



## TEACHING LEARNING CENTRE RAMANUJAN COLLEGE

(Accredited Grade 'A' by NAAC)

UNIVERSITY OF DELHI

in collaboration with

**KHALSA COLLEGE, AMRITSAR, PUNJAB**

under the aegis of

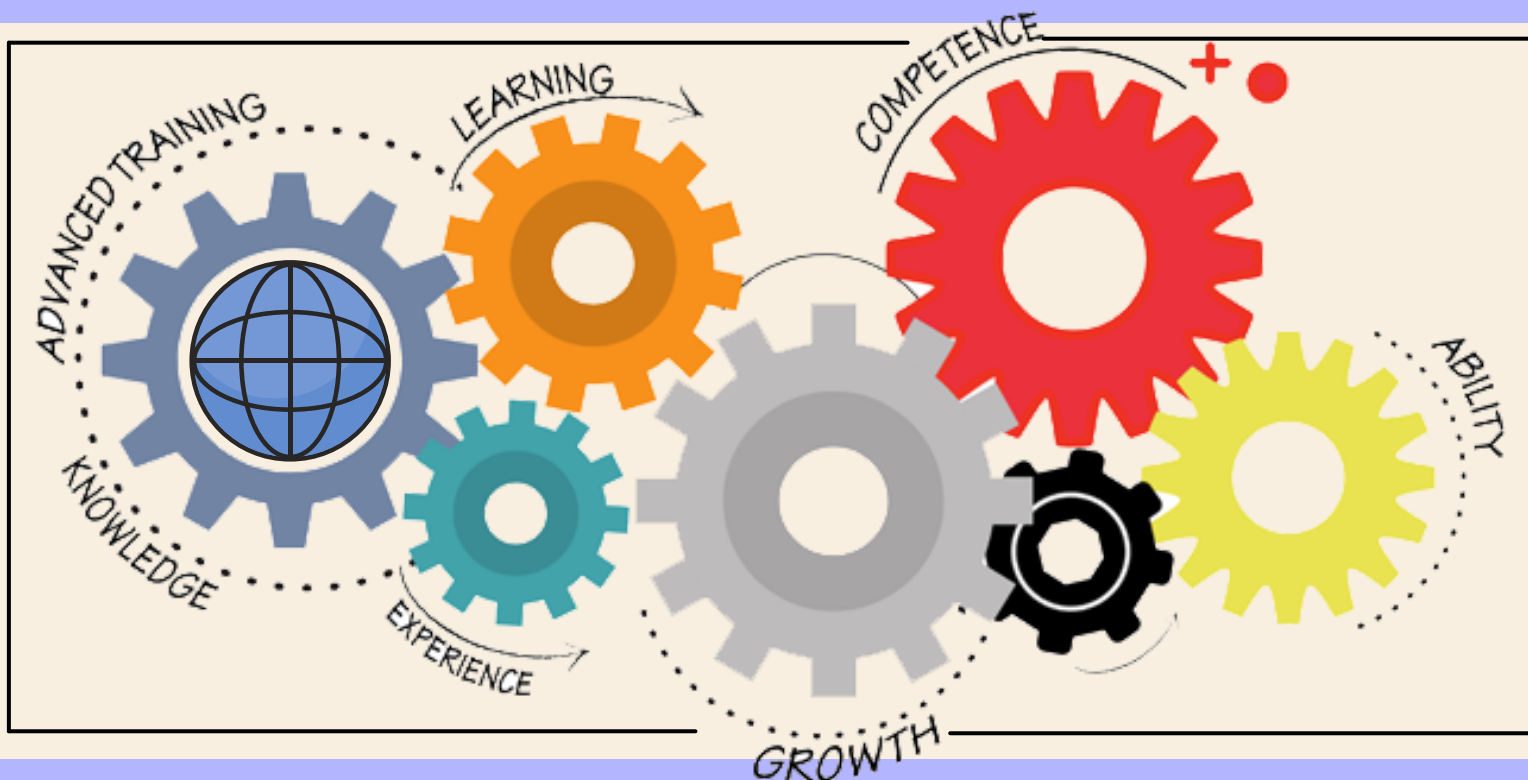
**MINISTRY OF EDUCATION**

PANDIT MADAN MOHAN MALAVIYA NATIONAL  
MISSION ON TEACHERS AND TEACHING

is organising an

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

**19 July - 17 August 2021**



**CALL FOR REGISTRATION AND PARTICIPATION**

# CONCEPT NOTE

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

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

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

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

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

In the present circumstances, the teaching fraternity is missing out on the lively and interactive programmes. Hence, the Ministry of Education and the University Grants Commission (UGC) have intensified efforts towards a strong virtual engagement to facilitate dissemination of knowledge and adopt technology-enabled teaching practices. To contribute in this endeavour, the twelfth Induction Training Programme, 2021, is yet another step by the TLC, Ramanujan College, to prepare and enable teachers to deliver excellent teaching practices, in online as well as blended mode, as envisaged in the National Education Policy 2020. The Centre which has been set up with the aim of "Reaching the Unreached" in terms of geographical and regional diversity, has trained more than one lakh teachers through its various Faculty Enrichment Programmes.

The present Induction Programme also intends to empower and motivate the teachers for enlivening the learning process by adopting novel pedagogic approaches to teaching-learning which are collaborative and participant-centered, to integrate learning and teaching with Information Communication Technology (ICT), and to equip the teachers with the latest assessment tools in higher education. It further focuses on teaching and research methodologies, curriculum structure, and design, gender and social diversity, professional ethics, sharing of best practices, and also the updating of developments in specific disciplines in which the teachers are engaged. The training module for this Induction Programme also emphasizes the personal development of the teachers in terms of interpersonal skills, career development, and life planning issues. It will provide the teachers with the instructional tools for curriculum design and assessment, accessing technology. There is a detailed discussion on the organizational skills required for the teachers to initiate and improve the institutional environment. The Programme will be conducted online in a self-paced manner through the Learning Management System (LMS), designed by the Research Development and Services Cell of the college. It is predominantly participant-friendly and incorporates the four-quadrant approach prescribed by the Ministry of Education. The sessions are also uploaded for larger audiences on the [official YouTube Channel of the College](#).

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

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

- Transforming teachers into knowledge-creators
- Emphasis on creating self-learning space for participants
- Interaction with eminent scholars and academicians
- Four Quadrant Approach (e-tutorial, e-content, Self-Assessment and Web Resources).
- Regular follow-up with the participants through Google Classroom/ Telegram/ Discussion Forum.
- Adaptation skills for the dynamic contemporary environment
- Augmentation of professional capabilities and research-based knowledge
- Inter and cross-disciplinary methodologies of study
- Co-creation and mutual contribution between participants and facilitators
- Formation of knowledge capital
- Online certificates using the Blockchain Technology to ensure authenticity and verifiability

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

# MODULES/TOPICS

The topics for the Faculty Induction Programme has been developed using the content outline prescribed by the Ministry of Education's Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) programme.

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



## EXPECTED OUTCOMES

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

### PEDAGOGICAL DEVELOPMENT AND ICT APPLICATIONS

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

### ADVANCED RESEARCH METHODS

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

### INSTITUTIONAL VALUES AND SELF - DEVELOPMENT MEASURES

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

## HIGHLIGHTS OF THE INDUCTION PROGRAMME

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

# RAMANUJAN COLLEGE

Ramanujan College is a constituent College of the University of Delhi (DU). It is inspired by the life and work of Srinivasa Aiyangar Ramanujan, one of the world's greatest mathematicians. The College has been accredited Grade "A" by the National Assessment and Accreditation Council (NAAC) in its First Cycle. It is located in the well-known area of Kalkaji, near Nehru Place, in South Delhi.

The College was established in 1958 as an evening college for boys with just five programmes. Since 2010, Ramanujan College has been expanding and now with the latest addition of B.Sc. Environmental Sciences (Hons) in 2020, it at present offers sixteen undergraduate programmes in different disciplines. This achievement, in alignment to the recommendations of the National Education Policy (NEP) 2020, makes the College a centre for interdisciplinary studies and research with a future focus on blended learning. It has gradually grown into a self-sufficient and self-reliant institution owing to its academic vigour and intellectual capital.

Ramanujan College was awarded the Deen Dayal Upadhyay - Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (DDU KAUSHAL) Kendra in 2016 by the UGC, under which two vocational courses were started in Banking Operations and Software Development.

The College has conducted a Course on Human Rights, Environment and Ethics through its National Resource Centre (NRC), under the Annual Refresher Programme in Teaching (ARPIT) scheme of Ministry of Education (MoE). This Course was uploaded on MoE's Massive Open Online Course (MOOC) platform SWAYAM and many participants registered for it.

Ramanujan College offers various short-term diploma, certificate, and executive development programmes on contemporary and skill-oriented themes. These are conceived and designed by faculty members in consultation with external experts.





The courses get exceptional response from the students and are conducted throughout the academic session. They are open to alumni and students of all the colleges. Some of these courses support the curriculum, some prepare the students for higher studies and also accelerate the professional growth.

The College is the Study Centre of School of Open Learning (SOL), Non-Collegiate Women Education Board (NCWEB) and Indira Gandhi National Open University (IGNOU) for various courses. As an initiative towards students and teachers exchange programmes, the College has entered into Memorandum of Understanding(s) with foreign universities. It is also working for collaboration with other higher education institutions located in remote areas of the country, under the Vidya Vistar Scheme of the University of Delhi.

The prestigious Teaching Learning Centre was awarded to Ramanujan College in 2017 by the Ministry of Education, under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT) scheme.

In pursuit of its vision: "Discover, Empower, Transform: Building A Better World", Ramanujan College is today perceived as one of the best colleges in the country.

## **KHALSA COLLEGE, AMRITSAR, PUNJAB**

Khalsa College claims pre-eminence not only for its glorious past, but also because of its visionary outlook towards the future. It finds inspiration in the lofty ideals of the Great Gurus who have always advocated a progressive attitude of mind, giving up all that is dogmatic, according due value to intelligence and logic. The college is visualized as a place of learning that would strive towards higher degree of excellence in development of the mind and spirit. Khalsa College prides itself in associating with and nurturing highly intelligent, inspired and hardworking personalities. Progress is our watchword and academic achievement our measure of success.

Established with a specific purpose to rejuvenate Sikh Culture and Language and open up new vistas of scientific and technological education, Khalsa College has justified the faith and trust of its founding fathers by synchronizing tradition with modernity.

**The mission of the institute is :**

- To provide opportunities for educational, vocational, professional, social, linguistic and cultural development to the people of all abilities and backgrounds so that they can discover their potential and fulfill their aspirations.
- To promote morality and sobriety of life, to promulgate and to preach teachings of Ten Gurus as contained in Sri Guru Granth Sahib ; to imbibe students of the Sikh faith with idealism and moral disciplines taught by the Gurus and fit them for a way of life that will bring credit to the community and the country; to develop the faculty of meditation and of religious education and to produce worthy citizens of India
- To develop multidimensional personality of the student by providing an opportunity to participate in religious, cultural, co-curricular, theatrical, literary and sports activities.
- To value originality and vision, encourage initiative and promote creativity.
- To instil a sense of pride and achievement of personal accomplishment.
- To promote creativity and value originality.



# REGISTRATION PROCESS & PAYMENT DETAILS

## ELIGIBILITY

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

All those who meet the eligibility criterion are required to register and pay a **Non-Refundable fee of INR 1950/- by visiting [rcmoocs.in](http://rcmoocs.in)**

## REGISTRATION DEADLINE: 18 July 2021

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

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

## IMPORTANT:

- Registration is mandatory for participation
- Attempting and submitting all the quizzes and assignments are mandatory, and each participant should score a **minimum of 50% in total** to avail of the programme completion certificate.
- Graded certificates on the basis of performance will be awarded to the participants.
- As part of the Ministry of Education's requirement under the PMMMNMTT scheme, all participants need to submit online feedback for each session.
- Failing to meet any of the above conditions will result in denial of a certificate of completion to the participants.
- **No Objection Certificate (NOC) or Leave is NOT REQUIRED to participate in the Programme**

For more information, write to us at:

**[rcfip12@ramanujan.du.ac.in](mailto:rcfip12@ramanujan.du.ac.in)**

# **ORGANISING BOARD OF THE FACULTY INDUCTION/ORIENTATION PROGRAMME**

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