



MALAVIYA MISSION - TEACHER TRAINING PROGRAMME

Information Brochure



ज्ञान-विज्ञान विमुक्तये

University Grants Commission
New Delhi

MALAVIYA MISSION - TEACHER TRAINING PROGRAMME

Information Brochure



सत्यमेव जयते



ज्ञान-विज्ञान विमुक्तये

UNIVERSITY GRANTS COMMISSION

Ministry of Education, Government of India
Bahadur Shah Zafar Marg, New Delhi-110002

© University Grants Commission
September, 2023

Printed and Published by : Secretary, University Grants Commission Bahadur Shah Zafar Marg,
New Delhi- 110002

Designed and Printed by : **Deeya Media Art**
D-41/A, Opp. Metro Pillar No. 33, Vikas Marg,
Laxmi Nagar, Delhi-110092
Ph. : +91 9312550335, +91 7042732332
E-mail : infodma07@gmail.com

Contents

Sl. No.	Particulars	Page No.
1.	Introduction	5
2.	Background of the Scheme	5
3.	Objectives of the Scheme	6
4.	Proposed Outcome of the Scheme	7
5.	NEP Orientation & Sensitization Programme	7
6.	Themes identified for course curriculum/content for Capacity building of Faculty Members in HEIs	8
	I. Holistic and Multidisciplinary Education	8
	II. Indian Knowledge Systems (IKS)	9
	III. Academic Leadership, Governance, and Management	10
	IV. Higher Education and Society	11
	V. Research and Development	11
	VI. Skill Development	12
	VII. Student Diversity and Inclusive Education	13
	VIII. Information and Communication Technology	14
7.	Faculty Induction Programme (FIP)	15
8.	Short Term Programme	15
9.	Refresher Course	15
10.	Incentive for Faculty Members	16
11.	Monitoring of the Scheme	16
12.	List of State wise 111 Malaviya Mission Teacher Training Centres	17

Message from the Chairman



The transformation of higher education in line with the National Education Policy (NEP) 2020 underscores the significance of nurturing motivated and capable faculty, learner-centric pedagogy, and fostering collaboration across various educational institutions and organizations. To realize this vision, we are encouraging a dynamic synergy and integration between the Human Resource Development Centres (HRDCs) under the University Grants Commission (UGC) and the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) Centres under the Ministry of Education. The amalgamation of these 111 Malaviya Mission Teacher Training Centres reflects our commitment to inclusivity, encompassing diverse socio-economic groups and regions, as well as a wide array of academic disciplines.

A two-week online capacity-building program for faculty members has been meticulously designed to align with NEP 2020's key features. It prioritizes the continuous professional development of faculty, offering a forward-looking orientation across various themes. These themes encompass holistic education, Indian knowledge systems, academic leadership, governance, research, skill development, inclusivity, technology integration, learning outcomes identification, and assessment. In addition to faculty development, the program highlights faculty's role in institutional development, a crucial aspect of enhancing the quality of higher education. It recognizes the need for student-centric initiatives tailored to their unique needs, further underlining the commitment to a holistic learning ecosystem. The training content balances an India-centric ethos with a global perspective, equipping faculty with Indian values and modern technologies to address the evolving landscape of higher education.

To facilitate this transformative journey, we have established a dedicated portal for faculty members to register for the capacity-building programs. I earnestly urge all Higher Education Institutions to nominate their faculty members for this training program and join us on this path toward educational excellence.

As we celebrate Teacher's Day on the 5th of September 2023, let us reflect on the profound impact educators have on shaping our future. Together, let us commit to nurturing a cadre of inspired and empowered faculty members who will lead the charge in realizing the aspirations of NEP 2020.

Prof. M. Jagadesh Kumar
Chairman
University Grants Commission

Teacher's Day
5th September 2023
New Delhi

Introduction

The National Education Policy (NEP) 2020 emphasizes the creation of motivated, energized, and capable faculty. The capacity building of teachers at all levels has been one of the major thrust areas in the field of higher education. Existing mechanisms for capacity building of faculty, i.e. UGC- Human Resource Development Centres (HRDCs) and Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching Centers (PMMMNTT) have contributed immensely towards training faculty of Higher Education Institutions to provide more effective teaching. However, continuous professional development of faculty in all disciplines is required in light of the dynamic nature of teaching learning pedagogy. Thus Malaviya Mission is proposed through restructuring/reframing of the existing scheme/mechanism of the capacity building/training of teacher/faculty in Department of Higher Education. The Mission envisages capacity-building training for the faculty and staff across higher educational institutions, in the light of NEP 2020, within three years through multiple training centers. The outcome of the capacity-building training will be the metamorphosis of higher education in terms of Indian values, teaching, research, publication, patents, and institutional development.

About Mahamana Pandit Madan Mohan Malaviya

The Malaviya Mission scheme is named after Mahamana Pandit Madan Mohan Malaviya who stood as one of the foremost leaders during our struggle for independence, playing a pivotal role in shaping the values and principles of contemporary India. He exhibited a remarkable range of talents and skills, excelling as an insightful educator, a dedicated social reformer, a prolific writer, and a diligent legislator. Additionally, he was an unwavering nationalist, a journalist, a devoted social worker, a proficient lawyer, a statesman, and a learned scholar deeply rooted in ancient Indian culture.

In his role as the founder of Banaras Hindu University (BHU), Malaviya ji had a vision of providing Indian youth with a holistic education encompassing modern scientific knowledge, practical training, ethical principles, and a comprehensive study of the arts. He actively utilized various platforms to advance the cause of education and formulate policies aimed at ensuring high-quality learning. He ardently advocated for universal and compulsory primary education, underscoring the importance of nurturing a scientific mindset. His ultimate goal was to harmoniously blend India's rich heritage of learning with the progressive scientific ideas of the western world.

Background of the Scheme

National Education Policy (NEP) 2020 presents a watershed moment in the Indian Education Policy ecosystem. Redesigning the higher education ecosystem as envisaged by NEP 2020 requires strengthening the role of the faculty. NEP 2020 also envisions that pedagogy becomes learner-centered with mechanism for continuous, comprehensive evaluation and assessment of learners.

Capacity building of faculty across all levels of higher education is one of the foremost thrust areas, with diverse schemes/programmes geared towards it. University Grants Commission's Human Resource Development Centres (HRDCs) cater to the country's non-technical Higher Education Institutions (HEI) working in various HEIs. These HRDCs conduct Continuous Professional Development Programmes (CPDP) mainly in faculty induction, pedagogy, domain knowledge, and leadership.

The thrust areas for these CPDPs are dynamic and identified by UGC in tune with NEP 2020. The Central Sector Scheme “Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) was launched in 2014 by Honorable Prime Minister. The scheme aimed to comprehensively address all issues related to teacher training/ capacity building and the professional development of faculty in CUs, IITs, State Universities, NITTTR, IISERs, NITs, Deemed Universities and Centrally Funded HEI and provided funds for carrying out Capacity Building training of faculties of HEIs, by utilizing and leveraging existing resources.

The Ministry of Education (MoE) has sought strengthening of the synergy and integration between HRDCs and PMMMNTT centres in order to meet the objective of NEP 2020, keeping in view the optimal utilization of infrastructure, human and financial resources and renaming and popularizing the entire capacity building effort as **Malaviya Mission (MM)**. As a part of the Malaviya Mission 111 institutions have been identified. These centres will be called as Malaviya Mission Teacher Training Centres (MMTTC). Furthermore, the scheme is being designed to implement some of the recommendations and aims of the policy, which suggests some key changes to the current higher education system to revamp and reenergize it and thereby deliver high-quality higher education, with equity and inclusion.

This new phase of the scheme also aims to implement the recommendations of NEP viz. to improve the quality of teaching at all levels and in all domains; to focus on equity and inclusion in higher education and promote online and digital education; ensure equitable use of technology; promote Indian language and culture; develop basic infrastructure facilities; create awareness about gender sensitization; include vocational education in the curriculum; develop leadership and management skills; create pool of mentors and pedagogic experts; promote research and multidisciplinary education. The implementation of new approaches to curricular transactions, teaching-learning, pedagogical strategies and assessment methods recommended in the NEP 2020 would be possible through Malaviya Mission and can be most appropriately taken forward through MMTT Centers.

Vision: To build competencies in the faculty for better teaching, learning and research by exposing them to Indian values, updating knowledge and skills, and aligning teaching, learning and research with the needs of society and NEP 2020.

Objectives of the Scheme:

- The salient objectives of the scheme in alignment with NEP 2020 are:
- Improving the quality of Education at all levels by infusing quality and excellence in our teachers and teaching.
- To develop innovative teaching method and high-level institutional facilities in all the constituent areas of higher education.
- To impart pedagogy-related training and improve faculties’ soft and practical skills.
- To ensure holistic development of the teachers and learners with inculcation of ethics and human values as enshrined in Indian culture.
- To develop multidisciplinary and critical thinking ability.
- To familiarize the faculty with the Indian Knowledge Systems.
- To build respect for the eco-balance and biodiversity existing in the nature.

- To undertake quality research in line with the local, national, and global needs.
- To make it known that higher education is for social upliftment and inclusiveness.
- To develop the know-how to prepare transformative pedagogy with ICT intervention.
- To build life skills and global citizenship values.
- To ensure the role of faculty as active participants in institution building.
- Improve the quality of teaching and empower Faculty members through training, induction, refresher and short term programs and ensure their continuous professional development.

Proposed Outcome of the Scheme

- Faculty members will get trained to impart holistic education, imbibing the ideals of India-centric ethics and human values.
- Teachers and Learners will acquire the concept of the Indian Knowledge System and apply it in real life for the advancement and creation of knowledge.
- The learners would be able to generate new ideas/materials with a multidisciplinary and cross-disciplinary thinking approach.
- The learners will develop critical thinking and problem solving skills in a socio- cultural milieu.
- The learners will develop respect for the preservation of biodiversity.
- The learners will get inclined towards conducting quality research to solve local, national, and global problems through innovation and entrepreneurial skills.
- The learners would become reflective practitioners.
- The learners will develop the capacity to integrate ICT tools into the learning process.
- The faculty will realize its role in institution building.

The types of programmes to be conducted by the MMC under the scheme are enumerated as follows:

S. NO	Type of Programmes	No of programmes / yr/centre	Mode	No. of Beneficiaries/ prog	No of Beneficiaries / year/centre(C*E)
A	B	C	D	E	F(C*E)
1.	NEP Orientation & Sensitization programme	24	Online	200	4800
2.	Faculty Induction Programme(24 Days)	1	Offline	50	50
3.	Faculty Induction Programme (24 Days)	1	Online	100	100
4.	Short term Programme(6 days)	2	Offline	50	100
5.	Short term Programme(6 days)	3	Online	100	300
6.	Refresher programme(12 days) Core Subject & Interdisciplinary	2	Offline	50	100
7.	Refresher programme(12 days) Core Subject & Interdisciplinary	3	Online	100	300
Total		36			5750

1. NEP Orientation & Sensitization Programme

Programme Delivery

The NEP orientation & sensitization programme will be conducted by 111 MMTT Centres in fully online mode with the target of 15 lakh faculty members over the period of three years (2023-24 to 2025-26).

Programme will be delivered through 111 MMTT Centres. Two programmes in a month with 200 participants per programme provide for sensitisation and orientation to the 8 themes with the best national experts in a manner that reaches out to all faculty members. On completion, faculty members will receive an online certificate.

Programme Schedule

The NEP orientation & sensitization programme will be an eight day programme, with two live online sessions of 90 minutes each on the eight NEP 2020 themes held from Monday to Friday (Week1) and Monday to Wednesday (Week 2) and with MCQs to be completed by Saturday of the following week. MCQ's will carry 5 questions after each theme session.

Responsibilities of Malaviya Mission Teacher Training Centres

- Tracking participant's registration.
- Monitoring participants' attendance in all the sessions.
- Monitoring participants' completion of assessment in all the sessions.
- Certification by the concerned Director/ Coordinator MM Centre

Responsibilities of Resource Persons:

- A presentation of 90 minutes (60 minutes of presentation and 30 minutes for Q&A and 5 MCQ) to be made by the Resource Person.
- Resource Persons to share the session plan and 5 MCQs with four options and the right answer with MMC well in advance.

Themes identified for course curriculum/content for Capacity building of Faculty Members in HEIs

- Holistic and Multidisciplinary Education
- Indian Knowledge Systems
- Academic Leadership, Governance, and Management
- Higher Education and Society
- Research and Development
- Skill Development
- Student Diversity and Inclusive Education
- Information and Communication Technology

I. Holistic and Multidisciplinary Education

Sub-theme I

CONCEPT OF HOLISTIC EDUCATION

Meaning and Concept of Holistic Education - Holistic education enshrined in Bhagavad Gita and other scriptures – India-centric Holistic Living - Holistic Development of the individual: Integrated development of Body, Mind, Intellect and Soul - Importance of Physical and Mental Health - Concept of Guru Shishya Parampara, Gurukul approaches of teaching-learning.

Educational institutions of holistic learning: Taxila, Nalanda, Vikramshila – teacher- pupil Rapport - Man making and Character Building. Philosophy of holistic education as propounded by Vivekananda, Sri Aurobindo, Rabindranath Tagore, and Madan Mohan Malaviya.

Sub-theme II

MULTIDISCIPLINARY EDUCATION

Concept of Multidisciplinary and Multidisciplinary Education - Art of Critical Thinking at Multidisciplinary, Cross-Disciplinary, and Interdisciplinary Interfaces –

Concept of Flexible and Innovative Curriculum: Dual Degree, ABC, MEME - Credit- based Courses and Projects from various Disciplines - Creating Teacher Education Universities.

Sub-theme III

HUMAN VALUES, ETHICS, PERSONALITY DEVELOPMENT AND ENVIRONMENTAL EDUCATION

Meaning and concept of values - classification of values — value education; Definition, Purpose, and Significance in the present world — Value system, Salient values for life - Purusharthas: Dharma, Artha, Kama, Moksha; truth, commitment, honesty and integrity, forgiveness and love, emotions, empathy and ability to sacrifice. Life skills, Rational thought, courage and resilience, simplicity, tolerance, care, unity, inclusiveness - Concept of *Vasudhaiva Kutumbakam* (the whole world is one family) - Social values, Duties and responsibilities, Peace and Non-violence, Scientific temper, Qualities of a good citizen.

Introduction to Ethics, Character, and conduct; Development of Morality — Instinct and conscience, Moral standards, Absolute and relative ethics - Nationality, Patriotism, Love to Motherland and Mother languages — Self-analysis, Out of box thinking, Attitude, Motivation, Goal Setting: Short-term and long term, Time Management.

Environment and Ecological balance; interdependence of all beings – living and non-living, Respect for nature, Environmental conservation and enrichment, Aesthetic sense. Climate change, pollution, waste management, sanitation, biological diversity conservation, biological resource and biodiversity management, forest and wildlife conservation, and sustainable development and living.

II. Indian Knowledge Systems (IKS)

Sub-theme I

BROAD OVERVIEW AND SOURCES OF INDIAN KNOWLEDGE SYSTEM.

Survey of IKS Domains: A broad overview of disciplines included in the IKS and historical developments.

Sources of IKS knowledge, classification of IKS texts, differences between Smriti and Shruti literature, a survey of available primary texts, translated primary texts, secondary resource materials. Fourteen/ Eighteen vidyasthanas, tantra yuktiw.

Sub-theme II

VOCABULARY OF IKS

Introduction to anubandha chatushtaya, Pancha maha bhutas, pancha koshas, pancha pranas, etc, antahkarana chatushtaya, Introduction to the concepts of non-translatables (Ex. dharma, punya, aatma, karma, yagna, shakti, varna, jaati, moksha, loka, daana, itihaasa, puraana etc.) and importance of using the proper terminology. Terms such as praja, janata, loktantra, prajatantra, gana tantra, swarajya, surajya, rashtra, desh, etc.

Sub-theme III

METHODS IN IKS

Introduction to the concept of building and testing hypothesis using the methods of tantrayukti. Introduction to pramanas and their validity, Concept of poorva paksha, utara paksha, nigraha sthana

III. Academic Leadership, Governance, and Management

Sub-theme I

ACADEMIC LEADERSHIP

Leadership Styles-Effective Leadership Traits: Communication, Empathy, Grit, Focus - Leading Digitally, Role of Teachers in Institutional development.

Sub-theme II

INSTITUTIONAL DEVELOPMENT PLAN

Institutional Framework of Universities, Organizational Design, Types of HEIs, UGC, AICTE and related national and state level institutions & inter-relationships

Quality Framework: Academic Standard Setting, Accreditation: NAAC, NBA, Ranking Framework: NIRF, Q&S, THE, Shanghai, World Class Universities, Lifelong Learning.

Sub-theme III

MANAGEMENT AND GOVERNANCE

Principles of Management - Management; Planning, Human, Infrastructure, Technology, Finance, Financial Management, Effective Team Work - Ways to Get Grants, Strategic Planning and Infrastructure & Research Project Management, 5W2H approach (who, what, where, when and why; how and how much)

HECI: NHERC, NAC, HEGC, GEC, NHEFQE, NSQE, BoG Governance; Economic, Political, Social and Administration-Quality of Laws of Governance - Autonomy with Accountability – e-Governance, Criteria of Good Governance, ESG (Environmental, Social and Governance) concerns.

IV. Higher Education and Society

Sub-theme I

HIGHER EDUCATION SYSTEM AND ITS ROLE IN THE 21ST CENTURY

Higher Education System: Historical Analysis, Characteristics, Development, Evolutions.

Concepts of societal embeddedness and interactions of HEIs UNESCO, UIL and related global institutions

Transmitting Knowledge and Critical Thinking– Role of Higher Education for Social, Cultural, Spiritual, Economical, Political, and Technological Development; Historical Evidence, Soft skills, and Practical Skills. Smart Technology. Integration with Lifelong Learning

Sub-theme II

MISSION AND CHALLENGES OF HIGHER EDUCATION SYSTEM

Core Missions

Teaching

Rethinking Essential and Desirable Qualifications of Faculty- Teaching as Human Capital Investment – Products of HEI as Responsible Citizens – Productivity, Designing of Curriculum, Outcome Based Curriculum (OBE)

Research

Thrust areas, alignments with national priorities, linking research with teaching

HEI and Entrepreneurship, Financial resources, Financial Autonomy, Internal Revenue Generation, Income Generation – Creation of “Entrepreneurial University” - Encouraging University-Industry relationship, Smart Universities/ Digital Universities, and World-Class Universities. Corporate Society Relationship –Technology Transfer – IPR: Patents.

Sub-theme III

GLOBALIZATION AND INTERNATIONALIZATION

Liberalization, Globalization, and Internationalization—Individual, Institutional, National, and International Levels – Internationalization of Education, Best Academic and Research Practices compatible to Global Standards, Global Citizenship.

V. Research and Development

Sub-theme I

INTRODUCTION AND CONSTITUENTS OF RESEARCH

Knowledge: Theories of Knowledge – Knowledge Transmission vs. Knowledge Construction – Knowledge and Intelligence – Approaches and Paradigms of Research – Science as Product and Process – Scientific Attitude – UN Sustainable Development Goals – Knowledge Dissemination and Updating UNESCO Recommendations on Open Science, Multiple epistemologies, experiential and indigenous knowledge

Understanding and Solving Social Problems Scientifically – Intellectual Power – Phenomenon; Nature and Characteristics – Cause and Effect Relationship – Quality vs. Quantity: Inclination to Quality Aspect.

Types of Research; Basic, Applied, and Action – Sources of Knowledge; Learned Authority, Personal Experience, Logical Reasoning, and Scientific Method (Identification and Clarification of the Problem, Formulating Hypothesis, Selection of Sample and Tools of Data Collection, Collection of Data, Testing the Hypothesis, Conclusion) – Application of Scientific Method – Critics on Scientific Methods

Sub-theme II

STRENGTHENING RESEARCH & ITS CONTRIBUTIONS

Reforming the Research in the University, Research and Development Cell, Institutional Autonomy, Inter-connectivity of Teaching and Research, World- class Laboratories, Thrust areas of research with local, national, and global priorities, Inter- disciplinary Research Collaborations, Academia-Industry interaction, Developing Innovative Practices, Research with Innovation, Research Project Proposal writing, Funding, Execution and Management of Research.

Sub-theme III

ASSESSMENT OF THE RESEARCH POTENTIAL, PREPARING PROPOSAL AND QUALITY PARAMETRES OF RESEARCH

Conceptualization of the Project - Feasibility of Undertaking Project – Cost Analysis – Resource Mobilization and Resource Pooling, Localization of Resources – Professionalism -in Research Project – Monitoring– Scalability, Contribution to Existing Knowledge, Utility of the Project – Research Ethics: Academic Honesty and Integrity. Partnership in Research.

Funding: Government Agencies (including National Research Foundation) and Private Agencies - Crowd funding - Proper Utilization of Funds - Environment, Social, and Governance Investing - Collaboration - Research Networks.

Research Project Proposal writing, Funding, Execution and Management of Research.

Quality publications; Impact Factor, h-index, i-10 index, citations and their importance, Research with relevance; Patents – Processes and Products. Knowledge dissemination, open access, Public engagement.

VI. Skill Development

Sub-theme I

NEED AND IMPORTANCE OF SKILL DEVELOPMENT AND SKILL-BASED EDUCATION IN INDIA

Growth, Maturity, Development - Ability, Skill, Competence – Life Skills – Skill Gap

New Generation Skills -Skill Development Strategies – National and International Policies on Skills Development- Skill Mapping: Vertical and Horizontal Mapping-National Skill Index –UNESCO Program 21.Relating Skilling with state of economy locally & regionally.

Educational Emphases: Curricular, Content, Evaluation-A synchronized curriculum with the industry - Employability – Career Trajectories and Aspirational Differences - Synchronizing Education with Industry-Up-skilling and Upgrading-Entrepreneurship, Start- ups, Incubation Labs. Recognition of Prior Learning, Certifying experientially learnt skills.

Sub-theme II

TUNING WITH REALITY AND FUTURISTIC SKILL

History of Skill-Based Education - Current Status of Skill-Based Education at Higher Education level - NSQF, NSDC –National and International Database on Skill development and Skill Inclusion - Aligning with Industrial Demands.

Internationally Oriented Courses –Training as Entrepreneur –Global Scenario –21st Century Skills.

Sub-theme III

SKILL DEVELOPMENT IN HIGHER EDUCATION

Policy Changes – National Skill Development Policy 2015 – Updating – Skilling India – Strengthening Community College: B.Voc.; Soft Skills and Practical Skills.

VII. Student Diversity and Inclusive Education

India's higher education (HE) sector has experienced massive expansion to become the second-largest system in the world. The growth is accompanied by increasing student diversity in the industry. Student diversity is reflected in terms of an increasing share of students from socially and economically disadvantaged groups. According to Ministry of Education (2020), nearly 57 percent of students come from disadvantaged groups.

Sub-theme I

UNDERSTANDING DIVERSITY AND LINKING IT TO INCLUSION

Pedagogy - Teacher Centric vs. Learner Centric Methods - Learner Centric Methods; Discussions, Group Work, Tutorials, Practical Exercises, Project Work, and Field Experiences.

Information and Knowledge - Information Procession - Knowledge Transmission vs. Knowledge Construction - Inculcating Critical and Analytical Thinking Skills - Developing Creativity.

Sub-theme II

DEVELOPING LEARNER CENTRIC PRACTICES, SKILLS AND SUPPORT SYSTEM

Education 4.0 - Pedagogical Content Knowledge - Technological Pedagogical Content Knowledge.

Mentoring of students-Mentor-Mentee System - Mentor-Mentee Rapport - Remedial Teaching - Positive Attitudinal Development.

Sub-theme III

TEACHER COMPETENCIES TOWARDS DIVERSITY & INCLUSION

Minimizing Achievement gaps among students-Individual Differences; Physical, Cognitive, Social and Emotional Development - Diversified Needs of Students - Inclusive Education.

VIII. Information and Communication Technology

The progressive transformation of technology from 1G to 5G resulted in transforming Education from 1.0 to 4.0. Information Communication Technology has helped in a big way in transacting the curriculum during the recent COVID-19 pandemic. Every faculty needs to possess the skill of using technology in their teaching.

Sub-theme I

MODERN TECHNIQUES OF ICT IN EDUCATION

Technology in Education and Technology of Education - Computer Assisted Instruction (CAI), Computer Managed Learning (CML), and Computer Based Learning (CBL). Innovative models for delivery of higher education, Development of e-resources. MS Office, Mailing, Working on Synchronous and Asynchronous Modes, Tele- conferencing – Knowledge and Proficiency in Computer Applications, e-learning, M-learning, Blended Learning, Internet, and Online Learning. Classrooms: Synchronous and Asynchronous, Smart, Flipped, and Virtual.

Sub-theme II

ALTERNATIVE EDUCATION TECHNOLOGY IN EDUCATION

Educational technology in formal, non-formal, and Informal Education. Distance and Open Learning Systems as models. Academic and Research Content on the Web: Online Journals and Abstraction Services, Learning Management Systems (LMS) - MOOCs: Evolution, usage, and limitations - Planning and Designing MOOCs: Role of SWAYAM in Open and Distance Learning.

Sub-theme III

PRACTICAL SKILLS FOR USE OF ICT IN TEACHING & RESEARCH

Practical Skills for use of ICT in Teaching & Research.

Guidelines for Participants for NEP Orientation and Sensitization programme:

- All participants should register on the Malaviya Mission Teacher Training portal before the programme.
- Attendance in all the sessions is compulsory.
- There will be an online assessment test in the form of MCQ's. Each participant needs to actively attend all the sessions.
- An online certificate will be issued to those who have successfully attended the 8 days programme and qualified the assessment test.

2. Faculty Induction Programme (FIP):

The Faculty Induction Programme is for training Faculty in Central and State Universities, Centrally Funded technical Institutions, and Degree & PG Degree colleges in order to familiarise them in their roles as freshly inducted university teachers. It will orient them on various generic aspects of teaching learning, instructional methodologies, assessment and evaluation techniques, ICT enabled teaching learning, and equip them with knowledge of University rules and regulations, basics of governance and administration.

It is mandatory for every newly appointed teacher to attend induction programme within one year of his/her appointment prior to his or her regularization/confirmation.

Programme Schedule

MMC may conduct 2 FIP in a year (one offline and one online)

Duration of FIP: The FIP will be approximately 1 month - 24 Days (excluding Sunday and National Holidays). Total no. of hours =144 hours

S. NO	Type of Programmes	No of programmes /yr/centre	Mode	No. of Beneficiaries/prog
1.	FIP(24 Days)	1	Offline	50
2.	FIP(24 Days)	1	Online	100

3. Short Term Programme:

Duration of Short Term Programme (STP): The duration of STP will be of 6 working days (36 hours) MMTTC may conduct 5 short term programmes in a year (2 offline and 3 online)

S. NO	Type of Programmes	No of programmes /yr/centre	Mode	No. of Beneficiaries/prog
1.	Short Term Programme	2	Offline	50
2.	Short Term Programme	3	Online	100

4. Refresher Course

The refresher course will be of two weeks duration, with minimum of 12 working days and 72 contact hours (six hours a day , six days a week),excluding Sundays. MMC may conduct 5 Refresher course in a year (2 offline and 3 online)

S. NO	Type of Programmes	No of programmes /yr/centre	Mode	No. of Beneficiaries/prog
1.	Refresher Course	2	Offline	50
2.	Refresher Course	3	Online	100

Eligibility criteria:

All in service teachers in higher education working in universities and colleges that are included under Section 2(f) of the UGC Act, even though they may not yet be fit under Section 12 (B), may be invited to participate in the MM capacity building training programme. The teachers of colleges that do not yet come within the purview of Section 2(f), but have been affiliated to a university for at least five years, will be permitted to participate in these programmes. Faculty Members working in Institutes of National importance are also eligible to participate.

Incentive for Faculty Members

All short-term and long-duration capacity-building programmes for teachers/faculty ranging from one week to one month as well as seminars, workshops in different pedagogic and discipline-specific areas being conducted under Malaviya Mission Teacher Training Programme shall be taken into consideration for fulfillment of the requirements as laid down in Career Advancement Scheme as per UGC Regulations on Minimum qualifications for appointment of teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2018.

Monitoring of the Scheme:

Monitoring and quality assurance of the Malaviya Mission Teacher Training Programme would be undertaken by the UGC Committee after conducting one round of training programme. Monitoring the progress of the Scheme will be based on achievement of physical and financial targets by each Centre, on the basis of statement of expenditure and Utilization Certificate, a well-defined output-outcome monitoring framework. A portal will be developed where all MMC need to upload their activities on regular basis and a centralized data base will be maintained through the portal which will have information of the number of Faculty members trained by the various MMC. Each MMC will submit the quarterly as well as annual report to UGC and also timely upload the programme details on the portal.

List of State-wise 111 Malaviya Mission Teacher Training Centres

S. NO	Name of the Malaviya Mission Teacher Training Centres	STATE/UT
1.	Rashtriya Sanskrit Vidyapeeth, Tirupati	Andhra Pradesh (3)
2.	Andhra University, Vishakhapatnam	
3.	Sri Venkateswara University, Tirupati	
4.	Assam University, Silchar	Assam (4)
5.	Indian Institute of Technology Guwahati, Guwahati	
6.	Tezpur University, Tezpur	
7.	Gauhati University, Guwahati	
8.	Indian Institute of Technology Patna, Patna	Bihar (4)
9.	Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur	
10.	Central University of South Bihar, Patna	
11.	Patna University, Patna	
12.	Guru Ghasidas Vishwavidyalaya, Bilaspur	Chhattisgarh (2)
13.	Pt. Ravi Shankar Shukla University, Raipur	
14.	Punjab University, Chandigarh	Chandigarh (1)
15.	Sri Guru Tegh Bahadur Khalsa College, New Delhi	Delhi (7)
16.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi	
17.	National Institute of Educational Planning and Administration, New Delhi	
18.	Hansraj College, New Delhi	
19.	University of Delhi, Delhi	
20.	Jamia Millia Islamia, New Delhi	
21.	Jawaharlal Nehru University, New Delhi	
22.	Goa University, Goa	Goa (1)
23.	Maharaja Sayaji Rao University, Vadodara	Gujarat (5)
24.	Central University of Gujarat, Gandhinagar	
25.	Gujarat University, Ahmedabad	
26.	Sardar Patel University, Vallabh Vidyanagar	
27.	Saurashtra University, Rajkot	
28.	Central University of Haryana, Pali , Mahendergarh	Haryana (5)
29.	Maharishi Dayanand University ,Rohtak	
30.	Guru Jambheshwar University of Science and Technology, Hisar	
31.	Kurukshetra University, Kurukshetra	
32.	Bhagat Phool Singh Mahila Vishwavidyalaya, Sonapat	
33.	Himachal Pradesh University, Shimla	Himachal Pradesh (1)
34.	Central University of Jammu, Samba	Jammu and Kashmir (4)
35.	Shri Mata Vaishno Devi University, Katra	
36.	University of Kashmir, Srinagar	
37.	University of Jammu, Jammu Tawi	
38.	Indian School of Mines, Dhanbad	Jharkhand (2)
39.	Ranchi University, Ranchi	

S. NO	Name of the Malaviya Mission Teacher Training Centres	STATE/UT
40.	Regional Institute of Education Mysore, Mysuru	Karnataka (5)
41.	Indian Institute of Science, Bengaluru	
42.	University of Mysore, Mysuru	
43.	Bangalore University, Bengaluru	
44.	Karnataka University, Dharwad	
45.	Central University of Kerala, Kasaragod	Kerala (4)
46.	University of Kerala, Thiruvananthapuram	
47.	Kannur University, Thavakkara	
48.	University of Calicut, Malappuram	
49.	Indian Institute of Science Education and Research ,Pune	Maharashtra (10)
50.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha	
51.	Indian Institute of Technology Bombay, Mumbai	
52.	Inter University Centre for Astronomy and Astrophysics, Pune	
53.	Tata Institute of Fundamental Research (TIFR), Mumbai	
54.	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	
55.	University of Mumbai, Mumbai	
56.	Dr. B R Ambedkar Marathwada University, Aurangabad	
57.	Savitribai Phule Pune University, Pune,	
58.	Sant Gadge Baba Amravati University, Amravati	
59.	Indian Institute of Science Education and Research Bhopal, Bhopal	Madhya Pradesh (6)
60.	Indira Gandhi National Tribal University, Amarkantak	
61.	Devi Ahilya University, Indore	
62.	Dr Hari Singh Gour Vishwavidyalaya ,Sagar	
63.	Rani Durgawati Vishwavidyalaya, Jabalpur	
64.	Laxmibai National Institute of Physical Education, Gwalior	
65.	Manipur University, Imphal	Manipur (1)
66.	North-Eastern Hill University , Shillong	Meghalaya (1)
67.	Mizoram University, Aizawl	Mizoram (1)
68.	Sambalpur University, Burla, Sambalpur	Odisha (3)
69.	Utkal University, Bhubaneswar	
70.	Berhampur University, Berhampur	
71.	Pondicherry University, Puducherry	Puducherry (1)
72.	Central University Punjab, Bathinda	Punjab (3)
73.	Guru Nanak Dev University , Amritsar	
74.	Panjabi University, Patiala	

S. NO	Name of the Malaviya Mission Teacher Training Centres	STATE/UT
75.	Central University of Rajasthan, Ajmer	Rajasthan (4)
76.	Jai Narain Vyas University, Jodhpur	
77.	University of Rajasthan, Jaipur	
78.	Maharshi Dayanand Saraswati University, Ajmer	
79.	Indian Institute of Information Technology, Design and Manufacturing, Kancheepuram	Tamil Nadu (9)
80.	Indian Institute of Technology Madras, Chennai	
81.	Coimbatore Institute of Technology, Coimbatore	
82.	Gandhigram Rural Institute, Dindigul	
83.	Manonmaniam Sundaranar University, Tirunelveli	
84.	University of Madras, Chennai	
85.	Bharatidasan University, Tiruchirappalli	
86.	Madurai Kamaraj University, Madurai	
87.	Bharathiar University, Coimbatore	
88.	National Institute of Technology, Warangal	Telangana (7)
89.	Mahatma Gandhi National Council of Rural Institute, Hyderabad	
90.	Indian Institute of Technology Hyderabad, Hyderabad	
91.	Jawaharlal Nehru Technological University ,Hyderabad	
92.	Maulana Azad National Urdu University, Hyderabad	
93.	University of Hyderabad, Hyderabad	
94.	Osmania University, Hyderabad	
95.	Tripura University , Agartala	Tripura (1)
96.	Hemvati Nandan Bahuguna University, Srinagar, Garhwal	Uttarakhand (2)
97.	Kumaun University, Nainital	
98.	Indian Institute of Technology Kanpur, Kanpur	Uttar Pradesh (9)
99.	Indian Institute of Technology (BHU), Varanasi	
100.	Mahatma Gandhi Kashi Vidyapeeth , Varanasi	
101.	Iswar Saran PG College, Prayagraj	
102.	Aligarh Muslim University, Aligarh	
103.	Banaras Hindu University, Varanasi	
104.	University of Allahabad, Prayagraj	
105.	Deen Dayal Upadhyay Gorakhpur University, Gorakhpur	
106.	University of Lucknow,Lucknow	
107.	Indian Institute of Technology Kharagpur, Kharagpur	West Bengal (5)
108.	Jadavpur University ,Kolkata	
109.	Calcutta University, Kolkata	
110.	University of North Bengal, Siliguri	
111.	University of Burdwan, Rajbati, Bardhaman	



INVITATION

University Grants Commission



Shri Dharmendra Pradhan
Hon'ble Union Minister of Education and
Skill Development and Entrepreneurship



Prof. M. Jagadesh Kumar
Chairman
University Grants Commission

— Launch of —

Malaviya Mission - Teacher Training Programme by Shri Dharmendra Pradhan Hon'ble Union Minister of Education and Skill Development and Entrepreneurship

Teachers' Day, 5th September 2023 (11:00 AM to 12 Noon)

Kaushal Bhawan, New Moti Bagh, Near Leela Palace Hotel, New Delhi-110023

LIVE STREAM

https://twitter.com/ugc_india

<https://threads.net/@ugcindia>

<https://www.youtube.com/channel/UCIbWYtJSixhShJ0Z1-05g>

<https://www.instagram.com/ugcindia/>

<https://www.facebook.com/UniversityGrantsCommission>

<https://www.linkedin.com/company/ugc-india/>



PROGRAMME

— Launch of —

Malaviya Mission - Teacher Training Programme

Teachers' Day, 5th September 2023 (11:00 AM to 12 Noon)

Kaushal Bhawan, New Moti Bagh, Near Leela Palace Hotel, New Delhi-110023

Time Schedule	Event
11.00 AM - 11.02 AM	Lighting of lamp by the Dignitaries
11.02 AM - 11.07 AM	Welcome by Prof. Deepak Kumar Srivastava, Vice Chairman, UGC
11.07 AM - 11.17 AM	Opening Remarks by Prof. Mamidala Jagadesh Kumar, Chairman, UGC
11.17 AM - 11.20 AM	Preparedness of Malaviya Mission Centre Prof. Anisur Rahaman, Director, UGC-HRDC, Jamia Millia Islamia
11.20 AM - 11.25 AM	Observations by Mentor Dr. N.S. Kalsi, Chairperson, NCVET
11.25 AM - 11.30 AM	Malaviya Mission Training Programme for Capacity Building of Teachers Shri K Sanjay Murthy, Secretary (HE), Ministry of Education
11.30 AM - 11.55 AM	Launch of the Malaviya Mission Scheme by Hon'ble Union Minister of Education and Skill Development and Entrepreneurship Shri Dharmendra Pradhan ji
11.55 AM - 12.00 O'Clock	Vote of Thanks by Prof. Manish R. Joshi, Secretary, UGC



ज्ञान-विज्ञान विमुक्तये

University Grants Commission

Ministry of Education, Government of India

Bahadur Shah Zafar Marg, New Delhi-110002

www.ugc.ac.in [twitter@ugc_india](https://twitter.com/ugc_india)