivered a session on aligning with the University's Strategic Plan 2023–26, guiding participants to reflect on their role in institutional transformation through everyday teaching and research. The Vice Chancellor, Dr Fr Jose CC, emphasized the role of organizational culture in faculty development, encouraging participants to find purpose and passion in academia, and recommended *Reframing Academic Leadership* for further reading. Faculty members shared positive reflections on their experiences at CHRIST, citing innovation, support, and a strong sense of community. Dr Suparna and Dr Maya M. led a session on developing a personal teaching philosophy and preparing teaching portfolios, with submissions due by March 15, 2025. The final session focused on Constructive Alignment and Outcome-Based Education, introducing the Backward Design framework through a hands-on curriculum planning activity. Participants collaboratively applied these principles to develop interdisciplinary course designs, deepening their understanding of effective curriculum development in higher education. **Day 2:** The first session was handled by Dr Suparna and Dr Maya on effective class management; and, Dr Anita Rao Mysore facilitated the second session on Scholarship of Teaching & Learning (SOTL), Professional Learning Communities (PLC), and Universal Design for Learning (UDL) 3.0. **Day 3:** The first session of the day was handled by Prof Chad on Strategies for effective Classroom Management and the second session by Dr Vinay M on Digital skills for effective teaching

	Day 4: Dr Anita Rao Mysore facilitated the first session on Assessment Strategies; and, the session on feedback and mentoring was handled by Dr Jimmy and Dr Hema. **Day 5 :** The Early Career Program concluded on March 22, 2025, with a panel discussion titled *"From Vision to Classroom: Aligning Institutional Goals with Teaching Practices."* Esteemed panelists—Dr. Naresh Rao H, Rishikesh KB, Dr. Vinod T P, and Dr. Malvika Menon—shared diverse insights drawn from their rich teaching experiences. The discussion emphasized pedagogical adaptability, student engagement, and the need to align classroom practices with institutional goals. As the program wrapped up, participants were encouraged to translate these insights into their own teaching, marking a strong step forward in their professional journey and commitment to meaningful, student-centered learning.
Follow-up plan	

Report prepared by:

Name of the Organiser	**TLEC team**
Designation/Title	
Signature	

Annexure:

1. *Speaker Profile*
2. *Photos of the activity (not more than two)*
3. *Attendance list of participants*
4. *(Submit financial statements directly to the accounts office)*
5. *Poster of the Activity*
6. *(Upload activity reports on Activity monitoring portal of the University, within one week after the last date of activity)*

EARLY CAREER FACULTY TRAINING PROGRAM

ORGANIZED BY TLEC
February- March 2025

Attendance Sheet- Day 1
1 Feb 2025

S. No	Name	Department	Campus (BCC/BGR)	Signature
1	AISWARYA V R	PSYCHOLOGY	Central	
2	SABU JOHN A	PSYCHOLOGY	Central	
3	JANIS MARIA ANTONY	PSYCHOLOGY	Central	
4	MAHARISHI R	PSYCHOLOGY	BCC	
5	MEERA S NEELAKANTAN	PSYCHOLOGY	BCC	
6	MANJUSHA WARRIER G	PSYCHOLOGY	BCC.	
7	NAMRATA SINGHA ROY	ECONOMICS	B.C.C	
8	RITTU SUSAN VARKEY	ECONOMICS	Central	
9	SUBRAMANIAN S	ECONOMICS	BCC	
10	CHANDAN ROY	ECONOMICS	BGR	
11	NISMON RIO R	COMPUTER SCIENCE		
12	SREEJA C S	COMPUTER SCIENCE	Central	
13	MITHILESH	ENGLISH AND CULTURAL STUDIES	Central	
14	RESHMA	ENGLISH AND CULTURAL STUDIES	Central	
15	CHANDAN KUMAR	ENGLISH AND CULTURAL STUDIES		
16	YADUKRISHNAN P T	ENGLISH AND CULTURAL STUDIES	BGR	

EARLY CAREER FACULTY TRAINING PROGRAM

17	KEKHRONGUU DAZO	ENGLISH AND CULTURAL STUDIES	BGR	
18	SHARON	ENGLISH AND CULTURAL STUDIES		
19	SREEJITH	ENGLISH AND CULTURAL STUDIES	Central	
20	ANNA VARGHESE	POLITICAL SCIENCE AND HISTORY	Central	
21	MANIKANDAN M K M	SBM	BGR	
22	NAGARJUNA G	SBM		
23	MAJESH TOMSON	LIFE SCIENCES		
24	AJESH VIJAYAN	CHEMISTRY	BCC	
25	AVIJIT KUMAR DAS	CHEMISTRY	BCC	
26	ASHWIN KUNAL SINGH	LAW	Central Campus BCC	
27	SAMREEN AYESHA	PROFESSIONAL STUDIES		
28	ELIZABETH RENJU KOSHY	PROFESSIONAL STUDIES		
29	AMRUTHA ROSE J VALAVI	LAW	Central Campus	

EARLY CAREER FACULTY TRAINING PROGRAM

ORGANIZED BY TLEC
February- March 2025
Attendance Sheet- Day 3
March 1, 2025

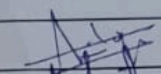
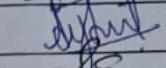
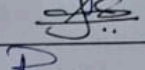
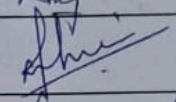
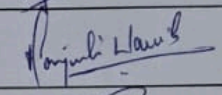
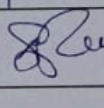
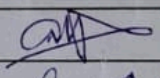
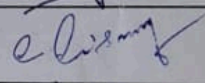
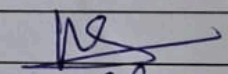
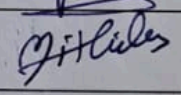
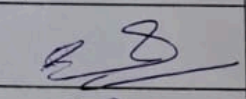
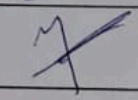
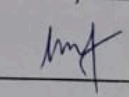
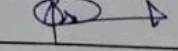
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17	KEKHRONGUU DAZO	ENGLISH AND CULTURAL	BGR	

EARLY CAREER FACULTY TRAINING PROGRAM

		STUDIES		
18	SHARON	ENGLISH AND CULTURAL STUDIES	BCC	
19	SREEJITH	ENGLISH AND CULTURAL STUDIES	BCC	
20	ANNA VARGHESE	POLITICAL SCIENCE AND HISTORY	BCC	
21	MANIKANDAN M K M	SBM	BGR	
22	NAGARJUNA G	SBM	BCC	
23	MAJESH TOMSON	LIFE SCIENCES	BCC	
24	AJESH VIJAYAN	CHEMISTRY	BCC	
25	AVIJITH KUMAR DAS	CHEMISTRY	BCC	
26	ASHWIN KUNAL SINGH	LAW	BCC	
27	AMRUTHA ROSE J VALAVI	LAW	BCC	

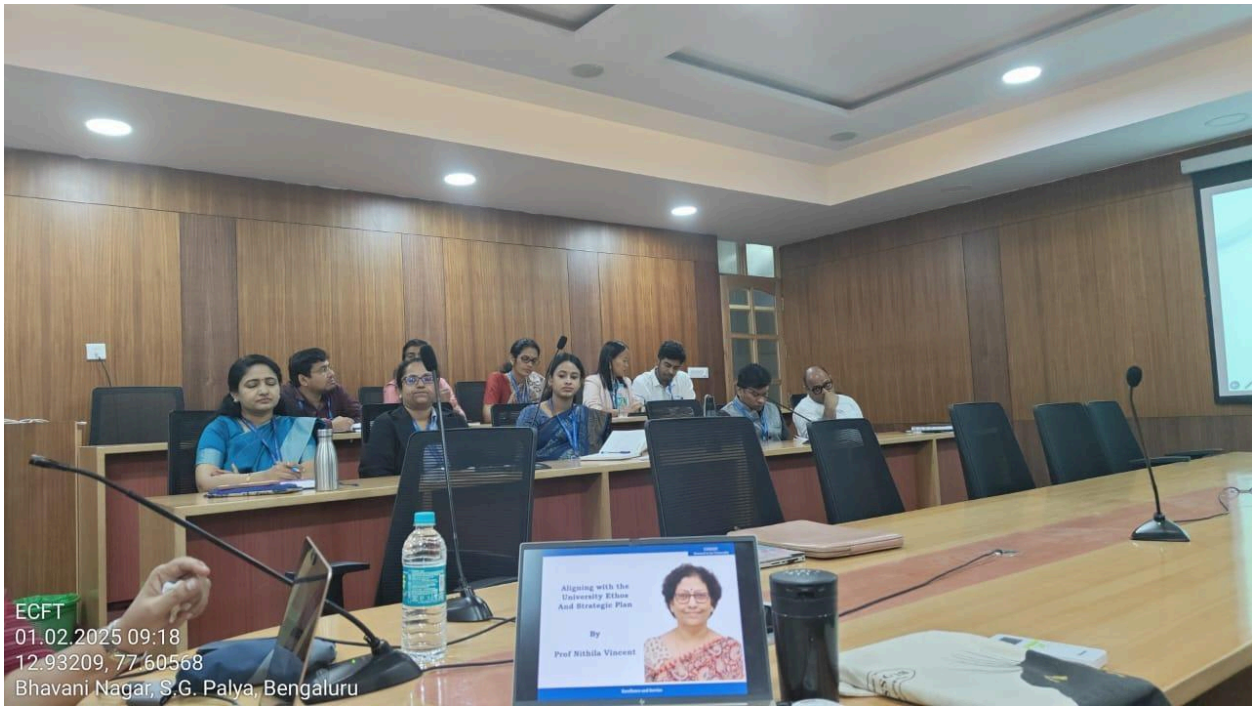
EARLY CAREER FACULTY TRAINING PROGRAM *Feb-March 2025* **TLEC**

Attendance Sheet: March 22, 2025

S. No	Name	Department	Campus	Signature
1	AISWARYA V R	PSYCHOLOGY	BCC	
2	SABU JOHN A	PSYCHOLOGY	BCC	
3	JANIS MARIA ANTONY	PSYCHOLOGY	BCC	
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16	YADUKRISHNAN P T	ENGLISH AND CULTURAL STUDIES	BGR	
17	KEKHRONGUU DAZO	ENGLISH AND CULTURAL STUDIES	BGR	
18	SHARON	ENGLISH AND CULTURAL STUDIES	BCC	
19	SREEJITH	ENGLISH AND	BCC	

EARLY CAREER FACULTY TRAINING PROGRAM *Feb-March 2025* **TLEC**

		CULTURAL STUDIES		
20	ANNA VARGHESE	POLITICAL SCIENCE AND HISTORY	BCC	22/3/25
21	MANIKANDAN M K M	SBM	BGR	
22	NAGARJUNA G	SBM	BCC	
23	MAJESH TOMSON	LIFE SCIENCES	BCC	
24	AJESH VIJAYAN	CHEMISTRY	BCC	
25	AVIJIT KUMAR DAS	CHEMISTRY	BCC	
26	ASHWIN KUNAL SINGH	LAW	BCC	22/3/25
27	AMRUTHA ROSE J VALAVI	LAW	BCC	22/03/25

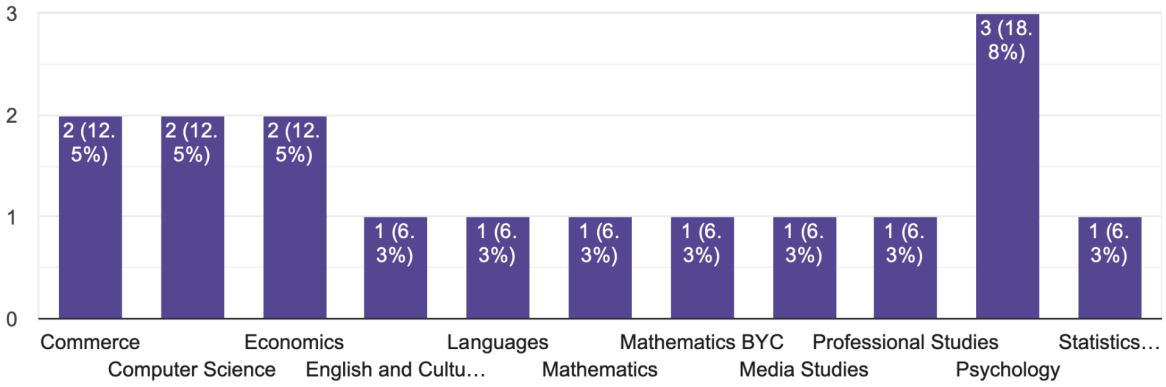




Feedback Analysis

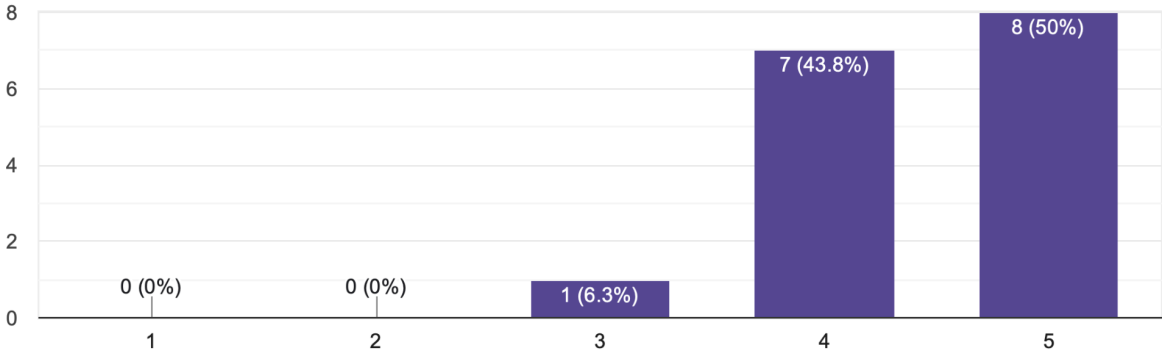
Department

16 responses



To what extent did the session enhance your understanding of strategies for practicing inclusive teaching?

16 responses



Select Qualitative comments

Discussion on the Teacher portfolio and the activity on designing COs and assessments was insightful.

The session with the VC was very motivational

The session was a good reminder of the larger picture and plans as an educator. Thank you. Please include a session on time management/ prioritizing at University work space.

It was a reflective session

Detailed Report on Day 1

The session began with a welcome address delivered by Infanta Vincy R, on behalf of the Teaching Learning Enhancement Cell (TLEC). She provided a brief overview of TLEC's functions and the objectives of the Early Career Program.

Following this, Dr Suparna Majumdar Kar contextualized the need for the program and explained the rationale behind selecting faculty for this initiative. She emphasized why the program is termed an 'Early Career Program' and set the foundation by referencing some of the core principles of the university, passed down by its founder, Fr. Kuriakose Elias Chavara. Participants were also introduced to the Google Classroom platform, where relevant materials were shared, and they were encouraged to engage with the resources in the coming weeks.

Dr Theresa Nithila Vincent was welcomed to deliver her session on 'Aligning with University Ethos & Strategic Plan.' Drawing from her vast experience, she based her discussion on the Strategic Plan 2023-26 of the university. She elaborated on the overall theme, sub-themes, and key performance indicators of the strategic plan. Dr Nithila led participants to reflect on their roles in executing these plans and their level of involvement in departmental efforts to achieve institutional goals. She emphasized how faculty members can align their everyday teaching and research activities with the strategic plan, thereby contributing to both their personal career progression and the university's institutional transformation.

Dr Fr Jose CC, Vice Chancellor of CHRIST (Deemed to be University), addressed the participants by drawing from three inspirational quotes from both academic and non-academic leaders. He highlighted the importance of organizational culture in shaping faculty attitudes and emphasized how a positive work environment contributes to professional growth and institutional success. Faculty members were encouraged to share their reflections on belongingness, purpose beyond monetary gain, and passion for academic growth.

Several faculty members expressed their sense of belongingness at CHRIST, citing:

- Support for innovative initiatives
- Long-standing associations with the university
- Flexibility to experiment with various teaching methodologies
- A strong sense of community within departments
- Recognition and value given for hard work, including financial incentives

Dr Fr Vice Chancellor recommended the book "Reframing Academic Leadership" and urged faculty members to utilize training opportunities to equip themselves with the necessary skills and knowledge to grow as future academic leaders. He also emphasized the fundamental role of

teachers in bringing about meaningful institutional transformation through innovative teaching practices and the need for adapting to evolving student needs by moving away from outdated paradigms.

Dr Suparna Majumdar Kar and Dr Maya M. led an engaging discussion on the fundamentals of teaching philosophy, covering its core principles and practical tips for writing a personal teaching philosophy statement. The session also explored strategies for preparing a teaching portfolio. Participants actively engaged in the discussion, with facilitators addressing their queries. As part of the session outcomes, participants are required to develop their own teaching philosophy by March 15, 2025. Essential resources have been made available in the Google Classroom for further guidance.

The final session was on Constructive Alignment and Outcome-Based Education (OBE) as essential quality tools in higher education. Dr Suparna and Dr Maya emphasized on its relevance in curriculum design. The concept of Backward Design was introduced, highlighting its role in ensuring meaningful learning outcomes. To reinforce these principles, participants engaged in a collaborative pair activity simulating a faculty team designing an interdisciplinary undergraduate course. They were given the option to structure a course titled "The Future of Work: Critical Skills for the 21st Century" or select a course of their choice. The task required participants to apply Backward Design and Backward Mapping to develop the course, following Wiggins & McTighe's framework.

- Stage 1: Identify Desired Results – Define the key learning outcomes and competencies students should achieve.
- Stage 2: Determine Acceptable Evidence – Establish assessment methods to measure student learning effectively.
- Stage 3: Plan Learning Experiences & Instruction – Design instructional strategies and activities that align with the desired learning outcomes.

Three groups presented their findings followed by discussion among participants. This hands-on approach enabled participants to apply theoretical concepts to practical curriculum planning, fostering a deeper understanding of Backward Design in higher education.

In the **second session of Day 2 on February 22, 2025,** *(Scholarship of Teaching & Learning (SOTL), Professional Learning Communities (PLC), and Universal Design for Learning (UDL) 3.0),* Dr Anita Rao Mysore explained what a Faculty/Professional Learning Community (FLC/PLC) is, and shared with the early career faculty, the Vice Chancellor's Vision on the topic. She spoke on the origin of the term, Scholarship of Teaching and Learning (SOTL), the history of systematic research in teaching via one's discipline/field/subject, and gave examples of SOTL topics, journals, conferences, books, and scholars. Because she had attended the Miami University's Lilly Conference (Original) on college teaching (thanks to both the universities!), Dr Mysore was able to passed on the contents of a session she had attended on Miami

University's SOTL journal, *Journal on Excellence on College Teaching*, published by their Center for Teaching Excellence. She emphasized the need for SOTL research in Indian academia and shared the Vice Chancellor's vision for Christ University to be synonymous with SOTL research in the Indian subcontinent.

Further, Dr Mysore discussed the concept of Universal Design for Learning (UDL) 3.0, delineating its history from a non-numeric version in 1998 to UDL 1.0, 2.0, and, to its present version 3.0 released in July 2024 (and her own history of teaching it since 2005). She interacted with her audience, and asked them for classroom examples from their teaching, as she unpacked the guidelines/matrix of UDL 3.0, access, support, executive function, as well as Engagement, Representation, and, Action & Expression. She linked the concepts in UDL 3.0 to related educational psychological theories and offered tips on evidence-based and best educational practices and strategies for the UDL guidelines 3.0. Dr Mysore provided a handout on Google Classroom, with important resources on all the three topics that she addressed, viz., Scholarship of Teaching & Learning (SOTL), Professional Learning Communities (PLC), and Universal Design for Learning (UDL) 3.0, for the early career to explore further.

In the **first session of Day 4 on March 8, 2025,** Dr Anita Rao Mysore discussed *Assessment Strategies & Feedback*, with important statements from the NEP2020 and NCrF on assessment. She also related the concept of assessments to an earlier session which she had facilitated on UDL 3.0. She connected the concept of assessments to the 8 learning principles, the Atkinson-Shiffrin Information Processing Model, and, the 3-word *mantra* which she learnt while studying in the US, *Assessment drives Instruction.* Dr Mysore differentiated between the terms, assessment and evaluation. She addressed the different forms of the umbrella concept, Formative Assessment: Diagnostic, Pre-Assessment, Assessment *for* Learning, and End of Class Review. She gave examples of Classroom Assessment Techniques (CAT) for each of the aforementioned forms. She touched upon the concept of Summative Assessment. In the light of LCA, Dr Mysore discussed Authentic Assessments and examples such as portfolios, Project-Based Learning; and Alternate Assessments such as Mastery Grading, Competency-Based Grading, Contract Grading, Specifications Grading. Dr Mysore emphasized the concept of Assessment *as* Learning. Following this, in the Feedback session, she shared the seminal works of Hattie (2007) and Evans (2011). She brought the concept of Video Feedback to the attention of her audience. Other concepts that were discussed in Dr Mysore's session were: the sandwich method of feedback; task feedback, process feedback, and self-regulation feedback; feed up, feedback, and feed forward; interactive, timely, and integrated feedback. Dr Mysore provided a handout on Google Classroom for this session.