Report of Regional Workshop of MMTT Centres in Southern Zone
(IIITDM, Kancheepuram: October 18-19, 2024)

Content

Regional Workshop of MMTT Centres in Southern Zone

Background

The Regional Workshop of MMTT Centres in Southern Zone was held at IIITDM, Kancheepuram, Chennai from October 18-19, 2024 (The detailed time table is given in Annexure I). The workshop was organized by IIITDM, under Malaviya Mission Teacher Training Programme. 26 MMTTCs from southern zone participated in this workshop (The list of MMTTCs is given in Annexure II).

Day 1-October 18, 2024

Inaugural Session- Time: 10:00 – 10:45 Hours

The inaugural session began at 10 a.m. on 18th October 2024. **Prof. Kartikeyan**, **Director IIITDM Kancheepuram** warmly welcomed all the participants and resource persons. He gave a brief overview of the MMTTC Southern Zone Regional Workshop, highlighting its goals; (i) A thorough review of the progress of the MMTTCs; and (ii) Creation of a repository of best practices for the scheme. In conclusion, Prof. Kartikeyan expressed his gratitude to the Ministry of Education and the UGC for their unwavering support in organizing the workshop at IIITDM, Kancheepuram, Chennai.

Shri D. K. Sharma, Director of Department of Higher Education, Ministry of Education, began his speech by outlining the core purpose of the workshop; (i) Facilitating effective interaction among various MMTTCs through face-to-face discussions, allowing participants to gain first-hand experience of how MMTTCs operate in the Southern zone; (ii) Overseeing the outreach program; and (iii) Planning for a capacity-building initiative as part of the outreach efforts.

A small presentation followed the inaugural session in which he discussed in detail the various components of MMTTP like NEP Orientation and Sensitisation Program, Faculty Induction Program, Short Term Program, Refresher Course- Core Subject and Multidisciplinary/Interdisciplinary subject, Capacity Building for Design and Entrepreneurship, Nurturing Future Leadership Program, Academic Leadership Program, Capacity Building Program on Specific Learning Disabilities and Promoting Positive Mental Health, Resilience and Well Being in HEIs.

Keynote Address: Capacity Building of Institutions and Faculty

Prof. Kamakoti V., Director IIT Madras addressed the session by commending the Ministry of Education's initiative under the MMTTP. He highlighted the core objectives of NEP 2020—to substantially increase youth enrolment in higher education by 2025; a holistic education framework that fosters inclusive learning and brings together diverse, multifaceted youth on a common platform. Citing the evolving role of sports as an example, he noted how fields once considered purely extracurricular are now integral to

career development, with sports achievements even contributing to admission quotas. However, he cautioned that fields like sports, art, and culture, often come with unpredictable outcomes - instant success or failure - highlighting the need for a curriculum that considers these dynamics.

Prof. Kamakoti also stressed the importance of technology and entrepreneurship in today's growing capitalist, modern world, adding that for India to become a superpower, it must become technologically self-sufficient. Some institutions, including IIT Madras, are already working towards this vision. He suggested that future curricula should take the following points into account:

1. Courses should prioritize innovation.
2. Interdisciplinary ideas should be central to curriculum design.
3. Fundamental research should inspire students to think at a higher, more innovative level.
4. To support multidisciplinary education, the Ministry of Education should design a curriculum with 60% core subjects and 40% electives, allowing students to earn a separate degree based on these components.

He highlighted the decline in fundamental scientific research and illustrated it with the example of civil engineering graduates whose skills are often underutilized. He noted that 70% of engineering work occurs in rural areas, with half of it contributing to nation-building. He stressed that improving this can help boost the Gross Enrolment Ratio in Higher Education, and emphasized that Higher Education Institutes and teachers have a key role in developing well-rounded, multifaceted youth.

Dr. J. K. Tripathi, Joint Secretary, UGC in his address emphasised the workshop's core objectives, including reviewing the progress made by the MMTT Centres, identifying and addressing implementation challenges, sharing best practices, and ensuring the prompt use of funds. The goal, he noted, was to develop a clear roadmap for the future of the MMTT program. He explained that the MMTTP aims to empower higher education faculty through ongoing professional development, aligning with NEP 2020 goals. He emphasized holistic growth, the integration of ethics, values, biodiversity, and sustainability in education, and the vital role of faculty in nation-building.

Leadership for Capacity Building (Time: 1100 – 1130 Hrs)

Prof. Rishikesh Krishnan, Director, IIM Bangalore, noted a significant expansion in research in a last decade. With this, he also noted the introduction of MOOCs and Swayam by Prof. Sushil Vachani (2014-16). He emphasized the need for adaptive leaders who drive change with traits like positivity, futurism, performance orientation, and intrinsic motivation. He outlined key leadership roles, including aligning strategies with institutional goals, managing talent, setting priorities, and leading by example. He stressed that effective leadership must result in sustainable change. As an example, Prof. Krishnan shared how the introduction of an annual faculty review at IIM Bangalore, initially resisted, eventually gained acceptance as a valuable tool for feedback and growth

Session 2: NEP Orientation: Status and Best Practices to Improve Outreach (Time: 1130 – 1300 Hrs)

(i) Profile of the UGC-MMTTC, University of Kerala

The University of Kerala, established in 1937, has conducted two Refresher Courses in Commerce via the SWAYAM platform. It was the first MMTTC in the country to receive RUSA funding of ₹1 crore, including ₹35 lakh for guest house renovation and course conduct, and ₹30 lakh for other purchases. The MMTTC achieved the highest assessment score of 4.62 from 2015-2019 for its best practices (12 in total). It is also a home to the Academic Collective SIRA (Society of Innovative Researchers and Academicians), a registered society composed of academicians who have attended various UGC-MMTTC courses. Its activities include book and journal publications, site visits, seminars, and charitable initiatives during crises like pandemics and floods. The centre fosters innovation through specialised courses in Digital and Spatial Humanities, Innovation and Startups, Curriculum Design, and Outcome-Based Education, among others. It has an annual newsletter, conducts video analyses of teaching practices, and holds interactive panel discussions with performance-based resource persons.

(ii) University of Mysore, Mysore, Karnataka presented by Prof. S.S. Malini, Director, MMTTC

University of Mysore, ranks in the 5th Performer Category according to the NAAC Ranking of 2012. The institution has conducted NEP, RC, FIP and STP benefitted 770 participants, including Assistant and Associate Professors, Physical Education Directors, Librarians, Principals, from across the country. A series of online webinars on NEP 2020 covered topics such as Indian Knowledge Systems, Research Innovation and Ranking, Multidisciplinary and Holistic Education, Technology Integration, Equity and Inclusion, Global Outreach, Languages, Culture, and Values, Faculty Development, Multiple Entry and Exit, Internationalization, Academic Research Practices, Digital Governance, National Skill Qualifications Framework and Academic Bank of Credits featuring distinguished speakers, including current and former Vice-Chancellors, Directors of MMTTCs, EMMRCs, and CDCs, as well as eminent professors from IISc, NITTTR, and RIE, and other reputed institutions. Its best practices includes WhatsApp groups for real-time communication with eminent resource persons, Session-wise and programme feedback, Provision of reading materials, PPTs, and online tests through the MOODLE LMS platform and Digital certificates distributed upon course completion.

(iii) Profile of the Bharathidasan University

The institution follows best practices by offering a comprehensive orientation to the principles of Faculty Induction and the Guru-Dakshta initiative prior to starting the programme. The programme emphasizes activity-based learning, both online and offline, supported by training and demo sessions. To promote peer learning, seminar presentations are encouraged on important topics not covered by resource persons. Participants' performance is evaluated using a slightly modified system with additional parameters,

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ensuring a holistic assessment. These practices led to Greater Learner Engagement, Collaborative & Cooperative Learning and Online Learning with a Face-to-Face Feel.

(iv) National Institute of Technology, Warangal

NIT Warangal has conducted 7 NEP with 592 participants and one program each of RC, STP and FIP benefitting 84, 113 and 160 faculty respectively. Some of the best practices followed are rooted in various learning theories, include Cognitivism, Constructivism, and Experiential Learning Theory, which collectively shape the pedagogical approaches at the centre. These pedagogical approaches include Problem/Project-Based Learning, Problem-Based Learning, Project-Based Learning, Case Study-Based Discussion, and Encouraging Students to Design Experiments etc. The Centre assesses the effectiveness of its training programs through post-event surveys, gathering feedback from participants to measure the impact and success of each program.

Session 3- FIP/STP/RC: Status and Best Practices to Inspire Young Faculty and Upskill (Time 1400- 1530 Hrs)

(v) University of Hyderabad presented by Prof. P. Prakash Babu, Program Director

The institution has conducted over 25 faculty training programs including Faculty Induction Programs, Refresher Courses, and Short-Term Programs. These programs engaged more than 850 faculty members from various disciplines, achieving high participant satisfaction focused on Life Sciences, Computer Science, Mathematics, Chemistry, and Telugu for faculty from the Andhra Pradesh Higher Education sector. Participants were trained for NEP-2020 readiness, practical techniques, industry exposure, project funding, and mentorship. Some Special Initiatives of the institution includes organized trips to various industries like the Microsoft Campus, Genome Valley, Pharma Industries, and TIFR, to provide participants with hands-on experience and exposure to industry practices aligned with NEP goals. In collaboration with the National Commission for Indian System of Medicine (NCISM), MMTTC launched a unique program to empower Ayurvedic practitioners by integrating computational tools for teaching and learning Sanskrit, aligning with NEP 2020's focus on revitalizing Indian Knowledge Systems (IKS).

(vi) MMTTC Kannur University

The institution has conducted FIP with 65 participants, RCs with 222 participants and STP with 175 participants. Programs on topics like Green Technology, Research Methodology, Public Health, Indian Languages, Life Sciences, and Library Science etc. Some best practices include one-on-one phone contact with each participant, Social Media Engagement, Digital Attendance Tracking & Certificates. The program encourages participants to act as ambassadors, promoting the program and extending its impact within their professional circles.

(vii) Bangalore University, presented by Dr. C. S. Karigar, Senior Professor, Programme Director

Apart from conventional topics on Orientation and Sensitization Programmes on NEP 2020, FIP, RC and STP, the centre provides essential inputs on topics such as Environmental Awareness, mental and physical fitness, Service Matters, ICT, Micro-Teaching, and Higher Education to new faculty members under the Faculty Induction Programme (FIP), preparing them for their roles as 'Gurudakshta'. It focuses on improving participants' soft skills, including communication, analytical reasoning, problem-solving, team building, and presentation skills. It invites technocrats, scientists, philanthropists, social activists, counsellors, legal and health experts, administrators, and esteemed professors to enrich the learning experience. Feedback from participants, both oral and written, is collected after each programme and used to improve future offerings.

(viii) Pondicherry University, Puducherry (presented by Prof. Panch Ramalingam, Program Director (I/C)

While conducting the programs like NEP, RC, STP and FIP designed in MMTTP, the centre adopted some best practices like Daily Session Reporting, Microteaching with Videography and Analysis, E-Content Development and Evaluation, Field Visits, Group Activities and Open-House Sessions where participants showcase their talents through book reviews, debates, and other activities in open house sessions, promoting interaction and learning.

(ix) MMTTC - Regional Institute of Education, Mysore

Since its inception, the centre has conducted 8 NEP Orientation Programmes, benefiting 539 participants, 1 Offline Short-Term Programme on "Exploring Recent Trends in Mathematics with ICT Integration" with 20 participants, 1 Online Short-Term Programme on "Programme Evaluation and Evaluation Research" with 42 participants. Refresher courses online and offline are scheduled from 16th to 29th October and 18th to 30th November 2024 respectively.

(x) Coimbatore Institute of Technology Coimbatore - Presentation by Dr. V. Manikandan, Program Director, MMTTC & Professor/EEE

The Institute had informed that a range of programs have been scheduled from October 2024 to March 2025 like NEP 2020 Orientation Programmes, Refresher Courses, Short-Term Programmes, Faculty Induction Program. The centre implements a system-driven accounting procedure, which enhances transparency and efficiency in fund management and resource allocation.

(xi) Karnataka University, Dharwad by Dr. B. H. Nagoor, Professor, Department of Economics, Program Director In-charge

The University had informed that programs like NEP 2020 Orientation Programmes, Refresher Courses, Short-Term Programmes, Faculty Induction Program have been

scheduled from October 2024 to March 2025. The institution aims to implement a paperless classroom in a phased manner, reducing reliance on paper for educational activities. In addition to lectures, it incorporates special value-added components such as ethics in research and teaching, plagiarism awareness, social justice, gender sensitization, and reading and writing skills into classroom activities.

(xii) Central University of Kerala

Under MMTTP a range of program are schedule from October 2024 to March 2025 like NEP 2020 Orientation Programmes, Refresher Courses, Short-Term Programmes, Faculty Induction Program in aligned with NEP 2020. Additionally, the Special Programme and Webinar (SP & W) will take place over 2 working days. This format allows for flexible learning opportunities and facilitates engagement with experts in various fields like Digital Pedagogy, Disaster Management, Academic Writing and Publishing course, Indian Knowledge System, Material Science, and Nanotechnology etc.

Session 4: NFL/ALP: Status and Best Practices to Identify and Build Future Leaders (Time 1600 - 1730 Hours)

(xiii) IIM Bangalore, presented by Prof. Lopamudra Dewan through virtual mode

She started the presentation with roles of leadership in Higher Education Institutions. She outlines three roles of leadership: strategist, organization builder, and performer, emphasizing their importance in achieving institutional objectives. She also highlighted the importance of adaptive leaders who can adjust to situations and bring about changes, highlighting key traits such as positivity, futurism, performance orientation, and intrinsic motivation.

IIM Bangalore has conducted five-day residential Nurturing Future Leadership program from 16th to 20th September 2024 with 32 participants from different Centrally Funded Institutions.

IIITDM MMTTC Site Visit

The day 1 of the workshop was ended with institution's site visit. Prof. Sudhir showcased the 3D Printing Machines, MOOCs recording system, Drone manufacturing machine and other design innovations created by the students of IIITDM.

Day 2- October 19, 2024

The second day started at 9.30 am and the morning sessions had four main speakers. The presentations focused on mainly the status, objectives, design of the courses and other details relating to promotion of innovation and entrepreneurship in higher education institutions in India in their respective centers. The details about their presentation are given below.

Session 1- Capacity Building for Design and Entrepreneurship (CBDE): Genesis, Approach and Status presented by Dr. Sudhir Varadarajan, Program Director (CBDE) & PIC-MMTTC Kancheepuram (Time: 9.30-10.00 Hours)

Reflecting on the programme's origin, Dr. Varadarajan emphasised that product and engineering design differ from traditional problem solving and creativity. The traits essential for design critical thinking, innovation, and resilience – are equally vital for entrepreneurship and should be cultivated in all students regardless of career path. For students interested in product development and entrepreneurship, especially in advanced years, institutions should offer tailored technical, financial and mentorship support.

Some key expectations from the participating institutions highlighted by Dr. Varadarajan for the program are: (i) Allocating time and space for student-led innovation.
(ii)Engaging at least 20-30% faculty in supporting entrepreneurial activities over a two-year period.
(iii) Identifying the top 5% of entrepreneurial students in advanced classes and providing them with one-year of dedicated mentoring and funding support.
(iv) Institutions enrolled in national startup policies are expected to spend one percent of their operating expense in innovation activities.
(v) Leveraging external mentors to facilitate dialogue between faculty and student teams.

The initiative aims to triple the student entrepreneurs by 2028-29, targeting a rate of 1% startup conversions annually. IIITDM Kancheepuram has invited institutions nationwide to collaborate in this effort. The programme builds entrepreneurial competencies progressively, encouraging hands on learning and behavioural tansformation. It encourages students to navigate contradictions, driving innovative strategies and startups through a structured internal pipeline, from idea generation to potential ventures.

An internal survey revealed most faculty already use experiential learning and constructionism in teaching. However, only 18% employ evaluation methods closely aligned with experiential learning, highlighting a gap in consistent implementation.

The programme includes mentor orientations and an informal international forum hosting bi-weekly webinars on engineering education and design, available on YouTube. It has 41 active institutions (target: 50), involving 90 mentors and 675 faculty members. Faculty identified 360 courses for pedagogical changes, fostering innovation. Five calls for proposals have screened 48 institutions, with 7 withdrawals. On an average, each institution contributes Rs. 27 lakhs annually to the programme. In order to ensure long term sustainability, industry partnerships are expected to be introduced after two years.

Session 2- Stakeholder's engagement in Innovation and Entrepreneurship, (Time- 10.00-11.00 Hours)

Prof. Mahesh V. Panchagnula, from IIT Madras, delivered a talk on *Stakeholder Engagement in Innovation and Entrepreneurship*, posing the critical question, *"How many of us understand the system we live in?"* Citing that 4.3 crore students were enrolled in India's higher education system in 2021-22, with 1.4 crore graduating -the majority in BA Hindi - he stressed the urgent need to equip graduates with relevant, employable skills.

He emphasised that government initiatives have boosted enrolment but called for extending teacher training (MMTTP) to the private sector, which educates two-thirds of India's students. For robust higher education ecosystem, he advocated for deeper integration of innovation, entrepreneurship, and stakeholder engagement.

Prof. Panchagnula defined innovation as doing something entirely new and urged teachers to inspire students to surprise themselves, fostering incremental innovation. Entrepreneurship, he explained, involves creating ventures to generate income but encouraged a model where students apply their academic knowledge to develop impactful, innovative ideas. Faculty must guide students to become entrepreneurial graduates with minimum guaranteed job opportunities.

At IIT Madras, entrepreneurship education includes business planning, marketing, and advertising, with free online content and mentorship from alumni and industry partners. He emphasised that innovation must be experiential and integrated into the curricula to prepare students for real-world challenges.

He identified three key stakeholder groups in higher education:

1. **Employers**: Institutions should enhance placement efforts and market their graduates like products, while faculty align research with industry needs.
2. **Faculty Collaborators**: Strong industry-academia partnerships are key to solving practical challenges.
3. **Alumni**: As invested stakeholders, alumni should be actively engaged to support institutional development.

Prof. Panchagnula called for systems that foster meaningful engagement among these stakeholders to collectively advance institutions, empower students, and strengthen the higher education sector.

Session 3-Entrepreurship Development in Higher education institutions by Dr. Sujatha, Wadhwani Foundation (Time: 11.15-12.00 Hours)

Dr. Sujatha, Wadhwani Foundation during her presentation emphasized the need to promote research and innovation to bring change in education. Reflecting on the shift in learning styles during the COVID-19 pandemic, she noted that students now seek guidance to think critically rather than traditional teaching. With information readily accessible through platforms like Google and ChatGPT, teachers must focus on fostering critical thinking and problem-solving skills.

She highlighted the Wadhwani Foundation's kinesthetic curriculum, designed to encourage hands-on learning. Students solve problems every two hours, supported by facilitators who mentor them in entrepreneurship. Training mentors and facilitators is vital for fostering an entrepreneurial mindset.

Dr. Sujatha underscored the importance of aligning entrepreneurship programmes with students' career goals through surveys. Citing successful ventures like Lenskart and Shaadi.com, she stressed that entrepreneurs drive systemic changes and create significant business impact. Critical thinking, a cornerstone of entrepreneurship, requires deep, out-of-the-box thinking.

To teach entrepreneurship, institutions must build capacity among faculty and create training spaces. Entrepreneurship, she noted, is a skill essential for corporate jobs, family businesses, or startups. Leaders must integrate entrepreneurship into institutional programmes to develop students' confidence and skills.

Her foundation's **Ignite** programme offers a semester-long, learning-by-doing curriculum, aligned with NEP methodologies. It provides free resources, including a learning management system, 12-module syllabus, and faculty training. Institutions can adopt the programme, train teachers, and mentor others as master trainers. Currently, **Ignite** works with 225 institutions and 20,000 students, guiding them from idea generation to financial planning, supported by AI tools and evaluators.

Session -4 Overview of National Initiative on Design and Innovation Centre :NDIN, ODS and DICs by Prof. Gurumoorthy, IISc Banglalore (Time: 12.15-12.45 Hours)

Prof. Gurumoorthy highlighted the creation of Design and Innovation Centres (DICs) to foster a culture of innovation and collaboration in Indian colleges. With 20 DICs established across India, their goal is to promote design innovation through diverse domains and courses. Over 200 courses have been developed or modified, and nearly 80 infrastructure schemes have been implemented, supported by dedicated funding.

The programme includes initiatives like the Open Design School, which offers design-focused MOOC-style courses on the SWAYAM platform, providing e-content to unify the design community through the National Design Innovation Network. This platform enables DICs and others to collaborate, share ideas, and showcase Indian design innovations that address specific needs.

Two key courses under the programme are the **Maker Course** and **Portfolio Course**. The Maker Course introduces first-year students to hands-on prototyping, encouraging creative skills development through practical exposure without lectures. The Portfolio Course spans three semesters, guiding students from problem identification to prototype development and business modeling. It incorporates design, development, management, teamwork, and opportunity identification, ensuring students are industry-ready.

The programme also emphasizes rigorous product development using formal tools, financial planning, and entrepreneurship. The course materials are adaptable, offering opportunities for institutional and industry linkages. Open to both academia and business, the initiative promotes collaboration between institutions and industries, creating broad opportunities for innovation and exploitation.

Initially designed for DICs, the programme has expanded to benefit the entire design community, encouraging widespread participation in design innovation.

Wrap Up and Discussion Session (Time: 1400-1500 Hours)

The presentation session was followed by discussion relating to the issues and opportunities faced by various MMTTC of the Southern Region. The programme ended with a note of thanks from the side of the organiser for participating and the contributions in successful conduct of the workshop.

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

(i)   Centre should also focus on FIP, RC, STP and not solely depend on NEP Orientation program.
(ii)   Faculty Induction Program (FIP) may be conducted in hybrid mode (online and offline).
(iii) Participants should be encouraged to register on UGC portal to attend program.
(iv)   Centre should inculcate Cognitivism, Constructivism and Experiential Learning Theory while designing the programs.
(v)   Centre should follow monitoring mechanism and gather feedback from participants.

(vi)   Centre should frame monthly report and submit it to UGC.

(vii)   Share the report of program conducted with the participants.

(viii)   Digital Certificate after completion of course (for those who have registered through UGC portal).

(ix)   Include programs on emerging areas like Entrepreneurship, Artificial Intelligence, Mental Health, Skill related, Social Justice, Gender Sensitization, Environmental Awareness, Disaster Management etc. in STP / RC programs.

(x)   Approach Resource Persons like former VC/Director, Alumni, Health Expert, Counsellor, Technocrat, Administrator etc. for the programs.

(xi)   Encourage participants as ambassadors i.e., motivate them to extend the impact within their professional circle.

(xii)   Faculty should be encouraged to take part in other components of the MMTTP like Nurturing Future Leadership program, Academic Leadership Program, Capacity Building on Design and Entrepreneurship, Capacity Building on Specific Learning Disabilities and Capacity Building for Promoting Positive Mental Health, Resilience and Wellbeing in HEIs.

Ministry of Education Sponsored MMTTC Regional
Workshop of Southern Zone
Program Schedule

| S.No	Time	Agenda	Resource Persons	Mode
DAY-1 - 18 Oct 2024 - Friday				
1	9.30 – 10.00	Registration	MMTTC, IIITDM	P
2	10.00 – 10.10	Welcome Address	Director, IIITDM	P
3	10.10 – 10.20	Workshop Objectives & Outcomes	Director, DoHE, MoE	P
4	10.20 – 10.30		Jt.Secy, UGC	P
5	10:30 – 10.45	Keynote Address: Capacity Building of Institutions and Faculty	Prof Kamakoti, V Director, IITM	V
Tea Break (10.45 – 11.00)				
6	11.00 - 11.30	Leadership for Capacity Building	Prof. Rishikesha Krishnan, Director, IIMB	V
7	11.30 – 13:00	NEP Orientation: Status & Best Practices to Improve Outreach	7 min presentations by: i. Univ of Kerala ii. Univ of Mysore iii. Bharatidasan Univ iv. NIT Warangal	P
Lunch (13.00 – 14.00)				
8	14.00 – 15.30	FIP/STP/RC: Status & Best Practices to Inspire Young Faculty & Upskill	7 min Presentations by: i. Univ of Hyderab'd ii. Kannur University iii. Bangalore Univ iv. Pondicherry Univ v. RIE Mysore vi. CIT Coimbatore vii. Karnataka Univ, Dharwad viii. CU Kerala	P
Tea Break (15:30-16:00)				

9	16:00 – 17:00	NFL/ALP: Status & Best Practices to Identify & Build Future Leaders	7 min presentation by: IIM Bangalore	P
10	17:00-17:30	IIITDM MMTTC Site Visit	IIITDM MMTTC Coordinators	P
DAY-2 - 19 Oct 2024 – Saturday				
11	09:30-10:00	CBDE: Status & Approach	IIITDM Kancheepuram	P
12	10.00 – 11.00	Stakeholder Engagement & Innovation Ecosystem Development	Prof Mahesh V Panchagnula, IITM	P
Tea Break (11.00 - 11.15)				
13	11:15-12:00	Entrepreneurship Development in Higher Education Institutions	Dr. Sujatha, Wadhwani Foundation	P
14	12.15 – 12:45	Overview of National Initiative on Design & Innovation: NDIN, ODS, DICs	Prof B Gurumoorthy, IISc	V
Lunch (13.00 - 14.00)				
15	14:00-15:00	Discussion and Wrap Up	Participants	P

P – Physical
V – Virtual

List of Participants

Regional Meet of Southern Zone MMTTCs
(Sponsored by MoE)
@ IIITDM Kancheepuram – Oct 18 & 19, 2024
Registration List of Participants

S. No.	Name	Designation	Signature Day 1 (Oct 18, 2024)	Day 2 (Oct 19, 2024)
1	Sh. DK Sharma	Director, DoHE		
2	Sh. Hem Raj	SO, DoHE		
3	Sh. Firoj Khan	ASO, DoHE	*Firoj*	*Firoj*
4	Dr. J. Tripathi	Jt. Secy		
5	Dr. Diksha Rajput	Dy. Secy	*Diksha Rajput*	– NA –
6	Sh. Ashish	MMTTP, EdCIL	*Ashish*	*Ashish*

Regional Meet of Southern Zone MMTTCs
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@ IIITDM Kancheepuram – Oct 18 & 19, 2024
Registration List of Participants

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