



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

CENTRAL UNIVERSITY OF TAMIL NADU, THIRUVARUR, TAMIL NADU
VCSG UTTARAKHAND UNIVERSITY OF HORTICULTURE
AND FORESTRY, BHARSAR, UTTARAKHAND
DHOTE BANDHU SCIENCE COLLEGE, GONDIA, MAHARASHTRA

Online Induction Training/Orientation Programme for Faculty in Universities/Colleges/Institutions of Higher Education

10 November - 09 December 2020

CALL FOR
REGISTRATION
&
PARTICIPATION



Faculty
Induction
Programme

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 Human Resource Development (MHRD), Government of India, launched the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) 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 MHRD 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 seventh Induction Training Programme, 2020, 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 current Induction Programme is being organised in collaboration with Central University of Tamil Nadu, Dhote Bandhu Science College, Gondia and VCSG Uttarakhand University of Horticulture and Forestry. The previous six Induction Training Programmes (May 2018; December 2018; May 2019; June 4 – July 1, 2020; and June 26 – July 24, 2020; September 1 - 30, 2020) 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 three 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 provided graded certificates.

MODULES/TOPICS

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

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 15 courses in different subjects in Humanities, Commerce and Science streams. It is also the study centre for the students of the School of Open Learning, University of Delhi, 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



CENTRAL UNIVERSITY OF TAMIL NADU, THIRUVARUR



Central University of Tamil Nadu (CUTN) is an institution of higher education established by an Act of Parliament in 2009. The University aims at the fashioning of an enlightened society founded on a relentless pursuit of excellence through innovation in teaching-learning process, inter - disciplinary studies and research. Having constructed its buildings as per the GRIHA norms, CUTN moved to the

new campus in 2013-14. With a view to ensuring a green campus the university has registered for a green rating. With a host of the diversified integrated postgraduate, postgraduate, doctoral programmes and diploma and certificate courses of community college both already rolled out and on the anvil, the University has been keen to stay abreast of the ever expanding academic frontiers. The University is also participating in the MHRD initiative of Direct Admission of Students Abroad (DASA). Within the brief period since its inception, whether in the realm of academics or research, CUTN has established itself as a frontrunner in the pursuit of excellence. The University in its permanent campus can boast of, among other things, state of the art infrastructure. In addition, a Kendriya Vidyalaya which started functioning in the CUTN residential campus during the academic year 2013 -14, caters to the school educational requirements both of the employees of CUTN and students from surrounding villages. The University, with the active support of students, faculty, and the administrative staff endeavours to ensure optimal environmental backing conducive to learning.

DHOTE BANDHU SCIENCE COLLEGE, GONDIA

Dhote Bandhu Science College, Gondia has the privilege of identifying itself as an exclusive science college in rural eastern Maharashtra state of India with over 1700 students and offering a wide range of undergraduate, postgraduate and doctoral programs in sciences. It is affiliated to RTM Nagpur University and reaccredited with grade 'A+' (CGPA- 3.51) by NAAC Bangalore. UGC has approved the college for 'College with potential for Excellence' status. Our College also serves as a 'Mentor Institution' recognized by UGC and NAAC for unaccredited Institutions.

Students have a wide choice of UG as well as PG programs in the Faculty of Science. It includes B.Sc., M.Sc. BCA and skill based degree programmes B. Voc. The College is recognised as Centre for Higher Learning and Research to RTM Nagpur University for Ph.D. Programme. The value added add-on courses, career oriented programmes under UGC Community College scheme enriches the curriculum. Some interdisciplinary certificate courses under IGNOU help



the students for horizontal mobility. Vocational courses are offered in close collaboration with reputed industries. The skill based career oriented degree and other and indigenous value added courses has been approved and run from 2014 under UGC scheme. In 2015 the college recognised as 'Centre for higher Learning and Research' for Ph.D. programme in Physics, Chemistry and Botany under Faculty of Science of RTM Nagpur University.

VCSG UTTARAKHAND UNIVERSITY OF HORTICULTURE AND FORESTRY, BHARSAR



With a view to develop horticulture and forestry sectors through scientific interventions, the State Government has established Uttarakhand University of Horticulture & Forestry (UUHF) by an Act of State Legislative Assembly [The Uttarakhand Krishi Evam Prodyogik Vishwavidhyalaya

(Amendment) Act, 2011 [Uttarakhand Act No.13 of 2011]] dated 28th April, 2011 with Head Quarter at Bharsar, Pauri Garhwal. The principal mandate of the university is sustainable development of horticulture, hill agriculture and forestry sectors through teaching, research and extension. More specifically, the mandate encompasses:

- Development of qualified professionals in Horticulture, Forestry, Agriculture, Food Science & Technology, Medicinal & Aromatic Plants Sciences.
- Development of Horticulture and Forestry sectors on sustainable basis through research interventions.
- Sustainable management and utilization of Hill Agriculture, Horticulture and Forestry resources for ecological stability and livelihood security.
- Transfer of Technology and entrepreneurship development.

REGISTRATION PROCESS

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

- Registration is mandatory for all the participants of the FIP.
- All those who meet the eligibility criterion are required to pay a **Non-Refundable fee of INR 1500/-** (See the details provided below regarding the payment process).
- The eligible participants who have made the payment are required to register online **on or before November 09, 2020.**

IMPORTANT:

- 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 MHRD 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.

PAYMENT PROCESS & STEPS OF REGISTRATION

First Step: The participants must make the prescribed payment through the payment gateway:

<https://eazypay.icicibank.com/eazypayLink?P1=8jnp4OTefuPOYer2J0w/ww==>

Second Step: Participants need to fill up the online application form <https://forms.gle/6jKKLN7MiMNsqVmCA> with all the required details before the final date of submission. The screenshot of the payment should be uploaded while filling in the form. The participants are advised to carefully fill their transaction details of payment at the time of filling of the registration form. Kindly take note that late applications and payments will not be accepted. The last date of registration is November 09, 2020.

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.

ORGANISING BOARD OF THE FACULTY INDUCTION /ORIENTATION PROGRAMME

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