

G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
Sidhwan Khurd Ludhiana
REPORT OF TEACHER INDUCTION PROGRAMME
Session 2023-24

The Teacher Induction Programme, held from January 29th, 2024, to February 5th, 2024, at G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, served as a crucial onboarding experience for new faculty members. This comprehensive program aimed to effectively integrate these new educators into the college's environment, familiarizing them with its ethos, policies, resources, and best practices in teaching and learning. The program's design reflected the college's commitment to fostering a supportive and enriching environment for its faculty, ensuring they are well-equipped to excel in their roles. The Teacher Induction Programme was attended by new faculty members Ms. Harpreet, Mrs. Khushmeet Kaur and Ms. Gurmeet Kaur.

1st day of the programme Dr. Kiran Duggal, IQAC coordinator and senior faculty member of the college informed new teachers about the vision and mission of the college and made them aware about the moral values and culture of the college. By starting the induction program with a focus on vision, mission, moral values, and culture, the college effectively sets the stage for a successful and fulfilling experience for new teachers. This comprehensive introduction helps them understand the institution's identity, their role within it, and the values that guide its operations.

On the second day of the teacher induction programme, Dr. Kiran Duggal, Associate Professor, focused on equipping the new teachers with a deep understanding of the curriculum structure, specifically emphasizing Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs). This session was crucial for ensuring that teachers understand how their individual courses contribute to the broader goals of each program. Dr. Duggal likely emphasized the crucial link between CLOs and PLOs. This connection ensures that each course contributes meaningfully to the overall program goals. In essence, achieving the CLOs of all courses within a program should collectively lead to the attainment of the PLOs. This alignment is essential for curriculum coherence and ensures that students graduate with the desired competencies.

On the third day of the Teacher Induction Programme at G.H.G. Harparkash College of Education for Women, Dr. Manjeet Kaur, Associate Professor, provided a comprehensive overview of staff welfare schemes designed to support employee well-being and foster a positive work environment; these schemes included provisions for Travel Allowance/Daily Allowance (TA/DA) and duty leave for attending seminars, conferences, and workshops, as well as access to staff hostel facilities, loan and advance options, medical and maternity leave provisions, recognition of departing staff through farewell parties, free medical college transport, convenient mess and canteen facilities, access to a gym, and support services and activities.

On the fourth day, Mrs. Pushpinder Kaur, the college librarian, conducted a comprehensive session on library resources and usage, covering essential information such as library rules and regulations, procedures for issuing and returning books, obtaining library cards, accessing free online journals, utilizing the book bank facility, navigating the INFLIBNET platform, understanding library membership options, and gaining insight into the overall maintenance and organization of the library.

On the fifth day, in addition to providing information about staff welfare schemes, Dr. Manjeet Kaur also oriented the new faculty members on the various societies and clubs available at the college. This included details about the Dramatic Society, fostering theatrical talent; the Literary Society, promoting literary pursuits; the Fine Arts Society, encouraging artistic expression; various Sports Societies, supporting physical activity and competition; the IT Club, catering to technology enthusiasts; and the Eco Club, dedicated to environmental awareness. This session aimed to highlight the diverse extracurricular opportunities available to students and encourage faculty involvement in these enriching activities.

On the sixth day, Dr. Gurwinder Singh, Assistant Professor at the college, led a session focused on orienting the new faculty to the Learning Management System (LMS), providing comprehensive training on key functionalities such as self-registration on the platform, creating student batches, managing attendance, conducting online classes for various subjects, navigating learning materials within the LMS, creating and uploading lessons (including video lessons), sharing content links with students, and distributing notes, PDFs, and audio files.

On the seventh day of the teacher induction programme, Dr. Duggal explained the college's evaluation system and provide insights into the rationale behind the policies and procedures, answer questions from new teachers, and share best practices for assessment. Dr. Duggal likely provided detailed explanations of each component of the evaluation system, including its purpose, format, and grading criteria. The session probably highlighted how different assessment methods (e.g., house tests, final exams, practical exams) contribute to the overall evaluation of student learning. New teachers likely learned about their responsibilities in conducting assessments, grading student work, and providing feedback. The session may have covered how assessment data is used to inform teaching practices, improve curriculum, and evaluate program effectiveness. Dr. Duggal may have provided guidance on how to address student concerns about assessments and provide support to struggling learners. By dedicating a session to the evaluation system, the induction program ensures that new teachers are well-prepared to assess student learning effectively and contribute to the college's commitment to academic excellence.



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