

INDUCTION AND MENTORSHIP FOR TEACHERS OF HIGHER EDUCATION

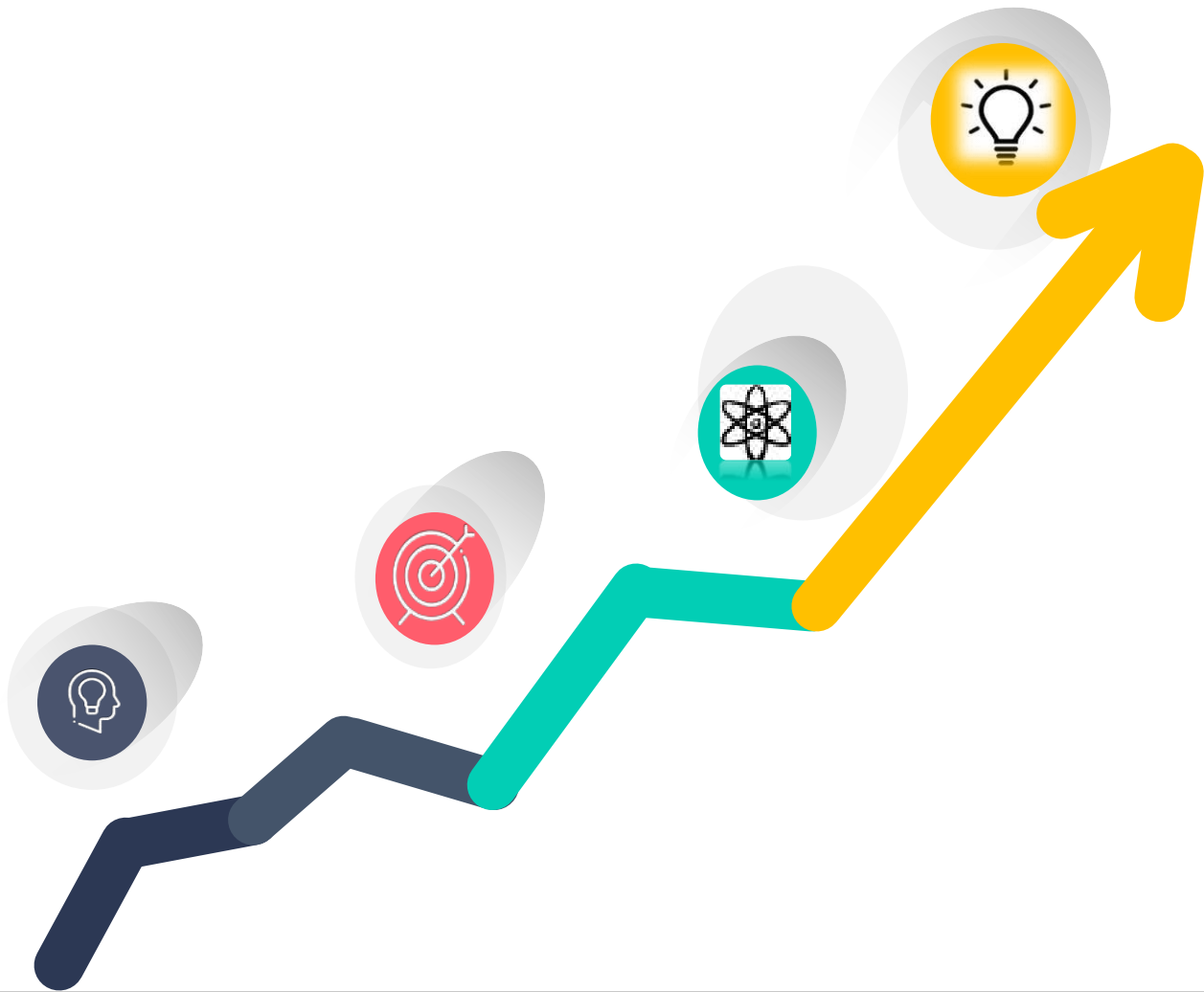
Guidelines



JANUARY 22, 2021

**UNIVERSITY GRANTS COMMISSION
Bahadur Shah Zafar Marg, New Delhi - 110002.**

Mentor-Mentee Relation vis-a vis Life Long Learning



FIRST Stage	PHASE-1	PHASE-2	PHASE-3
<ul style="list-style-type: none"> ○ Register as Mentor ○ SWOT analysis with the help of mentor ○ The Pairing Process ○ The mentor assists the beginning teacher in accomplishing specific tasks related to their new position and provides modelling of skills, sharing of strategies and observational feedback. 	<p>SECOND Stage</p> <p>MOOCs based Faculty Induction Program (FIP) /GURU DAKSHTA Programme in or HRDCs PMMMMNTT</p>	<p>TEACHER IS NO LONGER RELIANT ON THE MENTOR THE DISCIPLINE SPECIFIC FIELD TRAINING & FACULTY DEVELOPMENT PROGRAMMES FOR MIDDLE / TOP LEVEL ACADEMIC ADMINISTRATORS (Blended Mode)</p>	<p>Faculty Development Programme /Leadership Development Programme offered by HRDCs excluding Refresher Courses etc</p>

1. CREATING THE ECOSYSTEM, CONTEXT, AND STRUCTURE FOR EFFECTIVE MENTORING IN HEIs

All of us encounter many opportunities in our lives to either mentor, or be mentored; and in any mentoring relationship the responsibility to foster and guide the process falls to both the mentor and the mentee. The goal of this manual is to highlight the value of mentoring and to help faculty, and administrators be better mentees, and become better mentors.

Change is the only constant; it is the way life progresses in the world, be it simply the propagation of species, adaptability to survival struggle, or the evolution of cultures and societies. This ever-changing nature of societies demands educators to constantly upgrade their knowledge domain: to teach and mentor a world that is always on the go to the next new technological advancement. Mentoring is a vitally important mechanism to benefit and train the next generation of knowledge creators and disseminators. In order to equip themselves with a broad repertoire of skills and dispositions to progressively improve results for students, the mentors must collaborate widely amongst each other for professional progress.

Proficient mentoring benefits all stakeholders. As mentors are the backbone of all Higher Education Institutions (HEIs) it not only ensures better outputs and high employability for the students but also ensures high enrolment ratio.

One of the recommendations of National Education Policy (NEP)2020 is to develop a system of mentorship by experienced, distinguished and retired faculty.

- *12.3. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.*
- *15.1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.*
- *15.11. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.*
- *23.3. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.*

1.1. It is evident from the Policy Document that Higher education institutions (HEI) are to be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities and Autonomous degree-granting Colleges. Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for

granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

1.2. Motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/ pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable.

1.3. Open and Distance Learning to be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure that these are at par with the highest quality in-class programmes. A comprehensive set of recommendations have been made for promoting online education consequent to the rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible.

1.4. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.

1.5. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

1.6. Although, the Government of India (GoI) undertook numerous initiatives to ensure high standards of teaching and learning outcomes in the past 73 years of Independent India, a lot remains to be done. Not only the reports from industrial bodies or economic reports on jobs indicate that the potential employees qualifying from various Indian higher education institutions lack apt skill-sets for employability, but also the global ranking of Indian Higher Educational institutions is dismal. This clearly indicates that presently the biggest challenge faced by the Indian Higher Education System is “quality and excellence”. Improvement in Indian Higher Education System is therefore critical and vital. Although, many strategies are being adopted at the macro level (national and state level) and micro level (universities and institutions), regarding the above mentioned challenges, the role of teachers in providing quality education remains the focal point. NEP 2020 emphasises on motivated, energised and capable faculty, and recommends various strategies to achieve this outcome.

1.7. *With a view to enhance the effectiveness of teachers and empower them with relevant knowledge and skills sets for providing quality education, UGC under the aegis of Ministry of Education has planned to make a policy document on mentoring of teachers. This document shall serve as guidelines for different aspects of teaching job/role and suggests mentor-mentee way to work as a guide to enhance teaching skills and the overall quality of higher education in the country. New faculty to undergo institutional familiarization programmes. This programme must familiarise them with the culture and ethos of the institution, the programmes and courses, good teaching practices and pedagogical approaches, and other matters that will facilitate them into becoming an effective part of the team of the HEI. Each new faculty member may also be assigned a faculty mentor having a long tenure in the HEI and an exemplary track record.*

1.8. *HEIs will institutionalize processes for professional development and performance management of faculty and staff, including faculty for ODL.*

1.9. *A self- assessment tracking system that would encourage faculty to assess their own progress and learning must be put in place.*

2. WHAT TEACHERS REQUIRE TO IMPROVE QUALITY OF SERVICE:

- General understanding of the present scenario and challenges of higher education, the spectrum of duties and expectations.
- Basic understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- Guided exposure to expert teaching practices, lab development, etc.
- Training in preparing a systematic lesson plan and effective classroom interaction to develop competence in communication skills in various modes relevant to all professions.
- Inculcation of a holistic perception, professional values and ethical attitudes.
- Exposure to relevant ICT tools and aids for effective teaching-learning, and resources for lifelong self-learning.
- Training for appropriate use of various modes of evaluation, online and offline.
- Training for creative problem solving and research methodology; organisation and guidance of R&D projects.
- Training in miscellaneous aspects other than teaching and research such as administrative procedures, financial procedures and legal implications, etc.
- Understanding personalized learning eco-system.
- Orientation to be more responsive to societal needs and community engagement.
- Making education more relevant to dynamic needs of the eco-system.

3. INDUCTION OF NEW ENTRANTS

It is mandatory for every newly appointed teacher to attend induction programme within one year of his/her appointment prior to his or her regularization/confirmation. The main purpose of induction programme is to make a teacher aware about the administrative set-up, sensitize him/her to classroom realities and understand the bond between different stakeholders for realizing the professional aspirations and developing as agents of socio- economic change and national development. Initially the faculty member shall be paired with a Mentor under Mentor-Mentee System as detailed in subsequent sections.

3.1 Areas

It becomes the bounded responsibility of the academic leaders at the different levels of the institutions to design a systematic process of socialization and induction of new entrant to academic world. This may broadly include the following:

- Familiarization with institutional culture, norms and patterns of behaviour
- Interaction with the faculty introducing their specialisations, strengths and contribution in the academics
- Orientation to teaching pedagogy and instructional material, educational gadgets and challenges of adolescent learning
- Introducing the avenues and process of professional development & growth such as SWOC analysis, faculty development programmes, mentoring, career advancement, academic leadership and academic integrity
- Awareness about the professional ethics / code of conduct
- Sensitisation to dealing with students, academic and non-academic staff

3.2 Key issues

This stage relates to preparation and introduction/welcome, and takes place prior to the commencement of teaching. It includes orientation, which is the introduction to the profession, the employer and the workplace.

Key issues to be worked through and information required by new teachers during this stage may include:

- availability and location of curriculum materials and teaching resources
- information about students prior to teaching
- timetable and grade allocation
- Academic Calendar, regulations and rules of Course/Programme and policies
- how to access facilities and equipment
- who's who and what's where?
- desk arrangements and availability of classroom resources
- expectations about teaching role and responsibilities

3.3 Laying the foundation

While the first few weeks of teaching are about supporting new teachers in 'finding their feet', the focus of this period is to lay the foundations enabling teachers to further develop and extend their practice.

Key issues to be worked through and information required by new teachers during this stage may include:

- managing student behaviour/ classroom management
- catering for students with a range of learning needs
- effective teaching and learning strategies
- organising student learning
- student assessment
- communicating/dealing with stakeholders
- teaching strategies for particular content areas
- inclusion of students with a disability
- record-keeping
- developing sequenced learning programs; curriculum planning
- Opportunities to undertake one/two collegial classroom activities; begin list of professional learning activities undertaken.

3.4 Need for induction

The beginning teacher is more self-directed in the development of skills but also needs more consistent and frequent feedback. Directing the beginning teacher to self-reflective practices will assist them in evaluating their own progress.

Reflective practice can consist of methods which promote a deeper awareness of the teaching process, such as:

- journals
- formal and informal conferences
- observations of each other
- Reflective questioning strategies.

Educators who use reflective practice:

- can make adjustments to the curriculum versus following a prescribed path
- identify new ways to structure activities and routines
- develop or incorporate new strategies for student achievement

- Recognise methods that are effective.

It is essential that in the beginning of the career, the teacher receives a high level of support. At this stage, the teacher may not be ready to be 'mentored' in terms of intensive professional dialogue. There is a need to help the newly appointed teachers with **orientation to the profession and the HEI system** and to help them plan their career.

3.5 Formal Induction Programme

As a mandatory requirement, a new entrant should undergo an orientation/induction programme of prescribed duration either MOOCs or online /offline /blended mode as approved by the concerned authority /body governing the higher education.

The FIP /DAKSHTA Programme in HRDC or PMMMNMTT Centres or any approved induction programme may offer these modules as per the type of HEI such as RUs, TUs and ACs. Keeping in view the largest HEI system in country, it is envisaged that the teachers may need to undergo following MOOCs based courses offered under the umbrella of GURU-DAKSHTA Faculty Induction Programme (FIP):

- Module 1: Higher Education and its Ecosystem (17 Hrs)
- Module 2: Curriculum designing, Outcome based learning and Choice based credit system (20 Hrs)
- Module 3: Teaching, Learning and Assessment (20 Hrs)
- Module 4: Technology for Teaching and assessment of I-generation (20 Hrs)
- Module 5: Personal-Emotional Development and Counselling (20 Hrs)
- Module 6: Research, Professional Development and Academic Leadership (20 Hrs)
- Module 7: Academic Integrity (10 Hrs)
- Module 8 : Constitutional Values, Human Rights & Fundamental Duties (13 Hrs)
- Module 9: Environmental Consciousness and Sustainable Development Goals (10 Hrs)
- Module 10 : Strategic Planning and Management (15 Hrs)

The teachers will have the choice to undergo MOOCs of similar duration out of the MOOCs offered by NITTTR. The duration of induction programme may range 160 to 175 hours.

4. MENTORSHIP

In order to acquaint and equip the new teachers with the competencies for executing effective academic processes, mentoring by senior and experienced shall form the integral element of professional development.

Mentoring is a key strategy of induction. Mentoring is essentially a formalized relationship that supports and encourages professional learning. In mentoring, a sound and trusting relationship will rely upon the degree of understanding and responsibility shared by the mentoring partners. The establishment of the relationship is crucial and will determine the level and quality of dialogue. Through SWOC analysis and sharing of profiles mentor and mentee derive the opportunities and time to get to know each other for building the foundations for the development of the professional relationship. This will lead to connect the faculty more to the needs of society, industry, R & D and the country as a whole. This phase shall help teachers enhance their practical and field related skills for making teaching learning process applied and occupation oriented.

Mentoring is contributing time, attention, insights, and advice to help a mentee within an environment where they have apt resources and support to develop social, technical and intellectual capital. Mentoring is not an enterprise for those who prefer to work alone, either as individuals or as organizations. It requires partnership and collaboration. This is the *sine qua non* of an effective program. From the placement of first-time teachers, to finding time for mentoring, to strategies to fund programs, to issues of confidentiality, to the policies that

consolidate various aspects of programs, mentoring works well when everyone with a stake in its outcomes is fully involved in its planning and implementation.

Mere providing of resources to a mentee to accomplish a technical / intellectual capital is not mentoring. A mentorship is a relationship between two people where the individual with more experience, knowledge, and connections is able to pass along what he has learned to a junior colleague within a certain field. Mentoring involves personal interactions with the mentee.

4.1 Mentoring Initiatives

In order to frame this policy, the broad initiatives, which were undertaken, comprise:

- Enriching the induction process by providing expert advice and guidance by experienced mentors.
- Identifying mentoring needs at different levels and for different categories of teachers keeping in mind the present status of teachers training expectations from a professional teacher, and the needs of society in particular and the country in general.
- Prescribing the framework structure and content of mentoring programme at different levels of faculty.
- Identifying a suitable mechanism to implement mentoring programme for the teachers in HEIs across the country.
- Identifying resource persons for preparing relevant resource material (both print and digital).
- Identifying relevant strategies including digital educational offerings through technology-based means, i.e., MOOCs and/or Open Education Resources (OERs).
- Planning for carrying out action research on the effectiveness of the programme.
- Planning for continuous updating of the implementation strategies of the programme and the quality and content of resource material.

4.2 Objectives of mentorship:

- Help faculty members of HEIs identify and achieve career development and personal growth goals compatible to the objectives of HEIs
- Support building academic leaders who have knowledge, skills and abilities
- Foster higher levels of engagement and career vision
- Equip faculty members with the tools necessary to enhance their capability within their current roles
- Create opportunities to meet and partner with stakeholders, or cultural boundaries
- Create a culture that sees mentorship as an effective way of developing proficient individuals

5. SUPPORTING THE MENTORING RELATIONSHIP

Mentoring has long been recognized as a powerful tool in career development. Early career psychologists are advised to find mentors, either informally on their own, or to participate in formal mentoring programs. Regardless of how a mentor and mentee are matched, etiquette and ethics demand that the relationship be conducted in a professional manner with consideration and respect for both individuals. Mentoring is a dynamic process and a developmental network of mentoring can help mentees identify several mentors who can address a variety of career-related needs. The leadership within an institution must first recognize and identify the need for mentoring, and then plan, develop, support, and promote a program that directly addresses specific workforce gaps—both current and future. Regardless, whether the leadership at an institution recognizes and supports mentoring, a staff member's career can benefit from a mentoring relationship, even if not officially sanctioned. Support is to be ensured broadly in:

- Time allocation – as reduced allotment, time for mentoring activities and time for professional learning activities.

- A well-considered teaching load and class allocation, which takes into account the beginning teacher's experiences and needs.
- The position of an induction and mentor co-ordinator as a leadership position in the HEI.
- Regular and timetabled mentoring meetings on a weekly or fortnightly basis.
- The mentor and novice teacher working in close physical proximity to one another.
- The mentor and beginning teacher teaching the same year or subject level.
- Active support from the HEI leadership for both the beginning teacher and the mentor.

5.1 Mentee:

“A mentee is someone who has identified a specific personal or professional goal and who believes that the guidance and help of a mentor – and being held accountable to the mentor – can help them achieve their goal” or “Anyone who wants to learn and seeks valuable advice from someone who knows in order to grow professionally and/or personally.” As such, the Mentee need to actively participate, retain critical faculties, seek new capacities, seek overall development other than domain area, Remain open to multiple influences and own responsibility for success.

For empowering the teachers in the broad spectrum of areas and developing their holistic personality, two phased mentoring strategies especially for the teachers who are the new entrants in the higher education system has been planned.

5.2 Mentor

A mentor is a teacher or an advisor one who leads through guidance. Faculty Mentoring is a process by which experienced senior faculty with highly acquired achievements - counsel, guide, instruct and facilitate the intellectual and/or career development of generally new, less experienced faculty. A mentor is “Anyone who offers knowledge, insight, perspective, or wisdom that helps other people professionally and also goes beyond duty or obligation.”

5.2.1 Qualities of a Mentor:

Willingness to serve as a source of information both in the mentees field and within the institution, as an advisor who provides multiple perspectives with guidance on better options, as an advocate, confidant and friend, as a sounding board, as a person who opens doors and facilitates connections, and as a sponsor and promoter to others in the community. To be specific:

- Mentor provides constructive feedback by reviewing their mentee's draft proposals and papers. Mentor can also provide constructive feedback on instructional activities both inside and outside of the classroom. Perspectives and sponsorship in impactful/beneficial service is also encouraged.
- While it is not required, it is valuable and encouraged to involve their mentee as a co-author in proposals or facilitate contact with others as appropriate. Mentor may also involve the mentee as a collaborator leading to co-authorship on journal papers.
- Demonstrated success in professional activities essential for tenure and promotion of faculty including having secured and sustained substantial external research funding, published extensively in peer reviewed/archival journals, valuing teaching as well as earning recognition as a respected teacher, and serving in leadership roles in their local/national professional community.
- Mature professional and research career standing and readiness to nurture younger colleagues.
- Ability and desire to work with others with unselfish, caring and genuine interest in the welfare of the faculty, department, and larger research community at Universities.

- Mentor values credibility, integrity, confidence, cooperation, chores and citizenship, communication skills, professional activity, credit, and intolerance of harassment.

5.2.2 Expectations from a Mentor:

- Awareness of Mentee teacher's context of learning
- Understanding of teaching practicum requirements and teacher- learning aspects
- Contextual knowledge of mentee teacher's online learning of modules
- Pedagogy of Adult learning and of mentoring & knowledge of the teaching profession
- Understanding of the higher education system and teacher's effectiveness performance criteria
- Collection and interpretation of evidence of learning
- Analysis and reflection on evidence of learning
- Use of effective observation skills and strategies
- Demonstration of professional leadership and understanding of the potentiality of effective teaching mentors need to be empowered
- Counselling and guidance skills suiting to the needs and requirements of the mentee.
- Role model in various dimensions of academics.

5.2.3 Qualifications and Experience of a Mentor

The essential educational qualifications for the mentor will be a senior faculty member with **20 years UG teaching / research or 15 years PG teaching / research experience**. He/she should have attended/conducted at least five in-service faculty development programmes preferably in the pedagogy area and/or domain area.

He/she must have contributed to at least one of the areas like (i) Research and Development, (ii) Curriculum Development, (iii) Instructional Material Development, (iv) Counselling, (v) member of national or international policy level committees, (vi) engaged in motivational talk. Mentor should be physically and mentally fit to the satisfaction of mentee.

6. IMPLEMENTATION STRATEGIES

For empowering the teachers in the broad spectrum of areas and developing their holistic personality, two phased mentoring strategies especially for the teachers who are the new entrants in the higher education system has been planned.

6.1 First stage

The mentor assists the beginning teacher in accomplishing specific tasks related to their new position and provides modelling of skills, sharing of strategies and observational feedback.

Module One: Getting Started

- Icebreaker
- Organizational Items
- Workshop Objectives

Module Two: Defining Coaching and Mentoring

- What is coaching?
- What is Mentoring?

Module Three: Setting Goals

- Goals
- Identifying Appropriate Goal Areas

Module Seven: The Importance of Trust

- What is Trust?
- Trust and Coaching
- Building Trust

Module Eight: Providing Feedback

- The Feedback Sandwich
- Providing Constructive Criticism
- Encouraging Growth and Development

Module Nine: Overcoming Roadblocks

- Common Obstacles

- Setting SMART Goals

Module Four: Understanding the Reality

- Getting a Picture of Where You Are
- Identifying Obstacles
- Exploring the Past

Module Five: Developing Options

- Identifying Paths
- Choosing Your Final Approach
- Structuring a Plan

Module Six: Wrapping it All Up

- Creating the Final Plan
- Identifying the First Step
- Getting Motivated

- Re-Evaluating Goals
- Focusing on Progress

Module Ten: Reaching the End

- How to Know When You've Achieved Success
- Transitioning the Coachee
- Wrapping it All Up

Module Eleven: How Mentoring Differs from Coaching

- The Basic Differences
- Blending the Two Models
- Adapting the GROW Model for Mentoring
- Focusing on the Relationship

Module Twelve: Wrapping Up

- Words from the Wise
- Lessons Learned
- Completion of Action Plans and Evaluations

To assist states in developing strong mentoring programs, based on the above stated initiatives, nine areas of importance for success have been identified:

A. Teachers Served

Require all new teachers to receive induction support for the first two years in the profession. Para 15.9 and 15.10: NEP 2020.

B. Mentor Quality

Develop a rigorous mentor selection process.

Require initial and ongoing professional development for mentors.

Develop methods of assigning mentors to new teachers.

C. Time

Provide release time for mentors. *The provision for release time must be recognised for providing administrative support so that the Mentor and Mentee meet each other during their respective office hours!*

Provide dedicated mentor-new teacher contact time.

D. Program Quality

Require Mentors to regularly observe new teachers and to provide instructional feedback.

Require new teachers to observe other experienced teachers and to join a peer network.

E. Program Standards

Adopt formal program standards that determine the design and operation of all such induction programs.

F. Incentives

Develop competitive and innovative incentive methods to support new teacher mentoring programs.

G. Teacher Certification

New teachers to be required to complete an induction program before moving to the next level.

H. Program Accountability

Periodic assessment of induction programs through program evaluation, program surveys and peer reviews.

I. Teaching Conditions

Adopt formal standards for teaching and learning conditions as envisaged in Para 13.2-13.7: NEP 2020.

Regularly assess these conditions through National Accreditation Council (NAC) Para 18.4: NEP 2020. Include these formal standards for such conditions into Institutional Development Plan (IDP)-Para 13.6: NEP 2020.

Mentor's selection will depend on the matching of mentees needs and mentor's profile (not age) but other essential qualifications should be fulfilled.

6.2. Orientation of Mentors

In addition to the above, in order to bring uniformity in the approach of mentoring, an orientation of mentor teachers on aspects of “Discipline Specific Field/Industrial Training of Mentee Teachers” and on implementation of this phase of programme is highly desirable. For this purpose, a one-week Orientation-cum-Training Programme for mentors is proposed. NITTTR Chandigarh has designed an Orientation-cum-Training Programme for Mentors (OTPM), to be offered by faculties in all the four NITTTR regions. Besides, online or offline Mentors’ Meet may be conducted with specific objectives of making mentorship more effective and productive by HRDCs.

6.3 Pairing of Mentor and Mentee

The Ministry of Education (**MoE**) conveyed vide a communication, dated 23rd September, 2020 that in order to have a comprehensive database of distinguished teachers, all the **Higher Education** Institutions (HEIs) and their faculties need to register on VIDWAN portal and Indian Research Information Network System (IRINS), both maintained by Information and Library Network Centre (INFLIBNET), an **Inter-University** Centre of UCC. Only those institutions which are registered on IRINS and only such faculty who are registered on VIDWAN portal will be considered for funding by UGC / **MoE**. **In order to make** mentoring system efficient and transparent, a digital platform like the SWAYAM has to be in place. This platform shall help in keeping the data base of mentees and their progress, data base of mentors, uploading learning resource material, assignments, assessments, results of end term examination of the Phase I and Phase II training and certification of the qualified mentees. The services of INFLIBNET Centre, an autonomous Inter-University Centre of the UGC, Gandhinagar, **Gujarat** can also be utilized in this regard.

As such the Mentor Roles are: Listen, share experiences, foster skill building, refer and network, and be one of many influences. The portal need to be populated with Potential Mentors willing to offer their services towards Nation Building by nurturing the faculty members of HEIs, preferably having the characteristics:

- Spot the Potential & Believe in Others,
- A Networked & Resourceful Guide,
- Displays Patience and Tolerance,
- Gives Encouragement,
- Sees the Big Picture,
- Goal-oriented,
- Seeks Challenges,
- Takes Initiative
- Shows Eagerness to Learn,
- Accepts Personal Responsibility.

The Mentees will pick up mentor(s) suiting to their needs and aspirations from the VIDWAN portal and exchange their profiles in following formats:

6.3.1 Mentor’s Profile to be shared with Mentee (Rubric for Mentor)

Parameters	Highly Accomplished	Middle level	Threshold level	Below threshold
I. Teaching and Research Experience	25 years and above UG teaching or 20 years and above PG teaching /Research	20 to 25 years UG teaching or 15-20 years PG teaching /Research	20 years UG teaching or 15 years PG teaching /Research	

<p>II. Research and Development</p> <ol style="list-style-type: none"> 1. Completed at least 2 major research projects sponsored by national/international level institutions 2. Published 10 research papers in UGC approved journals / 2 Books published by national /international publishers 3. Patent/technology transfer/Product/Process 4. Research guidance at PhD level 5. Attended /organised 5 in-service faculty development programmes 	Any 4 out of 5	Any 3 out of 5	Any 2 out of 5	
<p>III. Academic Leadership</p> <ol style="list-style-type: none"> 1. Engaged in instructional material development at institutional level 2. Participated in curriculum development / Member of Board of Studies/ Faculty/ Academic council 3. Held leadership positions at college / University /inter-institutional level 4. Member/ leader of academic / administrative committees at national level institutions 5. International engagement as member/leader in academic fora 	All five	Any 4 out of 5	Any 3 out of five	
<p>IV. Community Engagement</p> <ol style="list-style-type: none"> 1. Involved in community/social welfare activities 2. Contributed in seeking/ developing solutions to societal problems 3. Contributed through research/development/new knowledge to enhance human welfare 4. Inspired people through motivational talks/awareness programmes 	All five	Any 4 out of 5	Any 3 out of 5	

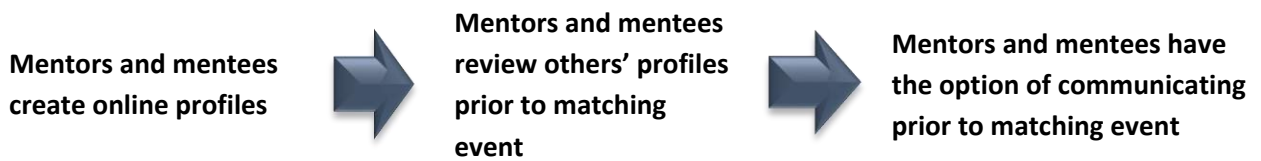
5. Provides Guidance and counselling to needy /aspirants in the society				
V. Attributes for mentoring	All five	Any 4 out of 5	Any 3 out of 5	
1. Exhibits humility				
2. Possesses skill of communication (listening, patience and empathy)				
3. Interpersonal effectiveness / relations				
4. Good humour				
5. Supporting /openness attitude				

6.3.2 Mentee's Expectations/ Aspirations to be shared with the Mentor (Tick at appropriate place)

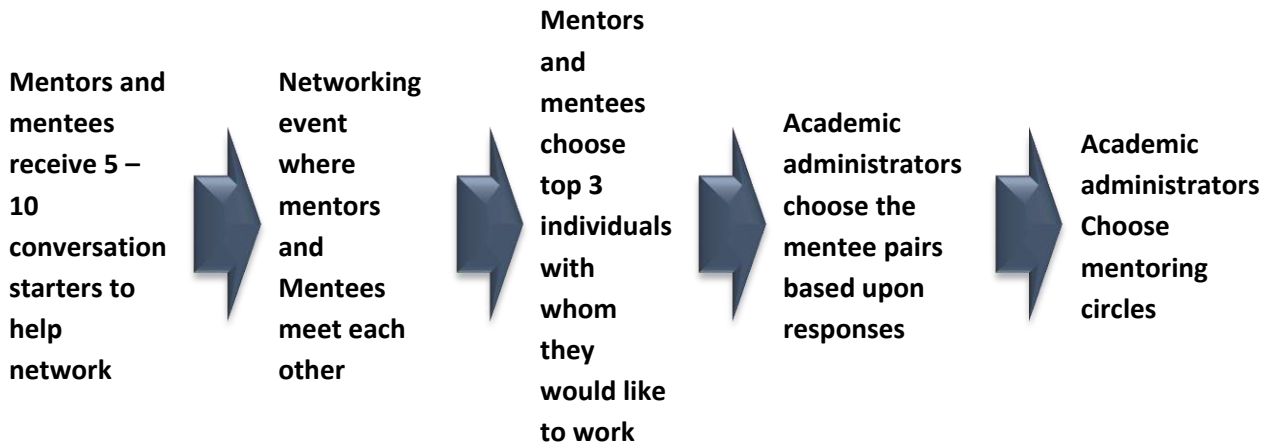
Areas for mentoring support	High Need	Moderate Need	Low Need	Not needed
I. Support /Assistance				
1. Subject knowledge				
2. Instructional expertise				
3. Assessment / Evaluation related				
4. Extension / community engagement				
5. Research guidance (outcome in terms of papers, books, research projects, etc.)				
6. Any other				
II. Professional Development				
1. Understanding learning environment				
2. Sensitivity to students' aspirations				
3. Code of conduct /standards for teachers				
4. Academic Integrity				
5. Win-win approach to learning				
6. Role Model				
7. Any other				
III. Personal Development				
1. Confidential Building				
2. Positive attitude				
3. Reflective and observational skills				
4. Proactive skill				
5. Emotions' management /Stress management				
6. Any other				
IV. Academic leadership				
1. Leading the groups				
2. Problem solving				
3. Challenges of working with people				
4. Goal setting				
5. Governance of education				
6. Any other				

6.3.3 Pairing of mentee and mentor

Gathering Mentor & Mentee Preferences



Finding the Right Partner – The Pairing Process



6.3.4 Mentor/Mentee Orientation/Ice-Breaking(if required)

Mentor/Mentee Orientation/Ice-Breaking (if required)



Learning Objectives

For Mentors	For Mentees	For Mentor-Mentee Pairs
<ul style="list-style-type: none"> ➤ Understanding the specific process steps in the mentoring initiative ➤ Negotiating all aspects of the partnership ➤ Cultivating trust and moving through the relationship pyramid ➤ Identifying mentee development goals and activities ➤ Dealing with a challenging mentee ➤ Keeping your partnership stimulating for you and your mentee ➤ Effectively leveraging mentoring circles 	<ul style="list-style-type: none"> ➤ Understanding the specific process steps in the mentoring initiative ➤ Learning about the requirements and how to request mentorship around each ➤ Creating a personal vision ➤ Setting important goals and tracking them throughout the mentoring lifecycle ➤ Managing difficult mentors and providing feedback ➤ Getting what you need out of the mentoring relationship 	<ul style="list-style-type: none"> ➤ Understanding the relationship pyramid and what each step means for them ➤ Effectively leveraging mentoring circles ➤ Building a foundation of trust ➤ Establishing a relationship contract ➤ Establishing key goals and desired outcomes for mentee-mentor pair and mentor circles <ul style="list-style-type: none"> ○ ground rules ○ expectations ○ frequency of meeting

<ul style="list-style-type: none"> ➤ Understanding the role of a development plan in a mentoring relationship ➤ Receiving something meaningful from this experience ➤ Successfully exiting a formal mentoring relationship 	<ul style="list-style-type: none"> ➤ Understanding the role of a development plan in a mentoring relationship ➤ Knowing how to involve and leverage your Academic Administrator of Concerned HEI to attain your desired goals ➤ Effectively leveraging mentoring circles ➤ Exiting a formal process and maintaining a long standing relationship 	<ul style="list-style-type: none"> ○ what success looks like ○ Agreements
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The Mentor, Mentee, and Academic Administrator of Concerned HEI Relationship Mentoring is a shared accountability between the mentor, mentee and mentee’s Academic Administrator of Concerned HEI. Each has a separate role but a united focus: assist the mentee with improving their contributions to Qualcomm’s success. Each mentor/mentee relationship is unique and requires the mentor to be flexible in their mentoring approach.

Selecting, Inspiring, and Supporting Mentors

Attitude and Character

Willing to be a role model for other teachers Exhibits strong commitment to the teaching profession Believes mentoring improves instructional practice Willing to advocate on behalf of colleagues Willing to receive training to improve mentoring skills Demonstrates a commitment to lifelong learning Is reflective and able to learn from mistakes Is eager to share information and ideas with colleagues Is resilient, flexible, persistent, and open-minded Exhibits good humour and resourcefulness Enjoys new challenges and solving problems

Professional Competence and Experience

Is regarded by colleagues as an outstanding teacher; has excellent knowledge of pedagogy and subject matter; has confidence in his/her own instructional skills; demonstrates excellent classroom-management skills; feels comfortable being observed by other teachers; maintains a network of professional contacts; understands the policies and procedures of the school, district, and teacher association Is a meticulous observer of classroom practice; collaborates well with other teachers and administrators; is willing to learn new teaching strategies from protégés.

Communication Skills

Is able to articulate effective instructional strategies Listens attentively Asks questions that prompt reflection and understanding Offers critiques in positive and productive ways Uses email effectively Is efficient with the use of time Conveys enthusiasm and passion for teaching Is discreet and maintains confidentiality

Interpersonal Skills

Is able to maintain a trusting professional relationship; knows how to express care for a protégé’s emotional and professional needs; is attentive to sensitive political issues; works well with individuals from different cultures Is approachable; easily establishes rapport with others; is patient.

6.4 Bridging

Good mentoring acknowledges that mentees are unique individuals coming to a new environment with varying backgrounds and skill levels, and, accordingly, seeks to assess skill levels and provide training and orientation where needed in order to equalize a diverse peer group and give everyone a good start.

Mentor Focuses on transferring knowledge and assisting the mentee with developing new capabilities	Mentee Focuses on achieving sustainable results the right way	Academic Administrator Focuses on getting things done through people
<p>Asks questions to assist and challenge mentee with catering to the requirements:</p> <p>“Flair”</p> <ul style="list-style-type: none"> — Assessing personal presentation — Communicating effectively — Influencing key partners <p>“Career”</p> <ul style="list-style-type: none"> — Planning career growth — Navigating goals and strategies — Honing organizational savvy <p>“Skills”</p> <ul style="list-style-type: none"> — Developing functional / technical skill — Innovating and achieving excellence <p>“Domain of involvement”</p> <ul style="list-style-type: none"> — Getting involved — Applying learnings — Sustaining commitment <p>“Life”</p> <ul style="list-style-type: none"> — Maintaining work/life balance — Managing life changes — Dealing with competing demands <p>“Worldly prudence”</p> <ul style="list-style-type: none"> — Developing awareness — Getting involved — Sustaining commitment <ul style="list-style-type: none"> ➤ Assists mentee with reflecting on past successes and failures to identify strengths to leverage and weaknesses to mitigate ➤ Attends learning sessions and mentor circles with mentee 	<ul style="list-style-type: none"> ➤ Clarifies performance expectations and priorities ➤ Seeks on-going feedforward to improve personal contributions ➤ If necessary, adjusts goals and priorities due to dynamic business environment ➤ Focuses performance on the “what” and “how” 	<ul style="list-style-type: none"> ➤ Establishes performance expectations ➤ Conducts 1:1 updates with a focus on progress against job performance goals ➤ Provides business updates, shares context for business decisions and the impact on the department and employee ➤ Assesses job performance and links mentee contributions to reward decisions

6.5 Second Stage

Mentoring New Teachers:

"Teaching isn't a job; it's a lifestyle." The teaching profession has a unique culture and set of demands. Being a new teacher means orienting oneself to the culture of the profession and the day-to-day realities. New teachers begin from scratch and often find themselves teaching unfamiliar content to unfamiliar students in an unfamiliar grade level using unfamiliar course material. Supporting new teachers needs to be more than just sharing information, providing instructional coaching and designing professional development. Support must also be extended in the forms of empathy, perspective and advice. When mentors work on

professional growth goals without probing a teacher's mind-set or emotional health, skill development can become distracting, stressful and even counterproductive. *The amount and types of support that new teachers receive from mentoring programs can be planned along a Continuum of Support:*

Low-Level Needs: Mentors act as information providers for new teachers. It's natural to do so because, at this level, support can be provided immediately and definitively.

Mid-Level Needs: Mentors act as thought-partners for new teachers. Teachers' days are filled with constant decision-making. New teachers who are not accustomed to this often experience decision-making fatigue. Mentors have the greatest impact on teachers when they act as thought-partners who provide balanced empathy and expertise.

High-Level Needs: Mentors act as skill developers for new teachers. Examples of teachers' needs include: (i) Developing critical thinking questions to gauge student learning (ii) Differentiating assignments for a variety of student needs and abilities etc.

Compliance-Driven: As part of a required induction program, new teachers consult with mentors to complete projects, such as portfolios and professional growth plans or GURUDAKSHATA scheme of UGC.

Problem-Driven: Mentoring structures and activities are linked to specific challenges that early-career educators encounter in the classroom.

People-Driven: Mentors support teachers' entry into professional communities. The program emphasizes both teacher and mentor growth.

Virtual Mentoring:

If the mentor can provide sufficient support and a strong mentoring relationship to the mentee, and remain in contact through electronic means to provide mentoring, then the void created by physical absence of the mentor can be substantially reduced. It must be noted that providing sufficient support for the mentees to accomplish the planned activity is a minimum requirement, but mentoring means much more than this. Mentoring is the time and attention that the mentor provides the mentee with to assist with their intellectual and professional development. Significant face-to-face time during the initial period is critical. After the first 2-3 weeks, the physical absence can be partially replaced with electronic presence.

The comments given below assume that a mentoring relationship has been established. The following are some ideas for communicating via electronic means:

- Request a weekly document providing updates on the progress of the mentee. Make this consistent with what you ask for when you are not available face-to-face.
- Request that the mentee send any exciting results or insights as soon as possible. Do not let them wait to engage you in results that they consider important. Establish an electronic communication means – e-mail, text, or Facebook. Communicate ahead of time, and increase the frequency with which you will check for their communication.
- Make it clear if and when the mentee can call you on your cell phone. If something will take extensive discussion, state that and defer the discussion until you have robust means of face-to-face communication.

Options	
One-on-One	Mentoring Circles
A mentee pairs up with a mentor Pairs must be able to meet two times per month; mentor-mentee relationship stays committed for the duration of the pilot; confidentiality* is maintained by both the mentor and the mentee	Three mentors and eight mentees per group Meet monthly for 60 minutes; help individuals be accountable to one another, support important development goals, and build the competence to reach those goals; confidentiality is maintained by all in the mentoring circles

6.6 Building a Productive Relationship

A robust 'Feedback Framework shall help deliver effective feedback messages, which is a skill that takes time and practice to perfect. Mentoring is not a one-way street; delivering feedback goes both ways.

Testing for developmental moments includes:

- Ask your mentor/mentee what they think or thought about a situation, conversation, etc.
- Ask directly: “Do you mind if I share my feedback?”
- Signs that it is probably not a developmental moment
- Test for defensive body language (e.g., arms folded, no eye contact)
- Notice expressions of anger, disgust or exasperation
- Observe for preoccupation with some other activity
- Look for indications of impatience or a need to move on to some activity

6.7 Evaluation of Mentee

EXPECTATIONS (*Expected results and required behaviours*)

The evaluation of the mentees undergoing the proposed training programme (Phase I: MOOCs and Phase II: Discipline specific field training for broad based contributions to the eco-system in terms of R & D, problem solving, transfer of technology, sustainable development etc.) shall be carried out on the basis of assignments, quizzes and end term examination. In addition, mentors shall evaluate the job performance through the following rubrics designed for the purpose:

- Explain what performance should “look like”
- Identify the expected results and required behaviours of an individual’s performance
- Can be explicit or implicit:
 - Explicit expectations are stated goals, competencies, performance standards, etc.
 - Implicit expectations are the “assumed” expectations (e.g., you will show up to work)

OBSERVATIONS (*Neutral facts or occurrences*)

- Based on what you have seen someone do or have heard other people describe that they have done
- Should be similar for everyone viewing the situation—the plain facts, unfiltered by personal experience or assessment
- Should be specific and fact-based, not generalities

ASSESSMENTS (*Personal interpretations or evaluations of a set of observations*)

- Personal judgments about an individual’s observed performance
- Not the “truth” (observable facts), but are always shaped by personal background and expectations — personal perspective
- Focus on the individual’s performance (the “what” and the “how”) -not on who they are or their worth as an individual

CONSEQUENCES (*Known or possible effects of continued performance*)

- Known or possible effects of continuing to perform with no change in behaviour or outcomes
- Can be positive or negative and should focus on the impact on the profession and on others

MENTOR ASSESSMENT:

This assessment can be used to analyse prospective mentors (Rubrics based on following aspects is available in Annexure) in the following ways:

1. Interpersonal Skill:

Does the individual relate and work well with others?

Can his or her attitude be characterized as “cooperative” and “facilitative” rather than “antagonistic” or “argumentative”?

Does his or her history of working with peers or on teams indicate empathy to the needs of others?

2. Technical Competence:

Is the individual a high performer?

Does he or she demonstrate excellence or mastery in the skill or knowledge areas targeted for development?

Does he or she demonstrate an approach to work and grasp of the essentials that others would hold up as exemplary?

3. Perceived Status and Prestige/Image:

Is she or he well respected by co-workers and management?

Is this person someone others naturally gravitate to for answers when work-related problems or complexities arise?

Is this someone other leaders look to for input when making decisions affecting the group?

4. Willingness to be Responsible for Others' Growth:

Is this person committed to the growth and development of others?

Does this person demonstrate a willingness to support others in their work, offer help and guidance, and share skills and knowledge?

5. Personality:

Can this person be characterized as a calming influence when situations grow heated?

Does he or she demonstrate patience in the face of obstinate problems?

Is this person secure in his or her work role?

6. Professional Knowledge:

How extensive, current and well-grounded is this person's understanding of HEIs, its functions and operations?

How well have they synthesized the professional context in which work takes place?

How well do they know the stakeholders' base?

How well do they understand the challenges of Higher Education?

7. Professional Attributes:

How well does this person exhibit the professional attributes associated with the job (e.g., good work habits, good communication and reporting, focus on challenges/problems rather than people, constructive attitude, persistence in the face of adversity, etc)?

6.8 Incentives

The demands of mentoring and the desire to attract the services of the very best candidates call attention/highlights to the importance of incentives. A reduced or modified course load for both mentors and mentees ranks at or near the top of anyone's list of needs/essentials for a successful mentoring program. Like other professionals, mentors and mentees prefer to work under conditions that lead to success. Mentoring as a job/assignment achieves less when relegated to after hours and weekends assignment. Having an important role in the governance of a mentoring program may be equally attractive for would-be mentors seeking to exercise/explore their leadership talents while remaining very much within the profession. Most teachers have few such opportunities during their careers.

Mentor needs to be a person passionate about academics, willing to contribute to teaching learning system beyond the concern for remuneration. However, the teachers involved in mentoring may be given incentives to motivate them to perform their roles as a mentor in an effective manner. Such as, a mentor teacher may be awarded similar credit points as those given to teachers under recruitment and career advancement scheme of UGC:

- i. Guiding Post Graduate/Ph.D. students for the dissertation
- ii. Guiding a sponsored/R&D project,
- iii. Publishing paper(s) in SCI / equivalent standard journals.

6.9 Period/Duration of Mentorship

As every mentee has to undergo four/eight MOOCs of 8 weeks' duration each (total period coming out to be 64 weeks) and a two-week discipline specific field training, hence the role of a mentor is crucial for a period of one year. This shall include guidance during running of MOOCs and field training and evaluation of mentee's performance through rubrics, providing feedback for taking corrective measures for enhancing the output.

6.10 Motivating the Mentee for Continuing professional learning

This stage relates to the first year, emphasising the need to respond to individual professional learning needs. Key issues to be worked through and information required by new teachers during this stage may include:

- managing student behaviour
- student assessment and record-keeping
- catering for students with a range of learning needs and inclusion of students with a disability
- effective teaching and learning strategies
- report writing
- organising student learning including student motivation
- developing sequenced learning programs
- teaching strategies for particular content areas
- Continue to list and comment on professional activities undertaken; develop the Analysis of Teaching and Learning; and present Evidence of Professional Practice to panel of peers.

For making this training relevant, it is important that the decisions regarding the organizations be based on the collaborative interaction of the concerned teacher, his/her superiors, and the mentor. This step shall help in identifying the education and training needs of the teacher, his profession, and the requirements of the institution in general. An effective mix of these needs shall help the mentor in identifying the organizations where the training needs of the mentee teacher would be fulfilled. For the teachers of UG/PG programmes, the field/organizations should be related to the domain area of the teachers where the State of the Art equipment, processes and practices are being implemented. The organizations should have the resources to assign simple tasks, problems, micro-projects to the mentee teachers for the fulfilment of pre-determined learning outcomes of this type of training.

6.11 Calendar of events for mentor-mentee system

After the Assessment Process is over and Results are under preparation the Leadership of HEI must

- Contact potential Mentors to serve as mentors for new teachers. Encourage the mentors to contact the new teachers prior to the start of teaching.
- Encourage new teachers to visit the Institution, set up classrooms, and form a management plan for their students.

August

- Provide a welcome and orientation day for new teachers.
- Set expectations for mentor/protégé relationship.
- Celebrate and recognize the importance of the mentor/protégé relationship.
- Help new teachers identify priorities for professional development.
- Touch base with new teachers during the first week of their presence to see how things are going.
- Find something positive on which to compliment the new teacher.

September

- Explain standardized testing information with new teachers.
- Visit in the new teacher's classroom and conduct an informal observation for the purpose of giving feedback and to identify any problems early in the year.
- Provide release time for the new teacher and the mentor to observe in each other's classroom.

- Discuss assessment issues relating to formative assessment in view of cognitive learning, progress reports, grading, etc.

October

- Find ways to incorporate new teachers into the Corporate Life of HEI. Utilize their strengths without adding extra responsibilities.
- Explain conferencing procedures and expectations to new teachers.
- Provide release time for mentor and protégé to meet.

November

- Schedule a meeting to touch base with the new teachers. Encourage new teachers to share a success story with you.
- Discuss the Curriculum & Planning Standard (CP) with new teachers.
- Review Generic Modules covered during the period.
- Help new teachers identify new priorities for professional development. Review procedures for registration for FIPs/faculty development programmes.

December

- Provide more release time for the mentor teacher and new teacher to meet and/or observe other classrooms.
- Meet with new teachers and discuss assessment issues relating to Midterm and End Semester(s). Suggest some professional articles to read on assessment.

January

- Revisit classroom management strategies. Some new teachers need some fresh ideas or need to refocus their management efforts.
- Provide release time for the mentor and protégé.

February

- Share some instructional strategies with new teachers.
- Provide release time for mentor and protégé to look at instructional planning and implementation.

March

- Explain standardized testing information with new teachers.
- Revisit conferencing tips.
- Encourage new teachers to read professional journals/articles.

April

- Help new teachers understand the importance and benefits of examining student work samples for “next-step” instructional planning.
- Provide new teachers with suggestions for closing out the academic calendar successfully.

May

- Set aside time to reflect with new teachers. It is important for the beginning teacher to self-assess their areas of strength and areas for growth.
- Help new teacher assess new priorities for professional development.
- CELEBRATE the accomplishments of first-year teachers.
- RECOGNIZE mentors.

7. THE DISCIPLINE SPECIFIC FIELD TRAINING & FACULTY DEVELOPMENT PROGRAMMES FOR MIDDLE / TOP LEVEL ACADEMIC ADMINISTRATORS: OPPORTUNITIES FOR LIFE LONG LEARNING

Both the mentor and the beginning teacher need to be aware that the mentoring relationship usually has a finite period. **The beginning teacher is no longer reliant on the mentor** and can provide possible solutions to problems encountered. The mentor can provide a sounding board to discuss the beginning teacher’s concerns and offer emotional support. During this time, the mentor relationship will begin to redefine into a peer support and collegial relationship. For making teaching learning process application oriented, it is very important that teachers are well aware of the practices being followed in field, research organizations, research laboratories, advance technology centres, universities etc. The incorporation of the knowledge and

skills gained by the teacher shall help in making the teaching learning process highly connected with the real world. This shall help the students passing out from the higher education institutions highly relevant from the day one in the systems in which they are to work. Discipline specific field training of teachers shall result in the holistic development of the teachers and in-turn the students, facilitating their growth & development in career, profession, personal and social life.

While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies and techniques of teaching, it is necessary to provide systematic and organized orientation programmes for the large number of teachers at the college and university level. Despite progress in narrowing the access discrepancies, large gaps remain between completion rates. Our educational system is massive, well entrenched, and slow to change. We have well over 1.5 million higher education faculty who were educated in Pre-Digital age and who view education through a Post-Colonial model. There is no magical answer on how to reach the large number of teachers who are somewhat resistant to change yet Peer pressure, one-on-one in service, better incentives, administrative pressure, etc. have to be put in place. Focused and systematic drive will be through a “catch-up” campaign mode where the aim is to cover all in-service teachers, irrespective of their subject and seniority shall be requested to register and complete these refresher courses and UGC has recognised them in their latest regulations under “Minimum Qualifications for Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures For The Maintenance Of Standards In Higher Education 2018” or any other Regulations regulating the service Conditions of Teachers in HEIs.

The Ministry of Human Resource Development has launched Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development using the MOOCs platform SWAYAM. For implementing ARPIT, 75 discipline-specific National Resource Centres (NRCs) have been identified in the first phase, which are tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. Through ARPIT all in-service teachers, irrespective of their subject and seniority have been given an enabling opportunity to keep abreast of the latest developments in their disciplines through the technology based online refresher courses. The philosophy of ARPIT shall be Anybody, Anywhere, Anytime and the teachers shall be at liberty to do these courses and choose the subjects freely. The NRCs have initially developed 3 minute video(s) which have been assessed technically by AICTE and after having met the MOOC guidelines; the same have been approved and uploaded on SWAYAM Portal. The course is a 40-hour module with 20 hours of video content and 20 hours of non-video content. They are offered in a highly flexible format and can be done at one’s own pace and time. There are built-in assessment exercises and activities as part of the academic progression in the course. At the end of the course, they will be a terminal assessment which can be either online or a written examination. All faculties who have successfully completed the online refresher course will be certified.

Under the “Blended and Intensified Mission Mode”, the Human Resource Development Centre will be a UGC-sponsored separate entity on the similar lines of an inter-university institute catering to the needs of colleges and universities within state/neighboring states. As the geographical distribution of HRDCs is not an outcome of planned optimal outcome based on efficiency and equity, an HRDC already located in a university will have to draw upon all the possible existing resources available in the university as well as in other universities and learning institutions within the state and outside to become a spatial knowledge resource equity.

HRDCs are geared up to take up the challenges of induction program for newly appointed teachers and the duration of OPs/RCs is being reduced to one-week online program with focus on Rethinking Education” that is necessitated due to powerful ubiquitous technology enabled feasibility to facilitate highly dynamic, adaptable and engaging virtual learning environments, personalized lifelong learning opportunities by making it

compulsory for the participants. In this way all the OPs and RCs shall be conducted in blended mode. "One Week training programs at all levels of Faculty" on various inter disciplinary topics and need based topics has been incorporated. OERs/ MOOCs and Outcome based Education in all our Orientation and Refresher courses have been included. The following requisites are included in the statement of philosophy, to achieve the target under "Intensified Mission Mode" for which, the faculty structure is revised and effective management of HRDCs through the UGC-Standing Committee by active involvement of decision makers and leaders in Higher Education, to make the HRDCs more effective:

- A board and administration that builds teacher participation into decision-making processes
- Challenge in a supportive environment
- Fair but firm discipline
- Individualized programs, individual pacing in particular
- Observation of rights coupled with insistence on responsibilities
- HEIs that are comfortable and well-equipped
- Support and participation by the community, the home in particular, in educating each student
- Teachers that, among other things, demonstrate:
 - Appropriate communication skills with groups and individuals
 - Expertise in their content areas
 - Liking for people, pupils in particular
 - Support for decisions of the UGC-HRDC

Courses under UGC-HRDC are conducted round the year and shall be non-vocational. The core academic staffs will perform the various functions outlined above synergistically with CEC-EMRCs and Centers established under PMMMMNTT which may be executed under mutual agreement as per Tripartite MoU.

7.1 New approaches to faculty development and refresher programmes shall be constantly evolved in view of requirement for MOTIVATED, ENERGIZED AND CAPABLE FACULTY.

- a) Current faculty development initiatives are largely training-centred. New approaches to faculty development may include: technology use and integration for ensuring annual refresher training of faculty; early tenure mentoring involving experienced academics/ specialists; creating subject-based networks; building a repository of curricular materials and learning resources; providing support for research; ensuring opportunities for participation in seminars/conferences (national and international), etc.
- b) While the expansion of refresher programs in regular classroom mode can still be limited in its coverage, online refresher programs through digital platforms such as ARPIT-SWAYAM can be made a regular annual programme where the training modules can be prepared by the global and national best-ranked institutions.
- c) The online training programmes will address issues relevant to the practice of teaching, including perspectives in education, content, pedagogy, interrelated nature of subjects, school culture, and so on.
- d) The resource people for delivering these CPD programmes will be carefully selected, effectively trained, and will have tenure in the role. The capacity of developers of the module will be strengthened through programmes organized at identified Research-intensive universities, which will be funded for the purpose.
- e) Teachers will be given access to the internet and to technology platforms from their homes.

- f)** In order to cater to the largest system of HEI in India, Schools /Departments of Education must also be able to offer online and blended programmes to enable practicing teachers to continue their higher education and to facilitate professional mobility.
- g)** Launching the National Tutor's Programme (NTP)
- i. Professionals from various fields and retired faculty who are willing to provide their academic services voluntarily to HEIs in nearby geographical vicinity and who meet some stipulated eligibility criteria can be encouraged to join as a National Tutor.
 - ii. A dossier of Emeritus Faculties will be compiled who are senior academicians, scientists, educationists, retired government officials who are academically fit and willing to contribute to the HEIs in any appropriate manner can be drawn up.
 - iii. The role of a tutor would be to guide the students and the faculty on collaborative research, critical thinking, on how to work in a team, how to arrive at independent decisions, how to handle stress, among many other aspects.
 - iv. The tutors can be empanelled onto any of the institutions and an institutional mechanism can be developed to specify how many times a National Tutor may come and address the students. There can be both general and discipline-specific tutors.
 - v. Equally important is to devise a scheme within the National Tutors Program to bring back highly qualified women who have had a break in their career to reconnect to society by providing avenues for teaching assignments by linking them to geographically nearby HEIs/ CoEs/ TLCs. This would ensure that the intellectual soft power gained by these bright women are harnessed and leveraged for teaching/tutoring.
- h)** Establishment of National Academy for Teaching, Learning & Leadership
- i. A National Academy for Teaching, Learning and Leadership will be established (NEP2020) which will coordinate and synergize with the CoEs & TLCs to strengthen faculty capacity for improving the teaching-learning process and instil leadership skills in senior faculty.
 - ii. The Academy will also undertake activities that would help infuse respect for a teaching career and elevate the teaching profession, with a sense of creating a fraternity in the community.
 - iii. Build capacity of faculty to take up academic leadership positions: Outstanding faculty with demonstrated leadership and management skills would be identified and trained over time to take on important academic leadership positions. The existing career path will be revised to allow opportunities for taking up leadership roles and participate in leadership development programmes on the lines of Leadership for Academicians Programme (LEAP).
 - iv. A large pool of outstanding senior/retired faculty, willing to provide short term mentoring/professional support to University/ College teachers must be funded and established, particularly those with the ability to teach in Indian languages. Outstanding people for specific subjects or geographies must be specially considered. This pool must be fully utilised for improvement of the quality of HEIs across disadvantaged districts
- i)** Promote research on pedagogical research and teaching learning in higher education: India has a good tradition of pedagogical research in school education. Higher education as a specialized area of study and research has not yet developed in India. Consequently, India does not have a good tradition of research on teaching-learning and classroom practices in higher education. The university departments need to promote research on teaching-learning and pedagogical practices in higher education as an integral part of their priority areas of intervention. The funding process may prioritize this area of research.
- j)** Human Resource Management Systems
- i. Indian universities are undertaking recruitment, retention, and development of academic and non-academic staff in a fragmented manner.
 - ii. To ensure professional management of HEIs, universities should upgrade the existing Human Resource

- Management Departments as a servicedepartment.
- iii. These Human Resource Departments would take the best care of human resource in the universityintermsofacademicplanning,recruitmentmethodologiestobeadoptedincluding headhunting, retention strategies, staff development and training, personal and professional counselling and gracious exit on superannuation & need-basedre-employment.

8. SYSTEMATIC BODY KNOWLEDGE:

8.1 Faculty Development Programme offered by HRDCs excluding Refresher Courses

- Orientation towards Higher Education & Curriculum Aspects
- Professional Values, Ethics, Ecology & Sustainable Development
- Communication Skills, Modes and Knowledge Dissemination
- Instructional Planning and Delivery
- Technology Enabled Learning and Life-long Self-learning
- Effective Modes of Student Assessment and Evaluation
- Creative Problem Solving, Innovation and Meaningful R&D
- Institutional Management & Administrative Procedures

Alternatively, faculty directors or PIs may integrate readings into their mentoring development plan and provide a structured engagement of the manual during the course of a program:

8.2 Generic Modules

- Orientation towards Higher Education & Curriculum Aspects
- Professional Values, Ethics, Ecology & Sustainable Development
- Communication Skills, Modes and Knowledge Dissemination
- Instructional Planning and Delivery
- Technology Enabled Learning and Life-long Self-learning
- Effective Modes of Student Assessment and Evaluation
- Creative Problem Solving, Innovation and Meaningful R&D
- Institutional Management & Administrative Procedures

8.3Optional Modules as per the requirements of RUs, TUs and ACs:

8.3.1 RESEARCH INTENSIVE UNIVERSITY

-
- **Research ,Innovation and Social Relevance**

 - **Institutional Collaboration for Research and Innovation**

 - **Project Planning and Management**

 - **Business Driven Research and Integration**

 - **Intellectual Property Rights (IPR)**

 - **Institutional Management for Entrepreneurship**

RESEARCH, INNOVATION AND SOCIAL RELEVANCE

Research and Innovation plays a crucial rule in the development of future technology which is transformed into new product from a processes and services. The multi fold opportunities for technical institutes, leadership in research and development, management of innovation and technology, partnership, networking, alliances and commercialization of research need to be explored. The faculty of technical institutions needs to be trained in all these aspects. This

module focusses on various learning constituents such as fundamental and applied research, managing innovation and technical development, culture of philanthropy in an organization, ethical and effective fundraising strategies of social relevance.

OUTCOMES:

After undergoing this module, the learner will be able to:

- Understand techniques for converting creativity to research Create a proposal for entrepreneurial activities.
- Gain insight into undergraduate education and research. Understand principles and practices of fund raising.
- Explore types of fund raising and social integration.
- Explore various issues related to challenges and opportunities faced by industries through case studies

INSTITUTIONAL COLLABORATION FOR RESEARCH AND INNOVATION

Global outlook of Indian education is certainly a game changer in this age of fast growth and unlimited economic opportunities. Institutional collaboration is important in higher education, which will remarkably transform the higher education ecosystem. Institutional collaboration enables decision makers to connect and come together to learn from one another, find common answers and work for common cause. Therefore, the faculty in technical institutes needs to be imparted relevant training in the area of institutional collaboration for research and innovation. This module aims to develop desired competencies to collaborate with others for research and innovative activities. The module covers various learning constituents such as national/ international policies on institutional collaboration, technology development and innovation, funding from national/ international agencies, intellectual property rights, technology transfer and commercialization.

OUTCOMES:

After undergoing this module, the learner will be able to:

- Comprehend the National/ International policies on institutional collaboration Develop strategies for quality enhancement
- Understand the impact of institutional collaborations
- Gain insight into technology development and innovation Explore funding from National/ International agencies
- Explore collaboration with National/ International institutes
- Explore intellectual property right, technology transfer and commercialization

PROJECT PLANNING AND MANAGEMENT

In order to develop the process / product strategies needs to be developed. Although meetings, discussions are carried out to achieve the target, organizations have experienced that the objectives could not be accomplished if the team members are not focussed and do not continuously monitor the required development to carry out objectives. Through this course it will be emphasized upon to impart the knowledge about the concept and aspects of planning a project through the specially established war room. The module will focus on development of understanding about relation between project planning, war room and other resources. The learning will emphasise on the dynamics of project selection, scheduling, estimation and evaluation.

OUTCOMES

After completing the module, the learner will be able to:

- Appreciation of importance of project pre-evaluation Expertise in selecting a project and defining its scope
- Achieving Targets through project budgeting, scheduling, performance and evaluation Expertise in Formulation of Project Proposal
- Understanding concept of war room and its application in Project Planning and Management.

BUSINESS DRIVEN RESEARCH AND INTEGRATION

Traditionally, there has been a large disconnect between the research being carried out in the academia and the marketplace requirements. The practice of curiosity-driven scientific enquiry, emanating from fundamental human curiosity, is required to be balanced by the needs of wealth creation, employment generation, social justice and care of environment. Rapidly growing importance of knowledge has generated unprecedented demand for research to be driven by the business needs. This module develops desired competencies among the learners in undertaking research which is business driven. The module covers various learning constituents such as concept of business-driven research and integration, quantitative and qualitative business research methods, product development, creating business research project report, business strategy and research, technology management and intellectual property rights management.

OUTCOMES:

After undergoing this module, the learner will be able to :

- Understand the concept of 'Business driven research and integration'
- Develop an understanding of the role of innovation as a linkage between market places and technology
- Gain insight into the role of technology management in the conventional technology-oriented organizations / industries
- Create business strategy based upon quantitative and qualitative research methods for technology-oriented organizations / industries
- Develop an understanding about the importance of human factor in business-driven research and integration
- Explore various issues related to IPR implementation as result of business-driven research

INTELLECTUAL PROPERTY RIGHTS (IPR)

IPR provide certain exclusive rights to the inventors or creators of that property, in order to enable them to reap commercial benefits from their creative efforts. IPR is required for better identification, planning, commercialization, rendering, and thereby protection of invention or creativity. There are several types of intellectual property protection like patent, copyright, trademark, etc. Each technical institution or industry should evolve its own IPR policies, management style, strategies, and so on depending on its area of specialty. So there is need to train the faculty of technical institutions for different types of intellectual property protection. This module covers need and concept of IPR, patent, copyright filing procedure in India, IPR system at National and Inter National Level, technology transfer and commercialization for new technology.

OUTCOMES

On completion of this module, the learner will be able to:

- Describe the need for IPR and the concept of IPR File a Patent in India
- Manage their IP other than Patents using different mechanisms
- Use the Intellectual Property Support System at National and International Level as and when required
- Describe the important aspects pertaining to International Patent Filing
- Maintain the Intellectual Records, formulate IP Policy & Implementation it in their respective institutions
- Choose action plan and strategy for Technology Transfer and Commercialization of Intellectual Property for a new technology developed by their respective institutions

INSTITUTIONAL MANAGEMENT FOR ENTREPRENEURSHIP

In the present Post Covid-19 scenario, unemployment has become one of the major concerns. The severity of this problem has been aggravated by increasing population, automation in industries along with various other associated socio-economic problems. Developing expertise among youth to set up their-own enterprise could be one of the solutions to curb the issue. The aspect of developing expertise in business start-up involves development of capability of opportunity identification, innovative mind-set, development of technology, protecting one's own developed intellect. This capacity building is further to be complemented by the knowledge about the policies and programs of Government initiated at the National Level such as: under Atma Nirbhar Bharat Abhiyan, Make in India, Start-up India, Digital India Programs etc., role and functioning of the Ministry for the

promotion of Skill Development and Entrepreneurship (MSDE), Liberal financing of ventures through schemes like Collateral free loans for business Mudra Loan, and other Bank Schemes, States and Union Territories level policy initiatives to create business ventures in the country. The role of incubator for business start-up push and their initial support for digital marketing and management are also dealt with in the module.

OUTCOMES

After completing the module, the learner will be able to:

- Develop understanding about the complete process of making an entrepreneur.
- Appreciate the importance of innovations and technology development in the path to business start-up.
- Gather information pertaining to set-up and management of incubation centres in institutions.
- Improve understanding of the process of start-ups, patenting and dealing with the intricacies of IPR issues.

8.3.2 TEACHING INTENSIVE UNIVERSITY/ AUTONOMOUS DEGREE AWARDDING INSTITUTE

➤ Emerging Pedagogy
➤ Learning Analytics
➤ Cognitive Centered Curriculum Development
➤ Virtual Education
➤ Best Practices For MOOCs
➤ Data Analytics tools and applications in educational data
➤ AI and Machine Learning for Technology enabled teaching-learning

EMERGING PEDAGOGY

Emerging pedagogy allows students to grasp theoretical concepts faster and in greater depth. Emerging pedagogy covers critical pedagogy, digital pedagogy, experiential learning and immersive learning, the intersection between critical pedagogy and digital pedagogy to arrive at the best social and civil uses for technology and new media in education may be used in emerging pedagogy. Also, immersive learning enhances the learning process by adding contents that are interactive and engaging. Experiential and immersive learning can be provided by tools such as 3D learning environment, virtual reality (VR), augmented reality (AR), and mixed reality. It facilitates learners to perform experiments, practice and learn by doing. Augmented Reality in education makes learning itself more engaging and interesting. There is a need to train teachers in the area of emerging pedagogy as AR, VR and mixed reality have a lot of potential usage in education.

The objective of this module is to enable learners to improve teaching methodologies using 3D technologies like AR and VR. The module covers basics of emerging pedagogy along with applications of Augmented Reality and Virtual Reality, benefits and challenges of AR and VR in classroom, and types of AR and VR experiences and tools.

OUTCOMES

After the completion of this module, the learner will be able to:

- Transit from traditional pedagogy to socio-digital pedagogy Adopt emerging pedagogy in their classrooms
- Apply Immersive pedagogical tools in teaching
- Simulate in virtual environment with AR and VR tools for effective teaching-learning
- Use Augmented Reality and Virtual Reality in the teaching-learning process to enhance learning experiences.

LEARNING ANALYTICS

The field of learning analytics deals with online student data analysis, which holds great potential to address the challenges of higher education institutions. This module provides an overview of learning analytics in higher education and introduces tools and technologies that can be used to support strategy and policy formation in addition to readiness assessment. While the use of learning analytics tools has gained much attention in many higher education institutions, the method of getting the students data at early stage helps the academicians and policy makers of higher educational institutions to take proactive steps in developing better teaching-learning environment in the institutions.

OUTCOMES

After the completion of this module, the learner will be able to:

- Describe current state of learning analytics in higher education
- Assess the extent to which issues in higher education can be addressed with available student record data.
- Implement various quasi-experimental methods of accounting for student preparation in assessing outcomes.
- Apply relevant tools and techniques for learning analytics strategy formation. Apply appropriate methods for learning analytics policy formation.
- Calculate a set of quantified student outcomes as an alternative to those currently in use.

COGNITIVE CENTRED CURRICULUM DEVELOPMENT

Curriculum development is one of the most important activity in effective teaching- learning process. A well-designed curriculum can support student learning and increase student success if it is cognitive and reasoning focused. Use of cognitive learning theory and critical thinking in instructional design motivates learners towards higher-order thinking. Therefore, there is a need to train teachers in the area of cognitive-centred curriculum development. This module covers various methods to develop cognitive and reasoning focused curriculum towards achieving academic excellence among the learners. The module is entirely research based and describes the art of developing instructional material which is predominantly based on cognitive and reasoning level of the individual learners. The module provides ways to propose, implement and test instructional material that supports cognitive learning process. The learners will be able to use and apply relevant tools and techniques for cognitive and reasoning focused curriculum development along with suitable rubrics to test the learning outcomes

OUTCOMES

After the completion of this module, the learner will be able to:

- Describe the concept, stages and models of cognitive and reasoning based curriculum development
- Execute various stages for curriculum development
- Transit from traditional curriculum design to industry oriented design
- Aligning the curriculum with Education 4.0 for global mobility and acceptability Design online course and liberal education curriculum

VIRTUAL EDUCATION

This module has been designed to train the senior faculty of technical institutions in use of virtual education and assessment approaches to effective learning. Not all faculty members are comfortable with virtual classrooms and there is a digital divide among those who have never used even the basic audio-visual equipment, relying mainly on chalkboard and flipcharts, and younger faculty who are aware of and adept at using newer technology. It is in this context that the present module has been designed. The module will develop requisite knowledge, skills and attitudes amongst faculty to provide virtual education to students and effectively assess their performance online

OUTCOMES

After going through this module, the learner will be able to:

- Describe the concept of virtual education, its need, concept, features, challenges, advantages, and tools.
- Describe the significance, features etc. of Virtual Reality and Augmented Reality. Use various modern modes of instructional delivery.
- Develop content for virtual learning.
- Manage virtual classrooms and virtual laboratory
- Describe the purpose and procedure of various types of assessment.
- Undertake e-assessment for assessing the performance of students both in theory and practical subjects.

BEST PRACTICES FOR MOOCS

Massive Open Online Courses (MOOCs) are online courses that allow learners free access and unrestricted participation to any course of their choice. Besides the conventional modes of teaching such as lectures, videos and reading material; MOOCs also provide a platform for interactive forums. Due to increasing demand of online courses in present scenario, there is need to train the teachers in developing and offering MOOCs. This module aims at providing interactive MOOC learning experience and enabling the teachers to acquire knowledge and skills required to develop an effective and impactful Massive Open Online Course.

OUTCOMES

After completing the learning tasks in this module, the learners will be able to:

- Understand pedagogical aspects related to online learning. Use various approaches to develop MOOC.
- Design and structure contents for MOOC.
- Design and develop an effective MOOC using best practices available. Review the MOOC developed for effective implementation.

9. SUGGESTED MODULES FOR FACULTY DEVELOPMENT PROGRAMME/LEADERSHIP DEVELOPMENT PROGRAMME TO BE OFFERED BY HRDCs

9.1 MODULE

Institutional Development and Governance

In the present competitive scenario for the technical education sector in India, an educational administrator should not only be an eminent academician but also be well -versed in administrative aspects of managing an academic institution. This module aims to develop administrative and management skills among the technical teachers in effective governance of the institutions.

OUTCOMES

After going through this module, the learners will be able to:

- Explain the significance of institutional governance Prepare strategic plan for institutional development.
- Lead the institute for execution of various projects/ programmes.
- Implement institutional autonomy for enhancing its efficiency and effectiveness.
- Identify the quality parameters of an institution and develop processes for accreditation. Implement the best practices in engineering education systems.
- Develop strategies for quality enhancement and managing planned change.
- Conduct impact analysis of institutional projects and programmes for enhancing their effectiveness.

9.2 MODULE

Financial Resource Planning and Auditing

Training in finance is necessary for faculty to provide them an understanding of the financial implications of their day-to-day decisions and its impact on their institution's budgetary allocation. This module aims to provide a grasp of basic financial awareness in order to plan and manage budget effectively and appreciate the core finance principles and prepare for financial audit.

OUTCOMES

After the completion of this module, the learner will be able to:

- Understand financial resources, major functions and usage.
- Develop Policies and Procedure for financial planning and budgeting. Set norms for role and functions of non-finance professionals.
- Set financial goals for sustainable Institutional development. Apply procedures for auditing of finances.
- Implement audit recommendations.

9.3 MODULE

Research, Innovation and Social Relevance

Research and Innovation plays a crucial role in the development of future technology which is transformed into new product from a processes and services. The multi fold opportunities for technical institutes, leadership in research and development, management of innovation and technology, partnership, networking, alliances and commercialization of research need to be explored. The faculty of technical institutions needs to be trained in all these aspects. This module focusses on various learning constituents such as fundamental and applied research, managing innovation and technical development, culture of philanthropy in an organization, ethical and effective fundraising strategies of social relevance.

OUTCOMES:

After undergoing this module, the learner will be able to :

- Understand techniques for converting creativity to research Create a proposal for entrepreneurial activities.
- Gain insight into undergraduate education and research. Understand principles and practices of fund raising.
- Explore types of fund raising and social integration.
- Explore various issues related to challenges and opportunities faced by industries through case studies

9.4 MODULE

Business driven research and integration

Traditionally, there has been a large disconnect between the research being carried out in the academia and the marketplace requirements. The practice of curiosity-driven scientific enquiry, emanating from fundamental human curiosity, is required to be balanced by the needs of wealth creation, employment generation, social justice and care of environment. Rapidly growing importance of knowledge has generated unprecedented demand for research to be driven by the business needs. This module develops desired competencies among the learners in undertaking research which is business driven. The module covers various learning constituents such as concept of business-driven research and integration, quantitative and qualitative business research methods, product development, creating business research project report, business strategy and research, technology management and intellectual property rights management.

OUTCOMES:

After undergoing this module, the learner will be able to :

- Understand the concept of 'Business driven research and integration'
- Develop an understanding of the role of innovation as a linkage between market places and technology
- Gain insight into the role of technology management in the conventional technology-oriented organizations / industries
- Create business strategy based upon quantitative and qualitative research methods for technology-oriented organizations / industries
- Develop an understanding about the importance of human factor in business-driven research and integration
- Explore various issues related to IPR implementation as result of business-driven research

9.5 MODULE

Institutional collaboration for research and innovation

Global outlook of Indian education is certainly a game changer in this age of fast growth and unlimited economic opportunities. Institutional collaboration is important in higher education, which will remarkably transform the higher education ecosystem. Institutional collaboration enables decision makers to connect and come together to learn from one another, find common answers and work for common cause. Therefore, the faculty in technical institutes needs to be imparted relevant training in the area of institutional collaboration for research and innovation. This module aims to develop desired competencies to collaborate with others for research and innovative activities. The module covers various learning constituents such as national/ international policies on institutional collaboration, technology development and innovation, funding from national/ international agencies, intellectual property rights, technology transfer and commercialization.

OUTCOMES:

After undergoing this module, the learner will be able to :

- Comprehend the National/ International policies on institutional collaboration Develop strategies for quality enhancement
- Understand the impact of institutional collaborations
- Gain insight into technology development and innovation Explore funding from National/ International agencies
- Explore collaboration with National/ International institutes
- Explore intellectual property right, technology transfer and commercialization

9.6 MODULE

Emerging Pedagogy Emerging pedagogy allows students to grasp theoretical concepts faster and in greater depth. Emerging pedagogy covers critical pedagogy, digital pedagogy, experiential learning and immersive learning, the intersection between critical pedagogy and digital pedagogy to arrive at the best social and civil uses for technology and new media in education may be used in emerging pedagogy. Also, immersive learning enhances the learning process by adding contents that are interactive and engaging. Experiential and immersive learning can be provided by tools such as 3D learning environment, virtual reality (VR), augmented reality (AR), and mixed reality. It facilitates learners to perform experiments, practice and learn by doing. Augmented Reality in education makes learning itself more engaging and interesting. There is a need to train teachers in the area of emerging pedagogy as AR, VR and mixed reality have a lot of potential usage in education.

The objective of this module is to enable learners to improve teaching methodologies using 3D technologies like AR and VR. The module covers basics of emerging pedagogy along with applications

of Augmented Reality and Virtual Reality, benefits and challenges of AR and VR in classroom, and types of AR and VR experiences and tools.

OUTCOMES

After the completion of this module, the learner will be able to:

- Transit from traditional pedagogy to socio-digital pedagogy Adopt emerging pedagogy in their classrooms
- Apply Immersive pedagogical tools in teaching
- Simulate in virtual environment with AR and VR tools for effective teaching-learning
- Use Augmented Reality and Virtual Reality in the teaching-learning process to enhance learning experiences.

9.7 MODULE

Learning Analytics

The field of learning analytics deals with online student data analysis, which holds great potential to address the challenges of higher education institutions. This module provides an overview of learning analytics in higher education and introduces tools and technologies that can be used to support strategy and policy formation in addition to readiness assessment. While the use of learning analytics tools has gained much attention in many higher education institutions, the method of getting the students data at early stage helps the academicians and policy makers of higher educational institutions to take proactive steps in developing better teaching-learning environment in the institutions.

OUTCOMES

After the completion of this module, the learner will be able to:

- Describe current state of learning analytics in higher education
- Assess the extent to which issues in higher education can be addressed with available student record data.
- Implement various quasi-experimental methods of accounting for student preparation in assessing outcomes.
- Apply relevant tools and techniques for learning analytics strategy formation. Apply appropriate methods for learning analytics policy formation.
- Calculate a set of quantified student outcomes as an alternative to those currently in use.

9.8 MODULE

Cognitive centred Curriculum Development

Curriculum development is one of the most important activity in effective teaching- learning process. A well-designed curriculum can support student learning and increase student success if it is cognitive and reasoning focused. Use of cognitive learning theory and critical thinking in instructional design motivates learners towards higher-order thinking. Therefore, there is a need to train teachers in the area of cognitive-centred curriculum development. This module covers various methods to develop cognitive and reasoning focused curriculum towards achieving academic excellence among the learners. The module is entirely research based and describes the art of developing instructional material which is predominantly based on cognitive and reasoning level of the individual learners. The module provides ways to propose, implement and test instructional material that supports cognitive learning process. The learners will be able to use and apply relevant tools and techniques for cognitive and reasoning focused curriculum development along with suitable rubrics to test the learning outcomes

OUTCOMES

After the completion of this module, the learner will be able to:

- Describe the concept, stages and models of cognitive and reasoning based curriculum development
- Execute various stages for curriculum development
- Transit from traditional curriculum design to industry oriented design
- Aligning the curriculum with Education 4.0 for global mobility and acceptability Design online course and liberal education curriculum

9.9 MODULE

Virtual education

This module has been designed to train the senior faculty of technical institutions in use of virtual education and assessment approaches to effective learning. Not all faculty members are comfortable with virtual classrooms and there is a digital divide among those who have never used even the basic audio-visual equipment, relying mainly on chalkboard and flipcharts, and younger faculty who are aware of and adept at using newer technology. It is in this context that the present module has been designed. The module will develop requisite knowledge, skills and attitudes amongst faculty to provide virtual education to students and effectively assess their performance online

OUTCOMES

After going through this module, the learner will be able to:

- Describe the concept of virtual education, its need, concept, features, challenges, advantages, and tools.
- Describe the significance, features etc. of Virtual Reality and Augmented Reality. Use various modern modes of instructional delivery.
- Develop content for virtual learning.
- Manage virtual classrooms and virtual laboratory
- Describe the purpose and procedure of various types of assessment.
- Undertake e-assessment for assessing the performance of students both in theory and practical subjects.

9.10 MODULE

Best practices for MOOCs

Massive Open Online Courses (MOOCs) are online courses that allow learners free access and unrestricted participation to any course of their choice. Besides the conventional modes of teaching such as lectures, videos and reading material; MOOCs also provide a platform for interactive forums. Due to increasing demand of online courses in present scenario, there is need to train the teachers in developing and offering MOOCs. This module aims at providing interactive MOOC learning experience and enabling the teachers to acquire knowledge and skills required to develop an effective and impactful Massive Open Online Course.

OUTCOMES

After completing the learning tasks in this module, the learners will be able to:

- Understand pedagogical aspects related to online learning. Use various approaches to develop MOOC.
- Design and structure contents for MOOC.
- Design and develop an effective MOOC using best practices available. Review the MOOC developed for effective implementation.

9.11 MODULE

Institutional Management for Entrepreneurship

In the present Post Covid-19 scenario, unemployment has become one of the major concerns. The severity of this problem has been aggravated by increasing population, automation in industries along with various other associated socio-economic problems. Developing expertise among youth to set up their-own enterprise could be one of the solutions to curb the issue. The aspect of developing expertise in business start-up involves development of capability of opportunity identification, innovative mind-set, development of technology, protecting one's own developed intellect. This capacity building is further to be complemented by the knowledge about the policies and programs of Government initiated at the National Level such as: under Atma Nirbhar Bharat Abhiyan, Make in India, Start-up India, Digital India Programs etc., role and functioning of the Ministry for the promotion of Skill Development and Entrepreneurship (MSDE), Liberal financing of ventures through schemes like Collateral free loans for business Mudra Loan, and other Bank Schemes, States and Union Territories level policy initiatives to create business ventures in the country. The role of incubator for business start-up push and their initial support for digital marketing and management are also dealt with in the module.

OUTCOMES

After completing the module, the learner will be able to:

- Develop understanding about the complete process of making an entrepreneur.
- Appreciate the importance of innovations and technology development in the path to business start-up.
- Gather information pertaining to set-up and management of incubation centres in institutions.
- Improve understanding of the process of start-ups, patenting and dealing with the intricacies of IPR issues.

9.12 MODULE

Project Planning and Management

In order to develop the process / product strategies needs to be developed. Although meetings, discussions are carried out to achieve the target, organizations have experienced that the objectives could not be accomplished if the team members are not focussed and do not continuously monitor the required development to carry out objectives. Through this course it will be emphasized upon to impart the knowledge about the concept and aspects of planning a project through the specially established war room. The module will focus on development of understanding about relation between project planning, war room and other resources. The learning will emphasise on the dynamics of project selection, scheduling, estimation and evaluation.

OUTCOMES

After completing the module, the learner will be able to:

- Appreciation of importance of project pre-evaluation Expertise in selecting a project and defining its scope
- Achieving Targets through project budgeting, scheduling, performance and evaluation Expertise in Formulation of Project Proposal
- Understanding concept of war room and its application in Project Planning and Management.

9.13 MODULE

Case Studies and Problem Mapping

The current educational paradigm needs to be revisited and reframed to increase productivity, efficiency, quality and to develop new skills and talent to enable the pass-outs from institutions to cope with the changing scenario. The case study based and problem-based learning pedagogy is considered to enhance student learning through problem mapping and also aid in the development of facilitator delivering the same. Therefore, the faculty of technical institutions needs to be trained in using case studies and problem mapping for enhancing teaching-learning. This module has been designed to train the senior faculty of technical institutions to integrate complex engineering problem solutions with case studies and problem mapping both in pedagogy and research.

OUTCOMES

After going through this module, the learner will be able to:

- Relate to present global business scenario, future trends as well as the complex nature of sustainable development in the light of social, economic and environmental balance.
- Apply case study as pedagogy for enhancing teaching learning.
Apply case study as a research method for improving the quality of technical education.
- Apply problem-based learning for solving problems in technical and management domain.

9.14 MODULE

Intellectual Property Rights (IPR)

IPR provide certain exclusive rights to the inventors or creators of that property, in order to enable them to reap commercial benefits from their creative efforts. IPR is required for better identification, planning, commercialization, rendering, and thereby protection of invention or creativity. There are several types of intellectual property protection like patent, copyright, trademark, etc. Each technical institution or industry should evolve its own IPR policies, management style, strategies, and so on depending on its area of specialty. So there is need to train the faculty of technical institutions for different types of intellectual property protection. This module covers need and concept of IPR, patent, copyright filing procedure in India, IPR system at National and Inter National Level, technology transfer and commercialization for new technology.

OUTCOMES

On completion of this module, the learner will be able to:

- Describe the need for IPR and the concept of IPR File a Patent in India
- Manage their IP other than Patents using different mechanisms
- Use the Intellectual Property Support System at National and International Level as and when required
- Describe the important aspects pertaining to International Patent Filing
- Maintain the Intellectual Records, formulate IP Policy & Implementation it in their respective institutions
- Choose action plan and strategy for Technology Transfer and Commercialization of Intellectual Property for a new technology developed by their respective institutions

9.15 MODULE

Data Analytics

Nowadays, majority of the decisions are taken in various organizations/sectors by analyzing stakeholders data. This is true for education sector also. Therefore, minimal knowledge of data analysis is mandatory at all levels in education sector, to take proactive decisions in improving the system. Education and training are progressively taking place on digital environments. As a result, these environments are generating unstructured amount of interaction and behavioral data that can be used to design better learning and teaching models for teaching, learning and assessment. The main objective of this module is to use different kind of methods from data analytics to identify

unique patterns from educational data. In particular, the learners will learn about methods and models that are being used in data analytics, students' behavior modeling, and personalized learning material recommendations. The module will be covered both at the theoretical level as well as the practical level where software tools (such as R programming / Python) will be used to analyse the data.

OUTCOMES

After the completion of this module, the learner will be able to:

- Apply basic principles of data mining and machine learning algorithms on educational data Handle various challenges in educational data mining
- Practice data mining methods and algorithms for educational data analytics
- Use analytical methods to answer educational questions related to student progress, learning style, and assessment.
- Practice educational application and learning management system with learning analytics Use software programming (such as R programming / Python) for analytics validity

9.16 MODULE

AI and Machine Learning for Engineering Applications

Artificial intelligence (AI) is an interdisciplinary activity of engineering concerned with performing tasks using programmable machines and computers that typically require human intelligence. In the twenty-first century, AI techniques have experienced a resurgence following concurrent advances in computer power, large amounts of data, theoretical understanding; and AI techniques have become an essential part of the technology industry. The objective of this module is to impart knowledge about necessary and emerging concepts of Artificial Intelligence and tools required to implement the concepts in practice. This module will serve as a comprehensive introduction to the core techniques used in AI based industry like Machine Learning, Natural Language Processing (NLP), Computer Vision, Robotics etc. The module provides insight into IoT, data analytics and cloud computing along with various computational platforms for application development.

OUTCOMES

After the completion of this module, the learner will be able to:

- Understand the basic concept of machine learning.
- Acquire knowledge of biologically inspired computations as well as traditional intelligent learning methods for search, optimization and classification.
- Understand approaches to syntax and semantics in NLP.
- Interpret and apply various computer vision algorithms and applications. Apply fuzzy logic for engineering problems.
- Perform kinematic and dynamic analyses for implementation of Robotics tasks. Develop real life projects using modern platforms like IoT, cloud etc.

9.17 MODULE

Clean, Green and Sustainable Technology

The objectives of this course is to impart knowledge of green and clean technologies for mitigating pollution and for meeting the challenges of sustainable development.

OUTCOMES

After the completion of this module, the learner will be able to:

- Understand the sources and causes of different types of pollution
- Understand the concept of clean production, development for minimizing waste emission at source
- Understand the concept of waste minimization and zero impact initiatives in manufacturing

- Apply knowledge of sustainable construction techniques in infrastructural development
Understand the concept of energy conservation, recuperation and co-generation, renewable energy sources
- Understand the prevention and control measures in water, air and solid waste pollution

9.18 MODULE

Real Life Engineering Problems

To enable solve real life engineering problems using acquired knowledge and skills, the faculty of technical institutions must be made aware about international and national standards to be followed to orient the teaching-learning in the right direction. Faculty should integrate the requisite skills and tools both in pedagogy and research to empower students to solve complex engineering problems. This module aims to impart knowledge about Washington Accord accreditation framework adopted worldwide to improve the quality, productivity and mobility of engineers by following best practices in standards, assessment and monitoring of engineering education and professional competence. The module also covers use of some tools viz. case study approach, concept mapping and problem based learning for enhancing the teaching-learning experience. The current technological trends and relevant skillsets required are also covered in the module.

OUTCOMES

After going through this module, the learner will be able to:

- Solve real life engineering problems.
- Apply case study as a tool in pedagogy and research for effective teaching learning.
- Use concept mapping as a tool in pedagogy and research for enhanced teaching learning.
Apply problem based learning for improving application, analytical and creative skills of students.
- Apply project based learning to attain program outcomes.
- Appreciate the process and measures of quality technical education.

9.19 MODULE

Internet of Things (IoT)

Internet of Things (IoT) is currently an emerging technology that is of high interest to academia, government, industry and society. Its diverse applications in all domains of engineering and technology has made it more and more interdisciplinary. IoT cuts across different application-domain verticals that include agriculture, space, healthcare, manufacturing, construction, and mining. On similar lines, Industrial Internet of Things (IIoT) is an application of IoT in industries to modify various industrial systems. IIoT links the automation system with enterprise planning and product lifecycle which includes use of intelligent tools and technologies like Cloud Computing, Machine Learning, and Data Analytics. It is very important for the faculty in technical institutions to learn the fundamentals of IoT as an interdisciplinary subject. Hence this module, covers background technologies and emerging technologies for IoT and its usage in smart applications.

OUTCOMES

After the completion of this module, the learner will be able to:

- Describe the current state of Internet of Things and IIoT
- Assess the extent of adoption of IoT/IIoT technologies in different engineering domains.
Implement various IoT based projects
- Apply relevant tools and techniques for interdisciplinary projects
- Apply appropriate methods for national initiatives like Swach Bharat Abhiyaan and Smart City Project.

9.20 MODULE

Developing Academic Management and Leadership Educational institutes require effective leaders and academic administrators if they are to achieve their goals and provide world-class education. Today's educators must acquire leadership and management skills to direct organizational change, establish relationships with stakeholders and navigate challenges at various levels. The objective of this module is to impart desired knowledge to enable the learners to lead in creating an efficient organization and manage the resources effectively.

OUTCOMES

After the completion of this module, the learner will be able to:

- Develop a personal leadership philosophy.
- Use various methods to inspire and energise team members in creating an efficient and effective organisation.
- Understand organizational impact of individual and group behaviour. Improve the capacity and capability of an organization.
- Implement the values of Total Quality Management to bring improvement in educational process.
- Manage organization's resources effectively.
- Lead and manage change and trend.

9.21 MODULE

SWOC ad Fostering Forecasting

In the era of competition, every institute wants to achieve its goals, improve teaching-learning process and become more relevant. This module aims at identifying and analysing the strengths and weaknesses of an institute, and the opportunities and challenges which it has to explore. It also enables to identify factors that influence the working of an institute thus providing useful information for future planning. With strong forecasting skills, one can become better prepared to benefit from change and avoid future shock. This module also aims at fostering forecasting skills among the learners

OUTCOMES

At the end of this module, the learner will be able to:

- explain the terms strength, weakness, opportunity and challenge in the context of SWOC analysis.
- identify various internal and external factors in institute environment using SWOC analysis.
- undertake SWOC analysis.
- use SWOC analysis for decision-making.
- Make forecast to deal with changes and explore opportunities.

9.22 MODULE

Removing Obsolescence and Enhancing Efficiency This module has been designed to prepare the faculty of technical institutes to avoid stagnation due to inability to contribute to the educational system leading to obsolescence. The learners will be exposed to various opportunities and means for growth and aspects of leadership development and succession planning. The learners will be trained to work in a more efficient and transparent manner thus enhancing their efficiency and lowering resource wastage.

OUTCOMES

After going through this module, the learners will be able to:

- List reasons for poor efficiency in institutes. Prepare report after SWOT analysis

- Identify factors affecting the efficiency of the Institute
- Identify requirements for development of an ERP system.
- Draw a plan for motivating the faculty and staff for improved efficiency. Use an effective teaching learning approach in different situations
- Draw futuristic plan for avoiding stagnation leading to obsolescence. Write proposal for sponsored projects and consultancy work.

9.23 MODULE

Institutional Assessment

In the new education policy, the educational institutes will be provided autonomy which will need upgradation of institute resources and development of systems to run the institute at upgraded level. Also in the current competitive environment, the engineering institutes have to keep abreast with the fast changing technological developments to develop employable skills in the pass-outs. The institute performance and preparedness in terms of resources, expertise, teaching-learning methodologies and evaluations systems need to be reviewed periodically to evaluate its efficacy and efficiency. This module has been designed to enable the faculty members to develop parameters for institute review, prepare for review process, mentor junior colleagues on implementing the outcomes of institute review and conduct peer review of other institutes.

OUTCOMES

After going through this module, the participants will be able to:

- Understand the process and parameters for institute review. Develop the system as per review requirements.
- Assess the institute based on review criteria. Prepare the institute for external review.
- Prepare action taken report based on review report.

9.24 MODULE

Accreditation System and Ranking Framework Accreditation and ranking of educational institutes has emerged as an accepted performance indicator for judging the quality of educational processes being followed in the institutes. The institutes need to be taken to desirable quality levels by ensuring availability of resources and maintenance of processes in teaching-learning and assessment of students. Further, the teachers need to be brought to the level where they appreciate the importance of accreditation and institutional ranking. This module has been designed to develop capabilities among the learners to understand the accreditation and ranking processes and work towards getting accreditation and attaining good standing in rankings.

OUTCOMES

After going through this module, the participants will be able to:

- Evaluate quality of various systems in the institute.
- Develop KPIs for given process.
- Apply for NBA/NAAC accreditation,
- Mentor junior faculty on quality, accreditation and ranking framework.
- Setup quality question papers and evaluate the students learning outcomes based on criteria based assessment.

9.25 MODULE

Branding of Institutions

Due to expansion of higher education system, a large number of institutions have come up which are providing education with different quality levels. Branding helps in development of the institute as well as attracting clients and other stakeholders based on the brand value of the institute. This module has been designed to develop understanding of various aspects institute branding and to develop capability among the faculty members to engage in brand building and brand management of institution.

OUTCOMES:

After undergoing this module, the learner will be able to:

- Understand various issues related to institutional brand management. Create a brand identity and brand strategy.
- Gain insight into brand positioning for Institutions.
- Understand methods to manage institutional brand assets. Engage in brand building of institution.
- Explore various issues related to brand management through case studies.

UGC has constituted a committee of the following members to formulate guidelines for mentorship of teachers in the Non-technical stream (NIIMT).

1. Prof A. C. Pandey, Director, IUAC, New Delhi Chairperson
2. Prof. J. B. Nadda, Director, CEC, New Delhi Member
3. Dr. Upinder Dhar, VC, Shri Vashnav Vidyapeeth, Indore Member
4. Dr. Anup K Singh, DG, Nirma University, Ahmedabad Member
5. Prof. Yogender Verma, Retired Director, HRDC,
H.P University, Shimla Member
7. Dr. Archana Thakur, JS, UGC, New Delhi Coordinating Officer
7. Prof.(Dr.) Shyam Sundar Pattnaik, Director,
National Institute of Technical Teachers Training and Research (NITTTR),
Sector-26, Chandigarh-160019, India **Co-opted member**

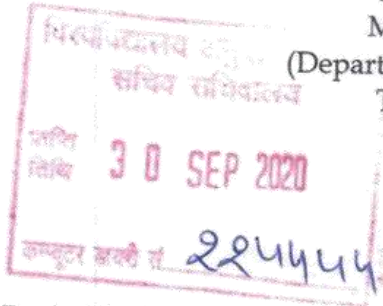
F. No. 10-1/2020-TS.IV

Government of India

Ministry of Education

(Department of Higher Education)

Technical Section-IV



Shastri Bhawan, New Delhi-110 001

Dated, the 23rd September, 2020

To,

Prof. D.P. Singh
Chairman, UGC
Bahadur Shah Zafar Marg
New Delhi - 110002

CM SECRETARIATE

DY No. 45112

DATE 30-9

Subject:- **Development of guidelines for induction and mentorship of teachers in non-technical institutions - Reg.**

Sir,

One of the recommendations of National Education Policy (NEP) is to develop a system of mentorship by distinguished and retired faculty. In this connection, Secretary (HE)'s D.O. dated 08.09.2020 to you refers.

2. At present, INFLIBNET maintains a VIDWAN portal which has all the academic details of the university teachers. INFLIBNET has also started IRINS (Indian Research Information Network System) in March 2019. Higher Educational Institutions (HEIs) are expected to submit a list of faculty and teachers on IRINS. IRINS then fetches the publications and citation details of each faculty of a given HEI from international research database like SCOPUS, Thomson Reuters, etc and prepares a profile of each faculty which is then aggregated to create a profile of the HEI.

3. In order that there is a comprehensive database of distinguished teachers, it is imperative that all the faculties of HEIs are made to put their academic details including achievements on the VIDWAN portal/ IRINS. Therefore, UGC may impress upon Universities to get their institutions/ faculty details onto IRINS/ VIDWAN portal of INFLIBNET.

4. Further, in order that faculty have an incentive to get themselves a VIDWAN id, UGC may like to issue a directive that only such faculty who are registered in VIDWAN portal and only such HEIs who are registered on IRINS will be considered for funding by UGC/MoE.

5. Similarly, for the post of VC, it can be made mandatory that the faculty has to necessarily indicate his/her VIDWAN id in the application form.

This issues with the approval of Secretary (HE).

handwritten notes:
for next time
Secy. 29/09/20

Yours sincerely,

(Madhu Ranjan Kumar)
Joint Secretary (Admin.)

Tel. 011-2338 3451

Copy to:

JS (UGC) & JS (MRDC) 30/09/20

1. Dr. Chandra Shekhar Kumar, Joint Secretary (IISER)

With the request that in the institutions under them, the provisions in para 4 may be suitably communicated.

अमित खरे, भा.प्र.से.

सचिव

AM.T KHARE, IAS
Secretary

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223369

भारत सरकार
Government of India
शिक्षा मंत्रालय
Ministry of Education
उच्चतर शिक्षा विभाग

Department of Higher Education
127 'सी' विंग, शास्त्री भवन, नई दिल्ली-110 001
127 'C' Wing, Shastri Bhawan, New Delhi-110 001
DO. No. 10-1/2020 - TS.IV
8th September, 2020

CM SECRETARIATE

DT No. 44968
DATE 16/9/2020

Dear Prof. D. P. Singh,

Subject: Development of guidelines for induction and mentorship of teachers in non-technical institutions - reg.

As you are aware, NEP has recommended that faculty in HEIs should be mentored by distinguished working and retired faculty. Perhaps it will go a long way in initiating a new faculty into the world of academics.

For newly inducted teachers in technical institutions, AICTE has started a programme called National Initiative for Technical Teachers Training (NITTT) which is targetted towards teachers with less than five years of experience. It is administered by the four National Institute of Technical Teachers Training (NITTTRs) located at Chandigarh, Kolkata, Bhopal and Chennai. Its details are available at <https://aicte-india.org/schemes/staff-development-schemes>.

It will be appreciated if UGC can also formulate similar national initiative for induction and mentorship of teachers in the non-technical stream (NIIMT). I am attaching a brief write up about a possible way it can be achieved using the digital infrastructure of INFLIBNET and the online generic eight module material prepared by NITTTRs. Needless to say, UGC is free to suitably develop its own model for NIIMT.

To begin with, we are proposing to launch NIIMT under the aegis of NITTTR from the 2nd semester of 20-21 in an online mode within the framework of NITTT. It is hoped that by then UGC will be able to chalk out its own guidelines which can then be implemented for subsequent batches.

*Important / Top priority
for needful plz.*
With regards,

Secretary
09/09/20

Yours sincerely,

Amit Khare
8.9.2020
(Amit Khare)

Prof. D. P. Singh,
Chairman,
University Grants Commission,
Bahadur Shah Zafar Marg,
New Delhi - 110002

JS (DEB)

JS (HRDC)

JS (CIP-IV)

These three domains pretty much cover the initial requirement of a newly inducted teacher. While undergoing the above training the inductee teachers can identify a mentor who will guide the inductee teachers. For this, the inductee teachers can use the VIDWAN portal to pick up a mentor. During the initial phase (till a databased system is made available by INFLIBNET), NITTTRs can be asked to pick up say 50 distinguished faculty (both working and retired) who are willing to play the role of mentor.

The role of the Mentor can be some/all of the following :-

- a) The mentor will guide the inductee teacher to practice communication skills (oral and written) by preparing and presenting a paper on a subject chosen.
- b) The mentor will guide the inductee teacher to prepare funding proposal for a research project which can be submitted to a funding agency.
- c) For subjects where lab work is involved, the mentor can explain the working of laboratory equipment, process of conduct of laboratory experiments, laboratory class handling and student assessment method and also help develop new experiments.
- d) The mentor may submit his/her assessment of the inductee teacher to the head of the Institute.

Faculty can In order to institutionalise a formal system, it is suggested that the VIDWAN portal of INFLIBNET can be modified to ask Professors who are willing to be mentors of the new faculty. To begin with, Directors of 4 NITTTRs can be authorised to identify 50 distinguished faculty (serving & retired) in different non-technical domain i.e., in the fields of humanity and science, who can provide mentorship to not more than 6 newly inductee teachers at a time. As VIDWAN portal becomes more populated and robust, the mentors can be picked up from there.

III. Incentive structure for mentors and mentee - Since mentorship needs a steady pool of high quality faculty willing to be mentors, in order that there is positive incentive for faculty to enroll on IRINS/ VIDWAN portal, MoE/ UGC/ AICTE can issue a directive that only such faculty who are registered in VIDWAN portal will be considered for the funding by these bodies or for the posts of Directors /VCs in the Institutions under MoE. Having a single database of university teachers will also have many co-related downstream advantages.

At this stage, it is desirable that the incentive structure is kept at non-financial for mentor. Hence, it is suggested that for serving teachers who are willing to be a mentors for 6 faculty can be given API score of 30. UGC may like to modify it suitably.

For mentee, it is noted that AICTE has made clearing of 8 modules of NITTT and also working under mentorship of a seior faculty a necessary consition for promotion. UGC may like to adopt, moderate or modify ot suitably for on faulcty from non techical institutions.



ज्ञान-विज्ञान विमुक्तये

प्रो. रजनीश जैन
सचिव

Prof. Rajnish Jain
Secretary



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission

(शिक्षा मंत्रालय, भारत सरकार)
(Ministry of Education, Govt. of India)

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D.O.No.25-5/2011(IUC)

5th November, 2020

Subject: Registration of HEIs on VIDWAN Portal / IRINS of INFLIBNET

Dear Madam / Sir,

As you are aware, one of the recommendations of National Education Policy (NEP) is to develop a system of mentorship by distinguished and retired faculty. The Ministry of Education has conveyed vide a communication, dated 23rd September, 2020 that in order to have a comprehensive database of distinguished teachers, all the Higher Education Institutions (HEIs) and their faculties need to register on VIDWAN portal and Indian Research Information Network System (IRINS), both maintained by Information and Library Network Centre (INFLIBNET), an Inter University Centre of UGC. Only those institutions which are registered on IRINS and only such faculty who are registered on VIDWAN portal will be considered for funding by UGC / Ministry of Education.

In view of the above, all Higher Education Institutions and faculty are requested to register on VIDWAN portal and IRINS of INFLIBNET at the earliest.

With kind regards,

Yours sincerely,

(Rajnish Jain)

To:

The Vice-Chancellors of all Universities & Principals of all colleges

Samaj shikshan mandal's
Amruteshwar Arts, Commerce and Science College,
Vinzar, Tal. Velhe, Dist. Pune - 412213.

STUDENT MENTORING CELL

The goal of higher education is to nurture human beings responsible for their betterment but also capable of sustaining society and nature and ultimately for the development of a nation. A large cohort of students is from rural and urban areas, with different backgrounds and preparation. The college environment is very new for them and they find various difficulties throughout their student life. Probably students fail to recognize the goals of the institute. The student should have knowledge and skills related to his/her work and as a good citizen. A student induction programme therefore came up with a Student Mentoring Cell with the following objectives and methodologies:

Objectives:

1. To develop healthy relationships between students and teachers
2. To ensure the academic and professional performance of the students
3. To inculcate the human values among the students

Student Mentoring Cell:

Chairperson	Hon. Principal Dr.Sanjeev .S. Late
IQAC Coordinator	Dr. Rahul D. Kamble
Coordinator	Dr. Jyoti T. Bhate
Faculty Incharge	Dr. Balasaheb M. Kendale
	Dr. Yogesh N. Shrikhande
	Mr. Manojkumar R. Tapare
Members	Dr. Parameshwar S. Gadkar
	Dr.Ritesh V. Wangwad
	Prof. Sujitkumar T. Mane

Methodology of Mentoring:

- It should not be like Do's and Don'ts or lecture sessions.
- It should be Discussion-oriented and real-life activities.
- The discussions should be thought-provoking. Teachers should not over-emphasize their thoughts. It is essential for giving exposure, guiding thoughts, and realizing values
- The following are the topics for discussion during the mentoring session:
 - Students' aspirations, family expectation
 - Gratitude towards people helping me
 - Human Needs of (a) Self and (b)body
 - Peer pressure
 - Prosperity
 - Relationship



Programme Details/ Guidelines:

1. In "Deeksharambh" – A Student Induction Programme, all the class teachers shall forward the list of students (Mentee) to the coordinator and the coordinator will allot them to the teacher (Mentor) right from the first year of their course.
2. There should be a maximum 50 mentees per mentor.
3. A guide (senior) student should be included for every 10 students in the group.
4. Groups should be made from the same department.
5. Groups should remain for the entire course duration.
6. The mentor should conduct regular meetings and discussions on any problem such as academic, financial, psychological, etc.
7. There should be a continuous review of students' progress.
8. The mentor should keep the record of all details in the mentoring session.
9. The mentor should identify the poor learners and interact with them to resolve the cause.
10. The mentor can involve the Parents, Head, and Principal for reforming of the student with poor performance and indifferent behavior.
11. The mentee may be subject to disciplinary action if violation code of conduct.

Follow up after Student Induction Programme

• In same Semester

- Meeting with faculty mentor.
- The informal meeting could be arranged for tea and a snack
- Groups can meet on their own more often
- Other activities for building relationships and social sensitization such as nature walk, visits to a village, hospital, orphanage, monument, etc.

• Subsequent Semesters

- Maintain the continuity of mentoring session
- At the start of the semester, conduct various activities for follow up –
 - Show inspiring film,
 - Arrange cultural programme,
 - Organise lectures of eminent people
- Group discussion.

Areas of Review:

- **Attendance:** Mentor shall observe the attendance of the mentee. Mentor shall advise and take necessary actions about the attendance of mentee with regards to University rules.
- **Academic matters:** During the continuous assessment of the mentee, mentor shall keep the track of the overall academic performance of the mentee through counseling, by arranging remedial teaching, if necessary.
- **Behavioral and discipline Matters**
- **Health and Physical Well being**
- **Achievements, Talent and Co-curricular activities**



Duties/ Responsibilities of Mentor

- Introduction of group and discussion of the mentor – mentee system.
- Call of meeting and record of details in the form about goal setting & action planning, SWOC analysis and mentoring session.
- Keep a track record of attendance and academic performance and behavioral aspect.
- Support to the student academically and emotionally.
- Contact to parents and to inform them about the progress of their ward.
- Arrange remedial teaching, if necessary.

Duties/ Responsibilities of Mentee

- Attend meetings regularly.
- Fill the personal information in the form.
- Provide details of attendance, continuous assessment, term-end examination, co-curricular, and extra-curricular activities to mentor.
- Seek advice from a mentor whenever required.



I.Q.A.C.
Amruteshwar Arts, Commerce
& Science College, Vinzar
Tal. Velhe, Dist. Pune.



Principal
Amruteshwar Arts, Commerce & Science
College Vinzar Tal. Velhe Dist. Pune.



Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Arts

Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Ritesh Wangwad


Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
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List is subjected to upgrade as per the availability of admission data.


TOAC Coordinator
I.Q.A.C.

Amruteshwar Arts, Commerce
& Science College, Virga, dr,
Tal. Velha, Dist. Pune.


Co-ordinator
mentoring cell


Principal

Amruteshwar Arts, Commerce & Science
College, Virga, Tal. Velha, Dist. Pune


Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Arts
Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Seema Chaudhary


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23	SUNDARAM VIKAS SHENDKAR	FYBA	Male	9921711357	shendkar.sundaram@gmail.com	8805829017
24	RAM SUNIL BASAVANTE	FYBA	Male	7767022954	basavantesunil@gmail.com	
25	SUMIT SUNIL JADHAV	FYBA	Male	8329904307	sumitjadhav1917@gmail.com	604407862
26	KOTHNIRE SUSHIL SAKHARAM	FYBA	Male	9545317771	suhikothnire7771@gmail.com	7875620517
27	KATKAR OMKAR SUNIL	FYBA	Male	7767022954	basavantesunil@gmail.com	913055694

28	GANESH VINAYAK DAMGLUDE	FYBA	Male	9545128844	ganeshdangude45@gmail.com	9579551895
29	MAYURESH NAVNATH LIMAN	FYBA	Male	8007592382	limanmayur897@gmail.com	
30	NITIN MAHAVEER SAHANI	FYBA	Male	9209032056	nitinsahani0503@gmail.com	8830270644
31	ASHWINI PANDURANG SHINDE	FYBA	Female	8010358003	ganeshharpuke792@gmail.com	9309294169
32	DINBLE DIPAK DNYANESHWAR	FYBA	Male	8055670369	diplakdinble07@gmail.com	
33	ZAMBARE SANKET AJAY	FYBA	Male	9766136484	zambare sanket bhcom2018@gmail.com	8830270644
34	KARAN	FYBA	Male	8308341779	karantplane3474@gmail.com	8411984423
35	TARADE SUSHANT SUDHIR	FYBA	Male	9370468671	utarade777@gmail.com	8830270644
36	SANCHIT SANTOSH MANGADE	FYBA	Male	8830907221	mangadesanchit123@gmail.com	9370678566
37	JANKAR MARUTI	FYBA	Male	9096710464	manurjankar98@gmail.com	8975727794
38	GAIKWAD KAJAL DILIP	FYBA	Female	8788897305	kaajalgaikwad145@gmail.com	7972611489
39	ADITYA PRAKASH RALT	FYBA	Male	8605629235	adityaralt458@gmail.com	8411892999
40	RAUT ARUN VIKAS	FYBA	Male	8010753239	arjauraut2406@gmail.com	7972572339

List is subjected to upgrade as per the availability of admission date.


Coordinator

Amruteshwar Arts, Commerce & Science College, Vitebsaf,
Tal. Velha, Dist. Pune.


Co-ordinator
preparing cell


Principal

Principal

Amruteshwar Arts, Commerce & Science
College, Vitebsaf, Tal. Velha, Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Arts

Mentor-Mentee List (2023-24)

Name of the Mentor: Dr Suresh Mulak

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	DHEBE NILESH BALU	SYBA	Male	7972623136	dhebenilesh1@gmail.com	
2	SHUBHAM SHANKAR DHARPALE	SYBA	Male	7767876105	dharpaleshambhant7@gmail.com	9922759331
3	SAKSHI SHINDE	SYBA	Female	8010133661	sakshishinde2828@gmail.com	9067575295
4	ADITYA DHONDIBA DHARPALE	SYBA	Male	7057982932	adityadharpale2434@gmail.com	7057915530
5	CHAITRALI GULAB PALKHE	SYBA	Female	7249234899	chaitralipalkhe@gmail.com	9890875292
6	MAYUR ANIL THITE	SYBA	Male	7498197942	mayurthite27@gmail.com	7522973166
7	NIKITA DILIP KHANKAR	SYBA	Female	7038721585	khanikarnikita412@gmail.com	
8	NANAWARE SHUBHANGI KISAN	SYBA	Female	9545778767	nanawarshubhangin01@gmail.com	7385617563
9	AKHADE SURAJ NITIN	SYBA	Male	7447378438	surajakhade1@gmail.com	9764032109
10	MANASI SHIVAJI TIKHE	SYBA	Female	9359148192	manastikhe99@gmail.com	9823491986
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• List is subjected to upgrade as per the availability of admission data.



IQAC-Coordinator
I.Q.A.C.
 Amruteshwar Arts, Commerce
 & St. College, Vinzai,
 Tal. Veer, Dist. Pune.



Co-ordinator
 meeting cell



Principal
 Amruteshwar Arts, Commerce & Science
 College, Vinzai, Tal. Veer, Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Arts
Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Bahssheb Kandale

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	PRATIK SANDIP NANAVARE	TYBA	Male	8007135911	pratiknanavare8001@gmail.com	8275143075
2	DATTA TUKARAM JANKAR	TYBA	Male	8263090768	dattajankar288@gmail.com	8484996082
3	SAKSHI CHANDRAKANT SHINDE	TYBA	Female	8010133661	sakshishinde2828@gmail.com	9067575295
4	PAWAR POOJA PANDURANG	TYBA	Female	7391937087	pawar.pooja9152@gmail.com	8805625534
5	RAJWADE ANUSHKA SUNIL	TYBA	Female	8329835934	anushkarajivade@gmail.com	8552858127
6	GANESH PANDURANG KADAM	TYBA	Male	8308523894	ganuradham335@gmail.com	4580074019
7	OMKAR CHANDRAKANT MARAL	TYBA	Male	9834285897	maralomkar555@gmail.com	9049431568
8	RAJIVADE KARAN TANAJI	TYBA	Male	9604650081	omkarpare1234@gmail.com	9834646827
9	DIPALI SAMPAT PASALKAR	TYBA	Female	8007938399	passalkardipali138@gmail.com	7875591486
10	AJIT BHANUDAS MANGADE	TYBA	Male	7264952466	ajitmangade.21@gmail.com	9623718610
11	PAYAL PRAKASH DASWADKAR	SYBA	Female	8010287652	payaldaswadkar@gmail.com	9834271573
12	BHARAM GAURI TANAJI	SYBA	Female	9356209229	gauribharam12@gmail.com	9209336017
13	BHILARE PAYAL DATTATRAY	SYBA	Female	9356400307	bhilarerpayal52@gmail.com	9623658122
14	ABHISHEK BAPU PANSARE	SYBA	Male	9322629978	pansareabhishek3@gmail.com	7083201260
15	PAWAR GEETA SHIVAJI	SYBA	Female	8806765637	geetaa91123@gmail.com	8177975637
16	PANDURANG RAMKRUSHN BHOSE	SYBA	Male	8805722341	pandurangbhoseale175@gmail.com	
17	ANKITA AVINASH KHUTWAD	SYBA	Female	8237967671	ankitakhutwad2003@gmail.com	9403976975
18	TEJASWI VILAS KOLAPE	SYBA	Female	9075835064	tejaswikolape@gmail.com	8975629507
19	MORE NIKITA DIPAK	SYBA	Female	8830666355	moorenikita926@gmail.com	7304072615
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List is subjected to upgrade as per the availability of admission data.


IQAC Coordinator
Aruneshwar Arts, Commerce
& Science College, Vill. No. 1,
Tal. Vejnir, Dist. Pune.


Coordinator
Mentoring Cell


Principal
Aruneshwar Arts, Commerce & Science
College, Vill. No. 1, Tal. Vejnir, Dist. Pune

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Arts

Mentor-Mentee List (2023-24)

Name of the Mentor: Mr. Anshu Namdas


Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	YADNESH GANESH KARALE	SYBA	Male	7350871176	yadneshkarale6@gmail.com	9823217735
2	MANOJ GANGARAJ KACHARE	SYBA	Male	9146007190	manojkachare7190@gmail.com	9849492153
3	HITALI VILAS SHINDE	SYBA	Female	9322030047	shindehitali@gmail.com	8288661566
4	RASAL PRAKASHA SHANKAR	SYBA	Female	7820829422	rasalprakash34@gmail.com	9890104781
5	SNEHA YASHWANT BIRHAMANE	SYBA	Female	7030541305	snehabirhamane@gmail.com	7083022591
6	DURGA LAXMAN CHORGHE	SYBA	Female	9075659197	durgachorge9197@gmail.com	9075656525
7	ANKITA AVINASH KHITWAD	SYBA	Female	8237967671	ankitakhitwad1@gmail.com	9403976975
8	MALUSARE DHANASHRI ROHIDA	SYBA	Female	7447261020	dhanshriMalusare2004@gmail.com	9921061207
9	AKANKSHA SAMBHAJI KOKATE	SYBA	Female	7774017791	akankshakokate@gmail.com	
10	YADAV RAHUL MOHAN	SYBA	Male	9322616736	ty7560203@gmail.com	9673738293
11	SANDIP TANUJI DHARPALE	SYBA	Male	9168201925	sandipdharpale545@gmail.com	9145577078
12	KAMBLE SUNGT SANJAY	TYBA	Male	7264997714	suniktamble3741@gmail.com	
13	SHINDE KALYANI RAJENDRA	TYBA	Female	7972463552	shindekalyani358@gmail.com	
14	VENKATESH DIPAK KODITKAR	TYBA	Male	8767939450	venkateshkoditkar@gmail.com	7066917270
15	KONDHALKAR ASHWINI SURESH	TYBA	Female	7066311287	amruteswar13@gmail.com	8668923139
16	NALAWADE AKANKSHA SUDHIR	TYBA	Female	8999446033	nalawaderinku@gmail.com	9359323234
17	VENPURE PRAGATI SUBHASH	TYBA	Female	9423704161	pragativenpure1307@gmail.com	
18	JAYSHREE SURESH CHORGHE	TYBA	Female	7798273649	chorghejayashree2@gmail.com	7972336617
19	GAIKWAD PAYAL ANANTA	TYBA	Female	8669852628	gaikwadpayu58@gmail.com	7387874271
20	AKASH BHANUDAS MANGADE	TYBA	Male	8055911696	akashbhanudadel1@gmail.com	
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List is subjected to upgrade as per the availability of admission data.


 IQAC-Coordinator

I.Q.A.C.
 Amruteshwar Arts, Commerce
 & Science College, Vinzar,
 Tal. Velhe, Dist. Pune.


 coordinating
 cell


 Principal

Principal
 Amruteshwar Arts, Commerce & Science
 College, Vinzar, Tal. Velhe, Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Commerce
Mentor-Mentee List (2023-24)

Name of the Mentors: Dr. Parmeshwar Gadhkar

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	GOHINE DIPALI TANAJI	FYBCOM	Female	7350907659	dipaligoehine2004@gmail.com	8208923553
2	SHINDE YOGENDRA TUKARAM	FYBCOM	Male	9763363030	yogendrashinde3030@gmail.com	9822434647
3	CHAVAN SAKSHI VITTHAL	FYBCOM	Female	9579391054	sakshichavan11@gmail.com	9130563482
4	GAURAV SANTOSH CHORGHE	FYBCOM	Male	77998594005	gauravchorghed37@gmail.com	7507660060
5	SIDDHESH SANJAY SHINDE	FYBCOM	Male	7499208415	shindesiddhesh507@gmail.com	9420730831
6	PRATIK VISHNU RASAL	FYBCOM	Male	9371058992	praticrasal5966@gmail.com	9423921409
7	KARANIKAR SAYALI ANANTA	FYBCOM	Female	8999247689	sayalikarunikar05@gmail.com	8412015899
8	GADE TANUJA NAVNATH	FYBCOM	Female	9767069413	tanujagade2005@gmail.com	8411878113
9	CHAVAN AKANKSHA CHANDRAK	FYBCOM	Female	9850246290	akankshachavan675@gmail.com	8411878113
10	GOHINE MAYURI ANKUSH	FYBCOM	Female	9405456934	mayurigoehine@gmail.com	9595810369
11	SURAJ	FYBCOM	Male	9356291703	surajlman78@hotmail.com	9130372074
12	SHUBHAM SHAMBHAJI CHORGHE	FYBCOM	Male	9146213328	shubhanchorghed356@gmail.com	8108588941
13	SAHIL UTTAM PILANE	FYBCOM	Male	9699617499	sahilpianek@gmail.com	9833722942
14	NIKHIL DATTATRAY DIGHE	FYBCOM	Male	8459971665	dighenikhil24@gmail.com	9637115517
15	LINHAN SAYALI SAVALARAM	FYBCOM	Female	8262853784	sayalilinhans4@gmail.com	8652086499
16	MAYUR ROHIDAS CHORGHE	FYBCOM	Male	7447736088	chorghemayur2@gmail.com	7775974520
17	KINHALE PRASAD SATISH	FYBCOM	Male	90496602232	kinhaleprasad@gmail.com	8432409496
18	PRANAV SANJAY RAJPURE	FYBCOM	Male	7038718071	pranavrjrajpure49@gmail.com	9545093838
19	PRANAV BHALCHANDRA SHINDE	FYBCOM	Male	8983441382	pranavshinde62@gmail.com	9860881501
20	RAJ BAJIRAV SHINDE	FYBCOM	Male	9022395707	rajshinde6730@gmail.com	8412087006
21	PILANE RUPALI ASHOK	FYBCOM	Female	7499067983	ashokpilane353@gmail.com	
22	SANKET SANTOSH LIMAN	FYBCOM	Male	7767997131	sanketliman0031@gmail.com	9145989864
23	VARSHA SUBHASH BHAGAT	FYBCOM	Female	9067108678	bhagatvarsha46@gmail.com	8379841686
24	PRITI BALASAHEB TALEKAR	FYBCOM	Female	8087523996	pritalekar823@gmail.com	
25	PRATIKSHA SHANKAR BHAGAT	FYBCOM	Female	7387589637	pratiksashahagat1307@gmail.com	9404244136
26	SHILIMKAR OM KESHAV	FYBCOM	Male	9373686217	shilimkarom25@gmail.com	9768851751
27	PISE AMAR DADA	FYBCOM	Male	8010849880	amarpise435@gmail.com	9371491441

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Commerce

Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Sheetal Shendkar

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	GAURI ASHOK MINDE	FYBCOM	Female	8767541217	gauriminde04@gmail.com	9420425218
2	SACHIN VILAS YENPURE	FYBCOM	Male	8600895477	sachinyenpureput119116@gmail.com	9890131860
3	BHOSALE PRAKATA CHANDRAKA	FYBCOM	Female	7821962807	bhosaleprajakta2004@gmail.com	
4	ADHAWADE PAYAL BAPU	FYBCOM	Female	9881081358	baguadhadawade22@gmail.com	
5	KARANIKAR RUTUJA BAPU	FYBCOM	Female	9527356860	rutujakarankar598@gmail.com	8408989908
6	SAKSHI BALASAHEB KHUTWAD	FYBCOM	Female	7030437871	ksushnaarbhavale@gmail.com	9067151339
7	BHORDE PUNAM BHARAT	FYBCOM	Female	8999537049	punambhorde24@gmail.com	7887348084
8	MADHURI MURLIDHAR WALHEKA	FYBCOM	Female	7387081340	madhuriwalhekar17@gmail.com	9130393306
9	ABHISHEK SAMPAT BHAGAT	FYBCOM	Male	9067108678	abhishekbhagat05@gmail.com	
10	SAIRAJ VISHNU MORE	FYBCOM	Male	7821065224	sainore1205@gmail.com	9326604171
11	CHALEKAR SANKET VIJAY	FYBCOM	Male	8767954506	ganeschalekar136@gmail.com	
12	NEHA NATHU CHORGHE	FYBCOM	Female	9067108678	chorgheneha82@gmail.com	
13	UPHALE SHARAVANI VINAYAK	FYBCOM	Female	9764209908	shravaniuphale@gmail.com	
14	CHORGHE NEHA NATHU	FYBCOM	Female	8767071721	chorgheneha82@gmail.com	
15	JAGTAP AKANKSHA DATATRAY	FYBCOM	Female	7666719726	akankshajagtap04@gmail.com	8329846317
16	PAWAR GAURAV JAYWANT	FYBCOM	Male	9322158836	gauravpawar8485@gmail.com	8888434474
17	HINDAVI ULHAS BORGE	FYBCOM	Female	9326234664	hindavkeorge@gmail.com	
18	ADHAWADE ANKITA VILAS	FYBCOM	Female	8263986670	manishadhadawade1@gmail.com	9168383744
19	SONAVANE SANTIKA HANUMANT	FYBCOM	Female	9545613752	sonavanesantika50@gmail.com	9145517168
20	BHOSALE OMKAR MOHAN	FYBCOM	Male	8551834117	omkarbhosales12@gmail.com	
21	SANTIKA VIJAY SHINDE	FYBCOM	Female	7820914177	santikasinde2982@gmail.com	8090135015
22	WALGUDE PRAJITIK CHANDRAKAN	FYBCOM	Male	8010289543	walgudepreatik04@gmail.com	9923673226
23	PAYAL KALURAM INGULKAR	FYBCOM	Female	8080851275	payalingulkar06@gmail.com	7887492898
24	VIKRAM RAVINDRA INGULKAR	FYBCOM	Male	9324161903	vikramingulkar48@gmail.com	8412012298
25	SHILINIKAR AJIT SHIVAJI	FYBCOM	Male	9022259331	ajitshilinkar77@gmail.com	7720891163
26	BHOSALE SANTAJI TANAJI	FYBCOM	Male	8055566086	santajibhosales98@gmail.com	9870609295
27	SIDDHI NAVNATH INGULKAR	FYBCOM	Female	8657728004	siddhiingulkar1@gmail.com	7620353800

28	RENUSE RAVINA PRAKASHI	FYBCOM	Female	7888218248	ravinarenu25@gmail.com	7387902022
29	JEDHE ADITI SHIVAJI	FYBCOM	Female	7744853260	renuseakushi32@gmail.com	8390530262
30	PANDE LAVKESHVARI CHINMAY	FYBCOM	Female	93595906392	lavkeshvartipande@gmail.com	
31	RENUSE DIVYA RAMESH	FYBCOM	Female	8788018546	divyarenu1710@gmail.com	8390118150
32	RENUSE KONAL VILAS	FYBCOM	Female	9112303094	vilasrenuse48@gmail.com	
33	VAIBHAV NAVNATH BHAGAT	FYBCOM	Male	9503311215	vrbhagat21@gmail.com	8605869493
34	ADITYA YUVRAJ ENGLIKAR	FYBCOM	Male	8010713792	adityaenglikar2770@gmail.com	
35	DASWADKAR SAHIL SADU	FYBCOM	Male	7620485838	daswadkarsahil05@gmail.com	8806256128
36	SHILINKAR SANKET SHAMRAO	FYBCOM	Male	9284250683	sanketshilinkar2003@gmail.com	9765907140
37	PRASAD ANIL RENUSE	FYBCOM	Male	7972694706	renuseprasad0305@gmail.com	8080487274
38	GAIKWAD PRAGATI PRAKASHI	FYBCOM	Female	9529741267	pragati1698@gmail.com	9322768595
39	BODAKE DHANASHRI RAJENDRA	FYBCOM	Female	9356318062	namratashendkar@gmail.com	
40	ADHAWADE SAKSHI ROHIDAS	FYBCOM	Female	9322350097	sakshidhawade@gmail.com	9604682443
41	KOKATE AKSHADA SAMBHAJI	FYBCOM	Female	7774017791	rutujadharpale@gmail.com	
42	RENUSE ARTI VITTHAL	FYBCOM	Female	9307439724	artirenu2005@gmail.com	7875335261
43	GOHNE VIDYA DNYANESHWAR	FYBCOM	Female	8669071573	vidyagohne@gmail.com	9689373264
44	RASAL KONAL RAJARAM	FYBCOM	Female	8080503913	rasalkonal545@gmail.com	9422265545
45	RENUSE SAKSHI RAJU	FYBCOM	Female	8767644308	sakshirenu838@gmail.com	8329636651

List is submitted to upgrade as per availability of admission data.

I.Q.A.C. Coordinator

I.Q.A.C.

Amruteshwar Arts, Commerce
& Science College, Vnzar,
Tal. Velhe, Dist. Pune.

Co-ordinator
responsibility cell

Principal

Principal

Amruteshwar Arts, Commerce & Science
College, Vnzar, Tal. Velhe, Dist. Pune

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Commerce
Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Yogesh Shrikhande

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	RENUSE POOJA SURYAKANT	FYBCOM	Female	8080251706	pujarenu69@gmail.com	7875324265
2	KAMBLE RUTIKA RAVINDRA	FYBCOM	Female	8830577325	rutikakamble2727@gmail.com	7798358630
3	PLAWARE ARTI PRAKASH	FYBCOM	Female	8767839665	artiplaware21@gmail.com	9822078170
4	ADITYA SANTOSH SHINDE	FYBCOM	Male	8010732572	adityashinde83006@gmail.com	7020395026
5	MALEKAR ISHWARI SUNIL	FYBCOM	Female	9595693883	shivabaimalekar@gmail.com	8530140930
6	SHINDE SUPRIYA JAGANNATH	FYBCOM	Female	9322817977	shindesupriya87081@gmail.com	8055467491
7	PANSARE KAJAL LAHU	FYBCOM	Female	7821905742	pansarekajal97@gmail.com	9049515128
8	PRADIP SHRIRANG TALEKAR	FYBCOM	Male	9067612301	pradipalekar2847@gmail.com	9921900317
9	DASWADKAR SAHIL SADU	FYBCOM	Male	7620485838	daswadkarsahil05@gmail.com	8806256328
10	KADU RUPESH SURESH	FYBCOM	Male	8788268336	rupeshkadu3583@gmail.com	
11	NALAWADE ARATI TANAJI	FYBCOM	Female	9322900687	nalawadearati2002@gmail.com	7875593461
12	JANKAR MARUTI RAMBAHU	FYBCOM	Male	9096710464	marutijankar98@gmail.com	8975727791
13	YADAV ASHWINI VITTHAL	FYBCOM	Female	8552036755	ashwiniyadav4862@gmail.com	8080728858
14	MANISHA VITTHAL YADAV	FYBCOM	Female	8552036755	manishatankar78@gmail.com	8080728858
15	RUTUJA VITTHAL YADAV	FYBCOM	Female	8552036755	rutukadam75@gmail.com	
16	DIEBE PRASAD KONDEBA	FYBCOM	Male	8080675728	prasadthebe191@gmail.com	8657103367
17	ISHWAR KISAN CHARHATE	FYBCOM	Male	7058670272	charhate2002@gmail.com	9168165570
18		FYBCOM				
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List is subjected to upgrade as for the availability of admission data.


I.Q.A.C.
 I.Q.A.C. Coordinator
 Amruteshwar Arts, Commerce
 & Science College, Vinzar,
 Tal. Velha, Dist. Pune.


 Co-ordinator
 Marketing cell


 Principal
 Amruteshwar Arts, Commerce & Science
 College, Vinzar, Tal. Velha, Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Commerce
Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Anuja Gawade

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	SAVALI NITIN BHOSALE	SYBCOM1	Female	9821477682	bhosale-syadho01@gmail.com	9970835683
2	NALWADE YOGESH ANIL	SYBCOM1	Male	7037488018	nalawadeyogesh12@gmail.com	9617399219
3	KACHHARE NILESH VIJAY	SYBCOM1	Male	8999625115	kachharenilesh56@gmail.com	7719895272
4	KATKAR AKANSHA ANANTA	SYBCOM1	Female	7066645215	akanshakatkarc2@gmail.com	9359114642
5	MAYUR DILIP KARANIKAR	SYBCOM1	Male	7447226800	karanjkarmanav9@gmail.com	8975749701
6	NIKITA SAMPAT DASWADNAR	SYBCOM1	Female	7499957825	nikitadaswadkar@gmail.com	8657451826
7	PRAJAKTA DNYANOBHA JADHAV	SYBCOM1	Female	9403285823	prajaktaj851@gmail.com	9623961446
8	DATTATRAY JANARDHAN KATKA	SYBCOM1	Male	9021276942	dattatrayk650@gmail.com	9764980704
9	HEMESH P RAVESH KAKADE	SYBCOM1	Male	7020743217	hemeshpshakade18@gmail.com	
10	RANI SADASHIV BHAGAT	SYBCOM1	Female	9284113768	ranibhagat118@gmail.com	7447345015
11	GAYATRI SURESH LIMAN	SYBCOM1	Female	7499924527	gayatrihman99@gmail.com	8007381664
12	SANDIP TANAJI AKHADE	SYBCOM1	Male	9049483416	sandipakhade1710@gmail.com	7263869017
13	SAVALI SURESH BHURUK	SYBCOM1	Female	8830465326	bhuruksayel@gmail.com	8380049166
14	PALLAVI DATTATRAY SHILINKAR	SYBCOM1	Female	9175208223	pallavishilkar17@gmail.com	9561106947
15	SONDAKAR SAHIL JAGANNATH	SYBCOM1	Male	7620284674	sahilsondkar52@gmail.com	
16	SHUBHAM PANDURANG CHORGHI	SYBCOM1	Male	8380975311	shubhamchorghe15@gmail.com	7721939158
17	JADHAV MONALI SHIVAJI	SYBCOM1	Female	7057883588	jadhavmonali1218@gmail.com	7796089031
18	MADGLDE SAKSHI DNYANOBHA	SYBCOM1	Female	8999719704	sakshimadglde5@gmail.com	9637539178
19	GUJAR RADHIKA DNYANESHWAR	SYBCOM1	Female	8329502074	gjujarradhika201@gmail.com	8432412090
20	RENUSE PRACHI ANANTA	SYBCOM1	Female	8010960366	prachirenu55@gmail.com	7020178981
21	KARNJAKAR ASHWTINI DHONDHIRA	SYBCOM1	Female	9067454890	ashwtinikarnjkar24@gmail.com	8329804038
22	SHRADDHA RAJENDRA PAWAR	SYBCOM1	Female	8407901645	rajeshrappawar4317@gmail.com	
23	RANJANE MONIKA DATTATRAY	SYBCOM1	Female	9699326239	monikaranjane5@gmail.com	
24	RANJANE AKANKSHA ROHIDAS	SYBCOM1	Female	8767896855	akansharanjane29@gmail.com	
25	NALWADE KIRTI TANAJI	SYBCOM1	Female	9122900687	nalawadeyogesh12@gmail.com	7875593461
26	ADITYA SANTOSH JADHAV	SYBCOM1	Male	7517015414	aditya7171@gmail.com	8055366270
27	AISHWARYA ANIL BAWANE	SYBCOM1	Female	7218481477	aishwaryabawane2003@gmail.com	

28	ASMITA MARUTI SHEDGE	SYBCOM	Female	9322554723	nsmitashedge2021@gmail.com	9764740566
29	PARTHE HRUSHIKESH SITARAM	SYBCOM	Male	9579149727	hrushikeshparthe@gmail.com	9075791319
30	MANASI DNYANESHWAR MINDE	SYBCOM	Female	9359704974	mindemanasi@gmail.com	
31	AARATI DINKAR KUDALE	SYBCOM	Female	7038554605	earatikudale149@gmail.com	7620258532
32	GAURAV RAJENDRA DEVGHARE	SYBCOM	Male	7058738940	gauravdevghare09@gmail.com	7387658940
33	DIGHE ADITYA ANKUSH	SYBCOM	Male	7249174619	digheaditya544@gmail.com	9595826676
34	PRATIK RAJU RAJIWADE	SYBCOM	Male	9112887392	pratikrajuwade2366@gmail.com	
35	DESHPANDE AKSHADA PRASHAN	SYBCOM	Female	9307655307	akshada24@gmail.com	9764818321
36	MORDE SUJATA VAIBHAV	SYBCOM	Female	7276073015	mutakesujata257@gmail.com	9011396162
37	AMAR SUBHASH LINHAN	SYBCOM	Male	7218814189	linhanamar@gmail.com	8975750443
38	INGULKAR SHIVANI DEVRAM	SYBCOM	Female	7020334962	shivaniingulkar706@gmail.com	9579790990
39	SAKSHI UDDHAV SHELMKAR	SYBCOM	Female	9673490510	sakshishelmkar03@gmail.com	9405282319
40	JADHAV VAISHNAVI TANAJI	SYBCOM	Female	9284048737	vaishnavijadav9955@gmail.com	
41	SHWETA KALURAM BHURUK	SYBCOM	Female	7264997966	shwetalbhuruk76@gmail.com	9923905008
42	RUSHIKESH SIAM RENUSE	SYBCOM	Male	8551980369	rushirenu03@gmail.com	5011129030
43	WALGUDE PRACHI ROHIDAS	SYBCOM	Female	7820882124	prachiwalgude95@gmail.com	782882124
44	RUSHIKESH HARIDAS RENUSE	SYBCOM	Male	8767494908	rushikeshrenuse@gmail.com	9322722365
45	RENUSE SWATI ANANTA	SYBCOM	Female	9518966490	renuseswati1@gmail.com	8010822570
46	RENUSE MONIKA VITTHAL	SYBCOM	Female	7972886310	monikarenuse143@gmail.com	9890190764
47	RENUSE SHRAVANI TANAJI	SYBCOM	Female	9699891612	shravanirenu02@gmail.com	9420607757
48	YASH DATTA GAIKWAD	SYBCOM	Male	8055488797	gaikwadpash480@gmail.com	8330628348
49	SHRUTI PNADURANG CHORGHE	SYBCOM	Female	9130415024	shrutichorgh881@gmail.com	8408978575
50	RAVINA SURESH RENUSE	SYBCOM	Female	8788595307	ravinarenuse31@gmail.com	9637834913

List is subjected to upgrade as per availability of admission data

IQAC-Cordinator

IQAC

Amruteshwar Arts, Commerce
& Science College, Vinzar,
Tal. Velhe, Dist. Pune,

Cell

Co-ordinator
Mentoring cell

Principal

Principal

Amruteshwar Arts, Commerce & Science
College, Vinzar, Tal. Velhe, Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Commerce
Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Mahadev Dongare


Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	RENUSE ASHWINI DHARABENDRA	SYBCOM	Female	7447304102	ashwinirenu11@gmail.com	
2	AKHADE GAURI HANUMANT	SYBCOM	Female	9075795354	akhadegauro@gmail.com	
3	PRATIKSHA SHRIKANT PAWAR	SYBCOM	Female	9623130378	pawarpratiksha8055@gmail.com	8805413507
4	OMKAR RAYNDRA BATHE	SYBCOM	Male	7083606708	bathe988@gmail.com	9764637334
5	SAURABH GULAB BATHE	SYBCOM	Male	9175095861	saurabhbathe00@gmail.com	
6	SAKSHI BALU SHEDGE	SYBCOM	Female	7020040569	shedgesakshi46@gmail.com	8432420858
7	PRITIJA RAHUL JADHAV	SYBCOM	Female	8010706887	pritijadiadv2004@gmail.com	
8	DEVGIRIKAR UJWALA KISAN	SYBCOM	Female	7796842263	devgirikarujwale@gmail.com	7719929671
9	WALHEKAR MOHINI LAXMAN	SYBCOM	Female	9764530686	mohiniwalhekar5@gmail.com	9764530685
10	CHORGHE ADITYA ANKUSH	SYBCOM	Male	8055320510	adityachorge53@gmail.com	8554845406
11	SHRAYANI KESHAV CHORGHE	SYBCOM	Female	9623832525	shrayanichorge.1323@gmail.com	9158435753
12	BHARAVI AKASH SHANKAR	SYBCOM	Male	8459034121	akashbharam1234@gmail.com	8390931082
13	LINIHAN ATHARV BABU	SYBCOM	Male	8432394457	linihanatharv10032004@gmail.com	
14	BALKAWADE PRAVIN MARUTI	SYBCOM	Male	9373526851	pravinbalkawade9@gmail.com	9112667372
15	DARSHAN VIJAY BHOSALE	SYBCOM	Male	9119485411	darsharbhosale5566@gmail.com	7972913899
16	ANKITA EKNATH TAMKAR	SYBCOM	Female	9834870527	ankitatamkar@gmail.com	
17	AMBT NAVEDEV RALLI	SYBCOM	Male	7769007970	ambrav282004@gmail.com	8999706811
18	SHELAR SAKSHI VIJAY	SYBCOM	Female	8010441481	shelar.sakshi893@gmail.com	
19	KARAN DATTAIRAY BHAGAT	SYBCOM	Male	9579474371	karanhagat122003@gmail.com	9075624970
20	ADHAWADE KOVAL TANAJI	SYBCOM	Female	9370915144	konaladhawade@gmail.com	
21	SUNITA YASHVANT KACHARE	SYBCOM	Female	8806099714	sunitakachare37@gmail.com	9699984976
22	GAIRWAD TANNAY SURESH	SYBCOM	Male	7517250091	tannaygairwad217@gmail.com	9309813012
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List is subjected to upgrade as per availability of admission data.


 IQAC-Coordinator

I.Q.A.C.
 Amruteshwar Arts, Commerce
 & Science College, Vithar,
 Tal. Vathar, Dist. Pune.


 Co-ordinating
 Member cell


 Principal

Amruteshwar Arts, Commerce & Science
 College, Vithar, Tal. Vathar Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar
Faculty of Commerce
Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Vijay Kadam

Sr. No.	Name of the Mentee	Class	Gender	Contact No	Email	Parents Contact No
1	POOJA BHIVYA VAGH	TYBCOM	Female	9322017105	poorjavyagbh2000@gmail.com	7620353807
2	PRADIP LAHU GAIKWAD	TYBCOM	Male	9146903463	pradipgk.wad7888@gmail.com	7888239845
3	DIPTI ASHOK LIMAN	TYBCOM	Female	7499406214	dipitliman199@gmail.com	
4	YASH UTTAM NALAWADE	TYBCOM	Male	7875324317	nalawadesuyash11@gmail.com	8390130596
5	DHANASHREE DILIP SHILINKAR	TYBCOM	Female	7385985338	dhanshrishilinkar@gmail.com	9403181448
6	LIMHAN DHIRAJ DHANANJAY	TYBCOM	Male	7972107072	dhiraj123456789@gmail.com	9420318939
7	ROHAN SURESH NALAWADE	TYBCOM	Male	7972207500	rohannalawade03@gmail.com	8308444525
8	THITE DIVYA SHIVAJI	TYBCOM	Female	9922360927	divyathite1@gmail.com	
9	SUMIT SANTOSH NALAWADE	TYBCOM	Male	9146078910	nalawadesumit2@gmail.com	9420860652
10	LIMAN KOMAL MOHAN	TYBCOM	Female	9373214375	komalimhan86@gmail.com	9699489561
11	BHAGAT MAYTRI NAVANATH	TYBCOM	Female	9022196106	maytribhagat4472@gmail.com	9403984472
12	LIMAN KOMAL KISAN	TYBCOM	Female	8010195043	komalimhan6@gmail.com	9403262912
13	SAKSHI SANTOSH MASURKAR	TYBCOM	Female	7798708376	sakshimaskar2003@gmail.com	9545905686
14	SANNET SAMPAT BHAGAT	TYBCOM	Male	7620193151	bhagatsompu27@gmail.com	8793145669
15	SHUBHAM ASHOK YENPURE	TYBCOM	Male	8483943129	ashokyempure1@gmail.com	7756800842
16	YENPURE ADESH ARLN	TYBCOM	Male	9082964027	adyempure111@gmail.com	
17	PRADNYA TANAJI MANGADE	TYBCOM	Female	8308366406	pradyanmangade2004@gmail.com	8390919678
18	MINDE MADHURI RAMDAS	TYBCOM	Female	9021744802	madruriminde28@gmail.com	8830896636
19	SHILINKAR PRANITA PRAVIN	TYBCOM	Female	7774004255	pranitashilinkar352@gmail.com	7775918331
20	GANESH BHANUDAS LIMAN	TYBCOM	Male	7498204313	liman Ganesh33@gmail.com	9867876287
21	SHINDE KIRAN JAYVANT	TYBCOM	Female	9607390886	shindekiran7682@gmail.com	9975585763
22	BODAKE MAHESH SURESH	TYBCOM	Male	7620665187	maleshbodake324@gmail.com	8308591958
23	ANIKET BAPU KARANKAR	TYBCOM	Male	8830724460	aniketkarankar8@gmail.com	
24	BHAVLEKAR DARSHANI SHIVAJI	TYBCOM	Female	7620188204	bhavlekarprbhavle@gmail.com	
25	PILANE SEMA SHANKAR	TYBCOM	Female	8055308906	seempilane0211@gmail.com	7743913753
26	DARSHANA SURESH KADU	TYBCOM	Female	9527010586	darshanakadu5@gmail.com	
27	DHEBE PRASAD KONDIBA	TYBCOM	Male	8080675728	prasaddhebe191@gmail.com	8657103367

28	RASAL KAJAL BAPU	TYBCOM	Female	8459717349	kajalrasal49@gmail.com	7875561063
29	PILANE SHITAL BALASO	TYBCOM	Female	7796481023	shitalplane1288@gmail.com	9545250123
30	BHURUK PRAJAKTA DATATRAY	TYBCOM	Female	8308252701	bhurukprajakta@gmail.com	9130230357
31	SACHIN LAXMIAN KACHHARE	TYBCOM	Male	7263859192	sachinkachare333@gmail.com	9860798197
32	ARPITA ANIL PILANE	TYBCOM	Female	9322794782	arpitaplane2003@gmail.com	
33	SHIRALE KAJAL NATHU	TYBCOM	Female	7666174125	kajal21092@gmail.com	7823874293
34	RASAL PRATIKSHA KAILASH	TYBCOM	Female	8263949205	dheerjrasal35@gmail.com	9421726084
35	DARDIGE VARSHA BALU	TYBCOM	Female	8308273849	varshadardige112003@gmail.com	9529501866
36	SONAVANE PRACHI SANTOSH	TYBCOM	Female	7218637046	prachisonavane72@gmail.com	9158404041
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• Above list is subjected to update as per the availability of admissions data .

[Signature]
Coordinator

I.Q.A.C.

Amruteshwar Arts, Commerce
& Science College, Vitu, Dr,
Lai. Velhe, Dist. Pune.

[Signature]
Co-ordinator
Franchising cell

[Signature]
Principal

Principal

Amruteshwar Arts, Commerce & Science
College, Vitu, Dist. Pune.

Amruteshwar Arts, Commerce and Science College, Vinzar

Faculty of Science

Mentor-Mentee List -2023-24

Samaj Shikshan Mandal

Name of the Mentor: Dr. Jyoti Tushar Bhate

Sr No	Name of the Mentee	Class	Gender	Contact No	email id	Parent con.
1	ADE VAIBHAV SHANKAR	Class	Male	9420164915	vaibhavade2807@gmail.com	9518535337
2	ANURADHA SURESH SHINDE	FY BSc	Female	8766079468	3095anuradha@gmail.com	9823703435
3	BARGE AKASH DAGDU	FY BSc	Male	9022839408	barg8517@gmail.com	9359034577
4	BHIKULE AMIT SANJAY	FY BSc	Male	9881379762	amitbhikule29@gmail.com	
5	BORGE SWARANGI VILAS	FY BSc	Female	8999257490	swarangiborge@gmail.com	8010191940
6	DAMGUDE TUSHAR ARJUN	FY BSc	Male	8766023095	damgudetushar151@gmail.com	9765418717
7	DAPHALE PALAK PRAKASH	FY BSc	Female	7447562442	palakdphale@gmail.com	8459826491
8	DASWADKAR PRATHAMESH ANKUSH	FY BSc	Male	9767181319	prathameshdaswadkar@gmail.com	9595740025
9	DASWADKAR RUTUJA SANTOSH	FY BSc	Female	9322983795	supriyadaswadkar@gmail.com	8368712783
10	DEVDATTA VILAS TALEKAR	FY BSc	Male	7768994899	pranavranavare631@gmail.com	9970193003
11	DEVGIRIKAR ANUJ SHANKAR	FY BSc	Male	7498192196	anujdevgirikar3939@gmail.com	7972893485
12	JANKAR RUPALI VITTHAL	FY BSc	Female	7972801174	janakarrupali48@gmail.com	7666966089
13	JANKAR SUREKHA VITTHAL	FY BSc	Female	8390213949	surekhajankar6652@gmail.com	9763872252
14	KACHARE ANKITA BALU	FY BSc	Female	7887688241	mrutapare1234@gmail.com	7517878386
15	KADU VAIBHAV SHIVAJI	FY BSc	Male	9423375778	kaduvaibhav9919@gmail.com	7498549747
16	ABHISHEK ANKUSH KATKAR	FY BSc	Male	8412838629	abhishkekarkar8412@gmail.com	8551810451
17	ABHISHEK JAKTAP	FY BSc	Male	9130042850	ajagtapabhishkek276@gmail.com	9075962982
18	ANIKET DIPAK BHONDEKAR	FY BSc	Male	9529972134	bhondekaraniket55@gmail.com	8856882134
19	AVINASH LAXMAN AKHADE	FY BSc	Male	7083458322	akhadeavinash59@gmail.com	8055279604
20	BHAGAT TANUJA SUNIL	FY BSc	Female	8308257826	tanujabhagat22@gmail.com	9552144910


 IQACC Coordinator

Principal

Amruteshwar Arts, Commerce & Science
 College Vinzar, Tal. Velha Dist.



Samaj Shikshan Mandal

Amruteshwar Arts, Commerce and Science College, Vinzar

Mentor-Mentee List (2023-24)

Name of the Mentor: Mr. Manojkumar Ramdas Tapare

Sr. No.	Name of the Mentee	Class	Gender	Contact No	email id	Contact(Parent)
1	PANSARE PAYAL SATYAWAN	FY BSc	Female	9594785412	pansaresatish125@gmail.com	9167613471
2	PANSARE SHRUTI SITARAM	FY BSc	Female	9579333316	swatipansare32@gmail.com	7350035490
3	PATIL SNADIP SANJAY	FY BSc	Male	8788954452	sp1616735@gmail.com	9022117098
4	PAWAR AISHWARYA SANJAY	FY BSc	Female	9527207247	aishwaryapawar5683@gmail.com	
5	PAWAR VRUSHALI VILAS	FY BSc	Female	8055082462	vrushalipawar090905@gmail.com	
6	PILANE SAVANI BABU	FY BSc	Female	9511805304	rutujadharpale@gmail.com	
7	RAJIWADE PRANAV VITTHAL	FY BSc	Male	9881462137	rajiwadepranav@gmail.com	8421197338
8	RASAL SUSHASINI SURESH	FY BSc	Female	9284590849	rasalsubhasini64@gmail.com	
9	RENUSE ANUP SANTOSH	FY BSc	Male	9763500642	renuseanup467@gmail.com	9823202714
10	RENUSE BALAJI DILIP	FY BSc	Male	7517734848	rajurenuse53@gmail.com	7517734848
11	RENUSE CHHAYA PANJAB	FY BSc	Female	8698139954	panjabrenuse264@gmail.com	
12	RENUSE MAYURI MAHESH	FY BSc	Female	9309334550	mayurirenuse4145@gmail.com	7038863199
13	RENUSE SHUBHANGI DATATRAY	FY BSc	Female	7821958487	shubhagirenuse28@gmail.com	7822949023
14	RENUSE SIDDIHI VISHWAS	FY BSc	Female	9960523218	vishwasrenuse@gmail.com	
15	RESHAMA SHAHAJI MALUSARE	FY BSc	Female	9637473106	reshmamalusare17@gmail.com	
16	KURUPKAR SADHANA DASHRATHI	SY Bsc	Female	8010589842	abhishekkirve9@gmail.com	9112754507
17	LIMAN TRUPTI SURESH	SY Bsc	Female	9356020018	truptilimand@gmail.com	8006381664
18	MADGUDE RANJANA BHIKAJI	SY Bsc	Female	9834859049	ranjanamadgude123@gmail.com	7821965411

IQAC Coordinator

Principal

Principal

Amruteshwar Arts, Commerce & Science
College, Vinzar, Tal. Vinzar, Dist. Pune



Samuj Shiksha Mandal
Amruteshwar Arts, Commerce and Science College, Vinzar
Mentor-Mentee List (2023-24)

Name of the Mentor: Mr. Prakash Bhomrao Chikte

Sr. No.	Name of the Mentee	Class	Gender	Contact No	email id	Contact(Parent)
1	KAMBLE ROSHANI NITTIN	FY BSc	Male	7722056082	kamblesumit631@gmail.com	8408912119
2	KAMBLE VAISHALI MAHENDRA	FY BSc	Female	7972134464	kambleshaddha473@gmail.com	9356348242
3	KARKE YASHRAJ MOHAN	FY BSc	Male	8308974277	yashrajmohankarke@gmail.com	8261922452
4	KARKUD HARSHAD SUNIL	FY BSc	Male	9049180201	harshya6060@gmail.com	9404723584
5	KATURDE HARSHADA SANTOSH	FY BSc	Female	9356292687	harshadakaturde5@gmail.com	7798835960
6	KAVERI SANDIP SHILMKAR	FY BSc	Female	8265024984	kaverishilimkar33@gmail.com	
7	KURUPKAR JYOTI DASHRATH	FY BSc	Female	9112753669	iyotikurupkar@gmail.com	9112754507
8	LAHIGUDE RIDDHI PRASAD	FY BSc	Female	8390707360	friddhi018@gmail.com	9309122825
9	MAHADIK RAJ UMESH	FY BSc	Male	9307931368	rajumeshmahadik@gmail.com	8888406853
10	NALAWADE TEJAS TANAJI	FY BSc	Male	9322900687	tejasnalawade667@gmail.com	7875593461
11	NANAVARE PRANAV PRATAP	FY BSc	Male	9970930034	pranavnanavare631@gmail.com	9370910034
12	NIKAM NIKITA RAMLING	FY BSc	Female	9850058683	nikitamahendragaikwad8683@gmail.com	7057990043
13	OMKAR JALINDHAR KONDHALKAR	FY BSc	Male	7720853791	omkarkondhalakar77@gmail.com	9822010576
14	OMKAR RAMCHANDRA PASALKAR	FY BSc	Male	8329836503	omkarpasalkar9@gmail.com	9322797679
15	PANSARE ANUJA ARUN	FY BSc	Female	9356710721	pansareanuja3@gmail.com	7620026516
16	DEVGIRIKAR RIDDHI RAJESH	SY BSc	Female	7057642258	devgirikar95@gmail.com	
17	DIGHE VRUSHALI DEEPAK	SY BSc	Female	8459938808	vrushalidighe@272gmail.com	9325379316
18	HANDE DHANSHRI SHIVAJI	SY BSc	Female	8010505018	dhanhande2601@gmail.com	9420861315


 IQAC-Coordinator


 Principal

Principal

Amruteshwar Arts, Commerce & Science
 College, Vinzar, Tal. Vethar, Dist. Pune



Amruteshwar Arts, Commerce and Science College, Vinzar

Mentor-Mentee List (2023-24)

Name of the Mentor: Dr. Deepak Bhaskar Shelke

Sr. No.	Name of the Mentee	Class	Gender	Contact No	email id	Contact (Parent)
1	SHINDE VAISHNAVI VIJAY	FY BSc	Female	9075255380	shindevijay17jun@gmail.com	
2	SHINDE YOGITA SURESH	FY BSc	Female	7620526681	yogitashinde8122@gmail.com	9823703435
3	SHUBHANGI SHIVAJI RANAJNE	FY BSc	Female	7507380653	shubhamranjane16@gmail.com	8390343371
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