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

Sir/Madam,

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

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 (PMMMNMTT)

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 (IATRC)
   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.

PMMMNMTT 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 sensitisze 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
ICT related applications, e-content, pedagogic resources and assessment tools, software programmes are being developed inter alia in form of:

- e-kit
- TPACK Curriculum
- mooKlT
- FlipKlT
- Educational software
- open source computational tools like Octave & Python
- Raspberry Pikits,
- Attendance App
- iChem data,
- CNCs
- Internet of Things (IoTs)
- Nano Science etc.

E. Inclusive education and Special focus areas: Within the ambit of teacher education, there is a focus on special education through developing teachers in Disability Studies. Similarly, a TLC has been set up in a State Women’s University. The Scheme seeks to cover teacher education in tribal areas and educationally backward regions. North Eastern region which faces severe constraints in teacher training at all levels have been covered through approved centres in the NER.

F. Subject Based Networks: Under the Scheme, three subject based networks have been setup to develop an electronic network for the teachers and researchers in higher education; create a database and develop subject related resources for teacher and professionals of higher education. The three disciplines/domains covered are Life Sciences, Ayurveda & Sanskrit.

G. Academic Leadership: Academic leadership is the key to enhancement on quality. The leadership development covers both academic & administrative functionaries in schools and higher education institutions. High level academic leaders such as Vice-Chancellors, Principals, HoDs, and also senior administrative functionaries like Registrars are covered. In all around 6000 beneficiaries have been covered through the centres.
H. **Induction training:** The Induction Programme for training Faculty & Academic Staff in Central and State Universities, Centrally Funded technical Institutions, and Degree & PG Degree colleges will familiarize them in their roles as freshly inducted university teachers. It will orient them on various generic aspects of teaching learning, instructional methodologies, assessment and evaluation techniques, ICT enabled teaching learning, and equip them with knowledge of University rules and regulations, basics of governance and administration. In all 4800 faculty are being covered in the first phase of training through 40 approved centres.

**Deliverables**

Overall, in terms of numbers, the Mission is intended to achieve the following:

- Create over one lakh qualified teachers for schools, general and technical education colleges and universities across various disciplines;
- Within the one lakh ensure that adequate numbers of SC, ST, OBC, Minorities and Women are inducted;
- Create a sufficient base of teacher educators and promote excellence in faculty for academic leadership positions;
- Create around 87 new institutional structures (30 Schools of Education, 50 Centres of Excellence for Curriculum and Pedagogy, 5 institutes of Academic Leadership & Education Management, 2 Inter University Centres for Teachers Education);
- Create subject based networks in different disciplines.

**Current Status**

Ten PAB meetings have been held till now, in which a total of 64 proposals from various Universities/Institutes from all over the country have been approved till now for setting up institutional arrangements under various components of the Scheme.

**Details of the components**

A. **Institutional Oriented**
1. **Schools of Education in Central Universities (30 Nos.)**

These 30 Schools of Education which are being established in Central Universities and also in State Universities are the main backbone for integrated teacher development across all sectors. Each School of Education has an international partner so that it benefits from the global best practices and thinking in teacher development. Schools of Education have several units/centres that would undertake in-depth work in specific areas that have remained neglected in areas of elementary and secondary teacher and school education. These include concerted research and material development in areas of Curriculum Studies, Pedagogic Studies, Assessment and Evaluation apart from the responsibility of educating teachers and teacher educators. Each of the Schools of Education offer integrated teacher education programmes are taking up some domain specializations depending on their individual core strengths. The Schools of Education also offer new academic programmes to meet the professional needs of teacher education, such as teacher educator, administrators and leadership positions at different levels ranging from elementary, secondary, higher education levels. The suggested Centres in the Schools of Education are as follows:

(i) Centre for pre-service teacher education
(ii) Curriculum research, policy and educational development
(iii) Centre for learning and pedagogic studies
(iv) Centre for assessment and evaluation
(v) Centre for professional development of teacher educators
(vi) Centre for teacher resource and academic support

2. **Centres of Excellence for Curriculum and Pedagogy in Higher Education**

Under this component, there are three sub-components:

(a) **Centres of Excellence in Science and Mathematics Education (CESME)(5 Nos.)**

CESMEs are responsible for developing high quality science and mathematics teachers and teacher educators; developing innovative programmes in science and mathematics and their capacity building for curriculum designing and scientific assessment and evaluation.
(b) Teaching Learning Centres (TLCs) (25 Nos.)

TLCs assume importance in the context of learner centred approaches, ICT integrated learning and recent researches in new pedagogic approaches to teaching and learning 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. TLCs are addressing these critical components to enhance the teaching learning experiences.

(c) Faculty Development Centres (FDCs) (20 Nos.)

FDCs can either be upgraded HRDCs or new ones in existing Central / State universities. The objective of FDCs is to inculcate among teachers the motivations to promote institutional effectives through the development of personal, instructional, organizational and professional growth of faculty. The FDC’s conduct various kinds of refresher courses /training programmes, such as:

- In service training
- Continuous orientation/refresher programmes
- Summer/winter schools
- Training through distance mode

(ii) Inter-University Centres for Teacher Education (2 Nos.)

Two Inter-University Centres for Teacher Education are established to cater to the needs of large teaching community in India. These IUCs would work in co-ordinated manner with the Inter-University Centres established by UGC within the university system under Clause 12(ccc) of the UGC Act. The vision of these Centres is to provide a separate yet integrated focus on elementary and secondary levels of school education and co-ordinate the Schools of Education established under the National Mission of Teachers and Teaching. IUCTE’s would coordinate between the Schools of Education set up in Central Universities to provide a collaborative platform for the teaching community so as to promote their research interests and develop their inter-disciplinary perspectives. This component is yet to be set up.
B. INDIVIDUAL ORIENTED

(i) Innovations, Awards and Teaching Resource Grant/Support for faculty including Workshops and Seminars

Incentivizing faculty for innovations and performance is felt necessary both as a measure of recognition and giving impetus to excellence. Presently, there is no mechanisms in higher education to reward faculty for innovative classroom practices, pedagogic innovations, ICT based teaching, assessment reforms, development of learning module and curricular reforms. Necessary grants will also be provided for projects undertaken by faculty for innovations in teaching learning. Under this component also, faculty working in private institutions and affiliated colleges under State Universities will also be considered.

C. NETWORKS AND ALLIANCES

(i) Subject Networks for Curricular Renewal and Reforms

Till date, three subject based networks have been created in Life Science, Ayurveda and Sanskrit. Subject based networks are created to encourage exchange of ideas and knowledge among practitioners of higher education and to build excellence in teaching, learning and research by empowering teachers and researchers. This promotes the much needed partnership and collaboration among teachers and institutions and inculcates trust, confidence and accountability and develops a culture of collaborative teaching and research.

(ii) National Resource Centre for Education /Higher Education Academy

A National Resource Centre for Education /Higher Education Academy has been set up at National Institute of Educational Planning and Administration (NIEPA) as an apex resource centre for higher education on the pattern of similar academy in the UK. The upward mobility of faculty in higher education across nation depends on the academic resources made available to them. This investment in human resource enhances their capabilities and helps them function and discharge functions optimally. The current state of resources available to teachers is abysmally low and skewed leading to capping of the outcomes among the existing teaching faculty. Therefore there is the need to have large resource repository available to the entire teaching community to strengthen their capabilities for the snowballing impact in
the development of the nation. The National Resource Centre for higher education would provide database and identification protocol to all teachers engaged in higher education. It would be an electronic depository and provide a framework for coordination and convergence of all academic resources. The vision is to strengthen the resource base for the teachers in higher education, build the pool of teachers with UID available for higher education and develop an electronic network for the teachers and researchers in higher education. This is still to be established.

D. ACADEMIC LEADERSHIP

(i) Centres of Academic Leadership and Education Management (CALEM) (5 Nos.)

Higher education landscape across the world is becoming increasingly wide and complex. These complexities have generally been associated with the ongoing phenomenon of globalization and new liberal philosophies. At the same time, due to the influence of these phenomena, higher education institutions are facing number of challenges. Some of them include the public sector institutions’ survival, cross border education, pedagogic and curricular changes, diversity of learners, networking and collaboration, employability, emergency of new competitors, technological integration, ranking and accreditation. These immediately throw the challenge for the leadership to manage the universities.

Indian higher education system is also going through paradigm shift. It is being influenced by the changes taking place inside and outside the country. The university leaders such as chancellors, vice chancellors, pro vice chancellors are the drivers of university’s growth and development. As academic leaders they are responsible for vision and mission of the university. Higher education leaders today do recognise the urgency of developing a strategy for their institution but often lack the knowledge and perspective needed. For development of professional academic leadership in higher education, these Centres for Academic Leadership and Education Management are being set up.

Selection Process

The process of selecting institutions and individuals for the components of the Mission are as under:

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<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Details of Component</th>
<th>Selection Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Institutional Oriented:</strong> Creation of New Institutional Arrangements</td>
<td>All sub-components will be through two stage competitive process by Project Approval Board (PAB)</td>
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<tr>
<td></td>
<td>(i) Schools of Education (30 Nos.)</td>
<td>Only for Central/State Universities</td>
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<td></td>
<td>(ii) Centres of Excellence in Teaching and Learning Development (50)</td>
<td>Central, State and support for private initiatives also to be considered</td>
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<td></td>
<td>(iii) Inter-University Centres for Teacher Education (2)</td>
<td>Only for Central &amp; State Univs. (Preference for Central Universities)</td>
</tr>
<tr>
<td>II</td>
<td><strong>Individual Oriented</strong></td>
<td>Under this sub-component, there will be recognition and reward for excellence amongst teachers in higher education will be provided for the promotion of innovations in teaching through resource grant support.</td>
</tr>
<tr>
<td></td>
<td>(i) Innovations, Awards and Teaching Resource Grant including workshops and Seminars</td>
<td>National and International workshop/conference can be organized. Eligible candidates including those from private institutions of teacher education will compete for the awards.</td>
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<tr>
<td>III</td>
<td><strong>Networks and Alliances</strong></td>
<td>To be decided by Project Approval Board (PAB) through competitive process</td>
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<td></td>
<td>E. Subject Networks for Curricular Renewal and Reforms</td>
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<td></td>
<td>F. National Resource Centre for Education /Higher Education Academy</td>
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<td>IV</td>
<td><strong>Academic Leadership</strong></td>
<td>To be decided by Project Approval Board (PAB) through competitive process</td>
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<td></td>
<td>• Centres of Academic Leadership and Education Management (5 Nos.)</td>
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</tbody>
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## List of approved institutions

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Component &amp; Name</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rashtriya Sanskrit Vidyapeeth, Tirupati (SBN)</td>
<td>Andhra Pradesh</td>
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<td>2.</td>
<td>Assam University (SoE)</td>
<td>Assam</td>
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<td>3.</td>
<td>Tezpur University (TLC)</td>
<td>Assam</td>
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<td>4.</td>
<td>National Institute of Technology, Silchar (IATRG)</td>
<td>Assam</td>
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<tr>
<td>5.</td>
<td>IIT Guwahati (CESME)</td>
<td>Assam</td>
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<td>6.</td>
<td>Central University of South Bihar-Gaya (SoE)</td>
<td>Bihar</td>
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<tr>
<td>7.</td>
<td>IIT Patna, IIT Kanpur, IIT Kharagpur, IIT Indore (TLC)/(IoT)</td>
<td>Bihar</td>
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<tr>
<td>8.</td>
<td>Guru Ghasidas Vishwavidyalaya, Bilaspur (SoE)</td>
<td>Chhattisgarh</td>
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<td>9.</td>
<td>National Institute of Educational Planning and Administration (NIEPA) (NRCE)</td>
<td>Delhi</td>
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<td>10.</td>
<td>Jamia Milia Islamia (SoE)</td>
<td>Delhi</td>
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<td>11.</td>
<td>Sri Guru Tegh Bahadur Khalsa College (TLC)</td>
<td>New Delhi</td>
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<td>12.</td>
<td>Shri Lal Bahadur Shastri Sanskrit Vidyapeetha, New Delhi (TLC)</td>
<td>Delhi</td>
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<td>13.</td>
<td>Ramanujan College, New Delhi (TLC)</td>
<td>Delhi</td>
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<td>14.</td>
<td>GGSIP University, New Delhi (IATRG)</td>
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<td>15.</td>
<td>Bharti College, Delhi University (IATRG)</td>
<td>Delhi</td>
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<td>16.</td>
<td>National Institute of Educational Planning and Administration (NIEPA) (CALEM)</td>
<td>Delhi</td>
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<td>17.</td>
<td>The Maharaja Sayajirao University, Baroda, (IUCTE)</td>
<td>Gujarat</td>
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<td>18.</td>
<td>Central University of Haryana (SoE)</td>
<td>Haryana</td>
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<td>19.</td>
<td>Central University of Jammu (SoE)</td>
<td>Jammu</td>
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<td>20.</td>
<td>Indian School of Mines, Dhanbad (FDC)</td>
<td>Jharkhand</td>
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<td>21.</td>
<td>RIE Mysore, (IUCTE)</td>
<td>Karnataka</td>
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<td>22.</td>
<td>IISc, Bangalore (CSEME)</td>
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<td>23.</td>
<td>NCBS, Bengaluru, (SBN)</td>
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<td>24.</td>
<td>Central University of Kerala, (SoE)</td>
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<td>25.</td>
<td>University of Calicut, Kerala (TLC)</td>
<td>Kerala</td>
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<td>26.</td>
<td>Indian Institute of Science Education and Research Bhopal (IISER, Bhopal) (TLC)</td>
<td>Madhya Pradesh</td>
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<td>27.</td>
<td>Indira Gandhi National Tribal University (TLC)</td>
<td>Madhya Pradesh</td>
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<td>28.</td>
<td>Dr. Hari Singh Gour Vishwavidyalaya (TLC)</td>
<td>Madhya Pradesh</td>
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<td>29.</td>
<td>National Institute of Technical Teacher's Training and Research, Bhopal (TLC)</td>
<td>Madhya Pradesh</td>
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<td>30.</td>
<td>Indira Gandhi National Tribal University (IATRG)</td>
<td>Madhya Pradesh</td>
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<td>State</td>
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<td>31</td>
<td>Dr. Harisingh Gour Vishwavidyalaya Sagar, (SoE)</td>
<td>Madhya Pradesh</td>
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<tr>
<td>32</td>
<td>Indian Institute of Science Education and Research (IISER) Pune (CESME)</td>
<td>Maharashtra</td>
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<td>33</td>
<td>Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (TLC)</td>
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<td>34</td>
<td>IIT Bombay (TLC)</td>
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<td>35</td>
<td>Savitribai Phule Pune University (TLC)</td>
<td>Maharashtra</td>
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<td>36</td>
<td>Inter University Centre for Astronomy and Astrophysics, Pune (TLC)</td>
<td>Maharashtra</td>
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<td>37</td>
<td>SNDT Women’s University, Mumbai (TLC)</td>
<td>Maharashtra</td>
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<td>38</td>
<td>Savitribai Phule Pune University (FDC)</td>
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<td>39</td>
<td>NIT, Goa (IATRG)</td>
<td>Maharashtra</td>
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<td>Tata Institute of Social Sciences (TISS) (CALEM)</td>
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<td>Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (SoE)</td>
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<td>42</td>
<td>Mizoram University (IATRG)</td>
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<td>43</td>
<td>Central University of Punjab, Amritsar (SoE)</td>
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<td>44</td>
<td>Central University of Punjab (TLC)</td>
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<td>45</td>
<td>Guru Nanak Dev University, Amritsar (FDC)</td>
<td>Punjab</td>
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<td>46</td>
<td>Central University of Rajasthan (TLC)</td>
<td>Rajasthan</td>
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<td>47</td>
<td>Banasthal University (FDC)</td>
<td>Rajasthan</td>
</tr>
<tr>
<td>48</td>
<td>Indian Institute of Information Technology, Design and Manufacturing Kancheepuram, Tamil Nadu (TLC)</td>
<td>Tamil Nadu</td>
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<td>49</td>
<td>IIT Madras (TLC)</td>
<td>Tamil Nadu</td>
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<td>50</td>
<td>Coimbatore Institute of Technology (TLC)</td>
<td>Tamil Nadu</td>
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<td>51</td>
<td>NIT Tamil Nadu (IATRG)</td>
<td>Tamil Nadu</td>
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<td>52</td>
<td>Indian Institute of Technology, Hyderabad (TLC)</td>
<td>Telangana</td>
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<td>NIT Warrangal (TLC)</td>
<td>Telangana</td>
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<td>54</td>
<td>ASCI, Hyderabad (IATRG)</td>
<td>Telangana</td>
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<td>55</td>
<td>Tripura University (FDC)</td>
<td>Tripura</td>
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<td>56</td>
<td>Banaras Hindu University (SoE)</td>
<td>Uttar Pradesh</td>
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<tr>
<td>57</td>
<td>Aligarh Muslim University Vishwavidyalaya (SoE)</td>
<td>Uttar Pradesh</td>
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<td>58</td>
<td>IIT Kanpur (TLC)</td>
<td>Uttar Pradesh</td>
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<td>59</td>
<td>IIT (BHU) (TLC)</td>
<td>Uttar Pradesh</td>
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<td>60</td>
<td>Post Graduate College Ghazipur, Varanasi- (IATRG)</td>
<td>Uttar Pradesh</td>
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<td>61</td>
<td>Banaras Hindu University (BHU) (SBN)</td>
<td>Uttar Pradesh</td>
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<tr>
<td>62</td>
<td>Aligarh Muslim University (AMU) (CALEM)</td>
<td>Uttar Pradesh</td>
</tr>
<tr>
<td>63</td>
<td>Hemvati Nandan Bahuguna Garhwal University, Srinagar (FDC)</td>
<td>Uttarakhand</td>
</tr>
<tr>
<td>64</td>
<td>Indian Institute of Technology, Kharagpur (TLC)</td>
<td>West Bengal</td>
</tr>
</tbody>
</table>

Contact us for: In case of any queries, please reach us at the following mail id: tsgpmrit@gmail.com
Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

GUIDELINES

Department of Higher Education
Ministry of Human Resource Development
Government of India
May, 2015
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Executive Summary

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### EXECUTIVE SUMMARY OF THE SCHEME OF PANDIT MADAN MOHAN MALVIYA

**NATIONAL MISSION ON TEACHERS AND TEACHING (PMMMNMTT)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Component</th>
<th>Number of Institutions / Units</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | Schools of Education  | 30                            | 1. Will be established in Central universities.  
2. School of Education will have an international mentoring partner. It will comprise of several units/centres and undertake in-depth work in specific areas of elementary and secondary teacher and school education. Offer programmes for teachers, teacher educators, administrators.  
3. A sound proposal from the central university will be the basis of approval. |
| 2      | 50 Centres of Excellence for Curriculum and Pedagogy | 50                            | There are three sub-components under this:  
- Teaching Learning Centres: 25 Nos.  
- Faculty Development Centres: 20 Nos.  
- Centres of Excellence in Science and Mathematics Education: 5 Nos. |
| 2A     | Centres of Excellence in Science and Mathematics Education | 5                             | 1. Will be established in IISc, Homi Bhabha Science Centre, TIFR and University Departments of Science and Mathematics.  
2. It will incubate and nurture, on a continuous basis, discipline-specific curricula, pedagogy, learning materials (including e-content) for use by the schools and colleges and postgraduate departments.  
3. A sound proposal from specific institutions of excellence will be sought on invitation basis. |
| 2B     | Teaching Learning Centres | 25                            | 1. The TLC's will be set up at different levels such as, university schools/Faculty |
| 2C Faculty Development Centres | 20 | 1. The FDC's will be set up at different levels such as Academic Staff Colleges, university schools/Faculty departments/centers and colleges.
2. FDCs will inculcate among teachers the motivations to promote institutional effectiveness through the development of personal, instructional, organizational and professional growth of faculty.
3. Competitive basis of selection will be adopted on sound proposals from above institutions. |
| Inter-University Centre for Teachers Education (IUCTE) | 2 | 1. All National level institutions of repute specialising in teacher education can apply for establishing IUCTE.
2. To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities, to play a vital role in offering the best expertise in teacher education across universities.
3. Proposals by invitation to national level institutions will be examined and approved. |
| Innovations, Awards and Teaching Resource Grant/Support for faculty, including Workshops and Conferences | As decided by the PAB | 1. The scheme is envisaged at the national, state and institutional level to cover the entire higher education.
2. To recognize and reward excellence among teachers in higher education.
3. To promote innovations in teaching through resource grant support.
4. National and International Workshops/Conferences can be |
<table>
<thead>
<tr>
<th>Seminars</th>
<th>organised by Central and State institutions</th>
<th>5. Examine extant international policies and suggest what is appropriate to national and regional requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Subject Networks for Curricular Renewal and Reforms</td>
<td>As decided by the PAB</td>
<td>1. Subject-based Network is a voluntary association of academicians willing to cooperate in searching and sharing of knowledge related to teaching, learning and research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The proposer will be Professor or the Retired Professor who will initiate the proposal for SBNW. The proposal will be routed through existing subject department of the university or a college covered under 2f and 12(B) of the UGC Act.</td>
</tr>
<tr>
<td>6. National Resource Centre for Education /Higher Education Academy</td>
<td>1</td>
<td>1. Will be set up with the vision of developing teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing of existing resources in the competitive knowledge world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. An apex Central level body may be invited to submit the proposal to set up the National Resource Centre.</td>
</tr>
<tr>
<td>7. Institutes of Academic Leadership and Education Management</td>
<td>5</td>
<td>1. Will be set up with the objective of imparting training of academic leaders of the vast numbers of institutions of higher education in the country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To build the managerial base of academic heads of DIETs and SCERTs</td>
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<tr>
<td></td>
<td></td>
<td>3. Proposals for setting up five institutes of Academic leadership and Education Management will be invited from the institutes of excellence engaged in educational management and central and state universities and selected on competitive basis.</td>
</tr>
</tbody>
</table>
CHAPTER I

OVERVIEW OF THE MISSION

1. Introduction

The proposed Mission is envisaged to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. The Mission would address, 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, it is also envisaged that the Teacher Mission would pursue long term goal 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 would focus 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. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner. It will try to bridge the gap between teachers and teacher educators and provide opportunities for teachers to become teacher educators.

The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMNTT) is a Central sector Scheme with All- India coverage. This scheme will commence in 2014-15 for a period of three years i.e. from 2014-15 to 2016-17 during XII Plan.

1.1 Goals

The Government of India is mandated to launch a Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching with 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.

1.2 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.

1.3 Outcomes
The proposed Mission will meet 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. New Teacher education courses will be designed to meet the professional development needs of teachers and faculty so as to infuse innovation in pedagogy leading to better learning outcomes. A variety of initiatives will be taken for the professional development of teacher educators, specifically creating conditions for them to participate in Refresher Courses and Fellowship Programmes and for curricular reform in teacher education. A critical component will be to integrate elementary teacher education with the Higher Education by instituting Schools of Education and breaking the insularity of elementary teacher development and practices.

1.4 Deliverables
Overall, in terms of numbers, the Mission is intended to achieve the following:

- Over one lakh qualified teachers for schools, general and technical education colleges and universities across various disciplines;

- Within the one lakh ensure that adequate numbers of SC, ST, OBC, Minorities and Women are inducted;

- Create a sufficient base of teacher educators and promote excellence in faculty for academic leadership positions;

- Create around 87 new institutional structures (30 Schools of Education, 50 Centres of Excellence for Curriculum and Pedagogy, 5 institutes of Academic
Leadership & Education Management, 2 Inter University Centres for Teachers Education;
  • Create subject based networks in different disciplines.

1.5 Components

1. Institutional Oriented

• Creation of New Institutional Arrangements

(i) Schools of Education (30 Nos.)

(ii) Centres of Excellence for Curriculum and Pedagogy (50).

(iii) Inter-University Centres for Teacher Education (2)

2. Individual Oriented

(i) Innovations, Awards, Teaching Resource Grant including Workshops and Seminars

3. Networks and Alliances

(i) Subject Networks for Curricular Renewal and Reforms

(ii) National Resource Centre for Education /Higher Education Academy

4. Academic Leadership

• Institutes of Academic Leadership and Education Management (5 Nos.)
CHAPTER II

PROGRAMMATIC AND FINANCIAL NORMS OF VARIOUS COMPONENTS

These guidelines are intended for the use of Central and State institutions who wish to participate in the Mission with a view to improve the quality of teachers and teaching in their institutions, by addressing current and urgent issues relating to supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching and pursue long term goal of building a strong professional cadre of teachers through professional development of teachers during the 12th Five Year Plan period. The selection of Institutions for all the components will be decided by Project Approval Board (PAB) through competitive process subject to the institutions/ individuals fulfilling the conditions specified in these guidelines. The estimated capital/ infrastructure development cost and the recurring costs specified for each component is upper ceiling limit and each proposal will be examined based on the actual requirements. Also, it is stated that the expenditure on creation of assets is covered under the Non-Recurring component.

2.1 Broad eligibility and selection criteria

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Details of Component</th>
<th>Selection Process</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td><strong>Institutional Oriented</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Creation of New Institutional Arrangements</td>
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<tr>
<td></td>
<td>(i) Schools of Education (30 Nos.)</td>
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<td></td>
<td>(ii) Centres of Excellence for Curriculum and Pedagogy (50)</td>
<td></td>
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<tr>
<td></td>
<td>(iii) Inter-University Centres for Teacher Education</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td><strong>Individual Oriented</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) Innovations, Awards, Teaching Resource Grant, including Workshops and Seminars</td>
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<tr>
<td></td>
<td>Eligible candidates including those from private institutions of teacher education will compete for the award of fellowships.</td>
<td></td>
</tr>
</tbody>
</table>
III Networks and Alliances

(i) Subject Networks for Curricular Renewal and Reforms
(ii) National Resource Centre for Education /Higher Education Academy

To be decided by Project Approval Board (PAB) through competitive process

IV Academic Leadership (5)

- Institutes of Academic Leadership and Education Management

To be decided by Project Approval Board (PAB) through competitive process

1.2. Component-wise programmatic and financial norms

<table>
<thead>
<tr>
<th>Component 1</th>
<th>30 Schools of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
</tbody>
</table>

The Schools of Education will form the main backbone for integrated teacher development across all sectors. It is proposed that each School of Education will have an international mentoring partner so that it benefits from the global best practices and thinking in teacher development. It is proposed to establish School of Education in the Central University. It is proposed to establish overall 30 schools of education. School of Education will comprise of several units/centres that would undertake in-depth work in specific areas that have remained neglected in areas of elementary and secondary teacher and school education. These include concerted research and material development in areas of Curriculum Studies, Pedagogic Studies, Assessment and Evaluation apart from the responsibility of educating teachers and teacher educators.

Each of the Schools of Education set up in the 30 select institutions will offer some of the suggested academic programmes to offer via a set of separate but integrated centres. All Schools of Education need not be a clone of each other. Each can take up some domain specializations depending on their individual core strengths. The Schools of education will offer new academic programmes to meet the professional needs of teacher education, such as teacher educator, administrators and leadership positions at different levels ranging from elementary, secondary, higher and technical education levels.

**Vision**

To develop teacher education in a holistic integrated manner within the higher education system so that Central Universities can address teacher development for all levels of education ranging from elementary to higher education, including technical education.
Mission
To develop Schools of Education within Central Universities as the core pace-setting institutions to spear head the professional development of teachers and teacher educators.

Objectives
1. To conduct various academic programmes to meet the teaching requirements of elementary, secondary and higher education,
2. To conduct research in curriculum development, pedagogy, special education, language teaching.
3. To develop as model institutions for teacher education with state of art facilities and human resource expertise.
4. To ensure integrated and inter-sectoral linkages across all levels of the hierarchy of teacher education.

Suggested academic programmes (as per NCTE norms) which Schools of Education can offer:
- Masters in Elementary education.
- Bachelors and Masters in Secondary education.
- Bachelors and Masters in Early Childhood Education.
- Advance Diploma in Educational Management.
- Masters in Educational Studies
- Masters in Educational management – MBA(Ed.)
- M. Phil/Ph. D. in Educational Studies

CENTRES WITHIN SCHOOLS OF EDUCATION:
(i) Centre for pre-service teacher education
(ii) Curriculum research, policy and educational development
(iii) Centre for learning and pedagogic studies
(iii) A) Centre for teaching of English language
(iv) Centre for assessment and evaluation
(v) Centre for professional development of teacher educators
(vi) Centre for teacher resource and academic support

Conditions of Eligibility / Implementation Design
- All Central Universities to set up Schools of Education.
- Existing Departments of Education within Central Universities can upgrade to Schools of Education.
- Must be willing to set up any one or more of the above-mentioned Centres and offer one or more of the suggested academic programmes (as per NCTE norms).
- The physical infrastructure, such as lecture halls, office space, already available with the institution must to a great extent support the additional enrollments
likely through new academic programmes being offered.

- Should have adequate library, hostel, laboratory, ICT facilities for meeting the academic requirements of teacher education programmes.
- Must be willing to assign existing faculty, academic and administrative staff to take up new responsibilities associated with conducting new academic programmes and also the day to day work of the proposed new centres.
- Should have been accredited by NAAC and must have not less than an ‘A’ Grade.
- Should have teaching programmes both in undergraduate and postgraduate courses. It must also have credible research capacity as evidenced through research, guildeship and publications of faculty members.
- The college must be multi-faculty (at least two or more faculties such as Arts, Commerce, Science, Engineering, Law etc)
- Should have inter-disciplinary programmes in teaching and research.
- Must have a robust internal governance structure: with Academic Council, Board of Studies/Research Councils and Finance Committees as per the guidelines of the regulatory body.
- Adherence to merit-based admission of students.
- In case of residential programmes, 50% of hostel seats should be reserved for socially and economically weaker sections.
- Adherence to the reservation policy of State government in admission and faculty recruitment.

Financial norms
The overall limits of financial costs for capital and recurring cost of each School of Education are Rs. 7.50 crore for non-recurring (subject to a ceiling of Rs.5.41 Crore for civil works) and Rs.2.00 crore per year for recurring cost.

<table>
<thead>
<tr>
<th>Component 2</th>
<th>Centres of Excellence in Science and Mathematics Education (5 Nos.)</th>
</tr>
</thead>
</table>

Introduction
The present system focuses only on increasing the quantum of teachers. It does not focus on the pool of excellent teachers. There is acute dearth of high quality Science and Mathematics teachers both at the level of school and colleges. Besides the research in the field of Basic Science and Mathematics is far from satisfactory. There is the need to promote excellence in Basic Science and Mathematics education and increase the pool of both teachers and researchers. To develop Science and Mathematics education and to increase the pool of teachers it is envisaged to
develop 5 Centres of Excellence in Science and Mathematics Education in the institutions of repute. The Centres of Excellence will help the schools and colleges to improve their standards of science and mathematics education in a highly competitive situation and may enable the nation to emerge as a global leader in education.

Vision

To develop high quality science and mathematics teachers who are able to develop themselves as role models as teachers and teacher educators in science and mathematics in the competitive educational system and the diversified knowledge requirements of the contemporary society.

Mission

- To accelerate science and mathematics education by way of promoting independent, critical and creative thinking.
- To hand hold the scientific teaching community in facilitating teaching and research for subject specific growth
- To enable the development of skills engaging latest technological devices as aids to teaching-learning process.
- To help teachers in capacity building for curriculum designing and scientific assessment and evaluation.
- To develop innovative programmes that will strengthen the inclusive nature of higher education by bringing the disadvantaged and marginalized sections of the society.

Objectives

1. To excel in science and mathematics education in schools and colleges
2. To create a pool of talented teachers in science and mathematics
3. To develop innovative programme in science and mathematics
4. To develop the capacity of science and mathematics teachers

Implementation Design

Centres of Excellence in Science and Mathematics education should conduct a programme at the Bachelors and Postgraduate levels which should integrate the professional specialization needed to be teachers/teacher educators. Besides it should run few short run courses for the development of curriculum and pedagogy in science and mathematics. Research Cells can also be located within Centres to undertake research on different aspects of teaching.
Specifically, Centres of Excellence in Science and Mathematics Education will incubate and nurture, on a continuous basis, discipline-specific curricula, pedagogy, learning materials (including e-content) for use by the schools and colleges and postgraduate departments. Proposals for creation of such Centres should be invited from IISc, Homi Bhabha Centre, TIFR and University and Colleges Departments of Science and Mathematics which have high reputation.

**Financial norms**

The estimated cost of capital/ infrastructure development per Centre is envisaged to be Rs. 4.64 crore (subject to a ceiling of Rs.4.23 Crore for civil works). The recurring cost for each Centre is Rs. 1.00 crore per year.

**Component 3 | Teaching Learning Centres (25 Nos.)**

**Introduction**

The present system focuses only on the domain (subject) knowledge of the teachers. It does not focus on the importance of 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. The focus on teaching-learning process will engage teachers towards the student concern, attention and interest. This will make the educational programme more meaningful and socially relevant. Proposed TLCs assume importance in the context of learner centred approaches, ICT integrated learning and recent researches in new pedagogic approaches to teaching and learning in higher education. The curricular reforms in universities and colleges in the context of interdisciplinarity 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. Indian universities suffer from poor ranking in global scenario. An important reason for the poor ranking is the low capacity of teachers in effective teaching - learning and research. TLCs will help the universities to improve their ranking by performing better in a highly competitive situation and may enable the nation to emerge as a global leader in education.

**Vision**

To develop effective and efficient teachers who are responsive to the needs of the learners in both local and global contexts, in the competitive educational system and the diversified knowledge requirements of the contemporary society.
Mission

- To accelerate teaching-learning process by way of promoting independent, critical and creative thinking.
- To hand hold the teaching community in facilitating research for subject specific growth
- To enable the development of skills engaging latest technological devices as aids to teaching-learning process.
- To help faculty in capacity building for curriculum designing and scientific assessment and evaluation.
- To develop innovative programmes that will strengthen the inclusive nature of higher education by bringing the disadvantaged and marginalized sections of the society.

Objectives

1. To develop discipline-specific curricular framework and evaluation methods for incorporation into workshops and short-term professional development programmes of;
2. To outline and recommend pedagogy and schemes of assessment appropriate for the curricular framework;
3. To develop learning materials, including textbooks and handbooks and to organize their translation into regional languages;
4. To be repositories of resources, including reference services and electronic data bases, for promoting research on issues relating to teaching and learning practices

TLC should conduct a short run to medium run (3 weeks) and long run (3-6 months) rigorous pre-induction programs for the new-entrants.

Implementation Design

Specifically, TLCs will incubate and nurture, on a continuous basis, discipline-specific curricula, pedagogy, learning materials (including e-content) for use by the colleges and postgraduate departments. All possible attempts will be made to find out alternatives to the existing paradigms i.e. paradigms of teaching, learning and assessment. The relation between TLCs and ASCs by design should be mutual and supportive. TLCs must respond to the specific demands of ASC’s for specifically designed short-term programmes. The TLC’s will be set up at different levels such as Academic Staff Colleges, university schools/Faculty departments/centers and
colleges. As such Proposals for creation of TLC's should be invited from Academic Staff Colleges, university schools/Faculty departments/centers and colleges. Research Cells can also be located within TLC's to undertake research on different aspects of teaching.

**Financial Norms**

The capital /infrastructure development cost for setting up of each TLC is envisaged to be Rs. 4.28 crore (subject to a ceiling of Rs.3.90 Crore for civil works) during the entire period of the Mission. The recurring cost for each Centre is Rs. 1.10 crore per year

| Component 4 | Faculty Development Centres (20 Nos.) |

**Introduction**

Faculty development is an essential element of Institutional effectiveness. The extent to which the institution supports faculty development will be strongly reflected in levels of the engagement in learning activities, conduct of research and ultimately fulfilling the objectives and goals of the university. Faculty who engage in professional development experiences benefit also in terms of increased vitality, better informed in terms of development taking in various spheres of education and allied fields, innovations and scholarly learning. Moreover, faculty professional development contributes to the effective use of emerging technologies and establishes a firm foundation for the overall development of high quality programs and curricula.

Faculty development programmes include the four possible types of development: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); organizational (ways to improve the institutional environment to better support teaching); and professional (ways to support faculty members so that they fulfill their multiple roles of teaching, research, and service). Faculty development has a critical role to play in promoting academic excellence and innovation.

**Vision**

To inculcate among teachers the motivations to promote institutional effectiveness through the development of personal, instructional, organizational and professional growth of faculty

**Mission**

- To promote organizational strategies for faculty development so as to incentivise teachers to grow professionally and enable the institutions to
Faculty development is expected to result in improved teaching performance and better learning outcomes for students and teachers.

Promotes new ways of thinking about the student-teacher relationship, and increased commitment to educational scholarship.

Developing all round skills are a prominent aspect for faculty development.

Objectives and Programmes

In general all the faculty members need to be provided the opportunities to participate in professional development programmes in order to enrich their knowledge. It is felt that opportunities to all the faculty members should be provided in attending:

a. Training Programmes (national and international)
b. Seminars/Conferences (national and international)
c. Internship Programmes (national and international)
d. Summer Schools (national and international)
e. Exchange programmes (national and international)

Implementation Design

Training programme during the probation can be planned so that the persons who enter the university is sensitized of their roles and responsibilities in a college or university. Faculty development centres should conduct a short run to medium run (3 weeks) and long run (3-6 months) rigorous pre-induction programs for the new-entrants. Specifically, FDCs will incubate and nurture, on a continuous basis the professional development of teachers and create opportunities for professional growth. The relation between FDCs and ASCs by design should be mutual and supportive. The FDC's will be set up at different levels such as Academic Staff Colleges, university schools/Faculty departments/centers and colleges. As such Proposals for creation of FDC's should be invited from Academic Staff Colleges, university schools/Faculty departments/centers and colleges. Research Cells can also be located within FDC's to undertake research on different aspects of professional development of teachers.

Financial Norms

The capital /infrastructure development cost for setting up of each FDC is envisaged to be Rs. 4.28 crore (subject to a ceiling of Rs.3.90 Crore for civil works) during the entire period of the Mission. The recurring cost for each Centre is Rs. 1.10 crore per year.
Component 5 | Inter-University Centre for Teachers Education (IUCTE)
(2 Nos.)

**Introduction**
The UGC establishes autonomous Inter-University Centres within the university system under Clause 12(ccc) of the UGC Act. The objectives for setting up these centres are:

- To provide common advanced centralized facilities/services for universities which are not able to invest heavily in infrastructure and other inputs.
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country.
- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities which are comparable to international standards.

Two Inter-University Centres for Teacher Education are proposed under National Mission to cater to the needs of large teaching community in India. These IUCs will work in co-ordinated manner with the Inter-University Centres established by UGC within the university system under Clause 12(ccc) of the UGC Act.

**Vision**
The vision of these Centres will be to provide a separate yet integrated focus on elementary and secondary levels of school education and co-ordinate the Schools of Education established under the National Mission of Teachers and Teaching.

**Mission**
IUCTE's will coordinate between the Schools of Education set up in Central Universities to provide a collaborative platform for the teaching community so as to promote their research interests and develop their inter-disciplinary perspectives.

**Objectives**

a. To bring about convergence among the various activities carried out by the different Centres located within the Schools of Education in Central Universities.
b. To play a vital role in offering the best expertise in the field of teacher education to practitioners and researchers across the country.
c. To promote national and international cooperation in teachers' education.
d. To redesign of teacher education curricula for secondary and elementary teacher education, developing curriculum materials, both offline and on-line, including commissioning of materials in regional languages through the specific state-based institutions such as SCERTs.
e. To provide common advanced centralized facilities/services for universities.
which may not be available within individual stand alone institutions.
f. To publish advanced research studies relating to teachers' education for purposes of advancement of capacities to teach and learn among professional teachers.

Conditions for Eligibility

1. Any National level institution of repute specialising in teacher education can apply.
2. Such an institution must be able to network with all Central Universities.
3. The physical facilities such as library, ICT based infrastructure, laboratories, already available with the institution must support the research and collaborative work intended to be carried out through the IUC.
4. In case, individual institutions do not qualify, a hub and spoke model with a lead institution and supporting nodes can also be considered.
5. The governance structure must be clearly specified.
6. Since no additional posts are to be created, redeployment of existing faculty and staff must be included in the proposal.

Financial norms

The projected cost specifying the total limit for setting up of each IUC is Rs. 7.30 crore for non-recurring (subject to a ceiling of Rs.5.27 Crore for civil works) and Rs.6.10 crore per year for recurring costs. (recurring costs include subscription to E-journals & E-books)

<table>
<thead>
<tr>
<th>Component 6</th>
<th>Innovations, Awards and Teaching Resource Grant, including workshops and seminars</th>
</tr>
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</table>

Introduction

Teachers in higher education must be incentivised for undertaking innovations in teaching and learning approaches. Areas of innovation could be curriculum, pedagogy, evaluation, integration of technology, promoting inclusion of marginalized sections, innovations in funding, collaborations etc. Sometimes to carry out certain innovations resource grant may be needed. To promote innovations the resource grant may be needed before the innovations and sometimes the innovations after their success may be recognized and awarded. Thus the proposed scheme will encourage innovations in higher education.

Vision

Promotion of excellence by recognizing and rewarding innovations by teachers.

Mission

The programme will encourage innovations by the teachers throughout the higher
education community. The women's colleges, minority colleges, rural colleges' teachers efforts need the recognition at the institutional and the state level. The scheme will search for the talents throughout the length and breadth of the country.

Objectives

1. To promote innovations including in teaching and learning through the resource grant to the teachers.

2. To recognise and identify talent among the teachers and reward the teachers at the institutional, state and national level

Introduction

Workshops and seminars to discuss and evolve strategies for suggested policy recommendations documented in several Reports for faculty related matters can be undertaken under this component. Examining extant international policies and adopting some of them appropriate to national and regional requirements can be explored. Brainstorming and detailed deliberations on the pros and cons of some of the identified policy steps would help to firm up some of our own policies.

Implementation Design

All Central, State public Funded institutions including aided institutions conducting seminars or workshops on any areas listed under the various components can be supported. Proposals will be examined in the PAB. The expenditure under this head can be incurred from within the funds provided under the respective relevant component subject to the following ceilings:

- National Workshops/ Seminar of maximum of five days (30-40 participants) : Rs 15 lakhs
- National Conferences of three days duration (50-60 participants): Rs. 15 lakhs
- International Workshop/ Conference for about 50 participants : Rs 50 lakhs

Implementation Plan

A detailed procedure in this regarding will be finalized as per recommendations of the Project Approval Board and approval of the Executive Committee.

Financial norms

A lump sum provision of Rs. 40 crore has been approved by the EFC for all the related components under this head.

<table>
<thead>
<tr>
<th>Component 7</th>
<th>Subject Networks for Curricular Renewal and Reforms</th>
</tr>
</thead>
</table>

Introduction

Subject-based Network is a voluntary association of academicians willing to cooperate in searching and sharing of knowledge related to teaching, learning and
research. It will empower the teachers and researchers and help improve the quality of higher education. It will function as an academic network by and for the stakeholders of higher education for imparting and disseminating knowledge. Domain knowledge is the bedrock of any learning system. The core of education is the content which has to be transacted by the teacher to the learners. This domain knowledge is continuously growing and evolving in all the disciplines through research. This growth has to be factored in to realign the frontiers of knowledge. It is in this context that the subject based networks was conceived to play a pivotal role in transcending the boundaries and making the foundations more pervious and perfect. This network will connect the professionals of various disciplines along with respective material for cross fertilization of ideas which will create hybrid knowledge endowed with better genetic configuration. This knowledge will be periodically updated, shared and disseminated for enrichment of the disciplinary outcomes. Efforts will be made to cover the maximum number of subjects.

Vision
To develop teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing on disciplines and subjects for global advantage.

Mission
- To strengthen the resource base for the teachers in higher education
- To build the pool of teachers who engage on the domain knowledge in higher education.
- To develop an electronic network for the teachers and researchers in higher education.

Objectives
- To create a database for all subjects in higher education
- To develop subject related resources for teacher and professionals of higher education
- To assemble all support material in electronic form for onward use
- To disseminate updated subject wise material to the professionals.

Functions
i. Create a website and other appropriate tools to support information exchange and dissemination;
ii. Produce an annual report on the state of innovation in its area of activity;
iii. Provide full information about the network’s events and activities;
iv. Organize an annual meeting in the thematic area of the network. It can take the form of an open seminar or conference encouraging collaboration with
other networks;

v. Take appropriate measures regarding the evaluation of the network's performance.

Other important activities should include the following:

vi. To analyze the comparative teaching methods and experiment with new teaching methods;

vii. Identify high quality teaching material and place it at the disposal of the members of the network;

viii. Share practices related to semester system, choice based credit system and continuous and comprehensive evaluation with a view to constantly improving it;

ix. Help the members of the network on problems related to subjects and towards finding common solutions;

x. Share research findings of the doctoral, postdoctoral research works and help the newly inducted researchers, including those registered under Ph D program in identifying references, formulating research design and helping in qualitative and quantitative research methods to analyze the research findings;

xi. Subject based Network will network with another related subject based network in order to promote interdisciplinarity and help in formulating new interdisciplinary course design by an individual or institution

xii. It will promote learner centeredness and discuss ways of optimizing learning outcomes as well as adapting curricula to the needs of society

xiii. Subject based networks will help in developing ethics and value system on aspects relating to teaching and research and sensitize stakeholders to develop organization culture

xiv. Promoting synergies between teaching and research, notably by encouraging higher education institutions to integrate research results in their teaching

xv. Promote synergy between undergraduate teaching and post graduate teaching and institutions

xvi. Network will abstain from many other areas of controversy that surround university politics and keep its focus on teaching and learning
**Implementation Strategy/ Design**

**Constitution of Subject Based Network (SBNW)**

A professor, presently working or retired, can form an association of subject scholars, not less than 50 members, who will be the members of the SBNW. The composition of the member of the network will be as follows:

- At least 50% will be teachers employed on permanent/regular basis.
- Rest of members will be other than regular teachers (retired teachers, non-regular teachers, free lance researchers and those who are already doctorate or registered for Ph.D. or pursuing research in individual capacity.

The proposer will be Professor or the Retired Professor who will initiate the proposal for SBNW. The proposal will be routed through existing subject department of the university or a college covered under 2f and 12(B) of the UGC Act. The colleges will be only those having College with Potentials of Excellence status, Autonomous college and NAAC Accredited ‘A’ Grade colleges. The proposal will be submitted to the UGC through the proper channel on announcement of the scheme by UGC.

Membership of the network will be for two years and at the end of every two years, the renewal of the membership by the individual member will take place. The member of the particular subject network can join maximum of 3 Subject based networks.

**Financial norms**

Funds available under this component may be utilized for setting up of electronic equipment for video conferencing, portal development and other online support equipment of on human resources required for creation of a network. Discipline wise scouting needs to be undertaken to identify the setting up of subject based network. Selected institutions and universities will be provided with the grant money along with the stipulated guidelines to establish these networks and showcase their subject strength and ability to network in providing support.

A total provision of Rs.5.00 crore has been approved under this head by the EFC. Since computer related hardware would be needed for SBW, a sum of Rs. 0.24 crore has been estimated towards non-recurring costs.

<table>
<thead>
<tr>
<th>Component 8</th>
<th>National Resource Centre for Education /Higher Education Academy</th>
</tr>
</thead>
</table>

**Introduction**
The upward mobility of faculty in higher education across nation depends on the academic resources made available to them. This investment in human resource enhances their capabilities and helps them function and discharge functions optimally. The current state of resources available to teachers is abysmally low and skewed leading to capping of the outcomes among the existing teaching faculty. Therefore there is the need to have large resource repository available to the entire teaching community to strengthen their capabilities for the snowballing impact in the development of the nation. The National resource centre for higher education will provide database and identification protocol to all teachers engaged in higher education. Further it will strengthen the capacity of faculty by providing cognitive and penumbra support for all academic initiatives. It will be an electronic depository and will provide a framework for coordination and convergence of all academic resources.

**Vision**
To develop teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing of existing resources in the competitive knowledge world.

**Mission**
- To strengthen the resource base for the teachers in higher education
- To build the pool of teachers with UID available for higher education.
- To develop an electronic network for the teachers and researchers in higher education.

**Objectives**
- To create a database for all teachers in higher education
- To provide a Unique identification number to all teacher of higher education
- To assemble all support material in electronic form for onward use
- To disseminate material to all registered subscribers of higher education.
- To organize workshops, seminars and short term courses in higher education

**Implementation Strategy**
An apex Central level body may be invited to submit the proposal to set up the National Resource Centre.

**Financial norms**
The capital /infrastructure development cost for setting up of the Centre is envisaged to be Rs. 11.55 crore (subject to a ceiling of Rs.6.81 Crore for civil works) during the entire period of the Mission while the recurring cost for each Centre is Rs. 15.90 crore per year, (recurring costs include subscription to E-
Component 9 | Centres of Academic Leadership and Education Management (5 Nos.)

Introduction

Training of academic leaders of the vast numbers of institutions of higher education in the country is a critical need, especially as these institutions have to augment their functional competencies in areas of core and conventional activity, as also brace up to the immense external challenges posed by a community of universities world-wide, each aspiring to achieve a tangible status of competence, expressed to some extent in measures of ranking, and more generally in the insistence on improving quality. At the moment, there is no institutional practice for imparting training to academic leaders in higher education, and the learning is mainly by doing, or by sporadic peer-exchanges. The quantum of this challenge is evident as we see the expanded institutional provision of higher education, as per the University Grants Commission Annual Report (year),--we have over 600 Universities and 30,000 Colleges all over the country. The unevenness of institutional quality—some being old universities with a historical legacy, as compared to new institutions, or differences in provision by the Centre or state or public or private, or sharply varying levels of functionality pose challenges for customizing training to felt needs of institutions. Besides, institutions of higher education are also differently socially embedded in India’s vast plural landscape. It is emergent therefore that academic leaders be oriented to the critical tasks they are to perform, and made aware of the responsibilities their roles entail, as also the internal and external challenges they need to handle while on the job.

Similarly in the school sector improving the efficiency in the educational management of academic administrators will go a long way to strengthen the effectiveness of educational institutions at the school level. The teacher education institutions, such as, DIETs, SCERTs are the important institutions of in service training of educational practitioners.

Vision

To develop educational managers who are able to coordinate the efforts of all stakeholders in order to improve effectiveness of an organization.
Mission

The Mission is to set up institutions of national repute and standards, for leadership development suited to school and higher education institutions.

Objectives

- To evolve a systematic programme on the training needs of top functionaries and institutional heads such as Vice Chancellors, Pro-Vice Chancellors, Deans, Heads of Post Graduate Departments, and Principals and Vice Principals of Colleges
- To provide entry-level (pre-service) orientation training with a focus on requisite functional proficiency and attitude orientation
- To provide specialized area trainings in selected issues of critical relevance, and specially with a view to enhancing institutional quality and innovation
- To create a pool of academic managers in school education
- To develop training resources for academic managers of DIETs, SCERTs, other teacher education institutions

Implementation Design

Proposals for setting up five Centres of Academic leadership and Educational Management will be invited from the institutes of excellence engaged in leadership training and educational management and selected on competitive basis.

Financial Norms

The capital /infrastructure development cost for setting up of each Centre is envisaged to be Rs. 6.10 crore (subject to a ceiling of Rs.5.42 crore for civil works) during the entire period of the Mission. The recurring cost for each Centre is Rs. 1.40 crore per year.
Chapter III

Funding norms

1.1 Funds flow & payment norms for various activities

The payment norms would be suitably determined on the advice of the Project Approval Board. MHRD shall be fully responsible for releasing funds in time on the recommendation of the Project Approval Board. The Project Approval Board in its recommendations shall clearly mention the timings and amount for the release. The funds once approved shall directly be released to competent authority in organization/institutions. These institutes shall be responsible for delivery of outcomes stated against the release of funds. Fund release against the deliverable shall clearly be uploaded on the website of the Mission along with summary of activities, for scrutiny by the stakeholders at all the times.

1.2 Accounting Procedures

(i) Separate accounts are to be maintained by each Institute/University/Centre in regard to the grants released by the Central Government.

(ii) The Accounts of the grantee organization shall be open to audit at any time by the Comptroller and Audited General of India or his nominee at his discretion.

(iii) The grantee organization shall submit to the Government of India, a Statement of Accounts audited by a Chartered Accountant, stating out the expenditure incurred on the approved project and indication the utilization of the Government grant in the preceding years. If the utilization certificate is not submitted within the prescribed period, the grantee shall arrange to refund immediately the whole amount of the grant received together with interest thereon at the prevailing borrowing rate of the Government of India unless specially exempted by the Government.

(iv) The grantee organization will be open to a review by the Government of India, Ministry of Human Resource Development by appointing a Committee or in any other manner decided by the Government as and when deemed necessary by the Government.

(v) The flow of funds will be governed by the relevant provisions contained in Rule 209 to Rule 212 of GFRs, 2005, which inter-alia, prescribe the procedure for release of Grant-in-Aid; Accounts of the Grantee Institutions; Audit of Accounts of Grant-in-
aid by the grant sanctioning authority and C&AG and submission of UCs [Form GFR 19-A] by the grantee Institutions.

It will be subjected to such other conditions as may be imposed by the government from time to time.

*******************************************************************************
## Checklist for PMMMNMTT Proposals

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Particulars</th>
<th>Included</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td><strong>Mandatory Information</strong></td>
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<tr>
<td>1.</td>
<td><strong>Covering Letter</strong></td>
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<tr>
<td></td>
<td>a. Name of the Institute</td>
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<td>b. Name of Component applied for</td>
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<td></td>
<td>c. Name and contact details of Project Coordinator&amp; Forwarding authority</td>
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<td></td>
<td>d. Duration of project</td>
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<td></td>
<td>e. Summary of monitorable outcome and deliverables (One pager as an annexure)</td>
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<tr>
<td>2.</td>
<td><strong>Background of the University/Institute/College</strong></td>
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<td></td>
<td>a. List of faculty with their specialization to be involved in the project</td>
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<td></td>
<td>b. International Partnership (for Schools of Education)</td>
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<td>c. ICT facilities available</td>
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<td>3.</td>
<td><strong>Proposal</strong></td>
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<tr>
<td></td>
<td>a. Rationale</td>
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<td>b. Objectives</td>
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<td></td>
<td>c. Implementation Strategy/ Plan of Action (yearwise/ phasewise)</td>
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<tr>
<td></td>
<td>d. Activities Proposed-</td>
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<td></td>
<td>• Pre-Service Teacher Training</td>
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<td></td>
<td>• In Service teacher/faculty training and capacity building</td>
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<td></td>
<td>• Specialized research in teacher education</td>
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<td></td>
<td>• Professional development via Workshops/Seminars/Conference</td>
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<td></td>
<td>• Teaching Resources developed</td>
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<td></td>
<td>(i) ICT enabled content</td>
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<td>(ii) Other resources</td>
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<td></td>
<td>• Others</td>
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<td></td>
<td>e. Target Group-</td>
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<td></td>
<td>Teachers/ Teacher Educators/Research Scholars</td>
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<td></td>
<td>• Geographical Coverage</td>
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<td>• Social Inclusion</td>
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<td>f. Expected Outcome and specific Deliverables to be achieved (yearwise/ phasewise details)</td>
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<tr>
<td></td>
<td>g. Summary of Outcome and Deliverables (One pager)</td>
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<td></td>
<td>h. Financial Estimates (as per Financial Norms enclosed)</td>
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<td>• Detailed break up of Recurring cost</td>
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<td>• Detailed break up of Non Recurring</td>
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<td></td>
<td>i. Physical &amp; Financial phasing</td>
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<td></td>
<td>j. Future sustainability (after the end of financial</td>
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</tbody>
</table>
4. In case of component IATRG (International Conference)
   - For MEA and MHA clearance if the budget exceeds limit of Rs.10 lakhs
   - List & Brief of invited experts/panelists of International/National repute

Funding norms for components (Rupees in Crore)

<table>
<thead>
<tr>
<th>Component</th>
<th>Non Recurring</th>
<th>Recurring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SoE</td>
<td>7.50 (5.41 for civil work)</td>
<td>2.00</td>
</tr>
<tr>
<td>2 a CESME</td>
<td>4.64 (4.23 for civil work)</td>
<td>1.00</td>
</tr>
<tr>
<td>2 b TLC</td>
<td>4.28 (3.90 for civil work)</td>
<td>1.10</td>
</tr>
<tr>
<td>2 c FDC</td>
<td>4.28 (3.90 for civil work)</td>
<td>1.10</td>
</tr>
<tr>
<td>3 IUCTE</td>
<td>7.30 (5.67 for civil work)</td>
<td>6.10</td>
</tr>
<tr>
<td>4 IATRG*</td>
<td>Lump sum 40 crore</td>
<td></td>
</tr>
<tr>
<td>5 SBN</td>
<td>Lump sum 5.00 crore (estimate of Rs. 0.24 crore towards non recurring cost)</td>
<td></td>
</tr>
<tr>
<td>6 NRC</td>
<td>11.55 (6.81 for civil work)</td>
<td>15.90</td>
</tr>
<tr>
<td>7 CALEM</td>
<td>6.10 (5.42 for civil work)</td>
<td>1.40</td>
</tr>
</tbody>
</table>

*National Workshops/ Seminar of maximum of five days (30-40 participants) : Rs 10 lakhs
*National Conferences of three days duration (50 -60 participants): Rs. 10 lakhs
*International Workshop/ Conference for about 50 participants : Rs 50 lakhs
Government of India  
Ministry of Human Resource Development  
Department of Higher Education

Room No. 111, First Floor, C-Wing, Shastri Bhawan,  
New Delhi, dated 9th March, 2018

Subject: Call to all Higher Educational Institutions to be part of the programme - UNNAT BHARAT ABHIYAN (UBA) - Regarding

As you may be aware, Department of Higher Education, under Ministry of Human Resource Development, Government of India has launched a programme, **UNNAT BHARAT ABHIYAN (UBA)**, aiming to improve and enrich the quality of life in rural India to connect the higher educational institutions to the villages around.

The Higher Educational Institutions (both Technical & Non-technical) of both Centre & State, will be selected through CHALLENGE method, based on certain outward parameters. The selected Institutions will work closely with State government / District administration / PRIs / other institutions / NGOs and provide customized technological solutions, make field studies, study the implementation of government schemes, facilitate their implementation, according to the local needs. While the Institutions are expected to meet some expenses from their own resources, they would be partially funded by MHRD also.

The primary objectives of Unnat Bharat Abhiyan are to engage the faculty and students of Higher Educational Institutions in understanding rural realities; identify and select existing innovative technologies, customize and implement as per local needs; to allow the institutions to contribute to devise systems for smooth implementation of various government schemes at the grassroots level.

The details of the UBA program are available in the enclosed communication dated 20.02.18. The concept note and details are available at [www.unnat.iitd.ac.in](http://www.unnat.iitd.ac.in). Interested Institutions should apply only online at [www.unnat.iitd.ac.in](http://www.unnat.iitd.ac.in), latest by 5 pm on 15.03.18. The copy of the advertisement is also enclosed.

So, I request you to take this opportunity to be part of UBA, in contributing to the development of rural India. The concerned officials may be sensitized with the objectives of the scheme and instructed to apply immediately.

Best Wishes,

( N Saravana Kumar )  
Joint Secretary (P& ICC)  
Ministry of Human Resource Development  
Government of India
Call to all Higher Educational Institutions to be part of UBA

UNNAT BHARAT ABHIYAN

Ministry of Human Resource Development
Government of India

Eligibility

Eligibility in Higher Education Institutions to will be selected for transfer of knowledge to enrich rural India.

Application

Operation

Selection

500 Educational Institutions should have at least 5 students obtaining first rank and should have at least 2 faculty members who are involved with developmental activities in rural areas.

Eligibility in High Quality Institutions in rural areas.
OFFICE MEMORANDUM

Subject: Unnat Bharat Abhiyan Programme of Government of India

This to convey the approval of Government for implementation of the Unnat Bharat Abhiyan (UBA), aimed to connect the higher educational institutions to the villages around, at a total cost of Rs.83.08 Cr. The scheme shall be implemented through the selected higher educational institutions which adopt villages and through knowledge transfer, would bring overall growth in the rural communities.

Objectives
2. The following are the objectives of UBA:
   a) To engage the faculty and students of Higher Educational Institutions (HEIs) in understanding rural realities.
   b) Identify & select existing innovative technologies, enable customisation of technologies, or devise implementation method for innovative solutions, as required by the people.
   c) To allow HEIs to contribute to devising systems for smooth implementation of various Govt programmes.

3. Strategy
   a) The HEIs will be selected through a challenge method, from both technical and on-technical streams, based on parameters such as – history of engagement with rural communities, adequate faculty, and commitment to the programme objectives.
   b) The selected institutions will work with State Govt, district authorities / PRIs / other institutions and nongovernmental bodies, for arriving at suitable and solutions for improving the social and economic well-being of the rural communities.
   c) The selected HEIs shall meet from their own resources all expenses for the field visits, and any other expense that is not specifically funded under the scheme.
   d) Where technological solution is to be developed or customized to the local requirements, a small grant would be available under the scheme, as recommended by Subject Expert Groups.
   e) Institutions are expected to do field studies, study the implementation of Govt schemes, and facilitate their better implementation so that they meet their objectives best.

4. Selection of institutions:
The following is proposed to be the number of institutions selected for UBA programme in the next three years:
<table>
<thead>
<tr>
<th>year</th>
<th>Number of technical institutions</th>
<th>Non-technical institutions</th>
<th>Total institutions to be selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>250</td>
<td>500</td>
<td>750</td>
</tr>
<tr>
<td>2018-19</td>
<td>1000</td>
<td>2000</td>
<td>3000</td>
</tr>
<tr>
<td>2019-20</td>
<td>1500</td>
<td>3000</td>
<td>4500</td>
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</table>

Note: The (170) Institutions which are already participating in UBA would be automatically selected for the first year. The selected institutions would be intimated to the State Government and the District Magistrates concerned so as to allow easy linking up with the local authorities.

5. **Nature of Interventions**

The interventions under the UBA can cover various fields such as low cost technological solutions covering agriculture/education/health/sanitation/housing, organic/natural farming, Swachh Bharat Abhiyan, drinking water, bioenergy, afforestation, skill development, digital literacy/e-Gram Panchayat etc.

6. **Organizational structure:**

a) The **National Steering Committee (NSC)** is a body of reputed experts constituted vide MHRD order no. 1-1/2016-UBA dated: 4th April, 2016 and would be apex policy making body. It has representatives from Ministry of HRD, Ministries of Rural Development, Panchayati Raj, D/O Land Resources, Drinking Water & Sanitation and a few other related Ministries/Departments.

b) The Indian Institute of Technology Delhi will be the **National Coordination Institute (NCI)** for the scheme. The NCI has the overall responsibility in selection, training of institutions, constituting the Subject Expert Groups and monitoring the programme through a web portal. They are accountable for successful implementation of the UBA as per the objectives of the programme.

c) The **Subject Expert Groups** are institutions which have been appointed by the NCI for providing operational expertise sought by the HEIs engaged in the village exercise. They evaluate and approve the technical solutions proposed by the HEIs and monitor the customisation process.

d) **Regional Coordinating Institutes (RCI)** are institutions identified by the NSC for the purpose of better coordination of the programme in specified areas/States.

e) All the selected participating HEIs are expected to establish a **UBA cell** which will be responsible for carrying out the activities of UBA in that institution.
7. Financial allocations:

An amount of Rs. 83.08 Cr would be spent on the programme as per the details enclosed. All funds would be released on the EAT (Expenditure Assessment Transfer) Module.

<table>
<thead>
<tr>
<th>Item</th>
<th>Detail</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation of the faculty in identification of the projects</td>
<td>InstitutionsX2 facultyX1dayXRs1000</td>
<td>15</td>
<td>60</td>
<td>90</td>
<td>165</td>
</tr>
<tr>
<td>Maintenance of the portal by AISHE and IIT Delhi</td>
<td>Rs. 10 lakhs a year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Expert Groups (12 groups) – personnel hiring</td>
<td>12 groupsX10 membersX30 daysXRs.5000</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>540</td>
</tr>
<tr>
<td>Assistance for selection of technologies (75, 350 &amp; 700 items cap each year based on demand at village level towards gap in cost only)</td>
<td>Each technology XRs. 1 lakh</td>
<td>75</td>
<td>350</td>
<td>700</td>
<td>1125</td>
</tr>
<tr>
<td>Assistance for customisation of solutions (500, 1000 &amp; 1000 villages cap each year)</td>
<td>Each solution X Rs.50,000</td>
<td>250</td>
<td>500</td>
<td>500</td>
<td>1250</td>
</tr>
<tr>
<td>Assistance for awareness, GPDP study, need assessment etc. to all technical institutions (cap at 250, 1000 &amp; 1500 institutions X 5 villages each)</td>
<td>Token amount of Rs. 10,000 per village</td>
<td>125</td>
<td>500</td>
<td>750</td>
<td>1375</td>
</tr>
<tr>
<td>Assistance for awareness, GPDP study, need assessment etc. to all non-technical institutions (cap at 500, 2000 &amp; 3000 institutions X 5 villages each)</td>
<td>Token amount of Rs. 10,000 per village</td>
<td>250</td>
<td>1000</td>
<td>1500</td>
<td>2750</td>
</tr>
<tr>
<td>NCI admin expenses</td>
<td></td>
<td>15</td>
<td>45</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>Publicity/sammelans/workshops</td>
<td></td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>300</td>
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<tr>
<td>Evaluation of solutions</td>
<td></td>
<td>28</td>
<td>65</td>
<td>75</td>
<td>168</td>
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<tr>
<td>Swachata Action Plan</td>
<td></td>
<td>240</td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous expenditure</td>
<td></td>
<td>25</td>
<td>100</td>
<td>150</td>
<td>275</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1023</strong></td>
<td><strong>3135</strong></td>
<td><strong>4150</strong></td>
<td><strong>8308</strong></td>
</tr>
</tbody>
</table>

(This OM replaces the orders issued in earlier OM No. 5-1/2016-UBA dated 18.12.2017)

(N. Saravana Kumar)
Joint Secretary
Tele: 23071486
saravana.kumar@gov.in
To

1. Secretary, Ministry of Rural Development, Krishi Bhawan, New Delhi
2. Secretary, Ministry of Panchayat Raj, Sardar Patel Bhawan, New Delhi
3. Secretary, Ministry of Drinking Water & Sanitation, Paryavaran Bhawan, CGO
4. Principal Secretaries, Higher Education of all States & UTs
5. Principal Secretaries, Rural Development of all States & UTs
6. Director, IIT-Delhi
7. PSO to Secretary (HE), Shastri Bhawan, New Delhi
8. PPS to Special Secretary (HE), Shastri Bhawan, New Delhi
9. All Bureau Heads in Department of Higher Education, MHRD, Shastri Bhawan, New Delhi.
10. Dr. Vijay Bhatkar, Chairman, National Steering Committee, UBA
11. Prof. V.K. Vijay, National Coordinator, UBA

Copy to:

1. PS to Hon'ble Minister, HRD, Shastri Bhawan, New Delhi
2. PS to Hon'ble MoS (SPS), Higher Education, MHRD, Shastri Bhawan, New Delhi
3. Additional Secretary, PMO, (Dr. Tarun bajaj), South Block, New Delhi