



Date: 3rd July 2024

Faculty Development Program Report On Transformative Teaching: Leveraging Technology and Reflective Strategies to Achieve Learning Outcomes

Duration: 3rd June – 28th June 2024

Venue: GL Bajaj Institute of Technology and Management

Organized by: IQAC in collaboration with CILD, GL Bajaj ITM

Report Prepared by: Mrs Priyanka Datta, under the guidance of FDP Coordinator-Dr Jay Singh

Date of Review Meeting on TLFQ Feedback: 15th May 2024

Meeting Agenda:

- Discussion on TLFQ Feedback
- Identification of Areas for Faculty Improvement
- Planning a Thematic FDP Program

Meeting Venue: Board Room, GL Bajaj ITM

Meeting Attendees:

- Director
- HoDs (All Departments)
- IQAC Coordinator
- FDP Coordinator

Meeting Key Points:

- **Feedback Analysis Summary:** Indicated the need for stronger reflective teaching practices, improved use of educational technology, and better understanding of outcome-based education (OBE).
- **Action Taken:**
 - 4-week FDP program was approved with structured themes addressing the above needs.
 - Sessions to be led by senior internal faculty and selected experts.
 - Weekly assessments and reflections to be incorporated.
- **Outcome:**
 - Program scheduled from 7th to 28th June 2024 with weekly review checkpoints.



In alignment with the feedback received through the Teacher Learning Feedback Questionnaire (TLFQ), the Internal Quality Assurance Cell (IQAC) and Centre for Innovation in Learning and Development (CILD) of G. L. Bajaj Institute of Technology and Management, Greater Noida, jointly organized a comprehensive 4-week Faculty Development Program (FDP) titled “Transformative Teaching: Leveraging Technology and Reflective Strategies to Achieve Learning Outcomes” from 7th June to 28th June 2024. This initiative was designed to respond meaningfully to the insights gained through TLFQ analysis, focusing on areas requiring enhancement such as pedagogical innovation, curriculum delivery, outcome alignment, and the adoption of technology-enhanced learning.

The FDP aimed to equip faculty members with contemporary teaching strategies, effective assessment methods, and practical approaches to integrate educational technologies. Structured around critical themes including student engagement, curriculum alignment, reflective practice, outcome-based education (OBE), and continuous self-improvement, the program facilitated a forward-looking transformation in teaching and learning methodologies.

Each session was meticulously designed to be interactive, reflective, and practice-oriented. Participants were engaged in hands-on activities, collaborative learning, group discussions, and micro-teaching demonstrations that encouraged experiential learning. Expert faculty members and institutional mentors served as facilitators, offering valuable insights into aligning course objectives with program outcomes, designing learner-centric instruction, and leveraging tools like Learning Management Systems (LMS), blended learning models, and AI-enabled teaching aids.

Session 1: Inaugural & Keynote by Dr. Manas Kumar Mishra

Date: 3rd June 2024

Dr. Manas Kumar Mishra, Director, GL Bajaj ITM, inaugurated the FDP with a thought-provoking keynote on the need for transformative pedagogy in the current educational ecosystem. The inaugural session focused on interpreting the Teacher Learning Feedback Questionnaire (TLFQ) and leveraging its insights to enhance individual teaching effectiveness. Dr. Mishra provided an overview of the TLFQ tool and its significance in promoting reflective teaching. Faculty participants were introduced to key dimensions of the questionnaire—such as clarity of instruction, student engagement, assessment relevance, and curriculum delivery. Using anonymized data samples, the session guided participants in analyzing their own feedback to identify strengths and areas for development. Dr. Mishra emphasized that reflective practice begins with honest self-assessment and constructive interpretation of feedback. The session concluded with a hands-on activity in which faculty created personalized reflection plans to address specific improvement areas noted in their TLFQ reports. Participants expressed that the session helped demystify feedback interpretation and motivated them to adopt a growth-oriented mindset.



Session 2: Dr. Jay Singh – Outcome-Based Education – Principles and Implementation

Date: 4th June 2024

Dr. Jay Singh, Professor and Head, Centre for Innovation in Learning & Development, delivered a dynamic session on the foundations of Outcome-Based Education (OBE) and its practical application in higher education. Drawing from the feedback data that highlighted gaps in outcome alignment, the session emphasized the necessity of clearly defining Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Participants were shown how to use Bloom's Taxonomy to formulate measurable learning outcomes and how to align assessments accordingly. Case studies from various disciplines were discussed to showcase effective implementation of OBE principles. Faculty were also introduced to outcome mapping tools and sample course files that reflect strong OBE integration. The interactive nature of the session allowed participants to revise their course plans with improved focus on student-centered learning and assessment.



Session 3: Dr. R.P. Ojha – Enhancing Student Engagement through Active Learning

Date: 5th June 2024

Dr. R.P. Ojha, Head of IQAC at GL Bajaj ITM, led a detailed and practical session on Student engagement was one of the key concerns identified through the TLFQ report. Addressing this, Dr. Ojha conducted a highly interactive session on active learning strategies. He introduced faculty to evidence-based practices such as Think-Pair-Share, case-based learning, flipped classrooms, and gamified instruction. Participants explored the importance of moving beyond traditional lectures and incorporating techniques that stimulate critical thinking and collaborative learning. Dr. Ojha shared real classroom examples and digital tools that can foster interaction—like Padlet, Kahoot!, and Mentimeter. Faculty members engaged in group activities where they redesigned sample lectures to include active components. The session concluded with an emphasis on aligning engagement strategies with intended learning outcomes, ensuring that innovation in teaching directly contributes to improved academic performance.

Session 4: Dr. Satyendra Sharma – Designing Effective Assessments for Learning Outcomes

Date: 6th June 2024

Dr. Satyendra Sharma, Professor & Head of ECE, delivered a session on the role of effective assessments in ensuring that learning outcomes are met. Based on TLFQ responses, it was evident that some faculty needed support in aligning assessments with course objectives. The session covered types of assessments

(formative, summative, diagnostic), their alignment with Bloom's levels, and best practices in question paper design. A hands-on segment involved faculty members reviewing their recent assessments and revising them based on outcome alignment principles. Participants learned how to create rubrics and feedback mechanisms that not only evaluate but also reinforce learning. Dr. Sharma highlighted the importance of closing the feedback loop to support student growth. Faculty appreciated the practical utility of this session in enhancing the quality and credibility of their assessments.



Session 5: Dr. Sansar Singh – Reflective Teaching and Professional Growth

Date: 7th June 2024

Dr. Sansar Singh, Professor & Head of Computer Science and Engineering, presented a highly interactive session focused on building a reflective practice culture among faculty. Dr. Chauhan explained the concept of reflective teaching as a continuous process of self-evaluation, adjustment, and growth. The session explored various models of reflection such as Gibbs' Reflective Cycle and Brookfield's Four Lenses. Participants shared their teaching challenges and discussed how structured

reflection could guide effective responses. Dr. Singh also introduced reflection journals and encouraged faculty to maintain weekly entries during the FDP. Sample reflections from past participants were shared to highlight the transformation that comes from mindful teaching. The session created a positive environment for faculty to introspect, share vulnerabilities, and commit to purposeful improvement.



Session 6: Dr. V.R. Mishra – Leveraging Learning Management Systems for Teaching Effectiveness

Date: 10th June 2024

Dr. V.R. Mishra, Professor & Head of Mechanical Engineering, conducted a session and explored the effective use of Learning Management Systems (LMS) such as Moodle and Google Classroom to enhance teaching and learning. Dr. Mishra provided a hands-on demonstration of LMS features including course creation, content delivery, assignment uploads, and feedback mechanisms. Reflecting on TLFQ feedback that suggested limited use of institutional digital platforms, the session emphasized the importance of centralized, structured, and trackable content delivery. Dr. Mishra illustrated how LMS can help automate routine teaching tasks, enable asynchronous learning, and facilitate personalized

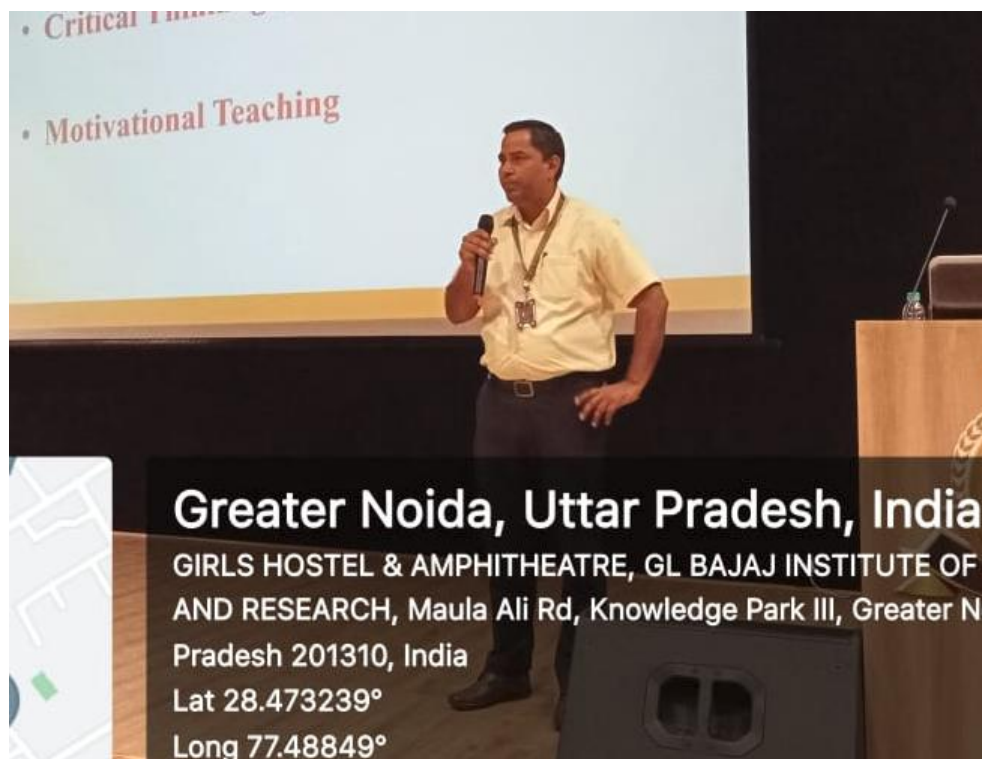


feedback. Participants practiced uploading course modules and creating quizzes with analytics. The session also covered integrating external tools like YouTube and Google Forms into the LMS for a blended experience. Faculty members expressed increased confidence in utilizing technology to engage students more efficiently and manage course delivery effectively.

Session 7: Dr. P.C. Vashisth – Integrating Technology into Outcome-Based Teaching

Date: 11th June 2024

Dr. P.C. Vashisth, Professor & Head of IT, delivered a session that focused on adapting transformative pedagogy to meet the ever-evolving demands of the Information Technology sector. Focusing on technology integration aligned with OBE principles, this session helped participants understand how to use tech tools to achieve course outcomes. Dr. Vashisth introduced platforms like Canva for content creation, Edmodo for collaborative learning, and Microsoft Teams for virtual classrooms. Each tool was linked to specific teaching objectives and mapped against desired student outcomes. The session responded to feedback showing a need for better use of digital tools in enhancing student learning. Participants were tasked with developing a short lesson plan that used at least two tech tools while clearly stating the COs addressed. Peer reviews followed, fostering collaborative refinement. Dr. Vashisth emphasized the need for balance—using technology not as a replacement but as an enhancer of pedagogy. The session boosted faculty preparedness for hybrid and online delivery models.





Session 8: Dr. Vikash Tripathi – Industry-Academia Collaboration in Management Pedagogy

Date: 12th June 2024

Dr. Vikash Tripathi, Professor & Head of the MBA Department, led a compelling session on the importance of bridging the gap between academic learning and industry expectations in management education. He argued that to truly transform pedagogy, educators must embed real-world business problems, case studies, and experiential learning into the curriculum. Dr. Tripathi emphasized the role of internships, corporate mentorships, and live business simulations in developing essential managerial competencies. He introduced methods such as Harvard Business Review case discussions, simulation games, and strategic role-plays that not only enhance learning but also cultivate leadership, decision-making, and team-building skills. The session included a hands-on activity where faculty worked in teams to design a business simulation scenario relevant to their teaching domain. Dr. Tripathi also shared success stories of GL Bajaj MBA graduates who excelled in industry due to the practice-oriented learning approaches adopted during their education. He concluded with recommendations for fostering long-term partnerships with industries to co-create curriculum and offer value-added certifications. His session highlighted that management educators must continuously innovate to remain aligned with industry dynamics and prepare students for a global business environment.





Session 9: Dr. Naresh Kumar – Developing Course Files and CO-PO Mapping

Date: 13th June 2024

Dr. Naresh Kumar, Professor & Head of AI & ML, explored how educators can harness data analytics to refine pedagogy and personalize learning. He introduced the concept of data-driven instruction, where insights from student behavior, assessment performance, and engagement levels are used to tailor content delivery. A critical session for faculty seeking accreditation readiness, this workshop focused on the structure, documentation, and quality of course files. Dr. Kumar shared templates and guidelines on organizing course content, lecture plans, CO attainment levels, and student performance analytics. Participants learned how to map Course Outcomes (COs) to Program Outcomes (POs) using established rubrics and matrix tables. The session directly addressed TLFQ feedback that highlighted uncertainty around documentation quality. Practical exercises helped faculty calculate attainment levels based on student assessments and close feedback loops by suggesting corrective actions. Sample files from accredited programs were analyzed to showcase best practices. This session was instrumental in preparing participants for audits and ensuring alignment between curriculum planning and institutional learning outcomes.

Session 10: Dr. Mohit Bansal – Microteaching and Peer Feedback for Instructional Improvement

Date: 14th June 2024

Dr. Bansal, Prof. & Head-EEE, GL Bajaj ITM, taken a session on Microteaching was the focus of this interactive session designed to enhance classroom delivery and peer learning. Dr. Bansal introduced the structure and purpose of microteaching in improving instructional skills. Each participant delivered a 5–7 minute segment of a lesson, followed by structured peer feedback based on a rubric that included parameters such as clarity, engagement, pacing, and alignment with outcomes. The session addressed TLFQ suggestions regarding the need for constructive feedback mechanisms among faculty. Dr. Bansal emphasized the importance of non-judgmental critique and reflective listening. Participants appreciated the opportunity to receive targeted input and gain fresh perspectives on their teaching style. The session concluded with a discussion on how to incorporate peer feedback into continuous teaching improvement plans.



Session 11: Blended Learning Models for Enhanced Engagement

Date: 17th June 2024

Speaker: Dr. Dinesh Kumar Singh, Professor – ECE Department, GL Bajaj ITM

This session introduced participants to various **blended learning models** such as flipped classrooms, rotation models, and enriched virtual learning. Dr. Dinesh provided a comparative overview of synchronous and asynchronous learning approaches and their relevance in the post-pandemic academic landscape. Drawing on the TLFQ findings that revealed a gap in digital pedagogy application, he demonstrated how faculty can design courses with both in-class and online elements. Participants explored platforms like Google Classroom, Zoom, and Edmodo for delivering flipped content, followed by active learning during contact hours. Faculty members also created lesson blueprints incorporating digital videos, quizzes, and peer-review tasks. The session emphasized that blended learning supports personalization, improves accessibility, and fosters deeper engagement with learning outcomes. Participants found the session highly practical and aligned with current teaching demands.

Session 12: Creating an Inclusive and Supportive Learning Environment



Date: 19th June 2024

Speaker: Dr. Mahaveer Singh Naruka, Dean – Student Welfare, GL Bajaj ITM

Focusing on inclusivity in education, this session addressed faculty concerns around diverse learning needs as reflected in the TLFQ reports. Dr. Mahaveer led a thought-provoking session on creating emotionally safe and inclusive classrooms. Topics covered included recognizing student diversity (language, socio-economic background, learning styles), using Universal Design for Learning (UDL), and implementing classroom accommodations. Participants shared experiences where students felt left out or disengaged, and Dr. Mahaveer guided them in identifying systemic and pedagogical solutions. Tools for inclusive assessment, such as varied question formats and flexibility in deadlines, were discussed. The session concluded with each faculty drafting a classroom inclusivity checklist. Many participants described this session as an eye-opener that challenged assumptions and encouraged empathy-driven teaching.

Session 13: Designing MOOCs and Digital Content for Wider Reach

Date: 21st June 2024

Speaker: Dr. Mohit Bansal, Prof. & Head EEE, GL Bajaj ITM

With the growing influence of online learning, this session focused on developing MOOCs (Massive Open Online Courses) and digital learning materials. Dr. Mohit guided participants through the design process of a MOOC—from identifying target learners and selecting a platform to structuring modules, scripting content, and incorporating multimedia. He introduced tools such as Open edX, SWAYAM, and Canva for video lectures, as well as software for creating quizzes and peer-assessed tasks. The session aligned with the institutional goal of expanding outreach and the TLFQ recommendation for more engaging digital content. Participants worked in groups to conceptualize a mini-MOOC module in their discipline. The session fostered a greater appreciation for the rigor and planning involved in developing impactful online learning experiences.

Session 14: Data-Driven Teaching and Learning Analytics

Date: 22nd June 2024

Speaker: Dr. Jay Singh Professor – EEE, GL Bajaj ITM

This session introduced the concept of learning analytics as a means to make informed decisions about curriculum delivery and student support. Dr. Singh demonstrated how faculty can analyze student performance data, LMS usage patterns, and TLFQ feedback to identify trends and gaps. He discussed the ethical use of data and shared visualizations that help track CO attainment and individual learner



progress. Participants were taught how to use simple tools like Google Sheets, Microsoft Excel, and Tableau to perform descriptive and diagnostic analysis. Case studies were shared where data-driven insights led to curriculum revision and enhanced student outcomes. Faculty were encouraged to maintain dashboards that could support both academic interventions and quality documentation. This session empowered faculty to view data not just as records but as tools for continuous improvement.

Session 15: Time Management and Work-Life Integration for Educators

Date: 24th June 2024

Speaker: Dr. Manas Kumar Mishra, Director GL Bajaj ITM

Recognizing the challenges of academic workload and its impact on teaching quality, this wellness-focused session centered on time management and work-life balance for faculty. Dr. Mishra discussed cognitive load, burnout signs, and the ripple effects of chronic stress on teaching effectiveness—insights that were validated through TLFQ narratives. Participants were introduced to prioritization frameworks like the Eisenhower Matrix and time-blocking strategies tailored to educators. The session included reflective journaling and a stress self-assessment exercise. Dr. Mishra also provided actionable strategies such as digital detox hours, microbreaks during lecture preparation, and mindfulness techniques. The discussion helped faculty understand that sustainable teaching practices require personal well-being and emotional regulation. Many participants found the session highly relevant and requested similar workshops in the future.

Session 16: Reflective Teaching Practices for Continuous Growth

Date: 25th June 2024

Speaker: Dr. Pooja Saxena, Associate Professor – Humanities, GL Bajaj ITM

This session emphasized the value of reflective practice in enhancing teaching quality and professional development. Dr. Saxena began by defining reflective teaching as the habit of thinking critically about one's instructional strategies, classroom interactions, and student learning experiences. She introduced frameworks such as Gibbs' Reflective Cycle and Brookfield's Four Lenses. Faculty members were encouraged to maintain teaching journals and engage in self-review through video recordings or student feedback. TLFQ inputs had revealed that many faculty sought avenues for structured reflection, and this session directly addressed that need. Activities included reflection mapping, sharing significant teaching moments, and planning improvement actions. Participants acknowledged that systematic reflection enabled identification of strengths and actionable gaps, fostering a culture of introspection and growth.



Session 17: Curriculum Design for 21st-Century Competencies

Date: 26th June 2024

Speaker: Dr. Shashank Awasthi, Dean Strategy- GL Bajaj ITM

Addressing the evolving landscape of higher education, this session focused on curriculum design that fosters 21st-century skills like critical thinking, creativity, collaboration, and digital literacy. Dr. Awasthi discussed how traditional content could be restructured to integrate project-based learning, interdisciplinary modules, and real-world problem-solving. Drawing from the TLFQ feedback regarding limited skill-based learning experiences, he emphasized aligning curricula with industrial trends and NEP 2020 goals. Participants were guided in revisiting their existing course plans and identifying potential enhancements. The session included hands-on activities for defining module-level learning outcomes and mapping them with cognitive domains. Faculty appreciated the practical orientation of the session, which gave them the tools to redesign courses that are both academically rigorous and skill-oriented.

Session 18: Promoting Student Ownership of Learning

Date: 27th June 2024

Speaker: Dr. Rupa rani Sharma Associate Professor – ASH, GL Bajaj ITM

This session explored how to foster student autonomy, motivation, and self-regulation in the learning process. Dr. Rupa introduced the concept of student-centered learning, discussing strategies like negotiated assessments, choice boards, goal-setting exercises, and student-led seminars. TLFQ findings had indicated limited opportunities for learners to take ownership of their academic journey. The session highlighted the shift from teacher-as-instructor to teacher-as-facilitator. Participants practiced designing activities where students make learning choices and reflect on their progress. Discussions also included barriers to autonomy—such as fear of failure and academic pressure—and how to scaffold student agency effectively. Faculty members acknowledged that promoting learner independence could deepen engagement and accountability. The session inspired educators to make small yet meaningful changes toward learner empowerment.

Session 19: Capstone Project – Designing a Tech-Enabled, Outcome-Based Teaching Module

Date: 28th June 2024

Facilitators: FDP Coordinators from CILD & IQAC



In this culminating session, faculty were grouped into interdisciplinary teams to collaboratively design a mini-teaching module that integrated technology, reflective strategies, and clear learning outcomes. This capstone activity allowed participants to apply the concepts explored throughout the FDP—curriculum mapping, student engagement tools, assessment strategies, and digital platforms. Each team presented their module, demonstrating alignment with Bloom’s taxonomy, CO-PO mapping, and technology integration. Peer review and feedback followed, emphasizing areas of strength and opportunities for enhancement. The session reinforced the FDP’s central themes and celebrated the collective growth of the faculty community. Participants received resource booklets and template kits to support future implementation. This session served as a bridge from conceptual learning to practical application, ensuring lasting impact.

Session 20: Valedictory and Reflection Sharing

Date: 28th June 2024

Guests of Honour: Dr. Manas Kumar Mishra (Director, GL Bajaj ITM)

The final session served as the valedictory and collective reflection event. Dr. Manas commended the proactive efforts of the organizing bodies—IQAC and CILD—and acknowledged the dedication of faculty members in embracing new learning paradigms. Dr. Manas highlighted key takeaways from the TLFQ analysis that helped shape the FDP’s direction. Selected faculty participants shared their reflections, many noting significant personal and pedagogical transformations. The event concluded with a vote of thanks, celebrating a month of collaboration, innovation, and professional enrichment. The valedictory reinforced the institution’s commitment to ongoing development and excellence in teaching and learning.

Regards


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