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All Heads/Directors of the Teaching Departments,
Rectors/Directors of Offsite Campuses
University of Jammu
Jammu

No: DAA/18/151-196
Dated: 16/4/18

Sir/Madam,


This is in reference to the scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT), the guidelines and checklist of the same have been uploaded on the University website: www.jammuuniversity.in.

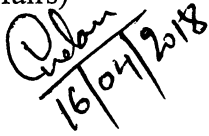
The interested Departments/Centres/Directorates in the aforesaid Scheme may submit a proposal on any of the components of the Scheme to the office of the undersigned for further deliberations and selection in the meeting of the Campus Deans.

This is for your information and further necessary action in the matter please.

Thanking you

Yours faithfully


Assistant Registrar
(Academic Affairs)


16/04/2018

Copy to:

1. Sr. P.A to the Dean Academic Affairs for information please
2. In-charge Website for information and uploading the scheme on the University website for the information of all the stakeholders (copy enclosed)



**Scheme of
Pandit Madan Mohan Malaviya
National Mission on
Teachers and Teaching
(PMMMNTT)**



सत्यमेव जयते

**Department of Higher Education
Ministry of Human Resource Development
Government of India**

Background

Teachers are the backbone and the core of the education system. Hence, ensuring their availability and improving their quality as also the quality of teaching and learning have come to occupy centre stage of our policy discourse. Teacher Education should be seen in a single continuum covering schools to universities and we have to think of ways to strengthen the institutional mechanisms at all levels and sub-sectors so that there are vertical and horizontal linkages.

The high social demand for education has resulted in increased expansion of the education system in the country both in school and higher education. There has been a rapid expansion in the number of Schools, Colleges and Universities, that has resulted in a demand supply mismatch and also quality deficit in terms of professional qualifications, professional development. The deficit model of teacher provisioning is affecting the system both quantitatively and qualitatively.

The number of teachers required at both school and higher education level needs to be doubled in the coming years. For this, we need to adopt a double pronged strategy of increasing enrolments in post graduate programmes and expanding our research base. At present nearly 40 per cent of the teaching positions are vacant in the universities and colleges for which teacher recruitment to be done on a priority basis.

Considering the increasing demand for quality education for such large population as ours, it is important to develop less expensive, at the same time highly interactive pedagogical tools to communicate the fundamental principles of science. However, unlike school teachers, undergraduate teachers of science in India do not receive any formal training in teaching of science. They are experts in their own discipline, but may not be aware of the best practices in pedagogy, lesson planning and assessing learning outcomes. They evolve their own teaching methods, but at times their methods lack a formal structure. Also, in the absence of going through formal education in pedagogy, currently there is no platform to bring teachers together and help them learn from each other. A grass-root level peer-to-peer network will help in motivating teachers to identify scalable pedagogical tools that can be deployed all over the country, taking into account the syllabi, size of classrooms, availability of facilities, etc.

Introduction

The Scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching is the culmination of the Government of India efforts in launching a comprehensive umbrella scheme aimed at improving the quality of education at all levels by infusing quality and excellence in our teachers and teaching. Teachers are the backbone and the core of the education system.

With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say, teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focussed on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development, ensuring that best talent in the country are made available to shape the future generations.

With this background, Hon'ble Prime Minister of India launched the Scheme of **Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching** on 25th December, 2014 with an outlay of Rs. 900 crore over the XII Plan.

The Mission addresses comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, designing and developing assessment & evaluation methodology, research in pedagogy and developing effective pedagogy. The Mission addresses, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other hand, the Mission pursues the long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission focuses on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc.

4. The Mission consists of the following components:-

- I. Schools of Education in Central and State Universities (SoE) (30 Nos.)
- II. Centres of Excellence for Curriculum and Pedagogy (50 Nos.)
 - a. Centres of Excellence in Science and Mathematics Education (CESME) (5 Nos.)
 - b. Teaching Learning Centres(TLC) (25 Nos.)
 - c. Faculty Development Centres(FDC) (20 Nos.)
- III. Inter-University Centre for Teachers Education (IUCTE) (2 Nos.)
- IV. National Resource Centre for Education(NRCE) (1 Nos.)
- V. Centres of Academic Leadership and Education Management (CALEM)(5 Nos.)
- VI. Innovations, Awards and Teaching Resource Grant, including workshops and seminars (IATRG)
- VII. Subject Networks for Curricular Renewal and Reforms(SBN)
- VIII. Leadership Development for senior functionaries in higher education institutions
- IX. Induction training of newly recruited faculty

Goals

The Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching has the following goals:

- To ensure a coordinated approach so as to holistically address the various shortcomings relating to teachers and teaching across the educational spectrum ranging from school education to higher education including technical education; using the best international practices for excellence.
- To create and strengthen the institutional mechanisms (Schools of Education, Institutes of Academic leadership and Education Management, Subject based networks, Teaching-learning Centres etc.) at the Centre & in the States, for augmenting training and discipline-wise capacity building of faculty and their periodic assessment for excellence.

- To empower teachers and faculty during through training, re-training, refresher and orientation programmes in generic skills, pedagogic skills, discipline specific content upgradation, ICT and technology enabled training and other appropriate interventions.

Mission Strategies

The Mission goals are sought to be achieved through a combination of:

- **Programmatic and scheme based interventions:** pre-service & in-service training through existing and new institutional structures, new academic programmes & courses, strengthening post-graduate and doctoral programmes, pre-scheduling year long training calendars, online training;
- **Project based activities:** ICT based training, training of Mathematics, Science, Language teachers for schools, Core science & engineering courses in technical education, general courses in social sciences, humanities and vocational courses.

Outcomes

The Mission is meeting the challenges for the teacher education system arising from the massive expansion of education at all levels ranging from elementary, secondary, higher, technical and also vocational education and the consequent corresponding increase in the demand for teachers. Integrated Teacher education programmes for pre-service and capacity building programmes for the in-service professional development needs of teachers and faculty so as to infuse innovation in pedagogy leading to better learning outcomes are being conducted. A variety of initiatives are being undertaken for the professional development of teacher educators. A critical component is to integrate elementary teacher education with the higher education by instituting Schools of Education and breaking the insularity of elementary teacher development and practices. The Scheme is addressing the need of systematic teacher training and development, providing the professional supervision and support, and creating updated teaching learning environments for teachers, by ensuring that teachers are professionally well-prepared, academically supported and retained in the profession. It is creating and strengthening existing institutional structures and mechanisms that enable teachers to

transform their pedagogical approaches and ensuring that teachers are properly supported with appropriate academic inputs/resources, including ICTs required for teaching-learning activities and innovative teaching-learning practices.

Another equally important need is having appropriate governance in educational institutions. School and Higher education institutions are in general complex enterprises and in the case of India, it is even more challenging given its scale, size and complexities. The management of these education institutions requires deep understanding, knowledge, skills and experience in leading and managing institutions.

PMMMNTT is also building capacities and ensuring effective school leadership and higher education leadership and management. This is one of the major recommendations of the Group of Secretaries (GoS) for developing Academic Leadership.

Another area is relating to induction training of faculty so that newly appointed Assistant Professors in Colleges, and Universities are oriented properly. The present higher education system focuses only on the domain (subject) knowledge of the faculty. It does not focus on teaching-learning process, pedagogical content and its various tools which are very vital to increase the quality of learning experience in the different educational programmes. Hence, it will be mandatory for a newly recruited faculty to undergo a mandatory induction programme after their appointment in HE institutions. The induction programme will include teaching and research methodologies (flip classrooms, collaborative learning, case approach), use of ICT, curriculum structure and design, sensitisation to gender and social diversity, professional ethics, sharing of best practices and updation of developments in their field of study, etc. The main objective of the mandatory induction programmes is to sensitise and motivate the faculty to adopt learner-centred approaches, ICT integrated learning and new pedagogic approaches to teaching-learning, assessment tools in higher education. The curricular reforms in universities and colleges in the context of inter-disciplinarity and applied approaches to knowledge have become necessary. The evaluation process needs to be made more scientific to encourage the development of multiple skills of students. This is one of the priority actions aimed at improving the professional capability and performance of teachers to deliver effective and quality learning.

The gainful outcomes and benefits that have accrued from the Scheme are as follows:

- A. Pre-Service Teacher Training:** The Schools of Education offer new academic programmes to meet the professional needs of teacher education, such as teacher educators, administrators and leadership positions at different levels ranging from elementary, secondary, higher and technical education levels. Till date, 660 teacher beneficiaries -B.Ed. standalone and integrated programmes and at PG level- 335 teacher educators M.Ed. Program. Apart from this fifteen students were enrolled for Diploma in Educational Planning and Management, and another fifteen students for Master in Educational Planning and Management making a total of thirty each for the respective courses. Further, some research work is also under progress among Schools of Education in some of the allotted Central Universities.
- B. Specialised research in teacher education:** Under the Schools of Education in Central Universities, specialized research is underway through various centres in areas of pre-service teacher education; teacher educator professional development; curriculum research, policy & educational development ; learning and pedagogic studies; disability studies and in assessment & evaluation.
- C. Professional development, In-Service teacher/faculty training and capacity building:** There have been several workshops/seminars/invited talks conducted. Teachers have to constantly upgrade their teaching skills and learning new teaching techniques in various aspects related to curriculum development, assessment and evaluation, adopting new teaching pedagogies, ICT empowerment. In all, around 75,000 beneficiaries (faculty members as well as research scholars) have gained from the different training programs conducted by the Centres of Excellence in Curriculum & pedagogy which have sub-components of Teaching –Learning Centres, Faculty Development Centres, & Centres of Excellence in Science and Mathematics Education.
- D. Teaching Resources developed:** With the implementation of the scheme, a new pool of resource(s) is generated and is ongoing in different allotted institutions at increasing speed after the preliminary period of initiation. The resource generated could be categorized into ICT enabled, and in other forms as low cost infrastructure, e-content, course modules, etc. through TLCs, SBNs, Centres in SoEs, These include