National Seminar

on

Post NEP 2020 Indian Higher Education : Opportunities and Challenges

(30th March - 31st March, 2024)

DETAILED REPORT

Inter University Centre for Teacher Education

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Chief Guest and Resource Persons

Foreword

I am delighted to welcome you to this conference on "Post NEP 2020 Indian Higher Education: Opportunities and Challenges". As Director of this institution, I am honoured to host this momentous occasion, which marks an important milestone in our joint endeavour to improve the Indian educational system.

The Indian education system is about to undergo substantial changes as a result of the implementation of the National Education Policy (NEP) 2020. This visionary strategy is more than just a text; it is a comprehensive roadmap for revolutionising education in India, aligning it with the demands and prospects of the twenty-first century. The NEP 2020 intends to reshape the educational landscape by emphasising adaptability, holistic development, and inclusivity.

This seminar seeks to investigate the varied ramifications of NEP 2020, analysing its vision, tackling its problems, and charting a course ahead. We are on the verge of a new age in education, with a shift away from rote learning and towards developing critical thinking, creativity, and lifelong learning. The NEP envisions an education system that is profoundly rooted in Indian culture while adhering to global standards and practices.

In this seminar, we encourage stakeholders from all walks of life—educators, policymakers, students, and academics—to engage in a thorough discussion about India's educational future. We can only really comprehend the benefits and difficulties posed by the NEP 2020 if we work together and from different viewpoints. Our conversations will pave the path for tangible tactics and novel approaches to ensuring the successful implementation of this transformative policy.

As we embark on this path of discovery and conversation, keep in mind that the NEP 2020's ultimate goal is to develop an educational system that allows every student to reach their greatest potential. We are here to help create an inclusive, equitable, and thriving knowledge society that will serve as the cornerstone for a wealthy and progressive India.

I am deeply grateful to all of the presenters, panellists, and attendees for their excellent contributions and insights. Let us take this opportunity to mould the future of Indian higher education and leave a lasting legacy for future generations.

Prof. Prem Narayan Singh
Director, IUCTE

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Introduction

The Indian education system is on the verge of entering a period of profound change as a result of the implementation of the National Education Policy (NEP) 2020. This seminar aims to explore the multifaceted implications of NEP 2020, dissecting its vision, confronting its challenges, and charting the way forward. The NEP 2020 is not just a policy document; it is a blueprint for revolutionizing education in India, aligning it with the demands and opportunities of the 21st century. In this seminar, we invite stakeholders from all quarters of society—educators, policymakers, students, and academics—to join us in a comprehensive dialogue on the future of education in India.

The NEP 2020 envisions an education system that is more holistic, flexible, multidisciplinary, and suited to the needs of the 21st century. It aims to transform India into a vibrant knowledge society, fostering an environment where every student can thrive. This policy sets forth ambitious goals to ensure inclusivity and access, improve the quality of education, and make India a global knowledge superpower. It represents a significant shift from traditional pedagogical methods towards a more learner-centric approach that emphasizes critical thinking, creativity, and adaptability.

However, the journey towards realizing the NEP's vision is fraught with challenges. Implementing holistic and multidisciplinary education requires a paradigm shift in how education is delivered. It necessitates the integration of diverse subjects, teaching methods, and assessment strategies to provide a broad, well-rounded education that prepares students for the complexities of the modern world. This transition poses logistical and infrastructural challenges, demands significant teacher training and curriculum development, and calls for a revaluation of traditional assessment methods to cater to a more dynamic and integrated learning approach.

In higher education, the focus shifts towards creating an ecosystem that promotes high-quality teaching, learning, and assessment. NEP 2020 advocates for a system where education transcends academic learning, incorporating values, ethics, and soft skills. This approach aims to prepare students not only for employment but also for life as engaged citizens and lifelong learners. The policy encourages the adoption of flexible curricula, innovative pedagogies, and continuous and comprehensive evaluation methodologies that reflect a student's holistic development.

Quality and excellence in higher education are paramount under NEP 2020. The policy outlines a framework for setting up high standards in teaching and research, fostering academic integrity, and promoting autonomy with accountability among higher education institutions. This seminar will explore these aspirations, discussing how they can be actualized through collaborative efforts among government bodies, educational institutions, and other stakeholders.

The University Grants Commission (UGC) plays a pivotal role in implementing the reforms outlined in NEP 2020. Through various initiatives and regulations, the UGC seeks to enhance the quality and accessibility of higher education. These reforms include promoting online and distance learning, encouraging internationalization, facilitating faculty development, and

advocating for multidisciplinary education. This seminar will provide an in-depth look at these reforms, evaluating their impact on the higher education landscape in India.

Finally, NEP 2020 places a strong emphasis on rooting higher education in Indian culture and heritage. This aspect of the policy underscores the importance of education in preserving and promoting India's rich cultural legacy. It envisions an education system that not only equips students with the skills required for the modern economy but also instills in them a deep respect and understanding of their cultural heritage. This seminar will examine how higher education can be leveraged to celebrate and propagate India's diverse traditions, languages, and philosophies.

As we engage in this seminar, let us collectively ponder the implications of NEP 2020, embracing its vision, addressing its challenges, and contributing to the shaping of an education system that is inclusive, innovative, and rooted in the rich tapestry of Indian culture. This is not just a policy shift; it is a cultural and educational renaissance that holds the promise of nurturing well-rounded, ethically grounded, and globally competent citizens for the 21st century.

Objectives of the Seminar

The National Education Policy (NEP) 2020 aims to transform higher education in India by addressing current challenges and capitalising on emerging opportunity. It will primarily concentrate on assessing the present condition, identifying patterns, and deliberating the urgent concerns inside the Indian higher education system. Our objective is to propose effective strategies to address the issues encountered by the higher education system by investigating methods to improve its quality, relevance, and impact. Gaining insight into the underlying difficulties and possibilities can aid in devising solutions for a more robust and adaptable educational structure.

- To assess the current status, trends, and issues of higher education in India.
- To discuss ways to enhance the quality, relevance, and impact of higher education in India.
- To identify the challenges and opportunities inherent in India’s higher education landscape.
- To suggest effective measures to overcome the challenges faced by the higher education system in India.

Themes of the Seminar

The National Education Policy (NEP) 2020 has resulted in a radical shift in India's higher education environment. This seminar dive into many subjects that emphasise the current state, reforms, and future directions of higher education. Exploring these topics allows us to have a better understanding of the difficulties and opportunities that lie ahead, as well as propose solutions to improve the quality and inclusivity of the educational system.

- **Current Status and Trends in Indian Higher Education**: India's higher education scene is changing dramatically as enrollment rates rise, institutions grow, and new programmes are introduced. However, difficulties like as quality assurance, graduate employability, and educational access continue.

- **Importance of Holistic and Multidisciplinary Higher Education in the Twenty-First Century:** Holistic and multidisciplinary education is vital for developing well-rounded individuals capable of thinking critically and adapting to new situations. This approach prepares pupils for the challenges of modern life and promotes innovation and creativity.
  UGC Reforms to Implement NEP 2020: The UGC has implemented various reforms to line with NEP 2020, such as flexible curricula, academic credit banks, and transdisciplinary education. These measures are intended to improve the quality and accessibility of higher education.
- **Enhancing the Quality and Excellence of Higher Education in India:** Efforts to promote quality and excellence are centred on faculty development, research opportunities, infrastructural renovations, and accrediting criteria. The emphasis on outcome-based education and collaborations between industry and academics is also growing.
- **Collaborations for Sustainable Development Goals (SDG) Implementation:** Higher education institutions are partnering internationally and locally to address the SDGs. These alliances aim to promote sustainable development and social responsibility through research, policymaking, and community participation.
- **Routing Higher Education to Roots:** Incorporating indigenous knowledge, cultural heritage, and traditional customs within the curriculum helps students reconnect with their roots. This technique encourages a better awareness of local circumstances and cultural preservation.
  Governance of Higher Education: Effective governance is required for higher education institutions to function properly. Transparent policies, accountability systems, and stakeholder engagement are critical for promoting good governance and institutional integrity.
  Leadership and Vision for the Future of Academia: Strong leadership with a clear vision is critical for managing academia's future problems. Leaders must be forward-thinking, adaptable, and dedicated to creating a culture of academic success and innovation.
- **Policies and Practices for Inclusive Education:** Inclusive education policies seek to provide equal opportunity to all students, regardless of socioeconomic status, gender, or disability. Scholarships, accessible infrastructure, and support services are crucial to inclusion.
  Learning in Higher Education: Student-centered approaches, technology integration, and experiential learning are key to modern higher education learning. These strategies improve students' involvement, critical thinking, and practical abilities.
- **Public-Private Partnership in Higher Education:** Public-private partnerships play an important role in tackling higher education's financial and infrastructure difficulties. These cooperation can result in resource sharing, innovation, and better educational outcomes.

Profile of Resource Persons

Prof. O. P. Pandey, Former Scientific Advisor to Prime Minister, Govt. of India

Professor O.P. Pandey is a renowned scientific advisor who served under Prime Minister Shri Atal Bihari Vajpayee and is well-known for his extensive knowledge of Vedic science. His academic accomplishments include an MSc. in Physics, a Ph.D. in Astrophysics, and a D.Litt in Vedic Vangmaya and Shristi Rahasya, demonstrating his extensive understanding in both scientific and spiritual fields. Professor Pandey has received numerous major honours, including the Dirghtama Puraskara, Vishnu Sridhar Vakartar Puraskara, and Vigyan Saraswati Pratibha Puraskar, for his remarkable accomplishments. Aside from awards, he is a prolific author, having written notable works such as "World Beyond Quantum" and "Bharat Vaibhav". His publications delve into complex issues that bridge science and spirituality, providing remarkable insights into the secrets of the universe. Professor Pandey's lectures are known for their clarity and depth, and he captivates audiences with his ability to translate complex subjects into understandable narratives. Throughout his career, Professor Pandey has demonstrated a distinct blend of scientific rigour and spiritual insight, influencing many people and driving discourse on interdisciplinary topics. His commitment to furthering knowledge and encouraging intellectual discourse has left an everlasting effect on academia and society as a whole.

Prof. Kamlesh P. Joshipura, Former VC, Saurashtra University & Founder VC, IITE, Gandhinagar

Prof. Dr. Kamlesh P. Joshipura is a distinguished legal scholar and academic leader with a wealth of experience in the field of law. He holds an LL.M. and a Ph.D., specializing in Constitutional Law, Insurance Law, Exim Law, Labour Laws, Social Justice, Social Security, Political Science, Public & University Administration, Legal Research, and Educational Management & Governance. With over 31 years of teaching experience, Prof. Joshipura has authored 4 books, published 6 research papers, supervised 6 Ph.D. students, and actively contributed to various conferences and seminars. Notably, he has received 18 awards and recognitions for his exceptional contributions to the legal field. Prof. Joshipura has served as a Vice-Chancellor for three terms in two different universities and currently holds key positions in governmental committees, including the National Mission for Manuscripts Library (NMML) and State Security Commission. His dedication to legal research and educational leadership has earned him prestigious accolades, such as the National Lawyers Day award in honor of Shri Rajendra Prasad ji, the first President of India, bestowed by the Bar Association of India in November 2020.

Prof. Chand Kiran Saluja, Sanskrit Promotion Foundation, New Delhi

Prof. Chand Kiran Saluja, a multi-disciplinary scholar from Delhi, India, has made significant strides in academia. Currently, as the "Director-Academics" at the Sanskrit Promotion Foundation, he champions Sanskrit and Indian education. An authority in Bhartiya Shiksha and teacher training, Prof. Saluja is renowned for his expertise in pedagogy and curriculum development. His mentorship in doctoral research and his receipt of prestigious awards like the D.Litt. from National Sanskrit University and the "President's Certificate of Honour for Sanskrit Language" (2019), along with the "Vishwabharati" award (2020), underscore his profound impact in education and Sanskrit language promotion.

Prof. Madhusudan J. V., University of Hyderabad, Hyderabad

Dr. Madhusudan J. V., Associate Professor and Head at the Department of Education and Education Technology, School of Social Sciences, University of Hyderabad, has been nominated by Hon'ble Minister of Education as a member of 14th Educational Research and Innovations Committee (ERIC) of the National Council of Educational Research and Training (NCERT) to advise on planning, identifying and supporting basic research as well as research and innovations in the field of school education and teacher education. NCERT is an autonomous organisation of the Government of India for assisting and advising the Central and State Governments on policies and programmes for qualitative improvement in school education. One of the principal functions of NCERT has been to undertake, promote and coordinate educational research on various aspects of school education and teacher education. ERIC, a standing committee of NCERT, aims mainly at laying down from time-to-time priority thrust areas in educational research. Dr. Madhusudan joined the Department of Education and Education Technology, University of Hyderabad in the year 2018. He is an expert in the areas of Demography of Schooling, Health Education and Sociology of Education.

Prof. Rajnish Jain

Prof. Rajnish Jain served as the Secretary at the University Grants Commission. Under his stewardship, the UGC has made significant advances in promoting quality higher education and implementing the National Education Policy 2020 in areas of multidisciplinary and holistic education, governance and curricular reforms, internationalization, skill education, digitalization of higher education, along with increasing access and promotion of gender and social equity in higher education. For over 33 years, Prof. Jain has made significant contributions as a teacher, researcher, trainer, administrator, and policymaker. Before his appointment as Secretary of UGC, he was a Professor at the Institute of Management Studies at Devi Ahilya University, Indore, and Nirma University, Ahmedabad, among other institutions. He has developed several academic courses and

programs and has organized management development and training programs for organization of the public and private sector. His research and publications are in quality education, value-based education, services management, strategic management, and customer experience. He has guided 15 PhD research scholars. He represented India in numerous bilateral and multilateral forums for effective external stakeholder relationships and strategic engagement with foreign countries.

Prof. A. C. Pandey, Director, IUAC, New Delhi

Prof. A. C. Pandey is the Director of IUAC New Delhi and has been an Associate of ICTP, Trieste, Italy in 2004- 2009. He was Vice Chancellor of Bundelkhand University from 2012 to 2015. He has obtained his Masters in Physics & Mathematics and D.Phil. Degree from University of Allahabad. As a Principal Investigator he led to development of three new centers in Allahabad University. He is also an Adjunct Professor at Michigan Tech, USA. His researches have focused in developing novel nonmaterial for various real life applications from LED, PDP, biomedical and diagnostics and a new fluorescent carbon material besides non-linear dynamics and surface modification using ion beams. He has been a member of governing boards and academic councils/courts of many institutes such as INST (Mohali), ARIES (Nanital), Dr H S Gour University (Saugor), and University of Allahabad. He is a member of many academic societies such as American Physical Society, Ion Beam Society of India, Indian Meteorological Society, Computer Society of India, IETE, Biotechnology Research Society of India etc.

Prof. Arbind K Jha, IGNOU, New Delhi

Prof. Arbind K Jha, a luminary in academia, holds degrees in Education from the University of Delhi, including Bachelor's, Master's, M.Phil., and Ph.D. He has supervised over thirty master's, twenty M.Phil., and seven Ph.D. scholars, and currently mentors eight Ph.D. candidates. Before joining IGNOU, he was a faculty and Dean, School of Education at BB Ambedkar University, Lucknow, Central University of Himachal Pradesh, Dharamshala and Mahatma Gandhi International Hindi University, Wardha. He has held the positions of Director, Distance Education and Dean, Academics and Dean, Planning at MGAHV, Wardha. Recognized globally, Prof. Jha is a Fulbright-Nehru Fellow and an Inspired Teacher Awardee by the President of India. His publications, including works with Pearson, span educational psychology, research methodologies, and epistemology.

Prof. Pawan Kumar Sharma, Department of Political Science, CCU, Meerut

Prof. Pawan Kumar Sharma, an esteemed Professor and former head of the Department of Political Science at Ch. Charan Singh University, Meerut, brings 23 years of teaching expertise to the field. His contributions to political science are substantial, including authoring books like "Rashtravad ka Arthik Aayam" and "Shiksha ka Bhartiyakaran." He has also edited 10 issues of "Samagra Drishti." Prof. Sharma's research spans topics from ancient Indian rural composition to women's status in Valmiki's Ramayana. He holds key roles in various academic boards and councils, influencing educational policies and standards in India. His administrative acumen includes leading academic departments and participating in UGC expert committees, marking his significant imprint on Indian education and policy development.

Prof. Sunil Kumar Singh, Faculty of Education, BHU

Prof. Sunil Kumar Singh, a distinguished D.Litt. holder, serves as a Professor of Education at Banaras Hindu University, Varanasi. His 25 years in academia span teaching and research in Education and Teacher Education. Specializing in diverse areas like Pedagogy, Values and Ethics, and Philosophy of Education, Dr. Singh also focuses on Indology and the transformative impact of spiritual thought. His research includes studies on figures like Mahamana Pt. Madan Mohan Malaviya. Renowned for his administrative acumen and event organization skills, he is committed to enhancing professional development in Teacher Education, with a guiding principle of promoting 'Vidya' for holistic societal and personal well-being.

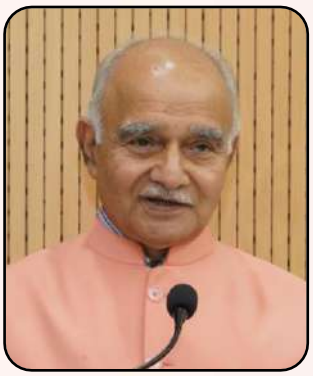
Prof. C. B. Sharma, Director, School of Education, IGNOU, New Delhi

Prof. C. B. Sharma, a renowned educator at IGNOU, New Delhi, has significantly impacted the educational landscape. He is also former Chairman of the NIOS from 2015 to 2020. With over 30 years of teaching experience, Prof. Sharma's is also a recipient of the President's Award for "Commendable Contribution to Digital Initiatives" in year 2017. Internationally recognized as a Paul Harris Fellow by the Rotary Foundation of Rotary International, for his work "The furtherance of better understanding and friendly relations among peoples of the world". He has also been the Director of the Distance Education Programme of the Sarva Shiksha Abhiyaan (DEP-SSA) an MHRD-IGNOU project. Prof. Sharma's extensive research and publications solidify his stature as an influential figure in the realm of education.

Prof. Akhilesh Kumar Singh, Vice Chancellor, P.R.B.University, Prayagraj

Currently Prof. Singh is serving as the Vice Chancellor of Prof Rajendra Singh University, Prayagraj. Prior to this, Sir served as the Director of the Educational Multimedia Research Centre, DAVV, Indore. He has over 30 years of extensive professional expertise in a variety of areas related to teaching, training, research, and administration of education in roles such as research officer, course coordinator, and director in charge at EMRC, DAVV, Indore. Through a variety of academic tasks and accomplishments, such as publications in the form of documentaries, e-content, research papers and articles, etc., Prof. Singh has made significant contributions to the domains of media production and broadcast, as well as media education.

Prof. R. S. Dubey, Vice Chancellor, Central University of Gujrat, Gandhinagar



Prof. R S Dubey has distinguished himself as a prominent figure in the academic and administrative sectors of Indian higher education, with a notable career spanning several decades. Presently serving as the Vice-Chancellor of the Central University of Gujarat, Prof. Dubey has also held the position of Vice-Chancellor at Tilka Manjhi Bhagalpur University and at Guru Ghasidas Vishwavidyalaya from 2008 to 2009, demonstrating his extensive experience in university administration and leadership.

Before ascending to these esteemed positions, Prof. Dubey was a Professor in the Department of Biochemistry at Banaras Hindu University (BHU), where he was deeply involved in research and teaching. His academic contributions are substantial, having published more than 150 papers in reputable scientific journals. This impressive publication record highlights his dedication to advancing research in biochemistry and related fields.

Program Proceedings

Inaugural Session

The recent seminar focusing on the National Education Policy (NEP) 2020 began with an invocation that set a contemplative tone, leading into a series of insightful discussions spearheaded by distinguished experts in the field of education. Professor Kamlesh P. Joshipura, the special guest of the program, initiated the discourse with a powerful address that framed the NEP 2020 as a transformative blueprint for India's educational future.

Professor Joshipura emphasized that while the NEP 2020 might seem like a continuation, it is,

in fact, a comprehensive enhancement of previous policies, meticulously built on the collective recommendations of past educational policies and committees. Its core aim is to strengthen India's educational framework and, by extension, fortify the nation itself. He highlighted a critical need for today's youth to reconnect with India's rich historical narrative, fostering a sense of pride and identity that has been overshadowed in the fast-paced global environment.

The seminar further delved into the philosophical underpinnings of the NEP 2020, which starkly contrasts with more individualistic educational models seen elsewhere. Professor Joshipura pointed out that Indian educational philosophy traditionally advocates for the holistic development of individuals, emphasizing a synergistic advancement that encompasses not only personal growth but also societal and global welfare. This approach is ingrained in the policy's structure, aiming to cultivate citizens who are not only knowledgeable but also deeply conscious of their role in a globalized world.

Dr. Omprakash Pandey, a former scientific advisor to the Prime Minister, expanded on these themes by discussing the intrinsic values embedded in Indian knowledge traditions. He portrayed India as more than just a geographical entity; it is a vibrant, conscious civilization that transcends physical boundaries. Dr. Pandey reminded attendees that India's impact and cultural richness can be observed worldwide, deeply rooted in the teachings of the Vedas which advocate the evolution from knowledge to wisdom. This transition, he argued, is crucial for

true enlightenment and underscores the NEP's goal of moving beyond rote learning to a more profound, wisdom-based educational approach.

Professor Chand Kiran Saluja then addressed the practical applications of these philosophical tenets within the NEP 2020. He outlined the policy's emphasis on four key educational objectives: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be. Each objective mirrors the principles found in ancient scriptures yet is adapted to meet the demands of the modern educational landscape. Professor Saluja asserted that these pillars are designed to equip Indian youth with not only the cognitive skills required for professional success but also the moral and ethical grounding to navigate and contribute to a complex global society.

The seminar concluded with a closing remarks of chair of this session Professor Prem Narayan Singh, who expressed optimism about the policy's implementation. He highlighted the importance of viewing educational challenges as opportunities for innovation and growth. The comprehensive discussions at the seminar reinforced a collective commitment to transforming India's educational system through the thoughtful application of the NEP 2020, ensuring it produces not only competent professionals but also well-rounded and ethically sound individuals.

This gathering not only clarified the various dimensions of the NEP 2020 but also ignited a renewed enthusiasm among educators and policymakers to drive forward India's educational reforms. The consensus was clear: the NEP 2020 isn’t just a policy document but a visionary roadmap that integrates India’s venerable educational traditions with the needs of its future.

Session 2, Lecture 1

Current Status and Trends of Higher Education in India

Prof. J. V. Madhusudan, University of Hyderabad, Hyderabad

In a comprehensive session titled "Current Status and Trends of Higher Education in India", Prof. J. V. Madhusudan provided an insightful overview of the landscape of higher education within the country. Emphasizing the theme of the seminar, Prof. Madhusudan highlighted that the sector harbors more opportunities than challenges, particularly in light of the recent shifts towards more innovative and technologically integrated educational practices.

A focal point of Prof. Madhusudan's talk was the National Education Policy (NEP), which aims at fundamentally transforming the educational landscape. He underscored the importance of quality enhancement in higher education, urging stakeholders to identify and improve areas that are crucial for elevating the educational standards to meet global benchmarks. The NEP's emphasis on quality is not just about maintaining standards but also about leveraging these standards to improve the overall educational outcomes.

Prof. Madhusudan pointed out that the effectiveness of higher education should be measured by the success of its graduates in real life, post-studies. This outcome-based approach is vital for assessing the true impact of educational policies and practices. It shifts the focus from mere academic achievements to the practical application of knowledge and skills in the professional world, which is an essential metric for any educational system aiming to be relevant in the 21st century.

The professor also discussed the pressing need for innovation in higher education to align with global demands and standards. He stressed the importance of understanding and adopting international benchmarks that could help elevate the Indian higher education system to global prominence. This involves not only updating curricular content but also adopting new pedagogical methods that are inclusive and accessible to all students.

Technology, as Prof. Madhusudan highlighted, plays a pivotal role in this transformation. The NEP's focus on technology integration in education—both as a tool for learning and as a subject of study—is indicative of the policy's forward-looking approach. This integration is crucial for developing digital literacy and competence among students, preparing them for a technologically driven world.

During his talk, Prof. Madhusudan outlined four significant technological trends that are shaping higher education today:

Shift towards online and blended learning: The pandemic has accelerated the adoption of remote learning modalities, including online and blended learning formats. Blended learning, which combines online digital media with traditional classroom methods, offers flexibility and enhances learning accessibility and inclusivity. This shift is also a step towards lifelong learning, as it allows students to learn at their own pace and maintain continuous professional development.

Emergence of MOOCs and online platforms: Massive Open Online Courses (MOOCs) and other online learning platforms have democratized access to high-quality education, making it possible for anyone with internet access to learn from leading global institutions. This trend is redefining who can learn, what they can learn, and how they can learn.

Integration of technology in teaching and learning processes: Technology is increasingly intertwined with everyday learning activities, from digital classrooms to AI-driven personalized learning experiences. This integration helps cater to diverse learning needs and enhances the engagement and retention of knowledge.

Impact of globalization on higher education: The globalized context of higher education cannot be understated. As educational standards and practices increasingly cross borders, Indian higher education must adapt to these changes, ensuring that its graduates are competitive on a global stage.

In conclusion, technology is not just a tool but an enabler in the context of NEP 2020, which aims to bring 21st-century methodologies to the classroom. Prof. Madhusudan's discussion highlighted how embracing technological advances and international standards can significantly enhance the effectiveness and reach of higher education in India. His insights provide a roadmap for educators and policymakers aiming to harness the potential of higher education to fulfill both national and global aspirations.

Session 2, Lecture 2

Importance of Holistic and Multidisciplinary Higher Education in 21st Century

Prof. A. C. Pandey

In a compelling lecture by Prof. A. C. Pandey, the urgent need for a holistic and multidisciplinary approach to higher education in the 21st century was thoroughly articulated. He commenced with a statistical overview from the ministry that underscored a significant compartmentalization within higher education institutions. This prevalent segmentation often results in standalone institutions which pose substantial challenges to achieving an integrated educational framework, crucial for fostering interdisciplinary learning and collaboration.

A disturbing trend Prof. Pandey highlighted was the large number of vacant seats across various programs even after the admission process, pointing to a disconnect between educational offerings and market demands. This misalignment suggests inefficiencies in how educational programs are marketed and perceived by prospective students, emphasizing the necessity for institutions to dynamically adapt to evolving career landscapes and student interests.

Further into his lecture, Prof. Pandey voiced concerns over the predominant preference for computer-related disciplines, overshadowing crucial sectors like manufacturing and fabrication—key areas for India's economic development. He advocated for a balanced educational offering

that aligns closely with the nation's industrial and technological needs, encouraging students to engage with sectors vital to the national economy.

Addressing the issue of brain drain, Prof. Pandey stressed the loss of many of the nation's brightest minds to overseas education, often not returning, which saps the country of intellectual capital. He underscored the importance of strengthening domestic institutions and creating attractive opportunities that can retain and nurture talent within the country.

A significant portion of his discourse was dedicated to the undermining of indigenous knowledge systems, particularly in manufacturing. Prof. Pandey underscored the importance of revisiting and integrating these systems with contemporary educational frameworks to rejuvenate sectors historically pivotal to India's economic strength.

Acknowledging the myriad challenges, Prof. Pandey called for systemic changes, including adopting a more holistic educational model that integrates diverse disciplines and perspectives, thus fostering a more inclusive and effective learning environment. He highlighted the exemplary ancient Indian educational systems, such as those at Nalanda, where the favorable teacher-student ratio fostered personalized, in-depth learning across various fields. In terms of evaluation and assessment in higher education, Prof. Pandey noted the inadequacy of current systems to fully capture the depth and applicability of student learning. He advocated for more insightful and comprehensive assessment techniques that can better evaluate both practical and theoretical knowledge.

Expanding the discussion, he pointed to the need for incorporating multiple, trans, and neo-disciplinary systems within the current educational framework to enhance its versatility and relevance. The 2022 glue grant provision introduced by Nirmala Sitharaman was highlighted as a positive step toward facilitating interdisciplinary research and collaboration among students and faculties.

Prof. Pandey also touched upon semantic issues in educational content and the profound impact of three centuries of scientific advancement on society and the environment, advocating for an educational system that aligns closely with ethical standards and societal needs. Conclusively, the lecture underscored the need to align education more closely with real-world problems and solutions, using examples like the Charak Sahita to illustrate the potential of multidisciplinary research in deriving holistic solutions that benefit society at large. This approach, Prof. Pandey argued, would not only enhance the quality of higher education but also ensure it contributes effectively to national and global progress.

Session 3, Lecture 2

Enhancing Quality and Excellence in Higher Education

Prof. Arbind Kumar Jha

Prof. Arbind Kumar Jha from IGNOU, New Delhi, recently delivered a compelling lecture titled "Enhancing Quality and Excellence in Higher Education," where he critically examined the prevailing educational metrics and standards. His discussion particularly highlighted the intrinsic link between education and quality and questioned the separation of excellence from educational outcomes. Prof. Jha opened his talk by challenging the notion that excellence in education can be discussed independently of education itself. He argued, "Talking about

excellence in education is useless because that is not education which does not have quality, which has no quality how you can say it is education." By this, he emphasized that being educated implies inherent quality and excellence. The implication is that education should inherently imbue a person with certain qualities, hence, any talk of striving for 'excellence' in education as separate from 'education' itself is redundant.

He then critiqued the methods used to measure educational outcomes, specifically targeting the National Institutional Ranking Framework (NIRF). Prof. Jha pointed out that the NIRF rankings are often a game of data manipulation, with universities tweaking data to climb the rankings rather than improving real educational quality. He shared examples of how institutions game such systems to enhance their perceived performance metrics, undermining the true value and intent of education.

Prof. Jha offered philosophical definitions to frame his argument further:

- He described **quality** in education as being recognizable yet indefinable, paradoxically stating, "I know what it is, yet I don't know what it is?" This reflects the subjective and often intangible nature of quality.
- He defined **excellence** as "Quest is more important than conquest," highlighting the importance of continual learning and improvement over merely achieving set goals or standards.

Furthermore, Prof. Jha criticized the standardization prevalent in modern educational systems.

He argued that true excellence is an individual matter and that standardization often fails to capture or cultivate genuine quality or excellence. He remarked that the pursuit of rankings and adherence to set standards might showcase universities but does not necessarily contribute to real educational quality or excellence.

In concluding his talk, Prof. Jha reiterated that discussions about quality and excellence based on standardized measures are essentially baseless. He called for a deeper, more intrinsic understanding of these concepts, beyond the superficial metrics often used by educational institutions.

The lecture by Prof. Jha was a thought-provoking critique of current educational assessment frameworks and a call to return to what education fundamentally aims to achieve: the cultivation of knowledge, critical thinking, and intrinsic quality in individuals. His perspectives challenge the status quo and encourage a philosophical and practical reassessment of how educational quality and excellence should be nurtured and recognized in higher education institutions. This profound insight calls for a significant re-evaluation of how educational achievements are measured and valued, focusing on individual growth and intellectual pursuit rather than numerical rankings or standardized benchmarks.

Session 4, Lecture 1

UGC Reforms for Implementing NEP 2020

Prof. Rajnish Jain

Prof. Rajnish Jain recently addressed a seminal gathering at IUCTE on the topic, "Reforms introduced by UGC for implementing NEP 2020". His discourse illuminated the foundational principles required to understand and implement the New Education Policy (NEP) of 2020, emphasizing the historic and philosophical underpinnings that shape contemporary educational reforms in India.

Prof. Jain began his talk by stressing the necessity of understanding the roots of educational philosophy to fully grasp the implications of NEP 2020. He quoted Swami Vivekananda, a figure synonymous with the spiritual and pragmatic aspects of education, who famously stated, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." Prof. Jain highlighted this quote to underscore that the true purpose of education extends beyond mere academic success; it is about holistic development.

Further delving into historical perspectives, Prof. Jain referenced Pt. Madan Mohan Malviya, another stalwart of Indian educational reform, who shared similar views with Vivekananda regarding the aims of education. Prof. Jain adeptly connected these foundational ideas to the core of NEP 2020, which similarly aims to cultivate sensitive, responsible, and economically independent individuals who can act as global citizens.

Prof. Jain provided a detailed exposition of the specific reforms introduced by the UGC to facilitate the implementation of NEP 2020. These include innovative policies such as multiple entry and exit points in academic programs, the establishment of an academic credit bank, and the introduction of frameworks such as the National Higher Education Qualification Framework (NHEQF), the National Curriculum Framework (NCF), and the Common University Entrance Test (CUET), etc. These initiatives are designed to provide flexibility, enhance the quality of education, and foster an inclusive environment conducive to learning.

Acknowledging the challenges in implementing such comprehensive reforms, Prof. Jain remarked, "The implementation of NEP needs effort, and money because we are very diverse in nature as far as institutions are concerned. However, we are moving in the right direction." He emphasized the need for continuous monitoring and support to ensure that educational institutions can effectively adopt these changes.

In conclusion, Prof. Jain's talk was not only a reflection on the philosophical and practical aspects of the NEP but also a call to action for all stakeholders in the educational sector to engage deeply with the reforms. His insights encourage ongoing dialogue and cooperation to achieve the ambitious goals outlined in NEP 2020, aiming to transform India's educational landscape. This event served as a crucial platform for disseminating knowledge about NEP 2020 and rallying educational leaders around the shared vision of advancing India's academic excellence on a global stage.

Session 4, Lecture 2

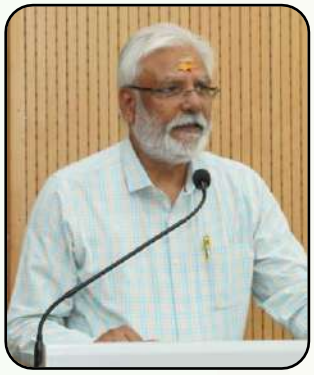
Governance of Higher Education

Prof. Akhilesh Kumar Singh

In an enlightening discussion, Prof. A.K. Singh delved into the complex governance structures that underpin higher education in India. His talk illuminated the multifaceted and dynamic nature of educational governance, shedding light on the mechanisms and principles that guide institutions toward excellence. This report synthesizes the key points from his lecture, offering a comprehensive overview of the current state and future directions of higher education governance.

Regulatory Frameworks and Institutional Governance

Prof. Singh began by noting the varied regulatory agencies specific to different educational fields, each providing guidelines to shape the educational landscape. He emphasized that all universities in India are governed by specific acts, statutory bodies like the Executive Council (EC) and Academic Council (AC), ordinances, and regulations. This structured governance ensures that universities do not operate under the whims of a singular authority but are guided by collective decision-making processes, which is a fundamental aspect of their operational ethos.



The general administration of these institutions adheres strictly to a rule book, while educational administration combines these rules with wisdom and adaptability, allowing for responsive and thoughtful governance. Prof. Singh highlighted the transitory nature of statutory bodies, emphasizing that "change is the only permanent thing," thus ensuring that governance structures evolve in response to shifting educational needs.

Hierarchical Structures and Quality Assessment

The discussion also covered the hierarchical nature of educational bodies, which allows for a clear delineation of roles and responsibilities, crucial for the effective management of institutions. Prof. Singh pointed out that governance quality is a key criterion in assessments conducted by bodies like the National Assessment and Accreditation Council (NAAC), which evaluates institutions not just on academic criteria but also on leadership and governance. The vision and mission of an institution are integral to its governance, steering its endeavors in teaching—particularly in creating a multidisciplinary learning environment—and in research, including publications, citations, patents, and projects. Other governance aspects include faculty strength, faculty-student ratios, global outlook, alumni networks, and the adequacy of finances and infrastructure.

Faculty Recruitment and Localization

A significant point of concern addressed by Prof. Singh was the inbreeding of faculty within institutions, a practice that stifles diversity and innovation. He advocated for breaking this barrier of localization, suggesting that recruitment should prioritize candidates who possess

both international exposure and national experience, thus enriching the educational offerings with global perspectives and competencies.

Support for Research and Leadership in Governance

Further enhancing governance, Prof. Singh recommended that academic administration should actively support teachers in their research endeavors, exemplifying good governance that fosters academic freedom and innovation. Effective governance, leadership, and management are pivotal in encapsulating all aspects of institutional excellence, potentially placing universities among the best globally.

Comparative Perspectives and NEP 2020

He also remarked on the financial disparities between Indian institutions and some foreign universities, whose annual expenditures surpass India's entire education budget, pointing to the challenges of scaling up quality and infrastructure. The principles of the National Education Policy (NEP) 2020, such as respect for diversity, equity, inclusion, and community participation, were highlighted as key governance principles that should be integrated into the strategic framework of institutions.

Emphasis on Process and Product Development

Prof. Singh emphasized the importance of focusing on process development to lead to substantial product development, underscoring the need for institutions to foster environments where innovation can thrive. He stressed the necessity for young leaders who act as visionaries rather than mere managers in every sphere of life, including education.

Leadership Qualities

Concluding his talk, Prof. Singh touched on the management of time, quality, and price, and described the ideal leader in higher education as one who is egoless, giving rather than taking, and capable of empowering colleagues while maintaining effective communication at all levels. Such leadership fosters a collaborative and supportive atmosphere crucial for the advancement of higher education.

Through these insights, Prof. AK Singh's lecture provided a detailed roadmap for enhancing the governance of higher education institutions in India, highlighting the need for adaptable, inclusive, and visionary leadership that can navigate the challenges and opportunities of the 21st century.

Session 5, Lecture 1

Policies and Practices for Inclusive Education

Prof. Sunil Kumar Singh

In his lecture, Prof. Sunil Kumar Singh said that the National Education Policy 2020 (NEP 2020) lays forth lofty objectives for promoting inclusive education with the purpose of meeting every student's varied learning needs. There are a lot of obstacles to overcome before inclusive education policies can be implemented under NEP 2020. He went on to say that resource allocation is still a major problem in higher education, since many of these institutions lack the infrastructure, financing, and skilled staff needed to properly support inclusive policies. Second, even though NEP 2020 stresses the need of teacher preparation, complete training

programs that give educators the abilities to meet a range of demands are not always implemented in a sufficient manner. Creating learning settings that are truly inclusive is also hampered by the attitudes of educators, administrators, and the general public. Furthermore, many educational institutions fail to provide accessible facilities and materials, despite the fact that maintaining accessibility—both digital and physical—is vital for accommodating students with disabilities. Prof. Singh emphasized further that in order to achieve the inclusive education vision expressed in NEP 2020, there must be coordinated efforts made in resource mobilization, capacity building, awareness-raising, and policy implementation. Another difficulty is

effectively assessing and evaluating pupils with a variety of learning needs. Additionally, he discussed how alternative evaluation procedures that take into account different learning styles and abilities must be developed and implemented because traditional assessment methods may not be able to effectively measure the talents of all students. Furthermore, the effectiveness of inclusive education efforts depends on securing parental commitment and support. To enable parents to act as their children's advocates for their educational rights, tailored interventions are necessary. Parents of children with disabilities, however, frequently face obstacles while trying to navigate the educational system, gain information, and receive support services. Translating the inclusive vision of NEP 2020 into meaningful actions and outcomes in the education system calls for a concerted and persistent effort from policymakers, educators, parents, and other stakeholders in order to address these complex difficulties.

Session 5, Lecture 2

Enhancing Human Values in Higher Education

Prof. Pawan Kumar Sharma

In a deeply reflective session titled "Enhancing Human Values in Higher Education," Prof. Pawan Kumar Sharma from the Department of Political Science at CCU, Meerut, addressed a

gathering of academics with a poignant reminder of the essence of education. He emphasized the significance of human values, which he argued are fundamental to the conception of education itself. Prof. Sharma's discourse, steeped in the rich traditions of Indian philosophical thought, challenged contemporary education systems to reinvigorate their commitment to these core values.

Prof. Sharma began his address by pointing out a common plight among educators: "We all present here are teachers and we have lost the student within us, and then the enjoyment is lost." This statement set the tone for his argument that the joy of learning is diminished when educators cease to be learners themselves. He proposed that retaining a sense of curiosity and continuous learning is essential for nurturing an educational environment rich in human values.

Central to his talk was the condemnation of an education system devoid of human values, which he described as no education at all. This strong statement highlighted his belief in the

inseparability of education and inherent human values such as truth, righteousness, and moral integrity. Prof. Sharma lamented the shift from traditional Indian education systems, which he described using the term ‘vidya’, to the more contemporary ‘shiksha’. He explained that ‘vidya’ encompasses a broader and more profound connotation, rooted in holistic development and moral underpinnings, unlike ‘shiksha’ which is a product of post-18th-century influences and often lacks these dimensions.

Prof. Sharma also referenced several ancient texts that encapsulate the core values he advocates for in modern education, including the Valmiki Ramayana, Panini’s Astadhyayi, Kautilya’s Arthashastra, Shukra Niti, and various Upanishads. These texts, he argued, are not merely religious or philosophical works, but repositories of timeless wisdom on human behavior and societal governance, which could greatly enhance contemporary educational curricula if integrated thoughtfully.

In his critique of the current education system, Prof. Sharma highlighted the loss of the ultimate goal of education—truth. He quoted from the Taittiriya Upanishad, “Satyam vada, dharmam chara; svãdhyãyãn mã pramadaha,” which means, "Always proclaim the truth, practice truthfulness, abide by your Dharma; that which does good to an individual and society. Do not be idle in your studies." This, he argued, should be the guiding principle of education, inspiring individuals to live truthfully and uphold their moral duties.

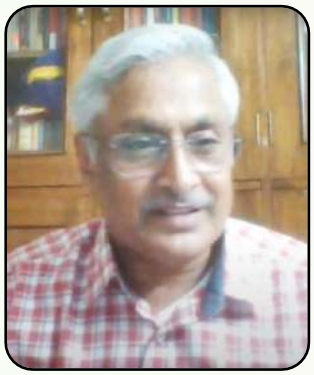
Prof. Sharma emphasized learning from one’s environment, stating that nature itself is a profound teacher. He decried the modern disconnect between students and teachers, noting that respect for teachers has diminished, which undermines the educational process. To restore this balance, he suggested a revival of respect and dignity within the educational system, echoing the relational dynamics emphasized in traditional Indian educational practices. Moreover, he discussed the teachings of the Prashna Upanishad, which he believes could provide significant benefits in the modern educational context by fostering an environment that encourages questioning and seeking knowledge.

In conclusion, Prof. Sharma’s session was a call to introspection and action for educators to imbibe and impart human values through their teaching. He underscored the importance of such values, which he believes are crucial for the development of not only well-informed but also morally grounded individuals. His message was clear: the path to true education lies in the relentless pursuit of truth and the practice of values that benefit both the individual and society. This session served as a reminder that the heart of education beats strongest when enriched with human values, making it not only a tool for intellectual but also moral and ethical development.

Session 6, Lecture 1

Leadership and Vision for the Future of Academia

Prof. C.B. Sharma



Prof. C.B. Sharma, Indira Gandhi National Open University (IGNOU), delivered an enlightening talk focusing on "Leadership and Vision for the Future of Academia." He opened the discussion by posing a critical question about the future of education in India by 2040. Referring to the National Education Policy (NEP), he noted that a committee would be established in 2040 to evaluate current policies and formulate educational strategies for the following two decades. This initiative is part of a broader vision by the Government of India to develop a fully realized 'BHARAT' by 2047. He emphasized the necessity of visionary leadership to guide India towards this development.

Highlighting the importance of global perspectives, Professor Sharma advocated for an international outlook in understanding and adopting leadership qualities that could foster visionary thinking within India's academic and institutional frameworks. He provided a historical analysis, noting that while the concept of universities is 5000 years old, modern universities have existed for about 1000 years. He underscored the significant role of academia in shaping societal mindsets and economic conditions. Citing economist Angus Madison, Sharma pointed out that until the 18th century, India accounted for 41% of world trade, largely due to its robust academic and institutional structures that were subsequently impacted by continuous invasions over the last millennium.

Professor Sharma critically assessed the current standings of Indian universities in global rankings, observing that none are within the top 100 of the Times Higher Education rankings. He posited a hypothetical scenario where if an institution like Banaras Hindu University (BHU) ranked among the top three globally, it would naturally attract the best minds and significant financial investments. Drawing from history, he mentioned renowned universities such as Takshashila, Vikramshila, and Nalanda, which were economic hubs due to their academic leadership.

In his concluding remarks, Professor Sharma stressed the need to identify and support academic leaders who can spearhead the transformation of India's educational framework. He emphasized that revitalizing academia is crucial not only for societal and economic growth but also for the nation's overall development. His insights call for a proactive reassessment of current educational policies and practices, aiming to position India as a global leader in education and economic strength by 2047. Implementing programs to cultivate leadership skills among educators and administrators, fostering international partnerships to exchange knowledge and best practices in educational leadership, and regularly assessing and updating educational policies to reflect the changing global and national landscapes are recommended for significant influence on the trajectory of India's educational and economic development, ensuring a prosperous future aligned with the visionary goals set forth for 2047.

Validatory Session

Professor Akhilesh Kumar Singh embarked on a significant endeavor to observe the implementation of the National Education Policy (NEP) 2020 by visiting 180 colleges within his university. During these visits, he engaged with approximately 1000 students and numerous faculty members. Through these interactions, Prof. Singh realized the critical need to enhance student participation in colleges. He understood that learning could only be effective if students are actively involved and present. To encourage this, he motivated teachers to be more dedicated in their teaching approaches and inspired students to study with greater focus and concentration. After returning from these visits, he took a proactive step by starting to teach two course modules himself at the university, aiming to lead by example and foster a more engaged and educational environment. I began teaching in a blended mode, where students participated both in the classroom and online. Initially, the number of online students was small, but eventually, it increased to 400. This significant increase highlights the growing acceptance and convenience of online learning. It is essential for our lecturers to record their lectures and upload them to the website. This approach ensures that students can access and benefit from these classes whenever they choose, providing flexibility in their learning process. Today, we face many challenges, but we also have numerous strategies at our disposal to overcome these obstacles. This blended approach not only addresses the current educational challenges but also leverages technology to enhance student accessibility and engagement.

Professor R.S. Dubey has observed significant strides in the evolution of education in India

since the implementation of the National Education Policy (NEP) 2020. This policy marks the first major educational reform in independent India that directly addresses the essence of Indian identity alongside academic and entrepreneurial skills development. As the nation progresses, there is a clear directive to intertwine traditional Indian knowledge systems with modern educational frameworks, aiming to enhance life standards through a more holistic educational approach. Under NEP 2020, the focus is not just on academic excellence but also on nurturing entrepreneurship and skills development among students. This shift is vital for supporting

India's rapidly growing economy and its expanding role on the global stage. The introduction of a four-year degree program across central universities is a testament to these reforms, aligning more closely with global education standards and providing students with a more robust and flexible learning framework. The increase in online participants in educational programs, rising from a few to 400, highlights the growing accessibility and acceptance of digital learning platforms. This transition supports the continuous effort to make education more inclusive and adaptable to different learning preferences and circumstances. Professor Dubey also emphasized the importance of character building in education—a vision shared by historical figures like Mahamana, who founded Banaras Hindu University with the aim of promoting Indian values and high moral standards. This vision is more relevant today as education extends beyond imparting knowledge to fostering a sense of national duty and personal integrity among students. The surge in startups—from 300 in 2014 to over 130,000 today—illustrates the vibrant entrepreneurial spirit thriving in India, bolstered by policies that encourage innovation and multidisciplinary learning. The adoption of AI and other technologies in educational practices is set to further revolutionize the learning environment, making it more dynamic and interconnected. As India continues to develop and adapt to these educational advancements, the ongoing implementation of NEP 2020 remains a critical focus. The policy's comprehensive approach ensures that education in India is not only about acquiring knowledge but also about developing a well-rounded character committed to societal and national well-being. This holistic development is essential for India's youth to navigate and thrive in the complexities of the modern world.

Participants' feedback from a national seminar sheds light on their educational experiences and the impact of the National Education Policy (NEP) 2020. Priyanka Tripathi, a research student from the Faculty of Education, expressed her gratitude for the opportunity to understand the implementations of NEP 2020 and the related challenges. Her experience highlighted the need for strategic interventions to address these obstacles effectively, thanking the organizers for such a well-conceived event.

Aparajit Sharma, from the Central Sanskrit University in Jammu, gained valuable insights into what NEP 2020 entails and the future directions of education in India. He noted the seminar's role in clarifying upcoming challenges and strategies for navigating them, expressing hope that such events continue to enlighten and guide educators.

Professor Bala Lakhendra from Banaras Hindu University reflected on the seminar with great satisfaction, particularly appreciating how the sessions were directly relevant and beneficial to the attendees. He was pleased with the emphasis on integrating traditional Indian knowledge into contemporary educational contexts, enhancing the understanding of India's rich cultural heritage.

Professor Ram Kumar Singh, also from Banaras Hindu University, was impressed by the participants' engagement throughout the seminar, noting that no one was distracted and everyone was keenly interested in learning new things. He felt that the outcomes of the seminar were very positive, highlighting the effectiveness of such educational gatherings.

Professor Prem Narayan Singh, Director, IUCTE, expressed gratitude towards the attendees and special guests, noting that their presence enriched the event. He emphasized the importance of understanding the essence of Bharat distinct from the westernized view of 'India' and called

for continued efforts to appreciate and integrate Indian values and philosophy in educational practices. Each participant's feedback underlines the success of the seminar in addressing key aspects of NEP 2020, fostering a better understanding of educational policies, and inspiring educators to adopt innovative practices aligned with India's educational goals. The collective insights and positive responses showcase the significant impact such discussions have on shaping the future of education in India.

The seminar concluded with a heartfelt vote of thanks delivered by Dr. Raj Singh, expressing gratitude to all the speakers and participants. His remarks emphasized the significance of the discussions and their impact on shaping the future of higher education in India. The seminar's atmosphere was both reflective and hopeful as it drew to a close. The event ended on a patriotic note with everyone standing for the National Anthem, fostering a sense of unity and commitment to national progress.

Outcomes of the Seminar:

1. **Enhanced Understanding of Current Trends:** Participants gained a comprehensive understanding of the current status and emerging trends in Indian higher education. This included insights into enrollment patterns, institutional growth, and prevailing challenges.
2. **Emphasis on Multidisciplinary Education:** The seminar highlighted the importance of holistic and multidisciplinary approaches in higher education. Attendees recognized the need for curricula that integrate various disciplines to foster critical thinking and innovation.
3. **Awareness of UGC Reforms:** The reforms introduced by the UGC to implement NEP 2020 were thoroughly discussed. Participants left with a clear understanding of flexible curricula, academic credit banks, and the push for multidisciplinary education.
4. **Strategies for Quality Enhancement:** The seminar provided actionable strategies to enhance the quality and excellence of higher education in India. This included faculty development programs, research opportunities, and the importance of industry-academia collaborations.
5. **Collaborative Efforts for SDGs:** There was a strong focus on how higher education institutions can collaborate to achieve Sustainable Development Goals (SDGs). The discussions underscored the role of research, policy-making, and community engagement in promoting sustainable development.
6. **Inclusive and Rooted Education:** The need for inclusive education policies and practices was emphasized, ensuring equal opportunities for all students. Additionally, there was a call to integrate indigenous knowledge and cultural heritage into the curriculum to help students connect with their roots.
7. **Publication of Seminar Papers:** The seminar papers presented will be published in the institute's upcoming journal, PRAMA. This provides a platform for disseminating the research and ideas discussed during the seminar, contributing to the academic discourse on higher education.

These outcomes emphasize the seminar's interactive and impactful nature, providing valuable insights and fostering a collective commitment to enhancing India's higher education landscape.

Annexure 1: List of Resource Persons & Participants

Resource Persons

S. N.	Name	University/College Affiliation
1.	Prof. Om Prakash Pandey	Former Scientific Advisor to Prime Minister, Govt. of India
2.	Prof. K. P. Joshipura	Former VC, Saurashtra University & Founder VC, IITE, Gandhinagar
3.	Prof. Chand Kiran Saluja	Sanskrit Promotion Foundation, New Delhi
4.	Prof. J. B. Madhusudan	University of Hyderabad, Hyderabad
5.	Prof. Avinash Chandra Pandey	Director, IUAC, New Delhi
6.	Prof. Arbind Kumar Jha	IGNOU, New Delhi
7.	Prof. Rajnish Jain	Former Secretary, UGC, New Delhi
8.	Prof. Akhilesh Kumar Singh	Vice Chancellor, P.R.B.U., Prayagraj
9.	Prof. Sunil Kumar Singh	Faculty of Education, BHU
10.	Prof. Pawan Kumar Sharma	Department of Political Science, CCU, Meerut
11.	Prof. C. B. Sharma	Director, School of Education, IGNOU, New Delhi
12.	Prof. Abha Singh	Principal, Jagjiwan College, Ara
13.	Prof. Arvind Kr. Pandey	Ex-Head & Dean, Faculty of Education, MGKVP
14.	Prof. R. S. Dubey	Vice Chancellor, Central University of Gujrat, Gandhinagar
15.	Prof. Akhilesh Kumar Singh	Vice Chancellor, P.R.B.U., Prayagraj

Participants

S. N.	Name	University/College Affiliation
1.	Priyanka Tripathi	BHU, Varanasi
2.	Vinay Singh	MGKVP, Varanasi
3.	Shubham Mishra	BHU, Varanasi
4.	Dinesh Kumar	MGKVP, Varanasi
5.	Meenakshi Yadav	BHU, Varanasi
6.	Ankita Shukla	Central University of Kerala
7.	Shravan Kumar Kushwaha	BHU, Varanasi
8.	Ikhlas Ahmad	BHU, Varanasi
9.	Aditya	BHU, Varanasi
10.	Mamta Tripathi	Rani Durgavati Vishwavidyalay, Jabalpur
11.	Deepa Mehta	BHU, Varanasi
12.	Rajesh Kumar Singh	P.S. Dhuwarjun, Ghazipur
13.	Jagriti Singha	BHU, Varanasi
14.	Aprajit Sharma	Central Sanskrit University, Uttarakhand
15.	Reetika Shukla	Agrasen Kanya P.G. College (MGKVP), Varanasi
16.	Ravi Prakash Singh	MGKVP, Varanasi
17.	Bayas Kumar Kushwaha	BHU, Varanasi
18.	Vinod Kumar Singh	BHU, Varanasi
19.	Shailendra Singh	Post Graduate College, Ghazipur
20.	Kaushlendra Singh	Arya Mahila P.G. College (BHU), Varanasi
21.	Kunwar Bhanu Pratap Singh	Khardiha Mahavidyalya, Khardiha, Ghazipur
22.	Adhokshaj Pandey	BHU, Varanasi
23.	Gyanendra Nath Singh	Shri Murli Manohar Town P G College, Ballia.

24.	Dr. Uttam Kumar	BHU, Varanasi
25.	L.B Patel	BHU, Varanasi
26.	Pragya Dubey	BHU, Varanasi
27.	Dr. Sutit Kumar	VBPSU, Jaunpur
28.	Dr. Jaya Mukharji	BHU, Varanasi
29.	Dr. Shambhu Nath Shastri	MGKVP, Varanasi
30.	Prof. Sharada Kumar	Ex Principal Hindu Zamania
31.	Prof. Dayanand Pd Saha	UP Autonomous College, Varanasi
32.	Prof. Nalin Kumar Mishra	TDPG College, Jaunpur
33.	Satuagya Pandey	BHU, Varanasi
34.	Dr. Bala Kakhendra	BHU, Varanasi
35.	Amitabh Chandra Rao	UP College, Varanasi
36.	Prof. Lalita Rao	UP College, Varanasi
37.	Prof. Dhananjay Singh	Mathura P.G.C., Rasra, Ballia
38.	Dr. Hemendra Kumar Singh	University Of Lucknow, Lucknow
39.	Dr. Pankaj Singh	BHU, Varanasi
40.	Prof. Ram Bhusan Pandey	Sampuranand Sanskrit University
41.	Prof. Ram Kishor Tripathi	Sampuranand Sanskrit University
42.	Prof. Arvind Kumar Pandey	MGKVP, Varanasi
43.	Ashok Shaj Pandey	BHU, Varanasi
44.	Dr. Akatm Dev	Iswar Saran College, University of Allahabad
45.	Dr. Devendra Kumar Yadav	SSVV, Varanasi
46.	Pradeep Kumar Singh	BHU, Varanasi
47.	Raj Kumar Singh	BHU, Varanasi
48.	Vikas Mishra	Dr. Ghanshyam Singh PG College

49.	Saurabh Singh	Girls High School
50.	Dr. Pavan Kumar Singh	MGKVP, Varanasi
51.	Santosh Kumar	MGKVP, Varanasi
52.	Shekhar Suman Sinha	Galgotias University
53.	Ranjeet Rai	BHU, Varanasi
54.	Dr. Jitendra Kumar Singh	JDMV, Baralalpur
55.	Prof. Mahendra Pandey	SSVV, Varanasi
56.	Dr. Satyendra Kumar Yadav	SSVV, Varanasi
57.	Shravan Kumar Sushwaha	BHU, Varanasi
58.	Dr. Shweta	BHU, Varanasi
59.	Dhanajay Pathak	College Of Education
60.	Surjeet Kumar Yadav	SSVV, Varanasi
61.	Dr. Jinedh Kumar	MGKVP, Varanasi
62.	Dr. Shireesh Priyadarshi	Dr. Ghanshyam Singh, PG College, Varanasi
63.	Ramendra Singh Tomar	Moniraba, Prayagraj
64.	Surbhi Dubey	JNM College, Badalapur
65.	Dr. Bhupendra Singh	Jharkhan C University, Ranchi

Annexure 2: Advisory Committee

- **Prof. Sunil Kumar Singh**
  Faculty of Education, BHU, Varanasi
- **Prof. Rajnath**
  Deptt. of Social Science, S.S.V.V., Varanasi
- **Prof. Vinay Kumar Pandey**
  Faculty of SVDV, BHU, Varanasi
- **Prof. Satyapal Sharma**
  Deptt. of Hindi, BHU, Varanasi
- **Prof. Ajit Kumar Mishra**
  Deptt. of Humanistic Studies, IIT(BHU), Varanasi

Annexure 3: Organizing Team

Patron: Prof. Prem Narayan Singh, Director, IUCTE, Varanasi

Organizing Committee:

Convenor: Dr. Sunil Kumar Tripathi

Co-convenor: Dr. Raj Singh

Faculty Members

Dr. Deepty Gupta

Dr. Raja Pathak

Dr. Gyanendra Singh

Technical Team

1. Mr. Vikas Janu, Webmaster
2. Mr. Rana Pratap Rao, Hardware Engineer
3. Mr. Kuldeep Pandey, System Analyst
4. Mr. Shubham Prajapati, Multimedia
5. Mr. Abhigyan Srivastava, Software
6. Mr. Anand Kumar, Technician

Administrative Team

1. Dr. Nand Lal Ji, Senior Administrative Officer
2. Mr. Akash Chauhan, Administrative Officer
3. Ms. Purnima Singh, UDC
4. Mr. Anand Kumar Yadav, LDC

Accounts Section

1. Mr. M.R. Ramasubramaniam, Administrative Officer (Finance)
2. Mr. Vijay Kumar Rai, Assistant
3. Ms. Pooja Singh, LDC
4. Ms. Neha Patel, LDC

Special Mention

All the Remaining Staff of IUCTE worked in the background to make the event successful.

Annexure 4: Press Releases

शिक्षा नीति के क्रियान्वयन पर शिक्षाविद करेंगे मंथन

अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र में ३० एवं ३१ मार्च को 'राष्ट्रीय शिक्षा नीति (२०२०) के बाद भारतीय उच्च शिक्षा अवसर एवं चुनौतियां' विषय पर दो राष्ट्रीय संगोष्ठी में देश के प्रतिष्ठित शिक्षाविद्

राष्ट्रीय संगोष्ठी आज से

और प्रतिभागी करेंगे गंभीर मंथन। उक्त बातें शुक्रवार को केन्द्र के निदेशक प्रोफेसर प्रेमनारायण सिंह ने पत्रकार वार्ता में कहीं। उन्होंने कहा कि यह संगोष्ठी राष्ट्रीय शिक्षा नीति के क्रियान्वयन एवं क्रियान्वय के बाद इसके लाभ, इसमें संभावित चुनौतियों एवं इस नीति से संदर्भित उवसरों पर व्यापक मंथन करने के लिए आयोजित की गयी है। जिसमें देश के जाने-माने शिक्षाविद् हिस्सा लेंगे। ३० मार्च को इसके उद्घाटन सत्र में मुख्य अतिथि प्रधानमंत्री के पूर्व वैज्ञानिक सलाहकार डाक्टर ओमप्रकाश पांडेय अपने विचार रखोंगे। विशिष्ट अतिथि प्रोफेसर कमलेश पी. जोशीपुरा, (पूर्व वाइसचांसलर सौराष्ट्र विश्वविद्यालय एवं संस्थापक वाइस चांसलर आई.आई.टी.ई गांधीनगर) अपने विचार रखेंगे। संगोष्ठी में देश के अलग-अलग कोने से आए हुए शोधार्थी भी अपना शोध पत्र प्रस्तुत करेंगे। देश के विभिन्न हिस्सों से आए प्रतिष्ठित शिक्षाविदों के साथ साथ १०० से अधिक अध्यापक तथा शोधार्थी प्रतिभाग कर रहे हैं।

Source: Aaj, 31 March 2024 Pg 3

सशक्त भारत के सपने को पूरा करेगी एनईपी

- बीएचयू के आईयूसीटीई में हुई राष्ट्रीय संगोष्ठी
- प्रो. कमलेश पी जोशीपुरा ने व्यक्त किए विचार

वाराणसी, वरिष्ठ संवाददाता। बीएचयू स्थित अंतर विवि अध्यापक शिक्षा केंद्र (आईयूसीटीई) में शनिवार को 'राष्ट्रीय शिक्षा नीति 2020 के बाद भारतीय उच्च शिक्षा : अवसर एवं चुनौतियां' विषयक दो दिनी राष्ट्रीय संगोष्ठी का शुभारंभ हुआ। विशिष्ट अतिथि प्रो. कमलेश पी. जोशीपुरा ने कहा कि नई सशक्त भारत के स्वप्न को पूर्ण करने वाली है।

भारत के प्रधानमंत्री के पूर्व वैज्ञानिक सलाहकार डॉ. ओमप्रकाश पांडेय ने कहा कि भारत एक भूखंड मात्र नहीं है बल्कि राष्ट्र पुरुष है। प्रो. चांद किरण सलूजा ने राष्ट्रीय शिक्षा नीति के मानदंडों पर चर्चा की। सत्र की अध्यक्षता करते हुए केंद्र निदेशक प्रो. प्रेमनारायण सिंह ने चुनौतियों को संभावना में परिवर्तित पर बल दिया। डॉ. नंदलाल ने धन्यवाद दिया। मौके पर प्रो. जेबी मधुसूदन हैदराबाद, प्रो. अविनाश चंद्र पांडेय नई दिल्ली, प्रो. अरविंद कुमार झा आदि रहे।

Source: Hindustan 31 March 2024 Pg 4

भारत केंद्रित शिक्षा की बात करती है नई शिक्षा नीति

- बीएचयू के अंतर विवि अध्यापक शिक्षा केंद्र में संगोष्ठी का समापन
- गुजरात, रज्जू भइया विवि के कुलपति समेत कई विद्वानों ने रखे विचार

वाराणसी,प्रमुख संवाददाता। नई राष्ट्रीय शिक्षा नीति भारत केंद्रित शिक्षा की बात करती है। यह छात्रों के सर्वांगीण विकास की बात करती है। स्थानीय भाषा में शिक्षा की बात करती है। यह बातें गुजरात केंद्रीय विश्वविद्यालय के कुलपति प्रो रमाशंकर दुबे ने कहीं। वह रविवार को बीएचयू के अंतर विवि अध्यापक शिक्षा केंद्र की ओर से आयोजित राष्ट्रीय संगोष्ठी के समापन सत्र को संबोधित कर रहे थे।

'राष्ट्रीय शिक्षा नीति 2020 के बाद भारतीय उच्च शिक्षाः अवसर एवं चुनौतियां' विषयक संगोष्ठी में उन्होंने कहा कि आज छात्रों के पास सीखने की अनंत संभावनाएं हैं। यह पहली शिक्षा नीति है जो छात्रों के सर्वांगीण विकास पर ध्यान देती है। शिक्षक तब तक सफल नहीं माना जाएगा जबतक वह राष्ट्र सेवा के लिए राष्ट्रपूतों का निर्माण न करें।

विशिष्ट अतिथि रज्जू भैया विश्वविद्यालय के कुलपति प्रो अखिलेश कुमार सिंह ने कहा कि मैंने लगभग 182 महाविद्यालयों का भ्रमण किया और करीब 1000 से अधिक छात्रों से मिला। सबसे मिलने के बाद यह ज्ञात हुआ कि छात्र महाविद्यालय में कम पहुंचते हैं। अब यदि छात्र महाविद्यालय नहीं जाएंगे तो राष्ट्रीय शिक्षा नीति का लाभ उन्हें किस प्रकार मिलेगा। फिर हमने इस समस्या के समाधान के लिए ब्लेंडेड मोड लर्निंग आरंभ किया। यह अध्यापन विधि कारगर साबित हुई। राष्ट्रीय शिक्षा नीति हमें ऐसे अनंत अवसर प्रदान करती है। सत्र की अध्यक्षता करते हुए अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र के निदेशक प्रो.पीएन सिंह ने कहा कि राष्ट्रीय शिक्षा नीति भारत में भारतीय शिक्षा के लक्ष्य को पूर्ण करने के लिए बनी है। कार्यक्रम में देशभर से 100 से अधिक विद्वानों और शोधकर्ताओं ने भाग लिया। शोध पत्र वाचन किया तथा इन मुद्दों पर गंभीर विचार-विमर्श किया। कार्यक्रम के अंत में धन्यवाद ज्ञापन डॉ राजं सिंह, स्वागत डॉ. सुनील कुमार त्रिपाठी एवं संचालन डॉ. कुशाग्री सिंह ने किया। इससे पूर्व के सत्रों में प्रो. सीबी. शर्मा, प्रो सुनील कुमार सिंह, प्रो पवन कुमार शर्मा ने उच्च शिक्षा से जुड़े विभिन्न मुद्दों पर विस्तार से प्रकाश डाला।

Source: Hindustan 01 April 2024 pg 6

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सोमवार, 1 अप्रैल, 2024

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राष्ट्रीय शिक्षा नीति 2020 कई मायनों में अत्यंत महत्वपूर्ण

दो दिवसीय संगोष्ठी का हुआ भव्य आरंभ

प्रहलाद पाण्डेय
वाराणसी/संसद वाणी : अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र, वाराणसी में राष्ट्रीय शिक्षा नीति 2020 के बाद भारतीय उच्च शिक्षा: अवसर एवं चुनौतियां विषय पर आज दो दिवसीय राष्ट्रीय संगोष्ठी का आरंभ हुआ। संगोष्ठी का आरंभ मातावरण से किया गया इसके बाद कार्यक्रम के विशिष्ट अतिथि प्रोफेसर कमलेश पी. जोशीपुरा ने अपने विचार रखे।

उन्होंने कहा कि राष्ट्रीय शिक्षा नीति 2020 कई मायनों में अत्यंत महत्वपूर्ण है। यह सिर्फ नीति कोई नई शिक्षा नीति नहीं है, अपितु यह शिक्षा नीति पुराने सभी शिक्षा नीतियों एवं समितियों के सुझाव एवं सशक्त भारत के स्वप्न को पूर्ण करने के आधारशिला पर खड़ी है। आज हमें अपने भारत के पुजाओं को पुनः उनके गौरवशाली इतिहास से रूबरू कराना होगा। हम पश्चिमी जीव नहीं हैं। भारत को शिक्षा परंपरा कभी स्वर्ग के विकास पर

बल नहीं देती, अपितु सपग्र विकास के विकास एवं सह अस्तित्व को रेखांकित करती है।

इसी क्रम में भारत के प्रधानमंत्री के पूर्व वैज्ञानिक सलाहकार डॉ अजयकुमार सूद ने भारतीय ज्ञान परंपरा पर प्रकाश डाला। उन्होंने अपने वक्तव्य में कहा कि भारत कोई एक भूखंड मात्र नहीं है अपितु यह सप्त पुरुष है। यह रिजीय नहीं है अपितु फेडरल से परा हुआ है। भारत केवल कुछ किलोमीटर की सीमाओं में नहीं माना जा सकता अपितु इसका प्रभाव एवं सम्बन्ध विश्व के प्रत्येक कोने में अनुभव किया जा सकता है। उन्होंने भारत के सांस्कृतिक परंपरा को रेखित करते हुए कहा कि भारत की सांस्कृतिक समृद्धि, वैज्ञानिक उत्कर्ष एवं तकनीकता तेजी की ऊंचाओं में प्रलब्ध दृष्टिगोचर होते हैं। हमारी परंपरा केवल ज्ञान और विज्ञान तक ही सीमित नहीं है अपितु हम ज्ञान से विज्ञान एवं विज्ञान से प्रज्ञान की ओर अग्रसर होने की शिक्षा देते हैं। हम सिर्फ केवल अपनी चर्चा नहीं करते अपितु सपग्र ब्रह्मांड के कल्याण की प्रार्थना करते हैं।

प्रोफेसर पांच किरण सहूजा ने राष्ट्रीय शिक्षा नीति के मानदंडों पर चर्चा की। उन्होंने कहा कि आखिर हम शिक्षायन क्यों करें? उन्होंने कहा कि इसका उत्तर हमारे शास्त्रों में ही दिया गया है और राष्ट्रीय शिक्षा नीति इसी बिंदु में पर खड़ी है। अर्थात स्वर्गीय टू जी, इन टू इलेक्ट्रानिक्स परिवर्तित विद्युत, स्वर्गीय टू यू इलाहर भार किसी विचार, स्वर्गीय टू सौर तुमेलर हमेशामेक सपग्र विश्वबंधु एंड स्वर्गीय टू जी इमपुर्णचंद्र के सहोर के माध्यम से भारतीय पक्ष को रेखांकित करते हुए कहा कि अब भारत के पुजाओं को परिवार एवं विश्व से पुरुष करना है।

सत्र की अध्यक्षता करते हुए केंद्र के निदेशक प्रोफेसर प्रेम नारायण सिंह ने धुनीतियों को संभावना में परिवर्तित करने की आवश्यकता पर बल देते हुए आशा व्यक्त किया कि संगोष्ठी अपने निर्धारित उद्देश्य को प्राप्त करेगी।

केंद्र के वरिष्ठ प्रशासनिक अधिकारी डॉ नंदलाल संगोष्ठी के सभी विद्वान पक्षाओं व प्रतिभागियों के प्रति धन्यवाद ज्ञापन करते हुए कहा कि यह दो दिवसीय संगोष्ठी निश्चित ही फलदायी होगी तथा इस संगोष्ठी में विचार मंथन के उपरांत प्राप्त तथ्यों को जरुरतमान के लिए रिपोर्ट के रूप में प्रस्तुत किया जाएगा। इस दो दिवसीय राष्ट्रीय संगोष्ठी में देश के जाने-माने विद्वानिद हिस्सा ले रहे हैं। 100 से अधिक अनुसंधान पी तथ्यों एवं आंकड़ों सहित चर्चा में हिस्सा ले रहे हैं। कार्यक्रम में प्रोफेसर जे. पी. मधुसूदन, हैदराबाद, प्रोफेसर अविनाश चंद्र पांडेय नई दिल्ली, प्रोफेसर अरविंद कुमार झा, डॉक्टर पीताम्बर सिंह, प्रोफेसर राजनाथ, प्रोफेसर त्रिदीप कुमार सहित अनेक सुप्रसिद्ध विद्वानियों की उपस्थिति रही। कार्यक्रम का संचालन डॉक्टर सुनील त्रिपाठी एवं विभव प्रवर्तन डॉ ज्योति सिंह ने किया।

Source: Sansad Vani 01 April 2024 pg 3

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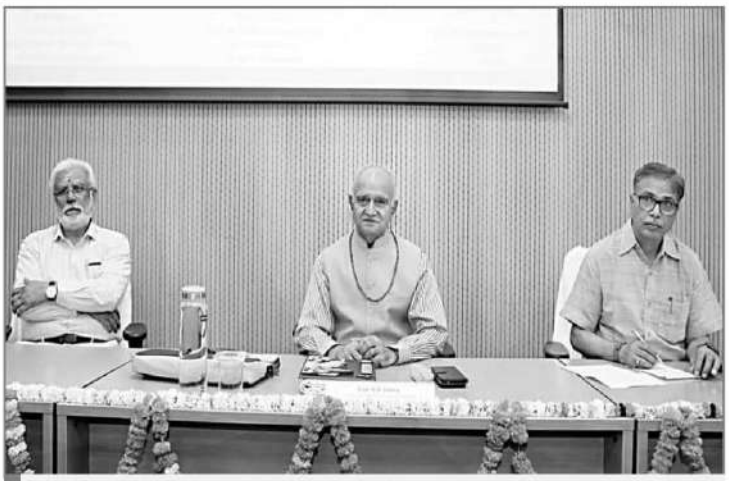
वाराणसी, १ अप्रैल, २०२४

वारा



संगोष्ठीमें मंचासीन अतिथिगण। छाया : आज

बीएचयू के

लंका थाने

बीएचयू के राजाराम छात्रावास में शनिवार को एक छात्र के साथ अप्राकृतिक दुष्कर्म करने की कोशिश एवं मारपीट का मामला प्रकाश में आया है। घटना की जानकारी मिलते ही ही हॉस्टल सहित पूरे विश्वविद्यालय में हड़कंप मच गया। काशी हिंदू विश्वविद्यालय के राजाराम छात्रावास में रहने वाले सोशियोलॉजी एमए फाइनल ईयर के एक छात्र के साथ रविवार की भोर में हॉस्टल में ही रहने वाले एक छात्र ने जबरन अप्राकृतिक दुष्कर्म करने की कोशिश की। राजाराम हॉस्टल के एक लॉबी में अचानक

छात्रों के पास सीखने की अनंत संभावना- प्रोफेसर रमाशंकर दुबे

गुजरात केंद्रीय विश्वविद्यालय के वाइस चांसलर प्रोफेसर रमाशंकर दुबे ने कहा कि राष्ट्रीय शिक्षा नीति (२०२०) वह शिक्षा नीति है, जो भारत केंद्रित शिक्षा की बात करती है। जो छात्रों के सर्वांगीण विकास की बात करती है तथा स्थानीय भाषा में शिक्षा की बात करती है। वह रविवार को अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र के द्वारा आयोजित 'राष्ट्रीय शिक्षा नीति २०२० के बाद भारतीय उच्च शिक्षा: अवसर एवं चुनौतियां' विषयक दो दिवसीय संगोष्ठी के समापन पर बतौर मुख्य अतिथि संबोधित कर रहे थे। उन्होंने कहा तब तक सफल नहीं माना जाएगा जब तक वह राष्ट्र सेवा के लिए राष्ट्रपूतों का निर्माण न करें। विशिष्ट अतिथि रज्जू भैया विश्वविद्यालय (प्रयागराज) के वाइसचांसलर प्रोफेसर अखिलेश कुमार सिंह ने कहा कि जीवन में चुनौतियां बहुत

विश्व गुरु बनाने के लिए ही बनी है नयी शिक्षा नीति- प्रोफेसर प्रेमनारायण सिंह

हैं, पर उन्हें पार करने का रास्ता भी हमारे ही पास है। कार्यक्रम में प्रोफेसर रजनीश जैन ने राष्ट्रीय शिक्षा नीति को लागू करने में यूजीसी द्वारा निर्देशित सुधारों के ऊपर विस्तृत कुमार सिंह ने कहा कि हमें नीतियों के क्रियान्वयन को धरातल पर लाना होगा। प्रोफेसर पवन कुमार शर्मा ने उच्च शिक्षा में मानवीय मूल्यों पर प्रकाश डालते हुए विस्तार से उपनिषदों के उदाहरण के साथ मानवीय मूल्य एवं इसके महत्व को समझाया। उन्होंने यह रेखांकित किया कि नई शिक्षा नीति बार-बार भारत केंद्रित शिक्षा की बात करती है। कार्यक्रम की अध्यक्षता करते हुए अध्यापक शिक्षा केंद्र के देश को पुनः विश्व गुरु बनाने के लक्ष्य को दृष्टिपथ में रखकर बनायी गयी शिक्षा नीति है। उन्होंने कहा कि यदि आपने अपने जैसे पांच अध्यापक तैयार कर दिए तो आपका शिक्षक होना सफल है। अन्यथा की स्थिति में आप सिर्फ नौकरी कर रहे हैं। सरकार ने तो नीति बना दी है, अब आवश्यकता है, हमें नीयत बनाने की। कार्यक्रम में देशभर से १०० से अधिक विद्वानों एवं शोधकर्ताओं ने भाग लिया। शोध पत्र वाचन किया तथा इन मुद्दों पर गंभीर विचार विमर्श किया। कार्यक्रम का संयोजन एवं संचालन डॉक्टर सुनील कुमार त्रिपाठी एवं कार्यक्रम

Source: Aaj, 01 April 2024

काशी उद्घोषणा के संकल्प के साथ दो दिवसीय राष्ट्रीय संगोष्ठी का समापन

अंबेडकरनगर। अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र के द्वारा आयोजित राष्ट्रीय शिक्षा नीति 2020 के बाद भारतीय उच्च शिक्षारू अवसर एवं चुनौतियांष विषयक दो दिवसीय संगोष्ठी आज पूर्ण हुई। आज के दिन सर्वप्रथम व्याख्यान सत्र के आरंभ में प्रोफेसर रजनीश जैन ने राष्ट्रीय शिक्षा नीति को लागू करने में यूजीसी द्वारा निर्देशित सुधरो के ऊपर विस्तृत चर्चा की। इसी क्रम में उच्च शिक्षा में प्रशासन विषय पर प्रोफेसर अखिलेश कुमार सिंह, कुलपति, प्रोफेसर रज्जू भैया विश्वविद्यालय ने विस्तृत प्रकाश डाला। प्रो. सी. बी. शर्मा में भविष्य के शैक्षणिक समाज के लिए दृष्टि एवं नेतृत्व विषय पर विस्तृत विचार मंथन किया। प्रोफेसर सुनील कुमार सिंह ने शैक्षणिक नीतियां एवं उनका क्रियान्वयन विषय पर प्रकाश डालते हुए कहा कि हमें नीतियों के क्रियान्वयन को धरातल पर लाना होगा। इनके क्रियान्वयन के पश्चात हमें आत्म मूल्यांकन करना होगा कि हमने कितने ईमानदारी से नीतियों को धरातल पर लाया है। अगले विषय विशेषज्ञ के रूप में प्रोफेसर पवन कुमार शर्मा ने उच्च शिक्षा में मानवीय मूल्यों पर प्रकाश डालते हुए विस्तार से उपनिषदों के उदाहरण के साथ मानवीय मूल्य एवं इसके महत्व को समझाया। उन्होंने यह रेखांकित किया कि नई शिक्षा नीति बार–बार भारत केंद्रित शिक्षा की बात करती है। विशिष्ट व्याख्यानों के बाद संपूर्ति सत्र में मुख्य अतिथि के रूप में उपस्थित प्रोफेसर रमाशंकर दुबे कुलपति, गुजरात केंद्रीय विश्वविद्यालय ने कहा कि राष्ट्रीय शिक्षा नीति 2020 वह शिक्षा नीति है जो भारत केंद्रित शिक्षा की बात करती है, जो छात्रों के सर्वांगीण विकास की बात करती है, जो स्थानीय भाषा में शिक्षा की बात करती है। उन्होंने कहा कि आज छात्रों के पास सीखने की अनंत संभावनाएं हैं। यह पहली शिक्षा नीति है जो छात्रों के सर्वांगीण विकास पर ध्यान देती है। शिक्षक तब तक सफल नहीं माना जाएगा जब तक वह राष्ट्र सेवा के लिए राष्ट्रपूतों का निर्माण न करें। विशिष्ट अतिथि के रूप में उपस्थित प्रोफेसर अखिलेश कुमार सिंह, कुलपति, रज्जू भैया

विश्वविद्यालय ने कहा कि मैंने लगभग 182 महाविद्यालयों का भ्रमण किया और करीब 1000 से अधिक छात्रों से मिला। सबसे मिलने के बाद यह ज्ञात हुआ कि छात्र महाविद्यालय में कम पहुंचते हैं। अब यदि छात्र महाविद्यालय नहीं जाएंगे तो राष्ट्रीय शिक्षा नीति का लाभ उन्हें किस प्रकार मिलेगा ? फिर हमने इस समस्या के समाधान के लिए ब्लेंडेड मोड लर्निंग आरंभ किया और यह अध्यापन विधि कारगर साबित हुई । राष्ट्रीय शिक्षा नीति हमें ऐसे अनंत अवसर प्रदान करती है। उन्होंने कहा कि जीवन में चुनौतियां बहुत हैं पर उन्हें पार करने का रास्ता भी हमारे ही पास है। सत्र की अध्यक्षता करते हुए अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र के निदेशक प्रोफेसर प्रेम नारायण सिंह ने कहा कि राष्ट्रीय शिक्षा नीति भारत में भारतीय शिक्षा के लक्ष्य को पूर्ण करने हेतु बनी है। यह हमारे देश को पुनः विश्व गुरु बनाने के लक्ष्य को दृष्टिपथ में रखकर बनाई गई शिक्षा नीति है। अपनी बात को आगे बढ़ाते हुए उन्होंने कहा कि यदि आपने अपने जैसे पांच अध्यापक तैयार कर दिए तो आपका शिक्षक होना सफल है, अन्यथा की स्थिति में आप सिर्फ नौकरी कर रहे हैं। सरकार ने तो नीति बना दी है अब आवश्यकता है हमें नीयत बनाने की। कार्यक्रम में देशभर से 100 से अधिक विद्वानों एवं शोधकर्ताओं ने भाग लिया दर्जन भर से ज्यादा शोध ा का वाचन किया गया तथा कई संबंधित मुद्दों पर गंभीर विचार विमर्श किया गया। कार्यक्रम के अंत में धन्यवाद ज्ञापन डॉक्टर राज सिंह, समन्वयन डॉक्टर सुनील कुमार त्रिपाठी एवं संचालन डॉक्टर कुशाग्री सिंह ने किया। अंत में संगोष्ठी से प्राप्त निष्कर्ष, सुझाव तथा भावी कार्य योजना को काशी उद्घोषणा के रूप में प्रकाशित करने के संकल्प के साथ संगोष्ठी का समापन हुआ!

Source: Newspaper, 01 April 2024

उच्च शिक्षा में एनईपी लागू करने का मार्ग प्रशस्त करेगी 'काशी उद्घोषणा'

राष्ट्रीय शिक्षा नीति 2020 पर गहन विमर्श, अंतर विवि अध्यापक शिक्षा केंद्र प्रकाशित करेगा संगोष्ठी का मसौदा व निष्कर्ष

जागरण संवाददाता, वाराणसी : अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र में "राष्ट्रीय शिक्षा नीति 2020 के बाद भारतीय उच्च शिक्षा : अवसर एवं चुनौतियां" विषय पर हुआ दो दिवसीय गहन विमर्श से निकले निष्कर्षों, सुझावों तथा भावी कार्य योजना को 'काशी उद्घोषणा' के नाम से प्रकाशित किया जाएगा। यह उद्घोषणा उच्च शिक्षा में राष्ट्रीय शिक्षा नीति 2020 लागू करने का मार्ग प्रशस्त करेगी।

विश्वविद्यालय अनुदान आयोग के पूर्व सचिव प्रो. रजनीश कुमार जैन ने ये बातें संगोष्ठी के समापन अवसर पर कहीं। उन्होंने एनईपी आने के बाद इसे लागू करने में आ रही व्यावहारिक समस्याओं के संबंध में देश भर से आए सुझावों व संशोधनों पर विस्तार से चर्चा की।

प्रोफेसर रज्जू भैया विश्वविद्यालय के कुलपति प्रो. अखिलेश कुमार सिंह ने उच्च शिक्षा में प्रशासन पर विस्तृत प्रकाश डाला। प्रो. सीबी शर्मा में भविष्य के शैक्षणिक समाज के लिए दृष्टि एवं नेतृत्व विषय पर विचार मंथन किया। प्रो. सुनील कुमार सिंह ने शैक्षणिक नीतियों एवं उनके क्रियान्वयन की बात की। प्रो. पवन कुमार शर्मा ने उच्च शिक्षा में उपनिषदों के उदाहरण के साथ मानवीय मूल्य एवं इसके महत्व को समझाया।

संपूर्ति सत्र में मुख्य अतिथि गुजरात केंद्रीय विश्वविद्यालय के कुलपति प्रो. रमाशंकर दुबे ने कहा कि राष्ट्रीय शिक्षा नीति 2020 भारत केंद्रित शिक्षा, छात्रों के सर्वांगीण विकास, स्थानीय भाषा में शिक्षा की बात करती है। यह पहली शिक्षा नीति है जो छात्रों के सर्वांगीण विकास पर ध्यान देती है। अध्यक्षता अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र के निदेशक प्रो. प्रेम नारायण सिंह ने ने की। सम्मेलन का समन्वयन डा. सुनील कुमार त्रिपाठी, संचालन डा. कुशाग्री सिंह व धन्यवाद ज्ञापन डा. राज सिंह ने किया।

Source: Dainik Jagran 01 April 2024

विद्यार्थी कॉलेज नहीं जाएंगे तो उन्हें कैसे मिलेगा नई शिक्षा नीति का लाभ

वाराणसी। अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र की ओर राष्ट्रीय शिक्षा नीति-2020 के बाद भारतीय उच्च शिक्षा : अवसर एवं चुनौतियां विषय पर नरिया सुंदरपुर में आयोजित दो दिवसीय राष्ट्रीय संगोष्ठी का रविवार को समापन हो गया। प्रोफेसर रजनीश जैन ने राष्ट्रीय शिक्षा नीति को लागू करने में यूजीसी की ओर से निर्देशित सुधारों पर चर्चा की। प्रोफेसर अखिलेश कुमार सिंह ने कहा कि 182 महाविद्यालयों के भ्रमण के दौरान 1000 विद्यार्थियों से मिलने के बाद मैंने पाया कि विद्यार्थी महाविद्यालय कम पहुंचते हैं। यदि छात्र महाविद्यालय नहीं जाएंगे तो राष्ट्रीय शिक्षा नीति का लाभ उन्हें कैसे मिलेगा? फिर हमने इस समस्या के समाधान के लिए ब्लेंडेड मोड लर्निंग शुरू की और यह अध्यापन विधि कारगर साबित हुई। प्रो. सीबी शर्मा में भविष्य के शैक्षणिक समाज के लिए दृष्टि एवं नेतृत्व विषय पर मंथन किया। प्रोफेसर सुनील कुमार सिंह ने कहा कि हमें नीतियों के क्रियान्वयन को धरातल पर लाना होगा। ब्यूरो

Source: Newspaper, 01 April 2024

Annexure 5: Glimpses of the Program

Inter University Centre for Teacher Education

Banaras Hindu University
IUCTE Campus, Sundar Bagiya
Nariya-BLW Road, Varanasi - 221005
Uttar Pradesh

Contact No. : 0542-2368823
Email : directoroffice@iucte.ac.in