GUIDELINES
Human Resource Development Centre (HRDC)
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ज्ञान-विज्ञान विमुक्तये

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GUIDELINES FOR HUMAN RESOURCE DEVELOPMENT CENTRES

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1. INTRODUCTION

Education is the single most important instrument for social and economic transformation. As of now, we have more than 950 universities and 42,000 colleges, with total student enrolment of nearly 31 million. The Gross Enrollment Ratio (GER) has doubled during the last 10 years to reach the level of 25.2%, as projected GER of 30% for2020by the Govt. of India. However, there is a growing chorus of discontent about 'what is' and 'is not' happening in the higher education enterprise. Too few people who start college do not graduate. The serious concern about low percentage of employability of our students is also highlighted. Too few graduates are job ready, not having acquired the knowledge, proficiencies and dispositions to compete in the global economy. The traditional learning methodologies have failed to get the most out of what learners could do after undergoing the learning process whereas an Outcome Based Education (OBE) system in higher education is the best way for learner to achieve their goals. The traditional model of higher education is evolving due to some of the factors that threaten the status quo such as increasing international competition, a spurt in private funded institutions, changing demographics, an increasingly mobile population, new-tech savvy students that expect anytime, anywhere customized learning, and the emergence of new commercial providers.

The country is in the process of taking big strides in the field of higher education. It is estimated that India's higher education will:

- Adopt transformative and innovative approaches in Higher education.
- Have an augmented Gross Enrolment Ratio (GER) of 50 per cent
- Reduce state-wise, gender based and social disparity in GER to 5 per cent.
- Emerge as a single largest provider of global talent, with one in four graduates in the world being a product of the Indian higher education system.
- Be among the top five countries in the world in terms of research output.
- Have more than 20 universities among the global top 200.

Various government initiatives are being adopted to boost the growth of education system, besides focusing on new education techniques, such as E-learning and M-learning. In contemporary times our Universities cannot promote an academic life in isolation but

systems thinking & socio-technical sensibilities; and while skills are important, so are mind sets and dispositions. The amount of published material on the topic also grows larger each year. As a consequence, all but the most conscientious observers, including most faculty, administrators and policy makers, are likely to have gaps in their understanding of the problems that need attention.

Under the given scenario, the role of the teacher has evolved over a period of time and in the present ear of globalization, it is expected that teachers will assume the role of a change leader and a felicitator. Faculty development through HRDCs, PMMMNMTT centres and other faculty training programmes constitute an important strategy for achieving faculty excellence. The thrust of faculty development through these implementing units is to enable all faculty to acquire specific competencies that help improve their work performance, particularly teaching effectiveness, and become more effective at facilitating student learning; learn about new fields/frontiers of knowledge and apply new instructional delivery models, technologies and pedagogies to promote improved student learning outcomes and enhance teaching effectiveness and excellence in research and engaged scholarship. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teachers for lifelong learning and capacity building as an ongoing process of professional development within the framework of knowledge society so as to keep the in-service teachers mindful of their very existence of appreciating the facts in paradigm shift in teaching-learning experiences in view of outcome based learning and blended learning mode that:

- this job is about relationships
- what ultimately matters are not what is taught, but what is learnt
- what we teach and how we teach, and how we assess, ought to be aligned with the intended learning outcomes, such that they are fully integrated and consistent with each other

4. IMPLEMENTATION OF SCHEME

By the 2020's it is expected that the future higher education sector will go through considerable changes and look quite different in terms of the functions of higher education institutions, modes of teaching and learning, pedagogical approaches, student-teacher relationships and the role of teachers. It is the need of hour that the range of initiatives to address these problems and the likely consequences of adopting or failing to adopt one or another policy or initiative have to be explored by HRDCs. By exploring play, innovation, and the cultivation of the imagination as cornerstones of learning, a vision of learning has to be created for the future that is achievable, scalable and one that grows

along with the technology that fosters it and the people who engage with it. This includes Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)to address important issues pertaining to availability of qualified and competent teachers with systems to support their consistent knowledge up-gradation to match the global competence and other requirements of fast growing new knowledge in various disciplines and across disciplines.

The tertiary education sector has also seen a massive expansion over the past decades. Internationalization of teaching and research are critical objectives for most tertiary institutions. There are a number of motivations for this, including institutional profiling, raising quality standards and global relevance, attracting the best students and staff, generating revenue, and promoting internal diversity. It generates significant and multiple direct, indirect and catalytic economic impacts (e.g. human capital, research, innovation and trade promotion) which result in well-established benefits pertaining to both individuals and wider economies. Increased interconnectedness of the academic community and open access to data and research will foster greater research collaborations among academics globally. Funding schemes for collaborative research at all levels: institutional, national and supranational level will have to accommodate and support this trend. Applying research excellence in industry will require increased flexibility, entrepreneurship and presumably different governance structures amongst the academic community.

The two distinct educational roles of HEI are: 1. Delivering knowledge to their students and 2. Certifying the level of competencies acquired by them. The first role is much influenced by the emergence of new formal and informal training opportunities through ICT and will inevitably be modified because universities are no longer monopolists in providing access to high-quality information and knowledge relevant to the post-secondary education sphere. Another role - to verify that students have properly benefited from training and passed proper examinations by qualified personnel - most likely will remain the core function of the higher education institutions, even though the character of the certifications could experience changes in terms of scope, regularity, form of education delivery, which will be necessitated by the up-skilling and re-skilling needs dictated by the labour market.

Since the use of OER/MOOC and ICT has resulted in the shift in higher education from providing access to knowledge for providing access to learning, the role of teachers is transforming into the role of facilitators of knowledge, guides, mentors, e-tutors, and counselors. It is envisaged that the Open Educational Resources (OER) and Massive Open Online Courses (MOOC) will become an integral part of the teaching and learning processes within the next 15 years, the transfer and recognition, as well as micro-

credentialing of OER/MOOC-based results should become an important issue. For the first time in the year 1975-76, India witnessed various experiments including the famous experiment "Satellite Interactive Television Experiment" (SITE) in the field of education to replicate classroom teaching resulting in Countrywide Classroom (CWCR) with the help of a communication satellite experiment designed by Indian Space Research Organization and NASA. Taking advantage of the Indian experience from SITE that showed that India could make use of advanced technology to fulfil the socio-economic needs of the country University Grants Commission (UGC), launched "UGC Countrywide Classroom" on Doordarshan National Network in 1984 and an Inter-University Centre named as 'Consortium for Educational Communication' (CEC) was set up in 1993 to co-ordinate with EMRCs and to make CWCR mission most effective, appealing and successful. Besides, CEC has collaborated with INFLIBNET (Information and Library Network Centre), for developing the e-education portal which contains the 'Bibliographic Database of CEC Video Resources' available at CEC Media Library. This database of educational video programmes, e-Contents and SLOs produced by CEC and its Media Centres is hosted on the INFLIBNET's server, which enables universities and colleges under the UGC-INFONET consortia to have access to the CEC database of video resources. CEC and its media centres are engaged in the production of two types of educational video programmes – (i) Curriculum based and (ii) Enrichment based (for supplementary learning). These programmes cover different subjects across four bands/streams: 1. Language/ Literature/Art and Culture, 2. Social Sciences,3. Management and other professional subjects, 4. Sciences/ Technology and by now has a knowledge repository of approx. 37,048 educational video programmes. CEC-UGC DTH Channels on SWAYAM PRABHA Platform for Non technology UG and PG Programmes offer 31 UG and 72 PG MOOCs courses of MOOCs development under Phase 1. CEC is running both curriculum as well as enrichment-based programmes on various subjects to supplement the classroom teaching are aired by an exclusive 24X7 CEC-UGC higher education satellite channel-VYAS.

Other important issues are quality of resources and learning outcomes and assessment. Certification system needs to be revised and assessment procedures should be harmonized to support a wider use of open content for which the teachers in HEIs have to be equipped for their naturalization.

The learning to learn using the technologies is considered as one of the objectives of higher education and lifelong learning. Training of teachers in this field ensures that they would teach their students to learn after they graduate, being able to get new skills and master new technologies, when the technologies that are considered to be advanced today will become obsolete. The teachers would not only deliver or transfer knowledge, but would become "pedagogical engineers", "digital resources designers" and "digital courses designers". Teaching is expected to become a team activity: teachers and other

university staff members might share roles and tasks in the future. Teaching teams will be inter-professional and may incorporate a number of discipline areas or activities that might be more challenge-based. Relationships between teachers and students are also expected to undergo some change: teachers will collaborate with students, in particular, in joint production of educational content.

Furthermore, there has been knowledge explosion in every discipline. A college/university teacher has to continuously update his/her knowledge in his/her chosen field of expertise, or run the risk of becoming totally outdated in a very short period of time. Operating as lifelong learning institutes, universities are expected to provide content facilitation and skill development using personalized blended learning approaches and to enable joint production of knowledge with engagement of students. There is an urgent need for retraining of teachers. Future teachers should be competent both in their disciplines and technologies. Continuous training should focus not only on the use of digital resources, but also on production of digital content. Teaching staff should be trained to understand technologies, the ways of producing digital content and the mechanisms of functioning of ICT devices. They should also be instructed to adopt the new pedagogies in relation to digital technologies. "Rethinking Education" is also necessitated due to powerful ubiquitous technology enabled feasibility to facilitate highly dynamic, adaptable and engaging virtual learning environments, personalized lifelong learning opportunities. Open content will become an integral part of the teaching and learning processes. These issues are closely related to the revision of the system of credentialing, including the transfer of credits and introduction of micro-degrees.

There is a need of tiered structure for dovetailing the efforts of in-service teacher training & development by recognizing and specifying the role of IUCTE, CEC, INFLIBNET and HRDCs synergistically. For example, on the top tier, IUCTE shall devise the pedagogical tools commensurate to the curriculum prescribed in the Guidelines and CEC shall help in production of OERs and MOOCs by appreciating the cognitive disabilities and evolutionary technological quality rubric whereas INFLIBNET shall provide the widely accepted distribution channel for audio-video and other e-resources to all the institutions besides their primary duties. At lower tier, the neighbouring HRDCs, EMRCs and NRCs shall collaborate with each other in the production and dissemination of e-resources in view of spatio-temporal recommendations in social media by involving the participants who are early adopters to enrich their learning experiences as "pedagogical engineers", "digital resources designers" and "digital courses designers".

To begin with, for hand-holding, HRDCs shall be offered one-week contact/hands on experience especially for the purpose of CAS who have completed annual refresher course (ARPIT) through online. For effective monitoring, MoUs shall be entered into involved

parties by assigning their unambiguous accountability, the framework of which is provided in Annexure 13-14. The HRDCs should continue to be under the control of UGC for contact programmes of defined durations accessible to all the teachers of HEIs.

5. NATURE OF HRDCs UNDER "BLENDED AND INTENSIFIED MISSION MODE"

While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies and techniques of teaching, it is necessary to provide systematic and organized orientation programmes for the large number of teachers at the college and university level. Despite progress in narrowing the access discrepancies, large gaps remain between completion rates. Our educational system is massive, well entrenched, and slow to change. We have well over 1.5 million higher education faculty who were educated in Pre-Digital age and who view education through a Post-Colonial model. There is no magical answer on how to reach the large number of teachers who are somewhat resistant to change yet Peer pressure, one-on-one in service, better incentives, administrative pressure, etc. have to be put in place. Focused and systematic drive will be through a "catch-up" campaign mode where the aim is to cover all in-service teachers, irrespective of their subject and seniority shall be requested to register and complete these refresher courses and UGC has recognised them in their latest regulations under "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".

The Ministry of Human Resource Development has launched Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development using the MOOCs platform SWAYAM. For implementing ARPIT, 75 discipline-specific National Resource Centres (NRCs) have been identified in the first phase, which are tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. Through ARPIT all in-service teachers, irrespective of their subject and seniority have been given an enabling opportunity to keep abreast of the latest developments in their disciplines through the technology based online refresher courses. The philosophy of ARPIT shall be Anybody, Anywhere, Anytime and the teachers shall be at liberty to do these courses and choose the subjects freely. The NRCs have initially developed 3 minute video(s) which have been assessed technically by AICTE and after having met the MOOC guidelines; the same have been approved and uploaded on SWAYAM Portal. The course is a 40 hour module with 20 hours of video content and 20 hours of non-video content. They are offered in a highly flexible format and can be done at one's own pace and time. There are built-in assessment exercises and activities as part of the academic progression in the course. At the end of the course, they will be a terminal

assessment which can be either online or a written examination. All faculties who have successfully completed the online refresher course will be certified.

Currently NRCs are offering 40 hours discipline specific module, which also has built in evaluation activities that calls for time investment by the faculty trainees. It also has an end course online proctored examination and certification. Normally for OER based courses one credit is calculated as 30 hours which includes content based time and offline learning. Accordingly the 40 hour online refresher course would have time weight age almost to the tune of 80 hours.

The following main target groups have been identified for capacity building, knowledge enhancement and similar other programmes with the objective of a holistic approach focused on transformation of our institutions of higher education to a more facilitating academic environment conducive to innovations, creativity and quality advanced learning and research:

- Faculty members in institutions of higher learning engaged in teaching and research
- Teacher Educators: the resource persons of HRDCs
- Key non-academic functionaries in institutions of higher learning for better governance and to facilitate efficient use of various fast growing ICT resources and applications
- Research scholars

Under the "Blended and Intensified Mission Mode", the Human Resource Development Centre will be a UGC-sponsored separate entity on the similar lines of an inter-university institute catering to the needs of colleges and universities within state/neighboring states. As the geographical distribution of HRDCs is not an outcome of planned optimal outcome based on efficiency and equity, an HRDC already located in a university will have to draw upon all the possible existing resources available in the university as well as in other universities and learning institutions within the state and outside to become a spatial knowledge resource equity. To this effect, all universities having HRDCs will have to sign a revised agreement with UGC ensuring the implementation of Guidelines in its letter and spirit for subjecting academic audit and periodic review pivotal to continuance of the respective HRDC. Functional autonomy will be granted to Human Resource Development Centre by the university. The UGC will monitor and review the functioning of the UGC-HRDC after a period of three/five years or as communicated by the UGC from time to time. The UGC may, after review, discontinue any HRDC, if necessary. The UGC shall constitute a Standing Committee to monitor, advice in policy making and recommend the courses to be offered in all the HRDCs. Such Standing Committee should have six members from academics and one officer of UGC who shall be the bureau head of the HRDC. The six

members' constituting the Standing Committee shall be:

1. Chairman of the Committee(may be Commission member or a Senior Academician at the rank of VC/Director)
2. Three Senior Academicians (At the level of VC/Dean/Former VCs).
3. Two Directors of HRDCs.

HRDCs are geared up to take up the challenges of induction program for newly appointed teachers and the duration of OPs/RCs is being reduced to one week online program with focus on Rethinking Education" that is necessitated due to powerful ubiquitous technology enabled feasibility to facilitate highly dynamic, adaptable and engaging virtual learning environments, personalized lifelong learning opportunities by making it compulsory for the participants. In this way all the OPs and RCs shall be conducted in blended mode. "One Week training programs at all levels of Faculty" on various inter disciplinary topics and need based topics has been incorporated. OERs/ MOOCs and Outcome based Education in all our Orientation and Refresher courses have been included. The following requisites are included in the statement of philosophy, to achieve the target under "Intensified Mission Mode" for which, the faculty structure is revised and effective management of HRDCs through the UGC-Standing Committee by active involvement of decision makers and leaders in Higher Education, to make the HRDCs more effective:

- A board and administration that builds teacher participation into decision-making processes
- Challenge in a supportive environment
- Fair but firm discipline
- Individualized programs, individual pacing in particular
- Observation of rights coupled with insistence on responsibilities
- HEIs that are comfortable and well-equipped
- Support and participation by the community, the home in particular, in educating each student
- Teachers that, among other things, demonstrate:
  - Appropriate communication skills with groups and individuals
  - Expertise in their content areas
  - Liking for people, pupils in particular
  - Support for decisions of the UGC-HRDC

Courses under UGC-HRDC are conducted round the year and shall be non-vocational. The core academic staffs will perform the various functions outlined above synergistically with CEC-EMRCs and Centers established under PMMMNMTT which may be executed under mutual agreement as per Tripartite MoU (Annexure 14).

5.1 Structure of HRDCs (Staffing pattern)

The existing 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. All the staff and faculty recruited prior to 2015 will continue with the same terms and conditions prevailed at the time of their appointment.

The HRDCs are provided with the following teaching faculty: -

(a) Academic Staff

1. **Professor-Director-1**:The Professor – Director will be appointed on regular basis. The qualifications for the post of Director will be the same as for the post of Professor. The Professor-Director will be appointed by the Chairman, UGC out of a panel of names (in alphabetical order) recommended by the Selection Committee constituted for the purpose by the Chairman, UGC. One of the members of the Selection Committee would be the Vice-Chancellor of the concerned University. Wherever, the regular Directors are appointed, they will be continued as Professor-Director, HRDC by following UGC Regulations, 2018.

The Director of HRDC shall be the Chief Executive Officer of HRDC in terms of academic, Administrative and Financial matters. He shall be member of scrutiny and selection committee for recruitment of Non-Teaching Staff.

2. **Assistant Professor-1 :** Any new recruitment in HRDC at the level of faculty, only one Assistant Professor be recruited by following UGC Regulations, 2018. In case, if there is a delay in appointment of Assistant Professor, the University may hire faculty on contract basis by following UGC norms.

In future, these positions should be filled by Direct Recruitment as prescribed for Assistant Professors by UGC Regulations except the Director, HRDC of host University shall also be a member of Selection Committee.

The existing faculty at the level of Assistant Professor and Associate Professor, the CAS promotion norms amended to the extent in UGC Regulations 2018, Appendix-II, Table 1 & 2 shall be applicable.

If Associate Professor is already appointed in any HRDC, the post shall continue to be co-terminus with the superannuation of incumbent. If the post of Associate Professor or

both the posts - Associate Professor and Assistant Professor are vacant then only Assistant Professors' post will be filled by direct recruitment.

Services rendered by the core staff in HRDCs may be counted for promotion both in the HRDC or in their parent departments including CAS at the level of Assistant Professor (Level-1, Level-2 and to Associate Professor). The existing Associate Professors/Assistant Professors who are fulfilling the criteria of UGC Regulations 2018 should also be extended CAS to the Level of Professors. Such Professors will continue to be the faculty of HRDC and may be considered eligible to apply for the post of Director under direct/open recruitment. They shall have to apply and compete for the post of Director under direct recruitment.

Wherever vacancy exists the recruitment shall be done as per the prescribed guidelines after the MoU (Annexure 13) is signed.

(b) Non-teaching staff:

Non-teaching Staff can be engaged against vacant sanctioned positions on contractual basis as per the respective university norms. Daily-wage staff cannot be regularized. The following Non-Teaching staff is prescribed for HRDCs:

1. Technical Officer: 1
   (ICT applications, maintenance and training).
2. Section Officer: 1
3. Senior Assistant: 1
4. Junior Assistant: 1
5. Documentation Assistant (at the level of Professional Assistant):1
6. Steno-typist/Computer Operator: 1
7. Peon/Multi-Tasking Staff (at the level of Group-C): 1
8. Hostel Attendant: 1 (in case of those ASCs that have independent accommodation/hostel facilities).

5.2 Appointment and conditions of Non-Teaching Staff:

The qualifications and procedure for appointment of non-teaching staff, and the mode of their appointment will be the same as prescribed for such posts in the University.

5.3 Functions of an HRDC

The functions of Human Resource Development Centre will be to plan, organize, implement, monitor and evaluate induction/orientation programmes for newly appointed

college/university lecturers within the jurisdiction of one or more universities in the country. An HRDC will also organize refresher courses for serving teachers, and orientation programmes for senior administrators and heads of department, principals, officers, etc. They shall also conduct Teacher Induction Program and assist in Student Induction Program.

Specifically, an HRDC will:

a. Formulate a programme of orientation along the broad guidelines given above.

b. Identify resource persons in various fields of specialization for running the orientation course and refresher courses, and familiarize such resource persons with the philosophy and guidelines for the courses. Based on the defined procedure for the creation of a database for identification of experts in different fields, the names of experts based on specialized academic knowledge shall be compiled for their inclusion in the databank/database for Orientation Programs/ Refresher Courses. To ensure that majority of resource persons are drawn from the approved list by the chairman of the advisory committee of HRDC.

c. Set up a documentation-centre-cum-library for reference and source materials necessary for the courses.

d. Produce specially designed material required for effective implementation of the courses.

e. Organize, monitor and evaluate courses for teachers

f. Create a culture of learning and self-improvement among teachers so that it becomes an integral part of the educational system at the tertiary level.

g. Organize orientation programmes for heads of department, principals, deans and other decision-makers to familiarize them with the philosophy of orientation to facilitate reform in higher education through appropriate modification of the management systems at various levels.

h. The refresher courses run by the HRDC will provide opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other.

i. Provide a forum for serving teachers to keep themselves abreast of the latest

advances in various subjects and be responsive to:

- An atmosphere of intellectual excitement
- An intensive research and knowledge transfer culture
- A vibrant and embracing social context
- An international and culturally diverse learning environment
- Explicit concern and support for individual development
- Clear academic expectation, feedback and assessment
- Premium quality learning spaces, resources and technologies
- An adaptive curriculum

j. HRDC will develop video lectures along with learning resources and upload in a common portal provided by UGC.

k. Provide opportunities to further widen their knowledge and to pursue research studies.

l. Provide an introduction to new methods and innovations in higher education so that the participants can in turn develop their own innovative methods of instruction.

m. The thrust areas for each refresher course will be decided by the director in consultation with the course coordinator.

n. Co-ordinated Research with IUCTE in the area of teaching pedagogy and faculty development

6. CURRICULUM

As prescribed by UGC from time to time.

Course Preparation

The department actually conducting refresher courses and responsible for evolving the course curriculum in consultation with the director and HRDC coordinator may contribute in preparing high-quality course content after discussion and consultation with CECs/ Centers under the aegis of PMMMNTT, outside experts, and high-graded scientists and academics. Such experts may suggest steps to prepare a full course with up to date knowledge and material content contributing to the development in the subject. The course should be so prepared that the content has essential percentage of the core material in the subject along with required percentage of areas of emergence and priority, essential laboratory and practical components, and computer application with relevant advancement of the subject.

Course contents of the orientation programme in IT will be circulated separately.

Components of the Orientation Course

In order to achieve the above objectives, the curriculum for the orientation course may have the following four components with minimum of 144 contact hours, that is, six hours daily for a four-week programme:

COMPONENT A: Awareness of linkages between society, environment, development and education

COMPONENT B: Philosophy of education, Indian education system and pedagogy

COMPONENT C: Resource awareness and knowledge generation.

COMPONENT D: Management and personality development.

Component A: Awareness of Linkages between Environment, Development and Education

This component should aim at helping the teacher realize the larger context of education and the role of a teacher in society. Some illustrative topics to be covered are:

i Secularism
ii Egalitarian Society
iii National integration
Iv Multilingualism
v Multiple Cultures
vi Equality
vii Status of Women and Children
viii Casteism
ix Environmental Pollution & Biodiversity
x Poverty
xi Unemployment
xii Urbanization
xiii Modernization
xiv Rural Development
xv Youth
xvi Indiscipline
xvii Role and Responsibility of a Teacher
xviii Value-based education
xix Indian tradition
xx Creation of an Indian Identity
xxi Human rights
xxii Sustainable development
xxiii Globalization and higher education
xxiv Public interest movements (PIL, consumer protection, judicial activism, etc.)

The emphasis shall be more on Value Education focusing on some of the aspects of:

- Importance of understanding the details of mind and mental systems
- Emotional Intelligence
- Realizing the destructive nature of negative emotions
- Methods of mind training to encounter and regulate the destructive emotions
- Importance of realization of the positive emotions
- Methods of mind training in promoting the positive emotions
- Importance of mindfulness in maintaining peace of mind
- Social Emotional Learning necessary for educating children and adults to regulate their mind while encountering adverse situations

Component B: Philosophy of Education, Indian Educational System and Pedagogy

This component should aim at imparting basic skills and sensitivities that a teacher needs for effective classroom teaching. Some of the illustrative topics are:

i. Philosophy of education: Aims at values-based education; role of social and educational institutions, comparative educational systems, internationalization of education.

ii. Indian education system, policies, programmes and planning; organizational structure, university autonomy.

iii. Economics of education and human resource development: Resource mobilization.

iv. Quality assurance in higher education: Indicators of quality assurance, assessment and accreditation, quality assurance agencies viz, UGC, AICTE, NCTE, NAAC, etc.

v. Learner and the learning process: Understanding the adolescent learner, motivation, interests, human development, memory, aptitudes, intelligence, learning styles.

vi. Methods and materials of teaching: Prescribed texts, effective classroom teaching techniques, and assignments.

vii. Technology in teaching: Concept of teaching, levels of teaching and phases of teaching; audio, video, educational films, computers, outcome based learning, OERs and MOOCs.

viii. Curriculum design: Approaches, curriculum development, needs-based courses and remedial courses.

ix. Evaluation and feedback: Measurement and examination reforms, including setting question papers

x. Alternate methods of learning: Distance and open learning, self-learning and informal learning

Component C: Resource Awareness and Knowledge Generation

This component should aim at helping the teachers to be self-sufficient, and continuously abreast of new knowledge and techniques, processes, methods and sources of knowledge. Some of the illustrative topics are:

i. Information technology: New modes of information storage and retrieval, computer applications, communications, multimedia, computer-aided learning, Internet, etc

ii. Documentation centres: Information networks, information super highway, national and international databases

iii. Libraries: Reference material, bibliographies, encyclopedia, periodicals

iv. Institutions: Apex and specialized institutions, museums, laboratories, centres of excellence, etc.

v. Research: Research projects, sponsoring agencies, academic writing and publication, Research Methodology etc.

vi. Industry-university linkages.

Component D: Personality Development and Management

Under this component, teachers should be familiarized with the organization and management of the college/university. They should be made aware of the ways

in which they may develop their own personalities. Illustrative topics may be:

i) Communication skills: Verbal and non-verbal ii. Thinking skills and scientific temper

ii) Creativity

iii) Leadership, team building and work culture

iv) Administrative skills: Decision-making, service rules, human relations and interpersonal effectiveness

v) Educational management: Institutional management, management of committees, examinations, hobby clubs, sports and co-curricular activities

vi) Student guidance and counseling viii. Mental health: Attitudes and values

vii) Career planning and time management

viii) Teacher effectiveness: Qualities of an effective teacher, code of conduct, accountability and empowerment.

As indicated, the above topics are illustrative in nature. Depending upon the requirements of teachers and their academic background, the HRDC will select the number of topics and methodologies of teaching.

Value to each component is to be kept flexible, and the HRDC may decide the time allocation and modalities of the input depending upon needs of respective groups.

Every HRDC should organize at least one three-week interdisciplinary RC in IT awareness. About one-third contact hours may be devoted to IT-orientation in other Refresher Courses / orientation programmes.

Every interdisciplinary Refresher Course will be equivalent to the Refresher Course in the subject / discipline of the participant.

7. ELIGIBILITY, TARGET GROUP AND DURATION

Faculty members working in universities and colleges that are included under Section 2(f) of the UGC Act, even though they may not yet be fit under Section 12 (B), may be

invited to participate in the orientation and refresher courses. The teachers of colleges that do not yet come within the purview of Section 2(f), but have been affiliated to a university for at least five years, will be permitted to participate in the courses.

7.1. Scope of the Human Resource Development Centre

The Human Resource Development Centre will cater to the needs of teachers of the colleges/universities as decided by the UGC from time to time by offering Induction/Orientation programmes/ Refresher courses. One week contact programme/short term programme on various themes like Academic Leadership, Climate Change, Entrepreneurship, Research Methodology and Gender Studies, etc. Also training programme should be conducted for non-teaching staff on various administrative procedures including ICT in Governance, financial management and inter personnel relations

7.1.1. Full-Time Courses

i) An orientation course will necessarily be full time and residential. Adequate arrangements will have to be made by the HRDC to ensure that the residential character of the course is maintained throughout.

ii) Participating lecturers will be deputed by the respective college/university department for the entire duration of the course.

iii) The teachers selected for the programme are to be treated as on duty with full pay and allowances by the sponsoring university/college.

iv) Participants may be drawn from the institutions on all-India basis to promote national integration. In case sufficient number is not available within the State the HRDC may take participants from other States. The maximum number of participants should be 40 only.

v) The number of participants in a course should be 20-40. In case sufficient number of participants is not available in a particular subject/ course, the HRDC may consult with a nearby HRDC that has been allotted the same

subject by the UGC in order to exchange participants among themselves, so as to ensure optimum number of participants in a course.

vi) All courses will be organized through UGC-HRDCs. No refresher course will be separately allotted to a university department/college where an HRDC exists.

vii) While organizing refresher courses, care should be taken to ensure that these are done by the parent department and that in the organization of these courses the faculty of the concerned department is fully involved.

viii) Punctuality, regularity, participation and purposefulness should be emphasized.

ix) Successful candidates in only UGC approved programmes will be issued certificates as per UGC format. The UGC-HRDC/RCC may even disallow the issue of certificate to participants on valid reasons.

x) The UGC has decided not to grant equivalence to the courses/ programmes other than those UGC-sponsored refresher courses/orientation programmes conducted by the UGC-HRDCs and erstwhile UGC-RCCB for the purpose of career advancement. However, the courses conducted by PMMMNMTT centres shall be recognized as indicated in the UGC regulations 2018.

xi) The ONLINE Refresher Courses/Orientation Programmes /Induction Programmes as a means of Flipped Class rooms as approved by UGC and delivered through OER/MOOC platform by respective HRDCs shall be treated equivalent to conventional mode for issuance of certificates.

7.1.2. Induction Programme for Newly Appointed Assistant Professors

It is mandatory for every newly appointed teacher to attend induction programme within one year of his/her appointment prior to his or her regularization/confirmation. The main purpose of induction programme is to make a teacher aware about the administrative set-up, sensitize him/her to classroom realities and understand the bond between different stakeholders for realizing the professional aspirations and developing as agents of socio- economic change and national development. UGC has prepared a module for induction programme which will be implemented by HRDCs through Regional offices. such HRDCs which are already PMMMNMTT centers may synergize the

modules of induction programme of UGC. The induction programme is fully residential programme of one month duration. In case HRDCs can cover within 25-28 working days, the same is permissible.

7.1.3 Blended Orientation Programme

Under the programme, it is intended to inculcate in young lecturers the quality of self-reliance through their awareness of the social, intellectual and moral environment.

The programme should enable the teachers to discover themselves and their potential through a positive appreciation of their role in the total social, intellectual and moral universe within which they function and of which they are important members. In a country where teachers are able to fulfill their responsibility with awareness and confidence, the educational system becomes relevant and dynamic.

7.1.3.1 Orientation Relevant to Indian Conditions

The orientation programme must engender in the teacher awareness of the problems that Indian society faces, and that education is the solution of these problems.

It must also focus on the achievement of the goals set out in the Indian Constitution. Matters relating to subject knowledge and pedagogy, although important in themselves, would only be meaningful when understood in the total context of national development.

7.1.3.2 Active Involvement of Decision-makers and Leaders in Higher Education

It is equally important to recognize that no scheme for orientation of teachers can succeed if the decision-makers and administrators of higher education do not understand the importance of such courses.

Therefore, along with courses for newly appointed teachers, orientation programmes for heads of department, principals, deans, officers, etc. must be organized with a view to acquaint top-level administrators with what teachers are learning in the orientation courses. This exposure will enable decision-makers to actively participate in the scheme; at the same time, these administrators would be able to modify their own roles as supervisors of higher education by demanding newer role behaviour from teachers.

7.1.3.3 For **Orientation programmes**, newly appointed lecturers up to six years of continuous service and all those teachers who require orientation for getting a higher

grade will be allowed. Attendance should be a condition for confirmation and the same course will be counted for promotion to a senior scale as prescribed by UGC from time-to-time.

7.1.4 For the **Refresher course**, participation in the orientation programme is a prerequisite for admission. The teacher may opt for a refresher course after a one-year gap following an orientation course. Also, there should be a minimum gap of one year between two refresher courses, though it may be relaxed if an adequate number of participants is not available or it is essential for the teacher to fulfil eligibility conditions for career advancement as prescribed by UGC from time-to-time.

The orientation programme will be of Three weeks duration, with minimum of 18 working days and 108 contact hours (six hours a day, six days a week). The refresher course will be of Two weeks duration, with minimum of 12 working days and 72 contact hours (six hours a day , six days a week),excluding Sundays. The number working of working days shall not be compromised while conducting these programs.

Part-time / Ad-hoc/ temporary / contract teachers who have been teaching for at least three academic sessions in an institution without differentiating them on the basis of type of management, which has been affiliated to a University programme / Refresher Course to enhance their skills.

Universities and colleges will allow interested teachers who attend UGC-HRDC programmes based on their eligibility. Otherwise, valid reasons will have to be intimated to the teachers concerned, as the course organized for their teachers will ultimately benefit the University and colleges. Temporary arrangements in place of teachers deputed for such courses may be made by internal adjustment if required. However, it may not be possible for the commission to provide any additional grant to pay either honorarium or salary of the substitute, if appointed.

7.1.5. Principal's Meeting/Workshop for Academic Administrators

Each HRDC may organize one or two meetings of principal/heads/deans/officers in a year to:

a. familiarize them with the philosophy and importance of orientation programmes and refresher courses, and persuade them to depute teachers;

b. enable them to understand their new roles as supervisors; and facilitate reforms in higher education through appropriate modification of management systems at various levels.

7.1.6. Interaction Programme

Students at Ph.D./post-doctoral levels from the Centre of Advanced Studies/Department of Special Assistance centres may take part in the special interaction programmes to be organised by the UGC-HRDC/RCC under the RCs scheme. The interaction programmes should be in the form of workshop/seminars only. The duration of this programme should be about three to four weeks. The main focus of this programme will be interaction between Ph.D./post-doctoral scholars and teachers. The number of participants for this programme shall be 20-40. This interaction programme may be held once a year.

Expenditure on this interaction programme may be claimed separately and the student participants shall not be treated at par with the participants in refresher courses in respect of payment of TA/DA. However, hospitality like stay boarding be extended and no reimbursement should be made to the student participants.

7.2. Exchange of Ideas in Academic and Educational Environment

The Human Resource Development with a good number of teachers and resource persons are required to create a good academic and educational environment in the university. This will also help the UGC-HRDC to have a place of exchanging ideas and topics of interest in the subject area. Lectures from participating teachers may be arranged for mutual benefit. The UGC-HRDC may also request the relevant university department to organize lectures by eminent resource persons for the benefit of other students and researchers. This may create a decent amount of academic interest in the university where the UGC-HRDC is situated. The director/coordinator of the UGC-RC should prepare a plan well in advance, including proposing the names of eminent persons to be invited as resource persons, for the concerned department/school for suitable measures.

7.3. Permission to Attend Refresher Courses during the Period of the Teacher's Fellowship

Teachers' fellowships as well as refresher courses/orientation courses are meant for professional development. A teacher interested in attending refresher courses (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 a refresher course provided:

i. He/she surrenders living expenses for the period he/she is attending the refresher course, and agrees to submit to the HRDC an undertaking to this effect through the concerned research centre before joining the course.

ii. The refresher 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.

7.4. Evaluation of Participants

In the concluding week of the programme, Experts, preferably external, may be asked to assess the participants on the basis of multiple-choice objective tests, and give grades to participants, taking also into account other evaluations already done. The grading should be as follows:

(i) A+: 85 percent and above
(ii) A: 70 per cent to less than or equal to 84 percent
(iii) B: 60 per cent to less than or equal to 69 per cent
(iv) C: 50 per cent to less than or equal to 59 per cent
(v) F: Below 49 per cent

Those teacher participants who get F grades are required to repeat the programme after a gap of one year without financial commitment to UGC-HRDC.

The total marks are to be fixed at 100 and the same may be decided in the following manner:

(i) Overall response - 20
(ii) Seminars (in diverse topics mentioned in component A) - 20
(iii) Project/survey/others (topics like climate change, environment and social connect etc.) - 20
(iv) ICT based teaching/ MOODLE/ Micro-teaching/participation - 20
(v) Multiple-choice objective tests -20

The above distribution may be adjusted to meet specific requirements. The grades should be indicated on the certificate to be given to the teacher participant at the end of the programme.

In both Orientation and Refresher Courses, in all OPs/RCs & induction programmes participants should attend all sessions on all working days. No leave is permissible except for emergency or exceptional case/circumstances where a maximum of 3-day leave may be granted by Director of the HRDC. Participants who availed such leave will have to compensate the same number of days in the next programme and such participants may be given certificate after completion of the course as prescribed in Annexure 9 and 10.

7.5 Training of Trainers

A training of trainers will be undertaken by UGC in conjunction with PMMMNMTT so that a holistic approach to capacity building suited to changing future needs is adopted. This will be a regular feature. So also Retreat for Directors of HRDCs as part of sensitizing them to new models of teacher training will be an annual feature.

Synergizing teacher training efforts with various components of PMMMNMTT Central sector scheme of MHRD is essential and important to achieve common goals without having disparate approaches to faculty training.

8. PROCEDURE FOR MONITORING THE PROGRESS OF THE SCHEME

All HRCDs will submit their yearly calendar of programmes in advance. They will also submit half yearly progress reports indicating outcomes achieved. Impact analysis of training programmes through student feedback mechanism will be put in place to assess the effectiveness of the faculty post-training in his/her own teaching institution. This will ensure academic rigour and also identify course corrections for further improvement.

Monitoring, evaluation and quality assurance of HRDC programmes will be done time to time by "Standing Committee" appointed by the UGC based on the inputs provided as per Annexure 11,12 and MoU signed on the prescribed format (Annexure 13).

8.1. Academic Advisory Committee:

Besides the Standing Committee at apex level for all HRDCs, each Human Resource Development Centre will have an academic advisory committee with representatives from universities and colleges to advice on its programmes and the selection of resource persons. The Vice-Chancellor of the university at which HRDC is located will be chairman of the committee. All the members of the academic advisory committee will be nominated by the Chairman in consultation with the Director, HRDC.

The constitution of the committee will be as follows:

a. Vice-Chancellor of the host university
b. One vice-chancellor from outside and one within the state
c. One UGC nominee
d. Two Professor-Directors of HRDC, of which one shall be from outside the state
e. Two eminent professors/Heads of the Department of the University.
f. One principal of affiliated colleges.

The Professor-Director will be the Member Secretary.

The Registrar and Finance officer will be special invitees. All members will be nominated by the chairman. The term of the advisory committee shall be two years. The advisory committee shall meet twice in a year. All matters relating to the HRDC including financial matters will be placed before the committee.

9. FINANCIAL ASSISTANCE

The UGC will provide 100 per cent assistance to the HRDCs. The working of the HRDCs shall be reviewed from time to time to continue assistance. The HRDC Expert Committee in its recommendations shall clearly mention the timings and amount for the release. The funds once approved shall directly be released to the competent authority in Universities. These Universities shall be responsible for delivery of outcomes stated against the release of funds. Fund release against the deliverable shall clearly be uploaded on the website of the University along with summary of activities, for scrutiny by the stakeholders at all the times.

Initially, the following financial assistance will be payable to each existing HRDCs as per norms:

9.1. Core Assistance:

I	**Salary**	**On actual basis.**
II	Library Expenditure*	Rs. 3.00 Lakh per annum.
III	Equipment	Rs. 5.00 lakh per annum.
IV	Working expenses	Rs. 10.00 lakh lump sum per annum.

V	Participant Cost	On actual basis
One time grant of Rs.25.00 Lakh may be provided by the UGC for the upgradation/establishment of a computer lab with good internet connectivity, video conferencing facility (AVR facility) and smart class room for all HRDCs.		

*Library expenditure includes Books, journals, periodicals, encyclopedia, newspapers, audio-visual resources, e-resources, etc.

In addition, Rs. 40,000/- for each RC in non-science subjects, Rs.50,000/- for each RC in science subjects and Rs. 50,000/ - for each Orientation Programme will be provided as additional working expenses, which can be utilized for preparation of reading material, chemicals, small equipments and on the items deemed essential for smooth conduct of the programme.

The Commission will provide a financial assistance up to Rs. 2.00 lakh per annum for meeting the expenditure (or actual expenditure, whichever is less) for Short term Programs, seminars/workshops for academic administrators.

9.2. Working expenses:

Notwithstanding other provisions of these guidelines, the working expenses will cover expenditure on postage, stationery, printing, transport, secretarial services, purchase of chemicals, small items of equipment, TA/DA, honorarium and hospitality to members of the Advisory Committee, functions/ceremonies (hospitality, mementoes/ memorabilia, miscellaneous items, etc.), paper setting, evaluation of scripts/project reports, engagement of temporary administrative/ supporting staff (on contractual basis/daily wages/part time basis), etc. Working expenses may also be utilized for transport, maintenance, TA/DA of core faculty and consumables. Thirty per cent of working expenses may be utilized for engagement of temporary staff.

Thirty per cent of working expenses may be utilized for engagement of temporary staff with the approval of the vice-chancellor for the duration of a course. The University Grants Commission will provide assistance for renovation and furnishing, which would be met within the provision of working expenses.

9.3. Participant Cost:

The following items are covered under participant cost:

I. TA to outstation participants and hospitality to all participants.

II. TA/DA and honorarium to resource persons
III. Reading material
IV. Additional working expenses
V. Honorarium to course coordinator

9.3.1. Hospitality for participants:

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

9.3.2. TA incidental charges to outstation participants:

Teacher participants may be paid up to a limit of A/C III railway fare (all trains) or A/C deluxe bus fare on production of tickets.

9.3.3. Reading material:

Up to Rs. 500/- per participant in the form of books/compilations in the form of printed published work or in electronic format.

9.3.4. Resource persons:

Outstation Resource persons may be paid TA/DA or per the norms given in Annexure-1-8). Honorarium to outstation/local resource person may be paid Rs.1500/- per person per session of 90 minutes with a ceiling of Rs.3,000/- per day. This will be subject to a maximum of 6,000/- per course. Outstation resource persons have to be invited only once in a programme. Local resource persons have to be paid up to Rs.500/- as actual conveyance charges each way.

9.3.5. Course coordinator:

The HRDC may appoint a coordinator in each refresher course and a lump sum or honorarium of Rs.9000/- will be admissible to the coordinator. However, in special circumstance, more than one coordinator may be appointed. The honorarium amount will be equally shared by them.
The coordinator will not be entitled to draw honorarium for taking classes in the same course.

9.4. Accounting Procedures:

(i) Separate accounts are to be maintained by each University/Centre with regard to the grants released by the Central Government.

(ii) The Accounts of the grantee organization shall be open to audit at any time by the Comptroller and Audited General of India or his nominee at his discretion.

(iii) The grantee organization shall submit to the Government of India, a Statement of Accounts audited by a Chartered Accountant, stating out the expenditure incurred on the approved project and indication the utilization of the Government grant in the preceding years. 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.

(iv) The grantee organization will be open to a review by the Government of India, Ministry of Human Resource Development by appointing a Committee or in any other manner decided by the Government as and when deemed necessary by the Government.

(v) Initially, a lump sum grant as approved by the Commission is released to an HRDC. Further, release of grant will be made to HRDC as soon as 75 per cent of the previous grant is utilized and the utilization certificates are sent. The flow of funds will be governed by the relevant provisions contained in Rule 209 to Rule 212 of GFRs, 2017, which inter-alia, prescribe the procedure for release of Grant-in-Aid; Accounts of the Grantee Institutions; Audit of Accounts of Grant-in-aid by the grant sanctioning authority and C&AG and submission of Statement of Expenditure (S&E),Utilization Certificate (UCs) [Form GFR 12-A] by the grantee Institutions. For final settlement of accounts, HRDCs should take measures to get their accounts audited by statutory auditors.

It will be subjected to such other conditions as may be imposed by the government from time to time.

9.5. Re-Appropriation of Funds:

Re-appropriation of funds from one approved budget head to another is permissible subject to a maximum of 10% as approved by Advisory Board. The HRDC may incur the expenditure strictly in accordance with the norms. Any expenditure that is not in conformity with UGC norms will not be approved for grants-in-aid purpose and the university will have to meet such irregular expenditure from its own sources. In case there is any doubt on any matter connected with the organization of programme, a

reference may please be made to the Commission for necessary clarifications before incurring any expenditure on an item not covered by the norms prescribed by the Commission for this purpose.

9.6. Delegation of Financial Powers to the Director, HRDC:

The Director of the HRDC will be given financial powers to sanction expenditure up to Rs.1,00,000/- at a time. In addition, he/she shall have the powers to make payments of TA/DA to resource persons and participants of orientation/refresher courses. An imprest amount of Rs.10,000/- for meeting miscellaneous expenses from time to time shall also be made available to the HRDC.

9.7. Opening of Bank Accounts:

A separate university-approved bank account may be opened for the HRDC and operated by the Director. The grants paid by the Commission to the University for the HRDC must be immediately transferred to the account. Statement of expenditure may be signed jointly by the Director of the HRDC and university Finance Officer or Registrar.

9.8. Registration Fee

Every participant shall pay an registration fee (non-refundable) of Rs. 1000/- at the time of admission to the course. The amount so generated will be kept at the disposal of HRDC for the augmentation of HRDC infrastructure.

9.9. Assets and Liabilities

Each HRDC will prepare a list of facilities, assets and liabilities that are under its direct control. It will provide a list of UGC-provided faculty (teaching and administrative), non-teaching and other staff, and their minimum annual expenditure. If, for any reason, the UGC-HRDC is discontinued, the UGC will decide on the assets and liabilities created by the UGC under the programme.

9.10. Record Keeping

In order to make an orientation/refresher course optimally effective, the HRDCs will maintain a systematic record of all the participants, their achievement, their professional growth and change in their capabilities as teachers.
Each HRDC may ensure maintenance of a course-wise systematic record of resource persons, participants, and year-wise and subject-wise list of courses conducted. Also,

each HRDC will maintain a proper record of the reading material produced, and keep copies of such material in their respective libraries.

9.11 Annexures/Formats

Annexure-1: Form of Utilization Certificate for Human Resource Development Centre (HRDC)
Annexure-2: Statement of Expenditure towards the organization of Orientation Programmes and Refresher Courses
Annexure-3: Statement of Expenditure towards Participation Cost
Annexure-4: Statement of Expenditure expenses incurred on local hospitality paid to each Local Participant
Annexure-5: Statement of Expenditure showing TA/DA Amount paid to each Outstation Participant
Annexure-6: Statement of Expenditure showing TA/DA Amount paid to Resource Persons and Coordinator
Annexure-7: Statement of Expenditure showing Details of Salary paid to Staff appointed against Posts approved
Annexure-8: Statement of Expenditure under Working Expenses during the Financial Year
Annexure-9: Proforma of Certificate for Orientation Programme
Annexure-10: Proforma of Certificate for Refresher Course /Induction Programme/Contact programme
Annexure-11: Proforma for submitting Annual Progress Report
Annexure-12: Review of Human Resource Development Centre (HRDC)
Annexure-13: Proforma for MoU for subjecting academic audit and periodic review pivotal to continuance of the respective HRDC
Annexure-14: Proforma for Tripartite MoU among, UGC, EMRCs under CEC and HRDCs of Universities concerning cooperation in providing opportunities for teachers within the framework of knowledge society for continual adaptation of modes of teaching and learning

ANNEXURE 1
Human Resource Development Centre (HRDC)
University of

FORM OF UTILIZATION CERTIFICATE

UTILIZATION CERTIFICATE FOR THE YEAR..... in respect of recurring/non-recurring GRANTS-IN-AID/SALARIES/CREATION OF CAPITAL ASSETS GFR 12 – A [(See Rule 238 (1)]

1. Name of the Scheme.....
2. Whether recurring or non-recurring grants.....
3. Grants position at the beginning of the Financial year
   (i) Cash in Hand/Bank
   (ii) Unadjusted advances
   (iii) Total
4. Details of grants received, expenditure incurred and closing balances: (Actuals)

Unspent Balances of Grants received years [figure as at Sl. No. 3 (iii)]	Interest Earned thereon	Interest deposited back to the Government	Grant received during the year			Total Available funds (1+23+4)	Expenditure incurred	Closing Balances (5-6)
1	2	3	4			5	6	7
			Sanction No. (i)	Date (ii)	Amount (iii)			

Component wise utilization of grants:

Grant-in-aid–General	General Grant-in-aid– Salary	Grant-in-aid–creation of capital assets	Total

Details of grants position at the end of the year
(i) Cash in Hand/Bank
(ii) Unadjusted Advances
(iii) Total

Certified that I have satisfied myself that the conditions on which grants were sanctioned have been duly fulfilled/are being fulfilled and that I have exercised following checks to see that the money has been actually utilized for the purpose for which it was sanctioned:

(i) The main accounts and other subsidiary accounts and registers (including assets registers) are maintained as prescribed in the relevant Act/Rules/Standing instructions (mention the Act/Rules) and have been duly audited by designated auditors. The figures depicted above tally with the audited figures mentioned in financial statements/accounts.

(ii) There exist internal controls for safeguarding public funds/assets, watching outcomes and achievements of physical targets against the financial inputs, ensuring quality in asset creation etc. & the periodic evaluation of internal controls is exercised to ensure their effectiveness.

(iii) To the best of our knowledge and belief, no transactions have been entered that are in violation of relevant Act/Rules/standing instructions and scheme guidelines.

(iv) The responsibilities among the key functionaries for execution of the scheme have been assigned in clear terms and are not general in nature.

(v) The benefits were extended to the intended beneficiaries and only such areas/districts were covered where the scheme was intended to operate.

(vi) The expenditure on various components of the scheme was in the proportions authorized as per the scheme guidelines and terms and conditions of the grants-in-aid.

(vii) It has been ensured that the physical and financial performance under.....(name of the scheme has been according to the requirements, as prescribed in the guidelines issued by Govt. of

India and the performance/targets achieved statement for the year to which the utilization of the fund resulted in outcomes given at Annexure – I duly enclosed.

(viii) The utilization of the fund resulted in outcomes given at Annexure – II duly enclosed (to be formulated by the Ministry/Department concerned as per their requirements/specifications.)

(ix) Details of various schemes executed by the agency through grants-in-aid received from the same Ministry or from other Ministries is enclosed at Annexure –II (to be formulated by the University concerned as per their requirements/specifications).

Date:
Place:
Signature
Name..... Finance Officer (Head of the Finance)
Signature
Name ..... Registrar
(Strike out inapplicable terms)

ANNEXURE 2

Human Resource Development Centre (HRDC)

University of

Form GFR 12 – A [(See Rule 238 (1)]

STATEMENT OF EXPENDITURE TOWARDS THE ORGANIZATION OF ORIENTATION PROGRAMMES AND REFRESHER COURSES

for the period from _____ to _____

Item	Opening balance as on 1st April	Grant received from UGC during the year	Total grant available (2)+(3)	Expenditure incurred	Balance (4)-(5)	Remarks
1	2	3	4	5	6	7
Books						Give details
Equipment						Give details
Salary						Give details
Working Expenses						Give details
Participant cost						Give details
Total						

Certified that the expenses have been incurred as per Guidelines.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 3
Human Resource Development Centre (HRDC)
University of

Form GFR 12 – A [(See Rule 238 (1)]
STATEMENT OF EXPENDITURE TOWARDS
PARTICIPATION COST/EXPENSES INCURRED ON HOSPITALITY FOR THE PERIOD

Date of commencement: Date of completion:

Total Grant received during the Year __

Course OP/RC	*Duration from___*	*Number of participants*	*Participants TA Expenses on Hospitality provided*		*Resource Persons TA Hon*			*Honorarium to course Coordinator (in case of RC only)*	*Working expenses*	*Reading material*	*Total*
1											
2											
3											
4											
5											
6											

Certified that the expenses have been incurred as per Guidelines.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 4
Human Resource Development Centre (HRDC)
University of

STATEMENT OF EXPENDITURE SHOWING EXPENSES INCURRED ON LOCAL HOSPITALITY PAID TO EACH LOCAL PARTICIPANT

Participant Cost: Orientation Programme/Refresher Course in
Date of commencement: Date of completion:

S. No.	Name of the participant	Institution from which deputed	Expenses on Hospitality (Rs.)	Amount paid for not availing hospitality	Total amount (Rs.)
Grand	**total: Rs.**				

Certified that the expenses have been incurred as per Guidelines.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 5

Human Resource Development Centre (HRDC)

University of

STATEMENT OF EXPENDITURE SHOWING TA AMOUNT PAID TO EACH OUTSTATION PARTICIPANT

Participant Cost*: Orientation Programme /Refresher Course in_____

Date of commencement:

Date of completion:

S. No.	Name of the participant	Institution from which deputed	TA(Rs.)	Total amount (Rs.)

Grand total: Rs.

Certified that the expenses have been incurred as per Guidelines.

*The Participants shall be paid TA only and not the DA as hospitality shall be extended to them by HRDCs.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 6
Human Resource Development Centre (HRDC)
University of

STATEMENT OF EXPENDITURE SHOWING TA/DA AMOUNT PAID TO RESOURCE PERSONS AND COORDINATOR

Date of commencement:
Date of completion:

S. No.	Name, designation and address	TA (Rs.)	DA (Rs.)	Honorarium (Rs.)
A.	Resource persons:			
B.	Course Coordinators, if any	NIL	NIL	

Grand Total Rs.

Certified that the expenses have been incurred as per Guidelines.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 7
Human Resource Development Centre (HRDC)
University of

STATEMENT OF EXPENDITURE SHOWING DETAILS OF SALARY PAID TO STAFF APPOINTED AGAINST POSTS APPROVED

for the period

S. No.	Name and designation Date of joining	Scale of pay Basic pay	Total amount
	a) Academic staff:		
1.	Professor-Director		
2.	Associate Professor		
3.	Assistant Professor		
	a) Auxiliary staff:		
1.			
2.			
3.			
4.			

Grand Total:
Unpaid balance, if any:
Total grant received:
Grant utilized during the year:

Certified that the expenses have been incurred as per Guidelines.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 8
Human Resource Development Centre (HRDC)
University of

STATEMENT OF EXPENDITURE UNDER WORKING EXPENSES DURING THE FINANCIAL YEAR

S. No.	Item	(Rs) Amount spent
1.	Stationery	
2.	Printing	
3.	Postage	
4.	Transportation	
5.	Water charges	
6.	Electricity charges	
7.	Telephone charges	
8.	Furnishing of /HRDC hostel/office with details, if any	
9.	Engagement of temporary administrative/ supporting staff on fixed salary/part time basis: Sr.No. Name Designation Amount Paid	
10.	TA/DA to core staff: Sr.No. Name Designation Amount	

Certified that the expenses have been incurred as per Guidelines.

(Signature)
Director

(Signature)
Registrar

(Signature)
Finance Officer

ANNEXURE 9
UNIVERSITY GRANTS COMMISSION
HUMAN RESOURCE DEVELOPMENT CENTRE (HRDC)
UNIVERSITY OF----------

UGC-SPONSORED ORIENTATION PROGRAMME
This is to certify that
(Name of the Participant)
(Designation)
(College/University)
(Place)
affiliated to University
participated in the Orientation Programme
from ----------to----------
and obtained
Grade

(Signature)	*(Signature)*	*(Signature)*
Director	**Coordinator**	**Registrar /Vice Chancellor**

The grades should be as follows:

A+: 85 percent and above
A: 70 per cent to less than or equal to 84 percent
B: 60 per cent to less than or equal to 69 per cent
C: 50 per cent to less than or equal to 59 per cent
F: Below 49 per cent

Those teacher participants who get F grades are required to repeat the programme after a gap of one year without financial commitment to UGC-HRDC.

The total marks are to be fixed at 100 and the same may be decided in the following manner:

Overall response 20
Seminars (in diverse topics mentioned in component A of 6 above) 20
Project/survey/others (topics like climate change, environment and social connect etc)20
Micro-teaching/participation 20
Multiple-choice objective tests 20

Note: The above information has to be printed at the back of certificate

ANNEXURE 10
UNIVERSITY GRANTS COMMISSION
HUMAN RESOURCE DEVELOPMENT CENTRE (HRDC)
UNIVERSITY OF----------

UGC-SPONSORED REFRESHER cOURSE
This is to certify that
(Name of the Participant)
(Designation)
(College/University)
(Place)
affiliated to University
participated in the Refresher Course
from ----------to----------
and obtained
Grade

(Signature)	*(Signature)*	*(Signature)*
Director	**Coordinator**	**Registrar /Vice Chancellor**

The grades should be as follows:

A+: 85 percent and above
A: 70 per cent to less than or equal to 84 percent
B: 60 per cent to less than or equal to 69 per cent
C: 50 per cent to less than or equal to 59 per cent
F: Below 49 per cent

Those teacher participants who get F grades are required to repeat the programme after a gap of one year without financial commitment to UGC-HRDC.

The total marks are to be fixed at 100 and the same may be decided in the following manner:

1. Multiple-choice objective tests 30
2. Seminars/participant presentation 15
3. Project/survey/others 20
4. Micro-teaching/participation 10
5. Holistic response 25

Note: The above information has to be printed at the back of certificate

ANNEXURE 11
UNIVERSITY GRANTS COMMISSION
HUMAN RESOURCE DEVELOPMENT CENTRE (HRDC)
UNIVERSITY OF----------

Annual Progress Report for the period from _____ to
(To be submitted along with financial statements)

1. Description of programmes conducted during the year:

Sr. No.	Name of the programme	Programmes allocated by the UGC	Programmes conducted

2. In case of variation in the programmes allocated by the UGC and programmes conducted by the HRDC, kindly give reasons:

3. Number of participants programme-wise:

Sr. No.	Name of the programme	No. of participants

ANNEXURE 12
Human Resource Development Centre (HRDC)
University of

Review of Human Resource Development Centre (HRDC)

1. Name of the University, Address, e-mail, Tel. No., Fax No.
2. Whether unitary or affiliating:
3. If affiliating, how many colleges affiliated to the University and the faculties represented:
4. Estimated newly appointed Assistant Professors in the colleges and in the University every year:
5. Details of other Universities in the State, whether affiliating or not:
6. Rough estimate of number of newly appointed Assistant Professors in the State:
7. List of departments getting assistance under CAS/DSA/DRS/COSIST/COHSSIP :
8. The date on which ASC/HRDC was approved and established:
9. The details of staff approved along with date of appointment:
10. The number of various courses conducted and number of participants trained in the following courses for the last five years:
    - a. **Orientation Courses**
    - b. **Refresher Courses**
    - c. **Summer School**
    - d. **Winter School**
    - e. **Short term Programme**
    - f. **Any other**

11. Grants received & expenditure incurred on ASC/HRDC so far:

Year	Amount (Recd. From UGC)	Exp./UC sent (along with date)

ANNEXURE 13
Memorandum of Understanding

Between
University of XXXX
And
University Grants Commission

1. Description of both institutions:

The University of XXXX , a premier institution of Postgraduate teaching and research, was established by an Act xxxxxxxxxxxxxxx.

(A brief description of the University may be written)

The UGC-Human Resource Development Centre (UGC-HRDC) (formerly UGC-Academic Staff College) is to cater to the needs of the teachers/ principals, research scholars/non-academic staff and to enhance their knowledge/skills through systematic course work and methodologies. Besides, it also focuses on different modes of approach in order to meet the challenges of life, to become not merely a trained professional but also a better citizen;

The UGC has been vested with the responsibilities of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education, Promoting and coordinating university education, Determining and maintaining standards of teaching, examination and research in universities, Framing regulations on minimum standards of education. The UGC will monitor and review the functioning of the UGC-HRDC after a period of three years or as communicated by the UGC from time to time. The UGC may, after review, discontinue any HRDC, if necessary. The core academic staffs will perform the various functions outlined above synergistically with CEC-EMRCs and Centers established under PMMMNMTT.

2. Definition of Operative expressions:

As per the guidelines of the Scheme, to spell out the roles and responsibilities of the parties, ensuring the implementation of Guidelines in its letter and spirit for subjecting academic audit and periodic review pivotal to continuance of the respective HRDC., this Agreement has been entered into.

3. Agreement to work in Collaboration:

(a) The University will/shall agree:

i. To provide adequate space for classrooms, computer lab, a seminar hall and hostel/guest house for HRDC.
ii. To provide quality power supply and include HRDC in campus network to provide Wi-Fi.
iii. To adhere to the guidelines strictly in carrying out the training programs including the appointment of teaching faculty and non-teaching staff as per UGC guidelines from time to time.
iv. To allow the faculty of HRDC to participate in teaching, research and extension on par with University faculty and extend similar benefits to HRDC faculty.
v. To appoint/ depute/ outsource the appointment of non-teaching staff so that the work in HRDC should not suffer.
vi. To include the faculty in all University statutory bodies as per norms of the University.
vii. To support HRDC financially in case of delay in the release of funds from UGC.
viii. To settle the accounts of HRDC by 30th June every year.
ix. Assets of HRDC like facilities, and human resources shall be under the control of HRDC.

(b) The UGC will/shall agree:

i. To provide necessary guidelines to implement to programs of HRDCs and monitor their performance regularly.

ii. To release the grants in time as to implement the training programs as per schedule.
iii. To review the performance of HRDCs periodically once in 3 years.
iv. To settle the accounts by 30th September of subsequent year.
v. To conduct the meeting of the Directors every year to take the feedback from the Directors and dovetail the objectives of HRDCs for effective functioning.

4. Administration:

4.1 The Authorized signatories of University xxxxx and UGC shall manage this Memorandum of Understanding and all endeavors that derive from it. They (or their designated representatives) will be responsible for developing and carrying out a joint plan and submissions regular reports on the implementation of this Memorandum of Understanding. Any activity proposed that does not fit into the general terms of this Memorandum of Understanding will be formally incorporated as an addendum to this Memorandum of Understanding, provided the addendum is agreed to and signed by both parties.

4.2 For the purpose of facilitating the day-to-day implementation of this MoU, Director, HRDC and UGC agree to have regular communications and correspondence.

4.3 This MoU shall be effective and comes into force upon signature of the authorized signatories of both the parties. It shall be subject to revision by written agreement between the two parties.

4.4 All the parties shall time and again keep the respective communities informed of this MoU to draw benefits from it and to contribute towards its implementation in spirit and substance.

5. Duration:

The duration of this MoU shall be initially for a period of ____ years, which may be extended by mutual consultation and agreement.

6. Financial Provisions:

Sharing of expenditure shall be determined by the parties on a project basis and will be incorporated by reference as an addendum to this MoU.

7. Termination or Amendment:

7.1 As per the provisions of the guidelines of the Scheme, the University is not allowed to exit from the Scheme, once the implementation of the Scheme has been undertaken.

7.2 Any articles in this Memorandum of Understanding may be revised by the two parties after consultation and mutual agreement.

8. Jurisdiction (where relevant):

The parties agree to use their best efforts for resolving all disputes arising under or in respect of this Agreement promptly, equitably and in good faith and further agree to provide each other with reasonable access during normal business hours to all non-privileged documents information and data pertaining to any Dispute. All disputes are subjected to Delhi High Court, New Delhi, India Jurisdiction.

9. Undertaking by University XXXXX and UGC:

9.1 The parties here to undertake to work closely and cooperate in the implementation of this Memorandum of Understanding and to endeavor to resolve disputes arising between them in relation to this Memorandum of Understanding by amicable means, should this not be possible because of irreconcilable differences this Memorandum of Understanding may be terminated by mutual consent of the two parties.

9.2 The parties to this Memorandum of Understanding or their authorized representatives acknowledge having read and understood the Memorandum of Understanding and agree to be bound by its terms and conditions.

10. Intellectual Property Rights:

Intellectual Property developed by the joint efforts would be the joint property of the Parties. Any financial benefits or otherwise arising would be shared proportionately by the parties in consonance with the efforts / inputs given by them.

IN WITNESS WHEREOF, the undersigned, being duly authorized thereto, have signed this Agreement in two original copies in English at the place and on the date(s) indicated below:

Signed in XXXX , India on

the _____ day of _____
for University of XXXXXX

REGISTRAR

Witnesses:

1.

2

Signed in _New Delhi on

the_____day of___
for UGC

AUTHORIZED OFFICIAL

Witnesses:

1.

2.

(One of the witnesses must be the Coordinator from the respective University/ Institutions.)

ANNEXURE 14

TRIPARTITE MEMORANDUM OF UNDERSTANDING

AMONG

University grants Commission

EMRCs under Consortium for Education communication

Human Resource Development Centre

CONCERNING COOPERATION IN PROVIDING OPPORTUNITIES FOR TEACHERS WITHIN THE FRAMEWORK OF KNOWLEDGE SOCIETY FOR CONTINUAL ADAPTATION OF MODES OF TEACHING AND LEARNING

Contents

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ARTICLE-2 SCOPE OF COOPERATION
ARTICLE-3 GENERAL TERMS OF COOPERATION
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EXECUTION PAGE

TRIPARTITE MEMORANDUM OF UNDERSTANDING

THIS TRIPARTITE MEMORANDUM OF UNDERSTANDING (MOU) is signed on ____/_____/2018

Among:

1. University Grants Commission (UGC) Bahadur Shah Zafar Marg, New Delhi - 110002. (Hereinafter referred to as "UGC");
2. HUMAN RESOURCE DEVELOPMENT CENTRE, having its headquarters at the concerned University (hereinafter referred to as "HRDC").
3. Educational Multimedia Research Centers under Consortium for Educational Communication (An Inter University Centre of University Grants Commission on Electronic Media) having its headquarters at the nearest HRDC (hereinafter referred to as "EMRC"); and

UGC, HRDC and EMRC are hereinafter referred to individually as "Party" and collectively as "Parties".

WHEREAS,

A) The UGC has been vested with the responsibilities of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education, Promoting and coordinating university education, Determining and maintaining standards of teaching, examination and research in universities, Framing regulations on minimum standards of education;

B) The UGC-Human Resource Development Centre (UGC-HRDC) (formerly UGC-Academic Staff College) is to cater to the needs of the teachers/ principals, research scholars/non-academic staff and to enhance their knowledge/skills through systematic course work and methodologies. Besides, it also focuses on different modes of approach in order to meet the challenges of life, to become not merely a trained professional but also a better citizen;

C) The UGC EMRCs under CEC are Media Centres in various universities and institutions in the country with the objectives to produce in-house quality educational programmes for electronic media. The

Centres are engaged in production of Video & Multimedia based programmes. and the Media Centres have more than 500 trained manpower & state of the art equipment; and

D) The Parties recognizes the considerable changes in the future higher education and look quite different in terms of the mission and functions of higher education institutions to ensure meaningful quality and to develop inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society for continual adaptation of modes of teaching and learning, pedagogical approaches, student-teacher relationships and the role of teachers;

NOW, THEREFORE, in recognition of their common interests and objectives, and in order to supplement and strengthen the existing understandings amongst the Parties with respect to cooperation in the sector of teacher education, the Parties confirm their mutual understanding on the following:

ARTICLE-1 PURPOSE

1.1 UGC would form the top tier, Tier III, of the implementation structure of the Scheme.

1.2 EMRC ("CEC") has been identified as Support Unit under the MoU. This would constitute Tier II of the implementation structure.

1.3 _____, the HRDC, would form the bottom most tier, Tier I, of the Implementation structure.

1.4 Tier I and II would be responsible for reporting to tier III, as per the details given in the subsequent Articles.

1.5 The Purpose of this MOU is to develop cooperation in providing opportunities for teachers within the framework of knowledge society for continual adaptation of modes of teaching and learning.

1.6 The purpose of this MOU is strictly limited to expressing a desire of the Parties for mutual cooperation, and is not intended to impose any legal obligation of any nature on either Party.

1.7 This MOU shall not in any manner supersede the existing understandings and other arrangements between the Parties.

ARTICLE-2 SCOPE OF COOPERATION

Within the context of their respective mandates, objectives and procedures, the Parties shall cooperate in the following areas:

a) to increase access to high quality education and tailor lesson plans to individual needs by organizing specially designed orientation programmes in pedagogy, based on free massive online open courses (MOOCs) and hybrid classes, adaptive learning software, and the unbundling of traditional degree credits.

b) to develop such blended learning programmes (induction/orientation/refresher courses) for serving teachers, with a focus on outcomes rather than the act of delivery covering every teacher at least once in three to five years so that they don't see themselves as mere instructors, but as designers, coaches, and members of a learning development team with particular goals in mind.

c) to provide means for encouraging teachers to develop in-house education-technology incubators that help entrepreneurial start-ups get off the ground by providing them with research, mentorship and connections and linking them to capital and to participate in seminars, symposia, workshops, etc.

d) to develop audio-visual contents and deliver with each other's help on theme based like Academic leadership, Technology enhanced learning, Disaster Management, Gender Sensitization, IPR, Social Connect Programme and Learning outcome based education including evaluation/to organize specially designed induction/orientation programmes/refresher courses in IT for new entrants as well as for in-service teachers; and value-based interactive multimedia through integrated practice in instructional media and ICT can nurture the character such as Creativity, Curiosity, Appreciation, Hard work, Self-reliance, Honesty, Discipline and Compassion among teacher facilitators.

e) Identifying and addressing jointly the logistics issues of priority;
f) Developing and implementing, as appropriate, joint programs and projects in mutually identified areas;
g) Organizing workshops, seminars and meetings jointly; and
h) Exchanging analytical reports, publications, technical materials, expert services and other information related to the purposes of this MOU.

ARTICLE-3 OBJECTIVES

Cooperation and partnership between the Parties under this MOU is based on the overarching mutual recognition of:

a) The need for long-term approach to inclusive and sustainable synergistic development;
b) The need for encouraging full participation of all stakeholders; and
c) The need for designing, implementing and maintaining result-oriented development policies and programs.

ARTICLE-4 FOCUS OF JOINT ACTIVITIES

4.1 With a view to achieving the purposes of the MOU, the Parties intend to:

a) To work in close co-operation with each of the units to assess and then achieve the OER, MOOCs implementation in service teacher development; The teachers would not only deliver or transfer knowledge, but would become "pedagogical engineers", "digital resources designers" and "digital courses designers".
b) To stipulate detailed step by step procedures and schedules for implementation of the Learning Management techniques (pre-defined milestones);
c) To identify the end targets in quantified parameters to be achieved by each unit at the end of the financial year. Teaching teams will be inter-professional and may incorporate a number of discipline areas or activities that might be more challenge-based. Relationships between teachers and students are also expected to undergo some change: teachers will collaborate with students, in particular, in joint production of educational content.
d) To assess and undertake the training and other such implementation requirements;
e) To prepare Milestone Based Reports (MBRs) to be submitted by the completion date of each of the implementation phases. The report shall highlight implementation procedure, difficulties faced, success factors etc. for such implementation activities undertaken by it in each of the units;

4.2 The above mentioned areas may be amended from time to time with mutual written consent of the Parties.

ARTICLE-5 EXCHANGE OF INFORMATION

The Parties recognize that effective cooperation in the HEIs depends on open, comprehensive and regular exchange of information. To the extent possible in accordance with their respective policies concerning disclosure of information, the Parties intend to make appropriate arrangements to:

(a) exchange copies of publications and all public documents related to HEIs, and

(b) exchange information posted on their respective websites of conferences, seminars and workshops being organized or sponsored;

ARTICLE-6 RECIPROCAL INVITATIONS

The Parties recognize that appropriate representation is important to emphasize their common interests, purposes and intentions in substantive terms. The Parties therefore intend to invite each other, where appropriate, to meetings, conferences, seminars and workshops relevant to cooperation in the priority areas set out in this MOU.

ARTICLE-7 PERIODIC CONSULTATIONS

7.1 The Parties recognize the significance of convening periodic mutual consultations to review the planned, ongoing, implemented, and achieved activities under this MOU, to evaluate the results of such

activities and to explore and discuss new challenges, opportunities and problems related to the areas of cooperation under this MOU. It is the understanding of the Parties that such consultations shall be conducted periodically as and when required but not less than once a year.

7.2 Each HRDC/EMRC _____* shall submit a Utilization Certificate(UC) for the funds released and dues adjusted during the Financial year and utilization thereof in prescribed format, latest by 30th April of succeeding year.

7.3 University of _____* shall make all possible efforts to comply with all the provisions of guidelines framed by UGC for its implementation in its letter and spirit within the approved time frame starting from the date of sanction of grant.

7.4 University of _____* shall suitably incorporate the provisions towards levy of Liquidated Damages in their agreements with contractors for delay in completion of the project(s) and also other relevant contractual provisions pertaining to the procurement of goods and works. All amount towards Liquidated Damages, if any, as may be recovered by University of _____* under this provision, and shall be suitably adjusted in the project cost.

7.5 During implementation of projects, the _____** shall enforce 3-Tier Quality Assurance Mechanism as per the term of reference of this MoU.

7.6 University of _____* shall ensure that the equipment & material specifications and construction practices & standard are in conformity with those approved/ stipulated by REC.

* The University where the EMRC and HRDC are located.

ARTICLE-8 FOCAL POINTS

For purposes of coordination and administration of this MOU, the Parties designate their respective contact/focal points as follows:

For UGC: Attention: The Bureau Head (HRDC),
Tel.:
Fax:
Email:

For EMRC: Attention: Director, CEC
Tel.:
Fax:
Email:

For HRDC: Attention: Director, HRDC
Tel.:
Fax:
Email:

ARTICLE-9 PREPARATION, IMPLEMENTATION AND EVALUATION OF ACTIVITIES

9.1 The Parties will endeavor to prepare:

(a) A list of all current operational cooperation activities and their status of implementation;

(b) A list with a brief description of all planned cooperation activities for the next years; and

(c) An indicative list of planned cooperation activities for two subsequent years.

9.2 The Parties will endeavor to ensure that:

(a) Their respective appropriate Director(s) will be responsible for the implementation of cooperation activities listed within their areas of responsibility activities under this MOU;

(b) Their respective appropriate Directors of HRDCs and EMRCs will provide brief reports as necessary to their respective Units on the status of implementation of all cooperation activities listed within their areas of responsibility under this MOU;

(c) The Parties will conduct joint mid-term reviews of the implementation of the MOU and consider further cooperation activities.

ARTICLE-10 ACKNOWLEDGEMENTS AND USE OF INSTITUTIONAL EMBLEMS

The Parties recognize that their involvement in joint cooperation activities under this MOU will be publicized. Therefore, the Parties understand that:

(a) There will be public acknowledgment of the role and contribution of each Party to cooperation projects in all public information documentation related to such cooperation;

(b) Information related to activities under this MOU may be made available through customary channels according to the normal procedures and policies of each Party. Results derived from joint research projects shall be published with public acknowledgement of the role and contribution of each Party; and

(c) The use of emblems of each Party in documentation related to activities under this MOU will be in accordance with the current policies of each Party concerning such usage.

ARTICLE-11 TERM AND REVIEW OF THE MOU

11.1 This MOU shall be valid for an indefinite period, on the understanding that UGC shall review the progress and decide the continuance of HRDC/EMRC.

11.2 Should the MOU be terminated by one Party, steps shall be taken to ensure that the termination is not prejudicial to any program or activity undertaken within the framework of the MOU.

11.3 This MOU may be amended at any time by mutual agreement of the Parties and the intention to amend any terms and/or conditions shall be communicated to the Parties in writing.

ARTICLE-12 MISCELLANEOUS

12.1 Any specific activity under this MOU shall be governed by a separate project document or written agreement/communication.

12.2 Any specific activity under this MOU shall be subject to the approval of the respective authorities of the Parties in accordance with their rules and procedure.

12.3 All information obtained and derived from exchange of information either in writing or otherwise shall be treated as confidential during and after the expiration of this MOU unless otherwise mutually agreed upon in writing by the Parties.

[END OF ARTICLES]

EXECUTION PAGE

IN WITNESS WHEREOF, the undersigned duly appointed representatives of the Parties have signed the present MOU concerning cooperation in providing opportunities for teachers within the framework of knowledge society for continual adaptation of modes of teaching and learning in three counterparts on the day and year first above written.

FOR AND ON BEHALF OF HRDC

_____

HUMAN RESOURCE DEVELOPMENT CENTRE, DIRECTOR

_____

Vice Chancellor (having the headquarters of HRDC at the concerned University

_____

FOR AND ON BEHALF OF Educational Multimedia Research Center Director, CEC

_____

Vice Chancellor (having the headquarters of EMRC at the concerned University

_____

Director CEC

FOR AND ON BEHALF OF UNIVERSITY GRANTS COMMISSION (UGC)

_____

Bureau Head (HRDC)

Secretary(UGC)