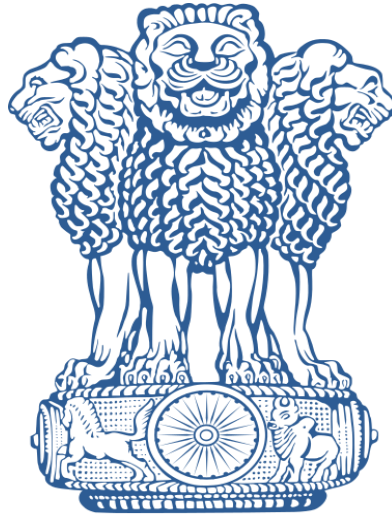


**MALAVIYA MISSION TEACHER  
TRAINING PROGRAMME  
(MMTTP)  
GUIDELINES**



सत्यमेव जयते

**Ministry of Education  
Government of India**

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## 1. Introduction

The National Education Policy (NEP) 2020 underscores the need for motivated, energized, and capable faculty in Higher Education. The capacity building for teachers at all levels is a key focus. Existing mechanisms, namely UGC-Human Resource Development Centres (HRDCs) and Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching Centres (PMMMNTT), have significantly contributed to training faculty. However, continuous professional development is essential due to the dynamic nature of teaching and learning. Hence, the Malaviya Mission Teacher Training Programme (MMTTP) has been re-launched by restructuring existing mechanisms to enhance the capacity and training of teachers/faculty. The mission aims to transform higher education by integrating Indian values and ethos into teaching, research, publications, patents, and institutional development.

### India's Higher Education is poised to:

- Adopt transformative and innovative approaches.
- Achieve an augmented Gross Enrolment Ratio (GER) of 50 percent.
- Mitigate state-wise, gender-based, and social disparities in GER
- Emerge as a significant global talent provider, with one in four graduates worldwide being a product of the Indian Higher Education system.
- Attain a position among the top five countries globally in terms of research Output.

## 2. Background of the Scheme:

The Ministry of Education (MoE) seeks to strengthen synergy and integration between HRDCs and PMMMNTT Centres to align with NEP 2020 objectives. The scheme establishes 111 Malaviya Mission Teacher Training Centres (MMTTCs). The scheme aims to implement NEP recommendations, focusing on quality teaching, equity, online education, technology use, Indian language promotion, vocational education, and multidisciplinary education.

### Vision:

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

## 3. Objectives of the Scheme:

The salient objectives of the scheme in alignment with NEP 2020 are:

- Achieving full human potential, developing an equitable and just society, and promoting national development.
- Improving the quality of Education at all levels by infusing quality and excellence in our Teachers, students and teaching-learning.

- To ensure holistic development of the teachers and learners with inculcation of ethics, and human values as enshrined in Indian culture and familiarize them with the Indian Knowledge System (Bharatiya Gyan Parampara.).
- To build respect for the eco-balance and biodiversity existing in nature and adopt Sustainability for life.
- To ensure the role of faculty as active participants in institution and nation building.
- To empower Faculty members as lifelong learners through continuous professional development.

#### **4. Proposed Outcome of the Scheme:**

- All Faculty members will get sensitized and oriented on NEP 2020 to make India global knowledge superpower by imparting holistic education, imbibing the ideals of Bhartiya- centric ethics and human values.
- Teachers and Learners will acquire the concept of the Indian Knowledge Systems (Bharatiya Gyan Parampara), integrate in the curriculum and apply it in real life for the advancement and creation of knowledge including in Bharatiya Languages.
- The learners will develop 21<sup>st</sup> Century skills and become reflective practitioners to innovatively generate and apply ideas respecting biodiversity and sustainability.
- The learners shall conduct quality research to solve contemporary problems through innovation and entrepreneurship.
- The learners will develop the capacity to integrate ICT tools into the learning process and become lifelong self-motivated learners.
- The faculty will contribute to institution, society and nation building.

The programmes shall be designed in a manner that the attendee teachers shall be inspired and motivated to do things better through thorough understanding of NEP 2020 both in the formal as well as informal mode of the Programme. In fact, many things could be done outside the timetable which will really contribute to the above outcome. Lot of innovation and usage of local resources are possible for this purpose using the flexible offering. The trainee teachers may also be given reading material and links to videos in advance and lot of hands-on activities conducted during the programme.

#### **5. Structure of MMTTC:**

##### **5.1 A. Programme Director MMTTC:**

MMTTC shall be headed henceforth by a Programme Director from amongst the senior faculty members of the Host University/Institution to be nominated by the head of the respective HEIs for a period of three years initially which may be extended depending upon their performance. However, the existing Director /Coordinator /regular staff of erstwhile HRDCs shall continue till their superannuation on the terms and conditions of their service at the time of their appointment.

## 5.1 B. Supporting Staff:

Support Staff, as needed, may be hired on a contractual basis in the erstwhile PMMMMNMTT Centres, now MMTTC. They can engage/hire three support staff on a contractual basis, with the following details:

S. NO	Position	Consolidated Renumeration* /month (in Rs.)	Renumeration /year (in Rs.)
1	Project Assistant	35000	4,20,000
2	Computer Assistant	30000	3,60,000
3	Support Staff	22000	2,64,000
<b>Total</b>			<b>10,44,000</b>

\* Subject to revision as per minimum wages rates as notified by concerned State Government from time to time.

In case of erstwhile HRDCs, no contractual staff shall be hired/engaged, if permanent staff is already appointed / available for the purpose.

### Structure of Erstwhile HRDCs Staffing pattern:

The erstwhile HRDCs shall conserve its structure for which the academic and non-academic staff engaged prior to the implementation of these guidelines will continue to be governed by the UGC guidelines which prevailed at the time of their appointment. Regular staff of the erstwhile HRDCs will continue till their respective retirement. No new permanent faculty/staff shall be appointed at erstwhile HRDCs after the retirement of the existing staff. Thereafter, the regular faculty members/staff of the host institutions may be given additional responsibility for running the Centre. They will follow MMTTC staff pattern as stated above thereafter.

## 5.2 Functions of MMTTC:

The functions of MMTTC encompass planning, organizing, implementing Faculty Induction Programmes (FIP) for newly appointed college/university faculty members. Additionally, MMTTC will organize Short Term Programme/ Faculty Development Programme (STP/FDP), Refresher Courses (RC), etc. for serving teachers, researchers, senior administrators, heads of departments, principals, officers, non-teaching staff etc., and orient them on NEP 2020 themes through NEP Orientation and Sensitization programmes.

### Specifically, MMTTC will:

- Identify resource persons in various fields for MMTTPs and share them with UGC and other centres after due vetting for their quality and suitability, familiarizing them with the course philosophy and guidelines. Resource persons will be identified based on a defined procedure, ensuring approval by the Academic Advisory Committee (AAC) of

MMTTC. AAC may meet atleast once in a year. However, in case of new programme/non-availability of the resource persons/experts, Programme Director MMTTC may decide and report to the AAC.

- b) Decide the thrust areas for each programme
- c) Produce specially designed materials for effective implementation of the course/programme.
- d) Plan, organize, monitor, evaluate and submit reports of the course/programme.
- e) Foster a culture of learning and self-improvement among teachers, integrating it into the tertiary- level educational system.
- f) Organize short-term Leadership programmes for decision-makers to facilitate higher education reforms.
- g) Provide opportunities for in-service teachers to exchange experiences and learn from each other through refresher courses.
- h) Establish a forum for serving teachers to stay updated on the latest advances in various subjects and respond to intellectual, research, social and cultural developments.
- i) Develop video lectures and learning resources, uploading them to a common portal provided by UGC.
- j) Provide opportunities for widening knowledge and pursuing research studies.
- k) Introduce new methods and innovations in higher education to encourage participants to develop their innovative instructional methods.
- l) Coordinate research with IUCTE in teaching pedagogy and faculty development.
- m) The MMTTCs can enter into collaboration among themselves and with other HEIs.
- n) Any other responsibility assigned by the UGC/MoE.

The MMTTCs shall have enough flexibility to innovate and make the programmes effective and achieve the desired outcomes.

## **6. Scope of the Malaviya Mission Teacher Training Programme**

The MMTTP will address the needs of teachers in colleges/universities as determined by the UGC through Faculty Induction Programmes/Refresher Courses/Short Term Programme/Faculty Development Programme. The one-week/ Short Term Programme /Faculty Development Programme will cover various themes like Academic Leadership, Research Methodology, Climate Change, Sustainable Development Goals, Net Zero, Entrepreneurship, Indian Knowledge Systems, Gender Studies, Community Based Participatory Research, Teacher Connect, Learner Disabilities, Design Thinking etc.

Additionally, the programme will orient and sensitize faculty members at all levels on NEP 2020 themes through NEP Orientation and Sensitization programme. The Programme will also focus on participation of the faculty members belonging to various categories of Socio-Economically Disadvantaged Groups (SEDGs) including PWDs / Divyang to make it inclusive in line with NEP, 2020.

Enough freedom could be given to the Centres to incorporate and design their respective Programmes apart from the above which will encourage innovation on one hand and differentiation or uniqueness on the other hand.

## 7. Programmes to be offered by the MMTTCs (Annually)

S. No	Type of Programmes	Number of Programme per year per Centre	Mode	Number of Beneficiaries per Programme	Number of Beneficiaries per year per Centre
A	B	C	D	E	F
1	NEP Orientation & Sensitization programme	24	Online	100-200	4800
2	Faculty Induction Programme (24 Days)	1	Residential	40-50	50
3	Faculty Induction Programme (24 Days)	1	Online	60-100	100
4	Short Term Programme (6 days)	2	Residential	40-50	100
5	Short Term Programme (6 days)	3	Online	60-100	300
6	Refresher Course (12 days) Core Subject & Interdisciplinary	2	Residential	40-50	100
7	Refresher Course (12 days) Core Subject & Interdisciplinary	3	Online	60-100	300
	Total	36			5750

### 7A. Other Programmes

S. No.	Type of Programmes	Number of programmes per year per Centre	Mode	Number of Beneficiaries per programme	Number of Beneficiaries per year per Centre
1	Capacity Building on Design & Entrepreneurship	1	Hybrid	50-60	50-60
2	Teacher Connect Programme	12 (or as decided by PAB Chair)	Offline	150-200	150-200
3	Nurturing Future Leadership Programme	25	Offline	30	750
4	Capacity Building Programme on Specific Learning Disabilities	12	Hybrid	210	2400

5	Academic Leadership Programme	4	Offline	25	100
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## 7.1 A) NEP Orientation & Sensitization Programme

### Programme Delivery:

The NEP Orientation & Sensitization programme will be conducted in online mode by all MMTTCs. The goal is to reach around 15 lakh faculty members in three years (2023-24 to 2025-26). This aims to provide sensitization and orientation on the eight themes, facilitated by national experts. Upon completion, participants will receive an online certificate.

### Programme Schedule:

The NEP Orientation & Sensitization programme will be of 8 days conducted in two weeks' duration, featuring two live online sessions (90 minutes each) per day. Participants will complete MCQs in the following week, with 5 questions on each of the theme sessions.

The choice of assessment may be made by the resource person, which may not necessarily be only in the MCQ format.

### Responsibilities:

**MMTTCs:** Track participant registration, monitor attendance, oversee assessment completion, and certify participants through MMTTP Portal (<https://mmc.ugc.ac.in/>)

**Resource Persons:** Deliver a 90-minute presentation/ interaction, share session plan, and 5 MCQs in advance with the MMTTCs\*.

\*A centralized technological platform that is a LMS comprising appropriate tools may be developed that can be used for formal and informal interaction, cooperative and collaborative strategies as well as an innovative platform.

### Themes:

- Holistic and Multidisciplinary Education
- Indian Knowledge Systems and Multilingualism
- Academic Leadership, Governance and Management
- Higher Education and Society
- Research and Development
- Skill Development
- Student Diversity and Inclusive Education
- Information and Communication Technology
- Autonomy to the institution and choice to the students
- Curriculum, development, pedagogy and assessment

### Guidelines for Participants:

- Register on the Malaviya Mission Teacher Training portal before the programme.



Further, MMTTCs can register participants directly, however, the details of the participants are required to be uploaded on the MMTPP portal within a period of two weeks after completion of the programme by the concerned Centre.

- Attendance is compulsory in all sessions.
- An Online certificate will be issued to those who have attended the two weeks programme and qualified the assessment parameters.
- The NEP Orientation and Sensitization Programme shall be considered equivalent to One Week FDP/STP for regularization/ CAS.

#### Eligibility Criteria:

- Faculty members in Central, State, Deemed to be Universities, Private Universities, Institutions of National Importance, Colleges and other HEIs.
- Faculty members from HEIs under various Professional Councils (AICTE, NMC, BCI, INC, PCI, ICAR etc.)
- Contractual, Ad-hoc, Guest faculty Teachers, Tutors and Demonstrators in HEIs, wherever applicable.
- Research Scholars & Research Associates at the Ph.D. or post-doctoral level in HEIs.

#### Financial Norms:

Type of Programme	No. of programmes per year per Centre	Mode	No. of Beneficiaries per Programme	Cost of one Programme per Centre (In Rupees)	Cost of 24 programmes per Centre (In Rupees)
NEP Orientation and Sensitization Programme	24	Online	100-200	36300	8,71,200

#### B) Faculty Induction Programme (FIP)

##### Eligibility Criteria:

The Faculty Induction Programme (FIP) is designed for faculty members in Central, State, Deemed to be Universities, Private Universities, Institutions of National Importance, Colleges and other HEIs. It familiarizes them with curriculum development, teaching-learning methodologies, assessment and evaluation techniques, ICT-enabled teaching-learning, and university rules and regulations etc. For newly appointed teachers, the Faculty Induction Programme (FIP) is mandatory to be completed within one year of appointment.

MMTTCs may conduct two FIPs (one residential and one online). The course content and syllabi shall align with UGC GURU DAKSHATA (<https://www.ugc.gov.in/e-book/GURU%20DAKSHATA%20English/mobile/index.html>).

In order to complete all the modules, it will require 144 hours, including some project work and field visits/surveys. The duration of the programme will be of 4 weeks.

### Programme Schedule and Financial Norms:

Type of Programme	No of programmes per year per Centre	Mode	No. of Beneficiaries per programme	Programme Wise Cost (in rupees)
FIP (24 Days)	1	Residential	40-50	14,05,800
FIP (24 Days)	1	Online	60-100	1,68,300

### C) Short Term Programme /Faculty Development Programme:

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

#### Eligibility Criteria:

Faculty members working in universities and colleges that are included under Section 2(f) of the UGC Act. 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 three years, will be permitted to participate in the courses. These conditions are applicable only for Residential Training Programmes/Courses.

### Programme Schedule and Financial Norms

Type of Programme	No of programmes per year per Centre	Mode	No. of Beneficiaries per Programme	Programme Wise Cost (in rupees)	Total Cost of programmes per Centre
STP/FDP	2	Residential	40-50	379500	7,59,000
STP/FDP	3	Online	60-100	49500	1,48,500

Technology is going to play an important role in teaching-learning process, monitoring, evaluation, analytics etc., therefore every MMTTC may be required to conduct at least one short term programme on ICT applications such as Development of MOOCs, Learning Management Systems, ICT application in assessment and evaluation, Blended learning, e-content development, Open Education Resources etc.

### D) Refresher Course

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

#### Eligibility Criteria:

- (i) Faculty members working in universities and colleges that are included under Section

2(f) of the UGC Act. 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 three years, will be permitted to participate in the courses. These conditions are applicable only for Residential Training Programmes/Courses.

- (ii) For the Refresher course, participation in the FIP is a prerequisite for admission. The teacher may opt for a refresher course after a one-year gap following FIP. For residential RCs, there should be a minimum gap of one year between two refresher courses, though it may be relaxed if an adequate number of participants are not available, or it is essential for the teacher to fulfill eligibility conditions for career advancement as prescribed by UGC from time-to-time.

Refresher course may be conducted in

- Core Subjects/Disciplines
- Multi-Disciplinary / Interdisciplinary/ Transdisciplinary/ Cross disciplinary Areas.
- How to become a better/ effective/ great teacher?

Every Multi-Disciplinary / Interdisciplinary/ Transdisciplinary/ Cross disciplinary course will be equivalent to the Refresher Course in subject/ discipline.

### Programme Schedule and Financial Norms

Type of Programmes	No. of programmes per year per Centre	Mode	No. of Beneficiaries per programme	Programme Wise Cost (in rupees)	Total Cost of programmes per Centre (in rupees)
Refresher Course	2	Residential	40-50	7,49,100	14,98,200
Refresher Course	3	Online	60- 100	89,100	2,67,300

### E) Teacher Connect Programme

1. A 2-Day Teacher Connect Programme under Malaviya Mission Teachers Training Programme in the light of G20 New Delhi Leaders' Declaration held on 9-10 September 2023 has been conceptualized.

#### Background and Objective

2. One of the fundamental principles of NEP, 2020 inter-alia recognizes teachers and faculties the heart of the learning process. It further recognizes their recruitment, continuous professional development, positive working environment and service conditions as key element to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing his / her students, institutions, and profession. Ministry of Education to translate the objectives of NEP, 2020 has taken up the recruitment of faculty and teachers in mission mode approach. During the last one year, a large number of faculty / teachers have

been recruited and inducted in HEIs and Schools.

3. Further, to meet the future demand of the country and sustainable life style as embedded in the 'Mission LiFE', the role of faculty and teacher is critical to transform our education systems to respond to these challenges.

4. Accordingly, there is need to sensitize the newly inducted teachers/faculty about the different themes of National Education Policy 2020 and other allied matters like Pedagogy, Assessment, Research & Innovation, Holistic Development of students, Indian Knowledge Systems (IKS), etc.

5. With this objective 2-Day Teacher Connect Programme shall be organized in different parts of the country (zone-wise) through Malaviya Mission Teachers Training Centers. Around 200 newly recruited Faculties and Teachers from Higher Education, School Education and Skilling institutions [participants to be finalized in consultation with D/o School Education & Literacy & M/o Skill Development & Entrepreneurship] would be participating in each programme. As the capacity building is evolving and dynamic in nature in light of emerging areas, there may be need for interventions like, capacity building for teaching-learning, curriculum & pedagogy in multiple Indian languages, training on student wellness, their psychological wellbeing and mental health etc. Hence, the number of programme is to be curated and decided by PAB Chair.

6. NIEPA shall be the knowledge partner to carry out this Programme.

### Financial Norms

Type of Programmes	No. of programmes per year per Centre	Mode	No. of Beneficiaries per programme	Programme Wise Cost (in rupees)	Total Cost of programmes per Programme (in rupees)
<b>Teacher Connect Programme</b>	12 or as decided by PAB Chair	Residential	200 (for one programme)	25,00,000	3,00,00,000

### F) Capacity Building for Design and Entrepreneurship

National Education Policy 2020 aims at transforming the education system in the country. It also places a strong emphasis on fostering a culture of innovation; promote an entrepreneurial spirit and provide a conducive environment for students to develop innovative solutions to real-world problems within the education system.

Design thinking is a problem-solving approach that encourages creative and innovative solutions to complex challenges. It focuses on understanding the needs and perspectives of end-users and applying a user-centric, empathetic, and iterative approach to arrive at effective solutions. In the context of education, design thinking encourages educators to create learner-centered curricula, teaching methods, and assessments that cater to individual needs and foster critical thinking, problem-solving, and creativity.

Accordingly, a capacity building Programme for faculty and HEIs is being started on Design and Entrepreneurship under the aegis of Malaviya Mission Teacher Training Programme (MMTTP) to address the key elements of NEP with a specific focus on design and entrepreneurship development.

## **Objectives**

The objective of this programme is to enhance the capacity of faculty and HEIs for creative transformation with a specific focus towards design and entrepreneurship development.

## **Mentors for Participating Institutions**

It will be achieved through one-to-one mentoring of faculty and promoting generative dialogue among faculty, student teams and HEI partners by a pool of expert mentors.

Each participating HEI will be assigned a maximum of three mentors for a period of two years. Each mentor will devote about 40 person days to mentor 8-10 faculty members and an equivalent number of student teams from 3<sup>rd</sup> and 4<sup>th</sup> year UG, 2<sup>nd</sup> year PG and advanced years of PhD for one year.

## **Eligibility Criteria for Participating Institutes**

Public funded HEIs can apply for this Programme as per the following criteria:

1. The public funded HEI must be in the top 200 in the NIRF ranking 2022 & 2023 in any of the NIRF categories.
2. HEI must be enrolled in the National Innovation & Startup Policy (NISP) and allocated funds to the tune of at least 1% of their annual operating expenditure towards student innovation.
3. HEI must have at least 3 academic departments offering UG, PG and PhD Programmes, with potential for developing a multidisciplinary foundation for UG Programmes.

## **Responsibilities of Participating Institutes**

The participating HEIs are expected to leverage this Programme to intensify their design and entrepreneurship development initiatives by making the following key interventions:

1. Create common slots in the curriculum and academic calendar for UG, PG and PhD Programmes in at least 3 departments (3 hrs per week + 3 days per semester for a hackathon + 3 weeks in a year for field work) from the academic year 2024-25.
2. The common slot of 3 hrs per week may be used to –
  - a. Introduce a sequence of service learning or product design courses, one in each semester for the first and second year UG students, and 1<sup>st</sup> year PG and PhD students. The HEIs may redesign existing courses or create new ones. The courses must strictly follow the pedagogy of learning-by-doing (individual and group), continuous assessment of activities, and promote empathy and discovery of real-world problems.
  - b. Introduce open electives focused on specific domains to encourage promising teams of students in their 3<sup>rd</sup> and 4<sup>th</sup> year UG or 2<sup>nd</sup> year PG or advanced years in PhD to pursue detailed design, prototyping and entrepreneurial activities. Involving PG and PhD

students in the initiative is intended to not only help sharpen research, but also encourage commercialisation and prepare the next generation of faculty.

3. Identify and nominate 25-30 faculty members each year for the mentoring Programme. This cohort of faculty may be motivated and incentivised to –
  - a. Participate in one-to-one mentoring sessions and conversations with expert mentors to enhance capacity for creative transformation.
  - b. Identify and co-mentor 15-20 promising student teams (average size 4) in the 3<sup>rd</sup>/4<sup>th</sup> year UG or 2<sup>nd</sup> year PG or advanced years of PhD. The teams may be encouraged to have a mix of students from different years and branches of study depending on the topic of interest.
  - c. Handle courses in the common slot and facilitate learning-by-doing for approximately 1,400 students from 1<sup>st</sup> and 2<sup>nd</sup> year UG, 1<sup>st</sup> year PG and PhD.
4. Allocate appropriate amount of innovation fund to support the 18-20 promising student teams to pursue product design and entrepreneurship each year, and create the infrastructure to support learning-by-doing.
5. Identify local partners such as industry, government organizations and Non-Governmental Organizations to mobilize additional resources and create learning opportunities for faculty and students.
6. Create a governance structure with adequate leadership to fast-track implementation of the Programme and monitor the progress.

### Nodal Centre for the Programme

The nodal center for the Programme will be Malaviya Mission Teacher Training Centre, IIITDM Kancheepuram which will manage the selection of HEIs and mentors, allocate mentors to HEIs, conduct curated webinars to share best practices and resource material, monitor progress, and disburse honorarium to the mentors. There will be no separate non-recurring or recurring grant given to the HEIs. The Programme will target 50 promising HEIs for a period of two years (2024-26).

### Financial Norms

The financial requirements of this Programme for 2024-25 to 2025-26 shall be as per the following:

Particulars	Preparatory (Jan-Mar 24) (In Rs.)	Year - 1 (2024-25) (In Rs.)	Year - 1 (2025-26) (In Rs.)	Programme Total (In Rs.)
Number of institutions enrolled	50			
Total number of faculty to be mentored		1,400	1,450	2,850
Total mentors to support all the institutions		150	150	150
Total MoE grant for faculty mentoring		10,92,00,000	12,44,10,000	<b>23,36,10,000</b>

### Seeking Expression of Interest from the Institutes

Interested HEIs may submit a clear and concise proposal for participation in this Programme.

The proposals must clearly articulate the following:

1. Why the HEI wants to participate in this Programme and how it fits with its NEP plans?
2. What specific goals it intends to achieve over 3 to 5 years through this Programme?
3. How it intends to integrate and institutionalize this Programme in its everyday routine?
4. What is the level of readiness of the HEI to implement the key interventions of the Programme including approvals from governing bodies like senate or board and infra?
5. How much funds will be allocated by the HEI to support teams and the sources of funds?
6. Which local industry partners have committed to support this Programme & nature of support?
7. Who will be coordinating the Programme in the HEI? (PI/Co-PI must preferably be in leadership positions and able to implement the desired institutional changes)
8. Provide a list of five mentors from local industry partners, start-up community or retired professionals from industry or senior faculty from other academic institutions. Their consent may be taken and their profiles and contact details may be attached. Mentors must have strong inter-disciplinary expertise, experience in product development and entrepreneurial initiatives, listening skills, ability to mentor faculty and willing to commit 40 days per year (1 day per week during the semester).

### Selection Criteria of the HEIs

Proposals will be evaluated based on the vision, readiness, commitment and credentials of the HEIs and PIs/Co-PIs to leverage this Programme and deliver outcomes in terms of number of faculty mentored, entrepreneurial teams supported and pipeline of students nurtured. The selected institutions will need to sign an MoU with the nodal centre to execute the Programme.

### Programme Advisory Council

There shall be Programme Advisory Council to guide the Nodal Center to be constituted by the MoE.

### G) Nurturing Future Leadership Programme

As India assumes an increasingly prominent role in the world, there is an urgent need to inculcate leadership development in higher educational institutions (HEI) both among students and faculty. Leadership development for faculty members will not only help prepare some of them for educational leadership roles, but also be of intrinsic benefit even to those faculty members uninterested in assuming leadership roles, by helping them excel in their own research and teaching pursuits, and in enabling them to inculcate leadership skills amongst their students, bringing tangible and wide-ranging benefits to the nation.

This need for trained and experienced institutional leaders is also outlined in the National Education Policy (NEP) 2020. It inter-alia stipulates that:

- (i) **Faculty excellence** will be **incentivised** by way of appropriate rewards, promotions, recognition and **movement into institutional leadership even certification also**
- (ii) **Presence of outstanding and enthusiastic institutional leaders that cultivate excellence** and innovation is the need of the hour

- (iii) **Excellent faculty** will be **identified early** and **trained** through **ladder** of leadership positions.
- (iv) **Outstanding leaders** will be **identified** and **developed early**, working their way through a ladder of leadership positions.

## Objective

The objectives of the programme are:

- (i) To build **ecosystem** to **inculcate leadership skills** in **faculty members at levels early in their career** to advance both individual and organizational goals
- (ii) To be a **broad-based** leadership development programme (for all faculty across all levels)
- (iii) To **expand the pool of potential leaders** for the range of leadership positions
- (iv) To **prepare faculty** to contribute effectively and proactively in collective decision-making, shared governance, developing initiatives, problem solving
- (v) Improve Teaching – learning and student engagement.
- (vi) Build leadership qualities in their students.

The programme is envisioned to make “**Everyone a Leader**” to be able to create an empowered workforce with an open and participative culture.

## Identification of Host Institutions

The programme will be delivered by the **top management institutes** in NIRF ranking having expertise in running management / leadership courses with flexibility to add institutions which meet NIRF requirement by PAB Chair.

## Roles and Responsibilities of Stakeholders

The National Institute of Educational Planning and Administration (**NIEPA**) would be the coordinating organisation for the programme.

The **roles and responsibilities of NIEPA** would include:

- (i) Coordination between Ministry of Education and host institutions
- (ii) On-boarding of the shortlisted institutions who would be host institutions

The **roles and responsibilities of the host institutions** would include:

- (i) Ensuring unique positioning of the Programme to attract faculty members to attend
- (ii) Develop programmes aligned to leadership modules and pedagogy
- (iii) Mobilization and selection of participants
- (iv) Programme delivery
- (v) Assessment and certificate of participation
- (vi) Boarding and lodging for the participants during the course of stay

The **roles and responsibilities of the participants’ institutions** would include:



- (i) Nominating up to 2 faculty in a given course at a given institute for the Programme, having high potential to benefit from the Programme
- (ii) Bearing the cost of travel arrangement for participants nominated for the Programme by them

### Implementation Framework for the Programme

All host institutes can exercise autonomy in creating a selection process for the programme, assigning facilitators, setting syllabi, and developing pedagogical approaches in accordance with the **following standardised programme modalities**:

- a. **Participants** - Faculty from centrally-funded institutes, Institutes of National Importance, as well as UGC and AICTE recognized universities, colleges, and standalone institutes
- b. **Eligibility for Nomination/ Selection** - The participants must be permanent faculty at recognised institutes with at least 3 years of teaching experience
- c. **Batch size** - 30 participants. The first batch shall be completed before **31<sup>st</sup> March 2024**.
- d. **Mode of delivery** - 5 Days Residential Programme
- e. **Modules** - Host institutions will have full autonomy to design curriculum and pedagogy of the programme. An illustrative list of modules is as follows:
  - Teamwork
  - Professional Skills
  - Critical Thinking
  - Self-management
  - Conscientious Citizenship
- f. **Pedagogy** - Host institutions can develop their own pedagogical approaches in addition to the following list of suggested pedagogical approaches (based on the concept of learning while doing):
  - International and national case studies
  - AV presentation
  - Group discussion.
  - Role play
  - Management games
  - Debates
  - Interactions with Chairman, Board of Governors of the host institute, and suitable industry leaders
  - Interviews with great teachers, social reformers, and institution builders
  - Complex assignments, and project work would also go a long way.
- g. **Assessment and certificate of participation** - The host institution shall conduct graded pedagogical activities and a final test developed by them. Upon successful completion of the programme, the participant shall be awarded with a **certificate from the host institution under the aegis of Malaviya Mission Teacher Training Programme (MMTTP)**. Assessment is primarily to see effectiveness of the delivery and feedback to the participants.

## h. Programme Implementation Committee:

There shall be Programme Implementation Committee to guide implementation of the Programme and the same shall be constituted by MoE.

### Financial Norms

- The programme shall be **funded** entirely by the **Ministry of Education**
- In case of more than 2 participants nominated by any institution for a given Programme in one institute, the full cost shall be borne by the participant's institutions for those additional participants.
- The **cost of travel** (to and from host institution) shall be **borne by the participants' institutions**.

The cost for conducting one round of NFLP is Rs. 3,75,00,000 per year for training 750 participants at the rate of Rs. 50,000/- training cost per participant.

Mode	Type of Programme/ Activity	No. of days	No. of beneficiaries/ participants	Per participant cost* (Rs. in thousands)
Offline	Nurturing Future Leadership	5 days	2,250	50.00

\* cost includes all expenses and tax, if any

### Expected Outputs & Outcomes

Upon successful completion of the programme, the following benefits are envisioned:

- Improvement in the team management, communication skills, and critical thinking of participants
- Dissemination of learnings from the programme to encourage other institutions to organise similar development programmes for their faculty
- Creation of a pool of trained institutional leaders
- Improvement in administration of higher education institutions

## H) Capacity Building Programme on Specific Learning Disabilities

(i) National Education Policy, 2020 inter alia recognizes learning disabilities among a set of students. This policy is in complete consonance with the provisions of the Rights of Persons with Disabilities Act (RPWD), 2016. As per the RPWD Act, 2016, children with benchmark disabilities have the choice of regular or special schooling. Resource centres and special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities, as well as assist parents in achieving high-quality home schooling and skilling.

(ii) In the context of equitable and inclusive education, NEP states that the issues of Socio-Economically Disadvantaged Groups (SEDGs) are common and analogous in school and higher education. Broad categories of SEDGs as defined in NEP 2020 includes children with disabilities (including learning disabilities). Accordingly, the issues which are relevant to

school education is also relevant for higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform.

(iii) In order to address the issue, it is essential that the teachers must be aware of teaching student with specific disabilities, including learning disabilities, and should be sensitized towards all underrepresented groups to reverse their underrepresentation as the new education policy aims to provide a quality education system for all students, regardless of their residence, with a particular focus on historically marginalized, disadvantaged, and underrepresented groups.

(iv) To achieve the objectives of National Education Policy 2020 and to overcome with the issue of learning disabilities among students, it is essential that regular capacity building programme on Learning Disabilities should be conducted by engaging resource persons / experts dealing with the various kinds of learning disabilities.

(v) This programme will be anchored through NIEPA, which is one of the MMTTP Center and having expertise in the Educational Planning and Administration.

### Implementation Plan

(vi) In line with the recommendations of NEP 2020 generating awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) is to be part of the all type of teacher programme. Accordingly, a Programme has been envisaged to begin with the capacity building of key stakeholders with reference to specific learning disabilities among students. In the first cycle, the Programme shall be implemented over a span of 6 months involving key stakeholders such as Head of Institutions, Head of Departments in each institution, department teams, officials in the D/o Higher Education, Ministry of Education, AICTE, UGC, NTA, NAAC etc. as relevant.

(vii) The implementation will start with orientation Programme with the Heads of Institutions (HoIs) and distinguished stakeholders in online mode. This session will be focused on sensitizing about the concerns of persons with specific learning disabilities, rationale for creating inclusive systems for them, policies and regulatory frameworks, ways to utilize the potential of special students, global best practices, expectations from the Programme and the manner in which it will be navigated.

(viii) Engagement with the Heads of Institutions (HoIs) and other stakeholders shall be sustained for the entire Programme, keeping them in the loop on a regular interval to discuss the progress in online meeting every two months.

(ix) After Orientation Session, session for '**Sensitization of Departments**' in which heads and 2 nominees from various departments of HEIs such as admissions department, O/o student-life or campus-life affairs, O/o academic affairs, faculty and examinations cell, IT department and career & placement cell shall be given 2 hours training in online mode.

(x) Training sessions with heads and 2 nominees from various departments of identified educational institutions will be focused on sensitizing about the concerns of persons with specific learning disabilities, rationale for creating inclusive systems for them, policies and

regulatory frameworks, ways to utilize the potential of special students, global best practices, expectations from the Programme and the manner in which it will be navigated.

(xi) After Sensitization of Departments, specialised session namely '**Masterclass for Each Department**' of 2 hours by resource persons/experts will be organized with each department separately as identified from the respective educational institutions in an online mode. A total of 5 masterclasses shall be held separately for each department / vertical from the identified educational institutions having at least 3 representatives from each department/ vertical of the institutions, in each masterclass.

(xii) The specialized masterclass shall entail introductory and experience sharing session by expert with the participants, tailor-made presentation to address each department needs, discussion on the full-scale implementation plan and checklists for each department followed by question & answer session.

(xiii) After Masterclass for Each Department, '**Zone-wise In-Person Workshops**', which will be in offline mode, involving identified educational institutions divided in 6 zones will be organised to carry out 5 days (including travel) long handholding workshops in each zone. All HEIs of a particular zone will convene at one common institution. During this workshop, the key focus will be on reviewing and finalising full-scale implementation plan, handholding, designing and implementing HEI based intervention strategy. The sessions will be broken down based on the departments.

(xiv) The 5 days long Programme for each zone shall include 2 days for travel and 3 days reserved for workshop to all the participants of the institutions categorized in that particular zone, meeting at a common institution for offline sessions. It will further be divided into half-day department-wise workshops for HEIs in the given zone at the common institution.

(xv) The handholding workshop will include 4-hour session with each department, discussing individual institutions survey results, presentation by institutes on their implementation progress, and charting out an implementation roadmap for each institute, followed by a question & answer session. 2 resource persons / experts shall visit to facilitate these workshops.

(xvi) Institution-wise session namely '**Monitoring of Implementation**' shall be organized for the Heads of the Departments (HoDs) and 2 nominees from each Department (i.e., 5 departments in each institution) in the online mode to guide institutions on monitoring the progress and solve problems.

(xvii) Finally, a session on '**Conclusion of Programme**' in which the focus shall be on monitoring inclusion, benchmarking and documenting best practices, shall be organised in online mode. This online meeting shall be held zone-wise over a period of three days with the Heads of the Institutions and Heads of the Departments of each institution with an objective to discuss the report presented by each institution and their respective departments of their Programme to scale inclusive interventions nationwide.

(xviii) Post successful completion of this Programme, the same shall be replicated with new set of HEIs over a cycle of 6 months period and continued till the life cycle of the MMTTP Scheme.

## Financial implication and Budget requirement

- (i) Each cycle comprises of around 6 visits of resource persons in the respective zones. The estimated cost for each zone wise in-person workshops comprising of visit of two resource person, printing of resource material and other miscellaneous expenses, comes around 1 lakh.
- (ii) As the programme will be repeated till 2025-26 over a 6 months cycle period, it has been estimated that an amount of Rs. 50 lakh is required to organize Specific Learning Disabilities Programme for the financial years 2023-2024 to 2025-2026.

## I) Academic Leadership Programme

- (i) Training of academic leaders of the vast numbers of institutions of higher education in the country is a critical need, in the light of new dimensions envisaged in NEP 2020. These higher education institutions have to develop Institutional Development Plans and thereby augment their functional competencies in areas of core and conventional activities, as also brace up to the immense external challenges posed by a community of universities world-wide, each aspiring to achieve a tangible status of competence, expressed to some extent in measures of ranking, and more generally in the insistence on improving quality. It is emergent therefore that academic leaders be oriented to the critical tasks they are to perform, and made aware of the responsibilities their roles entail, as also the internal and external challenges they need to handle while on the job.
- (ii) In order to meet the goals of developing effective academic leaders as envisaged in NEP 2020, to evolve a systematic programme on the training needs of top functionaries and institutional heads of IIT, IIIT, IIM, Central University, IISER, NIT, SPA etc. and to provide specialized area trainings in selected issues of critical relevance, and specially with a view to enhancing institutional quality and innovation, it is essential that Academic Leadership Programme be made part of the Malaviya Mission Teacher Training Programme.
- (iii) The Programme aims to fortify participants with the skills to manage the intricacies of helming an educational establishment. Through immersive discussions and hands-on workshops, attendees will gain insights and methodologies to set a distinct direction, formulate and implement strategic agendas, nurture a conducive institutional ambiance, and promote sustained enhancement in sync with national policy goals.
- (iv) This is proposed to be a 5-day Programme with participative sessions, case studies, panel discussions and workshops with agendas to evolve a work plan for each of the Institute with an implementation roadmap.

### (v) Objectives:

- a) Foundational Leadership: Focusing on self-awareness, common knowledge base, a strong network, and setting priorities for the institute
- b) Strategic Leadership Development: Cultivating strategic thinking skills, analyzing complex challenges, exploring innovative approaches, and enhancing the capacity for change and transformation.
- c) Team Building and Stakeholder Engagement: Focusing on developing team leadership and collaboration skills, fostering an inclusive organizational culture, and strengthening

stakeholder management abilities. This module will engage the leaders to know more about as how to create an environment of ownership with collective decision making.

- d) Leadership Excellence: Aimed at Building systems for data driven decision making, developing next line of leadership
- e) Sustainability: Building systemic linkages with the community, creating systems for financial sustainability,

**(vi) Expected Outcomes:**

- a) Visionary Leadership: Attendees will acquire profound understanding of visionary leadership's core and its pivotal role in guiding institutions to excel. The participants will gain a perspective that emphasizes the importance of refined institutional and community goals over personal accomplishments.
- b) Strategic Planning: Attendees will master strategies to devise and execute solid plans, informed by historical data that resonates with the institution's vision and objectives.
- c) Decision-Making Excellence: Participants will enhance their decision-making skills by understanding best practices, analyzing real-life case studies, and leveraging data-driven approaches.
- d) Organizational Culture: Participants will explore the power of cultivating a positive and inclusive organizational culture, fostering innovation, and nurturing collaboration among stakeholders.
- e) Change Management: Participants will be introduced to the tools and techniques required to lead successful organizational change initiatives.
- f) Stakeholder Engagement: Participants will discover the art of engaging and building meaningful relationships with diverse stakeholders, including students, staff, parents, and the wider community.
- g) Resource Mobilization: Participants will be exposed to Institute's economic landscape including familiarization with the emerging practices in resource mobilization such as Endowment Funds, Impact Investment, VGF, PPP and CSR.
- h) Effective Communication: Participants will master the art of effective communication, enabling them to inspire and motivate others, resolve conflicts, and drive collaboration.
- i) Personal Growth and Resilience: Participants will experience personal growth as a leader by enhancing self-awareness, emotional intelligence, resilience, and well-being. This at times requires a change from self to Institute.
- j) Emerging Trends: Participants will get empowered to stay ahead of the curve by exploring emerging trends, innovations, and technologies shaping the future of education and educational Institutions.
- k) Vision Articulation: Each Participant will be encouraged in collaboration with others to evolve his/her vision depending on specific challenges and Opportunities for his/her institute in alignment with the objectives of NEP '20 and deliberate on the

strategies to realize the vision.

**(vii) Intervention Strategies:**

- a) **Keynote Speech/s, Stories by Inspirational Leaders:** Leaders and visionaries in the domain of professional higher education will share their experiences, challenges faced, and strategies adopted to become successful institution leaders. Their insights can inspire and motivate the participants.
- b) **Panel Discussions:** Panel discussions will be held on various aspects of institution leadership, such as strategic planning, decision-making, fostering innovation, building a positive organizational culture, resource mobilization and addressing challenges in the education landscape. Experienced leaders, including Directors/ Chairpersons, Vice Chancellors, Rectors from established institutions, will participate in these discussions and share their expertise.
- c) **Case Studies and Best Practices:** Case studies will be discussed highlighting successful institution leadership practices. These case studies will focus on innovative approaches, effective change management, student-centric initiatives, inclusiveness and diversity and community engagement.
- d) **Workshops and Training Sessions:** Interactive workshops and training sessions will be conducted on specific leadership skills and competencies relevant to educational institutions. Topics will include strategic planning, team-building, communication and stakeholder engagement, conflict resolution, data-driven decision-making, and managing organizational change.
- e) **Peer Learning and Networking Opportunities:** Opportunities will be provided for the participants to network and learn from each other through informal sessions, networking breaks, and group activities where institution heads can share their experiences, exchange ideas, and build relationships.
- f) **Personal Development and Self-Reflection:** Programme will be designed to allow time for self-reflection and personal development. Sessions will be offered on mindfulness, self-awareness, and emotional intelligence. Resources and tools will also be provided for self-assessment and setting of personal goals by the participants for their personal and organizational growth.
- g) **Emerging Trends and Technologies:** Some sessions will be dedicated to discuss future trends in education and the impact of emerging technologies on topics like digital transformation, artificial intelligence, personalized learning, and innovative pedagogical approaches. Institution heads will be encouraged to think ahead and consider how these trends can shape their leadership strategies.
- h) **Mentorship and Coaching Opportunities:** This Programme is expected to be followed through with a mentorship or coaching Programme where experienced institution leaders can mentor and guide newer heads of institutions. This will enable ongoing support, advice, and guidance.
- i) Under this Programme the heads of the approx. 200 centrally funded HEIs will be covered in different batches. It has been estimated that an amount of Rs. 2 Crore is

required to organize Academic Leadership Programme for the entire period of the scheme i.e. 2023-2024 to 2025-2026. The programme will be coordinated and implemented by IIT Jammu.

## 8 Residential Courses/Programmes

- i. For residential courses/programmes adequate arrangements must be made by the MMTTC to ensure that the residential character of the course is maintained throughout.
- ii. Teachers selected for the programme are to be treated as ON DUTY with full pay and allowances by the sponsoring university/college.
- iii. The number of participants should be 40-50 for the Residential FIP, RC and STP / FDP and may be drawn from HEIs located in nearby areas. This will obviate the travelling long distance and resultant expenditure.
- iv. Punctuality, regularity, participation, and purposefulness should be emphasized.
- v. Successful candidates in UGC-approved programmes will be issued certificates as per UGC prescribed format. The UGC-MMTTC may even disallow the issuance of certificates to participants on notified valid grounds such as attendance, qualifying the test etc.
- vi. The ONLINE FIP, RC and STP/FDP, as a means of Flipped Classrooms, and delivered through OER/MOOC platforms by the UGC MMTTCs, shall be treated equivalent to the conventional mode for the issuance of certificates.

### 8.1 Permission to Attend Courses/Programmes during the Period of the Teacher's Fellowship

Teachers' fellowships, as well as FIP, RC, STP/FDP courses, are meant for professional development.

A teacher interested in attending these courses/programmes (as prescribed by UGC from time to time) during the period of fellowship should not be denied the opportunity as it supplements his/her professional development. Therefore, the UGC has decided to permit the teacher fellow to attend these course/programmes provided:

- (i) He/she surrenders living expenses for the period he/she is attending the course/programme and agrees to submit to the MMTTC an undertaking to this effect through the concerned Research Centre before joining.
- (ii) The course is attended in the subject that is relevant to his/her research.
- (iii) No extension in the teacher fellowship is sought on these grounds.

### 8.2 Assessment and Evaluation Parameters

The Assessment of the Programmes will be as follows:

- A. NEP 2020 Orientation and Sensitization Programme:** 2 tests of MCQ (40 + 40 marks) overall response (20 marks)
- B. FIP:** As proposed in the FIP/Guru- Dakshta guidelines.



### C. Refresher Course:

- i) **Online RC:** Two tests of MCQs (30 marks each) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks).
- ii) **Residential Course:** 1 Seminar (20 marks) and 1 Project work (20 marks), one test of MCQs (20 marks) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks) .

### D. Short- Term Programme /Faculty Development Programme:

- i. **Online STP/FDP:** Two tests of MCQs (30 marks each) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks).
- ii. **Residential Course:** 1 Seminar (20 marks) and 1 Project work (20 marks), one test of MCQs (20 marks) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks).

### Grading and Certification shall be as follows:

- (i) A+: 85 percent and above
- (ii) A: 70 percent to 84 percent
- (iii) B: 60 percent to 69 percent
- (iv) C: 50 percent to 59 percent
- (v) Those participants who score less than 50 marks will not be given a certificate. Participants have to repeat the course at their own expenditure.

No leave shall be permissible except for emergencies or exceptional case/circumstances where a maximum of 3-day leave may be granted by Programme Director of the MMTTC. Participants who avail such leave will have to compensate the same number of days in the next programme, and such participants may be given a certificate after completion of the course.

**8.2.1 Feedback of the participants:** Participants are required to fill in the feedback form after each programme.

### 8.3 Training of Trainers

Training of Trainers (ToT) through interactive experiential learning is a crucial component of the MMTTP in enhancing the professional development of faculty members, aligning with the objectives outlined in the National Education Policy (NEP) 2020. This approach will ensure that trainers are not only equipped with theoretical knowledge but also gain practical insights and skills through hands-on experiences. This will be a regular feature including sensitization for Programme Directors of MMTTCs. If any additional interesting and useful teaching material is created by any of the MMTTCs, same may be shared with all other MMTTCs for adopting best practices.

The key elements of ToT and its connection to the continuous professional development of teachers in accordance with NEP 2020 are as follows:

## **A. Experiential and Hands-On Learning:**

ToT sessions should prioritize experiential learning methods, allowing trainers to actively engage in hands-on activities that mirror the learner-centered pedagogies advocated by NEP-2020.

Practical teaching scenarios and simulations should be integrated into the training to enhance trainers' ability to employ innovative and student-centric methodologies.

## **B. Interactive Learning Approach:**

Emphasize an interactive learning approach to foster critical thinking and engagement. This is especially crucial for online FDPs, where trainers need to master the art of keeping participants engaged virtually.

Incorporate activities such as group discussions, case studies, and collaborative projects to encourage an interactive exchange of ideas.

## **C. Orientation to Resource Persons:**

Provide an orientation to resource persons, especially in the online mode. This includes training on effective online teaching strategies, utilizing digital resources, and creating an inclusive and interactive virtual learning environment.

Guest sessions from eminent experts involved in the development of NEP-2020 can offer valuable insights and perspectives.

## **D. Involvement of Eminent Experts:**

Invite eminent experts who played a role in shaping NEP-2020 to share their vision and insights during the ToT sessions.

Guest lectures, panel discussions, and Q&A sessions with these experts can provide a deeper understanding of the policy framework and its implications for teaching practices.

## **E. Practical Aspects: Creation of (Academic Bank of Credits) ABC ID**

Explain practical aspects relevant to NEP-2020 implementation, such as creating an ABC ID.

Provide step-by-step guidance on how trainers can effectively use ABC credits to facilitate flexible and learner-centric approaches in education.

## **F. Curriculum for Multiple Entry and Exit:**

Detail the curriculum structure for Multiple Entry and Exit points, as outlined in NEP-2020. Trainers should understand how to design courses that accommodate the diverse learning paths of students, allowing them to enter and exit at different stages.

## **G. Multidisciplinary Courses:**

Illustrate the concept of multidisciplinary courses, highlighting the integration of various subjects to provide a holistic learning experience.

Trainers should learn how to design and deliver courses that transcend traditional

disciplinary boundaries, fostering a well-rounded education.

## **H. Understanding the NCrF & NHEQF Framework:**

Break down the National Credit Framework (NCrF) and National Higher Education Qualification Framework (NHEQF) as per NEP-2020. Trainers should comprehend the framework's levels, credit system, and guidelines for quality assurance.

Provide practical examples of how the NCrF and NHEQF Framework can be applied in course development and assessment.

## **I. Assessment Strategies:**

Train trainers on assessment strategies aligned with NEP-2020. This includes formative and summative assessment techniques that support continuous learning and skill development.

Emphasize the importance of assessments that measure not just knowledge acquisition but also critical thinking and practical application of concepts.

## **J. Feedback and Reflection:**

Integrate feedback and reflection sessions in the ToT to promote continuous improvement among trainers.

Encourage trainers to reflect on their teaching practices and adapt them in line with the evolving educational landscape and the principles of NEP-2020.

By incorporating these elements into the ToT Programme, educators can ensure that trainers are well-equipped to implement the learner-centric pedagogies recommended by NEP-2020 and effectively contribute to the transformative changes in the higher education system.

## **8.4 Need-based New Courses/Programmes**

UGC/MoE shall decide new courses / programmes and themes from time-to-time based on new developments which shall be implemented by MMTTCs, subject to approval of Project Approval Board.

## **8.5 Addition of New MMTTCs**

- The Erstwhile PMMMNMTT Centres are allowed to conduct training programmes under various component as per previously approved Programmes on self-sustainable basis. These Centres will follow the UGC Guidelines of MMTTP and the programmes offered by them shall be considered for Career Advancement Scheme. However, the UGC/MoE will not bear any financial liability in this regard.
- UGC/MoE may discontinue any MMTTC in case of non-performance/poor review with the approval of PAB.
- Based on the review and need, UGC/MoE shall decide to add new MMTTCs with the approval of Project Advisory Board (PAB).

## **9. Incentive for Faculty Members/Non-Teaching Staff**

All training/ capacity-building programmes for teachers/faculty/ Non-teaching staff in different 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 amended from time to time and for Non-Teaching Staff wherever required.

## **10. Monitoring of the Scheme**

Monitoring and quality assurance of the Malaviya Mission Teacher Training Programme would be undertaken by a Committee constituted by UGC. Monitoring the progress of the Scheme will be based on the achievement of physical and financial targets by each Centre, on the basis of the report, statement of expenditure and Utilization Certificate etc. The MMTTP Portal (<https://mmc.ugc.ac.in>) is developed by UGC, where all MMTTCs need to upload their activities on a regular basis, and a centralized database will be maintained through the portal, which will have information on the number of Faculty members trained by the various MMTTCs. Each MMTTC will submit the quarterly as well as an annual report to UGC and timely upload the detailed report on the Course/Programme conducted on the portal.

### **10.1 Standing Committee**

The UGC shall constitute a Standing Committee to monitor, advise on policy and recommend the courses to be offered in all the MMTTCs. The Standing Committee shall have six members from academics and one officer of UGC who shall be the Bureau Head of the MMTTP. The six members constituting the Standing Committee shall be:

- (i) Chairman of the Committee (may be a Commission member or a Senior Academician at the rank of VC/Director of HEI)
- (ii) Three Senior Academicians (At the level of VC/Former VC/former Director HEI/Professor).
- (iii) Two Programme Directors of MMTTCs.
- (iv) UGC Officer- Bureau Head.

### **10.2 Academic Advisory Committee:**

Besides the Standing Committee at the apex level for all MMTTCs, each MMTTC will have an Academic Advisory Committee (AAC) with representatives from universities and colleges including professors of practice or practitioners or industry leaders to advice on its programmes and the selection of resource persons. The Vice-Chancellor/Head of the HEI, at which MMTTC is located, or an Eminent Professor of Practice, will be Chairman of the Committee. All the members of the AAC will be nominated by the Programme Director MMTTC and approved by the Chairman of AAC.

The constitution of the AAC will be as follows:

- (i) Vice-Chancellor/Head of Institution of the Host University/Institution or Eminent Professor of Practice
- (ii) One Vice-Chancellor / Director HEI/ Former VC/Formal Director HEI from outside and one within the state.
- (iii) One UGC nominee
- (iv) Two Programme Directors of MMTTC of which one shall be from outside the state.
- (v) Two eminent Professors/Heads of the Department of the University / HEI Professors of practice or practitioners or industry leaders
- (vi) One Principal / former Principal of affiliated colleges/ Colleges.
- (vii) The Programme Director MMTTC will be the Member Secretary.

The Registrar and Finance Officer will be special invitees.

The term of the Academic Advisory Committee (AAC) shall be two years. The AAC shall meet twice a year. All matters related to the MMTTC, including financial matters, will be placed before the committee.

## **11. Financial Assistance**

### **11.1 Infrastructure/Renovation cost**

Funds under Non-recurring Head i.e. for smart classrooms, Equipment/Software /Hardware/Furniture and Fixtures etc. will be provided to MMTTCs on a case-to-case basis depending upon their requirement/ usage/availability of funds.

### **11.2 Programme Cost (Residential)**

The following items are covered under the programme cost:

- (i) Hospitality for all the participants (TA/DA to be borne by the participants/respective HEI)
- (ii) TA/DA and Honorarium to resource persons.
- (iii) Honorarium to course coordinator
- (iv) Miscellaneous/Contingency expenses

#### **11.2.1 Hospitality for Participants:**

Rs.500/ per working day per participant will be paid to the MMTTC for providing hospitality (includes boarding, tea and snacks, and working lunch) and there is no reimbursement of hospitality expenses to participants.

#### **TA incidental charges to outstation participants:**

TA/DA will be borne by participants/ sponsoring HEI only.

#### **11.2.2 Resource Persons:**

Outstation Resource Persons shall be paid TA/DA as per UGC norms. Honorarium to outstation/ local Resource Person shall be paid Rs.5000/- per person per session of 90 minutes

with a maximum honorarium of 10,000/- per day irrespective of number of sessions conducted by the Resource Persons. Outstation Resource Persons must be invited only once in a programme. Local Resource Persons are to be paid maximum Rs 500/- as conveyance charges each way within the Municipal Jurisdiction. Others shall be paid on an actual basis on the production of train/bus tickets/taxi fares as per entitlement.

Resource Persons shall provide a PPT/ Write-up in advance so that selected trainees will come prepared and conduct a highly interactive session with participants with case studies, practical hands on examples, assignments etc and share 5 MCQs in advance with the MMTTCs. However, resource person may evaluate the trainees innovatively through other means as well.

A centralized technological platform that is a LMS comprising appropriate tools may be developed that can be used for formal and informal interaction, cooperative and collaborative strategies as well as an innovative platform

### **Daily Allowance:**

The outstation resource person invited for the course shall be paid a daily allowance at the rate of Rs.1000/- per day if the resource person makes his/her own arrangement for his/her stay. If free lodging is provided, a daily allowance will be allowed at the rate of 75% of the said DA. If only Boarding is provided free, the daily allowance shall be @ 50% of the normal rate. If both boarding and lodging are provided free, then 25% of the normal Daily Allowance will be admissible.

### **11.2.3 Programme Director/Course Coordinator**

A lump sum honorarium of a) STP/FDP-Rs.3000/- b) RC- Rs.6000/- c) FIP- Rs 9,000/- will be admissible to the course coordinator (If he/she is not an employee of the MMTTC). However, in special circumstances, more than one Course coordinator may be appointed. The honorarium amount will be equally shared by them.

The course coordinator will not be entitled to draw any honorarium for taking classes in the same course.

### **11.3 Accounting Procedures:**

MMTTC to ensure that grants have been utilized for the purpose for which it was sanctioned and submit the Statement of Expenditure and Utilization Certificate in the prescribed format as stipulated in GFR 2017 or as may be directed.

- a) Separate CNA accounts are to be maintained by each University/Centre with regard to the grants released by the UGC.
- b) The Accounts of the grantee organization shall be open to audit at any time by the Comptroller and Audited General of India or their nominee at their discretion.
- c) The grantee organization shall submit, Utilization Certificate and a Statement of Expenditure audited by a Chartered Accountant and signed by the competent authority of the University stating the expenditure incurred on the approved project and indicating the utilization of the Government grant in the preceding years to the UGC. If the utilization

certificate is not submitted within the prescribed period, the grantee shall arrange to refund immediately the whole amount of the grant received together with interest thereon at the prevailing borrowing rate of the Government of India unless specially exempted by the Government.

- d) The grantee organization will be open to a review by the UGC by appointing a Committee or in any other manner decided by the UGC as and when deemed necessary by the Government.

#### **11.4 Delegation of Financial Powers to the Programme Director, MMTTC:**

The Programme Director of the MMTTC will be given financial powers to sanction expenditure up to Rs. 75,000/- at a time following the provisions of the GFR 2017 and DFPR 1978 and instructions/ guidelines issued by the Government of India from time -to-time. In addition, he/she shall have the powers to make payments of TA/DA to resource persons and participants of FIP, RC, STP/FDP etc. as per rules. An imprest amount of Rs. 25,000/- shall also be available to the Programme Director MMTTC for meeting contingency expenses.

#### **11.5 Disbursement of Grants**

UGC will release grants to the Registrar/Finance Officer of the University or Principal of the College by Designation. In case of institutions like IIT, NIT, IISER etc. where the Director is the Head of the Institution, the grant will be released to the Director of the Institute by Designation.

#### **11.6 Assets and Liabilities**

Each MMTTC will prepare a list of facilities, assets, and liabilities that are under its direct control. If, for any reason, the UGC-MMTTC is discontinued, the assets so created in the Centre will be utilized for training of faculty in self-sustained mode only and shall be the property of UGC/MoE.

#### **11.7 Record Keeping**

In order to make NEP Orientation and Sensitization Programme, FIP, RC, STP/FDP etc. optimally effective, the MMTTCs will maintain a systematic record of all the participants, their achievements, their professional growth, capacity building, and change in their capabilities as teachers.

Each MMTTC may ensure the maintenance of a course-wise systematic record of resource persons, participants, and a year-wise and subject-wise list of courses conducted.

### **12. Themes and topics of training for Non-teaching staff**

Training programmes shall also be conducted for non-teaching staff on the following topics/areas as follows:

#### **Psychology In Workflow**

Communication Skills – Work Commitment – Professional Competence – Time and Work Management – Ethics and Values

#### **Technology in Workflow**

MS Office, Mail merge and Mailing, Working on Synchronous and Asynchronous Modes,

Tele- conferencing – Knowledge and Proficiency in Computer Applications

### **Higher Education Ecosystem**

HEI: Nature and Structure- Role of UGC, AICTE, NMC, and other professional bodies, in providing higher education – Overview: NEP 2020, Accreditation: NAAC, and NBA; Ranking Framework: NIRF. The changing scenario with regard to students and their aspirations as well as the economy, the industry, the wider system of society in general need to be covered.

### **Academics**

Admissions, Attendance Monitoring, Examination, Evaluation and Results - Noting and Drafting, Curriculum Development, the Pedagogy, the Assessment which includes formative and summative.

- Maintenance of Registers and Rosters – Constitutional Provisions of Reservation – Guidelines for SC/ST/OBC/PWD/EX- SERVICE MEN/EWS, Mandatory committees such as ICC, Grievance redressal, Anti Ragging and SC/ST committees and their role – Co-curricular activities such as social work, sports and cultural activities.

### **Establishment**

UGC Regulations: Recruitment, Promotion under CAS, Pay Fixation Rules – Enterprise Resource Planning – CCS Rules: Conduct, Pension, Leave - LTC – Samarth Portal – Management: Contract, Construction, Guest House, Hostel, Maintenance etc.

### **Finance**

Budgeting – Accounts - Public Finance Management System – Central Expenditure Authorization – Public Procurement – GeM, Building Projects – Higher Educational Financial Agency -- TA Rules – General Financial Rules – National Pension System.

These could be read by the participants before the session and the actual session could take the practical application with certain case studies or assumed/imaginary situations, including possible challenges.

### **Project Management**

Project Proposal Management – Intellectual Property Rights - Scholarship/Fellowship Management – Vigilance Manual – RTI Acts. They can also cover the management of research projects to be undertaken by the faculty members in addition to various assignments, activities, and projects.

## **13. Changes/Amendments in guidelines**

In future any changes in the guidelines necessitated on account of new courses / Programme in any emerging areas including modification of academic nature, the same can be approved by PAB Chair and subsequently confirmed by PAB.

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