



# MINISTRY OF EDUCATION

PANDIT MADAN MOHAN MALAVIYA NATIONAL  
MISSION ON TEACHERS AND TEACHING

## TEACHING LEARNING CENTRE

### RAMANUJAN COLLEGE

(Accredited Grade 'A' by NAAC)

### UNIVERSITY OF DELHI

in collaboration with

### ST. THOMAS COLLEGE (AUTONOMOUS)

THRISSUR, KERALA;

### KOHIMA SCIENCE COLLEGE

(AN AUTONOMOUS GOVERNMENT P.G. COLLEGE)

JOTSOMA, NAGALAND;

### GOVERNMENT DEGREE COLLEGE

BARAMULLA, JAMMU & KASHMIR;

### SARDAR PATEL UNIVERSITY,

VALLABH VIDYANAGAR, ANAND, GUJARAT;

### GANDHI VOCATIONAL COLLEGE

GUNA, MADHYA PRADESH;

organises

## ONLINE INDUCTION TRAINING/ORIENTATION PROGRAMME FOR FACULTY IN UNIVERSITIES/COLLEGES/INSTITUTIONS OF HIGHER EDUCATION

18 May - 17 June, 2021

CALL FOR REGISTRATION & PARTICIPATION

# CONCEPT NOTE

The COVID-19 pandemic has dramatically changed education, with the distinctive need for e-learning and continuance of teaching-learning over remote and digital platforms. The incorporation of information communication technology in education has already been on a high growth even before the pandemic. However, the sudden closure of educational institutions in many parts of the world has brought a certain urgency to adopt online teaching-learning strategies, which are likely to continue even post- COVID-19. Hence, the teaching community needs to evolve, more than ever, an innovative approach to equip themselves with the skills necessary for creating a holistic learning environment in this unprecedented context.

In the contemporary world of modern education and knowledge, a teacher is not only a source of knowledge-creation but also the instrument required to sharpen the intellect of students. Education has changed over time to meet the progressive world. The education system has been reconstructing its focal variables, namely teaching, learning, institution, and knowledge. Teaching and learning have shifted to create a phenomenological space, where the symbiotic relationship between the teacher and the student blossoms at a level that goes beyond mere cognition and thought. It transcends to explore the meaning of life, invoking the true inner calling and creating an environment for creative expression and experimentation. Likewise, terms like institution and knowledge now seek to establish systems of learning beyond the four walls of buildings, encompassing more than physical infrastructure, and information gathering and processing. Systems that ignite the drive to address the problems of the society create collaborative learning, attitude to acquire futuristic skills and an orientation to become self-reliant. Essentially, this amounts to redefine the time and space of education, respectively, from time spent in covering the syllabus and physical infrastructure to create an environment. This means expanding and broadening the cognitive faculty of students and empowering them to conceptualise phenomena for applications for the greater good of society. In this context, space means the combined mental landscape of the teacher and the taught, which is governed by the canons of inquisitiveness, enquiry, critical thinking, and non-conventional problem-solving.

The traditional set-up of a classroom needs to be deconstructed and redesigned to help students adjust to the present-day requirements of multi-dimensionality, that is, not only being prompt to the socio-political and economic shifts but to pursue ones' inner calling. The exchange and interaction of ideas, thoughts, and concepts should stem from critical thinking. Innovative approaches, both for teaching and evaluation, should be adopted in addition to imparting immense value to the skill development and understanding of the ever-changing dynamics between the local and the global. However, this need of the hour to create skilled and professionally competent human resources can only be accomplished through equipping a teacher with the role that will enable students to develop their critical and analytical skills. These skills will further empower them to question and know.

The teachers in Higher Education have increasingly felt the need for a formal training course at the beginning of their careers to prepare themselves for their professional journey. Looking beyond basic orientation, the need is of a broad-based but focused programme that would prepare the teachers with pedagogical skills and techniques, research methodologies, methods of curriculum development, with the latest in information technology both for the gathering of knowledge as well as its dispensation and acquaint them with the processes of institutional administration and self- development. On the behavioural plane, it is also imperative to prepare young teachers for an attitudinal orientation that will help them grow into an innovative academic, a scholar in their own right, and a socially committed mentor.

It is with all these factors in mind that the Ministry of Education, Government of India, launched the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) programme through its Teaching Learning Centres, with a particular emphasis on Education 4.0. It emphasizes the need to prepare students to face challenges fearlessly. It has been designed to change the role of a teacher from mere imparter to the one who has developed critical and analytical skills, information generation capabilities, ability to know and reason, empowering through open sources, global oriented digitalization, and self-learning in students. New dawn, Education 4.0 not only focuses on 'what is taught' but also gives equal importance to 'the way it is taught' — it is an education model which is aligned with future trends, in the effort to develop and enhance individual education that will eventually define how the future generations will work and live.

In the present circumstances, the teaching fraternity is missing out on the lively and interactive programmes. Hence, the Ministry of Education and the University Grants Commission (UGC) have intensified efforts towards a strong virtual engagement to facilitate dissemination of knowledge and adopt technology-enabled teaching practices. To contribute in this endeavour, the tenth Induction Training Programme, 2021, is yet another step by the TLC, Ramanujan College, to prepare and enable teachers to deliver excellent teaching practices, even in an online environment. The previous eight Induction Training Programmes were highly successful, with the participation of thousands of teachers from various disciplines and different parts of the country. The feedback from the participants has confirmed that the programmes were instrumental in enhancing their knowledge and skills on a wide variety of themes, which they were able to implement in their teaching. The present Induction Programme, like the previous versions, will be carried out through an online platform, keeping in view the physical constraints.

The primary objective of the present Induction Programme is to empower and motivate the teachers for enlivening the learning process by adopting novel pedagogic approaches to teaching-learning which are collaborative and participant-centered, to integrate learning and teaching with Information Communication Technology (ICT), and to equip the teachers with the latest assessment tools in higher education. It further focuses on teaching and research methodologies, curriculum structure, and design, gender and social diversity, professional ethics, sharing of best practices, and also the updating of developments in specific disciplines in which the teachers are engaged. The training module for this Induction Programme also emphasizes the personal development of the teachers in terms of interpersonal skills, career development, and life planning issues. It will provide the teachers with the instructional tools for curriculum design and assessment, accessing technology. There is a detailed discussion on the organizational skills required for the teachers to initiate and improve the institutional environment. The large part of the programme is centred on empowering the teachers to perform multiple roles of teaching, research, and service in a more effective and meaningful manner.

The Induction Programme involves expert guidance of eminent academics and specialists, hands-on training modules, exercises in direct classroom teaching, questionnaire-based responses, interactive sessions, collaborative learning, assessment of learning outcomes, project work, and field visits.



Note: As per the latest UGC regulation ([UGC Regulation Page 99](#)), training programmes conducted in PMMMNMTT Centres have been recognised. Induction Training Programme is now a mandatory training programme for newly inducted college/university teachers. This programme is equivalent to one-month orientation programme. It fulfils requirement as per CAS of UGC and AICTE for promotional purposes. Upon successful completion, participants will be awarded graded certificates.

## MODULES/TOPICS

<b>Module 1</b>	Roles and Responsibilities of a Faculty / Academics in Higher Education
<b>Module 2</b>	University Structure and Functioning
<b>Module 3</b>	Curriculum Design and Content Development
<b>Module 4</b>	Pedagogic Techniques & Teaching and Learning Methods
<b>Module 5</b>	Assessment and Evaluation
<b>Module 6</b>	Research in Higher Education
<b>Module 7</b>	Personal-Emotional Development and Counselling
<b>Module 8</b>	ICT: Effective Use of Technology for Teaching, Learning and Evaluation
<b>Module 9</b>	E-Content Development & MOOCs
<b>Module 10</b>	University Governance and Administration
<b>Module 11</b>	Academic Leadership
<b>Module 12</b>	Strategic Planning and Management

# EXPECTED OUTCOMES

The enlisted modules will train the participants into a range of academic aspects, broadly related to ICT applications, Pedagogical Development, Research, Institutional Values and Self - Development skills and methods.

## PEDAGOGICAL DEVELOPMENT AND ICT APPLICATIONS

- Creating Video Resources
- Creating MOOCs
- Microsites
- Assessment Tools 2.0
- Google Docs and Google Classroom
- Developing E-content
- Creating Future Classrooms

## ADVANCED RESEARCH METHODS

- Systematic Literature Review
- Meta- Analysis
- Quantitative Data Analysis
- Qualitative Data Analysis
- Writing and Publishing effective Research Articles
- OER and Creative Commons License

## INSTITUTIONAL VALUES AND SELF - DEVELOPMENT MEASURES

- Roles and Responsibilities of a Teacher
- Understanding NAAC Assessment and NIRF Ranking Criterion
- Best Environmental Practices
- Developing Next Generation Academic Leaders
- Peculiarities of Developing a Blended Curriculum Design
- The Art of Communication and Presentation
- Understanding the Qualities of an Emotionally Intelligent Teacher
- Developing a Gender Inclusive Classroom and Institution
- Understanding Stress and Methods of Stress Management

## HIGHLIGHTS OF THE INDUCTION PROGRAMME

- Self - paced: Flexibility to access the course content anytime of the day
- Follows Ministry of Education's Four Quadrant Approach
- Beneficial for CAS purpose

# RAMANUJAN COLLEGE

Ramanujan College is a University of Delhi college, located in the well-known area of Kalkaji, near Nehru Place, in South Delhi. Ramanujan College has highly qualified, dedicated, and committed faculty members. The college runs 16 courses in different subjects in Humanities, Commerce and Science streams. It is also the study centre for the students of the Non-Collegiate Women's Education Board, University of Delhi, and the Indira Gandhi National Open University. The college also runs several professional courses. The teachers of Ramanujan College are highly motivated and have original, published academic and creative work, including journals and other print media articles and educational film making to their credit. Ramanujan College is a premier institution of the University of Delhi and has been accredited grade "A" by the National Assessment and Accreditation Council (NAAC). We at Ramanujan College emphasize the holistic development of personality, meaningful exposure to real-world, and inculcating practical skills amongst our students apart from ensuring academic excellence.

## **Enrichment Spectrum at the Teaching Learning Centre (TLC), Ramanujan College**

- Emphasis on creating self-learning space for students
- Hands-on assignments and live projects
- Expert guidance on live projects
- Follow-up tasks
- Provision of study content (wherever required)
- Developing appropriate attitudinal orientation
- A learning experience for personality enrichment
- Augmentation of professional capabilities
- Co-creation and mutual contribution between participants and facilitators
- Access to global resources
- Adaptation skills for the dynamic contemporary environment





# ST. THOMAS COLLEGE (AUTONOMOUS) THRISSUR, KERALA

St. Thomas College was founded as an educational institution in 1889 by the then Vicar Apostolic of Thrissur, Rt. Rev. Adolphus Edwin Medlycott, PhD, a former Professor of Rhetoric at the Propaganda College, Rome. The College began as a High School in 1894 under the managership of Fr. Zambanelli, and Fr. Paul Alappatt, Ph.D. was appointed as the Manager and Rector of the institution in 1895. The University of Madras gave formal affiliation in Group III in April 1919 and the St. Thomas' High School formally became a Second Grade College with Fr. John Palocaren as the first Principal. The Junior Intermediate College started on 8th June 1919 with 96 students and 5 teachers. The College rose to the status of a First Grade College in History Group in March 1925. With the formation of Universities in Kerala, the College was affiliated to the University of Kerala in 1957 and to the University of Calicut in 1968. St. Thomas College was accredited for the second time in 2010 by the National Assessment and Accreditation Council with A grade for a period of five years with CGPA of 3.58 on a four point scale. In the third Cycle of NAAC accreditation, the college was granted A Grade with 3. The UGC granted Autonomous Status to the College on 13.06.2014. The UGC confirmed St. Thomas College with the status of 'College with Potential for Excellence'. In the NIRF Ranking 2018, the college was positioned nationally at Rank 79. In the NIRF Ranking 2019, the college was ranked at 54. The College continuously engages the suggestions, demands and requests through a wide variety of institutional mechanisms such as Academic Council, Boards of Studies, Parent-Teacher Association, IQAC, Department Councils, College Council, College Union, etc. The College has 23 departments, 14 PG programmes 23 UG programmes and 9 research centres. Alumni association, PTA and Management of the College are active in promoting the academic and administrative aspects of the College. In 2019, St. Thomas College was chosen as a Mentor College to help the unaccredited colleges to get accredited through the 'Paramarsh Scheme'.



# KOHIMA SCIENCE COLLEGE (AN AUTONOMOUS GOVERNMENT P.G. COLLEGE), JOTSOMA, NAGALAND

Kohima Science College (An Autonomous Government P.G. College), Jotsoma, established in 1961 with science education in higher secondary and under graduate levels, has grown at a healthy rate and is now recognised as one of the State's finest colleges. Now, 60 years after its founding, and an enviable Grade A accreditation in 2011 (1st cycle) and 2017 (2nd cycle) with CGPA of 3.05 and 3.42 by the UGC National Assessment and Accreditation Council, Kohima Science College has become Nagaland's only autonomous Government College offering undergraduate, postgraduate and doctoral programmes. The College offers 12 programmes at the under-graduate level, 7 post-graduate programmes with generic electives, skill enhancement and vocational courses. Currently, the departments of Mathematics and Physics offer PhD programmes. From July onwards, departments of Botany, Zoology, Chemistry and Geology will also offer PhD programmes.



The college aspires to engage in not only improving the standards of science education in the State but also generate knowledge that is value-based. The College has the potential to become a State University. This is also the 2030 Vision of the Department of Higher Education.

# GOVERNMENT DEGREE COLLEGE BARAMULLA, JAMMU & KASHMIR

Government College, Baramulla, situated at a distance of 51 Km towards north-west from the summer capital of Srinagar, is emerging as a premiere institution of higher learning in Kashmir, which over the last six decades has been imparting higher education to the people of this region. An English medium school, founded by the Catholic Missionaries at Baramulla, by Father Ignatius Brower and Rev. Father Simmons in 1905 and was upgraded to High School in 1913 and then gradually upgraded to the status of Intermediate College in 1938 and eventually to Degree College in 1943. Government College Baramulla was affiliated to Punjab University Lahore. It was closed on 27th Oct. 1947, reopened



28th June, 1954, as Intermediate college, affiliated to the then University of Jammu and Kashmir and further upgraded to Degree college in 1956. The college was subsequently taken over by the State government on the 1st of April, 1963.

Government College Baramulla attributes much of its success to the rich cultural heritage of Baramulla district in general and Baramulla town in particular. The college offers Bachelors general courses in Science, Humanities, and business studies. The institution apart from the routine teaching activities has a lot to offer to its students for all round development of their personality.



The College offers Post-Graduate Course in Mathematics and Masters in Computer Applications affiliated to University of Kashmir. Add-on-courses are available to the bonafide students in Apiculture, Data Care Management, Social work and Still Photography. Students participate in inter-house, inter-college sports activities which offer them a chance to play in inter-university sports activities. Adequate library with internet facilities are available. Hostel accommodation is available to off-station male and female students. The college is connected to EDUSAT on the national beam maintained by ISRO and state EDUSAT also. Study centres of IGNOU and MANUU (Maulana Azad National Urdu University) provide education through distance mode to students studying various under-graduate and post-graduate courses.

## **SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR**

Sardar Patel University (SPU) is a public state university in Gujarat, India. It is named after Vallabhbhai Patel, and was founded in December 1955. The University today spreads over a total land mass of 86 acres with a main campus and 4 satellite campuses. With the motto, "We strive for excellence, for excellence matters," the university works towards its mission to regenerate rural Indian life with the application of the study and research in all the disciplines of knowledge in tune with the modern global developments.



## VISION OF THE UNIVERSITY

Sardar Patel University envisages blossoming of human potential through:

- Nurturing of talent, skill, and scientific temper.
- Creation of knowledge.
- Incubation of wisdom.
- Sustenance of blithesome spirit.

The goal of the intituion is to:

- Serve the rural population by providing them with access to higher education.
- Continually explore new frontiers in the areas of Science and Technology.
- Constantly set and reach new levels of achievement in research in areas within Humanities and Social Science.
- Continue to focus on thrust areas in all the disciplines through indigenous research and collaborative ventures at the international level. To become a financially vibrant and sound institution of international standard.

# GANDHI VOCATIONAL COLLEGE, GUNA, MADHYA PRADESH

Gandhi Vocational College is situated in Guna in Madhya Pradesh state of India. Established in 2000, it is accredited from AICTE and it is affiliated to Jiwaji University. GVC, Guna offers 1 courses across 1 streams namely Education and across 1 degrees like B.Ed.Hostel facility is not available for its students.



# REGISTRATION PROCESS & PAYMENT DETAILS

## ELIGIBILITY

Faculty members (regular/adhoc/temporary) in teaching profession are eligible to apply for this INDUCTION PROGRAMME.

All those who meet the eligibility criterion are required to register and pay a **Non-Refundable fee of INR 1950/- by visiting**

**[rcmoocs.in](http://rcmoocs.in)**

## REGISTRATION DEADLINE: 17 May 2021

After successful registration & payment, the participants will receive a confirmation via email. Please keep checking the spam folder of the email as the bulk email sent may end up in the spam folder.

An official group has been made for communication with the participants on "Telegram." You are therefore requested to install the Telegram App either from the Play Store or App Store. The link to join the official group will be provided in the confirmation mail.

## IMPORTANT:

- Registration is mandatory for participation
- Attempting and submitting all the quizzes and assignments are mandatory, and each participant should score a **minimum of 50% in total** to avail of the programme completion certificate.
- Graded certificates on the basis of performance will be awarded to the participants.
- As part of the Ministry of Education's requirement under the PMMMNMTT scheme, all participants need to submit online feedback for each session.
- Failing to meet any of the above conditions will result in denial of a certificate of completion to the participants.
- **No Objection Certificate (NOC) or Leave is NOT REQUIRED to participate in the Programme**

For more information, write to us at:

**[rcfip10@ramanujan.du.ac.in](mailto:rcfip10@ramanujan.du.ac.in)**

# **ORGANISING BOARD OF THE FACULTY INDUCTION PROGRAMME (FIP)**

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