

Report of Regional Workshop
Malaviya Mission Teacher Training Centres
Central & Western Zone



Guru Ghasidas Vishwavidyalaya
Bilaspur, Chhattisgarh
31st January 2025 - 1st February 2025

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Regional Workshop of Malaviya Mission Teacher Training Centres Central and Western Zone

Background

The Regional Workshop of Malaviya Mission Teacher Training Centres (MMTTCs) for the Central and Western Zones was held at Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh, from January 31 to February 1, 2025. The workshop was organized by Guru Ghasidas Vishwavidyalaya, Bilaspur, under the overall guidance of the University Grants Commission (UGC), New Delhi, and the Department of Higher Education, Ministry of Education, Government of India.

The detailed programme schedule is provided in Annexure I. A total of 24 MMTTCs from the Central and Western Zones participated in the workshop along with officials from the Ministry of Education (MoE), University Grants Commission (UGC), and resource persons from Changeinkk Foundation, Expressions India, and Wadhvani Foundation. The list of participating MMTTCs is provided in Annexure II.



The Regional workshop aimed to bring together key stakeholders to assess the program's progress, evaluate its outcomes, and exchange best practices adopted by MMTTCs in the Central and Western Zones. The workshop also sought to enhance outreach for the Malaviya Mission Teacher Training Programme, encouraging greater faculty participation in its various component programmes. Additionally, it provided a platform for discussing innovative teaching methodologies, exploring new strategies and curriculum advancements, and integrating technology into the teaching-learning process, in alignment with the vision of the National Education Policy (NEP) 2020.

Day 1 - January 31, 2025

Inaugural Session

Prof. Alok Kumar Chakraval, Vice Chancellor of Guru Ghasidas Vishwavidyalaya, inaugurated the workshop by welcoming esteemed guests and programme directors from various MMTTCs across the central and western zones.



In his address, he highlighted the significant investments made by the government in the education sector each year, yet noted that Indian institutions are still not ranked among the top 100 globally. He emphasized the pivotal role of teachers in transforming students' lives and stressed the importance of capacity building to cultivate high-quality faculty and enhance education in higher institutions.



Prof. Chakraval underscored the immense potential of MMTTCs in realizing this vision. Citing his own experience, he shared how attending the Department of Higher Education's Leadership for Academicians Programme (LEAP) played a crucial role in his journey to becoming a Vice-Chancellor. He asserted that with clear focus and determination, faculty members who actively engage in MMTTC programmes can emerge as some of the best educators in the field.

He further questioned the necessity of seeking training from foreign universities, instead advocating for India to develop world-class training institutions that attract people from around the globe. Lastly, he urged all MMTTCs to contribute meaningfully to the Prime Minister's Viksit Bharat Mission, reinforcing their role in shaping India's academic and leadership landscape.

Shri D. K. Sharma, Director of the Department of Higher Education, Ministry of Education in his opening remarks emphasized the key objectives of the workshop, which were:

- (i) To facilitate effective interaction among various MMTTCs through face-to-face discussions, offering participants an opportunity to gain first-hand insights into the operations of MMTTCs in the Central and Western zones;
- (ii) To oversee the outreach program; and
- (iii) To strategize for a capacity-building initiative as part of the outreach efforts.

Following the inaugural session, a brief presentation was delivered in which Shri Sharma provided an in-depth overview of the various components of the MMTTP, including newly conceptualized programs as given below:

1. NEP Orientation and Sensitisation Program
2. Faculty Induction Program
3. Short Term Program
4. Refresher Course- Core Subject and Multidisciplinary/Interdisciplinary Subject
5. Capacity Building for Design and Entrepreneurship
6. Nurturing Future Leadership Program
7. Academic Leadership Program
8. Capacity Building Program on Specific Learning Disabilities
9. Promoting Positive Mental Health, Resilience and well-being in HEIs
10. Capacity Building Programme on Cyber Security
11. Capacity Building Programme on Artificial Intelligence
12. Capacity Building Programme on STEM
13. Capacity Building Workshop on Science Communication for STEM Faculty
14. Capacity Building Programme for Training Administrative Staff

The Malaviya Mission Teacher Training Programme (MMTTP) is a pioneering initiative under the National Education Policy (NEP) 2020, designed to transform the education system by focusing on experiential, flexible, and learner-centric teaching methodologies. NEP 2020 aims to enhance critical thinking, cognitive skills, and holistic learning approaches. Through MMTTP, multiple capacity-building programs have been introduced to equip faculty and institutional leaders with essential skills in academic leadership, STEM education, digital literacy, and inclusive learning. With 144 MMTT centres currently operational, the program is playing a crucial role in addressing future challenges in higher education by nurturing leadership, strengthening governance, and fostering a culture of continuous professional development.

Shri Sharma emphasized that the primary focus of the workshop was to outline the key expectations from Malaviya Mission Centres (MMCs), ensuring that all Programme Directors acknowledge, incorporate, and champion these principles as ambassadors of training programs under the Malaviya Mission Teacher Training Programme (MMTTP). It was highlighted that training programs must be designed with a strong foundation in National Education Policy (NEP) 2020, embedding its critical elements while addressing emerging areas such as mental wellness, specific learning disabilities, entrepreneurship, leadership, Indigenous Knowledge Systems (IKS), and institution-specific expertise. Beyond program delivery, the Director underscored financial accountability, emphasizing the need for timely PFMS (Public Financial Management System) expenditure bookings for effective fund management. Additionally, post-training impact assessments were identified as essential to evaluate program effectiveness, gather feedback, and compile best practices to be shared with the Department of Higher Education for wider implementation. A strong emphasis was placed on faculty development, recognizing educators as the backbone of the education system and advocating for a culture of continuous professional development (CPD) and lifelong learning. The importance of inclusivity and equity was reiterated, ensuring gender balance, equitable access for faculty from rural and underserved areas, and the inclusion of faculty from private institutions as valuable contributors to national education. Additionally,

modernizing teaching methodologies was stressed, promoting the integration of digital tools, educational software, and innovative teaching techniques to meet diverse learner needs. The



Director also urged Programme Directors to focus on building leadership and research capacity, empowering educators to become academic leaders and actively engage in research and publication to enhance institutional knowledge. Furthermore, fostering collaboration and partnerships between higher education institutions, industry, and other stakeholders was encouraged to facilitate knowledge-sharing, research collaboration, and resource exchange. The Director concluded by

urging all Programme Directors to take ownership of these objectives, ensuring that MMTTCs become centres of excellence in faculty training, driving innovation, inclusivity, and educational transformation in alignment with the MMTTP scheme.

Dr. J. K. Tripathi, Joint Secretary, UGC, expressed his sincere appreciation to VC, Guru Ghasidas Vishwavidyalaya for organizing the regional workshop. In his address, he warmly welcomed all programme directors and emphasized the importance of fostering collaboration with neighbouring higher education institutions around MMTTCs. He encouraged extending joint efforts in various programmes to maximize the impact of MMTTP.

Dr. Tripathi highlighted the government’s commitment to faculty training through this initiative, underscoring that the careful selection of



resource persons plays a crucial role in ensuring quality training. He reiterated that faculty members from all institutions—Central, State, and Private—are welcome to participate in MMTTC programmes. Additionally, he urged all stakeholders to ensure timely expenditure bookings on the Public Financial Management System (PFMS).

He emphasized that MMTTCs should be recognized as premier centres for teacher training, reinforcing their significance in the education ecosystem. He assured full support from both the UGC and the Ministry of Education in strengthening this initiative.



Subsequently, two books were unveiled during the workshop. The first, titled ‘*Leadership in Academia*’, authored by Ms Archana Yadav, chronicles the inspiring journey of Prof. Alok Kumar Chakravali, the Vice Chancellor of Guru Ghasidas Vishwavidyalaya. The second book, ‘*Navigating the Indian Knowledge System*’, was

written by Prof. Rajesh Kumar Dubey, Programme Director at MMTTC-Jai Narayan Vyas University, Jodhpur, and offers valuable insights into the Indian knowledge system.

Prof. A.S. Ranadive, Registrar of Guru Ghasidas Vishwavidyalaya, delivered the vote of thanks expressing his heartfelt gratitude to the organizers, faculty members, and distinguished dignitaries for their efforts in successfully conducting the regional workshop.

Inclusion of Students with Specific Learning Disability – Virtual Session

Ms. Noopur Jhunjunwala, Trustee and Founder of Changeinck Foundation, delivered an insightful session on Specific Learning Disabilities (SLDs), emphasizing the importance of addressing common misconceptions and creating a more inclusive higher education institution. She discussed several key points regarding Specific Learning Disabilities (SLDs), which are lifelong conditions that impact how individuals process information and acquire knowledge. Conditions such as Dyslexia, Dyscalculia, Dysgraphia, and Dyspraxia were highlighted, with dyslexia accounting for approximately 80% of cases. She also emphasized the success of global companies founded or led by individuals with SLDs, showcasing their significant achievements despite these challenges. A triad representing academics, life skills, and emotional well-being was introduced to demonstrate the profound impact SLDs have on individuals' lives. Daily challenges faced by individuals with SLDs include low self-esteem, memory difficulties, heightened sensitivity to stimuli, slow information processing, planning struggles, and inconsistencies in written and spoken communication. Furthermore, she highlighted the remarkable achievements of individuals with dyslexic thinking, emphasizing their capacity for innovation and global contributions. Guidelines from regulatory bodies like UGC, AICTE, and NTA were shared, aiming to promote the inclusion of students with disabilities in educational institutions. She also identified key pillars for SLD inclusion in Higher Education Institutions (HEIs), including admissions, academic support, on-campus support, access to resources, and employment opportunities. During the session, participants inquired about the evaluation of students with learning disabilities in institutions, to which Ms Jhunjunwala recommended adopting accommodations outlined by regulatory bodies, such as scribes and specially designed question papers. Additionally, when asked about digital tools for students with learning disabilities, she suggested tools like Grammarly, ChatGPT, and text-to-speech software.



NEP Orientation: Status and Best Practices to Improve Outreach

(i) **Dr. Jagdeesh Joshi, Program Director of UGC-MMTTC at Gujarat University** delivered an insightful presentation during the session 'NEP 2020: Orientation, Status & Best Practices to Improve Outreach'. He provided an in-depth overview of the various programs conducted at the institute, focusing on the guidelines and eligibility criteria adopted for successful implementation. He provided an overview of the 26 programs conducted during

2023-24 at their institute, benefiting 1,877 participants, which complemented the NEP Orientation program in their MMTTC. Dr Joshi shared several best practices from the institute, including regularly updating the MMTTC website, creating dedicated WhatsApp groups for each MMTTC program, and promoting these programs through social media platforms. Additionally, the institute has been actively collecting data on faculty members from universities, private institutions, and institutes of national importance. To further raise awareness and encourage faculty participation, webinars are organized regularly. Moreover, the institute has signed several MOUs with various organizations and institutions to enhance the implementation and promotion of these programs.



(ii) **Prof. Preeti K. Suresh, Program Director of UGC-MMTTC at Pt. Ravishankar Shukla University** delivered an insightful presentation during the session ‘NEP 2020: Orientation, Status & Best Practices to Improve Outreach’. She provided an overview of the 8 programs conducted during 2023-24 at their institute, benefiting 880 participants, which complemented the NEP Orientation program in their MMC. The presentation also addressed the challenges faced in connecting with potential participants, motivating them to register for the programs, and tackling participant dropouts. To overcome these obstacles, the institute has adopted several best practices, including engaging with multiple stakeholders, reaching out to potential participants, and collaborating with other institutes within the state. Support from the Department for Higher Education, Chhattisgarh, has been crucial in organizing a one-day offline sensitization workshop on the implementation of NEP 2020 for principals and NEP Coordinators from all affiliated government institutes. Additionally, the institute has introduced Training of the Trainer sessions, principals meetings, and workshops for non-teaching staff to further support the successful implementation of NEP 2020.



(iii) **Dr S.S. Patil, Program Director of UGC MMTTC at Dr Babasaheb Ambedkar Marathwada University**, delivered a presentation during the session ‘NEP 2020: Orientation, Status & Best Practices to Improve Outreach’. He provided an overview of the 06 programs conducted at their institute during 2023-24, benefiting over 1,174 participants, which complemented the NEP Orientation program in their MMC. Dr. Patil shared several best practices followed by the institute, including strategic collaboration with state councils. The outcomes



of their programs include e-content developed by teacher participants, an in-house MOOC course created for Pre-PhD students, and 24/7 archived access for all participants. To further enhance outreach, he emphasized the importance of increasing awareness through social media, ensuring accessibility with mobile-compatible and language-inclusive lectures, and fostering a culture of engagement at affiliated colleges.

(iv) **Prof. Mohammad Atique, Program Director of UGC MMTTC at Sant Gadge Baba Amravati University**, gave a presentation during the session ‘NEP 2020: Orientation, Status & Best Practices to Improve Outreach’. He shared an overview of the 17 programs conducted at their institute, which benefited over 2,486 participants and complemented the NEP Orientation program in their MMTTC. Prof. Atique highlighted several best practices followed by the institute, including showcasing successful implementations of NEP reforms by institutions and faculty. Additionally, the institute focuses on creating communities of practice, allowing stakeholders to collaborate and support each other continuously. To further promote NEP's vision and relevance, pre-program sensitization sessions are conducted within institutions to raise awareness among participants.



Integrated Approach to Promoting Positive Mental Health, Resilience and Wellbeing– Virtual Session

Dr. Jitendra Nagpal, Senior Psychiatrist & Programme Director, Expressions India, opened his talk by highlighting the critical importance given that 360 million students are in



the age group of attending Higher Education Institutions (HEIs). He pointed out that the National Education Policy 2020 serves as the foundation for overall development and well-being. He pointed out the contrast between the structured environment in schools and the liberal, unstructured environment in HEIs, stressing the lack of a bridge between these two. He noted a recent increase

in research over the past decade addressing this gap. He underscored the escalating issue of mental health, citing statistics that one out of ten young people in India requires professional mental health support. He proposed HIEs as platforms for promoting care beyond academics and placements.

Dr. Nagpal discussed the challenges faculty face in handling issues related to students' mental health in higher education. One primary challenge is the stigma associated with mental health, which often discourages students from seeking help and makes it difficult for faculty to initiate conversations about it. For example, students of top science and technology institutions have been rank holders all their school life but in college, they share the space with classmates of similar intelligence and calibre, ergo tough competition. This sudden change in their life brings a lot of challenges which makes it difficult for them to cope with affecting their level of confidence. In addition, the stigma attached to seeking counselling support inhibits students from reaching out to their peers or mentors for additional support.

Dr Nagpal also pointed out the following challenges that HEIs face in promoting mental health on campus:

1. Higher education institutions lack adequate resources and trained mental health professionals who can provide proper support, leading to a gap in effective intervention and counselling services.
2. Academic pressure and the competitive environment prevalent in many top institutes further exacerbate stress and mental health issues among students, putting additional strain on faculty who may already be overwhelmed with teaching and administrative responsibilities.
3. Lack of structured mental health programmes or policies within institutions hinders the development of comprehensive support systems which requires a concerted effort to improve mental health literacy, increase resource allocation, and foster a supportive environment that prioritizes students' wellbeing.

Entrepreneurship Development in Higher Education Institutions

Dr R. Sujatha from Wadhvani Foundation began by emphasizing that to bring about change in the education system, it was essential to promote research and innovation. She used the example of online teaching during the COVID-19 pandemic to illustrate how students' learning styles had evolved. She noted that students now expect teachers to make them think, rather than simply teach. Nowadays, students pursue a wide range of courses beyond their primary subjects, such as skill enhancement, industry-specific, and professionally oriented courses. She advocated for teaching methods that align with this trend.

She further highlighted that, unlike in the past, information is now freely available. Today, students have easy access to resources through the internet. As a result, teachers' roles have shifted from imparting knowledge to encouraging students to think critically. She stressed the need to design learning experiences that foster critical thinking and problem-solving. In this context, the Wadhvani Foundation developed a curriculum focused on these skills. The curriculum is kinesthetic, meaning that students engage in problem-solving every two hours, seeking guidance from a facilitator when needed.



Dr. Sujatha herself plays a key role in training mentors and facilitators to guide students in entrepreneurship.

When discussing how entrepreneurship programmes could support students' career goals, Dr. Sujatha suggested conducting surveys to understand students' career expectations. This would inform the design of entrepreneurship programmes within institutions. She gave examples of successful Indian ventures like Lenskart, Shadi.com, and BOAT, reflecting on how these companies have flourished through innovative business models. These entrepreneurs have not only created businesses but have also brought systemic changes to their industries.

She further explained that anyone who is a critical thinker and problem solver could think like an entrepreneur in their job. Teachers can encourage students to adopt an entrepreneurial mindset in the classroom. Critical thinking, she noted, is difficult and requires out-of-the-box thinking, a skill that is central to entrepreneurship. To foster this mindset, Dr. Sujatha emphasised the need to create spaces for training and capacity-building in entrepreneurship, focusing on developing faculty who can nurture entrepreneurial thinking in students. She argued that many institutions fail to connect startup culture with skills development, despite entrepreneurship being inherently skill-based. Leaders, she suggested, must create opportunities within their programmes to cultivate entrepreneurship skills, which would benefit students whether they enter the corporate world, join a family business, or start their ventures.

For launching such programmes, Dr. Sujatha pointed out that colleges provided an excellent environment. Her foundation runs a programme called Ignite, which is a one-semester initiative focused on self-directed learning. The curriculum is entirely hands-on, encouraging students to learn by doing. The foundation's goal is to enable institutions by training faculty free of charge. Once trained, teachers can deliver entrepreneurship courses to students and even pass the knowledge on to other institutions. The Ignite programme includes a learning management system, a syllabus with 12 modules aligned with the National Education Policy 2020, and comprehensive support for faculty. Currently, Ignite collaborates with 225 institutions in India, reaching around 20,000 students across public, state-funded, and central universities. The programme also includes AI courses and AI evaluators. The intended outcome is that every student progresses from idea generation to financial planning and funding knowledge.

GGV MMTTC Campus Visit



Day 1 of the workshop ended with a tour of the Guru Ghasidas Vishwavidyalaya campus including the Malaviya Mission Teacher Training Center on campus, and a cultural programme in which students of the University performed.

Day 2- February 1, 2025

NFLP/ALP: Status & Best Practices to Identify & Build Future Leaders

Prof. Rahul Bhat, Deputy General Manager from IIM Indore delivered a presentation on the Nurturing Future Leadership Program (NFLP): Status & Best Practices to Identify & Build Future Leaders, NFLP is part of the Malaviya Mission Teachers Training Programme (MMTTP). The programme is designed to foster leadership skills among faculty members in Higher Education Institutions (HEIs) and aligns with the National Education Policy (NEP) 2020. The program prepares future academic leaders through case studies, simulations, and hands-on learning experiences. During the session, testimonials from participating faculty members were shared, providing valuable insights into their experiences and the knowledge gained through the program. To date, IIM Indore has completed three batches of the NFLP.



The institute faced several challenges, including difficulties with last-minute enrollments, participant dropouts, and the need for proactive nominations. Additionally, there were issues with incorrect documentation, such as missing nomination letters and the submission of ineligible candidates. To improve the process, suggestions were made to allow two faculty members from each institution, increase participation from government-funded institutes, and ensure better engagement from all stakeholders. The Director (HE) responded by clarifying that the program's guidelines had been revised to allow nominations from faculty members regardless of their experience level. He encouraged program directors of the MMTTCs to conduct outreach activities to expand participation from a wider range of institutions.

Leadership: Capacity Building of Institution and Faculty

Prof. Bhimaraya Metri, Director IIM Nagpur, gave a session on Leadership: Capacity Building of Institutions and Faculty. In his session, he emphasized the importance of academic governance, which is built on five key factors: institutional autonomy, funding,



quality assessment, institutional governance, and institutional leadership. Prof. Metri outlined the various roles that institute leaders must assume, such as psychologist, teacher, philosopher, facilities manager, and coach, among others. He also introduced the Five-Level Leadership Hierarchy, which includes: Level 1 – Highly Capable Individual, Level 2 – Contributing Team Manager, Level 3 – Competent Manager, Level 4 – Effective Leader, and Level 5 –

Executive. These levels represent the progression of leadership development, helping institutions identify and nurture capable leaders at every stage.

Fostering a culture of Research and Innovation: Strategies for promoting research excellence in HEIs

Prof. Sachidanand Shukla, Vice Chancellor of Pt. Ravi Shankar Shukla University (PRSU), Raipur, delivered a session on 'Fostering a Culture of Research and Innovation: Strategies for Promoting Research Excellence in HEIs'. He emphasized that the core elements of a great higher education institution (HEI) include teaching and learning, research and discovery, synthesis and creativity, understanding and engagement, and service outreach. He stressed that the critical components of HEIs are academic excellence and research excellence. The integration of research, innovation, and technology development is also central to India's vision of Atma-Nirbhar Bharat, the self-reliant development model.

Prof. Shukla highlighted the crucial role of research in expanding knowledge, enhancing the quality of education, fostering critical thinking, and creating a thriving academic community that ultimately leads to innovation. However, he acknowledged several challenges in promoting research excellence, such as administrative burdens, the emphasis on impact-driven research, and the need for adequate infrastructure. He emphasized that fostering a research culture requires creating a conducive environment, facilitating access to resources, and strengthening research capacity within HEIs.



Under Prof. Shukla's leadership, PRSU is addressing these challenges by establishing state-of-the-art research facilities funded through agencies like DST, UGC, ICMR, and CSIR. These facilities include advanced spectroscopy, chromatography, and molecular biology laboratories, aimed at enhancing research capabilities. The university also emphasizes multidisciplinary research, industry-academia partnerships, and adherence to ethical research practices to foster innovation.

Prof. Shukla outlined several strategies for promoting research excellence, including developing research policies and procedures, providing research funding and resources, conducting research training programs, establishing industry-academia partnerships, and supporting research dissemination. He also stressed the importance of capitalizing on opportunities through international collaborations and exploring emerging research areas.

In conclusion, Prof. Shukla's session provided a comprehensive roadmap for HEIs to enhance their research capacity, aligning their efforts with the national agenda of fostering innovation and self-reliance. Under his guidance, PRSU is setting a strong example of how research excellence can be nurtured through collaboration, infrastructure development, and strategic leadership.

FIP/STP/RC: Status & Best Practices to Inspire Young Faculty & Upskill

Dr. R. T. Bedre, Program Director of the UGC-MMTTC at Dr. Hari Singh Gour Vishwavidyalaya, gave a presentation on the challenges and strategies of the MMTTC in enhancing faculty training and professional development. The centre has been instrumental in advancing the objectives of the National Policy on Education (1986) by focusing on faculty capacity-building, pedagogical advancements, and the adoption of effective teaching-learning methodologies.



Despite its significant contributions, the centre shared several challenges, including low participant turnout in training programs, delays in payments due to the Samarth portal, and difficulty in attracting participants for physical-mode programs. Dr. Bedre highlighted that there is often a disparity between the number of applications received and the actual attendees, which affects the program's reach and effectiveness. The

delayed disbursement of funds due to administrative procedures further hampers the smooth execution of training sessions.

To address these issues, Dr. Bedre suggested that universities conduct periodic reviews of faculty members who have attended the programs to ensure continued engagement and effective application of the training. Additionally, implementing a nominal course fee for participants was proposed as a measure to improve commitment and reduce withdrawals. Streamlining fund management processes to overcome delays and ensuring consistent program delivery were also identified as critical solutions for improving the effectiveness of these training initiatives.

The UGC-MMTTCs remains committed to strengthening the faculty development ecosystem in India through continuous improvements and strategic interventions. By refining participant tracking, enhancing administrative efficiency, and encouraging active engagement from universities, the centre aims to contribute significantly to the professional development of faculty members across the country.

Wrap-Up and Discussion Session

The presentation session was followed by an engaging discussion on the challenges faced by various MMTTCs in the Central and Western regions. The forum allowed program directors to openly share their experiences, challenges, and insights. Below are some highlights, and key takeaways shared from the session:



i) **University of Mumbai:** Prof. Vidya Venkatesan from MMTTC University of Mumbai shared that by travelling to remote areas of Maharashtra, the

university's VC along with the faculty successfully engaged with 20,000 stakeholders, demonstrating a strong commitment to reaching diverse communities and ensuring widespread awareness of the National Education Policy (NEP) 2020.

ii) **Goa University:** Dr. Sirsa from MMTTC, Goa University, discussed challenges related to outreach and discrepancies in data retrieved from the MMTTP website. He noted inconsistencies in the data for various programs such as NEP 2020 Orientation, Short-Term Programs, Faculty Induction Programs, and Refresher Courses. He suggested that UGC guidelines be established for the honorarium of resource persons. In response, the Director (Higher Education) clarified that the data on the MMTTP website is submitted directly by participants, with no backend interference. The Joint Secretary (UGC) further explained that financial matters are handled at the institutional level, and regulatory bodies don't intervene in such issues.

iii) **Sant Gadge Baba Amravati University:** Prof. Mohammad Atique, Program Director from MMTTC- Sant Gadge Baba Amravati University, suggested linking registration with Aadhar and upgradation of the portal so that coordinators can download their certificates from the portal itself. This initiative improves transparency and provides easy access to important program-related documentation for all stakeholders.

iv) **Suggestions for Enhancing Offline Programs:** A representative from another institution suggested increasing the percentage of offline programs within the MMTTP. The rationale behind this proposal is that offline programs foster better interaction and improve the overall quality of the learning experience, providing a more engaging and effective platform for faculty development.

v) One of the major concerns shared by MMTTCs was that the participation towards the offline programs is less.

vi) MMTTCs highlighted that the low bandwidth of the PFMS portal creates a struggle for them to access the platform.

These insights underscore the diverse approaches and challenges faced by institutions in promoting faculty training programs and highlight the potential areas for improvement in the ongoing implementation of the MMTTP.

Closing Ceremony

Prof. Sachidanand Shukla, Vice Chancellor, Pt. Ravi Shankar Shukla University, Raipur, in his closing remarks emphasized the key takeaways from the workshop. He highlighted the insightful discussions on the incorporation of new components like research schemes and how such updates could lead to enhanced research initiatives across institutions. Prof. Shukla also underscored the pivotal role that MMTTCs play in strengthening the academic ecosystem. He acknowledged their significant contribution to the upliftment of universities,

particularly in the region, and the critical role they have in shaping the quality of education and research through targeted training and development programs.

Prof. Shukla further expressed his optimism about the future of higher education in the region, noting that the sharing of ideas and best practices during the workshop would significantly contribute to the progress of universities and academic institutions. He encouraged participants to leverage the knowledge gained and actively implement the discussed strategies to foster a culture of excellence in research and education.



Prof. Alok Kumar Chakraval, Vice Chancellor of Guru Ghasidas Vishwavidyalaya, in his closing remarks, emphasized the importance of collaborative efforts in transforming the higher education landscape. He expressed appreciation for the active participation and valuable insights shared by the participants throughout the workshop. Prof. Chakraval stressed that such collaborative workshops were instrumental in aligning the objectives of universities with the evolving needs of the academic community. He urged all attendees to continue working together, forging new partnerships, and pushing the boundaries of innovation and research in their respective institutions.

Both Vice-Chancellors emphasized the importance of continued dialogue and collaboration among universities to improve academic standards, foster innovation, and ensure the education system remains adaptable and forward-thinking in the face of emerging challenges. Their remarks concluded the workshop on a note of optimism, reaffirming a commitment to academic growth and development in the region.

Additionally, participants were awarded certificates in recognition of their presentations and active participation in the workshop. Lastly, Prof. A.S. Ranadive, the Registrar of Guru Ghasidas Vishwavidyalaya, extended a vote thanks to the organizers, faculty members, and esteemed dignitaries for their invaluable contributions, which played a pivotal role in the successful execution of the regional workshop.

Some Key Takeaways of the Workshop and expectations from Malaviya Mission Teacher Training Centre to make the program successful

1. Institutions ought to share genuine, innovative best practices rather than standard practices.
2. Financial accountability and timely fund management are vital to ensure the success of the programme.
3. Promoting research excellence is vital for the academic growth of institutions. It's not limited to output, but rather about fostering a culture of inquiry, creativity, and critical thinking.
4. There needs to be a continued engagement with faculty. It's not just about training faculty but ensuring they apply what they've learned in their roles. Periodic reviews and ongoing support help maintain engagement and improve the programme's outcomes.
5. In order to address the issue of low participation, MMTTCs ought to conduct outreach activities with other institutions in their catchment areas. These can be government and private higher education institutes.
6. Designing and structuring of training programs needs to be thought through to make the programme meaningful and cover the mandates of NEP 2020 including multidisciplinary education, competency-based learning, holistic development and other emerging issues like IKS, Learning Disabilities, Mental Health and Entrepreneurship etc.
7. To ensure the quality of the programme, the selection of resource persons is also crucial.
8. The Capacity building programs should ensure the diversity of participants, in terms of gender, types of institute, social background etc.
9. Faculty development is crucial to the development of the education sector, teachers must be equipped with the skills and knowledge to fulfil emerging needs of the education systems.

Ministry of Education Sponsored UGC MMTTC Regional Workshop of Central and Western Zone

Venue: Guru Ghasidas Vishwavidyalaya, Bilaspur

Dates: 31st January 2025-1st February 2025

Program Schedule

DAY-1: 31-01-2025 (Friday)				
S. No.	Time	Agenda	Resource Person(s)	Mode
1	9:30 – 10:00	Registration	MMTTC, GGV, Bilaspur	P
2	10:00 – 10:15	Welcome Address	Vice-Chancellor, GGV, Bilaspur	P
3	10:15 – 10:25	Workshop Objectives & Outcomes	Director, DoHE, MoE	P
4	10:25-10:30		Joint Secretary, UGC	P
5	10:30-11:30	Inclusion of Students with Specific Learning Disability	Ms. Noopur Jhunjhunwala Changeinkk Foundation	V
Tea Break (11:30 – 12:00)				
6	12:00 – 13:00 (15 min. presentation by each University)	NEP Orientation: Status & Best Practices to Improve Outreach	i. Gujarat University ii. Pt. Ravi Shankar Shukla University iii. Dr. B R Ambedkar Marathwada University iv. Sant Gadge Baba Amravati University	P
Lunch (13:00 -14:00)				
7	14:00 – 15:00	Integrated Approach to Promoting Positive Mental Health, Resilience and Wellbeing	Dr. Jitendra Nagpal Senior Psychiatrist & Programme Director, Expressions India	V
Tea (15:00 – 15:30)				
8	15:30 – 16:30	Entrepreneurship Development in Higher Education Institutions	Dr. R Sujatha Wadhvani Foundation	P

9	16:30-17:30 (15 min. presentation by each University)	FIP/STP/RC: Status & Best Practices to Inspire Young Faculty & Upskill	i. Guru Ghasidas Vishwavidyalaya ii. Goa University iii. Dr Hari Singh Gour Vishwavidyalaya	P
10	17:30 – 18:00	Vishwavidyalaya Campus Visit	-----	
11	18:00 – 19:00	Cultural Night @ Rajat Jayanti Sabhagar	-----	

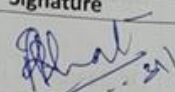
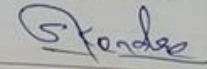
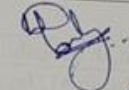
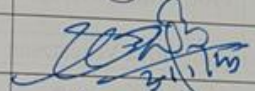
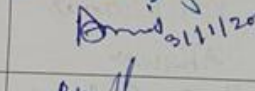
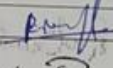
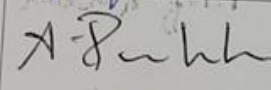

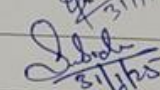
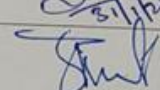
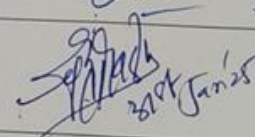

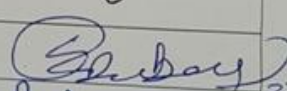
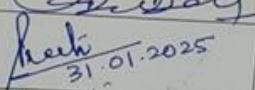
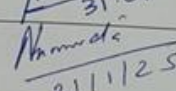
DAY-2 : 01-02-2025 (Saturday)				
12	09:30-10:15 (15 min. presentation by each University)	NFLP/ALP: Status & Best Practices to Identify & Build Future Leaders	i. IIM Indore ii. IIT Bombay	P
13	10:15 – 11.15	Leadership: Capacity Building of Institution and Faculty	Prof. Bhimaraya Metri, Director IIM Nagpur	V
Tea Break (11:15 – 11:30)				
14	11:30-12:30	Fostering a culture of Research and Innovation: Strategies for promoting research excellence in HEIs	Prof. Sachchidanand Shukla Vice-Chancellor Pandit Ravi Shankar Shukla University Raipur	P
15	12:30 – 13:15	Open House Discussion	MMTTC Programme Directors / Coordinators	P / V
Lunch (13:15 – 14:15)				
16	14:15 -15:15	Discussion and Wrap Up	Participants	
17	15:30 – 16:30	High Tea @ Pakshi Vihar with Musical Tarang Band	----	
Musical Night along with Dinner (20:00 onwards) @ Hotel				

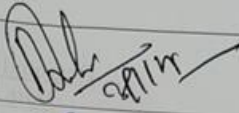
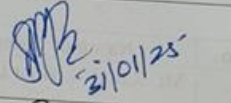
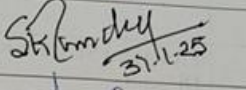
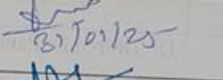

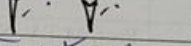
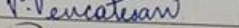
P-Physical

V-Virtual

List of Participants

University Grants Commission
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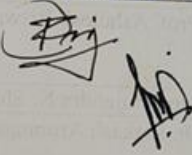
S. No.	Name of Delegate	MMTTC/NFLP Centre	Signature
1	Mr. Rahul N. Bhat DGM (EE)	Indian Institute of Management Indore, Madhya Pradesh	 31/01/2025
2	Prof. (Dr.) Subhash Kendre, Director	Savitribai Phule Pune University, Pune, Maharashtra	
3	Dr. Dhiren D. Pandya, Director	UGC-MMTTC, Saurashtra University, Gujrat	
4	Prof. M.T.V. Nagaraju, Coordinator	IGNTU, Amarkantak, Madhya Pradesh	
5	Prof. Ashutosh Biswal, Director	Maharaja Sayaji Rao University, Baroda, Gujarat	 31/1/25
6	Prof. Rajendra N. Shirsat, Director	Goa University, Goa	
7	Dr. Prakash Arumugasamy	Inter University Centre for Astronomy and Astrophysics, Pune, Maharashtra	
8	Prof. Dr. Mohammad Atique, Director	Sant Gadge Baba Amravati University, Maharashtra	 31/1/2025
9	Dr. Subodh Kumar	Central University of Rajasthan, Rajasthan	 31/1/25
10	Professor S.S. Patil, Director	Dr. Babasaheb Ambedkar Marathwada University, Maharashtra	
11	Dr. C. G. Dethé Director	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	 31/01/2025
12	Prof. Jayashree Shinde	SNDT Women's University, Juhu Tara Road, Santacruz (W), Mumbai	
13	Prof. Rajesh Kr. Dubey, Director	Jai Narain Vyas University, Rajasthan	
14	Prof. Preeti K Suresh, Director	Pt. Ravishankar Shukla University, Raipur, Chhattisgarh	 31.01.2025
15	Dr. Namrata Sharma, Director	Devi Ahilya Vishwavidyalaya, Madhya Pradesh	 31/1/25

16	Dr. R. T. Bedre,	Dr. Harisingh Gour Vishwavidyalaya, Madhya Pradesh	
17	Prof. Anurodh Singh Sisodia, Director	Lakshmbai National Institute of Physical Education, Madhya Pradesh	
18	Dr. Sanjeev K Pandey, Assistant Director	Rani Durgavati Vishwavidyalaya, Madhya Pradesh	
19	Prof. H. B. Patel,	Central University of Gujarat, Sec-29, Gandhinagar,	
20	Dr. Jagdish S. Joshi, Director,	Gujrat University, Gujrat	
21	Prof. Mitesh M. Jayswal	Sardar Patel University, Gujrat	
22	Prof Vidya Vencatesan	University of Mumbai	

23. Raj Kumar
Aiswas

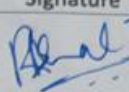
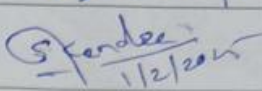
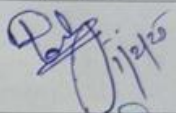
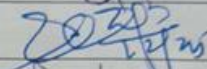
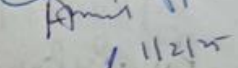

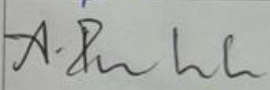
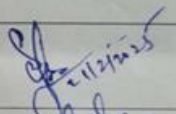
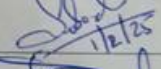
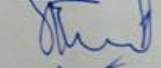
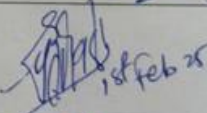
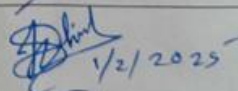
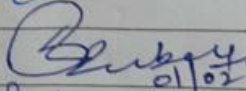
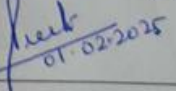
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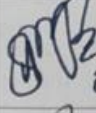
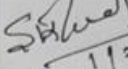
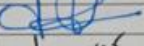
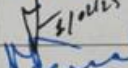
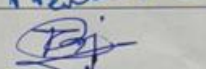
24. Prof. Ratnesh Singh
GUV Bilaspur



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3	Dr. Dhiren D. Pandya, Director	UGC-MMTTC, Saurashtra University, Gujrat	 1/2/25
4	Prof. M.T.V. Nagaraju, Coordinator	IGNTU, Amarkantak, Madhya Pradesh	 1/2/25
5	Prof. Ashutosh Biswal, Director	Maharaja Sayaji Rao University, Baroda, Gujarat	 11/2/25
6	Prof. Rajendra N. Shirsat, Director	Goa University, Goa	 11/2/25
7	Dr. Prakash Arumugasamy	Inter University Centre for Astronomy and Astrophysics, Pune, Maharashtra	
8	Prof. Dr. Mohammad Atique, Director	Sant Gadge Baba Amravati University, Maharashtra	 1/2/2025
9	Dr. Subodh Kumar	Central University of Rajasthan, Rajasthan	 1/2/25
10	Professor S.S. Patil, Director	Dr. Babasaheb Ambedkar Marathwada University, Maharashtra	
11	Dr. C. G. Dethe, Director	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	 1st feb 25
12	Prof. Jayashree Shinde	SNDT Women's University, Juhu Tara Road, Santacruz (W), Mumbai	 1/2/2025
13	Prof. Rajesh Kr. Dubey, Director	Jai Narain Vyas University, Rajasthan	 01/02/25
14	Prof. Preeti K Suresh, Director	Pt. Ravishankar Shukla University, Raipur, Chhattisgarh	 01-02-2025
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18	Dr. Sanjeev K Pandey, Assistant Director	Rani Durgavati Vishwavidyalaya, Madhya Pradesh	 11/2/25
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21	Prof. Mitesh M. Jayswal	Sardar Patel University, Gujrat	 01/02/25
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23. Raj Kumar Ahirwar IISER Bhopal
 24. Prof. Ramesh Singh ORU Bhopal