

**Report of Regional Workshop for
Malaviya Mission Teacher Training Centres-
North Eastern-Eastern Zones
6th -7th March 2026
at
Central University of South Bihar, Gaya, Bihar**



Index

Session	Theme	Page No.
1.	Background	3
2.	Inaugural Session i. Opening address, Dr Jitendra Kumar Tripathi, Joint Secretary, UGC ii. Welcome address by Prof. Kameshwar Nath Singh, Vice-Chancellor, Central University of South Bihar	3-4
3.	Session 1 on Mental Well-Being & Safe Learning Environments- Dr. Jitendra Nagpal	5-6
4.	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges by Programme Directors	6-11
5.	Session 2 on Equity, Inclusion & Access – Ms Aprajita Singh, ChangeInkk Foundation	11-12
6.	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges by Programme Directors	12-13
7.	Session 3 on Entrepreneurship, Design Thinking & Innovation - Dr. R. Sujatha, Wadhvani Foundation	14
8.	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges by Programme Directors	15
9.	Discussion & Wrap up	16
10.	Valedictory Session	16-17
11.	Key Takeaways	17-19
12.	Glimpses of the Workshop	20
13.	Programme Schedule (Annexure I)	21-22
14.	List of Participants (Annexure II)	23-26

Background

The Regional Workshop of Malaviya Mission Teacher Training Centres (MMTTCs) for the North Eastern-Eastern Zone was held at Central University of South Bihar, from 6th to 7th March 2026. The workshop was organized, 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 16 MMTTCs from the North Eastern-Eastern Zones participated in the workshop along with officials from the Ministry of Education, University Grants Commission, and resource persons from, Expressions India, Wadhvani Foundation & ChangeInk Foundation. The list of participants is provided in Annexure II.

This was the fifth 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, identify region-specific challenges and exchange best practices adopted by MMTTCs in the North Eastern- Eastern 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 2020,

Day 1: 6th March 2026

Inaugural Session



The workshop commenced with a welcome address by Dr. Jitendra Kumar Tripathi, Joint Secretary, UGC, who warmly welcomed the participants and thanked Prof. Kameshwar Nath Singh, Vice-Chancellor of the Central University of South Bihar, for graciously agreeing to host the two-day North Eastern and Eastern Zones Regional Workshop at the University.

Dr. Tripathi then welcomed and introduced his colleagues from the Ministry of Education, and the University Grants Commission. He extended his sincere greetings to all the Programme Directors of the MMTTCs from the North Eastern and Eastern zones for their active participation and dedicated efforts in implementing the Malaviya Mission Teacher Training Programme in the vibrant and strategically important region of the country.

He highlighted the key objectives of the workshop, emphasizing that such meetings are important

as they bring together all centres and provide a valuable platform to review the progress of MMTTP implementation in the region, identify region-specific challenges, share best practices among MMTTCs and institutions, strengthen coordination between institutions and regulatory bodies, and develop actionable strategies to improve participation and programme quality.



Following his address, Dr. Tripathi invited **Prof. Kameshwar Nath Singh** to deliver the inaugural address. In his address, Prof. Singh warmly welcomed all the participants and expressed his gratitude to MoE and UGC for organizing the workshop at the Central University of South Bihar. He described the gathering as an important platform for academic leaders to engage in meaningful dialogue on educational reforms and the pursuit of academic excellence.

He highlighted the transformative impact of the **National Education Policy 2020** on curriculum reform, while emphasizing that curriculum change alone is not sufficient. According to him, the primary objective is to prepare faculty members who can embody and effectively transmit the spirit, purpose, and philosophy of NEP 2020 in the classroom. He described the participants as academic and community leaders who share a common commitment to strengthening academic quality and educational outcomes.

Prof Singh also differentiated between academic leadership and political leadership, noting that while political leaders create followers, academic leaders are responsible for nurturing and developing more academic leaders. He stressed that the true purpose of education goes beyond financial success and focuses on “mind-making”—the cultivation of responsible citizens who prioritize societal and national welfare. He further emphasized the importance of collaborative efforts among institutions, encouraging centres to share their strengths, learn from one another, and collectively address existing challenges.

Following the inaugural address, the ceremonial lighting of the lamp marked the formal opening of the workshop, which was followed by the singing of Vande Mataram.





The inaugural session was followed by brief self-introductions from all participating Programme Directors, providing an opportunity for them to share their institutional backgrounds, experiences, and priorities related to the programme.

Session 1: Mental Well-Being & Safe Learning Environments - Dr. Jitendra Nagpal, Sr. Psychiatrist, Expressions India



Dr. Jitendra Nagpal delivered an enriching online lecture highlighting the growing importance of mental health, resilience, and well-being among students and academic communities. He emphasized that mental health has become a national priority and that the Government of India is taking this matter seriously. He informed that the UGC has recently issued Universal Mental Health Guidelines, which have been placed in the public domain and feedback has been invited from universities. He also noted that the Supreme Court of India has intervened in this matter and urged educational institutions to strengthen mental health support systems.

Dr. Nagpal stated that mental health is not simply the absence of illness, but a state of well-being in which individuals are able to manage life's stresses, recognise their potential, work effectively, and contribute meaningfully to society, in line with the World Health Organization's definition (WHO, 2022). Given that India has one of the world's largest youth populations in the 18–30 age

group, safeguarding their emotional and psychological well-being is vital for the country's development.

He noted that nearly 10–12% of young people experience diagnosable mental health conditions, such as depression and anxiety. He further highlighted concerns related to academic pressure, relationship issues, family expectations, lifestyle disorders, and technology addiction, which are increasingly affecting students. Data also indicates that mental health challenges and suicides are rising among postgraduate and research students, underscoring the need for stronger institutional support mechanisms.

Dr. Nagpal stressed that universities must create a supportive ecosystem for mental wellness, involving faculty members, students, families, and administrative staff. Institutions should establish wellness centres, counselling services, and regular awareness programmes to help identify early warning signs and provide timely support.

He also recommended integrating life skills education, resilience building, and emotional well-being into academic environments. Initiatives such as mentoring systems, peer support groups, workshops, creative activities, and campus wellness programmes can help foster a positive and inclusive campus culture.

In conclusion, Dr. Nagpal emphasized that promoting mental health requires a holistic approach involving awareness, prevention, early identification, and community participation, ensuring that educational institutions become such spaces that nurture not only academic excellence but also the overall well-being and happiness of students and staff.

Sharing of Programmes Status, Best Practices to Improve Outreach & Challenges

Prof. Ajay Kumar Singh, Deputy Director, Assam University

Prof. Singh highlighted the rapid growth and significant contributions of the MMTTC- Assam University since its establishment in September 2023. He emphasized that centre focuses on enhancing the professional competencies of teachers, researchers, and non-academic staff through a range of training programmes aligned with the objectives of NEP-2020.

Over the past three academic years, the centre has conducted 46 programmes, benefiting more than 4,400 participants from diverse regions and institutions. In the current academic year 2025–26, 28 programmes have already been completed, benefiting 2,840 participants.

The best practices of the MMTTC includes interdisciplinary programme design, innovative pedagogy, outcome based teaching and emerging themes such as Artificial Intelligence, mental health, and sustainability. The programmes are delivered through flexible modes, including online, offline, and hybrid formats, to ensure wider participation.

The MMTTC has also fostered national academic collaboration, engaging more than 550 expert resource persons, thereby promoting knowledge exchange and capacity building. The training programmes incorporate interactive teaching–learning methods, such as discussions, workshops, case studies, and collaborative learning activities.

Despite challenges such as connectivity issues, limitations in digital infrastructure in the region, and the need to balance academic workloads, the MMTTC continues to strengthen higher education through quality professional development programmes and effective implementation of NEP-2020.

Prof. Atul Aditya Pandey, Programme Director MMTTC- Patna University

Prof Pandey reported that during FY 2025–26, a total of 16 online programmes and 1 offline programme were conducted with 997 and 76 participants respectively. The programmes adopted diverse pedagogical approaches such as online, offline and hybrid lectures, flipped assignments, projects, discussions, and interactive learning, with participants presenting summaries after each session. Key best practices included collaborations with colleges, PG departments and institutes, formal meetings with heads of institutions at the beginning of sessions, regular updates to participants regarding upcoming courses, support from print and electronic media for disseminating MMTTC activities, participation of faculty across 20 States/UTs in FIP/RC/STC programmes, and sharing activity reports through the newsletter of Patna University. However, challenges highlighted included inadequate infrastructure such as the lack of dedicated buildings, guest houses, ICT labs and smart classrooms and staff shortages. Suggestions included enhancement of staff salaries, an increase in honorarium for course coordinators, and provision of honorarium for in-charge programme directors and deputy directors who perform these responsibilities in addition to their regular duties.

Prof. Mrinalini Pandey, Programme Director MMTTC- Indian Institute of Technology (ISM) Dhanbad

Prof Mrinalini shared key initiatives and achievements and noted that during FY 2025–26, a total of 20 online, 3 offline, and 3 hybrid programmes were conducted with 2088, 151, and 545 beneficiaries respectively. The pedagogy adopted includes outcome-based and learner-centric teaching methodologies, including practical sessions for applying concepts in real scenarios, group discussions, peer interaction, collaborative tasks, open Q&A sessions, and regular communication with beneficiaries. Key best practices included organizing theme-based and interdisciplinary programmes aligned with the objectives of NEP 2020, providing timely responses to participants' queries and grievances, incorporating feedback to improve future programmes, and creating dedicated WhatsApp groups to facilitate academic exchange. The centre also follows a systematic process of feedback collection and impact assessment to evaluate improvements in faculty' knowledge, skills, and attitudes after training programmes. The major challenge highlighted was difficulty in ensuring active participation in online mode. She suggested making participation in such programme's mandatory through UGC, increasing remuneration for resource persons and coordinators, and enhancing hospitality charges for residential programmes.

Prof K Robin, Programme Director MMTTC- Mizoram University

Prof K. Robin reported that during FY 2025–26, a total of 22 online and 10 offline programmes were conducted with 1821 and 597 participants respectively. The pedagogy adopted included the use of PowerPoint, Zoom, case studies, and smart classroom methods, along with thematic areas such as Tribal Studies, Gender Studies, and practical sessions on Disaster Management. He shared some practices being adopted like maintaining status reports of all programmes, collecting post-training feedback, wide advertisement of programmes, timely payment of honorarium to resource

persons, distribution of course and resource person certificates within three days, 24×7 support for participants, timely submission of annual Utilization Certificates, and regular updating of the office website and the MMTTC portal. He also emphasized aligning its functions with global digital standards through strategic computerization to support modern learning pedagogies and remote accessibility, and proposed developing a digital post-training feedback system to capture inputs from trained teachers, students and institutional heads in order to evaluate the long-term impact of training programmes. ICT tools such as Moodle, Google Forms, Google Sheets and Microsoft Power BI are being used to support learning management, data collection and reporting.

Dr Nandan Bhattacharya, Deputy Director, MMTTC- Jadavpur University

Dr. Nandan Bhattacharya highlighted the activities and reported that 11 online and 2 offline programmes have been conducted with 877 and 63 participants respectively. The programmes include contemporary themes such as mental health, stress management, Bharatiya Nyaya Sanhita, and Indian Knowledge Systems, with expert participation from institutions such as NIMHANS. Special emphasis is placed on integrating IKS and NEP 2020 themes across Faculty Induction Programmes, Refresher Courses, and Short-Term Programmes.

The programmes follow experiential and participatory pedagogical approaches, including case studies, field visits, collaborative projects, micro-teaching, seminar presentations, and group-based research assignments. Activities such as social surveys and academic study tours are incorporated to promote experiential learning and enhance critical thinking among participants. As best practices, the centre highlighted its focus on counselling and stress management sessions, survey-based group projects, and continuous feedback collection to redesign courses and improve programme delivery. The centre has also contributed to academic knowledge dissemination through edited volumes published with Routledge India based on lectures delivered in MMTTC programmes.

The centre also highlighted several challenges, including a gap between course registration and attendance, a growing preference for online programmes over offline courses, and also often universities/ college authorities are reluctant in giving on-duty leave to faculty members to attend offline programmes. He suggested to introduce a nominal application fee to ensure commitment, encourage offline participation for more effective learning, and allow Ph.D. scholars to participate in training programmes as future faculty members.

Dr. Quendarisa Kharbuli, Programme Director, MMTTC-North Eastern Hill University, Shillong

Dr. Kharbuli presented a comprehensive overview of the MMTTC activities for 2025–26, highlighting that the MMTTC successfully conducted 20 online and 5 offline programmes with 1,146 and 300 participants respectively, all aligned with NEP 2020. The presentation highlighted the use of advanced pedagogy including smart boards, AI tools, Zoom whiteboard, Moodle LMS, and software like Jamovi, along with interactive methods such as role play, cooperative learning, and sustainability-focused research. Blended learning was effectively implemented through Moodle, with AI tools supporting lesson planning, assessment, and discussions. Key best practices included attendance tracking via Zoom integrated with Moodle logs, structured peer learning through grouping of participants, use of breakout rooms, SDG-based spot activities, and

role plays. Evaluation and reflective learning were strengthened through Moodle-based assignments, group work, and presentations, ensuring active engagement and continuous learning among participants.

Despite infrastructure readiness and high participant satisfaction (above 90%), challenges remain in funding delays, faculty participation, and institutional support.

Dr. Sanjoy Kumar Parida, Programme Director, MMTTC-Indian Institute of Technology Patna

Dr. Parida informed that the centre conducted 19 programmes during the year, benefiting 1,825 participants. The programmes incorporated several innovative practices aimed at improving teaching quality and academic leadership in higher education. These included the integration of the Outcome-Based Education framework in Faculty Development Programmes and the promotion of interdisciplinary and multidisciplinary course design. Training modules also incorporated elements of the Indian Knowledge System and curriculum benchmarking with leading IITs and other national institutions. The centre adopted blended and flipped classroom models and organized hands-on workshops on experiential and project-based learning. Faculty members were trained in rubric-based and continuous assessment methods, along with the use of case-based teaching approaches and simulation tools. Emphasis was also placed on strengthening academic mentoring and faculty advisory systems. Extensive use of Learning Management Systems and AI tools for content creation, assessment, and analytics was highlighted. The programmes were delivered in hybrid mode with recorded sessions available for asynchronous access. Workshops on research methodology and academic writing were also conducted, while pre- and post-training assessments were used to measure programme impact. Real-time attendance monitoring, digital documentation, and integrated communication systems such as WhatsApp, email, and institutional portals further supported programme implementation.

Dr. Rajeev K. Doley, Programme Director- Tezpur University:

Dr. Rajeev K. Doley reported that the centre conducted 11 online and 2 offline programmes, benefiting 757 and 48 participants respectively. The centre highlighted several best practices, including the maintenance of continuous interactive platforms through social media networks with instant response mechanisms for participants. Efforts were made to create a welcoming and supportive learning environment, particularly during offline programmes, where participants were also given access to university facilities such as computing and library resources. The programmes emphasized inclusive and collaborative learning through interactive sessions and group activities, while trilingual interaction in English, Hindi, and regional languages was facilitated whenever required. Participants were also provided handholding support in adopting innovative pedagogical techniques and completing assignments. Instant feedback was collected through social media platforms, and post-programme feedback was gathered through Google Forms using a Likert scale to assess the impact of the programmes. However, certain challenges were noted, including geographical constraints that affect participation in offline programmes and difficulties in monitoring participant attendance during online sessions. It was suggested that a proctored attendance system similar to the software used by IIT Ropar may be introduced for online programmes, and that the MMTTC portal should facilitate bulk uploading of certificates

instead of the current one-by-one uploading process.

Prof. Bhaben Tanti, Programme Director, Gauhati University:

Prof. Bhaben Tanti highlighted that the centre conducted 29 online and 6 offline programmes during the period, benefiting 2,940 and 247 participants respectively. The centre emphasized the use of contemporary and outcome-based teaching methodologies, including ICT-integrated lectures, flipped classrooms, blended learning models, and competency-based instruction. Faculty participants were trained to effectively utilize Learning Management Systems, multimedia presentations, virtual laboratories, and open educational resources to enhance classroom engagement and teaching effectiveness. Case study-based learning was also extensively used to connect theoretical concepts with real-life academic and administrative contexts. Among the best practices highlighted were hybrid programme delivery supported by LMS platforms, recorded lectures for flexible access, and the use of interactive pedagogies to promote active learning. Structured feedback mechanisms and periodic review by the Academic Advisory Committee were used to ensure continuous quality improvement in programme delivery. However, a major challenge identified by the centre was the reluctance of some heads of institutions to grant duty leave to faculty members to attend offline programmes, often encouraging them to opt for online participation instead, which in turn affects the level of engagement and participation in offline training programmes.

Day 2: 7th March 2026

Sharing of Programmes Status, Best Practices to Improve Outreach & Challenges

Prof. B. Anjan Kumar Prusty, Deputy Director, MMTTC -Berhampur University

Prof. B. Anjan Kumar Prusty informed that the MMTTC at Berhampur University is a newly established centre, notified on 5th September 2023. He reported that during FY 2025–26, the Centre conducted 3 online and 2 offline programmes with 214 and 87 participants, respectively. The pedagogy adopted included blended learning (25% online content with the rest through face-to-face interaction), experiential and collaborative learning, project- and problem-based activities, simulations, and the use of MOOCs and advanced ICT tools such as ONOS and Turnitin, along with citizen science portals like e-Birds and iNaturalist. Best practices included wider outreach through institutional networks and trainee WhatsApp/email groups, hands-on sessions on developing MOOCs and e-content, involvement of resource persons from national institutions, integration of Indian Knowledge Systems modules on themes such as traditional ecological knowledge, natural resource management, and natural farming, as well as inclusion of programme reports in the university newsletter and a focus on interdisciplinary refresher courses. Feedback from participants is regularly collected through Google-based forms, and repeat registrations indicate strong programme impact. However, the centre highlighted challenges such as the absence of regular programme directors and faculty, difficulty in ensuring adequate participant numbers due to limited recruitment in state universities, lack of synchronization between registration and participation, delays in fund release, constraints related to PFMS-based fund

transfer, and the absence of a dedicated ICT lab.

Session 2: Equity, Inclusion & Access - Ms. Aparajita Singh, ChangeInk Foundation

The screenshot shows a presentation slide with the title "SLDs struggle with daily life..." in a red box. Below the title are six boxes, each describing a challenge:

- Poor self-esteem:** Judgements about IQ based on reading & writing capabilities, spark emotions and frustrations.
- Gap in oral and written performance:** They are good communicators but poor in writing skills.
- Memory challenges:** Can easily forget tasks and deadlines, especially when provided multiple instructions at once.
- Slow processing:** Generally, take longer to process information, reading, writing.
- Sensitive to over-stimulation:** Struggles with concentrating due to movement, sound, light.
- Difficulties in planning:** Dyslexics often struggle with time management, which impacts their ability to plan tasks and manage deadlines.

On the right side of the slide, there is a video feed of Ms. Aparajita Singh, who is speaking. Her name "Aparajita Singh" is visible at the bottom of the video frame.

***Ms. Aparajita Singh conducted the session on behalf of Ms. Noopur Jhunjhunwala.**

Ms. Aparajita Singh resource person from ChangeInk foundation delivered an insightful lecture on **equity, inclusion and access in Higher Education**, focusing on the needs of students with **Specific Learning Disability** and Conditions such as Dyslexia, Dyscalculia, Dysgraphia, and Dyspraxia were highlighted, with dyslexia accounting for approximately 80% of cases. She highlighted that a significant proportion of the population may have such learning differences, though many remain unidentified due to lack of awareness and support systems. The session emphasized that students with specific learning disabilities often possess strong abilities in areas such as innovation, problem solving, visualization and communication, and can contribute significantly to economic growth and innovation if provided appropriate academic support. She explained that these disabilities affect literacy skills rather than intelligence and are lifelong but often invisible in nature. The lecture also discussed common challenges faced by individuals with SLDs, such as low self-esteem, memory difficulties, heightened sensitivity to stimuli, slow information processing, difficulties in planning, and inconsistencies in written and spoken communication, which may impact their confidence and participation. Furthermore, she highlighted the remarkable achievements of individuals with dyslexic thinking, emphasizing their capacity for innovation and contributions at a global level. Ms. Aparajita stressed the need for Higher Education Institutions to build inclusive systems through accessible admission processes, academic accommodations, counselling and mentoring support, assistive technologies, flexible evaluation methods and supportive campus environments. She further noted that national agencies and policies encourage institutions to adopt inclusive practices such as providing extra time in examinations, scribes, accessible learning materials and appropriate academic support mechanisms to ensure equitable participation and success of students with learning disabilities.

Prof. Anjan Chakrabarti, Programme Director, MMTTC -University of North Bengal

Prof. Anjan Chakrabarti informed that a total of 12 programmes were conducted during FY 2025–26, with 891 beneficiaries. He highlighted several best practices adopted by the centre, including

the use of interactive panels and PTZ cameras, which made hybrid programmes successful. Google Workspace was used for programme management, and participants were required to keep their video on during the sessions. Real-time attendance was maintained, and regular updates regarding hours spent in the programme were shared through WhatsApp groups. Group activities were conducted in all programmes, including the introduction of speakers, preparation of day-to-day reports, consolidated reports, and online group photographs. All lectures were recorded under a standard Creative license and stored in a repository. He suggested that a research component with special emphasis on region-specific outcome evaluation may be incorporated into the programmes. He also proposed that a one-time grant be allocated to establish a cloud-based laboratory to support both offline and online courses.

Prof. Sudesh Kumar Sahu, Programme Director, Ranchi University

Prof. Sahu noted that the centre conducted 6 online programmes with 232 participants and 7 offline programmes with 242 participants. He further stated that none of the programmes were conducted in critical focus areas such as Curriculum Review & Updation, Pedagogy, Assessment & Student Support, and Research & Innovation Culture. The centre adopted several best practices, including the micro-teaching method, project-based learning, and participant presentations. Participants were divided into small groups, assigned projects, and assessed on the spot. Problem-solving activities were also conducted to promote active learning. The centre encouraged interactive learning through question-and-answer sessions after each class, enabling participants to seek clarification from experts. Additionally, online videos and podcasts were shared to support course content. Role-play activities on social issues, gender issues, and environmental issues were also organized. Experts from diverse fields were invited to share their knowledge and experiences, enriching participants' perspectives. He suggested that the centre be provided with a grant for digital infrastructure upgradation, including the establishment of a smart classroom, implementation of a Learning Management System, integration of AI tools, and the setting up of a recording studio to enhance the teaching–learning experience.

Dr. Tarun Kumar Tyagi, Programme Director, MMTTC- Central University of South Bihar

Dr. Tyagi, stated that the centre conducted 8 programmes during FY 2025–26 with 608 participants. Various pedagogical approaches were adopted, including assignments, projects, discussions, and interactive learning activities. Participants were also required to summarize the presentations after each session to reinforce learning. The centre followed several best practices, such as providing clear guidelines before the start of the programme, creating WhatsApp groups for each programme for quick communication, encouraging open interaction during sessions, and sharing learning materials with participants. Resource persons were selected from across the country, representing different regions from East to West and North to South, and care was taken to ensure no repetition of resource persons within the same programme. Sessions on Bhartiya Nyaya Samhita and Mental Health & Well-being were also organized. However, the centre faced several challenges, including lack of proper infrastructure to conduct offline programmes, such as guest house facilities and ICT laboratories, as well as a shortage of staff. He also highlighted the difficulty in ensuring a balanced workload for the Programme Director for the smooth and

effective conduct of programmes.

Prof. Lakshminarayan Satpati, Programme Director – MMTTC-University of Calcutta

Prof Satpati highlighted the achievements of the MMTTC and reported that 11 online programmes and 1 offline IKS programme, with 576 and 59 participants respectively have been conducted. He stated that the programmes were designed around emerging issues of relevance to Higher Education Institutions. The expected learning outcomes are discussed with the participants before the start of the programme, and resource persons were selected based on their recognized expertise and visibility in their respective fields. The sessions were conducted in a participatory and interactive manner. WhatsApp groups were created for regular communication with participants, and Google Classroom was used to share resources and monitor attendance. The MMTTC also emphasizes continuous follow-up through feedback collection and review meetings to assess impact. Prof Satpati suggested that UGC–MMTTC officials may undertake periodic visits to the centres to review progress, oversee implementation, address financial matters, provide suggestions, and redress any grievances.

Session 3: Entrepreneurship, Design Thinking & Innovation Dr. R. Sujatha, Wadhvani Foundation



“ If you can imagine it, you can innovate it.”

Dr. R. Sujatha resource person at the Wadhvani Foundation, delivered an engaging lecture on Entrepreneurship, Design Thinking, and Innovation and highlighted the need for higher education institutions to transform classrooms into spaces that nurture creativity, problem-solving, and real-world application of knowledge. She explained that innovation is not merely about creating something entirely new, but about identifying problems, understanding user needs, and developing meaningful solutions that create value for society. Innovation, according to her, often emerges from observing everyday challenges, questioning existing practices, and redesigning products, processes, or services to make them more effective and user-centric.

Dr. Sujatha further elaborated that entrepreneurship is primarily a mindset rather than only the creation of businesses. It involves the ability to recognize opportunities, experiment with ideas, take calculated risks, and convert innovative ideas into sustainable solutions that generate social, economic, or technological impact. She stressed that entrepreneurship education should encourage students to move beyond theoretical learning and engage in problem identification,

idea generation, prototyping, and testing solutions.

Introducing the concept of design thinking, she described it as a structured approach that supports innovation by focusing on human needs and real-world contexts. The design thinking process, she explained, includes stages such as empathizing with users, defining the problem clearly, generating ideas through brainstorming, developing prototypes, and testing solutions for improvement. Through examples and interactive exercises, she illustrated how even complex problems can be addressed by breaking them down into user-centered solutions.

Dr. Sujatha encouraged MMTTCs to integrate entrepreneurship and innovation into their teaching by adopting project-based learning, interdisciplinary collaboration, and experiential learning approaches. She emphasized that teachers play a critical role as facilitators and mentors who inspire curiosity, critical thinking, and creativity among students. The session concluded with a discussion on practical strategies for embedding entrepreneurial thinking in academic programmes so that institutions can foster innovation-driven learning environments aligned with the vision of future-ready higher education.

Prof. Mrinalini Pandey, Programme Director -Indian Institute of Technology (ISM) Dhanbad (NFLP)

Prof. Mrinalini Pandey stated that 3 NFLP programmes were conducted with 71 participants. The pedagogical approaches included teaching through audio-video presentations, hands-on training, and practical sessions for applying concepts in real scenarios. Case studies focusing on real academic and institutional situations were discussed, along with interactive learning methods such as group discussions, peer interaction, collaborative tasks, and open Q&A sessions to encourage active participation. As part of best practices, laboratory visits were organized to enable participants to observe advanced research facilities and innovative technologies and to better understand research management. The institute also ensured timely responses to participants' queries and facilitated redressal of their concerns. In addition, field visits were organized, including mines visit to understand the functioning of mining operations and a visit to the Maithon Dam, an extraordinary engineering feat considered a marvel of engineering. However, certain challenges were noted, including difficulty in ensuring active participation due to limited awareness among faculty members and an implementation gap in applying the training outcomes at their parent institutions because of bureaucratic and structural limitations.

Prof. Dharen Kumar Pandey, Programme Director, Indian Institute of Management, Sambalpur (NFLP)

Prof Pandey informed that the centre started its programmes under the Malaviya Mission Teacher Training Programme in the academic year 2024–25. He reported that in the current FY 2025-26, 2 NFLP programmes were conducted with 33 participants. A notable initiative of the centre is the NEP-aligned Leadership Programme, where innovative teaching approaches have been introduced, including the integration of Artificial Intelligence in classroom teaching. The programme incorporates approximately 20% AI-enabled teaching components, where case studies are first discussed in an AI-supported system that evaluates student performance, followed

by faculty-led discussions to reinforce learning. The training methodology emphasizes team-oriented discussions, technology-enabled learning tools such as MATLAB, and AI-based evaluation systems that assess participant engagement on a graded scale.

The centre also places emphasis on continuous engagement and feedback mechanisms, including the use of WhatsApp groups for each programme batch and follow-up interactions with participants after six to nine months to assess how the training has been applied in their professional roles. Feedback and testimonials from participants are collected to evaluate programme effectiveness. However, the centre highlighted several challenges, particularly last-minute cancellations and non-participation by registered participants, which sometimes leads to the cancellation of programmes due to insufficient enrolment. To address this issue, the centre suggested introducing a penalty mechanism for last-minute withdrawals by participants as such cancellations negatively affect programme planning and resource utilization.

Discussion and Wrap up

The presentation session was followed by an engaging discussion on the challenges faced by various MMTTCs in the North Eastern -Eastern Zones. The session was led by Dr Jitendra Kumar Tripathi, Joint Secretary UGC. The forum allowed program directors to openly voice their concerns and suggestions regarding operational challenges and improvement. The session facilitated an open dialogue, allowing Programme Directors to share experiences, highlight difficulties, and propose solutions aimed at enhancing the effectiveness and efficiency of MMTTCs.

Dr Tripathi expressed appreciation to all Programme Directors for their active participation and informative presentations during the workshop. He noted that several useful suggestions had emerged which would be duly examined and taken forward for further discussion at the policy level.

He expressed his appreciation for the Vice Chancellor, Programme Director MMTTC- Central University of South Bihar and the organizing team for conducting a productive, fruitful and meaningful workshop.

Valedictory Session

The discussion session was followed by the valedictory session, which was moderated by Dr. Pragya Gupta, Assistant Professor at the Central University of South Bihar. She invited Prof. Mrinalini Pandey, Programme Director from Indian Institute of Technology (ISM) Dhanbad, and Prof. Atul Aditya Pandey from Patna University to share feedback on behalf of the participants.

Prof. Mrinalini Pandey stated that she had been given the responsibility to speak on behalf of all the Programme Directors. She remarked that the success of any programme depends on commitment, communication, and compassion, and all these elements were clearly reflected in the workshop. She observed that the workshop felt less like a formal professional gathering and more like a collaborative and engaging academic interaction. Participants were able to communicate openly, raise important issues, and receive valuable suggestions that they could implement in their respective institutions. She expressed her gratitude to the organizing team and especially acknowledged Dr Tarun Kumar Tyagi and Dr. Pragya Gupta for demonstrating excellent leadership and coordination in organizing the workshop.

Prof. Atul Aditya Pandey expressed his sincere thanks to the UGC and the MoE for organizing such a productive workshop with many valuable takeaways. He noted that the sessions provided an opportunity to learn from fellow Programme Directors, particularly about innovative practices and the use of technology to make training programmes more engaging and effective. He added that many of these ideas would certainly be implemented in their respective institutions.

During the ceremony, the Hon'ble Vice-Chancellor, Prof. Kameshwar Nath Singh, presented mementos to all the participants as a token of appreciation.

In his closing address, Prof. Singh encouraged participants to take forward the positive learnings from the workshop and implement them in their respective institutions. He highlighted that meaningful collaboration among academic leaders is essential for bringing qualitative improvements in academic excellence. Referring to the well-known thought that *“coming together is a beginning, staying together is progress, and working together is success,”* he emphasized that the spirit of teamwork demonstrated during the workshop reflects the collaborative vision of the National Education Policy 2020. He also noted that workshops do not end with their closing sessions; rather, they generate new ideas and provide valuable insights for future initiatives.

The workshop concluded with a vote of thanks by **Dr. Tarun Kumar Tyagi** Programme Director, MMTTC-Central University of South Bihar who acknowledged the support of the MoE and UGC in organizing the workshop. He also appreciated the efforts of the organizing team and thanked all participants for their active engagement, which made the workshop a successful and meaningful academic event.



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

- Centres were advised to maintain strong coordination with their host institutions, particularly with finance and administrative sections, to ensure smooth programme

implementation and financial management.

- Emphasis was placed on financial discipline, stating that expenditure for each programme must strictly follow the budget provisions specified in the guidelines. Any excess expenditure beyond the approved limits may not be reimbursed and may need to be adjusted or refunded during the settlement of accounts with UGC.
- To enhance institutional participation, it was suggested that Vice-Chancellors and State-level leadership be actively engaged. UGC may convene a meeting of the Chairman, UGC and the Secretary, Higher Education with Vice-Chancellors across the country to encourage them to nominate faculty members for programmes under the Malaviya Mission Teacher Training Programme.
- Regarding registration fees, it was recalled that earlier workshops had recommended no fee; however, a nominal fee of ₹500 was later considered for offline programmes. Concerns were raised about participant commitment and financial management, and it was suggested that the fee structure may be reconsidered to ensure seriousness of participation while keeping the process administratively feasible. It was also reiterated that any registration fee collected cannot be utilized by MMTTCs for operational or other expenditures. As per General Financial Rules (GFR), such fees must be remitted to the Consolidated Fund of the Government of India.
- Participants highlighted the issue of last-minute cancellations in offline programmes, which often results in the cancellation of events due to insufficient participants. It was suggested that an accountability mechanism or penalty provision for participants or sponsoring institutions may be considered to address this issue.
- The appointment of regular faculty in MMTTCs was discussed. It was clarified that since the programme is a scheme-based initiative currently sanctioned up to 31st March 2026, regular appointments under the Scheme are not possible.
- Regarding honorarium for Course Coordinators and Programme Directors, it was noted that the matter had been raised earlier and will again be placed before the review committee. While some members felt that academic activities should be undertaken without honorarium, it was also acknowledged that some form of compensation may be necessary to ensure effective programme implementation.
- Concerns were raised regarding the travelling allowance for participants in offline programmes. It was clarified that while training and boarding expenses are provided, travel arrangements or additional financial support may not be feasible within the framework of the scheme.
- As the financial year is nearing closure, all centres were requested to reconcile their accounts promptly, clear pending liabilities, and inform UGC of their exact fund requirement or surplus funds within the stipulated timeline so that resources can be utilized effectively before the close of the financial year.
- Participants were informed that the Review Committee on MMTTP is reviewing the Components under MMTTP, and some components like NEP may be integrated into other Components. Updated guidelines and funding patterns are expected to be released shortly.
- MMTTCs were encouraged to remain prepared for the next phase of the Scheme, and it was assured that further clarity regarding guidelines, programme structure, and funding will be communicated once the Ministry and UGC finalize the revised framework.

- It was suggested that a structured mechanism for periodic assessment and accreditation of UGC-MMTTCs be introduced to ensure sustained quality enhancement and institutional accountability.
- A request was made to introduce a bulk uploading facility for certificates on the MMTTC portal to improve administrative efficiency.
- It was proposed that a pool of faculty members trained under NFLP be created so that they may be assigned leadership or mentoring responsibilities within their institutions.
- It was also suggested that MMTTCs other than IITs and IIMs may be given the opportunity to conduct Nurturing Future Leadership programme. It was clarified that this is a policy decision and the matter may be placed before the review committee.
- MMTTCs informed that the tenure of the UGC nominee for the Academic Advisory Committee in some centres is nearing completion. Centres were advised to send a formal request to UGC for the nomination of new members.
- It was suggested that Programme Directors should also be allowed to take academic sessions in the training programmes conducted by their centres.
- Noting that some centres have conducted very few programmes, MMTTCs were encouraged to intensify their efforts and increase the number of training programmes organized.
- It was noted that some centres lack adequate infrastructure such as guest houses and other facilities required for organizing offline programmes. It was suggested that in the next phase of the scheme, such centres may not be allotted offline programmes.

Glimpses of Workshop



MMTTCs North Eastern -Eastern Zone Regional Workshop

Dates: 6th-7th March 2026

Venue: Central University of South Bihar, Gaya

Programme Schedule

DAY-1: 6.03.2026 (Friday)				
S. No.	Time	Agenda	Resource Person(s)	Mode
1	9:30 am – 10.00 am	Registration	MMTTC, Central University of South Bihar	P
2	10:00 am – 10:15 am	Welcome Address	Prof. Kameshwar Nath Singh Vice-Chancellor, Central University of South Bihar	P
3	10:15 am – 10:30 am	Workshop Objectives & Outcomes	Dr. Jitendra Kumar Tripathi Joint Secretary, UGC	P
4	10:30 am – 11:30 am	Mental Well-Being & Safe Learning Environments	Dr. Jitendra Nagpal, Sr. Psychiatrist, Expressions India	V
Tea Break (11:30 am – 12:00 pm)				
5	12:00 pm – 1:00 pm (15 min. presentation by each University)	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges	i. Assam University, Silchar ii. Patna University, Patna iii. Indian Institute of Technology (ISM), Dhanbad iv. Mizoram University, Aizawl	P
Lunch Break (1:00 pm -2:00 pm)				
6	2:00 pm– 3:00 pm (15 min. presentation by each University)	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges	i. Jadavpur University ii. North-Eastern Hill University iii. Indian Institute of Technology Patna, Patna iv. Tezpur University	P
7	3:00 pm– 4:00pm (15 min. presentation by each University)	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges	i. Gauhati University ii. Berhampur University iii. University of North Bengal iv. Ranchi University	P

Tea Break (4:00 pm – 4:30 pm)

8	04:30 pm-5:30 pm	Equity, Inclusion & Access	Ms. Noopur Jhunjhunwala, ChangeInkk Foundation	V
9	5:30 pm – 6:00 pm	Campus Visit -----		

P-Physical
V-Virtual

DAY-2: 7-03-2026 (Saturday)

10	09:00 am– 9:30 am	Registration	MMTTCs	P
11	9:30 am – 10.00 am (15 min. presentation by each University)	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges	i. Central University of South Bihar ii. University of Calcutta	P

Tea Break (10:00 am – 10:30 am)

12	10:30 am – 11.30 am	Entrepreneurship, Design Thinking & Innovation	Dr. R. Sujatha, Wadhvani Foundation	V
13	11:30 am – 12.00pm (15 min. presentation by each University)	Sharing of Programme Status, Best Practices to Improve Outreach & Challenges (NFLP Centres)	i. Indian Institute of Technology (ISM) , Dhanbad ii. Indian Institute of Management, Sambalpur	P
14	12:00 PM – 12.30 pm	Discussion and Wrap Up	Participants	P

Valedictory Session (12.30 PM - 1.00 PM)

Lunch Break (1:00 pm – 2:00 pm)




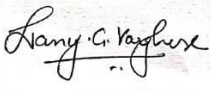
P-Physical
V-Virtual

Day 1 (6th March 2026)

Regional Workshop
Malaviya Mission Teacher Training Centres (MMTTCs) of East and North-Eastern Zone
Central University of South Bihar, Gaya
(6th March - 7th March 2026)

List of Esteemed Directors of MMTTCs

SN	Director/Asst Director / In-Charge/ Representative	MMTTC/NFLP Institution	State	Contact No	
1	Prof. Bhaben, Tanti	Gauhati University	Assam	9401203977	Bhaben Tanti 06/03/26
2	Dr. Rajeev K. Doley	Tezpur University	Assam	8822839053	Rajeev K. Doley 06/03/26
3	Dr. Quendarise Kharbuli	North-Eastern Hill University, Shillong	Meghalaya	8837203313	Quendarise Kharbuli 06/03/26
4	Dr. Nandan Bhattacharya	Jadavpur University	West Bengal	9064570551	Nandan Bhattacharya
5	Prof. Ajay Kumar Singh	Assam University, Silchar	Assam	7002404656	Ajay Kumar Singh 06/03/2026
6	Prof. B. Anjan Kumar Prusty	Berhampur University	Odisha	9409442622	B. Anjan Kumar Prusty 06/03/26
7	Prof. K. Robin	Mizoram University	Mizoram	9436149263	K. Robin 06/03/26
8	Prof. (Dr) Anjan Chakrabarti	University Of North Bengal, Siliguri	West Bengal	9434757097	Anjan Chakrabarti 06/03/2026
9	Prof. Lakshminarayan Satpati	University of Calcutta	West Bengal	9433107963	Lakshminarayan Satpati 06/03/2026
10	Prof. Mrinalini Pandey	Indian institute of technology ism Dhanbad	Jharkhand	9430136446	Mrinalini Pandey 06/03/2026
11	Dharen Kumar Pandey	Indian Institute of Management Sambalpur	Odisha	8900652564	Dharen Kumar Pandey 06/03/2026
12	Dr. Sanjoy Kumar Parida	IIT Patna	Bihar	8328852298	Sanjoy Kumar Parida 06/03/26
13	Prof. Atul Aditya Pandey	Patna University	Bihar	9430253960	Atul Aditya Pandey 06/03/26
14	Prof. Sudesh Kumar Sahu	Ranchi University	Jharkhand	9934140129	Sudesh Kumar Sahu 06/03/2026
15	Dr. Tarun Kumar Tyagi	Central University of South Bihar, Gaya	Bihar	8789847951	Tarun Kumar Tyagi 06/03/2026

16	Hem Raj	SO	m/o Education	8860451097	Hm.
17.	R. C. Dhyani	Consultant	do	9873246867	
18.	Dr. J. K. Tripathi	JS	BSC		
19.	SAVITA MADAN	SO.	UGC	9868231220	
20.	Nancy G. Vaghese	Senior Consultant	UGC	9560588140	

Day 2 (7th March 2026)

07.03.2026 Day-2

Regional Workshop
Malaviya Mission Teacher Training Centres (MMTTCs) of East and North-Eastern Zone
Central University of South Bihar, Gaya
(6th March - 7th March 2026)

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2	Dr. Rajeev K. Doley	Tezpur University	Assam	8822839053	Rajeev K. Doley 07.03.26
3	Dr. Quendarisa Kharbuli	North-Eastern Hill University, Shillong	Meghalaya	8837203313	Quendarisa Kharbuli 07/03/26
4	Dr. Nandan Bhattacharya	Jadavpur University	West Bengal	9064570551	
5	Prof. Ajay Kumar Singh	Assam University, Silchar	Assam	7002404656	Ajay Kumar Singh 7/3/2026
6	Prof. B. Anjan Kumar Prusty	Berhampur University	Odisha	9409442622	Anjan Kumar Prusty 7/3/2026
7	Prof. K. Robin	Mizoram University	Mizoram	9436149263	Robin 7/3/2026
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12	Dr. Sanjoy Kumar Parida	ITT Patna	Bihar	8328852298	Sanjoy Kumar Parida 7/3/26
13	Prof. Atul Aditya Pandey	Patna University	Bihar	9430253960	Atul Aditya Pandey 7/3/26
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JK Tripathi	JS	UGC	9868157376	
SANTIA MADAN	SO	UGC	9868231820	
Nancy.G. Varghese	Senior Consultant	UGC	9560588140	Nancy.G. Varghese