

GUIDELINES

Ministry of Education Government of India

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1. Introduction

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

India's Higher Education is poised to:

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

2. Background of the Scheme:

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

Vision:

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

3. Objectives of the Scheme:

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

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

ethics, and human values as enshrined in Indian culture and familiarize them with the Indian Knowledge System (Bharatiya Gyan Parampara.).

- To build respect for the eco-balance and biodiversity existing in nature and adopt Sustainability for life.
- To ensure the role of faculty as active participants in institution and nation building.
- To empower Faculty members as lifelong learners through continuous professional development.

4. Proposed Outcome of the Scheme:

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

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

5. Structure of MMTTC:

5.1 A. Programme Director MMTTC:

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

5.1 B. Supporting Staff:

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

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

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

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

Structure of Erstwhile HRDCs Staffing pattern:

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

5.2 Functions of MMTTC:

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

Specifically, MMTTC will:

- Identify resource persons in various fields for MMTTCs and share them with UGC and other centres after due vetting for their quality and suitability, familiarizing them with the course philosophy and guidelines. Resource persons will be identified based on a defined procedure, ensuring approval by the Academic Advisory Committee (AAC) of MMTTC. AAC may meet at least once in a year. However, in case of new Programme/non-availability of the resource persons/experts, Programme Director MMTTC may decide

and report to the AAC.

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

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

6. Scope of the Malaviya Mission Teacher Training Programme

The MMTTP will address the needs of teachers in colleges/universities as determined by the UGC through Faculty Induction Programmes/Refresher courses/Short term Programme/Faculty Development Programme. The one-week/ Short Term Programme /Faculty Development Programme will cover various themes like Academic Leadership, Research Methodology, Climate Change, Sustainable Development Goals, Net Zero, Entrepreneurship, Indian Knowledge Systems, Gender Studies, Teacher Connect, Learner Disabilities, Design Thinking, AI, Cyber Security, STEM etc. Additionally, the Programme will orient and sensitize faculty members at all levels on NEP 2020 themes through NEP Orientation and Sensitization Programme. The Programme will also focus on participation of the faculty members belonging to various categories of Socio-Economically Disadvantaged Groups (SEDGs) including PWDs / Divyang to make it inclusive in line with NEP, 2020.

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

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

Psychology In Workflow

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

Technology in Workflow

MS Office, Mail merge and Mailing, Working on Synchronous and Asynchronous Modes, Tele- conferencing – Knowledge and Proficiency in Computer Applications

Higher Education Ecosystem

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

Academics

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

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

Establishment

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

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

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

Project Management

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

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

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

NOTE: Curriculum development, pedagogy, assessment could also be the areas for other Programmes which MMTTCs can decide at local level by mobilizing local resources or fees from the faculty.

7A. Other Programmes to be offered by the MMTTCs

S. No.	Type of Programmes	Number of Programmes per year per Centre	Mode	Number of Beneficiaries per Programme	Number of Beneficiaries per year per Centre
1	Capacity Building on Design & Entrepreneurship	1	Hybrid	50-60	50-60
2	Teacher Connect Programme	4	Offline	150-200	600-800
3	Nurturing Future Leadership Programme	4	Offline	30-40	120-160

4	Capacity Building Programme on Specific Learning Disabilities	12	Hybrid	210	2400
5	Academic Leadership Programme	4	Offline	25	100
6	Integrated Approach to Promoting Positive Mental Health, Resilience & Wellbeing				
6.1	Capacity Building on Promoting Positive Mental Health, Resilience & Wellbeing	24	Online	120	2880
6.2	Exemplar Visit to Centre of Excellence (CoE)	10	Offline	50	50
6.3	National Wellbeing Conclave	1	Offline	300-400	300-400
7	Capacity Building Programme on Cybersecurity	9	Online	100	900
8	Capacity Building Programme on Artificial Intelligence	18	Online	100	1800
9	Capacity Building Programme on STEM (Science, Technology, Engineering, and Mathematics)	8	Offline	30	240
10	Capacity Building Programme for Training Administrative staff	8	Online	100	800
11	Capacity Building Workshop on Science Communication for STEM Faculty	1 (1 st year) 2 (2 nd year)	Offline	40	40

7.1 A) NEP Orientation & Sensitization Programme

Programme Delivery:

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

Programme Schedule:

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

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

Responsibilities:

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

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

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

Themes:

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

Guidelines for Participants:

- Register on the Malaviya Mission Teacher Training portal before the Programme. Further, MMTTCs can register participants directly, however, the details of the participants are required to be uploaded on the MMTPP portal within a period of two weeks after completion of the Programme by the concerned Centre.
- Attendance is compulsory in all sessions.
- An Online certificate will be issued to those who have attended the two weeks Programme and qualified the assessment parameters.
- The NEP Orientation and Sensitization Programme shall be considered equivalent to One Week FDP/STP for regularization/ CAS.

Eligibility Criteria:

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

Financial Norms:

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

B) Faculty Induction Programme (FIP)

Eligibility Criteria:

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

MMTTCs may conduct two FIPs, one residential & one online or in a hybrid mode by targeting participation of faculty members in their catchment area. The duration of 24-days FIP could be flexible, allowing to be split into parts instead of being continuous, as may be convenient to the MMTTCs. The course content and syllabi shall align with UGC GURU DAKSHATA (<https://www.ugc.gov.in/e-book/GURU%20DAKSHATA%20English/mobile/index.html>).

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

Programme Schedule and Financial Norms:

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

C) Short Term Programme /Faculty Development Programme:

The duration of Short Term Programme (STP) will be of 6 working days (36 hours) MMTTC may conduct 5 short term Programmes in a year (2 Residential and 3 Online). MMTTC needs to include one in-person session each on Specific Learning Disabilities, Promoting Positive Mental Health, Resilience & Wellbeing and Entrepreneurship.

Eligibility Criteria:

Faculty members working in universities and colleges that are included under Section 2(f) of the UGC Act. The teachers of colleges that do not yet come within the purview of Section 2(f), but have been affiliated to a university for at least three years, will be permitted to participate

in the courses. These conditions are applicable only for Residential Training Programmes/Courses.

Programme Schedule and Financial Norms

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

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

D) Refresher Course

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

Eligibility Criteria:

- (i) Faculty members working in universities and colleges that are included under Section 2(f) of the UGC Act. The teachers of colleges that do not yet come within the purview of Section 2(f), but have been affiliated to a university for at least three years, will be permitted to participate in the courses. These conditions are applicable only for Residential Training Programmes/Courses.
- (ii) For the Refresher course, participation in the FIP is a prerequisite for admission. The teacher may opt for a refresher course after a one-year gap following FIP. For residential RCs, there should be a minimum gap of one year between two refresher courses, though it may be relaxed if an adequate number of participants are not available, or it is essential for the teacher to fulfill eligibility conditions for career advancement as prescribed by UGC from time-to-time.

Refresher course may be conducted in

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

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

Programme Schedule and Financial Norms

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

E) Teacher Connect Programme

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

Background and Objective

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

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

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

5. With this objective 2-Day Teacher Connect Programme shall be organized in different parts of the country (zone-wise) through Malaviya Mission Teachers Training Centers. Around 200 newly recruited Faculties and Teachers [100 from Higher Education – IITs, IIITs, NITs, CUs, IISERs, SPAs, 50 from School Education and 50 from Skilling institutions] would be participating in each Programme.

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

Financial Norms

Type of Programmes	No. of Programmes per year per Centre	Mode	No. of Beneficiaries per Programme	Programme Wise Cost (in rupees)	Total Cost of Programmes per Centre (in rupees)
Teacher Connect Programme	4	Residential	200	25,00,000	25,00,000

F) Capacity Building for Design and Entrepreneurship

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

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

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

Objectives

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

Mentors for Participating Institutions

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

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

Eligibility Criteria for Participating Institutes

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

1. The public funded HEI must be in the top 200 in the NIRF ranking 2022 & 2023 in any of the NIRF categories.

2. HEI must be enrolled in the National Innovation & Startup Policy (NISIP) and allocated funds to the tune of at least 1% of their annual operating expenditure towards student innovation.
3. HEI must have at least 3 academic departments offering UG, PG and PhD Programmes, with potential for developing a multidisciplinary foundation for UG Programmes.

Responsibilities of Participating Institutes

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

1. Create common slots in the curriculum and academic calendar for UG, PG and PhD Programmes in at least 3 departments (3 hrs per week + 3 days per semester for a hackathon + 3 weeks in a year for field work) from the academic year 2024-25.
2. The common slot of 3 hrs per week may be used to –
 - a. Introduce a sequence of service learning or product design courses, one in each semester for the first and second year UG students, and 1st year PG and PhD students. The HEIs may redesign existing courses or create new ones. The courses must strictly follow the pedagogy of learning-by-doing (individual and group), continuous assessment of activities, and promote empathy and discovery of real-world problems.
 - b. Introduce open electives focused on specific domains to encourage promising teams of students in their 3rd and 4th year UG or 2nd year PG or advanced years in PhD to pursue detailed design, prototyping and entrepreneurial activities. Involving PG and PhD students in the initiative is intended to not only help sharpen research, but also encourage commercialisation and prepare the next generation of faculty.
3. Identify and nominate 25-30 faculty members each year for the mentoring Programme. This cohort of faculty may be motivated and incentivised to –
 - a. Participate in one-to-one mentoring sessions and conversations with expert mentors to enhance capacity for creative transformation.
 - b. Identify and co-mentor 15-20 promising student teams (average size 4) in the 3rd/4th year UG or 2nd year PG or advanced years of PhD. The teams may be encouraged to have a mix of students from different years and branches of study depending on the topic of interest.
 - c. Handle courses in the common slot and facilitate learning-by-doing for approximately 1,400 students from 1st and 2nd year UG, 1st year PG and PhD.
4. Allocate appropriate amount of innovation fund to support the 18-20 promising student teams to pursue product design and entrepreneurship each year, and create the infrastructure to support learning-by-doing.
5. Identify local partners such as industry, government organizations and Non-Governmental Organizations to mobilize additional resources and create learning opportunities for faculty and students.
6. Create a governance structure with adequate leadership to fast-track implementation of the Programme and monitor the progress.

Nodal Centre for the Programme

The nodal center for the Programme will be Malaviya Mission Teacher Training Centre, IIITDM

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

Financial Norms

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

Particulars	Preparatory (Jan-Mar 24) (In Rs.)	Year - 1 (2024-25) (In Rs.)	Year - 1 (2025-26) (In Rs.)	Programme Total (In Rs.)
Number of institutions enrolled	50			
Total number of faculty to be mentored		1,400	1,450	2,850
Total mentors to support all the institutions		150	150	150
Total mentor cost for all institutions		16,80,00,000	19,14,00,000	35,94,00,000
Total MoE grant for faculty mentoring		10,92,00,000	12,44,10,000	23,36,10,000
Average MoE grant per beneficiary faculty				81,968

Seeking Expression of Interest from the Institutes

Interested HEIs may submit a clear and concise proposal for participation in this Programme. The proposals must clearly articulate the following:

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

Selection Criteria of the HEIs

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

Programme Advisory Council

There shall be Programme Advisory Council to guide the Nodal Center. The Programme Advisory Council will comprise of the following:

1. Shri Manoj Kohli, Chairperson
2. Prof. M V Karthikeyan, Director, IIITDM Kancheepuram (Host Institute), Member
3. Prof. V Kamakoti, Director, IIT Madras or his nominee, Member
4. Shri Gopal Srinivasan, CMD, TVS capital, Member
5. Shri V Shankar, Founder of CAMS, Member
6. Smt Debjani Ghosh, President, NASSCOM, Member
7. Shri G Gurumoorthy, Director, ARM Embedded Systems, Member
8. Dr M J Shankar Raman, CEO, IITM Pravartak, Member
9. Dr Sudhir Varadarajan, Programme Director, Convener

G) Nurturing Future Leadership Programme

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

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

- (i) **Faculty excellence** will be **incentivised** by way of appropriate rewards, promotions, recognition and **movement** into **institutional leadership**
- (ii) **Presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour**
- (iii) **Excellent faculty** will be **identified early** and **trained** through **ladder** of leadership positions.
- (iv) **Potential leaders** will be **identified** and **developed early**, working their way through a ladder of leadership positions.

2. Objectives

The objectives of the programme are:

- (i) **To build ecosystem to inculcate leadership skills in faculty members at levels early in their career to advance both individual and organizational goals**
- (ii) **To expand the pool of potential leaders** for the range of leadership positions
- (iii) **To prepare faculty** to contribute effectively and proactively in collective decision-

- making, shared governance, developing initiatives, problem solving
- (iv) **Training of faculty through a comprehensive and rigorous selection process to ensure only the most qualified individuals participate.**
- (v) **Enabling institute administration to assess leadership quality of their faculty through this program**

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

3. Roles and Responsibilities of Stakeholders

The programme will be delivered by about **50 eminent institutes** having expertise in running management / leadership courses. The National Institute of Educational Planning and Administration (**NIEPA**) would be the coordinating organisation for the programme.

The roles and responsibilities of NIEPA would include:

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

The roles and responsibilities of the host institutions would include:

- (i) Conduct at-least 4 programme in a year
- (ii) Ensuring unique positioning of the program to attract best talent
- (iii) Develop programmes aligned to leadership modules
- (iv) Mobilization and selection of participants
- (v) Programme delivery
- (vi) Assessment and certification
- (vii) Boarding and lodging for the participants
- (viii) Develop a calendar of training programs on different topics for the entire year.
- (ix) Submission of online Feedback forms in respect of overall programme and participants in prescribed format.

The roles and responsibilities of the sponsoring institutions would include:

- (i) Nominate up to two eligible faculty members per batch of the NFLP program at each Host Institution. They may nominate faculty for multiple Host Institutions, but not more than two faculty members can be nominated to the same Host Institution.
- (ii) Bearing the cost of travel arrangement for faculty nominated for the program.
- (iii) Ensure that only seriously interested faculty members undergo training in the NFL Program and that the nominated faculty is free from his/her daily responsibilities during the program.

The roles and responsibilities of the participating faculty would include:

- (i) Register on NFLP portal with nomination form duly recommended by concerned Director/ Vice Chancellor.
- (ii) Review program materials to understand content and expectations, and actively participate in sessions by sharing insights and experiences.
- (iii) Implement learned strategies in teaching and administration at home/ sponsoring institutions.
- (iv) Network with peers and faculty to exchange best practices and explore collaboration

opportunities.

- (v) Provide constructive feedback through online forms to enhance future programs.
- (vi) Promote the value of the NFLP within institutions and encourage colleagues to participate in NFL programs.
- (vii) Commit to being free from daily responsibilities during the program, allowing full focus on the training experience.

4. Implementation Framework for the Programme

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

- a. **Participants** - Faculty from Centrally-Funded Institutes, State Public University and Private HEIs.
- b. **Eligibility for Nomination / Selection** -Regular/ permanent faculty at recognised institutes duly nominated by the Directors/Vice Chancellors.
- c. **Registration & Feedback** - All activity starting from registration of participants till completion of programme including feedback of participants about the programme, Institution's feedback etc. needs to be managed through portal developed for this purpose. (<https://mmc.ugc.ac.in/NFLP/NHome>)
- d. **Batch size - 40 participants.** While selecting the participants, Host Institution may give preference to faculties of CFI. However, up to 20 participants from State Public Funded University and up to 4 faculty members from Private HEIs may also be allowed. While selecting participants, it is important to ensure appropriate gender representation and include participants from different type of institutions to maintain diversity within the NFLP cohort. This will not only enhance learning but also enrich the sharing of experiences.
- e. **Mode of delivery** - 5 Days (~ 30 hours) Residential Programme
- f. **Resource Persons** - Resource persons should possess the requisite expertise and come from diverse backgrounds. This diversity will enrich the learning experience for participants.

Note :

(i) All Host Institutions to host the program in their main campus based on their specific areas of expertise. This decentralized approach ensures broader inclusivity and opportunities for participants from different parts of the country.

(ii) It is imperative that once the participants finish the course, they take forward these learning/ experiences for adoption in their own institutions. It would be beneficial to maintain a connect with them to capture the progress being made and build upon these learnings as well.

5. Course Content and Delivery

Keeping in mind the broad mandate, the host Institutes will have autonomy in the design of the course curriculum and its delivery. The intent is not to cover all aspects of "leadership" in one single course of one week.

Some of the core competencies for effective leadership include:

- I. Teamwork**
 - (i) Connecting with and influencing people
 - (ii) Acting as an agent and catalyst of change
 - (iii) Conflict resolution
 - (iv) Relationship and trust building
 - (v) Recognizing and managing people's strengths and weaknesses
- II. Communication**
 - (i) Active listening, taking feedback
 - (ii) Empathy
 - (iii) Professional writing, presentations
 - (iv) Public speaking
 - (v) Championing and marketing ideas, concepts, services
- III. Self-Management**
 - (i) Emotional resilience
 - (i) Self-motivation
 - (ii) Self-awareness: Identifying personal leadership traits, style, and weaknesses
 - (iii) Lifelong learning
 - (iv) Developing and promoting a positive attitude in challenging circumstances
 - (v) Stress and health management
 - (vi) Time management
- IV. Professional Skills**
 - (i) Effective negotiation strategies
 - (ii) Financial management and fiscal decision-making
 - (iii) Fostering equity, inclusivity, and success in students and colleagues
 - (iv) Understanding individual leadership styles
 - (v) Strategic thinking and planning
 - (vi) Calculated risk taking
 - (vii) Managing change
- v. Critical Thinking**
 - (i) Ideation and creative problem solving
 - (ii) Decision making, persuasion
 - (iii) Dealing with multiple perspectives and cultural ambiguity
 - (iv) Logical and analytical reasoning
 - (v) Managing unconscious biases
 - (vi) Asking the right questions
- VI. Conscientious Citizenship**
 - (i) Ethical leadership
 - (ii) Authentic leadership
 - (iii) Sustainability
 - (iv) Engagement with society
 - (v) Advancing women, minorities, and other disadvantaged communities
 - (vi) Integrity
 - (vii) Challenging oneself

It is imperative that the NFLP is designed with utmost care to maintain high quality. Please take necessary precautions to ensure that the curriculum and activities reflect the program's objectives and standards.

The institutions should refrain from conducting highly focused programs, such as publishing in research journals, design and delivery of courses, designing electives, etc.

6. Assessment and certification

As the course is targeted towards perspective building, the resulting skill enhancement would normally take time and may not be visible during the course. Hence, it is challenging to assess the participants. However, at the end of the course, a test must be conducted to assess the learnings from the program. It will enable the course coordinators to appreciate how effectively the course objectives have been achieved.

The Host Institutions are free to design the assessment. They may also do a self-evaluation before and after the programme.

7. Participants Feedback

A standard feedback form (centrally designed) is to be filled up by all the participants at the end of the course through portal. Statistical summary and substantial comments / feedback will be shared with the Programme Implementation Committee.

8. Certificate of Participation

The Host Institute will provide a "Certification of Participation" after successful completion of the program. For successful completion, the participants are expected to meet the following requirements.

1. Attendance: Minimum 90 percent
2. No disciplinary/ conduct issues in the Host Institute

The participants are expected to attend all (100%) sessions of the formal programme. However, there may be some informal events in the evenings or mornings that may be optional.

9. Program Closure

Within a month of completion of the training program, the host institute will send the following to the Programme Implementation Committee for the closure of the program.

- A complete list of all participants in the course, along with their affiliation, postal address, email ID, and phone numbers.
- The session-wise schedule of the program
- Assessment scores in the test
- Summary of Participant Feedback

10. Financial Norms

- The programme shall be funded entirely by the Ministry of Education.
- If any institution nominates more than 2 participants in a host institution, the full cost shall be borne by the participant's institutions for those additional participants.

- The cost of travel (to and from host institution) shall be borne by the participants' institutions.
- The cost for conducting NFLP and expected beneficiaries are as under:

Mode	Type of Programme/ Activity	No. of days	No. of beneficiaries/ participants per batch	Per participant cost*
Offline	Nurturing Future Leadership	5 days	40	50,000

* cost includes regulatory body approved expenses to be incurred on boarding, lodging, training expenses, material and remuneration to experts and contingency and taxes.

11. Expected Outputs & Outcomes

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

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

12. Project Implementation Committee

A. Chairman

Prof. Sudhir Jain, Former Vice-Chancellor, Banaras Hindu University & Former Director IIT Gandhinagar (or as may be decided by PAB Chair)

B. Convener

Director or Deputy Secretary (PN-II), D/o Higher Education, Ministry of Education

C. Coordinator from Implementing Partner

Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA)

D. Institute Coordinators from Host Institutions

*Heads from **Three** Host Institutions (as may be decided by Chairman)*

**Two Program Coordinators of Host Institutions by rotation - as may be called by the Chairman*

E. Member

Joint Secretary, D/o Higher Education, Ministry of Education

H) Capacity Building Programme on Specific Learning Disabilities

(i) National Education Policy, 2020 inter alia recognizes learning disabilities among a set of students. This policy is in complete consonance with the provisions of the Rights of Persons with Disabilities Act (RPWD), 2016. As per the RPWD Act, 2016, children with benchmark

disabilities have the choice of regular or special schooling. Resource centres and special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities, as well as assist parents in achieving high-quality home schooling and skilling.

(ii) In the context of equitable and inclusive education, NEP states that the issues of Socio-Economically Disadvantaged Groups (SEDGs) are common and analogous in school and higher education. Broad categories of SEDGs as defined in NEP 2020 includes children with disabilities (including learning disabilities). Accordingly, the issues which are relevant to school education is also relevant for higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform.

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

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

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

Implementation Plan

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

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

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

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

(x) Training sessions with heads and 2 nominees from various departments of identified educational institutions will be focused on sensitizing about the concerns of persons with specific learning disabilities, rationale for creating inclusive systems for them, policies and regulatory frameworks, ways to utilize the potential of special students, global best practices, expectations from the Programme and the manner in which it will be navigated.

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

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

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

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

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

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

(xvii) Finally, a session on '**Conclusion of Programme**' in which the focus shall be on

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

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

Financial implication and Budget requirement

(xix) Each cycle comprises of around 6 visits of resource persons in the respective zones. The estimated cost for each zone wise in-person workshops comprising of visit of two resource person, printing of resource material and other miscellaneous expenses, comes around 1 lakh.

(xx) As the Programme will be repeated till 2025-26 over a 6 months' cycle period, it has been estimated that an amount of Rs. 50 lakh is required to organize Specific Learning Disabilities Programme for the financial years 2023-2024 to 2025-2026.

I) Academic Leadership Programme

(i) Training of academic leaders of the vast numbers of institutions of higher education in the country is a critical need, in the light of new dimensions envisaged in NEP 2020. These higher education institutions have to develop Institutional Development Plans and thereby augment their functional competencies in areas of core and conventional activities, as also brace up to the immense external challenges posed by a community of universities world-wide, each aspiring to achieve a tangible status of competence, expressed to some extent in measures of ranking, and more generally in the insistence on improving quality. It is emergent therefore that academic leaders be oriented to the critical tasks they are to perform, and made aware of the responsibilities their roles entail, as also the internal and external challenges they need to handle while on the job.

(ii) In order to meet the goals of developing effective academic leaders as envisaged in NEP 2020, to evolve a systematic Programme on the training needs of top functionaries and institutional heads of IIT, IIIT, IIM, Central University, IISER, NIT, SPA etc. and to provide specialized area trainings in selected issues of critical relevance, and specially with a view to enhancing institutional quality and innovation, it is essential that Academic Leadership Programme be made part of the Malaviya Mission Teacher Training Programme.

(iii) The Programme aims to fortify participants with the skills to manage the intricacies of helming an educational establishment. Through immersive discussions and hands-on workshops, attendees will gain insights and methodologies to set a distinct direction, formulate and implement strategic agendas, nurture a conducive institutional ambiance, and promote sustained enhancement in sync with national policy goals.

(iv) This is proposed to be a 5-day Programme with participative sessions, case studies, panel discussions and workshops with agendas to evolve a work plan for each of the Institute with an implementation roadmap.

(v) Objectives:

- a) Foundational Leadership: Focusing on self-awareness, common knowledge base, a strong network, and setting priorities for the institute
- b) Strategic Leadership Development: Cultivating strategic thinking skills, analyzing complex challenges, exploring innovative approaches, and enhancing the capacity for change and transformation.
- c) Team Building and Stakeholder Engagement: Focusing on developing team leadership and collaboration skills, fostering an inclusive organizational culture, and strengthening stakeholder management abilities. This module will engage the leaders to know more about as how to create an environment of ownership with collective decision making.
- d) Leadership Excellence: Aimed at Building systems for data driven decision making, developing next line of leadership
- e) Sustainability: Building systemic linkages with the community, creating systems for financial sustainability,

(vi) Expected Outcomes:

- a) Visionary Leadership: Attendees will acquire profound understanding of visionary leadership's core and its pivotal role in guiding institutions to excel. The participants will gain a perspective that emphasizes the importance of refined institutional and community goals over personal accomplishments.
- b) Strategic Planning: Attendees will master strategies to devise and execute solid plans, informed by historical data that resonates with the institution's vision and objectives.
- c) Decision-Making Excellence: Participants will enhance their decision-making skills by understanding best practices, analyzing real-life case studies, and leveraging data-driven approaches.
- d) Organizational Culture: Participants will explore the power of cultivating a positive and inclusive organizational culture, fostering innovation, and nurturing collaboration among stakeholders.
- e) Change Management: Participants will be introduced to the tools and techniques required to lead successful organizational change initiatives.
- f) Stakeholder Engagement: Participants will discover the art of engaging and building meaningful relationships with diverse stakeholders, including students, staff, parents, and the wider community.
- g) Resource Mobilization: Participants will be exposed to Institute's economic landscape including familiarization with the emerging practices in resource mobilization such as Endowment Funds, Impact Investment, VGF, PPP and CSR.
- h) Effective Communication: Participants will master the art of effective communication, enabling them to inspire and motivate others, resolve conflicts, and drive

collaboration.

- i) **Personal Growth and Resilience:** Participants will experience personal growth as a leader by enhancing self-awareness, emotional intelligence, resilience, and well-being. This at times requires a change from self to Institute.
- j) **Emerging Trends:** Participants will get empowered to stay ahead of the curve by exploring emerging trends, innovations, and technologies shaping the future of education and educational Institutions.
- k) **Vision Articulation:** Each Participant will be encouraged in collaboration with others to evolve his/her vision depending on specific challenges and Opportunities for his/her institute in alignment with the objectives of NEP '20 and deliberate on the strategies to realize the vision.

(vii) Intervention Strategies:

- a) **Keynote Speech/s, Stories by Inspirational Leaders:** Leaders and visionaries in the domain of professional higher education will share their experiences, challenges faced, and strategies adopted to become successful institution leaders. Their insights can inspire and motivate the participants.
- b) **Panel Discussions:** Panel discussions will be held on various aspects of institution leadership, such as strategic planning, decision-making, fostering innovation, building a positive organizational culture, resource mobilization and addressing challenges in the education landscape. Experienced leaders, including Directors/ Chairpersons, Vice Chancellors, Rectors from established institutions, will participate in these discussions and share their expertise.
- c) **Case Studies and Best Practices:** Case studies will be discussed highlighting successful institution leadership practices. These case studies will focus on innovative approaches, effective change management, student-centric initiatives, inclusiveness and diversity and community engagement.
- d) **Workshops and Training Sessions:** Interactive workshops and training sessions will be conducted on specific leadership skills and competencies relevant to educational institutions. Topics will include strategic planning, team-building, communication and stakeholder engagement, conflict resolution, data-driven decision-making, and managing organizational change.
- e) **Peer Learning and Networking Opportunities:** Opportunities will be provided for the participants to network and learn from each other through informal sessions, networking breaks, and group activities where institution heads can share their experiences, exchange ideas, and build relationships.
- f) **Personal Development and Self-Reflection:** Programme will be designed to allow time for self-reflection and personal development. Sessions will be offered on mindfulness, self-awareness, and emotional intelligence. Resources and tools will also be provided for self-assessment and setting of personal goals by the participants for their personal and

organizational growth.

- g) **Emerging Trends and Technologies:** Some sessions will be dedicated to discuss future trends in education and the impact of emerging technologies on topics like digital transformation, artificial intelligence, personalized learning, and innovative pedagogical approaches. Institution heads will be encouraged to think ahead and consider how these trends can shape their leadership strategies.
- h) **Mentorship and Coaching Opportunities:** This Programme is expected to be followed through with a mentorship or coaching Programme where experienced institution leaders can mentor and guide newer heads of institutions. This will enable ongoing support, advice, and guidance.
- i) Under this Programme the heads of the approx. 200 centrally funded HEIs and State Universities will be covered in different batches. It has been estimated that an amount of Rs. 2 Crore is required to organize Academic Leadership Programme for the entire period of the scheme i.e. 2023-2024 to 2025-2026. The Programme will be coordinated and implemented by IIM Bangalore.

J. Integrated Approach to Promoting Positive Mental Health, Resilience & Wellbeing in HEIs

A. Background

Adolescents & youth are the most important assets of any country and a crucial human resource for overall development. They are the future nation-builders. Universities are one of the key settings outside home where adolescents and youth can acquire newer knowledge, attitudes and skills to grow into productive and capable citizens, who can be involved to support and help their communities to grow and prosper.

NEP 2020 focuses on promoting student wellness such as their fitness, good health, psycho-social well-being, and sound ethical grounding, which is non-negotiable for high-quality learning. It further states that professional academic and career counselling should be made available to all students, as well as counsellors to ensure physical, psychological and socio-emotional well-being. HEIs have a strong influence on the long-term development of the cognitive, social, emotional and behavioral domains leading to effective adaptation and adjustment. Health promoting Universities are robust settings where education and wellbeing simultaneously promote resilience with enrichment of life skills for lifelong learning and coping with various challenges in the journey ahead.

Over the years there is enough scientific evidence which strongly propagates the view that there must be a consistent strong linkage between education and mental health paradigm.

B. Strengthening of Support Mechanism

While the above measures by way of guidelines, advisories and orientation Programmes have been taken, there is a need to develop some strategic intervention in the area of psychosocial wellbeing of the students in the HEIs.

This is a 'life-span' approach to promote healthy behaviors among youth. Many of the leading causes of disease and disability can be significantly reduced by preventing behaviors that is initiated during youth, through a broad spectrum of health education, understanding and motivation fostered by effective social support and newer policies.

Almost all adolescents & youth who attend HEIs spend around 7-10 hours every day in the learning environment. Incorporating a strong wellbeing domain into the HEIs can have substantial influence on best practices of holistic health education. Such integration can best be achieved by recognizing and addressing the specific unmet psychosocial and learning needs of adolescents & youth, by effective and active involvement and collaboration of faculty, students and parents etc. Sustainable service models that integrate promotion, early detection and timely intervention are the need of today.

HEIs can therefore facilitate the health of staff, families and community members along with the wellbeing of adolescents & youth.

Keeping this in view, it is realized that institutions need to regularly and frequently hold workshops and discussions to adopt and disseminate best practices in this matter, and examine the systemic gaps in their protocols, so that even a single student does not slip through the gaps.

C. Framework for Mental Health & Wellbeing Programmes

Mind Map for Interventions			
<u>Level</u>	<u>Level of Domain</u>	<u>Stakeholders to be involved</u>	<u>Level of Intervention</u>
I	Mental Wellbeing & Climate Building	Entire Institutional Community	Mental Health & Wellbeing as an Integrated Approach
II	Mental Health Knowledge Attitudes & Behaviors	All Students and Faculty	Mental Wellbeing – Part of General Health Promotion
III	Psychosocial Concerns & Problems	Counselors, Faculty, Peer Mentors, Wardens and Citizens	Extending Additional Help to Students in Need
IV	Severe Problems/Disorders	Counselors, Institution Doctors and Other Experts	Professional Management

Objective Levels: I and II – Primary prevention and health promotion, target the causes of healthy and unhealthy conditions with interventions to promote healthy behaviors and prevent a disorder from developing.

Objective Level: III – Secondary prevention targets the population at risk to protect them against the onset of disorders.

Objective Level: IV – Targets the people who have developed the disorders and aims at helping in the management, reducing the impairment and preventing relapse.

Mental health and wellbeing Programmes are effective in improving learning, psychosocial

competency and facilitating good management of mental health conditions, are most appropriate when:

It is part of the general educational system.

Implemented through routine health care in the CFIs.

Supported and developed by faculty student and family partnerships.

Facilitated through the support of institution faculty, who recognize that socio-emotional functioning enriches learning capacity and resilience of students.

At this stage, it is proposed to organize the following Programmes in an integrated manner to achieve objectives corresponding to Intervention Level I & II of the 'Framework for Mental Health & Wellbeing Programmes'.

D. Implementation Plan

D.1. Capacity Building on Promoting Positive Mental Health, Resilience & Wellbeing

A Programme has been designed for sustained capacity building of faculty in Centrally Funded HEIs, providing a platform for sharing of best practices and collaborating with panel of experts with each institution to focus on objective levels I and II of the frameworks for mental health & wellbeing Programme. 'Expressions India' an organisation with expertise in this matter will be the resource partner for this capacity building Programme and NIEPA will be coordinating partner.

The details of the proposed workshop are as under:

- (i) Session Mode** – 3 hours online session
- (ii) Frequency of Session** – 2 online sessions every month
- (iii) Eligible Institutions** – Centrally Funded Institutions under Department of Higher Education (CUs, IITs, IIMs, NITs, IIITs, IISERs, SPAs, IISc, and other CFTIs)
- (iv) Nomination** – 10 faculty members from 24 identified CFIs to be nominated for each session (CFIs will be identified on monthly rotation basis)
- (v) Follow Up Session** – after each session a follow up session will be organized for same set of participants of previous session providing an opportunity to seek clarification on matters pertaining to the mental health and wellbeing of students, sharing of best practices etc.

D.2. In-person Capacity Building on Mental Health and Wellbeing for Early Identification and Intervention

NEP 2020 emphasizes creation of motivated, energized, and capable faculty. Capacity building of teachers at all levels has been one of the major thrust areas in the field of higher education. Continuous Professional Development of faculty in all disciplines is required in light of new and updated methods of pedagogy.

Since faculty members have crucial role in promoting positive mental health, resilience & wellbeing of students in HEI, one / half day sessions on 'Mental Health and Wellbeing for Early Identification and Intervention' will be included in the in-person Capacity Building Programme

by 116 MM TTCs. Expressions India will provide Resource Persons for the sessions at 116 MM TTCs.

Two Resources Persons will visit each center in coordination with UGC. UGC will coordinate with MM TTCs and pool of Resource Persons from Expressions India to facilitate smooth conduct of in-person sessions at 116 MM TTCs.

D.3. Exemplar Visit to Centre of Excellence (CoE) for Mental Health and Wellbeing

Educational institutions continuously evolve to better their systems to facilitate a smooth learning trajectory for students which is free from obstructions or hindrances. Many institutions have planned and implemented various initiatives to make institutional support system available to the students in order to effectively take care of their mental health and wellbeing. Such institutions may act as ‘Exemplar Institutions’ or ‘Model Institutions’ offering faculty members of other educational institutions to visit them and learn from their approach.

Visit to ‘Exemplar Institutions’ will allow learning the best practices adopted by them in addressing mental health and wellbeing of the students along with documenting those practices for wider dissemination and replication in other educational institutions. In the exemplar visit, the designated team will explore the initiatives undertaken, their outcome(s) and efficacy in promoting positive mental health, resilience and wellbeing of the students.

The designated team will comprise of Resource Persons from Expressions India, officials of MoE, faculty members of participating CFIs etc.

D.4 National Wellbeing Conclave

Under the Integrated Approach, a ‘National Wellbeing Conclave’ has been conceptualized for the students and faculty members. The conclave will create an avenue for the Higher Educational Institutions (HEIs) to collaboratively explore to build an ecosystem where students’ as well as faculty members’ mental health and wellbeing will be given due importance.

The conclave will allow students and faculty members to come together on a common platform to:

- (i) exchange ideas related to promotion of mental health, resilience and wellbeing on campus,
- (ii) showcase initiatives undertaken by different HEIs w.r.t mental health and wellbeing,
- (iii) share best practices instituted by the HEIs,
- (iv) hold an exhibition on the subject matter &
- (v) engage attendees in fun-filled activities/exercises during the conclave.

The conclave will give the HEIs an opportunity to appraise the importance of cordial relation between students and faculty. This initiative is aimed at fostering stronger ties between faculty and students keeping in view the mental health and wellbeing needs of individuals within the professional realm. The successful organization of the conclave will lay down a foundation for replicating it in other regions of the country involving more HEIs.

K. Capacity Building Programme on Cybersecurity and Artificial Intelligence

Background

With the increasing reliance on digital infrastructure in education, Cybersecurity (CS) has become a critical component to ensure the safety and integrity of educational systems. Educational institutions, including universities and colleges, are rapidly adopting online platforms, digital resources, and cloud-based services for administration, research, and teaching. This digital transformation, while enabling more accessible and innovative educational experiences, also exposes institutions to significant cybersecurity threats. Parallely, Artificial Intelligence (AI) is emerging as a powerful tool in transforming educational paradigms, fostering an environment of innovation and preparing students for future challenges. It will not only enhance faculty expertise but also promotes interdisciplinary collaboration, ensuring that institutions remain at the forefront of educational excellence. On various occasion, Hon'ble Prime Minister has emphasized the critical importance of cybersecurity and the role of artificial intelligence (AI) in modern education.

Introduction

National Education Policy 2020 (NEP 2020) inter alia stipulates that the world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, will be increasingly in greater demand. NEP 2020 highlights the importance of integrating technology in education, including cybersecurity and artificial intelligence (AI). Following are the relevant points concerning training for faculty:

- i. **Digital Literacy:** NEP 2020 emphasizes the need for enhancing digital literacy among educators. This includes understanding the basics of cybersecurity to protect data and privacy.
- ii. **Incorporation of Technology:** The policy encourages the use of AI and other emerging technologies in education. Faculty and staff training in these areas is essential for effective implementation and integration into the curriculum and administrative processes.
- iii. **Capacity Building:** NEP 2020 advocates for continuous professional development, suggesting that training Programmes should include components on cybersecurity protocols and the ethical use of AI in educational settings.
- iv. **Collaboration with Institutions:** The policy mentions collaboration with relevant institutions and organizations to provide training and resources, ensuring faculty and staff are well-versed in current technologies and practices.
- v. **Research and Development:** Encouraging research in the fields of AI and cybersecurity is also a focal point, implying that faculty should be trained not only in application but also in understanding the underlying principles and research methodologies.

NEP 2020 underscores the necessity for a skilled workforce in education that is proficient inter-alia in cybersecurity and AI to enhance teaching, learning, and administrative efficiency. This

ToT Programme on Cyber Security and Artificial Intelligence for Teachers through Prompting is an innovative step towards integrating CS & AI into educational practices. By empowering teachers with CS & AI skills, we can foster a more effective, engaging, and personalized learning environment in higher education, aligning with the broader goals of NEP 2020 and the Malaviya Mission.

Accordingly, following capacity building Programmes for faculty, administrators and policy makers of HEIs have been conceptualised under the aegis of Malaviya Mission Teacher Training Programme (MMTTP) to address the key elements of NEP 2020 with a specific focus on: -

- (i) Capacity Building Programme on Cybersecurity
- (ii) Capacity Building Programme on Artificial Intelligence

(i) Capacity Building Programme on Cybersecurity

As India advances in its digital transformation, it is equally necessary to stress upon the cybersecurity and empowering faculty and administrators with the tools for digital safety. To protect the nation's digital assets and ensure a secure educational environment, the Programme envisages a comprehensive training to equip faculty with essential cybersecurity knowledge and best practices for safeguarding sensitive information. Accordingly, the Programme shall endeavour for the following: -

- i. **Cybersecurity Training Programmes:** providing comprehensive training for educators on cybersecurity best practices to protect sensitive information and digital assets.
- ii. **Curriculum Development:** Incorporating cybersecurity awareness and skills into teacher training Programmes, ensuring faculty are equipped to educate students on this critical topic.
- iii. **Collaboration with Experts:** Partnering with cybersecurity experts and institutions to develop resources and training materials tailored for educators.
- iv. **Promoting Safe Digital Practices:** Encouraging faculty to adopt and promote safe online practices within their institutions, fostering a culture of cybersecurity awareness among students.

Objectives of Capacity Building Programme on Cybersecurity:

- Increase awareness of cybersecurity threats and vulnerabilities specific to educational institutions.
- Equip faculty with best practices for online safety, including password management, secure communications, and data protection.
- Educate faculty on safe online behaviours and practices to ensure a secure learning environment.
- Train faculty on how to respond effectively to cybersecurity incidents, including reporting protocols and mitigation strategies.

- Protect academic resources and sensitive student information from cyber threats, ensuring the integrity of academic Programmes.
- Encourage a culture of cybersecurity awareness across the institution, promoting shared responsibility among faculty and staff.
- Equip institutions with trained faculty who can advocate for cybersecurity measures and policies.

Expected Outputs & Outcomes of Capacity Building Programme on Cybersecurity:

- **Increased Awareness:** Faculty members will have a heightened awareness of cybersecurity threats and vulnerabilities specific to the educational sector.
- **Improved Cyber Hygiene:** Faculty will adopt best practices for online safety, leading to enhanced password management, secure communications, and data protection measures.
- **Enhanced Teaching Capabilities:** Educators will be equipped to teach students about cybersecurity, integrating it into their lessons and promoting a culture of digital safety.
- **Effective Incident Management:** Faculty will be able to respond effectively to cybersecurity incidents, minimizing potential damage and ensuring prompt reporting.
- **Protection of Academic Resources:** Increased protection of academic resources and sensitive student information, contributing to the integrity and reliability of educational Programmes.
- **Institutional Culture Shift:** A shift towards a culture of cybersecurity awareness within educational institutions, promoting shared responsibility among faculty, staff, and students.
- **Advocacy for Cybersecurity Policies:** Trained faculty will advocate for stronger cybersecurity measures and policies at their institutions, influencing overall governance.
- **Long-Term Resilience:** Educational institutions will build long-term resilience against cyber threats, fostering a secure learning environment that supports digital transformation.

(ii) Capacity Building Programme on Artificial Intelligence for Faculty and Academic Leaders

Role of artificial intelligence (AI) in education, particularly in enhancing the capabilities of faculty and Academic leaders is very critical. Initiatives aimed at integrating AI into teacher training Programmes, developing AI-driven educational tools, and promoting research in AI to improve teaching methodologies will equip Higher Education eco-system in enhancing over all quality. The Programme shall endeavour for the following:

- (i) **Training Programmes:** Launch of specialized training Programmes for educators to enhance their understanding and teaching capabilities in AI, fostering a skilled workforce.
- (ii) **Collaboration with Institutions:** Partnerships with leading technology companies and universities to provide resources, training modules, and real-world applications of AI.
- (iii) **Research and Innovation:** Promotion of AI research in academic institutions, encouraging faculty and academic leaders to engage in innovative projects and collaborations.

- (iv) **Focus on Inclusivity:** Ensuring that AI training is accessible to a diverse range of academic leaders and faculty, including those from underrepresented backgrounds.
- (v) **Skill Development Initiatives:** Integration of AI training within broader skill development initiatives to prepare students for future job markets.

Objectives of Capacity Building Programme on Artificial Intelligence:

- (i) Ensure that AI training Programmes support the goals of the National Education Policy (NEP) 2020, which emphasizes holistic, multidisciplinary education, critical thinking, and the integration of technology.
- (ii) Equip faculty and academic leaders with advanced AI knowledge and skills to enhance their teaching methodologies and educational practices.
- (iii) Establish a standardized AI curriculum across higher education institutions to improve the quality and consistency of AI education.
- (iv) Promote a culture of research and innovation in AI among faculty, enabling them to engage in cutting-edge projects that contribute to the field.
- (v) Foster a mindset of continuous/lifelong learning among educators, encouraging them to stay updated with AI advancements and educational technologies.
- (vi) Ensure that AI training Programmes are accessible to a diverse range of faculty and academic leaders, promoting equity in educational opportunities.
- (vii) Integrate AI training within broader skill development initiatives to prepare students for future careers in an AI-driven world.

Expected Outputs & Outcomes of Capacity Building Programme on Artificial Intelligence:

- (i) **Enhanced Teaching Quality:** Faculty will implement innovative teaching methodologies informed by AI, resulting in improved student engagement and learning outcomes.
- (ii) **Standardized AI Literacy:** A consistent level of AI knowledge among educators will lead to a more informed and capable academic workforce.
- (iii) **Increased Research Output:** Greater faculty engagement in AI-related research will result in innovative projects, publications, and collaborations, positioning institutions as leaders in AI research.
- (iv) **Collaborative Partnerships:** Stronger ties with technology companies and research institutions will provide resources, expertise, and real-world applications for faculty and students.
- (v) **Diverse Academic Environment:** A more inclusive training framework will ensure diverse perspectives in AI education, enriching the learning experience for all students.
- (vi) **Skilled Graduates:** Students will graduate with the competencies needed to thrive in AI-related fields, aligning their skills with market demands.
- (vii) **Contribution to National Goals:** By integrating AI into teacher training Programme, HEIs will contribute in fulfilling the vision of Viksit Bharat.

Host Institutions/ Implementing agency for Capacity Building Programmes on Cybersecurity and Artificial Intelligence:

Initially, IIT Madras and IIT Ropar have been identified for conducting **Capacity Building Programme on Cybersecurity and Capacity Building Programme on Artificial Intelligence** respectively based on their proposals and institutional core strength.

Other eminent Institutions may also be identified for conducting these Capacity Building Programmes, if required, subject to approval of PAB.

Implementation Framework for Capacity Building Programmes on Cybersecurity and Artificial Intelligence:

All host institutes can exercise autonomy in assigning facilitators, setting syllabi, and developing pedagogical approaches in accordance with the following standardised Programme modalities:

- a. **Participants** - Faculty from centrally-funded institutes and State Universities for Capacity Building Programme on Cyber Security; Faculty and Academic Leaders for Capacity Building Programme on Artificial Intelligence.
 - b. **Eligibility for Nomination / Selection** -Regular faculty OR faculty performing non-academic work such as Registrar, Dean, Controller of Exam etc.
 - c. **Batch size** - Upto 100 participants per batch
 - d. **No. of Programmes** - Minimum 9 in a year (6 Basic/Foundation Level + 3 Intermediate/Advanced)
 - e. **Mode of delivery & duration - 5 + 5 days (online)**
 - i. Basic/Foundation Level -5 days (35 hours total)
 - ii. Intermediate/Advanced Level - 5 days (35 hours total)
- Note: Successful completion of the Basic/Foundation course is mandatory for enrolment in the Intermediate/Advanced course.*
- f. **Modules** - Host institutions will have full autonomy to design curriculum and pedagogy of the Programme relevance to theme (Cyber Security/ Artificial Intelligence)
 - g. **Engagement** - Pre-training micro-learning via WhatsApp/mail to familiarize participants with course objectives.
 - h. **Assessment and certificate of participation** - The host institution shall assess the learning outcomes of the participants. Upon successful completion of the Programme, Host Institution shall award a certificate of completion under the aegis of Malaviya Mission Teacher Training Programme (MMTTP). Assessment is primarily to see effectiveness of the delivery and feedback to the participants.

Feedback Mechanism - Participants are required to fill in the feedback form after each Programme.

Financial Norms

S. No.	Component	Unit Cost*	Physical (2 years)		Financial (2 years)	Number of Institutions	Host Institution
			No. of training Programme	No. of beneficiaries/ faculty to be trained	(Amount in Rs.)		
1	Capacity Building Programme on Artificial Intelligence for Faculty Members						
(i)	Artificial Intelligence Essential (Foundation Course)	3,60,000	12	1200	43,20,000	1	IIT Ropar
(ii)	AI Prompting - tricks in the trade: (Advanced Course)	4,05,000	6	600	24,30,000	1	
2	Capacity Building Programme on Artificial Intelligence for Academic Leaders						
(i)	Artificial Intelligence Essential (Foundation Course)	3,60,000	12	1200	43,20,000	1	IIT Ropar
(ii)	AI Prompting - tricks in the trade: (Advanced Course)	4,05,000	6	600	24,30,000	1	
3	Capacity Building Programme on Cyber Security for Faculty						
(i)	Cyber security Essentials – (Basic Course)	3,60,000	12	2400	43,20,000	1	IIT Madras
(ii)	Cyber Security Essentials – (Intermediate Course)	4,05,000	6	1200	24,30,000	1	

* cost includes all expenses and taxes, if any

Impact

Cybersecurity training for faculty in higher education is crucial in an increasingly digital landscape, as it equips educators with the skills needed to protect sensitive data and maintain the integrity of academic systems. This training not only enhances faculty awareness of potential cyber threats but also fosters a culture of security within the institution.

Furthermore, incorporating Artificial Intelligence into training Programmes can personalize learning experiences, adapt to individual knowledge levels, and provide real-time feedback, thereby improving the effectiveness of the training.

Together, these initiatives are expected to empower faculty to safeguard educational environments while promoting a proactive approach to cybersecurity, ultimately enhancing the overall resilience of higher education institutions against cyber threats. Faculty trained under this initiative will serve as ambassadors, cascading knowledge within their institutions and across the education sector, reinforcing the HEI's preparedness.

L. Capacity Building Programme on STEM (Science, Technology, Engineering, and Mathematics)

Background

Stressing the importance of Science, Technology, Engineering, and Mathematics (STEM) education will drive India's global competitiveness. The world is changing rapidly and the importance of science and technology is increasing in every aspect of life. India's education system therefore must keep pace with global standards when it comes to STEM education. The significance of education in scientific fields, must instil a scientific temper in the young minds of India, preparing them for global leadership in science and technology. The goal is not just to train teachers but to nurture future scientists, researchers, and innovators through the empowerment of faculty. It is emphasized that Innovation is the key to progress, and our education system should nurture innovators, especially in the fields of STEM.

MoE has identified 8 Sector-Specific Groups (SSGs) based on their relevance to the changing world such as Agriculture, Health & Bio-electronics, Banking, Financial Services & Insurance (BFSI), Energy, Logistics, Digital & Creative Economy, AI in Engineering and Manufacturing & Industry 4.0 to identify the emerging needs of the respective sectors and to facilitate corresponding upgrades in academic and the corresponding capacity building Programmes. Designing STEM modules in a manner that effectively equip faculty with knowledge of eight key subjects relevant to the future of work, addressing the needs of the emerging workforce is the need of the hour.

The Department of Higher Education in its 5 year action plan has targeted to increase the number of patents filed by educational institutes from current 19,430 to 50,000, number of start-ups incubated by HEIs from 4,600 to 15, 000, and number of technology transfers from 25 to 1000. Capitalizing the Human Capital and Research India targets to attain within top 5 countries in the Global Innovation Index (GNI) global ranking.

Strengthening capacity of college teachers/ faculty in the area of STEM subjects is crucial to ensure enhanced output in Science, Engineering and Mathematics. Focus in these areas of capacity building is essential for maintaining and improving the quality of education by providing educators with updated knowledge, innovative teaching strategies, and professional development opportunities. This initiative is aligned with Ministry of Education commitment to improving educational standards and fostering excellence in STEM .

Introduction

The National Education Policy (NEP) 2020 aims to transform India into a global knowledge superpower, with a focus on fostering innovation, critical thinking, and leadership through the promotion of STEM (Science, Technology, Engineering, Mathematics) education. The Hon'ble Prime Minister has frequently emphasized the need for quality education and skill development, particularly in the fields of science and technology, to drive the nation's progress.

The National Education Policy (NEP) 2020 emphasizes the importance of STEM education and training of faculty in STEM in following ways:

- i. **Interdisciplinary Approach:** Encourages an interdisciplinary approach, allowing students to integrate STEM education with the arts and humanities.
- ii. **Skill Development:** Equip students with essential skills in STEM fields, fostering critical thinking and problem-solving abilities.
- iii. **Research and Innovation:** Encouraging research is crucial for driving innovation and addressing societal challenges.
- iv. **Global Competitiveness:** A strong emphasis on STEM education is vital for enhancing the nation's global competitiveness and economic growth.
- v. **Experiential Learning:** Experiential learning including in STEM, enabling students to engage in hands-on projects and real-world problem-solving.

These points capture the essence of NEP 2020 commitment to advancing STEM education as a cornerstone for developing a skilled and innovative workforce.

Accordingly, Capacity Building Programme for college teacher / faculty in STEM subjects, have been conceptualized under the aegis of Malaviya Mission Teacher Training Programme (MMTTP) to address the key elements of NEP 2020. These proposals aim to provide cutting-edge, subject-specific training that aligns with both the educational reforms envisaged by NEP 2020 and the goal of promoting India's scientific temper.

Capacity Building Programme on STEM

A Capacity Building Programme on STEM is designed to enhance the conceptual understanding and pedagogical skills and competencies of educators, institutions, and communities in delivering effective STEM education. The goal is to refresh and enhance the teaching methodologies in Physics, Chemistry, Mathematics, and Biology of college teacher by incorporating practical lab sessions, innovative teaching methods, and exposure to cutting-edge research. Each training Programme will cover fundamental and advanced topics, aiming to foster a deeper understanding and effective delivery of STEM subjects. Following are the objectives of this Programme:

Objectives

- (i) Provide training for college teacher / faculty on effective STEM teaching methodologies, integrating technology into the classroom, and promoting inquiry-based learning.
- (ii) Support the development of innovative STEM curricula that align with national standards and incorporate real-world applications.
- (iii) Equip college teacher / faculty with access to quality teaching resources, laboratory equipment, and digital tools for STEM education.
- (iv) Enable college teacher / faculty to create culture of research and innovation that can be imbibed by the students.
- (v) Involve parents, local industries, and community members in STEM initiatives to create a supportive ecosystem for students.
- (vi) Promote inclusive practices to encourage participation in STEM among underrepresented groups, including girls and marginalized communities.

Expected Outputs & Outcomes of Capacity Building Programme on STEM:

- (i) **Enhanced Teaching Effectiveness:** Improved pedagogical skills among college teacher/faculty, resulting in more engaging and effective teaching practices in STEM subjects.
- (ii) **Increased Student Learning Outcomes:** Higher student performance in STEM courses, reflected in grades, assessments, and course completion rates.
- (iii) **Motivated, energised and capable faculty:** Happy, enthusiastic, engaged and motivated college teacher / faculty towards students, institutions and profession with professional development opportunities and a supportive teaching environment.
- (vii) **Research and Innovation:** Enable college teacher / faculty to create culture of research and innovation that can be imbibed by the students.
- (iv) **Strengthened Academic Community:** A collaborative culture among college teacher / faculty, promoting continuous improvement and innovation in teaching practices.
- (v) **Improved Student Engagement:** Enhanced student interest in STEM fields, leading to higher enrolment in STEM courses and Programmes.
- (vi) **Diversity and Inclusion:** Increased efforts to promote diversity and inclusion in STEM fields, reflected in student demographics and participation rates.

A well-structured Capacity Building Programme on STEM can significantly contribute to developing a strong foundation in STEM education and preparing students for future challenges.

Host Institutions/ Implementing agency for Capacity Building Programmes on STEM

Initially, IIT Madras, IIT Ropar and IISc Bengaluru have been identified for conducting **Capacity Building Programme on STEM** based on their institutional core strength and proposals to conduct Training of Trainers (ToT) Programmes that specifically target UG-level college teacher / faculty in Physics, Chemistry, Mathematics, and Biology. These Programmes are intended to empower educators with the conceptual understanding and pedagogical skills and knowledge necessary to cultivate innovation and inquiry in their students.

Other eminent Institutions may also be identified for conducting these Capacity Building Programme, if required, subject to approval of PAB.

Implementation Framework for Capacity Building Programmes on STEM

All host institutes can exercise autonomy in assigning facilitators, setting syllabi, and developing pedagogical approaches in accordance with the following standardised Programme modalities:

- (i) **Participants** - Regular teacher / faculty from Public funded colleges. Up to 6 participants can also be allowed from private colleges.
- (ii) **Target Audience** - college teachers/ faculty teaching STEM subjects like Physics, Chemistry, Mathematics, Biology, and Biotechnology
- (iii) **Batch size** - 30 participants per batch

- (iv) **No. of Programmes** – Minimum 8 in a year by each implementing Institution
- (v) **Mode of delivery & duration** – 9 days (residential)
- (vi) **Modules** – Host institutions will have full autonomy to design curriculum and pedagogy of the Programme relevance to theme
- (vii) **Assessment and certificate of participation** – The host institution shall assess the learning outcomes of the participants. Upon successful completion of the Programme, Host Institution shall award a certificate of completion under the aegis of Malaviya Mission Teacher Training Programme (MMTTP). Assessment is primarily to see effectiveness of the delivery and feedback to the participants.
- (viii) **Feedback Mechanism** - Participants are required to fill in the feedback form after each Programme.

Financial Norms

S. No.	Component	Unit Cost*	Physical (2 years)		Financial (2 years)	Number of Institutions	Host Institution
			No. of training Programme	No. of beneficiaries/ faculty to be	(Amount in Rs.)		
1	Capacity Building Programme on STEM (Physics, Chemistry, Math, Biology/ Biotechnology)	9,00,000	48	1240	4,32,00,000	3	IIT Madras; IIT Ropar & IISc Bengaluru

* cost includes all expenses and taxes, if any

Impact

These training Programmes by IIT Madras, IIT Ropar and IISc Bengaluru represent a significant contribution to improving the quality of STEM education in India. By empowering teachers, the proposals directly support NEP 2020's objective of making India a global leader in education and innovation. The Hon'ble Prime Minister's call for advancing technology and nurturing talent through skill development finds strong resonance in these initiatives.

M. Capacity Building Programme for Training Administrative staff

Background

The Malaviya Mission Teacher Training Programme, initiated by the Ministry of Education, is a significant step towards implementing the National Education Policy (NEP) 2020. While this mission primarily focuses on enhancing faculty capabilities, there is a critical need to train administrative staff in the processes and procedures used in Central Funded Institutions (CFIs), Universities, and Colleges. A robust understanding of these procedures will not only enhance the efficiency of administrative operations but also improve student satisfaction and facilitate the effective implementation of government guidelines. "For an education system to function smoothly, the efficiency of administrative operations is just as important as the knowledge imparted in classrooms."

Introduction

The National Education Policy (NEP) 2020 emphasizes the importance of capacity building for administrative staff in Higher Education Institutions (HEIs) as part of its broader goals for transforming the education system in India. Following are the relevant points concerning the training of administrative staff:

- i. **Professional Development:** NEP 2020 highlights the need for continuous professional development of all educational personnel, including administrative staff. This is aimed at enhancing their skills and competencies to effectively support educational objectives.
- ii. **Training and Workshops:** The policy encourages the organization of regular training Programmes, workshops, and seminars to update administrative staff on the latest trends, technologies, and best practices in education administration.
- iii. **Leadership Skills:** NEP 2020 stresses the importance of developing leadership skills among administrative staff to foster better management and governance in HEIs.
- iv. **Role in Educational Transformation:** It recognizes the critical role of administrative staff in implementing educational reforms and supporting faculty and students, thereby contributing to the overall educational ecosystem.
- v. **Collaboration and Networking:** The policy promotes collaboration among institutions for sharing resources, best practices, and experiences, which can enhance the capacity-building efforts for administrative staff.
- vi. **Focus on Digital Skills:** With the increasing emphasis on technology in education, NEP 2020 advocates for training in digital tools and platforms to improve administrative efficiency.

These points reflect the NEP's commitment to strengthening the administrative framework in higher education, ensuring that administrative staff are well-equipped to support the goals of quality education and institutional effectiveness.

Capacity Building Programme for Training Administrative staff

This Programme is designed to equip administrative staff with essential skills and knowledge related to General Financial Rules (GFR), recruitment procedures, legal matters, government funding, and academic regulations etc. The goal is to ensure that administrative teams are well-versed in processes that impact both institutional governance and student services. Here are some key components and objectives of such a Programme:

Objectives:

- i. Develop skills in effective administration, management, and leadership to support educational processes.
- ii. Equip administrative staff with the knowledge to better assist faculty in enhancing teaching quality and student engagement.
- iii. Foster best practices in administrative procedures to improve operational efficiency and resource management within HEIs.

- iv. Train staff on the use of digital tools and platforms that facilitate administration, data management, and communication.
- v. Improve interpersonal and communication skills for better collaboration among faculty, students, and other stakeholders.
- vi. Educate staff on institutional policies, compliance requirements, and governance structures to ensure effective policy implementation.
- vii. Create a culture of continuous learning and professional growth among administrative staff.
- viii. Encourage networking opportunities to share best practices and challenges among administrative professionals in different institutions.
- ix. Establish processes for gathering feedback from faculty and students to continuously improve administrative support services.
- x. Assess the effectiveness of administrative support on teaching quality and overall institutional performance.

Expected Outputs & Outcomes:

- i. **Improved Administrative Efficiency:** Enhanced processes and workflows, leading to increased efficiency in managing academic and administrative tasks.
- ii. **Strengthened Support for Faculty:** Administrative staff better equipped to assist faculty, contributing to improved teaching quality and student outcomes.
- iii. **Enhanced Communication and Collaboration:** Improved relationships and communication between administrative staff, faculty, and students, fostering a collaborative educational environment.
- iv. **Increased Staff Confidence and Morale:** Greater confidence among administrative staff in their roles, leading to higher job satisfaction and motivation.
- v. **Adoption of Best Practices:** Implementation of effective administrative practices and innovative solutions across HEIs.
- vi. **Data-Driven Decision Making:** Enhanced ability to use data for informed decision-making, leading to better resource allocation and institutional planning.
- vii. **Ongoing Professional Development Culture:** Establishment of a culture that values continuous professional growth and learning among administrative personnel.
- viii. **Positive Impact on Institutional Performance:** Overall improvement in the effectiveness of HEIs, reflected in enhanced academic performance and student satisfaction.

Host Institutions/ Implementing agency

Initially, IIT Madras has been identified for conducting **Capacity Building Programme for training administrative staff** based their proposal to conduct this Programme.

Other eminent Institutions may also be identified for conducting this Capacity Building Programme, if required, subject to approval of PAB.

Implementation Framework for Capacity Building Programmes for Training Administrative staff

A host institutes can exercise autonomy in assigning facilitators, setting syllabi, and developing pedagogical approaches in accordance with the following standardised Programme modalities:

- i. **Participants** –Administrative staff employed at CFI's/Universities/ Colleges

- ii. **Target Audience** - Administrative staff preferably with 3 – 5 years of experience
- iii. **Batch size** - 100 participants per batch
- iv. **No. of Programmes** - Minimum 8 in a year
- v. **Mode of delivery & duration** - 5 days (online)
- vi. **Modules** - Host institutions will have full autonomy to design curriculum and pedagogy of the Programme relevance to theme.
- vii. **Assessment and certificate of participation** - The host institution shall assess the learning outcomes of the participants. Upon successful completion of the Programme, Host Institution shall award a certificate of completion under the aegis of Malaviya Mission Teacher Training Programme (MMTTP). Assessment is primarily to see effectiveness of the delivery and feedback to the participants.
- viii. **Feedback Mechanism** - Participants are required to fill in the feedback form after each Programme.

Financial Norms

S. No	Component	Unit Cost*	Physical (2 years)		Financial (2 years)	Number of Institutions	Host Institution
			No. of training Programme	No. of beneficiaries/ faculty to be trained	(Amount in Rs.)		
1	Capacity Building Programme for Training Administrative staff						
	Training of Administrative Staff (employed at CFTI's/ Universities/ Colleges)	4,00,000	16	1600	64,00,000	1	IIT Madras

* cost includes all expenses and taxes, if any

Impact

The Capacity Building Programme for Training Administrative Staff of Higher Education Institutions (HEIs) under the Malaviya Mission Teacher Training Programme significantly enhances the operational effectiveness of institutions by improving administrative efficiency, fostering better support for faculty and students, and promoting professional development among staff. As a result, it leads to streamlined processes, improved communication and collaboration, and data-driven decision-making, ultimately contributing to higher teaching quality and student engagement. This Programme not only aligns administrative efforts with institutional goals but also strengthens the overall educational ecosystem, enhancing the reputation and sustainability of HEIs in India.

N. Capacity Building Workshop on Science Communication for STEM Faculty

Background and Rationale:

Research and innovation lie at the heart of any nation's growth, and India is no exception.

India's higher education landscape is poised for a transformative shift, with research emerging as a key driver of growth and innovation. While significant strides have been made, the nation's research output and impact still lag behind global leaders.

India's research output has indeed seen impressive growth, ranking fourth globally in terms of published papers, with a notable surge in patents, particularly in sectors like technology, healthcare, and renewable energy. However, while the quantity of research has increased over the years, the quality remains a critical concern. Indicators such as the H-index and citations per paper continue to lag behind global peers, underscoring the need for enhanced quality in research. To address these issues, the government has set up Anusandhan National Research Foundation (ANRF) in line with NEP 2020, along with increased funding and grants, aiming to create a more robust and impactful research culture. While the ANRF is a crucial step forward, sustained efforts and reforms are necessary to fully realize India's research potential and its role in global innovation.

Introduction

National Education Policy (NEP 2020) envisions positioning India as a global leader in knowledge and innovation by placing a strong emphasis on the promotion of STEM (Science, Technology, Engineering, and Mathematics) education and research initiatives. The policy aims to cultivate a culture of innovation and critical thinking, empowering researchers to contribute to the growth and strengthening India's research ecosystem. By prioritizing research, NEP 2020 not only seeks to enhance the quality of education but also address global challenges, drive technological advancements, and contribute to nation-building, ensuring that India's higher education institutions are globally competitive and contribute significantly to the nation's growth.

Accordingly, Capacity Building Workshop on Science Communication for young faculty in science, technology, engineering, and mathematics (STEM) has been conceptualized under the aegis of Malaviya Mission Teacher Training Programme (MMTTP) to address the key elements of NEP 2020. The workshop is initially targeted at young faculty members from National Institutes of Technology (NITs) in STEM disciplines, with plans to extend participation to faculty from Centrally Funded Technical Institutes (CFTIs) in the future. The workshop is designed to equip young STEM faculty with the necessary skills to effectively communicate their research to diverse audiences and design a 1-credit Science Communication course at their home institutions. This addresses the critical need for effective science communication in academia and beyond, ensuring that research reaches a broader public and engages audiences in meaningful ways.

Capacity Building Workshop on Science Communication

Science communication is critical for bridging the gap between researchers and the public, making scientific knowledge accessible, and ensuring that research reaches a broader audience. It plays an essential role in fostering scientific literacy and improving public understanding of complex scientific issues. However, the lack of proper training and resources has been identified as a significant barrier in this area.

This initiative aligns with the Ministry of Education's vision to support the professional development of educators, enhance the quality of science communication, and foster interdisciplinary collaboration in scientific research.

Objectives of Capacity Building Workshop on Science Communication:

- **Enhance Science Communication Skills:** Equip participants with the tools and skills needed to communicate complex scientific concepts to a variety of audiences, including the public, students, and policymakers.
- **Course Development:** Assist participants in designing a 1-credit science communication course at their home institutions, enabling them to pass on these skills to their students.
- **Promote the Use of Modern Tools and Techniques:** Introduce participants to the latest tools in science communication, including AI technologies for content generation, data visualization, and audience analysis.
- **Build a Network of Science Communicators:** Foster collaboration and knowledge-sharing among faculty from various institutions, creating a network of trained science communicators across India.

Expected Outputs & Outcomes of Capacity Building Workshop on Science Communication:

- **Enhanced Science Communication Skills:** Participants will learn to effectively communicate complex scientific concepts to diverse audiences, making research more accessible and engaging.
- **Development of Science Communication Courses:** Faculty will be equipped to design and implement 1-credit Science Communication courses, fostering a new generation of students skilled in scientific communication.
- **Adoption of Modern Communication Tools:** Participants will gain proficiency in cutting-edge tools like AI-driven content creation and data visualization, enhancing their ability to communicate effectively across platforms.
- **Creation of a Collaborative Network:** The workshop will build a network of science communicators, encouraging ongoing peer support, mentorship, and knowledge sharing across institutions.
- **Improved Science Communication & National Development:** Enhanced communication skills will lead to better research dissemination, interdisciplinary collaboration, and contribute to India's goals for global STEM leadership and innovation by 2047.

Host Institutions/ Implementing agency for Capacity Building Workshop

Based on the proposal received, IIT Hyderabad has been identified for conducting Capacity Building Workshop on Science Communication based on institutional core strength and proposal to conduct workshop that specifically target young faculty in science, technology, engineering, and mathematics (STEM).

Other eminent Institutions may also be identified for conducting these Capacity Building Workshop, if required, subject to approval of PAB.

A strong emphasis has been placed on research in the Union Cabinet decision on One Nation One Subscription (ONOS) approved on 25th November, 2024 and proposal from IIT Hyderabad aligns with the vision of "Viksit Bharat 2047" and the National Education Policy (NEP) 2020, which emphasizes the crucial role of research in national development.

Implementation Framework for Capacity Building Workshop on Science Communication

A host institute can exercise autonomy in assigning facilitators, setting syllabi, and developing pedagogical approaches in accordance with the following standardised Programme modalities:

- a. Participants - Young Faculty Members** from NITs, particularly from any science/engineering department.
- b. Eligibility for Nomination / Selection** -Regular faculty with 3 year experience.
- c. Batch size** - Up to **40 participants**, with a preference for gender diversity (1 male and 1 female from each institution).
- d. No. of Programmes** - Minimum 2 in a year
- e. Mode of delivery & duration** - 5 Days (residential)
- f. Modules** - Host institutions will have full autonomy to design curriculum and pedagogy of the Programme
- g. Assessment and certificate of participation** - The host institution shall assess the learning outcomes of the participants. Upon successful completion of the Programme, Host Institution shall award a certificate of completion under the aegis of Malaviya Mission Teacher Training Programme (MMTTP). Assessment is primarily to see effectiveness of the delivery and feedback to the participants.
- h. Feedback Mechanism** - Participants are required to fill in the feedback form after each Programme.

Financial Norms

The cost for conducting this workshop along with number of Programmes and beneficiaries may be seen below.

Component	Unit Cost	Physical (2 years)		Financial (2 years)	Number of Institut ions	Host Institution
		No. of training Program me	No. of beneficiarie s/ faculty to be trained	(Amount in Rs.)		
Capacity Building Programme on Science Communication for STEM Faculty	13,28,250	3#	120	39,84,750	1	IIT Hyderabad

* cost includes all expenses and taxes, if any

since the Programme approved in December, 2024.

Impact:

The proposed workshop offers a unique opportunity for young faculty to build crucial skills in science communication and play an active role in shaping the next generation of scientists and communicators. This initiative will contribute to increasing public engagement with science, improving the quality of scientific discourse, and promoting interdisciplinary collaboration in

research and policy-making.

12. Programme Advisory Council

There shall be Programme Advisory Council to guide the Nodal Center. The Programme Advisory Council will comprise of the following:

A. Chairman

Prof. Sudhir Kumar Jain, Vice-Chancellor, Banaras Hindu University (As decided by PAB Chair)

B. Convener

Director / Deputy Secretary (PN-II), D/o Higher Education, Ministry of Education

C. Coordinator from Implementing Partner

Representative from National Coordinator

D. Member

Joint Secretary, D/o Higher Education, Ministry of Education

Representative from UGC

Representative from AICTE

Representative from NIEPA

Representative from NITTTR, Chandigarh

O. National Initiative on Capacity Building of Faculty (Re-envisioned ARPIT)

The component is under conceptualization stage. The comprehensive concept note and financial framework are currently under development and will be integrated into the guidelines once finalized.

8 Residential Courses/Programmes

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

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

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

development.

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

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

8.2 Assessment and Evaluation Parameters

The Assessment of the Programmes will be as follows:

- A. NEP 2020 Orientation and Sensitization Programme:** 2 tests of MCQ (40 + 40 marks) overall response (20 marks)
- B. FIP:** As proposed in the FIP/Guru- Dakshta guidelines.
- C. Refresher Course:**
 - i) **Online RC:** Two tests of MCQs (30 marks each) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks).
 - ii) **Residential Course:** 1 Seminar (20 marks) and 1 Project work (20 marks), one test of MCQs (20 marks) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks) .
- D. Short- Term Programme /Faculty Development Programme:**
 - i. **Online STP/FDP:** Two tests of MCQs (30 marks each) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks).
 - ii. **Residential Course:** 1 Seminar (20 marks) and 1 Project work (20 marks), one test of MCQs (20 marks) + ICT-based Micro teaching/ assignments (20 marks) + Overall response (20 marks).

Grading and Certification shall be as follows:

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

Participants have to repeat the course at their own expenditure.

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

8.2.1 The MMTP Programmes shall be awarded following credits:

NEP 2020 Orientation and Sensitization Programme (24 hours): 2 Credits

Short Term Programme / FDP (36 hours): - 3 Credits

Refresher Course (72 hours): 6 Credits

Faculty Induction Programme (144 hours):12 Credits

NOTE: In all online Courses/Programmes, the abovementioned number of hours may be completed flexibly as decided by the respective MMTC.

8.2.2 Feedback of the participants: Participants are required to fill in the feedback form after each Programme.

8.3 Training of Trainers

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

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

A. Experiential and Hands-On Learning:

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

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

B. Interactive Learning Approach:

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

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

C. Orientation to Resource Persons:

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

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

D. Involvement of Eminent Experts:

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

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

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

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

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

F. Curriculum for Multiple Entry and Exit:

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

G. Multidisciplinary Courses:

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

Trainers should learn how to design and deliver courses that transcend traditional disciplinary boundaries, fostering a well-rounded education.

H. Understanding the NHECr Framework:

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

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

I. Assessment Strategies:

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

Emphasize the importance of assessments that measure not just knowledge acquisition but

also critical thinking and practical application of concepts.

J. Feedback and Reflection:

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

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

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

8.4 Need-based New Courses/Programmes

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

8.5 Addition of New MMTTCs

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

9. Incentive for Faculty Members/Non-Teaching Staff

All training/ capacity-building Programmes for teachers/faculty/ Non-teaching staff in different areas being conducted under Malaviya Mission Teacher Training Programme shall be taken into consideration for fulfillment of the requirements as laid down in Career Advancement Scheme as per UGC Regulations on Minimum qualifications for appointment of teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2018 amended from time to time and for Non-Teaching Staff wherever required.

10. Monitoring of the Scheme

Monitoring and quality assurance of the Malaviya Mission Teacher Training Programme would be undertaken by a Committee constituted by UGC. Monitoring the progress of the Scheme will be based on the achievement of physical and financial targets by each Centre, on the basis of the report, statement of expenditure and Utilization Certificate etc. The MMTP

Portal (<https://mmc.ugc.ac.in>) is developed by UGC, where all MMTTCs need to upload their activities on a regular basis, and a centralized database will be maintained through the portal, which will have information on the number of Faculty members trained by the various MMTTCs. Each MMTTC will submit the quarterly as well as an annual report to UGC and timely upload the detailed report on the Course/Programme conducted on the portal.

10.1 Standing Committee

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

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

10.2 Academic Advisory Committee:

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

The constitution of the AAC will be as follows:

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

The Registrar and Finance Officer will be special invitees.

The term of the Academic Advisory Committee (AAC) shall be two years. The AAC shall meet

twice a year. All matters related to the MMTTC, including financial matters, will be placed before the committee.

11. Financial Assistance

11.1 Infrastructure/Renovation cost

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

11.2 Programme Cost (Residential)

The following items are covered under the Programme cost:

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

11.2.1 Hospitality for Participants:

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

TA incidental charges to outstation participants:

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

11.2.2 Resource Persons:

Outstation Resource Persons shall be paid TA/DA as per UGC norms. Honorarium to outstation/local Resource Person shall be paid Rs.5000/- per person per session of 90 minutes with a maximum honorarium of 10,000/- per day irrespective of number of sessions conducted by the Resource Persons. Outstation Resource Persons must be invited only once in a Programme. Local Resource Persons are to be paid maximum Rs 500/- as conveyance charges each way within the Municipal Jurisdiction. Others shall be paid on an actual basis on the production of train/bus tickets/taxi fares as per entitlement.

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

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

Daily Allowance:

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

11.2.3 Programme Director/Course Coordinator

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

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

11.3 Accounting Procedures:

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

- a) Separate CNA accounts are to be maintained by each University/Centre with regard to the grants released by the UGC.
- b) The Accounts of the grantee organization shall be open to audit at any time by the Comptroller and Audited General of India or their nominee at their discretion.
- c) The grantee organization shall submit, Utilization Certificate and a Statement of Expenditure audited by a Chartered Accountant and signed by the competent authority of the University stating the expenditure incurred on the approved project and indicating the utilization of the Government grant in the preceding years to the UGC. If the utilization certificate is not submitted within the prescribed period, the grantee shall arrange to refund immediately the whole amount of the grant received together with interest thereon at the prevailing borrowing rate of the Government of India unless specially exempted by the Government.
- d) The grantee organization will be open to a review by the UGC by appointing a Committee or in any other manner decided by the UGC as and when deemed necessary by the Government.

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

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

11.5 Disbursement of Grants

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

11.6 Assets and Liabilities

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

11.7 Record Keeping

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

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

12. Changes/Amendments in guidelines

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