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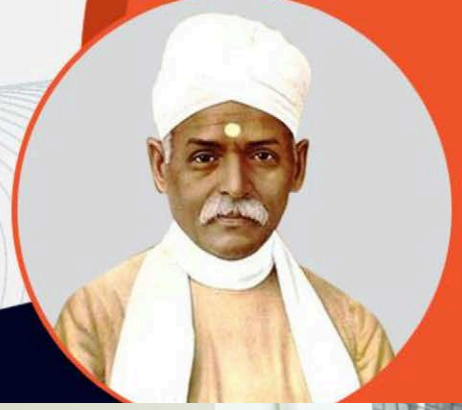
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Malaviya Mission Teacher Training Programme



Welcoming the New Director Prof. C.S. Karigar by Prof. C. Srinivas, Registrar(Evaluation)

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Quote

*“A Man is Great
by Deeds.
Not by Birth”
- Chanakya*

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Prof. C.S.Karigar
Director, MMTTC

Message/Director Desk

Dear Participants

After I assumed charge as Director on 1st September, I attended several meetings convened by UGC to propagate and popularize Malaviya mission to conduct NEP-2020 Orientation and Sensitization Programme. The Mission was launched on 5th September 2023 on the eve of Teachers day along with renaming of HRDC as MMTTC and in all now 116 MMTTC (66HRDC+55 being newly added) to organize HRDC Programmes. The task of conducting MMTTP on eight themes was not easy. However our MMTTC sent circular to all affiliated Colleges of Bangalore University and other Universities of Karnataka informing the faculties to join the Short Term Course on eight themes namely: Holistic and Multidisciplinary Education, Indian Knowledge System, Academic Leadership, Governance, and Management, Higher Education and Society, Research and Development, Skill Development, Student Diversity and Inclusive Education and Information and Communication Technology. Accordingly we have organized two programmes online so far and well received by the stakeholders as the themes are very important in the context of Globalization in Higher Education and career development of the teachers. MMTTC staff Dr. Arun S.Vaidya coordinator could conduct the MMTTP course by inviting Renowned Resource persons from Local and outside Karnataka successfully to cover the themes of MMTTP. Gradually the interested participants from all over India are enrolling to the MMTTP courses and hopeful of conducting at least 2 programmes in a month. These days although we are keen to conduct maximum UGC approved courses FIP/RC/STC however finding difficult due to paucity of participants. I am also happy that we have created new website: mmttcbub.ac.in to enable our stakeholders to apply online for both the courses so as to enable us conduct the courses positively and timely. We are also sharing our activities through e-news letter published biannually.

Scope and Importance of Research in Higher Education



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Research must be turned into knowledge because it is an action for discovery, revising critical thinking, or refining our diligent work. Curiosity, creative thinking, and a scientific bent of mind or passion are the only driving forces behind innovative research and scientific growth. The time has come to rethink and proceed further to initiate qualitative research. Our present education should be obstacle-free and guided by the essential perennial philosophy of India. We must aim at developing a harmonious blend of spiritual and moral values closely woven with knowledge gained through the pursuit of science. Well said and referred by Dr. B.P. Radhakrishna, a renowned geologist and founder of the Geological Society of India. As in the present scenario, many of the renowned scientists, educators, or experts opine that a lack of scientific temper is the cause of the deteriorating quality of our research, the shortfall in the number of patents or Nobel laureates from our country, and the lowering of our higher education institutions ranking globally. Research should come from an ignited mind, driven by interest or passion, and not by pressure, unhealthy competition, or reaching targets.

Further, our former Honourable Prime Minister, Dr. Manmohan Singh, in his address at the 97th Indian Science Congress, opined that red-tapism, political interference, and the lack of proper recognition of good work have resulted in scientific regression and the identification of good work. Besides, he also opined that there is an urgent need for a change of mindset in the University administration in order to strengthen the linkage between academia, research, and industry, as each of these operates within its own silos and creates long gaps. Further, he has also urged the scientific community to liberate Indian Science from bureaucratic and in-home favoritism. On the other hand, Roger Y. Tsein,

a Nobel laureate, argues that young researchers should not hanker after what is fashionable trending but pursue only what they find interesting. Our country is proud to remember the great personality, Sir. C.V. Raman, an Indian Nobel laureate, who proposed Raman Effect. Because of him, today, Bengaluru has emerged as a science city, attracting intellectual researchers from around the world to reach the well-known institute he founded. Raman, with his simple instrument (a pocket spectrometer), could emphasize that the reflected sunlight providing a beam gave a new dimension to the Raman Effect. Although the scientific fraternity felt his experiment was simple and not cost-effective, it gained importance that one can do wonders and answer those who raise questions about the need for more high-tech labs and facilities to conduct research. I remember the cherishingly proud movement and the privilege of working as a researcher and Reader at Academic Staff College from 2004 to 2013 in the old Physics Block at Central College, now Bengaluru City University, where Sir C.V. Raman declared his new findings. I am inspired by the same; the time spent at Central College has helped to impart knowledge to MMTTC stakeholders in lectures in each course, especially the OP/FIP/STC, expressing the wonders of research, hypotheses, and new findings to enrich our knowledge. These days, the government and several non-government organisations are coming forward to sponsor research and research projects as a helping hand to conduct research systematically and efficiently. Our Hon'ble Prime Minister Narendra Modi's statement regarding encouraging research activities through initiatives like "Make in India" and "Made in India" is praise-worthy. Recently, the UGC launched the NEP-2020- Sensitization and Orientation Programme (MMTTP) to train 15L teachers all over India. Accordingly, our MMTTC, Bangalore University, has conducted 2 Programmes and highlighted the importance of

research and development as a vital theme. The Programme visualizes the significance of taking up research by teachers and exploring its broad scope. Besides, the educationists also opine and think of having Research Universities separate in order to encourage the growth and development of Research. Such initiatives play a crucial role in fostering a culture of research and development in academia and business, thereby contributing to the overall growth and development of the nation. To motivate the Research Scholars (new entrants) of Bangalore University, and Senior research Scholar I could coordinate Level 1 & 2 short-term courses on Research Methodology conducted by earlier HRDC /MMTTC, focusing on research aptitude, avenues, scope, and importance. The scholars attended the STC courses expressed their satisfaction and were inspired to conduct their research systematically.

Globally, India is the third largest country after the US and China, with more than 72% of its population being youngsters aged 30 years, and it has a broad scope to cultivate or imbibe research in them and help us contribute more towards the nation's development.

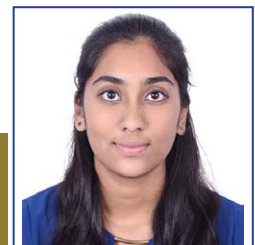
Therefore, the quality of education can be enhanced through fascinating research and skilled teachers, which is an ultimatum for the growth of any country or Institution. Teachers have to

be knowledge capital and train young research scholars. Only then can Universities and Scientific Institutes be built as powerhouses of knowledge through our outstanding research contributions. As a CSIR-Research Scholar and Pool-Scientist earlier and now a staff member conducting Research projects despite many hurdles at HRDC/MMTTC, I took it as a challenge to make efforts to guide and inspire six PhD students and other participants of MMTTC to conduct qualitative and quantitative research, encouraging them towards meeting the goals or needs of scientific and Societal purposes. On the eve of National Science Day, celebrated on February 28, 2024, let us salute and remember all those renowned scientists and educationists who devoted their lives to science, social science, medical, and engineering research during ancient (Nalanda and Takshashila Universities) and modern (overcoming COVID-19/pandemic) situations, without whom we would not have prospered in every area of research, reaching the heights of the present technological era. Research is also a continuous process through which we can resolve many current problems and issues to update our knowledge and meet the needs of the hour. In the future, through their thought-provoking process, our youngsters and young minds will have a broad scope for enriching their knowledge and creating awareness in society by contributing good research.

BALANCING ACTS: EXAMINING THE DYNAMICS OF PUBLIC INTEREST LITIGATION IN INDIA'S ENVIRONMENTAL SPHERE



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Introduction:

The Indian terrain of environmental jurisprudence received a profound transformation with the advent of Public Interest Litigation (hereinafter referred to as 'PIL'), a procedural innovation that relaxed traditional standing requirements in court. Before the 1970s, litigation predominantly served private interests, with only aggrieved individuals having the precedence to

initiate legal action. However, the pioneering efforts of Justice P.N. Bhagwati and Justice V.R. Krishna Iyer marked a turning point, expanding the scope of litigation to encompass broader public concerns. The relaxation of standing rules in the 1970s paved the way for PIL, allowing any citizen to petition the courts on behalf of the

community or marginalized groups unable to approach the judiciary themselves. PILs began addressing a wide array of social issues, including environmental protection, prisoner rights, bonded labour, and more. PIL emerged as a powerful tool for environmental advocacy, playing a pivotal role in resolving environmental disputes across India. Nonetheless, the approach of the courts towards PILs in environmental cases has been fluctuating, raising concerns about the misuse of PILs for private interests and the resulting burden on the judicial system. This article aims to analyse the role of PIL in environmental protection in India, examining its significance in resolving environmental litigations and reviewing selected PIL cases spanning different environmental concerns, time periods, and parties involved. Furthermore, it explores the implications of environmental litigations on the development of environmental jurisprudence in India.

LOCUS STANDI TO PUBLIC ADVOCACY: IMPACT ON ENVIRONMENTAL JURISPRUDENCE:

The Court’s approach to entertaining Public Interest Litigation (PIL) for environmental protection marks a significant departure from traditional legal avenues. Before the emergence of PIL, existing legal provisions were insufficient to address environmental issues comprehensively. The lack of public awareness and the narrow scope of environmental laws hindered efforts to draw attention to environmental problems. The traditional concept of locus standi presented a major obstacle, as the focus was often on the identity of the petitioner rather than the issue at hand. However, the evolution of PIL changed this landscape. The Court’s rulings now allow any member of the public with sufficient interest to initiate legal proceedings, enabling the assertion of diffuse and meta-individual rights related to environmental protection. This shift has been crucial, as environmental issues often affect large, unidentified masses of people who may not directly experience personal injury.

Numerous environmental cases have been brought to the Court’s attention through PIL, covering a range of issues from pollution to wildlife protection. These cases, initiated by NGOs and environmental activists on behalf of affected individuals or groups, aim to ensure the

implementation of statutory acts and constitutional provisions for environmental protection. PIL, originally conceived to provide access to justice for the marginalized and disadvantaged, democratized legal recourse by relaxing standing requirements. Through PIL, the Court has addressed issues of governmental lawlessness, police brutality, and failures in the criminal justice system. This strategy has led to the release of under-trial prisoners, condemnation of police abuses, and the establishment of fundamental rights such as free legal aid. Moreover, PIL has spurred a people-oriented social movement, leveraging judicial power to emancipate the poor and oppressed. By holding the political class and administrators accountable, PIL has sought to fulfil constitutional commitments to social and economic justice, offering a new paradigm of human rights enforcement and empowering marginalized communities. In essence, PIL in India represents a dual-edged sword—offering promises of justice and emancipation for the voiceless, while also presenting complexities and challenges in its implementation and consequences.

PIL’S THAT CONTRIBUTED IN CATALYZING CHANGE IN ENVIRONMENTAL PROTECTION:

1. The Rural Litigation & Entitlement Kendra (RLEK) v. Union of India (A Paradigm Shift in Environmental Protection): In 1983, the Rural Litigation & Entitlement Kendra (RLEK) filed a groundbreaking PIL aimed at safeguarding the environment. RLEK’s petition focused on the closure of numerous limestone quarries that were not only polluting the environment but also posing hazards to human health and ecological balance. The case exemplified a significant departure from traditional legal proceedings, highlighting the judiciary’s willingness to prioritize environmental concerns over economic interests. Despite opposition from quarry owners and concerns about unemployment, the court ruled in favour of environmental preservation, emphasizing the fundamental right of citizens to a healthy environment. This landmark decision set the stage for future PILs related to environmental protection in India.

2. M.C. Mehta v. Union of India (Battling Pollution at the Source): Another pivotal PIL, M.C. Mehta v. Union of India, emerged in 1985 intending to address pollution caused by Kanpur tanneries discharging effluents into the Ganges River. The petitioner, M.C. Mehta, urged the court to compel industrialists and municipal authorities to mitigate pollution by treating effluents before disposal. Despite resistance from industrial stakeholders, the court intervened, recognizing the widespread and indiscriminate impact of pollution on public health and the environment. The case underscored the judiciary's role in enforcing environmental regulations and holding polluters accountable, signalling a shift towards proactive environmental governance.

3. Oleum Gas Leak Case (Balancing Industry and Environmental Health): In December 1985, the leakage of oleum gas from a factory in Delhi prompted another significant PIL filed by M.C. Mehta. This case highlighted the delicate balance between economic interests and environmental protection. While the affected factory and workers' union advocated for the industry's reopening to prevent job losses, the court prioritized environmental and public health concerns. The ruling emphasized the importance of compensating victims and implementing stringent regulations to prevent future incidents, reflecting a nuanced approach to addressing environmental challenges.

4. Vellore Citizens Welfares Forum (VCWF) v. Union of India (Upholding Environmental Standards): The Vellore Citizens Welfares Forum (VCWF) filed a PIL under Article 32 of the Indian Constitution to address widespread pollution caused by tanneries and industries in Tamil Nadu. This case underscored the judiciary's role in upholding environmental standards and protecting vulnerable communities from environmental degradation. Despite the economic significance of the leather industry, the court affirmed that economic development should not come at the expense of environmental degradation. The ruling mandated immediate action to control pollution and safeguard the environment, setting a precedent for environmental governance in industrial regions.

5. Indian Council for Enviro-Legal Action v. Union of India (Halting Chemical Pollution in Bichhri Village): The Indian Council for Enviro-Legal Action brought forth a PIL to address pollution caused by chemical industries in Bichhri village, Rajasthan. The case highlighted the detrimental impact of industrial pollution on local communities and ecosystems. The court's decision to order the closure of polluting plants underscored the judiciary's commitment to protecting public health and the environment, regardless of economic considerations. This case catalysed stricter enforcement of environmental regulations and raised awareness about the importance of sustainable industrial practices.

6. Delhi Vehicular Pollution Case (A Struggle for Clean Air in the Capital): M.C. Mehta's relentless advocacy for environmental protection extended to addressing vehicular pollution in Delhi through another PIL. This case exemplified the judiciary's role in promoting sustainable urban development and safeguarding public health. The court's directives to regulate vehicle emissions and promote alternative fuels demonstrated its commitment to mitigating environmental pollution and enhancing the quality of life in urban areas. The case highlighted the judiciary's proactive stance in addressing contemporary environmental challenges and underscored the importance of collaborative efforts between government, industry, and civil society.

7. Tarun Bharat Sangh, Alwar v. Union of India (Protecting Protected Areas from Mining Activities): In this PIL, Tarun Bharat Sangh raised concerns about illegal mining activities in protected forest areas, threatening biodiversity and ecological balance. The court's decision to intervene and halt unauthorized mining underscored the judiciary's role in enforcing environmental laws and protecting fragile ecosystems. By upholding the Forest (Conservation) Act, the court sent a clear message about the importance of preserving natural habitats and biodiversity. This case set a precedent for stringent enforcement of environmental regulations in ecologically sensitive areas and highlighted the judiciary's pivotal role in environmental conservation.

8. T.N. Godavarman Thirumulpad v. Union of India (Shaping Forest Conservation Through Continual Mandamus): T.N. Godavarman Thirumulpad’s PIL focused on protecting Nilgiris forest land from illegal timber operations, leading to a reinterpretation of forest conservation laws. The court’s expansive interpretation of the term “forest” and its implications for forest management transformed environmental governance in India. By extending protection to all areas deemed forests, irrespective of ownership or classification, the court bolstered efforts to conserve biodiversity and natural resources. This case exemplified the judiciary’s commitment to environmental stewardship through ongoing monitoring and enforcement, shaping forest conservation policies for generations to come.

IV. RISKS AND REWARDS OF PIL’S IN ENVIRONMENTAL PROTECTION:

The evolution of PIL in environmental jurisprudence has undoubtedly been transformative, marking a significant departure from traditional legal frameworks and emphasizing the judiciary’s role in safeguarding the environment. However, despite its progressive implications, PILs in recent years have encountered several practical challenges and emerging trends that warrant careful consideration. With the liberalization of the locus standi principle, there has been a surge in PILs addressing environmental issues. Unfortunately, some PILs are filed without adequate preparation or evidentiary support, leading to an overburdening of the judicial system. The judiciary, lacking technical expertise, often struggles to navigate the complexities of environmental issues, resulting in prolonged proceedings and delayed justice delivery. A concerning trend is the personalized and individualistic nature of some PILs, which detracts from the broader public interest objectives. PILs are sometimes identified with the personality of the judge or litigant, leading to inconsistencies in judicial outcomes based on personal biases rather than legal merit. This undermines the integrity of the judicial process and erodes public trust in the judiciary. Despite being perceived as an expeditious mode of redressal, PILs often take years to be resolved, as evidenced by cases like the Godavarman case, which spanned over a decade without a definitive resolution. Additionally,

there is a tendency among activists to exclusively pursue remedies through PIL without exploring alternative legal avenues, such as class action suits or specific environmental legislations, which may offer more prompt and effective solutions. While PILs have been instrumental in promoting public accountability and governance, there is growing concern about judicial overreach and the encroachment of the judiciary into the domain of the executive and legislature. Frivolous PILs and the judiciary’s engagement in matters beyond its purview have raised questions about the separation of powers and the limits of judicial authority. The misuse and abuse of PILs for frivolous or politically motivated purposes pose a significant challenge to the integrity of the judicial system. PILs on trivial or non-justiciable matters not only undermine the credibility of the judiciary but also divert its attention from pressing issues of public interest. Clear guidelines are needed to prevent the filing of frivolous PILs and ensure that genuine cases receive due consideration. While they have been crucial in addressing governance failures and promoting transparency, there is a risk of judicial overreach when courts delve into policy-making or administrative matters. Cases involving urban renewal, reservation policies, and other governance issues have sparked debate about the appropriate role of the judiciary in shaping public policy and governance. Even though it’s a powerful tool for advancing public interest and environmental justice, its effectiveness hinges on addressing the challenges and concerns outlined above. Striking a balance between judicial activism and restraint, promoting transparency and accountability in PIL proceedings, and ensuring access to justice without compromising the integrity of the judicial process are essential for realizing the full potential of PIL in environmental governance.

V. CONCLUSION:

In conclusion, the evolution of Public Interest Litigation (PIL) has marked a significant paradigm shift in India’s legal landscape, particularly in addressing environmental issues and advocating for social justice. Ideologically, PIL serves as a potent mechanism for challenging power structures within civil society, catalysing public discourse on issues of governance, and fostering the creation of norms conducive to a more just

and equitable society. By providing a platform for marginalized voices and exposing systemic injustices, PIL has become a cornerstone of India's legal framework.

The significance of PIL lies not only in its ability to uncover governmental failings but also in its role as a catalyst for positive change. Through PIL, judges have assumed an activist role, reminding, and alerting the executive branch of its lapses and providing opportunities for corrective action. This proactive approach has contributed to the evolution of a new jurisprudence centred on state accountability and the protection of human rights. PIL activism has thus played a crucial role in shaping cultural norms that prioritize human dignity and social justice. However, the efficacy of PIL in addressing environmental concerns and other social issues is not without its challenges. While PIL has achieved notable successes in environmental protection, such as curbing illegal deforestation and combating pollution, it has also faced criticism for potential judicial overreach and deviation from its original purpose. The expansive scope of PIL jurisdiction has led to concerns about its misuse and diversion from addressing core human rights violations, particularly those affecting marginalized communities. Despite these challenges, PIL remains a vital instrument for empowering marginalized groups and driving institutional reforms. Its role in raising awareness, mobilizing social movements, and advocating for policy changes cannot be overstated. However, there is a pressing need for clearer guidelines and regulations to ensure that PIL cases align with the original intent of addressing systemic injustices and governmental failures.

Ultimately, the future impact of PIL will depend on a balanced approach that combines judicial activism with respect for institutional boundaries and democratic principles. While PIL has been instrumental in advancing environmental justice and social welfare, its continued effectiveness will require strategic utilization and thoughtful regulation to uphold the rights of all members of society, especially the most vulnerable. Thus, PIL stands as a powerful tool for promoting social justice and environmental protection, but its success will hinge on its ability to navigate the complexities of India's legal and social landscape while remaining true to its founding principles.

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My Experience with the HRDC Centre of Bangalore University



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In theory and ideals, teaching is a noble profession. The youth, who are potentially the country's future, are guided in the right direction by their teachers. As a result, teachers require solid professional training to be suitable for their roles. College and University. Teachers receive induction training and in-service training to ensure they have the necessary knowledge and abilities to carry out their professional duties. The University Grants Commission established 66 Academic Staff Colleges (ASCs) at various universities and institutions across the nation following the National Education Policy and its action plan.

Soon after I was appointed as a Lecturer at Bangalore University in 2007, I began my long-standing association with the Academic Staff College, also known as the Human Resource Development Centre, and now as the Madan Mohan Malaviya Teachers' Training Centres. In earlier days, the Bangalore University Central College campus housed the Academic Staff College. I was deputed as Co-coordinator of a Women's Studies Refresher Course that our department was offered. Given that I had previously studied at Jawaharlal Nehru University in Delhi and Calcutta University, this was a golden opportunity for me to become acquainted with the academic community in Karnataka. Even though I was the co-coordinator, I took on the role of participant more than coordinator. That RC was a great learning experience for me. After that, I Coordinated a couple of Refresher courses, with the help of the director, faculties, and staff of the HRDC, and each course deeply impacted me as an academic and was immensely beneficial for my professional growth.

Other than playing the role of the course coordinator, as a participant, I participated in two more RCs organized by MMTTC, Bangalore University. By then the Centre shifted to the Jnanabharati Campus. Each RC training program consists of various modules covering topics such as pedagogy, research methodology, ICT tools, academic leadership, and personal development.

Each time, each course not only endowed me with newer skills and knowledge but also with new friends. These courses opened up the opportunity to interact with colleagues from other Universities and disciplines, fostering a cross-disciplinary and collaborative learning environment, and networking with experts, resource persons, and fellow participants, which led to collaborations and future opportunities for my professional development.

Another noteworthy aspect of this Centre of Bangalore University, that impressed me from day one was their strong commitment to punctuality and discipline. Prof Vaidya sir and Prof Nagraj sir maintained academic rigor and discipline with utmost diligence. With excellent resource persons and innovative practical exposure, they have made the course experience really enjoyable and intellectually stimulating. The only complaint we held was about the sizes of their bench. As a mid-career professional with expanding mid-rif those narrower benches meant for post-graduate students were truly uncomfortable. I wish in their new specifically designed building, they will be able to overcome all the infrastructural challenges.

Now, life has completed a circle. I go to the Bangalore University MMTTC center as a resource person. My new role has also taught me a lot of things. We usually need to engage the sharp minds for three hours during our sessions. We must stay up to date on the most recent advancements in our fields in order to conduct these classes, and interactive pedagogy facilitates communication. Here, we serve as knowledge facilitators rather than instructors. Through critical updates from knowledgeable participants, we both learn and unlearn.

MMTTC, Bangalore University is one of the most popular places in India for the Faculty Development program, nestled among the lush, green campus and all the amenities of Silicon Valley of India. Under its capable leadership, I hope they will reach even greater heights in the days to come.

Building the competency of teachers for online teaching through workshop



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Training teachers in higher education to teach online is of paramount importance in the current digital era. Continuous learning is an essential part of teaching professions to overcome the challenges of teaching advancement in the respective subjects, understanding the latest technologies in teaching and learning as well as for thoughtful evaluation of the students to effectively manage. With the advent of new technology and the liberalization of education digital modes of teaching, learning, and certification have become imperative. The Covid pandemic has made the technology-based remote learning atmosphere very convenient and inevitable. Therefore, the usage of digital media for teaching and learning has become part and partial of formal education.

In the digital era teachers need to imbibe the skill of information synthesis through various online tools. Online teaching involves the use of various digital tools and platforms. Training helps educators familiarize themselves with these technologies, ensuring they can effectively integrate them into their teaching methods. Teaching online requires different pedagogical approaches compared to traditional methods.

Online teaching often involves asynchronous learning, where students access materials and engage in discussions at their own pace. Teachers need to design activities that accommodate different time zones and schedules. Teachers must be proficient in using online platforms, multimedia tools, and collaboration software.

Keeping students engaged in the online environment can be challenging. Teachers need to employ diverse strategies, such as interactive quizzes, discussion forums, virtual group projects, and multimedia content, to maintain student interest and participation.

Clear communication becomes even more crucial in the online setting. Teachers must provide

detailed instructions, establish expectations, and outline assessment criteria clearly. Regular and transparent communication through various channels, such as emails, announcements, or discussion forums, helps foster a sense of connection.

Teachers need to adopt flexible assessment methods such as online quizzes, discussions, projects, and peer evaluations, ensuring a fair and comprehensive evaluation of students' understanding. Fostering a sense of community is vital in an online learning environment. Teachers can use virtual icebreakers, discussion forums, and collaborative activities to build connections among students. This community-building approach enhances the overall learning experience.

Timely and constructive feedback is crucial in online teaching. Teachers should provide regular feedback on assignments, participate in online discussions, and be accessible through virtual office hours. This interaction helps students feel supported and engaged.

The Four-Quadrant Approach is a framework that helps educators organize and design online teaching materials effectively. This approach involves dividing the content into four quadrants, each addressing different aspects of the learning experience. In this background, the production of Massive Open Online Courses (MOOCs) in India through platforms like SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is of significant importance. This provides an opportunity for learners across India, including those in remote areas, to access high-quality educational content. This helps bridge the gap between urban and rural education, making education more inclusive and accessible. SWAYAM offers a diverse range of courses across disciplines, providing learners with choices that align with their interests and career goals. This contributes to the holistic development of learners and supports a variety of educational needs.

SWAYAM encourages a culture of lifelong learning by providing courses that cater to learners at different stages of their academic and professional journeys. This promotes continuous skill development and adaptation to evolving career requirements.

SWAYAM courses can be designed to address specific skill gaps in the job market. By aligning course content with industry needs, MOOCs contribute to the development of a skilled workforce, supporting economic growth and employability. The production of MOOCs encourages educators to adopt innovative teaching methods and technologies. This can lead to the development of new instructional strategies that benefit both online and traditional classroom settings. The production of MOOCs through SWAYAM in India plays a crucial role in democratizing education, promoting lifelong learning, and addressing various challenges related to accessibility, affordability, and skill development. It contributes to the overall advancement of the education sector in the country.

Keeping the skill development and adoption to transformation in teaching methodologies mind a week-long workshop is organized for the teachers on MOOCs, e-content development, and open educational resources by Malviya Mission Teacher Training Center Bangalore University. Being the coordinator of the workshop for two times we have organized training programs on all the dimensions of online teaching, e-content production, and open educational resources. The topics covered are Bench Marking SWAYAM building competencies of teachers for online, MOOCs: taking learners from enrolment to exam, Commandment of digital learning through MOOCs, Fundamentals of MOOCs, Instructional Design and e-learning, Proposal submission and pre-planning of MOOCs, Video content recording and post-production activities, Online education, e-classroom management, Policy perspectives of MOOC, learning management system, improving learners engagement in online teaching, e-initiative in higher education and online educational resources, ethical concerns of MOOCs script and plagiarism check. These sessions were engaged by the subject experts across the country. The workshop was participated by 30 teachers from various states of Karnataka each time. The hands-on training sessions were useful for the teachers and engaged teachers throughout the

session. Teachers were excited to learn various tools of e-content production and classroom management. It has helped many teachers who were later involved in the production of e-content during and post-COVID period. Teachers who have undergone training could effectively manage learning management systems which was made compulsory for undergraduate teachers in Karnataka. The skills such as using various web-based tools to interact and involve the students through actively engaging techniques was beneficial for the teachers. The tools such as Interactive learning (IL) google chrome extension to add the comment, annotations, question etc. to existing webpages based on teaching requirement was user friendly and easy to adopt. Further the tools for text and video content development like Wakelet, padlet, edpuzzle, and Google classroom was taught through hands-on training. For engaging students through evaluation and assessment, tools such as Quizizz, Flipgrid and Gimkit were useful later in the online teaching. Teachers are taught to use video production applications like OBS, Camtasia, video scribe, open shot, audacity, DaVinci resolve etc. Participants are introduced to flipped classroom methodologies, synchronous and asynchronous platforms like MOODLE, Edmodo, Canvas etc.

Teachers were trained to compile various teaching materials available online. They were introduced to use various platforms available to engage in teaching as well as learning. This has created enthusiasm among the teachers. Many teachers who have been involved in training programme created their webpages and use them for teaching as well as they have developed their online profile.

The workshop has created a meaningful impact on the teachers in their profession and made them more tech-savvy and effectively engage students in a flipped classroom setup. Such training programs are helpful for the teachers to be abreast with the transforming technologies and education scenarios. Participants expressed their urge and desire to learn more in this regard. Such continuous training should be hosted time and again to sensitize the teachers to get updated.

The Malviya Mission Teacher Training Center Bangalore University has conducted several such trainings. I have been coordinator for such training programmes. The training programme was

conducted for 6 days from 23rd November 2020 to 28th November 2020. with 25 participants in each batch. A day was consisting of four sessions. The resource persons are Dr. Padmavathi Ganapathi, Professor, Avinashilingam Institute for Home Science, Dr. Ajay Semalty, University SWAYAM Coordinator, HNB Garhwal University, Uttarkhand, Prof. Syed Amjed Ahmed, Former Director, EMRC, Calicut University, Dr, Mona, Coordinator, University SWAYAM cell, HNB Garhwal University, Dr. Rajeshwari, Associate Professor, Bangalore University, Dr. Sripathy, Associate Professor, Bangalore University, Dr. Durgesh Tripathy, Coordinator MOOC, Guru Gobind Singh Indraprastha University New Delhi, Prof. B. S. Balaji, School of biotechnology, JNU, New Delhi, Dr. Unnati Gulaty, Academic Coordinator, CEC, Prof. Tejinderpal Singh, Panjab University Chandigarh,

Prof. Vonod Kumar Garg, Central University of Panjab, Prof. K Srinivas, Head of ICT and Project Management, National Institute of Educational Planning and Administration, Dr. Krishna Sankar Kusuma, Jamia Milia Islamia University. They provided overall perspectives on MOOC development and the open educational resources.

The Malviya Mission Teacher Training Center at Bangalore University conducts courses in very disciplined manner. The participants are made to attend the session on time by maintaining strict attendance. Further all participants were given the responsibility of writing report on every session. The workshop is well conducted by following all the procedures laid down by UGC and the participants are very well benefited after attending the courses at UGC-HRDC now MMTTC, Bangalore University, Bengaluru pertaining to their career prospectus.

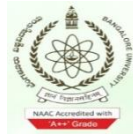
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**UGC - HRDC
Application Form**





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

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UGC-Malaviya Mission Teachers Training Centre (Formerly HRDC), Bangalore University (NAAC A++) Jnanabharthi, Bengaluru- 560 056

Is now conducting an NEP-Orientation and Sensitization Programme (on line)
Between 2 to 5.15 pm every day (8days)

Vision: To build competence in the teaching faculty for better learning and research by exposing them to Indian values, updating knowledge and skills and aligning teaching learning and research and NEP-2020

About Us: MMTTC Bangalore University, Bengaluru is one of the premier Centre located in the Knowledge Capital of India visionary of catering to the needs of participants and training them as Capacity builders to meet the Global competence and challenges.

Themes:

- Holistic and Multidisciplinary Education
- Indian Knowledge System
- Academic Leadership, Governance and Management
- Higher Education and Society
- Research and Development
- Skill Development
- Student Diversity and Inclusive Education
- Information and Communication Technology

Guidelines for participants enrollment to the Course:

- Teacher participants working (permanent/temporary, Adoc/Guest) from all Private and Government Higher Educational Institutes all over India are eligible to participate and register on Malaviya Mission Teacher Training portal of MMTTC BUB.
- Attendance in all the sessions is compulsory
- Participants are assessed through MCQ test therefore participants needs to be participate regularly and actively.
- Online certificate will be issued to those participants attend the course successfully all 8 days and qualify in the test.
- The course will be considered for fulfillment of the requirement as laid down by CAS of UGC and is considered equivalent to the Short Term Course.
- The courses are conducted every month of the year and commencement will be announced in the MMTTP Bangalore University portal.
- For further details visit our Programme in website <http://mmttcub.ac.in>

Registration: No Registration fee is required for the participation in the course.



Prof. Dr. Jayakara S M
VC- Bangalore University



Mr. Shiek Latheef, KAS
Registrar, BU



Prof. C.S.Karigar
Director, MMTTC



Dr Arun S.Vaidya
Associate Professor



Dr.N.Nagaraja
Assistant Professor

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