



**MINISTRY OF EDUCATION
PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION
ON TEACHERS AND TEACHING**

**TEACHING LEARNING CENTRE
RAMANUJAN COLLEGE
(Accredited Grade 'A' by NAAC)
UNIVERSITY OF DELHI**

in collaboration with

**MAHATMA GANDHI CENTRAL UNIVERSITY
MOTIHARI (BIHAR)**

&

**SMT. CHANDIBAI HIMATHMAL MANSUKHANI
COLLEGE, ULHASNAGAR, (MAHARASHTRA)**

&

**GANGADHAR MEHER UNIVERSITY (GMU),
SAMBALPUR (ODISHA)**

Organizes

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

**Call for Registration and Participation
10 December 2020 - 08 January 2021**

CONCEPT NOTE

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

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

The traditional set-up of a classroom needs to be deconstructed and redesigned to help students adjust to the present-day requirements of multi-dimensionality, that is, not only being prompt to the socio-political and economic shifts but to pursue ones' inner calling. The exchange and interaction of ideas, thoughts, and concepts

should stem from critical thinking. Innovative approaches, both for teaching and evaluation, should be adopted in addition to imparting immense value to the skill development and understanding of the ever-changing dynamics between the local and the global. However, this need of the hour to create skilled and professionally competent human resources can only be accomplished through equipping a teacher with the role that will enable students to develop their critical and analytical skills. These skills will further empower them to question and know.

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

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

In the present circumstances, the teaching fraternity is missing out on the lively and interactive programmes. Hence, the MHRD and the University Grants Commission (UGC) have intensified efforts towards a strong virtual engagement to facilitate dissemination of knowledge and adopt technology-enabled teaching practices. To contribute in this endeavour, the Eighth Induction Training Programme, 2020, is yet another step by the TLC, Ramanujan College, to prepare and enable teachers to

deliver excellent teaching practices, even in an online environment. The current Induction Programme is being organised in collaboration with Mahatma Gandhi Central University Motihari (Bihar) and Smt. Chadibai Himaatmal Malshukhani College, Ulhasnagar, Maharashtra. The previous seven Induction Training Programmes (May 2018; December 2018; May 2019; June 4–July 1, 2020; and June 26– July 24, 2020; September 1 - 30, 2020, 10 November- 09 December 2020) were highly successful, with the participation of thousands of teachers from various disciplines and different parts of the country. The feedback from the participants has confirmed that the programmes were instrumental in enhancing their knowledge and skills on a wide variety of themes, which they were able to implement in their teaching. The present Induction Programme, like the previous three versions, will be carried out through an online platform, keeping in view the physical constraints.

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

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

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

- ***This Online Faculty Induction Programme will strictly follow the MHRD's Four Quadrant Approach.***
(<http://ugcmoocs.inflibnet.ac.in/ugcmoocs/download/Guidelines.pdf>)
- ***Our courses run on open edx based platform***

MODULES/TOPICS

Module 1: Roles and Responsibilities of a Faculty/ Academics in Higher Education

Module 2: University Structure and Functioning*

Module 3: Curriculum Design and Content Development

Module 4: Pedagogic Techniques & Teaching and Learning Methods

Module 5: Assessment and Evaluation

Module 6: Research in Higher Education

Module 7: Personal-Emotional Development and Counselling

Module 8: ICT: Effective Use of Technology for Teaching, Learning and

Module 9: E-Content Development & MOOCs

Module 10: University Governance and Administration

Module 11: Academic Leadership

Module 12: Strategic Planning and Management

RAMANUJAN COLLEGE

Ramanujan College is a University of Delhi college, located in the well-known area of Kalkaji, near Nehru Place, in South Delhi. Ramanujan College has highly qualified, dedicated, and committed faculty members. The college runs 15 courses in different subjects in Humanities, Commerce and Science streams. It is also the study centre for the students of the School of Open Learning, University of Delhi, the Non-Collegiate Women's Education Board, University of Delhi, and the Indira Gandhi National Open University. The college also runs several professional courses. The teachers of Ramanujan College are highly motivated and have original, published academic and creative work, including journals and other print media articles and educational film making to their credit. Ramanujan College is a premier institution of the University of Delhi and has been accredited grade "A" by the National Assessment and Accreditation Council (NAAC). We at Ramanujan College emphasize the holistic development of personality, meaningful exposure to real-world, and inculcating practical skills amongst our students apart from ensuring academic excellence.



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

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

MAHATMA GANDHI CENTRAL UNIVERSITY, MOTIHARI (BIHAR)

MAHATMA GANDHI CENTRAL UNIVERSITY (MGCU) came into existence by an



Act of Parliament, Central Universities (Amendment) Act 2014 (No. 35 of 2014). The University became functional on 3rd February 2016. MGCU is situated in Motihari (Bihar), on National Highway 28. MGCU is proving to be an excellent centre of

Higher Studies in both Basic, Applied and Technical educational fields. There are as many as total 04 Undergraduate; 22 Postgraduate; 19 M.Phil. and 20 Ph.D. Programmes of Study running under total 07 Schools and 20 teaching Department under them. This is one of the salient characteristics of the University which has attracted the enthusiastic learners from different parts of the country to seek admission here. Needless to reiterate, the well-experienced and competent Faculty of the University is the central basis for the academic excellence being sustained herein. The location of the University in Motihari, Bihar does take us to the glorious historic year of 1917 when Mahatma Gandhi started his well-known SATYAGRAHA, the first ever anti-colonial struggle against the British. It is rightly said that Motihari made Mahatma Gandhi the BAPU, the premier MASS LEADER who henceforward revolutionized the whole India through miraculous mantras of Truth and Non-Violence. No wonder, MGCU is committed towards inculcating the spirit of SATYAGRAHA, TRUTH and NON-VIOLENCE among our learners towards rendering their invaluable services to the humanity.

Christened after Mahatma Gandhi, FATHER OF NATION, MGCU is one of the emerging public Central Universities of India. The Motto of the University is enshrined in the LOGO: "मयि श्रीः श्रयतां यशः". The very logo is an invocation of Vedic Chant meant for showering the prosperity of name, fame and riches upon all. This is the guiding principle behind the educational spirit of this University. All the Members of the University (both Teaching & Non- Teaching) work heart and soul towards enabling our students/ learners to achieve the all- round success and prosperity.

SMT. CHANDIBAI HIMATHMAL MANSUKHANI COLLEGE

Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar, Dist-Thane, Maharashtra State was established in the year 1965 and managed by the Hyderabad

(Sind) National Collegiate Board, Mumbai. The H(S)NC Board is an Indian Non-Profit Organization found in 1922 in the British India Province of Sind



and moved to the City of Bombay in an Independent India post-1947 Partition. It is one of the oldest Educational Trust of India envisioned by Founding Father of the H(S)NC Board, Vidyasagar Principal K.M. Kundnani and Barrister H.G. Advani. In the succeeding 70 years, the Board established a chain of more than 25 educational institutions.

Smt. CHM College with its forward-looking approach, committed faculty and enthusiastic student community belonging to every class of society, stands as a centre of diverse learning. The College is proud of its glorious history which defines its tradition of high value. It was established in 1965 with about 250 students and four departments has transformed into one of the largest Colleges of the University of Mumbai with an enrolment of more than 11000 students, 27 Undergraduate Departments, 7 Postgraduate Departments, 6 Research Centres, 7 Certificate Courses and 2 Prestigious UGC sponsored study centres. The College has strong NCC and NSS units. The College Incubation Centre is formed to create opportunities for the learners to develop entrepreneurial culture so as to initiate their startup. Digital language laboratory is available for enhancing the language skills of students. The College has been awarded second position for 'Jagar Janivancha Abhiyan' by Government of Maharashtra for Gender Sensitisation in 2012-13 and it is the recipient of Best College Award in 2012-13 conferred by University of Mumbai.

GANGADHAR MEHER UNIVERSITY (GMU), SAMBALPUR (ODISHA)

Gangadhar Meher University (GMU), Sambalpur came into existence on the 30th



May 2015 as a unitary institution of higher learning [The Government of Odisha Order No.11598/HE Dated 30.05.2015]. That was a momentous event for the people and student community of the Western

Odisha for the fulfillment of their long cherished dream and aspirations. The newly formed University replaced the erstwhile Gangadhar Meher College (Autonomous). Consequently, the entire teaching and nonteaching staff of the G.M. College were deployed to G.M. University and became the stakeholders of the newly formed GMU. This transition was indeed the crowning glory for an institution that had a humble beginning at its inception way back in the pre-independence era. Gangadhar Meher College, one of the oldest and the largest in Odisha, owes its origin in 1944 to the strong initiative, determination and tireless efforts of the people, including intellectuals and academicians, of Sambalpur and their intense yearning for quality education. Initially known as Sambalpur College, it was later renamed in 1949 as Gangadhar Meher College after Gangadhar Meher, a renowned Odia poet and a worthy son of the soil. The College started on a modest scale with the student strength of only 192. It went on expanding and growing in stature with the passage of time. In 1944, degree programs in Arts and Commerce were introduced, while B.Sc. programs were added in the year 1957. The College reached a milestone in 1964 when Post-graduate departments were opened. Another landmark was achieved when M.Phil. programs in various disciplines were offered by the institution from 1983 onwards. Pre-Doctoral coursework was also introduced in 2012 in four subjects to meet the demand for higher education and research. From this year (2018) the GMU started offering Ph.D. programs in many subjects. The primary mission of the institution was to cater to the needs of the poor and underprivileged students of this tribal-dominated region of the State. The institution performed the role with great distinction in the subsequent years. It made rapid strides to emerge as a premier institution of the State in the domain of higher education culminating in its

elevation to the status of a Unitary University. It started functioning as an autonomous college in 1991 and was controlled and managed by the statutory and the non-statutory bodies as prescribed by the UGC. On the basis of its academic reputation and its quality of institutional management and responsive administrative structure, the autonomy of this institution was extended by the UGC. Further, the institution was identified as the “College with potential for excellence (CPE)” by the UGC in the session 2004-05. The institution added another feather in its cap when it was accredited by the NAAC with an “A” grade in the session 2015-16 in recognition of its excellent performance.

The newly instituted G.M. University has taken on the mantle from G.M. College (Autonomous) and is poised to take off to new heights of excellence in the academic firmament in the years ahead. The new entity started functioning from 30.05.2015 after its new incarnation. Prof. Sudhansu Sekhar Ratha, an eminent professor of Economics and a noted economist from Sambalpur University was appointed as the OSD, while Dr. Smita Devi, Reader in English and Principal of the erstwhile (Autonomous) College was deputed as the acting Registrar to oversee the administration of the University. On 27th April 2015, Prof. Ratha was officially designated as the first Vice-Chancellor of the G.M. University.

The University provides teaching and research facilities for running Undergraduate, Post Graduate and Research programs smoothly on various subjects. This University is serving to the needs of around 5500 students at present and rendering services to the society at large. Within a short span of three years, it has already made a mark in the academic arena by providing good quality education, conducting national and international level seminars and workshops on a regular basis.

REGISTRATION PROCESS

Eligibility: Newly recruited faculty members (regular/ad-hoc/temporary/Guest) who are in their initial years of the teaching profession are eligible to apply for this INDUCTION PROGRAMME.

- Registration is mandatory for all the participants of the FDP.
- All those who meet the eligibility criterion are required to pay a **Non-Refundable fee of INR 1600/-** (See the details provided below regarding the payment process).
- The eligible participants who have made the payment are required to register online **on or before December 10,2020.**

IMPORTANT:

- Participants must attend all the online sessions in order to receive a certificate of participation. The sessions on various themes of the FIP will be conducted either on a live basis or through the Ramanujan College Web portal.
- Attempting and submitting all the quizzes and 90% assignments are mandatory, and each participant should score a minimum of 50% in total to avail of the programme completion certificate.
- Graded certificates on the basis of performance will be awarded to the participants.
- As part of the MHRD requirement under the PMMMNMTT scheme, all participants need to submit online feedback for each session.
- Failing to meet any of the above conditions will result in denial of a certificate of completion to the participants.

PAYMENT PROCESS & STEPS OF REGISTRATION

First Step: The participants must make the prescribed payment by (NEFT/UPI/IMPS) to the below-mentioned account and keep the screenshot of their payment for further clarification.

Bank: ICICI Bank

Branch: CR Park Branch, New Delhi - 19

A/c Name: PRINCIPAL RAMANUJAN COLLEGE

A/c no: 072001003912

IFSC: ICIC0000720

Second Step: Participants need to fill up the online application form <https://forms.gle/L3Xv4E2rNYUBnvPg6> with all the required details before the final date of submission. The screen shot of the payment should be uploaded while filling in the form. The participants are advised to carefully fill their transaction details of payment at the time of filling of the registration form. Kindly take note that late applications and payments will not be accepted. **The last date of registration is December 10,2020.**

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

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

For further queries, please write us only at:

rcfip5@ramanujan.du.ac.in

For any quarry regarding FIP:

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+91 – 8285660992

+91 – 9868342405,

+91 – 9582719632,

Patrons

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Motihari (Bihar)

Prof. N. Nagaraju, Vice Chacellor, Gangadhar Meher University (GMU),
Sambalpur, (Odisha)

Dr.Manju Lalwani Pathak, Principal, Smt. Chandibai Himathmal Mansukhani
College, Ulashnager, (Maharashtra)

Director (Teaching Learning Center)

Dr. S.P. Aggarwal, (Principal), Ramanujan College, University of Delhi

Director (Faculty Induction Programme)

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Assistant Professor, Ramanujan College, University of Delhi

CONVENORS (Organising)

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