

**Report of Regional Workshop**  
**Malaviya Mission Teacher Training Centres**  
**Northern Zone**



**Kumaun University**  
**Nainital, Uttarakhand**  
**28<sup>th</sup> March 2025 - 29<sup>th</sup> March 2025**

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## Regional Workshop of Malaviya Mission Teacher Training Centres Northern Zone

### Background

The Regional Workshop of Malaviya Mission Teacher Training Centres (MMTTCs) for the Northern Zone was held at Kumaun University, Nainital, Uttarakhand from 28<sup>th</sup> to 29<sup>th</sup> March 2025. The workshop was organized by Kumaun University, Nainital 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



32 MMTTCs from the Northern Zone 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.

This was the third in a series of regional workshops organized across the country to share updates on the running of the Malaviya Mission Teacher Training Programme (MMTTP) by the MMTTCs at various centrally funded institutions of higher education.

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 Northern Zone. 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 - March 28, 2025

#### Inaugural Session

The two-day Regional Workshop for Directors of UGC-MMTTCs from the Northern Zone was inaugurated at the UGC-Malaviya Mission Teacher Training Centre, Kumaun University, Nainital. Organized under the aegis of the University Grants Commission (UGC), New Delhi and Department of Higher Education, Ministry of Education, the workshop commenced with



a traditional folk dance of Uttarakhand and ceremonial lighting of the lamp, marking the auspicious beginning of the event.

#### **Prof. Divya U. Joshi, Director UGC-MMTTC, Kumaun University**



Prof Joshi welcomed everyone at the workshop and laid out the expectations from the workshop. She expressed hope that this workshop would be fruitful and an enriching learning experience for all. She thanked the University Grants Commission (UGC) and the Ministry of Education for several policy and implementation initiatives that have resulted in greater interest as well as accountability in higher education. She stated that this workshop was convened at a pivotal moment in higher education, as the

transition from HRDCs to MMTTCs has redefined faculty training and academic leadership. The workshop will provide a platform for collaborative discussions, experience-sharing, and strategic planning to address emerging challenges and opportunities in teacher training initiatives. Prof. Joshi emphasised the collective hope that the deliberations would yield valuable insights and contribute to the successful execution of responsibilities entrusted to the MMTTCs.

#### **Prof. Diwan S. Rawat, Vice Chancellor, Kumaun University**

Due to prior commitment, Prof. Rawat was unable to attend the workshop in person. However, he joined the inaugural session virtually and addressed the gathering with valuable insights. He began by extending a warm welcome to all participants. Prof. Rawat presented an overview of the efforts being made at Kumaun University to encourage research and professional development among faculty and students. He elaborated on the collaborative efforts between Kumaun University and other institutes of higher education like the Indian Institute of Science (IISc) Bangalore. This partnership is a significant initiative aimed at advancing academic and professional opportunities for the university's faculty and students. As part of such collaborations, both faculty members and students are granted financial support to attend various professional and research-related events. These grants provide essential exposure to cutting-edge research and academic developments, contributing significantly to the academic growth of the University's community.



Furthermore, Prof. Rawat emphasised the University's continued commitment to fostering academic excellence and professional development. In line with this objective, Kumaun

University has been organising a wide range of research and professional development programmes. These initiatives aim to empower students and faculty alike, enabling them to stay abreast of the latest in their respective fields.

Another key development shared by Prof. Rawat was the substantial increase in the University's annual budget. He proudly announced that the Uttarakhand government had approved a 67% increase in the University's budget, a move that will provide greater resources for academic and infrastructural growth. Moreover, Kumaun University has been selected as a Multidisciplinary Education and Research University (MERU) with a grant of 100 Crores. This financial boost will allow the University to expand its programmes and further its mission of supporting the academic and professional growth of its students and faculty.

#### **Dr. M. S. Mandrawal, Registrar, Kumaun University**

Dr. Mandrawal addressed the participants by thanking them for attending the workshop. He expressed his wish for the workshop to be fruitful for all in terms of paving the path forward to the Malaviya Mission Teacher Training Programme in collaboration with all MMTTCs. He stated the significance of the workshop as a crucial platform for strengthening academic networks and advancing the shared commitment to educational excellence and innovation. Concluding his address, he reiterated Kumaun University's continued dedication to supporting such initiatives, fostering professional growth, and contributing to the evolving landscape of higher education in Uttarakhand and India.

#### **D. K. Sharma, Director of the Department of Higher Education, Ministry of Education**



Mr. Sharma joined the workshop virtually and addressed the participants. In his opening remarks he 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 Northern zone;
- (ii) To oversee the outreach program; ensuring that the training programmes reach their intended audience and maximize impact, and;
- (iii) To strategize for a capacity-building initiative as part of the outreach efforts, ensuring that MMTTCs effectively address the evolving needs of the education sector.

He followed this up with a comprehensive presentation providing an in-depth overview of the various components of the Malaviya Mission Teacher Training Programme (MMTTP), including newly conceptualized programs as given below:

- i. NEP Orientation and Sensitisation Program
- ii. Faculty Induction Program
- iii. Short Term Program

- iv. Refresher Course- Core Subject and Multidisciplinary/Interdisciplinary Subject
- v. Capacity Building for Design and Entrepreneurship
- vi. Nurturing Future Leadership Program
- vii. Academic Leadership Program
- viii. Capacity Building Program on Specific Learning Disabilities
- ix. Promoting Positive Mental Health, Resilience and well-being in HEIs
- x. Capacity Building Programme on Cyber Security
- xi. Capacity Building Programme on Artificial Intelligence
- xii. Capacity Building Programme on STEM
- xiii. Capacity Building Workshop on Science Communication for STEM Faculty
- xiv. Capacity Building Programme for Training Administrative Staff

The 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.

Mr. Sharma emphasized that the primary focus of the workshop was to outline the key expectations from Malaviya Mission Centres (MMCs). He encouraged all Programme Directors to acknowledge, incorporate, and champion these principles, ensuring that the training programmes are rooted in the foundational elements of the 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.

In addition to programme delivery, Mr. Sharma underscored the necessity of post-training impact assessments. These assessments would evaluate the effectiveness of the programmes, 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.

Mr. Sharma 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.

Mr. Sharma further discussed the need for continuous improvement and reinvention of the training programmes. He stressed the importance of selecting high-quality resource persons who could deliver impactful training, alongside efficient resource utilization. A robust follow-up mechanism was also identified as essential to ensure that the training programmes result in long-term development and positive change. He 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.

### **Prof. Manish Joshi, Secretary, University Grants Commission**

Professor Manish Joshi welcomed all participants to the workshop. After addressing the attendees, he engaged in an open interaction with them, fostering an environment of dialogue and reflection. In his address, Prof. Joshi shared valuable insights about the current state of outreach efforts for the MMTTP, acknowledging that only 30% of the targeted outreach had been achieved thus far. He emphasised the importance of India's demographic dividend, highlighting the potential for significant growth and development from the country's working-age population, particularly those in the 19-59 age-group. This age group is projected to increase in the coming years, offering substantial working capital for the nation's growth.



Prof. Joshi stressed that India's demographic dividend is unique, as the youth population is more educated and skilled compared to other countries with similar demographic trends. This presents a tremendous opportunity for India to capitalize on its young and skilled workforce. To fully realise this potential, he called for a concerted focus on strengthening the education system, with particular emphasis on its key drivers - the teachers.

Teachers, he pointed out, are central to shaping the future of education and must be equipped with necessary skills and perspectives to effectively nurture the country's youth.

He also stressed the need for inclusivity in education, urging the need to sensitise teachers to the diverse needs and perspectives present in every classroom. Education should cater to the



varying backgrounds and abilities of students, fostering a more inclusive environment that can provide equitable learning opportunities for all.

Prof. Joshi emphasised that the MMTTP has been specifically designed to address the contemporary needs of the education system. He highlighted that the component programmes offered under MMTTP are current and aligned with modern-day educational demands. He encouraged the participants to reflect on how these programmes can contribute to the desired changes within the education system and to deliberate on how best practices from these programmes can be scaled and adapted to suit broader needs.

In the open interaction session that followed, Prof. Joshi engaged the participants in activities designed to encourage out-of-the-box thinking. These activities focused on incorporating diverse perspectives into educational practices, helping participants to understand the importance of considering various viewpoints in the classroom. The interaction encouraged a lively exchange of ideas, fostering an environment of collaborative learning and reflection on the future of India's education system.

#### NEP Orientation: Status and Best Practices to Improve Outreach



**(i) Prof. Vimal Rarh, Program Director of UGC-MMTTC at Sri Guru Tegh Bahadur Khalsa College, New Delhi** delivered an insightful presentation during the session 'NEP 2020: Orientation, Status & Best Practices to Improve Outreach'. She explained her journey in advancing the MMTTP under the Ministry of Education, Government of India. With a vision to train 15 lakh teachers over three years, the

center has made significant progress, having already conducted 31 batches, benefiting 6,688 faculty members across India. The training modules are designed to align with the NEP 2020, focusing on sensitization and orientation through structured 10-module, 8-day online programmes. Outreach efforts are extensive, leveraging webinars, social media campaigns, WhatsApp promotions, emails, and direct calls to maximise participation. Additionally, the programme integrates high-quality resource persons, including policymakers, bureaucrats, administrators, and experienced academicians, ensuring impactful training. The challenges include maintaining engagement in an online format, ensuring quality interactions, and overcoming technological barriers among participants. To overcome these hurdles, the center continues to expand its reach, securing collaborations with institutions nationwide, with four upcoming batches already 50% full. The programme's success is reflected in the 100% willingness of participants to attend future training, reinforcing the center's pivotal role in shaping academic leadership in higher education institutions.



**(ii) Prof. Faiza Abbasi, Program Director of UGC-HRDC MMTTC at Aligarh Muslim University**

has been instrumental in fostering faculty development through structured training initiatives. In the academic year 2023-2024, the center successfully conducted 10 Faculty Induction Programmes (FIPs), benefiting over 400 newly appointed faculty members, along with 7 Refresher Courses, which enhanced the skills of 280 educators in disciplines like Digital Pedagogy, Research Methodologies, and Universal Human Values. Additionally, 5 Short-Term Training Programmes (STPs) were conducted, engaging over 150 participants on specialised topics such as online teaching tools and academic leadership. The Center's outreach strategy includes institutional collaborations, digital platforms, website announcements, social media engagement, and WhatsApp groups to ensure maximum participation and post-training follow-ups. Despite significant achievements, the center faces challenges such as technological accessibility issues, financial constraints, and ensuring faculty engagement from remote areas. To address these, AMU MMTTC has adopted best practices, including interactive learning modules, peer mentorship programmes, AI-driven feedback mechanisms, and reflective self-assessment techniques. The impact of these efforts is measured through post-training surveys, participant feedback, and academic performance tracking, ensuring the continuous enhancement of teaching capabilities and educational excellence at AMU.



**(iii) Dr. Mona Khare, Program Director of UGC MMTTC at National Institute of Educational Planning and Administration**



delivered a presentation during the session 'NEP 2020: Orientation, Status & Best Practices to Improve Outreach'. The programme trained a total of 3,523 faculty members from April 2024 to March 2025, continuing its efforts from the previous year's 1,493 trained educators. The themes covered were diverse, encompassing holistic and multidisciplinary education,

Indian knowledge systems, governance and management in higher education, research and

development, skill development, student diversity and inclusion, and digital technology in education. Sessions included hands-on training, case studies, interactive learning, and open discussions, facilitated by experts such as vice-chancellors, deans, industry specialists, and UNESCO representatives. Outreach efforts were strengthened through social media promotions, collaborations, and engagement with academic associations and state higher education departments. Rigorous follow-up mechanisms, including feedback collection and impact assessments, were in place to measure programme effectiveness.

The best practices of MMTTP included the structured design of training programmes per UGC guidelines, a balanced mix of internal and external resource persons, transparent evaluation process, and timely submission of reports. Each programme was customised for institutions of various natures, ensuring relevance and impact. However, several challenges were identified, including inadequate hostel infrastructure, the need for multimedia classrooms and computer labs, and limited resources for organising international-level academic events. The Centre aims to enhance its capabilities by developing better residential training facilities, expanding technological infrastructure, and conducting more self-sustainable programmes. Despite these hurdles, the workshop successfully upheld its mission of empowering educators through transformative pedagogy, critical thinking, and interdisciplinary knowledge, thereby contributing significantly to higher education excellence in India.

**(iv) Prof. Jayanti Dutta, Program Director of UGC MMTTC at Panjab University,** gave



a presentation during the session ‘NEP 2020: Orientation, Status & Best Practices to Improve Outreach’. Punjab University, Chandigarh, made significant strides in faculty development under the programme. The university conducted 1,074 Faculty Induction Programme (FIPs), 4 Short-Term Training Programmes (STPs), and 9 Refresher Courses (RCs), benefiting over 1,000 participants. These initiatives

aimed to transform pedagogical practices by providing an overview of higher education in India, along with foundational insights into Andragogy and developing teaching competencies.

The programmes emphasise hands-on learning, including role play, heritage walks, public debates, and creative exercises like photography and filmmaking. There are no lecture sessions; instead, participants engage in critical thinking and feedback, fostering an interactive learning environment. Resource persons are selected through a rigorous process, ensuring high-quality engagement tailored to participants’ needs.

Outreach efforts include social media, email campaigns, and collaborations to maximise

participation. Follow-up feedback was collected through emails, learning logs, and self-addressed postcards, ensuring ongoing impact assessment. Despite challenges such as administrative delays, personnel shortages, and issues with online training quality, the programmes promote academic excellence and faculty development.

**(v) Prof. Anita Priyadarshini, Program Director of UGC MMTTC at Indira Gandhi National Open University (IGNOU)**, gave a presentation during the session ‘NEP 2020: Orientation, Status & Best Practices to Improve Outreach’. The Centre, newly identified in February 2024, conducted a total of 24 programmes benefiting 2,392 participants. These programmes spanned various categories, including NEP Orientation, Faculty Induction, Short-Term Programmes, and Refresher Courses, covering essential themes such as higher education governance, curriculum development, research and skills development, ICT integration, cyber security, and mental wellbeing.

The training methodology is designed to be highly interactive, incorporating hands-on activities and utilising online learning tools and software like Moodle LMS, Google Classroom, and various digital authoring tools. The outreach strategy is robust, involving social media promotions, email campaigns, and engagement through WhatsApp groups. Key best practices included creating a comprehensive resource person database, automating certificate distribution, and maintaining the IGNOU-MMTTC portal with meticulous attention.



Despite challenges such as reluctance towards face-to-face sessions due to financial constraints, staff engagement issues, and administrative hurdles in banking procedures, the IGNOU-MMTTC successfully enhanced faculty competencies. The integration of digital learning, research training, and multidisciplinary pedagogies played a significant role in strengthening its contribution to faculty development in higher education.

**(vi) Prof. Kamal Kumar, Program Director of UGC MMTTC at University of Lucknow**, informed development through a series of structured training initiatives. The center successfully conducted 7 Faculty Induction Programmes (FIPs), training 340 newly recruited faculty members, and 17 Refresher Courses that enhanced the skills of 970 educators in areas such as Digital Pedagogy, Research Methodologies, and Universal Human Values. Additionally, 7 Short-Term Training Programmes (STPs) engaged 279 participants, covering topics like the development of MOOCs, academic writing, and innovative teaching strategies, alongside 7 NEP programmes that involved 431 participants. Prof. Kumar also highlighted a notable achievement: the centre conducted a Short-Term Course (STC) on Universal Human



Values with 53 participants, becoming the first among 116 MMTTCs to do so without incurring any expenditure. Furthermore, an offline STC on the Development of MOOCs successfully engaged 44 participants.

The centre maximised outreach through institutional collaborations, digital promotions, social



media engagement, and WhatsApp groups, ensuring continuous communication and follow-ups. Despite its successes, the centre faces challenges such as technological accessibility issues, particularly in rural areas with poor internet connectivity, limited digital literacy among some teachers, and financial constraints that impact its ability to scale programmes. To address these challenges, the centre has implemented best practices like

interactive e-learning modules, peer mentorship programmes, AI-driven feedback mechanisms, and community-driven learning approaches. The integration of hands-on training, case studies, and collaborative learning further enhances the learning experience. Regular impact assessments, including surveys, feedback analysis, and performance tracking, ensure the sustainability of faculty development and pedagogical excellence.

**(vii) Prof. Preeti Sharma, Program Director of UGC MMTTC at Kurukshetra University**

gave an overview of the programmes run by the MMTTC. The University MMTTC has conducted 42 online programmes benefiting 1800 faculty members. The programme is aimed at enhancing faculty competencies in higher education through a variety of training initiatives. Over the year, the Centre organized two Faculty Induction Programmes (FIPs) focused on improving teaching, learning, and research, alongside nine Refresher Courses in diverse areas such as Entrepreneurship Development, Human Transformation Laws, Information Technology, and Research Technology in Social Sciences. Additionally, courses covered environmental challenges, English language proficiency, and emerging technological tools like ChatGPT. To foster inclusive education, six Short-Term Programmes addressed themes such as community engagement, gender sensitization, and digital learning.





The pedagogy employs a mix of interactive learning, case studies, hands-on training, and online resources, ensuring comprehensive faculty development. The training is led by distinguished resource persons from academia and industry, including vice-chancellors, corporate trainers, and policy experts.

Outreach and dissemination are strengthened through social media, institutional collaborations, email campaigns, and WhatsApp groups, ensuring broad participation. Best practices highlighted in the programme include active learning strategies, differentiated instruction, mentorship, the integration of technology, and reflective teaching methodologies. Other key practices focus on cultural inclusivity, classroom management, peer feedback, and emotional support for educators. However, challenges were encountered, including participant shortages and difficulties in assessing training impact. Infrastructure limitations, such as inadequate ICT-enabled classrooms and seminar halls, also pose barriers to effective training. Despite these challenges, the programme successfully advanced its mission to empower educators, improve pedagogical standards, and support faculty members in adopting contemporary teaching methods. Follow-up mechanisms such as surveys and feedback assessments help gauge the effectiveness of the training, ensuring continued improvement in faculty development initiatives at Kurukshetra University.

**(viii) Prof. Anita Pandey Bhardwaj, Program Director of UGC MMTTC at Shri Lal Bahadur Shastri National Sanskrit University**



showcased the impactful efforts of the MMTTC at the university. The Centre proposed 36 programme as per MMTTP guidelines, on NEP Orientation, Short-Term Programme/Faculty Development Programme, Faculty Induction Programme, and Refresher Courses, in both online and offline modes. Out of these, 22 programmes were successfully organized, while 14 were cancelled due to low registration. A total of 2,613 participants registered (NEP: 775; Others:1,838) with 1,808 ultimately

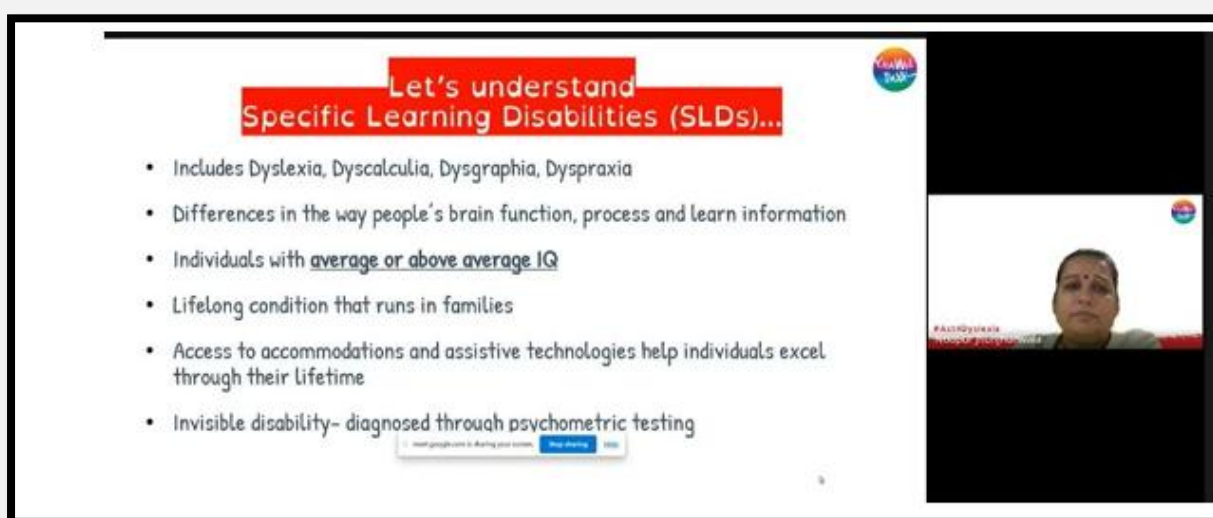
benefiting. The training modules emphasized diverse themes - pedagogical innovation, assessment, research, technology integration, and Indian Knowledge Systems. Structured learning tools included bilingual presentations, choice-based assignments, online MCQ assessments, hands-on sessions, and video-recorded lectures. Notably, the programmes ensured dissemination through digital and offline platforms such as social media, university websites, and signage boards, fostering wide outreach and inclusivity.

Several best practices enhanced the effectiveness and reception of the programmes. Each session began with a 'Manglacharan' and concluded with 'Shantipath', creating a culturally rooted learning environment. The programmes stood out with their strong feedback mechanism, graded e-certificates issued within five working days, handwritten choice-based assignments, and session recordings for continued learning. Additional initiatives included video-based introductions of the Centre and university, dedicated sessions for participant

reflections, and comprehensive programme reports capturing outcomes. The bilingual delivery (Hindi & English) ensured accessibility, while personalised engagement through WhatsApp groups facilitated smooth coordination. Challenges primarily revolved around low participation in NEP Orientation and physically conducted programmes, indicating the need for more aggressive outreach strategies in future cycles. Despite this, the feedback was overwhelmingly positive, with over 96% of responses rating the sessions as ‘Excellent’ or ‘Very Good’, reflecting the Centre’s commitment to quality and relevance in teacher training.

### **Inclusion of Students with Specific Learning Disability – Virtual Session**

**Ms. Noopur Jhunjunwala, Trustee and Founder of Changeinkk 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



The screenshot shows a presentation slide with a red header that reads "Let's understand Specific Learning Disabilities (SLDs)...". Below the header is a bulleted list of points. To the right of the slide is a video feed of a woman, Ms. Noopur Jhunjunwala, speaking. The slide content is as follows:

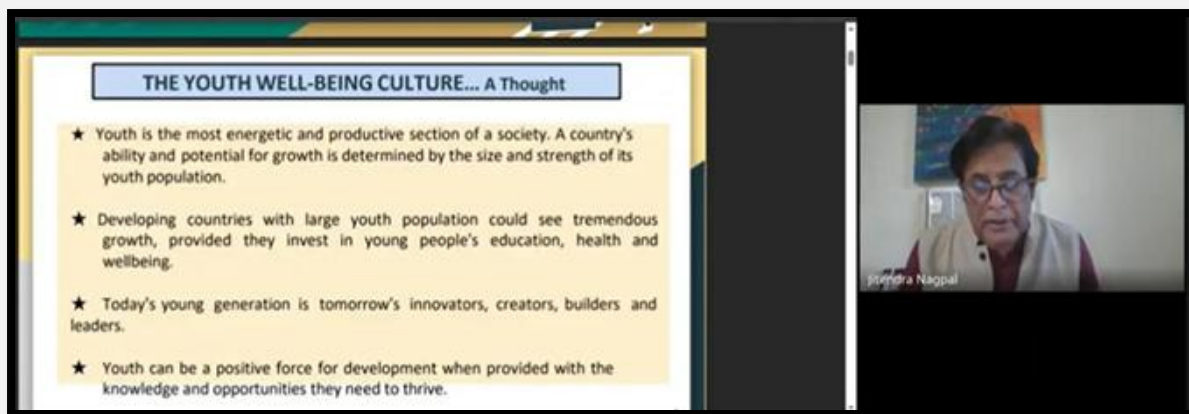
- Includes Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia
- Differences in the way people's brain function, process and learn information
- Individuals with average or above average IQ
- Lifelong condition that runs in families
- Access to accommodations and assistive technologies help individuals excel through their lifetime
- Invisible disability- diagnosed through psychometric testing

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.

### **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 of mental health in higher education. With 360 million students in the age group attending Higher Education Institutions (HEIs), Dr. Nagpal emphasised the opportunity to create campuses that prioritise holistic development, including mental health support. He underscored the interconnectedness of physical, mental, and social health, stressing the need for a comprehensive approach to well-being. Dr. Nagpal highlighted that mental health is not just about the absence of illness but about promoting wellbeing, coping mechanisms, and maximising one's potential. This, he argued, is especially critical during the transition to university, a time when mental health challenges are increasingly prevalent among young people in India.



Dr. Nagpal pointed out that the National Education Policy 2020 provides a foundation for holistic development and wellbeing. He contrasted the structured environment in schools with the more liberal and unstructured setting of HEIs, noting the lack of a bridge between the two. This gap, he observed, contributes to the increasing mental health challenges faced by students. He cited alarming statistics, stating that one out of every ten young people in India requires professional mental health support. Given this, Dr. Nagpal proposed that HEIs could serve as key platforms for promoting care beyond academics and placements, with mental health as a central focus.

A major aspect of Dr. Nagpal's talk was the need to redefine mental health. He presented a revised definition, emphasising wellbeing, resilience, and the ability to maximise one's potential. This perspective shifts away from viewing mental health solely through the lens of illness, to a broader understanding that includes coping strategies and personal growth. He explained that mental health issues are increasingly prevalent during the transition to university life, where the pressure to succeed academically and socially can be overwhelming.

Dr. Nagpal discussed the importance of adopting a lifespan approach to mental health, which considers the various stages of life and the impact of early intervention. He emphasised the

need to understand mental health challenges as not just a short-term issue but as a part of an ongoing process that requires lifelong support and care.

Dr. Nagpal also discussed the growth of mental health research in India. He cited surveys such as the National Mental Health Survey (NMHS) and studies by the Indian Council of Medical Research (ICMR), which highlight the alarming rise in mental health conditions among young people. He connected these trends to factors such as the pervasive influence of social media and the increasing academic and job-related pressures. With academic success and job placements being central to many students' experiences, the stress of meeting these expectations is compounded by a lack of support systems for mental health. Dr. Nagpal shared that this burden has resulted in a tragic rise in suicides among the youth.

In response to these challenges, Dr. Nagpal proposed a four-level framework for promoting positive mental health and wellbeing on campuses. This framework involves fostering a sense of community, identifying and addressing mental health challenges, and creating robust support systems. Central to the approach is the need to prioritise academic success alongside happiness and wellbeing. Dr. Nagpal emphasised the importance of teamwork and collaboration in tackling these issues, with active participation from students, faculty, and families. The framework encourages creating a supportive environment that nurtures resilience and recognises diverse achievements beyond academics.

Dr. Nagpal stressed the critical role that universities play in promoting mental wellbeing. He advocated for the incorporation of wellbeing initiatives into the curriculum and suggested organising wellbeing olympiads and conclaves as platforms for mental health education and awareness. He also proposed greater involvement of families in campus life to help create a more inclusive and supportive environment for students. Dr. Nagpal's vision is to cultivate campuses where mental health is prioritised alongside academic achievement, creating a well-rounded and nurturing environment for students.

Dr. Nagpal concluded by emphasising the growing mental health burden on India's youth population, particularly those ages 10-35. He connected mental health challenges to other non-communicable diseases, such as obesity and diabetes, advocating for an integrated approach to address these interlinked issues. Dr. Nagpal called for early intervention and preventative measures within educational settings, which could help mitigate long-term mental health struggles and improve overall well being.

Through this session, Dr. Nagpal presented a comprehensive approach to addressing mental health in higher education, highlighting the urgent need for systemic change to support students' mental health and wellbeing in the face of growing pressures.



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

### **Prof. Atique Shaikh, Chair NFLP, IIM Jammu**

IIM Jammu has successfully implemented the Nurturing Future Leadership Programme (NFLP) by focusing on leadership development for faculty members at different career stages. IIM Jammu has conducted seven programmes so far, benefiting over 180 faculty from across HEIs. The institute has leveraged various pedagogical methods, including case studies, lived experiences of academic leaders, field-based experiential activities, diagnostic assessment tools, and interactive sessions. Outreach and dissemination efforts have been robust, incorporating personalised email campaigns, social media promotions, website announcements, and collaboration with institutions, active follow-ups through phone calls and social media outreach while leveraging print and media platforms to expand awareness. Additionally, follow-ups through surveys and impact assessments have been instrumental in measuring programme effectiveness and refining future iterations.



Best practices at IIM Jammu emphasise strategic engagement and visibility. Collaboration with institutions and well-structured feedback mechanisms help in refining the programme continuously. Testimonials from participants highlight the programme's success in enhancing leadership skills and fostering a dynamic academic environment. The focus on empowering pedagogy and unlocking leadership opportunities aligns with IIM Jammu's broader vision of creating a pool of competent future academic leaders.

### **Prof. Meenakshi Rawat, NFLP, IIT Roorkee**

IIT Roorkee has successfully conducted four training programmes under the NFLP initiative, benefiting over 108 faculty members from different academic institutions. The programme is structured to enhance academic leadership, crisis management, and institutional development while aligning with the objectives of NEP 2020. Key themes covered include strengthening



research for academia-industry collaboration, conflict management, human values in decision-making, and holistic education. IIT Roorkee employs an experimental and immersive learning methodology, incorporating expert lectures, panel discussions, field visits, and leadership simulations. A unique aspect of the programme is the inclusion of a spiritual and cultural visit to Parmarth Niketan and Haridwar, reinforcing mindfulness and wellbeing in leadership development.

IIT Roorkee's best practices focus on technology-driven academic leadership, collaborative problem-solving, and institutional benchmarking against global best practices. The institute adopts a multi-stakeholder engagement model, involving policymakers, senior academicians, and industry experts to provide diverse insights. Continuous peer learning is encouraged through dedicated WhatsApp groups and structured follow-ups, ensuring the long-term impact of the programme. Feedback mechanisms, participant success stories, and research collaborations contribute to sustainable leadership development, fostering governance improvement and innovation in higher education institutions.

### Entrepreneurship Development in Higher Education Institutions

#### Dr R. Sujatha - Wadhvani Foundation

Dr R. Sujatha 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.

### **Leadership: Capacity Building of Institution and Faculty**

#### **Prof. Bhimaraya Metri, Director IIM Nagpur,**

Prof. Bhimaraya Metri, Director of the Indian Institute of Management (IIM) Nagpur, conducted an insightful session on Leadership: Capacity Building of Institutions and Faculty. In his address, he underscored the critical role of leadership in shaping the academic and administrative frameworks of higher education institutions. He emphasized that strong institutional leadership is fundamental for the advancement of educational institutions, as it directly impacts governance, academic excellence, and overall institutional sustainability.



At the core of his discussion was the concept of academic governance, which he described as a multidimensional structure built on five key pillars: institutional autonomy, funding, quality assessment, institutional governance, and institutional leadership. He elaborated on how these elements collectively determine the efficiency, effectiveness, and adaptability of educational institutions in a rapidly changing academic and technological landscape. Prof. Metri stressed that institutional autonomy is vital for fostering academic freedom, research innovation, and independent decision-making. However, he also pointed out that autonomy must be balanced with robust accountability measures to ensure that

institutions operate transparently and in alignment with national educational goals. In his discussion on institutional leadership, Prof. Metri introduced the multifaceted roles that academic leaders must undertake. He explained that an institutional leader is not just an administrator but also a psychologist, mentor, strategist, facilities manager, and coach. A leader must be able to understand the aspirations and concerns of faculty members, students, and staff while also driving the institution toward academic excellence and societal impact.

He emphasized that leadership in academia is not solely about authority but about influence, vision, and the ability to inspire others toward common goals. To provide a structured framework for leadership development, Prof. Metri introduced the Five-Level Leadership Hierarchy, which serves as a progressive model for nurturing academic leaders at different stages of their careers. The hierarchy comprises: Level 1 – Highly Capable Individual: At this stage, individuals demonstrate high levels of personal competence, contributing effectively to institutional goals through their skills, knowledge, and dedication. Level 2 – Contributing Team Member: Moving beyond individual excellence, professionals at this level work collaboratively within teams, ensuring that their contributions align with collective institutional objectives. Level 3 – Competent Manager: This level signifies individuals who successfully lead teams or departments, efficiently managing resources and responsibilities while fostering a productive work environment. Level 4 – Effective Leader: Leaders at this stage inspire and influence others, setting strategic goals, fostering institutional growth, and guiding faculty and students toward a shared vision. Level 5 – Executive: This is the pinnacle of leadership, where individuals demonstrate transformative leadership qualities. They not only drive the institution's success but also contribute to shaping the broader educational landscape at national and international levels.

The session provided valuable insights into the evolving paradigms of academic leadership and institutional governance. By integrating structured leadership development models, HEIs can create a robust framework for nurturing future-ready academic leaders who can drive meaningful institutional transformations. The discussion underscored the importance of adopting a strategic and visionary approach to leadership, one that aligns with the broader objectives of higher education policy and global best practices. Prof. Metri's insights served as a guide for institutions aiming to enhance their leadership structures and cultivate an ecosystem of excellence, innovation, and inclusive governance.

### **FIP/STP/RC: Status, Best Practices & Recommendations**

**(i) Prof. Nazir Ahmed, Program Director, UGC MMTTC at Kashmir University** presented an overview of the faculty development initiatives at the Center which included 23 online and 12 offline programmes. These programmes focused on key themes such as academic and administrative skills, technological advancements in higher education, AI, cybersecurity, MOOCs, Indian knowledge systems, and leadership development. The training sessions employ interactive pedagogical methods, including case studies, hands-on training, lab visits, and the use of smart boards and online resources. The presence of renowned national and international experts further enriches the sessions, enhancing their overall effectiveness.



Efforts to extend outreach are strengthened through online platforms, allowing for wider dissemination of knowledge. Best practices, such as involving participants in leadership roles, help boost engagement and skill-building. Despite challenges like infrastructural limitations, delays in fund disbursement, and participation constraints, the programmes have achieved significant progress in faculty development. These initiatives demonstrate a strong commitment to improving higher education through continuous learning and skill enhancement.



**(x) Prof. Anand Vardhan Sharma, Program Director, UGC MMTTC at Banaras Hindu**

**University** presented an overview of the MMTTC at the university. The Centre conducted 6 Faculty Induction Programmes (FIPs) with over 190 beneficiaries; 15 NEP Orientation Programmes with over 1300 beneficiaries covering ten themes, 6 Short-Term Programmes (STPs) with over 200 beneficiaries on MOOCs, e-content development, open educational resources (OER), humanities, social sciences, and Indian knowledge systems, as well as 12 Refresher Courses with over 550 beneficiaries in disciplines like Women's Studies, Environmental Studies, and Sociology. Additionally, training was provided for non-academic staff in areas such as communication skills, financial literacy, and sustainability. The programmes emphasise interactive teaching methodologies, including case studies, hands-on training, group discussions, and digital resources. Outreach strategies involve social media promotions, institutional collaborations, and direct engagement through emails and phone calls. Best practices include fostering the use of Learning Management Systems (LMS) like Moodle and SWAYAM, structured curriculum design, and active resource person engagement. Challenges faced include financial constraints, infrastructural limitations, and staffing shortages. A key takeaway was the emphasis on continuous learning and follow-up via WhatsApp groups, ensuring sustained engagement and feedback from beneficiaries.



### Discussion and Wrap-up

The presentation session was followed by an engaging discussion on the challenges faced by various MMTTCs in the Northern region. The forum allowed program directors to openly voice their concerns and suggestions regarding operational challenges and improvement. The session facilitated an open dialogue, allowing Directors to share experiences, highlight difficulties, and propose solutions aimed at enhancing the effectiveness and efficiency of MMTTCs.

One of the key concerns raised was the timely release of funds. Directors suggested that at least 25% of the allocated budget be released quarterly in advance to help Centres manage internal clearances and avoid payment delays. Additionally, they emphasised the need for a biannual All-India MMTTC Directors' Meet to exchange knowledge, experiences, and best practices. Another pressing issue was the registration process for training programmes. Currently, participants register for multiple programmes due to the free registration policy, blocking seats for more committed candidates. To address this, Directors proposed implementing a participation fee of about ₹ 1000.

Concerns regarding travel expenses were also discussed, with Directors requesting that reimbursement be based on actual expenditures to avoid confusion, particularly for last-minute scheduled programmes. Disparities in participant distribution for the NEP Orientation Programme were highlighted, with some Centres experiencing low turnout while others faced overwhelming demand. It was suggested that if registrations exceed 150-200 participants at a Centre, excess participants should be redirected to other Centres to balance the load.

The discussion also touched upon logistical aspects, including hospitality costs for residential



programmes. The existing fixed charge of ₹ 500 per participant was deemed inadequate to cover three meals, and an increase of at least ₹ 1000 was recommended. Directors further suggested that a certain percentage of Short-Term Programmes, Faculty Induction Programmes, and Refresher Courses be made mandatory for offline mode to ensure better engagement and effectiveness.

To improve administration and leadership, Programme Directors recommended the introduction of an induction or training programme for newly appointed Directors. Additionally, they stressed the need for a minimum tenure of one year for Directors to ensure smooth operations and a consistent vision for Centres. Finally, they advocated for the provision of a few ad-hoc positions, such as sweepers and clerical staff, to support MMTTCs in their daily functions.

The session concluded with an acknowledgement of these valuable insights, with an assurance by Dr. J. K. Tipathi, Joint Secretary, UGC, that the concerns and recommendations would be carefully considered for enhancing the efficiency and impact of the Programme. Dr. Tripathi thanked Kumaun University and the organising team for a very fruitful workshop.

With this the workshop was concluded with an acknowledgement and thank you address by Prof. Divya U. Joshi, Director, UGC - HRDC, Kumaun University. She acknowledged the work put in by the organising team and thanked them along with the participants for making this workshop a successful undertaking.

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

- i. Institutions should share genuine, innovative best practices rather than standard practices to encourage meaningful advancements in teacher training.
- ii. Financial accountability and timely fund management are vital to ensure the success of the programme, including the advance quarterly release of funds.
- iii. Promoting research excellence is crucial for academic growth, fostering a culture of inquiry, creativity, and critical thinking rather than focusing solely on output.
- iv. Continuous engagement with faculty is necessary to ensure that training is applied effectively in their roles. Periodic reviews and ongoing support will improve programme outcomes.
- v. Outreach activities should be conducted with both government and private higher education institutions in catchment areas to address low participation.
- vi. Training programmes should be designed to align with the mandates of NEP 2020, and emerging topics such as Indian Knowledge Systems, learning disabilities, mental health and entrepreneurship.
- vii. Selection of resource persons should be done carefully to maintain programme quality and relevance.
- viii. Capacity building programmes should ensure diversity among participants in terms of gender, institutional type, and social background.
- ix. Faculty development is crucial for the education sector, equipping teachers with the necessary skills and knowledge to meet the evolving needs of education systems.
- x. Implementing structured programme registration fees will prevent participants from blocking seats in multiple sessions without commitment.
- xi. There should be clear regulations for the reimbursement of resource persons' travel expenses to prevent confusion, especially for last minute programme schedules.
- xii. If a Centre receives registrations exceeding 150-200 participants for a programme, the excess should be automatically redistributed to other Centres to balance the load.
- xiii. Hospitality charges for residential programmes should be raised from ₹ 500 to at least ₹ 1000 to ensure adequate meal provisions.
- xiv. A portion of Short-Term Programmes, Faculty Induction Programmes, and Refresher Courses should be mandated to be conducted in offline mode to improve engagement.
- xv. Induction training programmes should be introduced for newly appointed Programme Directors to ensure smooth transitions and effective management.

- xvi. Programme Directors should have a minimum tenure of one year to maintain continuity and effective leadership.



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**UGC-MMTTC Northern Zone Regional Workshop**  
**Dates: 28<sup>th</sup> March 2025-29<sup>th</sup> March 2025**  
**Venue: Kumaun University, Nainital, Uttarakhand**

**Program Schedule**

DAY-1: 28-03-2025 (Friday)				
S. No.	Time	Agenda	Resource Person(s)	Mode
1	9:30 – 10:00	Registration	MMTTC, Kumaun University	P
2	10:00 – 10:10	Welcome Address	Prof. Diwan Singh Rawat Vice-Chancellor, Kumaun University	V
3	10:10 – 10:25	Workshop Objectives & Outcomes	Shri Devendra Kumar Sharma Director, MoE	V
4	10:25-11:30		Prof. Manish R. Joshi Secretary UGC	P
Tea Break (11:30 – 12:00)				
5	12:00 – 13:10 (15 min. presentation by each University)	NEP Orientation: Status & Best Practices to Improve Outreach	i. Sri Guru Tegh Bahadur Khalsa College, New Delhi ii. Aligarh Muslim University iii. NIEPA, New Delhi iv. Panjab University, Chandigarh v. IGNOU	P
Lunch Break (13:10 -14:00)				
6	14:00 – 15:00 (15 min. presentation by each University)	FIP/STP/RC: Status & Best Practices to Inspire Young Faculty & Upskill	i. University of Lucknow ii. Kurukshetra University iii. Shri Lal Bahadur Shastri National Sanskrit University iv. University of Kashmir	P
7	15:00 – 15:45	Inclusion of Students with Specific Learning Disability	Ms. Noopur Jhunjhunwala Changeinkk Foundation	V
Tea Break (15:45 – 16:15)				
8	16:15-17:00	Integrated Approach to Promoting Positive Mental Health, Resilience and Wellbeing	Dr. Jitendra Nagpal Senior Psychiatrist & Programme Director, Expressions India	V
9	17:00 – 18:00	Campus Visit		

P-Physical  
V-Virtual

## UGC-MMTTC Northern Zone Regional Workshop

**Dates: 28<sup>th</sup> March 2025-29<sup>th</sup> March 2025**

**Venue: Kumaun University, Nainital, Uttarakhand**

### Program Schedule

<b>DAY-2: 29-03-2025 (Saturday)</b>				
11	09:30 – 10:00 (15 min. presentation by each University)	NFLP/ALP: Status & Best Practices to Identify & Build Future Leaders	i. IIT Roorkee ii. IIM Jammu	P
12	10:00 – 11:00	Entrepreneurship Development in HEIs	Dr. R. Sujatha, Wadhwani Foundation	P
<b>Tea Break (11:00 – 11:30)</b>				
13	11:30 – 12:30	Leadership: Capacity Building of Institution and Faculty	Prof. Bhimaraya Metri, Director IIM Nagpur	V
14	12:30 – 12:45	Status, Best Practices & recommendations	Prof. Anand Vardhan Sharma BHU	P
15	12:45 – 13:30	Review of performance of remaining centers	MMTTC Programme Directors / Coordinators	P / V
<b>Lunch (13:30 – 14:30)</b>				
16	14:30 – 15:30	Discussion and Wrap Up	Participants	P
<b>High Tea (15:30 – 16:00)</b>				

P-Physical

V-Virtual

## List of Participants

## UGC-MMTTCs Northern Zone Regional Director's Workshop

Attendance Sheet (Dated 28-29 March 2025)

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## UGC-MMTTCs Northern Zone Regional Director's Workshop

Attendance Sheet (Dated 28-29 March 2025)

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