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Releasing of first e-news letter of UGC-HRDC, Bangalore University. (Seen left to right) **Prof. C. Srinivas**, Director, UGC-HRDC, **Sri Ajith Kumar Hegde**, Finance Officer, **Professor Dr. Jayakara S M**, Honorable Vice Chancellor, BU, **Sri. Mahesh Babu**, KAS, Registrar, BU and **Dr. Arun S Vaidya**, Associate Professor, HRDC, BUB)



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ಆಚಾರ್ಯ ದೇವೋಭವ



ಪ್ರೊ. ಸಿ. ಶ್ರೀನಿವಾಸ್
ನಿರ್ದೇಶಕರು, ಯುಜಿಸಿ-ಹೆಚ್‌ಆರ್‌ಡಿಸಿ

ನಮ್ಮ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಲೆಟರ್ ಮೂಲಕ ನಿಮ್ಮೊಂದಿಗೆ ಸಂವಹನ ನಡೆಸುವುದು ನಿಜಕ್ಕೂ ಸಂತೋಷವಾಗಿದೆ. ನಿಮಗೆಲ್ಲರಿಗೂ ತಿಳಿದಿರುವಂತೆ ನಮ್ಮ UGC HRDC, 11th ಆಗಸ್ಟ್ 2000 ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದಲ್ಲಿ ಪ್ರಾರಂಭಿಸಲಾಯಿತು, ಮತ್ತು ನಾವು ಹಲವಾರು ಸವಾಲುಗಳನ್ನು ಜಯಿಸಿದ್ದೇವೆ ಮತ್ತು ಹಲವಾರು ಮೈಲಿಗಲ್ಲುಗಳನ್ನು ದಾಟಿ ಅದರ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳ ಗುಣಮಟ್ಟಕ್ಕೆ ಹೆಸರುವಾಸಿಯಾಗಿದ್ದೇವೆ. ಈ ಸುದೀರ್ಘ ಪ್ರಯಾಣದ ಅವಧಿಯಲ್ಲಿ ನಮ್ಮ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಕೇಂದ್ರಬಿಂದುವಾಗಿದ್ದಾರೆ ಎಂಬ ಅಂಶವನ್ನು ನಾವು ಎಂದಿಗೂ ಮರೆಯುವಂತಿಲ್ಲ. ಆದ್ದರಿಂದ, ನಮ್ಮ ಎಲ್ಲಾ ಪ್ರಯತ್ನಗಳು ಯಾವಾಗಲೂ ಶಿಕ್ಷಕರ ವೈಯಕ್ತಿಕ ಮತ್ತು ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆಯ ಮೇಲೆ ಕೇಂದ್ರೀಕೃತವಾಗಿರುತ್ತವೆ.

ನಮ್ಮ ಶಿಕ್ಷಕರಿಗೆ ಕಲಿಸಿದ ಕೆಲವು ವಿಚಾರಗಳನ್ನು ಹೇಗೆ ಕಾರ್ಯಗತಗೊಳಿಸಬಹುದು ಎಂಬುದರ ಕುರಿತು ನಾವು ಕಾಲಕಾಲಕ್ಕೆ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ಪಡೆಯುತ್ತಿರುವುದರಿಂದ

ನಮ್ಮ ಪ್ರಯತ್ನಗಳು ಸಾಕಷ್ಟು ಫಲಪ್ರದವಾಗಿವೆ, ಇದು ಅವರನ್ನು ಉತ್ತಮ ಶಿಕ್ಷಕರಾಗಿ ಪರಿವರ್ತಿಸಲು ಕಾರಣವಾಗಿದೆ. ವಿವಿಧ ICT ಪ್ಲಾಟ್‌ಫಾರ್ಮ್‌ಗಳ ಮೂಲಕ ಶಿಕ್ಷಕರಿಗೆ ಮಾಹಿತಿಯು ಸುಲಭವಾಗಿ ಲಭ್ಯವಿದೆ, ಈ ಯುಗದಲ್ಲಿಯೂ ಸಹ ಶಿಕ್ಷಕರು ಇನ್ನೂ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಕೇಂದ್ರವಾಗಿರುವುದರಿಂದ ಈ ರೂಪಾಂತರವು ಮುಖ್ಯವಾಗಿದೆ. ಹೀಗಾಗಿ, MOOC ನಂತಹ ಪರಿಕಲ್ಪನೆಗಳ ಆಗಮನದೊಂದಿಗೆ, ಸಮಯ ಮತ್ತು ಸ್ಥಳವು ಇನ್ನು ಮುಂದೆ ಶಿಕ್ಷಕರಿಗೆ ಜ್ಞಾನವನ್ನು ಪಡೆಯಲು ನಿರ್ಬಂಧವಾಗಿರುವುದಿಲ್ಲ ಮತ್ತು ಜ್ಞಾನದ ಯಾವುದೇ ಅನ್ವೇಷಕನಿಗೆ ಅದನ್ನು ಪಡೆಯಲು ಸಾಕಷ್ಟು ಪ್ರೇರಣೆ ಮತ್ತು ಮೂಲಭೂತ ತಂತ್ರಜ್ಞಾನದ ಉಪಕರಣಗಳು ಮಾತ್ರ ಬೇಕಾಗುತ್ತದೆ. ಆದ್ದರಿಂದ, ಈ ತಂತ್ರಜ್ಞಾನ-ಚಾಲಿತ ಹೊಸ ಯುಗದಲ್ಲಿ ಪ್ರಸ್ತುತವಾಗಲು, ಶಿಕ್ಷಕರು ತಮ್ಮನ್ನು ತಾವು ಪರಿವರ್ತಿಸಿಕೊಳ್ಳಬೇಕು ಮತ್ತು ಬೋಧನೆ ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ಕಲಿಕೆ ಪಾತ್ರದಿಂದ ದೂರ ಸರಿಯಬೇಕು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮಾರ್ಗದರ್ಶಿ ಮತ್ತು ಮಾದರಿಯಾಗಬೇಕು. ಆದ್ದರಿಂದ, ನಮ್ಮ ಎಚ್‌ಆರ್‌ಡಿಸಿಯಲ್ಲಿ ನಾವು ಬದಲಾಗುತ್ತಿರುವ ಕಾಲಕ್ಕೆ ತಕ್ಕಂತೆ ಹೆಚ್ಚು ಹಾಕುತ್ತಿದ್ದೇವೆ ಮತ್ತು ಇದು ನಮ್ಮ ದೃಷ್ಟಿಯಲ್ಲಿಯೂ ಪ್ರತಿಫಲಿಸುತ್ತದೆ, ಇದು “ಯುವ ಮತ್ತು ಪ್ರಭಾವಶಾಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಶಿಕ್ಷಕರನ್ನು ಸ್ಪೂರ್ತಿದಾಯಕ ಮಾದರಿಯಾಗಿ ಪರಿವರ್ತಿಸುವುದು, ಅವರು ಪ್ರತಿಯಾಗಿ ನ್ಯಾಯಯುತ ಮತ್ತು ಸಮಾನ ಸಮಾಜವನ್ನು ರಚಿಸುತ್ತಾರೆ. ಪ್ರಗತಿಪರ ಮತ್ತು ಜಾತ್ಯತೀತರಾಗಿ ಬದುಕುತ್ತಾರೆ.”

Credibility and Incredible Power or Journey Working in UGC-ASC/HRDC



Dr. Arun Vidya
Deputy Director UGC-HRDC

It has been almost 37 years since the Academic Staff College (HRDC), has been functioning since its inception under the purview of NPE 1986. There are 66 HRDCs in India, at least one in each state.

I cherish the glory of our Academic Staff College (HRDC), that was functioning in Old Physics Block Raman Hall, Central College, till 2013. This UGC-Human Resource Development Centre (HRDC) shifted to the Jnana Bharathi Campus, after the trifurcation of Bangalore University in three Universities is well equipped with the new building/ infrastructure situated at prime location between Guest House and Health Centre of Bangalore University on either side to facilitate every requisite of our stakeholders.

Our UGC-HRDC is always focused on the **Vision: Centre for Excellence in Teaching and Learning Process and the Mission to promote teachers and learners to meet the challenges of global competence in higher education** the main objectives of ASC/HRDC. They are well framed and implemented, to equip the participants attending the courses to enhance their knowledge, growth, and development in their career and to overcome the difficulties in their profession. The eye-to-eye contact with the Academic Staff and interaction with the learned Resource persons in the programme/courses has enlightened participants and motivated them for career planning, as expressed by many of our participants either orally or in feedback after completing the courses. Besides, the UGC also suggests new dimensions and approaches to the HRDC objectives, which are well discussed in our Academic Advisory Committee and Core Committee of Experts and are incorporated occasionally to fulfil the teachers' needs.

My association with the UGC-HRDC as a faculty member is since 2004. I would like to share my experience about the credibility and incredible journey so far. I learnt and understood the concept of training and how to

meet the challenges of higher education goals by interacting with Resource persons, Administrators as a coordinator and Resource person to many of our courses. National Policy of Education 1986 proposed that academic staff colleges train new entrants and senior teaching fraternities to enable them to learn more about teaching and research and update their knowledge regarding their subjects and the profession, respectively. I always kept myself engaged and involved in conducting quality-enhanced courses and workshops, concentrating on oral/ feedback provided by the participants submitted during the courses, and improvising the course content, giving due respect to the suggestions by the resource persons, my colleagues, experts and participants.

Most of the time, there is a suggestion from the stakeholders about the duration of the courses. As earlier, the Orientation Programme used to be held for four weeks (28 days), later changed over to 3 weeks and is currently termed as FIP/Gurudaksha for one month. It is difficult to spare more than three weeks for learning as many of the Colleges and Universities in Karnataka and other States have either a shortage of Staff due to delays in recruitment from time to time. However, in my view, the objectives of the Orientation Programme/FIP are to create awareness of Research and Teaching and to overcome the inferiority or exposure to new teaching skills and professional development for newly appointed Assistant Professors, which can be sufficiently or possibly covered in 4 weeks (month) of the Programme only instead three weeks proposed earlier. Almost all the topics /components viz. Communication, Teaching, Research and Academic career/Personality are made known to the participants by interacting well with the Academic Staff and Resource person through discussions and individual presentations, enabling them to face challenges in their noble profession after completing the respective Programmes.

Similarly, with regard to Refresher Courses/ Winter/ Summer Schools, which are theme-based, the UGC has suggested Levels I and II according to the participant's enrolment for those attending for the first time or second or third time, respectively. The components are again suitably framed and delivered for three weeks instead of two weeks (14 days). As of now, it would be more appropriate if they are conducted for three weeks, which could be helpful to cover

individual presentations or share their experience and thoughts, practical aspects and other areas.

Our HRDC has organized online/offline courses, including theme-based webinars, workshops, and short-term courses. This Centre has, conducted six refresher courses, viz. Life Sciences (ID), Social Sciences (ID), Kannada, Information Communication Technology (MD), Commerce and Management, and Law and Human Rights (ID), five webinars on NEP, 2020 topics and one webinar on the eve of Shikshaka Parva-Role of teachers in the present scenario during, AY 2022-23. Besides, a Faculty Development Programme (FDP-one week) on the theme: Mentoring for Institutional, Social Responsibility and Facilitation for Community Engagement held from 16-22 August 2022 in association with Mahatma Gandhi National Centre for Rural Development (MGCNRE), Hyderabad. The Resource persons, Prof. C. Srinivas, Dr Arun S Vaidya, Dr Nagaraj-academic staff along with Dr Sharath Chandra Naveen Kumar from MGNCRE and Dr Neema Gnanadev from the Rural Development Dept. Bangalore University coordinators were involved in conducting the FDP. Dr Sharath Chandra Naveen Kumar briefed on the modality of the workshop and work task activity of the FDP and the topics relevant to the theme. Leadership skills, Agricultural productivity, Jal Shakthi, Social responsibility, and the Current Rural Development Programme in India were covered. A one-day field visit to Pyramid Valley and Raghugodu village was arranged for participants to understand rural development. The HRDC also conducted two STCs for the Non-teaching Staff of Bangalore University to Junior Assistants/Assistants and Office superintendents, respectively.

The first STC was organised on 10-11 October 2023 for junior assistants and Assistants on the theme of Administrative Reforms. The learned Resource persons discussed the topic in their sessions on Administrative Reforms, Auditing and replying to Audit queries, Legal matters, KSU Act, KCSR rules, Office keeping, Computer applications and other financial matters. The participants expressed great satisfaction attending the same. Another STC was held on 18-19 November 2023 for Senior Assistants and Office Superintendents on the theme of financial issues/problems, I approached the Resource persons from the Fiscal Policy of India. The sessions on KTPP, e-procurement, TDS & GST, Income tax and other matters were discussed during the

STC by the Officers/Resource persons of FPI and the participants were happy and requested the HRDC to continue to conduct such programmes for the benefit of the employees working in our University. I have coordinated many OP/FIP, Refresher Courses, and Short-Term Courses, the experience was overwhelming and this helped me in involving developing the need-based content and updating our knowledge.

I also wish to suggest that the earlier process of release of Grants either to the University (HRDC) or directly to the Director would be of great help to avoid delay in financial disbursement or arranging funds from either the University or UGC in order to conduct maximum Programmes/Courses every year as scheduled. Further, it is also felt necessary to restrict the increase in the number of centre to a maximum of 2 or 3 in a state that can meet and serve the purpose of training the stakeholders. I also suggest an opportunity may be given to the full-time permanent Senior Academic Staff appointed in UGC-HRDC only directly as a Director instead of in-charge Directors, to head the Institution considering their experience & service rendered in the same Centre as there was no direct appointment in the HRDC earlier and the said procedure is followed in the other Departments of the University which also help to focus on more activities regularly without any hindrance.

Further, National competence between the training Centers is increasing every year as we now have 66 HRDCs and require more attention towards being well equipped by enhancing the necessities of HRDCs and resourcefulness, which has been tackled well so far and may also help to serve the purpose of fulfilling our Vision and the Missions of HRDC and NPE-1986 & NEP-2020.

Conclusions: Our ultimate aim in HRDC is to meet the challenges, goals, and objectives. The observations are my experience in the Centre for almost two decades. My journey working in HRDC also helped me to learn and enrich my knowledge of various disciplines, academics, research, administration and financial disbursement, besides sharing my knowledge with stakeholders of our and other HRDCs. I am confident in near future the Centre will create excellent academic and administrative capacity builders by moulding and motivating the trainees to face the challenges and competence of global academies invited to India with suitable high global ranking.

The Power of Creative Teaching: Igniting a Spark in Indian College Classrooms



Dr. Shobha G
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In a Business Management course at a prestigious college, Professor Uday implemented a project-based learning (PBL) approach. Instead of traditional exams, students worked in groups to create comprehensive business plans for innovative start-ups. Each group had to conduct market research, develop financial projections, and present their plans to a panel of industry experts.

PBL not only encouraged critical thinking and teamwork but also instilled a sense of ownership and passion in the students. They were motivated to think creatively, integrating their theoretical knowledge with practical applications. Several projects gained recognition and support from investors, leading to real-world entrepreneurship opportunities for the students.

Dr. Smitha Rao, from a government college in a small town in Karnataka, was passionate about her subject History. When she realized that remembering dates and events posed challenge for students, she devised memory games and storytelling, using chronological events of History. The students not just started enjoying history but acquired a sense of identity and started appreciating their local culture and heritage. The subject History helped them to connect to their roots.

Teaching the tough formulae of Mathematics, teaching English grammar to students of a distant village in UP was always a difficult task to Mrs Tahsin and Dr Hemchand. However this did not dampen their spirits. Instead they resorted to using cross word puzzles, punctuation bingo, word maces etc. Learning Mathematics was converted from drudgery to joy and the seemingly tough grammar to fun and ease. That's the power of 'Creative teaching'.

Creative teaching is the act of teaching in an innovative or novel way, it is a process of designing and strategizing instruction in such a way as to facilitate thinking skills. Creative teaching, the transformative

approach has the potential to revolutionize the landscape of education in Indian colleges. In a rapidly evolving world, where the demand for innovative thinking and problem-solving skills is paramount, adopting creative teaching methods becomes more of a necessity, than a choice.

Let us explore the significance of creative teaching in Indian colleges and highlight the benefits and potential of it.

*** Creative thinking fosters Engaged Learning:** One of the prime benefits of creative teaching is its ability to captivate students' attention and create a genuine enthusiasm for learning. When students are actively engaged in the learning process through interactive activities, discussions, and hands-on experiences, they become more invested in the subject matter. As a result, they are more likely to retain the information and develop a deeper understanding of the concepts.

*** Promotes Critical Thinking and Problem-Solving :** Traditional lecture-style teaching often emphasizes rote memorization, leaving little room for students to develop critical thinking and problem-solving abilities. Creative teaching, on the other hand, encourages students to analyze information, think independently, and devise innovative solutions to real-world challenges. These skills are invaluable for students' personal growth and future careers. The contemporary world requires independent thinkers and problem solvers and not just individuals who are trained to operate from the set pattern.

*** Encourages Holistic Development:** Creative teaching goes beyond the academic curriculum, embracing the holistic development of students. By incorporating activities that encourage teamwork, communication, and leadership skills, educators can prepare students for the challenges they may encounter outside the classroom and in real life. This approach instills confidence and resilience.

*** Augments Retention and Application of Knowledge :** When students are actively involved in their learning journey, they are more likely to remember and apply what they have learned. Creative teaching techniques, such as visual aids, interactive exercises, and practical applications, help reinforce the concepts learnt, making it easier for students to connect theory to practice.

*** Boosts a Positive Learning Environment:** A

classroom that embraces creative teaching methods cultivates a positive and inclusive learning environment. Students feel more comfortable expressing their ideas and opinions, knowing that their contributions are valued. This sense of belonging fosters a healthy teacher-student relationship and encourages students to actively participate in discussions.

* **Prepares Students for a Dynamic Future:** The world is witnessing rapid advancements in technology, globalization, and interconnectivity. To thrive in such a dynamic environment, students need to possess adaptability and a thirst for innovation. Creative teaching equips students with these essential skills, empowering them to face the uncertainties of the future with confidence.

* **Nurtures Lifelong Learners:** Beyond academic accomplishments, creative teaching nurtures a love for learning in students. When education becomes an exciting and fulfilling experience, students are more likely to continue seeking knowledge beyond the confines of the classroom. Thus, creative teaching lays the foundation for lifelong learning and personal growth.

Embracing creative teaching in Indian colleges is a transformative step towards nurturing a generation of well-rounded, innovative, and empowered individuals. By fostering engaged learning, critical thinking, and problem-solving skills, creative teaching paves the way for students to thrive in an ever-changing world..

Here are some creative teaching techniques that college teachers can use:

* **Active Learning:** Active learning is to encourage and involve students actively in the learning process through discussions, debates, group activities, and problem-solving exercises. This helps foster critical thinking and deeper understanding of the subject matter.

* **Multimedia Integration:** Today is a day of adopting blended teaching methods, technology along with traditional methods. Combining the five basic types of media into the learning environment: text, video, sound, graphics and animation is not only engaging and visually appealing for students but it also provides a powerful new tool for education. Using educational apps, online resources, and interactive tools can enhance learning experiences. This helps the faculty to keep up with the digital age. With technology

infiltrating every aspect of our work and personal lives, let us understand and accept that for better and at times for worse, the technology is here to stay.

* **Flipped Classroom:** Flip the traditional classroom model by providing students with pre-recorded lectures or reading materials to review before class. The class time could then be used for discussions and activities that reinforce the pre-learning.

* **Gamification:** A large percentage of Gen Z learners today, use their smart devices to play online or offline games. They enjoy playing video games and admit that it brings them instant joy and gives positive mental stimulation and relief from stress. Using this as a strength in teaching and including Gamification in teaching can help reach the present day learners better. Gamification is more often focused on the principle of rewards and goals. The rewards are given when the user carries out an expected outcome. Once something new is learnt, a reward would be given. Educational games, quizzes, and competitions reinforce learning objectives and the method can be used irrespective of the subject that's being taught- from Humanities to Science and commerce.

Some of the Gamification techniques are Points, Levels and Progress bars. Giving points based on academic progress, responsible action, efficient team work and collaboration can be extremely encouraging making learning experience enjoyable. Levels and progress bars are much akin to the point's method, but it gives a visual representation of a learner's advancement. Indicating students' advancement through Progress bar can help a student visualize their progress, and motivate them to move ahead further. A teacher can even have a class-wide leaderboard or progress bar, which would motivate all students to work together. It's important to note that any class-wide leaderboards should be done sensitively.

* **Challenges, competitions and rewards:** Challenges can be exciting, engaging and they bring in healthy competition. Our brains are hardwired to pursue rewards and we consciously or unconsciously seek rewards. This concept of neuroscience could be effectively used to enhance learning.

By turning a routine task into a challenge, a teacher can instil a need for accomplishing something, a desire to compete and win. Sometimes, win over himself and at times win over others or a group. For example, instead of giving a student the explanation for a particular concept/ prose or poetry, the teacher

could challenge students to find out the most about the topic on hand, through various sources and devices. The students taking up the challenge and involving themselves could be given small rewards tangible or non-tangible.

* **Real-World Applications:** A teacher can connect academic concepts to real-life circumstances and current events in the society making the content more relevant and applicable. Ex: The topic ‘Budget 23-24 of our country’, can give multiple topics of discussions under various subjects. A language faculty can give a one minute extempore or a group discussion and presentation on seven priorities of the budget ‘Saptarishi’ or the ‘Atmanirbhar’ program to enhance communication skills, improve comprehension and grammar. A faculty of Economics can use the same topic of Budget 23-24 to discuss the impact of the present taxation - income tax, real property tax, personal property tax, assets tax on a commoner/ on an enterprise and so on. The findings could again be presented through multimedia, role plays, discussions and many more.

Making learning relevant and close to real world is a major component to enhance learner’s motivation. Recent literature on brain function and learning, reinforces a constructivist view; saying existing knowledge serves as the foundation to incorporate new information into more complex and sophisticated schemas. Thus, if prior experience can be connected to new material in a meaningful way, that material can be more clearly understood and more easily learned.

* **Collaborative Learning:** Encourage students to work together in groups or pairs to solve problems, discuss ideas, and share knowledge. This fosters teamwork and communication skills.

* **Storytelling:** Integrate storytelling into your lectures to present information in a narrative form, which can make it more engaging and memorable.

* **Role-Playing:** Incorporate role-playing exercises to help students understand different perspectives, historical events, or hypothetical scenarios

* **Project-Based Learning:** Assign projects that require students to apply their knowledge to real-world situations or create something tangible. This promotes creativity and critical thinking.

* **Field Trips and Guest Speakers:** Organize field trips to relevant places or invite guest speakers from relevant industries or professions to provide practical insights and experiences.

* **Mind Mapping and Visual Aids:** Use mind maps and visual aids like charts, graphs, and diagrams to help students grasp complex concepts and see connections between different topics.

* **Personal Projects and Passion Pursuits:** Encourage students to explore topics of personal interest within the subject area, promoting self-directed learning and enthusiasm for the subject

* **Peer Teaching:** Allow students to take turns, teaching certain topics to their peers. This promotes a deeper understanding of the matter and also gives a sense of accomplishment to the peer teacher and their classmate.

* **Mindfulness and Relaxation Techniques:** Educators know that students learn best when they are comfortable, safe, and stress-free. Incorporate mindfulness exercises or short relaxation sessions to help students manage stress and improve focus during lectures. Make mindfulness a part of classroom learning by integrating it into curriculum-themed activities through exercises in breathing, sensory experience, guided imagery, and movement, Ex: While teaching a new poetry in the classroom, have your students close their eyes and slowly talk them through a pretend journey. Have them imagine as you explain the lines of poetry and give the description. The experience is not only relaxing but also creates strong visual memory.

Remember that creativity in teaching can be tailored to suit the specific subject, interests of the students and the availability of resources. Experiment with different techniques and find what works best for you and your students. Move out of the myth that Creative thinking is not suited for technical subjects. Suspend the judgment that our curriculum does not give us time to create and be unique. Flexibility and open-mindedness are key to becoming a more creative and effective college teacher.

In the fast-paced and ever-evolving landscape of higher education, creative teaching stands as a beacon of innovation and empowerment. By employing imaginative and interactive methods, college teachers can inspire students to become active participants in their learning journey. It is essential

for educational institutions and policymakers to recognize and support the efforts of educators in implementing these innovative approaches. The efforts of teachers using innovative teaching methods need to be acknowledged, appreciated and rewarded. When the government, management and organizations make concerted efforts in this direction, we can usher in a new era of education that nurtures a generation of empowered and forward-thinking individuals, propelling India to greater heights on the global stage.

Testimonial to UGC HRDC, Bangalore University, Bengaluru



Dr. Manojkumar V Hiremath
*Assistant Professor of Law,
IQAC Coordinator,
KLE Law College, Bengaluru*

The UGC-Human Resource Development Centre (UGC-HRDC) Bangalore University, Bengaluru under the leadership of Dr. C Srinivas and overall coordination of Dr. Arun S. Vaidya supported by Dr. N. Nagaraja stands apart from other HRDCs of other State Universities. The factors that others the UGC-HRDC of Bangalore University from other HRDCs are one, the meticulous way of conduct of all training programmes, training by inviting quality resource persons, prompt processing of applications of the applicants, designing the curriculum of the training programme, assessment methods and without any scope for red tapism, nepotism and bias.

I have two different experiences with UGC-HRDC, Bangalore University, one as a trainee in orientation as well as a refresher course. Another as a young resource person to orientation programme. It has been a learning experience through both the opportunities. I shall mention one experience of mine while attending the orientation programme, a resource person was invited to train us about micro teaching, using the science examples taught us about micro teaching, it was so impactful that, in feedback session I genuinely told that, had I got such teacher to teach basic science during my school days I would have become science student instead of social science student. The point to be driven home here is that, the resource persons invited by UGC-HRDC, Bangalore

University, are so resourceful that they not only engage the trainees so well but also influence and impact them so much. On another occasion a visually challenged professor of political science from Mysore University was invited as a resource person in our refresher course. He not only through his narration skill and analysis mesmerized all the participants but also inspired us to take the teaching profession more seriously. These are just two examples to indicate how UGC-HRDC, Bangalore University, chooses resource persons and avail their service to train the participants in different programmes. Apart from this I have attended a few online programmes organised by UGC-HRDC, Bangalore University on NAAC accreditation process and National Education Policy. These two programmes provided me with more clarity about the accreditation process and NEP 2020.

Further I got a wonderful opportunity to conduct training as a resource person to one of the orientation programmes that was organized for degree college teachers. That was a different experience. Training the adult learners is a different ball game , it requires different pedagogy. Pedagogy meant for adult learners is called andragogy. I learnt about it, adopted it in the training of the trainees and did see the positive response of the adult learners. Then onwards wherever I am invited as resource person to address the adult learners I am adopting andragogy and able to get connected with them well and see real learning happening. Thus the credit goes to UGC- HRDC, Bangalore University, for making me a better teacher today by giving me different opportunities.

Thus if I were to grade the UGC-HRDC, Bangalore University, on the scale of 10 I shall give 9/10 , one less because it was not having its own independent infrastructure then. If it gets independent infrastructure that makes the center a more perfect and preferred place for teachers to undergo the training and hone the skills required for becoming the better teachers.

I believe there is no other profession
in the world that is more important
to society than that of a teacher.

- A P J Abdul Kalam

From Student to Coordinator to Resource Person: A Journey of Growth Through UGC-HRDC, BUB



Dr. Jyothi Venkatesh
 Dean, Faculty of Arts,
 Professor and Chairperson,
 Centre for Global Languages,
 Bengaluru City University, Bengaluru

As I look back on my journey over the years, from being a student to becoming a coordinator and finally a resource person at HRDC, Bangalore University, I am overwhelmed by the transformation and growth that this path has offered me. It has been a gratifying and enlightening experience, filled with challenges, learning opportunities, and moments of profound satisfaction.

As a student attending Orientation Programme for newly appointed Assistant Professors : Passion Ignited

My journey began as a newly appointed Assistant Professor eager to pursue an Orientation Programme at UGC-HRDC, BUB. Throughout the 28 days training, I had remarkable teachers who ignited my passion for teaching. They inspired me to understand the true essence of education, not merely as a profession but as a vocation that shapes minds and hearts. Their guidance nurtured my belief that educators play a vital role in shaping the future of society.

As a student, I learned the pedagogical theories, classroom management techniques, and the importance of fostering a positive and inclusive learning environment. These foundational lessons laid the groundwork for my subsequent roles as a coordinator and resource person.

Becoming a Coordinator: Bridging the Gap

I stepped into the role of a coordinator for organizing Refresher Course for in-service teachers. This transition marked a pivotal point in my career, as I had the opportunity to bridge the gap between theory and practice. As a coordinator, I worked closely with aspiring teachers, guiding them through their training and ensuring they had the necessary tools to become effective educators.

One of the most significant challenges I faced during this period was addressing the diverse

needs of the trainees. Each individual brought their unique strengths and weaknesses, and it was my responsibility to see that the Refresher course catered to their requirements. It was a gratifying experience witnessing the growth of these budding educators, as they honed their skills and gained confidence in their abilities.

Simultaneously, I also had the privilege of collaborating with experienced teachers who agreed to be Resource persons at this 21 days Refresher course for French language teachers. Learning from their vast experiences and exchanging ideas enriched my own understanding of teaching methodologies and classroom dynamics.

Blossoming into a Resource Person: Sharing Knowledge and Insights

My expertise and experience in the field of foreign language teaching deepened over the years. This led me to assume the role of a resource person at HRDC, BUB where I was entrusted with a more significant responsibility - that of guiding and training the aspiring teachers, by sharing knowledge and insights about foreign language teaching in an Indian context and environment.

In my capacity as a resource person, I conducted training session for teachers and educators from diverse backgrounds. These interactions allowed me to share my experience and my views, and best practices adopted while also staying updated with the latest advancements in foreign language education. It was gratifying to witness the impact of this session as educators implemented the strategies they learned, positively influencing their classrooms and, by extension, their students' lives.

As a resource person, having this involvement in shaping the training of future educators filled me with a sense of purpose and a commitment to continuous improvement.

Conclusion: An Ever-Evolving Journey

My journey from a student to a coordinator and eventually a resource person has been one of continuous growth, discovery, and fulfillment. Each phase brought its unique challenges and rewards, shaping me into the educator I am today.

Looking ahead, I am excited about the prospect of contributing further to the field of foreign language education, both within my University and beyond. The journey is far from over, and I embrace the future with an open heart, eager to learn, adapt, and make a meaningful impact on the lives of countless

students and teachers, just as my mentors did for me.

I am ever grateful to UGC-HRDC and the Acedemic staff at Bangalore University for making it possible for me to be associated with it in various capacities, thus making me focus on different modes of approach in order to meet the challenges of life, to become not merely a trained teacher but also a better citizen.



Dr. G L Parvathamma
Professor
Department of Economics
Bangalore University, Bengaluru

I am delighted to share my experiences with the HRDC (Human Resource Development Centre) at Bangalore University, Bangalore, both as a participant and as a coordinator for refresher courses. As a participant, I had the opportunity to complete two refresher courses organized by the centre. The HRDC brought in resource persons from various disciplines such as banking and finance, stock market, burning issues on the Indian Economy, environment and sustainability, agriculture, industry, and international trade. These experts provided valuable insights and knowledge in their respective fields. One aspect I particularly appreciated about the HRDC’s courses was their interactive nature, encouraging active participation from all attendees. The sessions were engaging, fostering an environment where every participant had the opportunity to contribute. Through these courses, I not only acquired new teaching and research skills but also felt empowered to apply them in my work with students. Furthermore, the HRDC implemented effective evaluation methods, ensuring fair grading for participants. Attendance and presentations were mandatory, reflecting the centre’s commitment to maintaining discipline and accountability. The director, coordinators, and HRDC faculties organized the programs systematically, upholding a high standard of professionalism.

As a coordinator for two refresher courses, one in Economics and the other in Economics and Management, I had the privilege of inviting resource persons who excelled in various fields from different locations. I followed the established practices of the centre, facilitating an enriching learning experience for the participants. This opportunity allowed me to enhance my organizational, management, and evaluation skills. Overall, the HRDC at Bangalore

University effectively caters to the needs of stakeholders within and beyond the region. I am grateful for the comprehensive support provided by the HRDC, enabling professional development and knowledge sharing among educators and professionals.

Scan / Click for Application

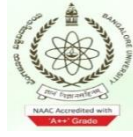
**ONLINE
REGISTRATION**



**UGC - HRDC
Application Form**



**List of Programmes/Courses for the
Academic Year 2022-23**



Bangalore University
Malaviya Mission Teacher Training Centre (MMTTC)
(Formerly UGC-Human Resource Development Centre)
Jnana Bharathi, Bengaluru-560056

Tentative Schedule of Programmes/Courses for the Academic Year 2023-24

I. Faculty Induction Programmes (FIP)

Sl. No.	Programmes	Period
1	4 th Faculty Induction Programme	08 th Jan 2024 to 15 th Feb 2024
2	5 th Faculty Induction Programme	08 th Jan 2024 to 15 th Feb 2024
3	6 th Faculty Induction Programme	05 th Feb 2024 to 06 th Mar 2024
4	7 th Faculty Induction Programme	01 th Mar 2024 to 31 th Mar 2024

II. Refresher Courses

Sl. No.	Courses	Period
1	Teacher Educators (ID)*	25 th Sep 2023 to 10 th Oct 2023 (Completed)
2	Kannada	15 th Nov 2023 to 28 th Nov 2023 (Completed)
3	Social Sciences (ID)*	08 th Jan 2024 to 22 nd Jan 2024
4	Information and Communication Technology (ICT) (MD)**	08 th Jan 2024 to 22 nd Jan 2024
5	Law and Human Rights (MD)	05 th Feb 2024 to 17 th Feb 2024
6	English	05 th Feb 2024 to 17 th Feb 2024
7	Life Science (ID)*	12 th Feb 2024 to 24 th Feb 2024
8	Commerce and Management (ID)*	04 th Mar 2024 to 16 th Mar 2024
9	Basic Sciences (ID)*	04 th Mar 2024 to 16 th Mar 2024

III. Workshops/Short-term Courses (One Week)

Sl. No.	Courses	Period
1	Institutional Leadership and Professional Development	28 th Aug 2023 to 02 nd Sep 2023 (Completed)
2	Disaster Management	29 th Jan 2024 to 03 rd Feb 2024
3	Research Methodology	29 th Jan 2024 to 03 rd Feb 2024
4	Artificial Intelligence	05 th Feb 2024 to 10 th Feb 2024
5	Yoga and Meditation	19 th Mar 2024 to 24 th Mar 2024

IV. Short-term Courses (2-3 Days)

Sl. No.	Courses	Period
1	Non-Academic Staff (Administration)	28 th Dec 2023 to 30 th Dec 2023 (Completed)
2	Non-Academic Staff (Financial Management)	29 th Jan 2024 to 31 st Feb 2024
3	Interaction Programme for Ph.D Research Scholars/Post-Doctoral Fellows	06 th Feb 2024 to 08 th Feb 2024
4	MOOC	20 th Feb 2024 to 23 rd Feb 2024
5	Ethics and Plagiarism	06 th Mar 2024 to 08 th Mar 2024
3	National Education Policy (NEP) 2020	20 th Mar 2024 to 22 nd Mar 2024

*ID- Interdisciplinary, **MD; Multidisciplinary


DIRECTOR
 Malaviya Mission Teacher Training Centre
 HRDC Building, Jnanabharathi
 Bangalore University, Bengaluru-560 056

UGC HRDC - 23



No. DEV:D3/UGC-ASC/HRDC/OP-RD/2013-14/2106-17

Date: 31.03.2023

NOTIFICATION

Sub: Re-Constitution a UGC – Human Resource Development Centre (HRDC), Academic Advisory Committee (AAC) - reg.

Ref: 1. DEV/D3/UGC-HRDC/ADV/MT/2019-20, dt. 09.01.2020.
2. Letter dt. 03.12.2022 from the Director, UGC-HRDC, BUB.
3. Vice-Chancellor approval, dt. 30.03.2023.

The Vice-Chancellor, Bangalore University, Bengaluru is pleased to re-constitute an Academic Advisory Committee (AAC) of UGC – Human Resource Development Centre (HRDC) at Bangalore University, Bengaluru as per UGC guidelines for a period of two years from the date of issue of this notification.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. Dr. Jayakar. S.M., Hon'ble Vice-Chancellor, Bangalore University Bengaluru | Chairman |
| 2. Prof. K. Raja Reddy, Hon'ble Vice-Chancellor, Sri. Venkateswara University, Tirupati – 517502 (A.P) | Member |
| 3. Prof. Lingaraja Gandhi, Hon'ble Vice Chancellor, Bengaluru City University, Bengaluru – 560001. | Member |
| 4. Prof. A.K. Nandakumaran, Department of Mathematics, Division of Physical and Mathematical Sciences, Indian Institute of Science, Bengaluru – 560012. | Member |
| 5. Prof. S. Senthilnathan, Director, UGC-Human Resource Development Centre (HRDC), Bharathidasan University, Khajamalai Campus, Tiruchirapalli – 620023. | Member |
| 6. Prof. S.S. Malani, Director, UGC-Human Resource Development Centre (HRDC), University of Mysore, Mysore – 570006. | Member |
| 7. Prof. Suresh V Nadagoudar, Principal, University Law College, Bangalore University, Bengaluru. | Member |
| 8. Prof. M. Narayanaswamy, Department of Education, Bangalore University Bengaluru. | Member |
| 9. Dr. M. Anuradha, Principal, Padmashree Institute of Management Sciences, Kommaghatta, Kengeri, Bengaluru – 560 060 | Member |
| 10. The Registrar and The Finance Officer of the Bangalore University, Bengaluru. | Special Invitee |

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- 2 -

11. The Director, UGC-HRDC, Bangalore University, Bengaluru

Member
Secretary

All are requested to make it convenient to serve on the committee.

BY ORDER

REGISTRAR

To,

All the Concerned.

Copy to:

1. The Joint Secretary, University Grants Commission, Bahadurshah Zafar Marg, New Delhi – 110002.
2. The Finance Officer, Bangalore University, Bengaluru.
3. The Director, PMEB, Bangalore University, Bengaluru.
4. PS to Vice-Chancellor/Registrar/Registrar (Eval.)/PA to Finance Officer, BUB.
5. Office copy.



Visit of NAAC Peer Team to the UGC-HRDC

Photo Gallery



Inauguration of UGC-HRDC New Building



Inauguration of our website hrdcbub.org by Prof. K.R.Venugopal Honble Vice Chancellor BUB



Key note address by Dr. A.S.Vaidya at National Seminar on Coastal Dynamic: Sediments and Environs.

Photo Gallery



UGC-HRDC, Online Refresher course for Life Sciences



UGC-HRDC, Online course



Bangalore University
UGC-Human Resource Development Centre
Jnana Bharathi Campus, Bengaluru-560 056



Lecture on the occasion of Shikshak Parv for Teachers and Students of Higher Educational Institutions

Topic: “NEP-2020: Changing Role of Teachers”

Thursday, 8th September, 2022
Time: 10.00 to 11.30 am

Speaker



Prof. K. Byrappa

Former Vice Chancellor, Mangalore University &
Pro-Vice Chancellor, Adichunchanagiri University
Nagamangala, Mandya District

All are Cordially Invited

Prof. C. Srinivas

Director, UGC-Human Resource Development Centre,
Bangalore University, Bengaluru-560 056

Registration Link

[https://docs.google.com/forms/d/e/
1FAIpQLSfOnQ_6TnSu4KkvsANc8tIQtg2DFLHB1X287P24gsNxq
OWpzg/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSfOnQ_6TnSu4KkvsANc8tIQtg2DFLHB1X287P24gsNxqOWpzg/viewform?usp=sf_link)

ZOOM Meeting Link

[https://us02web.zoom.us/j/6326837874?
pwd=89ul35jNdyN8K3AWi4chguD0DhECFO.1](https://us02web.zoom.us/j/6326837874?pwd=89ul35jNdyN8K3AWi4chguD0DhECFO.1)

Meeting ID: 632 683 7874
Passcode : SS2022