



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

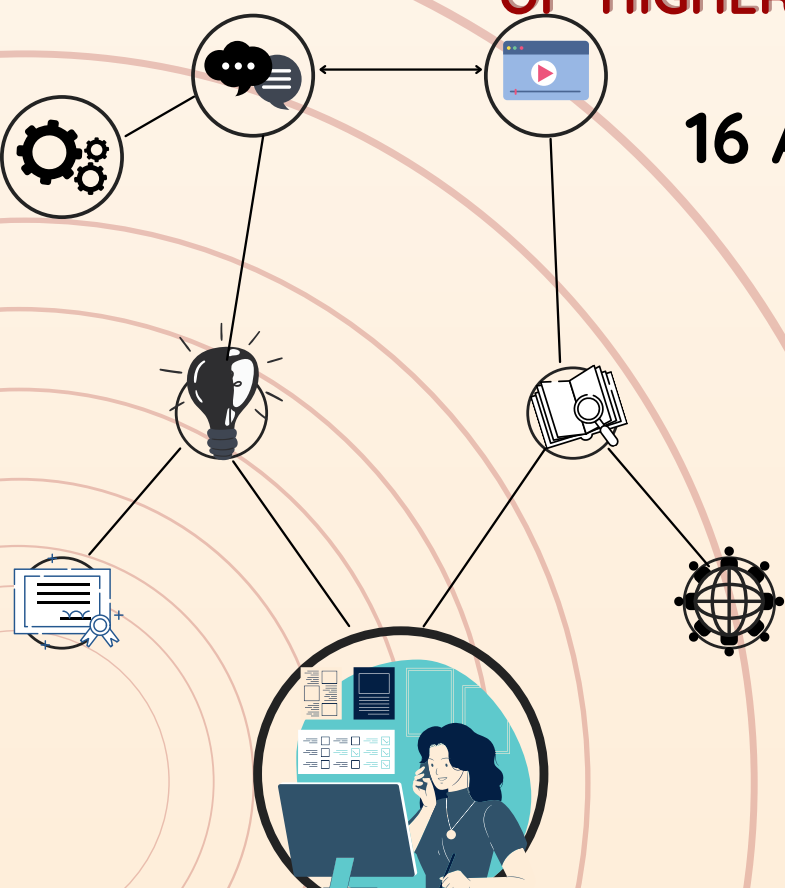
GOVERNMENT DEGREE COLLEGE, POONCH, JAMMU & KASHMIR;
SIBSAGAR GIRLS' COLLEGE, SIVASAGAR, ASSAM;
AJINTHA EDUCATION SOCIETY'S PANDIT JAWHARLAL NEHRU
MAHAVIDYALAYA, AURNAGABAD, MAHARASHTRA;

organises

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

16 April - 15 May, 2021

CALL FOR
REGISTRATION &
PARTICIPATION



CONCEPT NOTE

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

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

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

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

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

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

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

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

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

MODULES/TOPICS

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

EXPECTED OUTCOMES

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

PEDAGOGICAL DEVELOPMENT AND ICT APPLICATIONS

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

ADVANCED RESEARCH METHODS

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

INSTITUTIONAL VALUES AND SELF - DEVELOPMENT MEASURES

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

HIGHLIGHTS OF THE INDUCTION PROGRAMME

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

RAMANUJAN COLLEGE

Ramanujan College is a University of Delhi college, located in the well-known area of Kalkaji, near Nehru Place, in South Delhi. Ramanujan College has highly qualified, dedicated, and committed faculty members. The college runs 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

GOVERNMENT DEGREE COLLEGE, POONCH

Government Degree College, Poonch was established on 11th November 1955. It initially started functioning as an intermediate college in the old "Resham Ghar" building which existed near "Mohalla Dungas". Prof. R.L.Bausr, an eminent educationist of our state was its first Principal. In 1961, it was elevated to



the status of a degree college and Prof. P.N. Pushap, another great educationist and scholar, headed this institution during its development phase. During this period (1955-1961) the college was shifted to present location, the upper portion of which was a part of "Favara Garden" and the lower part across the main road was covered with barracks and bunkers vacated by Army, who shifted to "Resham Ghar site". The college theory classes used to be held in bunkers and barracks while the science practical work was performed in temporary laboratories set up in the old portion of the "Dak Baglow" Poonch. The science laboratories were later shifted to present science block after its construction in 1969-70. Unfortunately, a part of the college campus was converted into Gujjar and Bakarwal Hostel, ITI campus and Horticulture Nursery etc., and the college retained only the portion of playground. It is for this reason the various building blocks were constructed in a limited space, adjoining to the thickly populated locality "Mohalla Panditan". The college administration, has tried its best to give some face lift to it by raising boundary wall and stream-lining the available space into lawns. The college was earlier affiliated to Jammu and Kashmir University, which later converted in to two separate universities, the University of Jammu and the University of Kashmir. The college is presently affiliated to the University of Jammu and is recognized by University Grants Commission. The College celebrated its golden Jubilees in the year 2005 was also badly affected in the devastating earthquake of October, 2005. The college offers undergraduate courses in Arts, sciences, vocational course in sericulture and B.C.A as a professional course. We have also started starting career oriented courses and certificate courses in some subjects (Functional English and Sericulture). The infrastructure of the college is constantly upgraded cater to the growing needs of the students with newly introduced subjects we are sure that the products of this college shall be fully equipped to meet the challenges in the new millennium.

SIBSAGAR GIRLS' COLLEGE

The Sibsagar Girls College is a Provincialised institution affiliated to Dibrugarh University, Assam. The College was established in 1964 and recognized by University Grants Commission (UGC) under Section 2(f) in 1969 and under section 12(b) in June 2003. It is situated in an urban setting and has a campus area of 5.28 acres. It was established with the objective of giving boost to female education in the district of Sivasagar that is inhabited by people belonging to OBC / SC / ST categories besides a sizable number of tea garden labourers.

The college aims at achieving excellence in higher and globalised education, women empowerment through knowledge and value based education, overall growth of socio - economic and sustainable development, particularly at regional level and generally at national level.



PANDIT JAWAHARLAL NEHRU MAHAVIDYALAYA

Ajintha Education Society established Pandit Jawaharlal Nehru Mahavidyalaya, Aurangabad on 15th June, 1971. The college was started initially as the night college. The college was established through the dedicated efforts of Late Baburaoji Kale, a Freedom-Fighter and a constructive social reformer. He always aimed to impart higher education to socially and economically backward students in this region. Our coll-



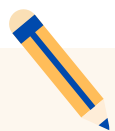
-ege is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. It is included under 2(f) and 12 (B) of the UGC Act 1956. Our college has been accredited by NAAC. It is a multi-faculty institution of higher education having the faculties like B.A., B. Com and B. Sc. at the under graduate level. Our college has around 1000 students on the roll-call pursuing studies in Higher Secondary (Jr. College) and University Education (UG) courses.

Our college is located at around 100 Kms from the world famous Ajintha Caves wherein a sculpture of Lord Buddha, stands as a symbolic manifestation of universal peace to the world. The magnificent two storey building of our college includes well-equipped laboratories and Classrooms having ICT facilities. The library is having a wide range of text books, reference books, national and International Journals. Digital library is available for the students and staff to get an exposure to various online libraries in the world along with the various international research journals. Other facilities include seminar hall, filtered water, Gymkhana, Indoor and Outdoor games with a big play ground and a disabled friendly campus.

REGISTRATION PROCESS

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

- Registration is mandatory for all the participants of the FIP.
- All those who meet the eligibility criterion are required to pay a **Non-Refundable fee of INR 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 April 15, 2021.**



IMPORTANT:

- Attempting and submitting all the quizzes and assignments are mandatory, and each participant should score a minimum of 40% in total to avail of the programme completion certificate.
- Graded certificates on the basis of performance will be awarded to the participants.
- As part of the Ministry of Education's requirement under the PMMNMTT scheme, all participants need to submit online feedback for each session.
- Failing to meet any of the above conditions will result in denial of a certificate of completion to the participants.
- **No Objection Certificate (NOC) or Leave is NOT REQUIRED to participate in the Programme**

PAYMENT PROCESS & STEPS OF REGISTRATION

First Step: The participants must make the prescribed payment through the NEFT/IMPS to the following account:

Bank: ICICI Bank

Branch: Kalkaji 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/vgG2VhKewF4WJeeN8> with all the required details before the final date of submission. The screenshot of the payment should be uploaded while filling in the form. The participants are advised to carefully fill their transaction details of payment at the time of filling of the registration form. Kindly take note that late applications and payments will not be accepted. The last date of registration is April 15, 2021.

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

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

For any queries/information, please write to us at:
rcfip9@ramanujan.du.ac.in

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