Faculty Development Programme on NEP Implementation: Emerging Issues in Higher Education

(17th- 22nd August, 2023)

DETAILED REPORT

Inter University Centre for Teacher Education

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IUCTE Campus, Sundar Bagiya
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Chief Guests and Resource Persons

Foreword

The Inter University Centre for Teacher Education (IUCTE) is an autonomous institution established by the University Grants Commission (UGC) under section 12 (CCC). Its core mission is to promote excellence in higher education through pedagogical and technological innovations, advisory services, policy development, global partnerships, and networking. IUCTE envisions cultivating quality educators who contribute to a sustainable ecosystem, thus reshaping higher education in India. This institution plays a pivotal role in enhancing the quality of teaching, facilitating global collaboration, and influencing policy changes to advance the field of education within the country as well as globally.

It is with great pleasure and a sense of purpose to introduce this brief report on the Faculty Development Programme (FDP) focused on the implementation of the National Education Policy (NEP) and the emerging issues in higher education. National Education Policy 2020, with its visionary approach, charts a new course for transforming India's educational ecosystem. However, successful implementation of such a significant policy requires the concerted efforts of all stakeholders, particularly our esteemed faculty members who are at the forefront of shaping the minds of future generations.

This Faculty Development Programme was conceived as a platform for educators to delve into the core principles of the NEP, understand its nuances, and explore effective strategies for its seamless integration into our higher education institutions. In total 39 participants attended the program from 8 states and UTs. The rich discussions and interactions during this programme have undoubtedly enriched the participants' perspectives and equipped them with the tools necessary to navigate the complexities of this transformative policy.

I commend the dedication and enthusiasm of all the faculty members who participated in this programme. Their unwavering commitment for enhancing their knowledge and pedagogical practices reflects their deep-rooted passion for academic excellence and their desire to create a positive impact on the education landscape.

Furthermore, I extend my heartfelt gratitude to the resource persons and experts who generously shared their expertise and experiences, enriching this programme with their invaluable insights. I trust that this brief report will not only serve as a documentation of our collective efforts but also as a source of inspiration for future initiatives aimed at fostering excellence and inclusivity in higher education.

Prof. Prem Narayan Singh
Director, IUCTE

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About the Programme

As we all know that India's current and future educational system has been envisioned by the National Education Policy 2020. The policy makes some excellent and commendable claims. The policy proposes a form of comprehensive, captivating, and immersive holistic learning. Alongside aesthetics and the arts, a scientific mindset and evidence-based reasoning will also be ingrained. The NEP 2020 has started to gain some pace, but there are countless challenges which we need to look ahead for its realization. Due to the size and diversity of India's education system, it is a big challenge for implementation of NEP 2020 but achievable. For this, Higher education institutions need to design a strategy which intends to address pedagogical challenges, institutional imbalances, and broader access. We need to prepare students for the future and address the needs of a 21st century.

The majority of universities have formally implemented the policy, but the rest are in process of doing the same. The NEP 2020 still has a very long way to go. At the university level, it is a challenging responsibility to ensure coordination and collaboration among the numerous stakeholders due to its size and level of complexity in implementation. It is also necessary to address the education ecology, which stifles the development of creative concepts and innovation, as well as the insufficient institutional structure and financial accessibility. The most crucial challenge for NEP 2020 is to persuade institutes to accept and take charge of the first omnibus programme since 1986. The success of the NEP 2020, in essence, depends on collaborative efforts.

Objectives of the Programme

- To understand the concept of multidisciplinarity in higher education for leading the country into the 21st century.
- To gain a perspective of Internationalization of higher education for mutual benefits.
- To analyze the issues and challenges for higher education in terms of equity and inclusion.
- To understand the perspective of the regulatory system for re-energisizing the governance of the higher education sector.
- To understand the role of educational technologies for the improvement of processes and outcomes.
- To understand the Changing Landscape of Teacher Education.
- To revamp the pedagogical practices for the teachers in higher education.
- To nurture the Indian Values among teachers of higher education for the wellbeing of the students.

Major Themes of FDP

- Multidisciplinary in Higher Education & Professional Education
- Internationalization of Higher Education: Opportunities for Indian Institution
- Developing IDP: A Futuristic Perspective
- Equity and Inclusion: Higher Education for all
- Publications and Research Ethics: A quality parameter
- Educational Technologies for equity and access: Digital Initiatives

- Disruptive Technologies: AR, VR & AI
- Innovative Pedagogical Approaches & Evaluation Reforms
- Regulatory System of Higher Education: Role of HECI
- Governance and Administrative Reforms in Higher Education: Role of BoGs
- Mulya Pravah 2.0 - Inculcation of Human Values and Professional Ethics in Higher Education Institutions

Key data about the Program

1. Total No. of Participants attended the programme: 39
2. Total number of State and UT representation- 08
3. Gender-wise participation:

Gender of Participants	***Number***
Male	24
Female	15
TOTAL	**39**

4. Total number of Resource Persons: 11

Program Schedule

S.No.	Themes/Sessions	Timings	Chief Guests/ Guest of Honour/Resource Person
Day 1: 17 August, 2023			
Registration: 09:00 am - 10:00 am			
1	Session 1: Inaugural Session	10:00 –11:30 am	**Chief Guest:** Dr. Shiv Kumar Ji, Vidya Bharti Akhil Bhartiya Shiksha Sansthan **Guest of Honour:** Prof. Akhilesh Kumar Singh Ji, Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) University, Prayagraj, Uttar Pradesh Prof. Rajnish Jain Devi Ahilya Vishwavidyalaya, Indore
Tea Break: 11:30 am-12:00 pm			
2	Session 2: Governance and Administrative Reforms in Higher Education	12:00 – 1:30 pm	Prof. Akhilesh Kumar Singh (Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) University, Prayagraj, Uttar Pradesh)
Lunch Break: 01:30 - 02:30 pm			
3	Session 3: Challenges before Higher Education for the implementation of NEP 2020	02:30 - 03:45 pm	Prof. Rajnish Jain (Devi Ahilya Vishwavidyalaya, Indore)
Tea Break: 03:45 – 04:00 pm			
4	Session 4: Developing IDP: A Futuristic Perspective	04:00 - 05:30 pm	Prof. Rajnish Jain (Devi Ahilya Vishwavidyalaya, Indore)
Day 2: 18 August, 2023			
5	Session 5: Inculcation of Human Values and Professional Ethics in Higher Education Institutions: Mulya Pravah 2.0	09:00 – 10:15 am	Prof. Pawan Kumar Sharma (Ch. Charan Singh University, Meerut)
6	Session 6: Technology in Higher Education	10:20 – 11:35 am	Prof. Gaurav Singh (Central University of Haryana)
Tea Break: 11:35 – 11:50 am			
7	Session 7: Man and Environment: An Historical Account	11:50 am-1:10 pm	Prof. A.S. Raghubanshi (Director, IESD, BHU, Varanasi)
Lunch Break: 01:10 - 02:10 pm			
8	Session 8: AI in Higher Education: Tools, Ethics and Usage	02:10 – 3:30 pm	Prof. Gaurav Singh (Central University of Haryana)

Tea Break: 03:30 – 04:00 pm			
9	Session 9: Brainstorming/Interactive Session	04:00 - 05:30 pm	Chaired by: Prof. Pawan Kumar Sharma (Ch. Charan Singh University, Meerut) Co-Chaired by: Prof. Gaurav Singh (Central University of Haryana) Moderated by: Dr. Gyanendra Singh
Day 3: 19 August, 2023			
10	Session 10: Internationalization of Higher Education: Opportunities for Indian Institutions	09:00 – 10:15 am	Prof. C.B. Sharma (Director, SOE, IGNOU)
11	Session 11: Changing Landscape of Teacher Education	10:20 – 11:35 am	Prof. Sunil Kumar Singh (BHU, Varanasi)
Tea Break: 11:35 – 11:50 am			
12	Session 12: Research in Higher Education: Recommendations of NEP 2020	11:50 am-1:10 pm	Prof. C.B. Sharma (Director, SOE, IGNOU)
Lunch Break: 01:10 -02:10 pm			
13	Session 13: Sustainable Development: Challenges and Opportunity for India	02:10 - 3:30 pm	Prof. A.S. Raghubanshi (Director, IESD, BHU, Varanasi)
Tea Break: 03:30 – 04:00 pm			
14	Session 14: Brainstorming/Interactive Session	04:00 - 05:30 pm	Chaired by: Prof. C.B. Sharma (Director, SOE, IGNOU) Co-Chaired by: Prof. Sunil Kumar Singh (BHU, Varanasi) Moderated by: Dr. Saurabh Singh Rathore
Day 4: 20 August, 2023			
15	Session 15: Challenges in Higher Education	09:00 – 10:15 am	Prof. Prem Narayan Singh, Director, IUCTE
Tea Break: 11:35 – 11:50 am			
16	Session 16: Equity and Inclusion: Higher Education for All	10:20 – 11:35 am	Prof. Rajani Ranjan Singh (Dr. Shakuntala Misra National Rehabilitation University, Lucknow)
Lunch Break: 01:10 -02:10 pm			
17	Session 17: Schemes to Promote Inclusion	02:10 - 03:30 pm	Prof. Rajani Ranjan Singh (Dr. Shakuntala Misra National Rehabilitation University, Lucknow)

Tea Break: 03:30 - 04:00 pm			
18	Session 18: Brainstorming/Interactive Session	04:00 - 05:30 pm	Chaired by: Prof. Rajani Ranjan Singh (Dr. Shakuntala Misra National Rehabilitation University, Lucknow) Moderated by: Dr. Kushagri Singh
Day 5: 21 August, 2023			
19	Session 19: Educational Technologies for Equity and Access: Digital Initiatives	09:00 – 10:15 am	Prof. J.V. Madhusudan (University of Hyderabad)
20	Session 20: Multilingual Issues in Higher Education and its solutions	10:20 – 11:35 am	Prof. Awadhesh Kumar Mishra (The English and Foreign Languages University, Hyderabad)
Tea Break: 11:35 – 11:50 am			
21	Session 21: Innovative Pedagogical Approaches & Evaluation Reforms	11:50 am-1:10 pm	Prof. J.V. Madhusudan (University of Hyderabad)
Lunch Break: 01:10 -02:10 pm			
22	Session 22: Pedagogy of Language in Higher Education	02:10 - 3:30 pm	Prof. Awadhesh Kumar Mishra (The English and Foreign Languages University, Hyderabad)
Tea Break: 03:30 – 4:00 pm			
23	Session 23: Brainstorming/Interactive Session	04:00 - 05:30 pm	Chaired by: Prof. Awadhesh Kumar Mishra (The English and Foreign Languages University, Hyderabad) Co-Chaired by: Prof. J.V. Madhusudan (University of Hyderabad) Moderated by: Dr. Rachana Vishwakarma
Day 6: 22 August, 2023			
24	Session 24: Multidisciplinarity in Higher Education	09:00 – 10:30 am	Prof. Pradeep Kumar Misra (NIEPA, New Delhi)
Tea Break: 10:30 - 10:45 am			
25	Session 25: Faculty Development and Training	10:45-12:30 pm	Prof. Sunil Kumar Singh (BHU, Varanasi)
26	Session 26: Promoting Multidisciplinary Research	12:30 - 02:00 pm	Prof. Pradeep Kumar Misra (NIEPA, New Delhi)
Lunch Break: 02:00 - 03:00 pm			
27	Session 27: Valedictory	03:00 - 05:00 pm	Chief guest: Dr. K.K. Dwivedi (Retd.), Govt Ayurved Hospital and College, Varanasi

Program Proceedings

Day 1 : 17th Aug 2023

Inaugural Session

Speakers:

- Dr. Shiv Kumar, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, New Delhi
- Prof. Akhilesh Kumar Singh, Vice Chancellor, Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj, Uttar Pradesh
- Prof. Rajnish Jain, Devi Ahilya Vishwavidyalaya, Indore

Brief

One week Faculty Development Programme (FDP) on 'NEP Implementation: Emerging Issues in Higher Education' was organised from 17-22 August, 2023 at Inter University Centre for Teacher Education, BHU, Varanasi. 39 Participants from 8 different States/UTs attended the programme. There were a total 27 sessions in the FDP in which 11 subject experts gave the talks on various themes. 4 Different Brainstorming sessions were also included during the FDP for which various activities were planned for the participants which includes:

Activity 1: Sharing Ideas related to Challenges on some aspects of NEP 2020

Activity 2: Sharing of research ideas

Activity 3: Impromptu Speech activity/Extempore

Activity 4: Innovative Pedagogies

The purpose of this FDP was to orient the faculties of different disciplines on the major aspects of NEP 2020 and have an open discussion on the challenges faced by the teachers of higher education for the implementation of NEP. The Chief Guest of the event was Dr. Shiv Kumar, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, New Delhi. As the chief speaker, Dr. Shiv Kumar ji presented the duties of teachers with some examples of Swami Vivekananda. He said that it is not only the religion of the teacher to teach, but it is also to understand the mental state of the students. Teaching is a profession which works for the society. In society building, teachers should touch the inner soul of the students about what is the mindset of the student, towards which it is moving. Teachers work for new creation, that's why the society always keeps a sense of respect towards the teachers. The National Education Policy 2020 also has a vision to make a universal human being which only a teacher can fulfill. He also talked about imbibing the characteristics of religion. Emphasizing that the National Education Policy 2020 is giving us an opportunity to become a good teacher.

There were two guests of honour in the inaugural session: Prof. Akhilesh Kumar Singh, Vice

Inaugural Session

Chancellor, Prof. Rajendra Singh (Rajju Bhaiya) University as well as Prof. Rajnish Jain former Secretary of University Grants Commission. Prof. Akhilesh Kumar Singh said that the Faculty Development Program is a combination of different routines. We should do any work with positive thinking and intimacy. A teacher can become a better teacher by creating interest in students and leading them towards skill development. Prof. Singh said that through this program experts will discuss with participants and will learn something from each other. Prof. Jain discussed the aim of education is to inculcate the values among every citizen. He also discussed some salient features of NEP 2020 and motivated the participants for the transformation required for 21st century skills.

In the welcome address, Prof. Prem Narayan Singh, Director of the centre said that along with learning in this program, you will also get a vision to think something new. He further said that one should always be ready to learn and we hope that you will definitely take something positive from here.

Session 2: Governance and Administrative Reforms in Higher Education: Prof. Akhilesh Kumar Singh (Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) University Prayagraj, Uttar Pradesh)

Prof. Akhilesh Kumar Singh has started his lecture by informing the participants about "Guiding hand". He said that cooperation and competition are the two factors that bring out the best from an individual whereas competition brings the best out of the individual. Sir has also described that cooperation is always greater than the competition. Prof. Singh has stressed on the importance of governance in higher education. At the heart of UNESCO 2020 agenda there are five critical dimensions such as people, prosperity, planet, partnership, and peace also known as 5Ps. Responsible innovation is an emerging concept that aims to prevent

or deal with problems that arise with innovation. This could be done by taking social and ethical aspects into account. The public expects us to act responsibly and responsible innovation which creates spaces and opportunities to explore innovation and its consequences in an open, inclusive and timely manner. To decide what responsible innovation means, it is important to understand the ethical significance. Sir has also described the various parameters of NAAC and annual expenditure of top five institutions of the world. Some of the common strengths of the best universities are global reputation in teaching and research, teaching multidisciplinary courses, research, faculty, large campuses, student-teacher ratio, ample financial resources, governance and autonomy. For any institution to grow it should possess diversity. Most of the top ranked universities in the world spend more on research. A world class university must genuinely be international. Sir emphasized on important aspects of governance like leadership, ample financial resources, quality and quantity of faculty, wide range of multidisciplinary, interdisciplinary courses, research and innovation, autonomy, world class infrastructure and facilities, student-faculty ratio i.e. ego-free leadership. A university's quality and reputation can be influenced by a wide range of characteristics, including globalization, teaching, and research, innovation, and student satisfaction. Nonetheless, the top universities in the world have a few advantages, such as: They cultivate a culture of excellence, innovation, and competition among their teachers and students. Based on their results in numerous rankings and surveys, they have a solid academic reputation. They provide a range of programs, scholarships, and chances for students to improve their educational and professional prospects. Their student body is inclusive and diverse, reflecting society throughout the world. Their excellent faculty encourages students to think critically, solve problems, and be creative. Establishing a world-class institution is a challenging endeavor. It calls for a great deal of planning, vision, and resources. Some analysts assert that the following conditions must be met in order to establish a university of the highest caliber: Public income should be determined by institutional performance, which implies that government funding for universities should be determined by their accomplishments and results. Revenue from nonstate sources, i.e., colleges should draw in donations, grants, fees, and other forms of funding to diversify their revenue sources. Differentiation of institutional missions, which calls for universities to have specific objectives that play to their advantages and needs. University ownership of property, which means that universities should have the freedom to own and use their resources and assets as they see fit; Institutional autonomy, which means that universities should be able to manage their own affairs without undue interference or regulation from the government or other external bodies. Open competition for state science, which means that universities should compete for public funding for research based on merit and quality rather than

Prof. Akhilesh Kumar Singh is serving as the Vice Chancellor of Prof Rajendra Singh (Rajju Bhaiya) University, Prayagraj. Prior to this, he served as the Director of the DAVV, Indore, Educational Multimedia Research Centre. 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 many more.

political or other criteria. University nonprofit status and exemption from taxation, which means that universities should be recognized as public service institutions that contribute to the social good and are not subject to taxes or profits. Accreditation and professional licensing should be independent, meaning universities should have the authority to set the standards.

Session 3: Challenges before Higher Education for the implementation of NEP 2020: Prof. Rajnish Jain (Devi Ahilya Vishwavidyalaya, Indore)

Prof. Jain Started his lecture with the quotation by Swami Vivekananda while envisioning a holistic perspective of education "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 feet." He emphasized on the role of education in building character, enabling learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. He talks about the various pillars (Access, Equity, Affordability, Accountability, and Quality) to achieve Holistic, Multidisciplinary, Futuristic, Flexible, Value based Quality Higher Education.

Prof. Rajnish Jain has talked about various challenges faced by students in context to NEP 2020. He also informed the participants that the implementation of NEP 2020 is riddled with hurdles. The Centre and states need to work closely to overcome them. Some of the major challenges in the implementation of NEP are opening universities every week, bringing 2 crore children who are currently not in schools back into the school system, funding common entrance examinations for all colleges, and giving autonomy to all colleges and universities over time. The success of NEP 2020 and the pace of its implementation depends on how successfully the government, universities can tide over the practical challenges facing it. Prof. Rajnish Jain described various methods to overcome the challenges such as shifting focus on learning, adapting new/innovative pedagogical approaches, making right choices-courses/electives, using e-resources/technology based education, dual degree options and managing holistic health.

India's higher education system is set to undergo a transformation thanks to the innovative National Education Policy 2020. But there are a lot of obstacles and problems with the policy's execution that need to be resolved. Among the principal difficulties are:

- Funding: According to the NEP 2020, education spending will rise from 4.6% to 6% of GDP annually, or about INR 2.5 lakh crores. Nonetheless, there might be restrictions on the amount of money available in the wake of the Covid-19 outbreak and the economic downturn. Furthermore, inequities and inefficiencies may result from different states' and institutions' allocation and use of funding.

- Regulation: By establishing four independent organizations—the Higher Education Commission of India (HECI), the National Higher Education Regulatory Council (NHERC), the National Accreditation Council (NAC), and the General Education Council (GEC)—NEP 2020 seeks to overhaul the higher education regulatory system. However, there may be administrative and legal obstacles to these bodies' creation and operation, in

addition to opposition from current stakeholders and regulators. It could also be difficult for these bodies to cooperate and coordinate.

- Quality: By encouraging multidisciplinary and holistic education, improving the curriculum and pedagogy, and guaranteeing the competency and motivation of teachers, the NEP 2020 seeks to increase the quality of higher education. However, a number of factors, including inadequate research and innovation output, low enrolment and retention rates, a lack of qualified and trained teachers, poor learning outcomes and graduate employability, and poor infrastructure, may have an impact on the quality of higher education.

- Equity: Through guaranteeing universal access, removing obstacles, offering financial aid and scholarships, and promoting the education of socioeconomically disadvantaged groups, the NEP 2020 seeks to achieve equity and inclusion in higher education. However, issues including the digital divide, language barriers, regional and rural-urban inequities, caste and gender discrimination, and cultural and societal norms may make higher education less equitable and inclusive.

Prof. Rajnish Jain was former Secretary at the University Grants Commission (UGC). Under his supervision the UGC has made significant advances in promoting quality higher education and implementing the National Education Policy 2020. For over 33 years, Prof. Jain has made significant contributions as a teacher, researcher, trainer, administrator, and policymaker. He has developed several academic courses and programs and has organized management development and training programs for organization of the public and private sector.

- Flexibility: By providing a variety of admission and exit options, academic bank credit and credit transfer, online and blended learning, and a choice-based credit system, NEP 2020 aims to provide a flexible and learner-centric higher education system. However, a number of issues, including an antiquated and rigid curriculum, a lack of credit recognition and standardization, a lack of availability and poor quality online and blended learning platforms, and a lack of willingness on the part of students and faculty to embrace change and innovation, may restrict the flexibility of higher education.

- Implementation: With specific objectives and deadlines, the NEP 2020 calls for a phased implementation of the policy over the following 15 years. However, the complexity and diversity of the higher education system, the lack of cooperation and coordination amongst different stakeholders and the obstacles posed by social and cultural issues may make it difficult to implement the policy.

Session 4: Developing IDP: A Futuristic Perspective: Prof. Rajnish Jain (Devi Ahilya Vishwavidyalaya, Indore)

In this session Prof. Rajnish Jain focused that the National Education Policy (NEP) 2020 acknowledges the significance of Institutional Development Plans (IDPs) and suggests that each institution create a strategic institutional development plan on the basis of which institutions will create initiatives, evaluate their progress, and meet the objectives therein. The improvement of school policies and programmes is the primary goal of institutional planning. He also said that, it is founded on the idea that resources in the school and community should be used as efficiently as possible. He cited many examples of the IDP and discussed the key elements of that for explaining the process of developing an IDP for an institution. He said that IDP is important to provide the directions and framework for shaping the future of the Institution and to bring a paradigm shift in approach, emphasis and institutional processes in line with the objectives of the NEP 2020. To promote the objectives outlined in the NEP 2020, the UGC has developed instructions for individual HEIs to develop their own IDPs. A thorough checklist of all the many elements and parts of an IDP, including the institutional vision and mission, SWOT analysis, academic plan, infrastructure plan, governance plan, evaluation plan, budget plan, monitoring plan, and more, is provided by the guidelines. Additionally, the rules include several templates and samples for creating an IDP.

An essential first step in putting NEP 2020 into practice in higher education is the IDP. All parties involved—faculty, students, staff, parents, alumni, industrial partners, governmental organisations, and society at large—must collaborate and participate in it. A tool for attaining excellence and institutional change in higher education is the IDP.

The following illustrates the significance of an institutional development plan: it assists the organisation in defining its objectives in accordance with the National Education Policy (NEP) 2020, the Sustainable Development Goals (SDGs), the National Credit Framework (NCrF), the Integration with Academic Bank of Credits (ABC), and other relevant frameworks.

- It allows the university to support academic and research excellence, encourage creativity, spread knowledge, and help students and faculty develop 21st century skills, as well as character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, and a spirit of service.
- It gives the organisation a framework for doing a SWOT analysis—a review of its advantages, disadvantages, opportunities, and threats—in order to pinpoint areas that need improvement and intervention.
- It makes it easier for the organisation to plan and carry out efficient policies and initiatives to improve governance, outreach, infrastructure, networking, collaborations, research, and teaching-learning.
- It assists the organisation in tracking and assessing its accomplishments in relation to the predetermined goals and metrics, as well as in making necessary corrections.
- It allows the university to show its transparency and accountability to all of its constituents, including employers, funding agencies, government agencies, faculty, staff, alumni, and society at large.

Therefore, an institutional development plan is an essential instrument for converting higher education establishments into excellent interdisciplinary institutions that can support both national development and global competitiveness.

Day 2 : 18th August, 2023

Speakers:

- Prof. Pawan Kumar Sharma, Professor and Head, Department of Political Science Ch. Charan Singh University
- Prof. Gaurav Singh, Central University of Haryana
- Prof. A.S. Raghubanshi, Director, IESD, BHU, Varanasi

Session 5: Inculcation of Human Values and Professional Ethics in Higher Education Institutions: Mulya Pravah 2.0: Prof. Pawan Kumar Sharma (Professor and Head, Department of Political Science Ch. Charan Singh University)

"उच्च शिक्षा संस्थानों में मानवीय मूल्यों और व्यावसायिक नैतिकता का समावेश: मूल्य प्रवाह" विषय पर प्रो. पवन कुमार शर्मा जी ने अपने विचार प्रस्तुत करते हुए , धर्म की परिभाषा बताते हुए कहा की "मानव समाज को संचालित करने वाले नियमों के समुच्चय को ही धर्म कहते हैं"। धर्म का पालन अपने विवेक से किया जाता है। विशेष बल देते हुए उन्होंने व्यक्ति के कर्तव्य को ही धर्म कहा। उन्होंने कहा की प्राचीन काल में धर्म कर्तव्य का पर्याय था। अपने कर्तव्यों का पालन ही धर्म का पालन है। अपने देश,समाज, परिवार के प्रति व्यक्ति के कर्तव्य धर्म की श्रेणी में आते हैं। सामाजिक जीवन को चलाने के लिए इन कर्तव्यों का पालन करना जरूरी है। इन कर्तव्यों का पालन करने से व्यक्ति जो पुण्य अर्जित करता है, वो उसके आध्यात्मिक कल्याण बढ़ावा देता है।धर्म के दस लक्षणों की चर्चा में उन्होंने धृति, क्षमा, दम, अस्तेय, शौच, इन्द्रिय निग्रह, धी, विद्या, सत्य, और अक्रोध की विशद व्याख्या कर स्वयं में इन लक्षणों को धारण करने की बात कही। यथा -

धृतिः क्षमा दमोऽस्तेयं शौचमिन्द्रियनिग्रहः।
धीर्विद्या सत्यमक्रोधो दशकं धर्मलक्षणम्॥

Prof. Pawan Kumar Sharma is serving in the Department of Political Science, Chaudhary Charan Singh University, Meerut. He has more than 23 years of teaching and research experience. He has successfully shouldered many academic and administrative responsibilities.

Prof. Pawan Kumar Sharma started his lecture talking about "Dharm". Religion is very widely practiced. Abhyudaya (elevation) is attained through religion only. The body is grateful to all the valuables and God has never been born and is born. The society of religion is very auspicious. Ishwar said, an intellectual person will always be humble. If there is humbleness, then definitely eligibility comes. Lakshmi comes on her own to a virtuous person. Through religion, the attainment of the world is done. Whatever you do here, there will be no problem in heaven. The University Grants Commission (UGC) of India has updated its Mulya Pravah 2.0 standards, which aim to instill professional ethics and human values in higher

education institutions (HEIs). The rules are intended to foster in students a strong sense of respect for the fundamental obligations and principles of the constitution, a sense of national identity, and knowledge of their roles and responsibilities in a world that is constantly changing. The universal human values of truth, moral behavior, love, peace, non-violence, scientific temper, civic ideals, and life skills are also included in the guidelines. In order to instill human values and professional ethics, the recommendations suggest a credit-based curriculum called "Mulya Pravah 2.0." This curriculum covers a wide range of subjects, including self-awareness, harmony, happiness, human rights, democracy, diversity, the environment, social justice, and nation-building. The curriculum also recommends a number of pedagogical strategies, including group discussions, field trips, reflective writing, case studies, role plays, experiential learning, and community service. Additionally, the standards push HEIs to implement cutting-edge procedures in order to establish a superior setting that upholds professional ethics and human values.

Session 6: Technology in Higher Education: Prof. Gaurav Singh (Central University of Haryana)

Are our educators prepared for the future? was the question Prof. Gaurav Singh posed to the audience at the beginning of his speech. The American futurist Alvin Toffler is quoted by Prof. Singh as saying, "The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn, and relearn." Sir talked about Swayam and the Swayam 2.0 education portal. Additionally, he highlighted internet videos and self-learning materials (SLM) as the primary sources of knowledge. He informed the attendees that technical education has transitioned from an ICT supported to an ICT integrated mode, that digital parameters have been strengthened, that fully online programmes and MOOCs have emerged, DTH is a significant player in education, and app-based market driven education is becoming more prevalent. "Will the teacher be replaced by technology" is the question that now needs to be answered. Instead, the answer is no since teachers will not be replaced by technology; instead, teachers who have access to technology may replace those who do not. Sir has discussed the numerous online courses that the UGC would be offering in 2018, 2020, and 2021. The M.A. (Hindi) programme was IGNOU's first online course. In addition, Sir gave the attendees information on a number of software programmes, including AICTE's translation software, IRINS from INFLIBNET, and the National Educational Technology Forum (NETF), which allows for an open discussion of ideas. In

Prof. Gaurav Singh is working as Professor in School of Education, Central University of Haryana, Mahendragarh. He has vast experience of about 19 years in the field of teacher education. He started his career as a teacher in a traditional teacher education institute in 2003 and joined the School of Education, IGNOU, Delhi in November 2011. He has also contributed more than 33 chapters/units in ODL study material. He has recorded/developed numerous modules/lectures for MOOCs and has coordinated the development of various lectures for Swayam and Swayam Prabha.

India, technology is having a significant impact on education. National Education Policy (NEP) that emphasizes digitization and technology use in education has been released by the government. The following are a few technological developments that are improving digital education in India:

- Technology-Enabled Flexibility: Students can access courses at their own speed and from any location at any time with online learning. It also makes it possible for colleges to work with other academic institutions or outside providers and give a wider range of course options.

- Growth in Adoption of Education Technology: Edtech platforms include mobile app-based learning, video-based learning, open educational resources, personalized and adaptive learning, interactive and immersive learning, and learning management resources. It is anticipated that this sector's worth will increase in India.

- Personalised and Adaptive Learning: With the use of technology, educators may design unique learning programmes for each student that take into account their objectives, interests, and skills. Additionally, it can offer advice and criticism to assist individuals enhance their learning outcomes.

- Two-way Talks in E-Learning: Peer and teacher collaboration as well as peer communication can be facilitated by technology. Peer-to-peer learning, mentoring, and social learning can also be facilitated by it.

- Video-based learning: By utilising films, animations, simulations, and virtual reality, technology can improve the visual appeal and interaction of online courses. Facilitating live sessions, quizzes, polls, and conversations among students can enhance their engagement and immersion in the learning process.

- Open Educational Resources: Everyone can get free, excellent educational resources that they can share, edit, and reuse. It can also assist in making education more accessible and lower in cost.

- Tablets/Notebooks/Laptops for homework, revision, and home learning: Students can utilise tablets, notebooks, or laptops for homework, revision, and home learning thanks to technology. Additionally, it can assist them in submitting their work online, accessing online resources, and getting teacher feedback.

Session 7: Man and Environment: An Historical Account
Prof. A.S. Raghubanshi (Director, IESD, BHU, Varanasi)

Prof. A.S. Raghubanshi briefs the participants by telling them that everywhere there in the history information about man evolution is emphasized but not women. He further added that the world population growth from 10,000 BCE to present. He described the different era of environment like the semi-nomadic era, era of city states, era of empires, global era. The oldest wheel found in archeological excavations was discovered in what was Mesopotamia

and is believed to be over 5,500 years old. It was not used for transportation, though, but rather as a potter's wheel. The first use of the wheel for transportation was on Mesopotamian chariots in 3200 BC. Then he stressed on the agricultural irrigation using wooden plows initially and then use of iron that was the metal age plows after that use of water windmills, coal, and steam engine and at last fertilizer oil and gas electricity. Environmental problems were discussed by Prof. Raghubanshi. The loss of biodiversity, desertification, soil erosion, and salinization are a few of the issues. The hunter-gatherer period, their way of life, and their oneness with nature have all been highlighted by him. Although they had a more fulfilling existence, a diversified diet, brief workweeks, and a low incidence of infections, they nonetheless lived in a hard and brutal environment. It is also thought that many of our modern social and psychological traits, such as fight-or-flight, the gorging gene, and the ancient commune, were present when people hunted and farmed. He described that a hunter-gatherer society is a type of human culture that relies on hunting, fishing, scavenging, and gathering wild plants and animals for food. Hunter-gatherers are nomadic, meaning they move from place to place depending on the availability of resources. Hunter-gatherers have existed for most of human history, from the earliest hominins in Africa to some modern-day groups in remote areas of the world. Hunter-gatherers have developed various tools, techniques, and knowledge to adapt to different environments and to obtain a balanced diet. Hunter-gatherers also have diverse and complex social, political, and religious systems that vary from group to group. Some of the advantages of hunter-gatherer societies are that they have a low environmental impact, a high degree of autonomy, and a rich cultural heritage. Some of the challenges of hunter-gatherer societies are that they face competition and conflict with other groups, they are vulnerable to natural disasters and diseases, and they are often marginalized by dominant societies.

Prof. A.S. Raghubanshi is currently providing services as Director of Institute of Environment & Sustainable Development, Banaras Hindu University. Prof. Raghubanshi has authored and co-authored multiple peer-reviewed scientific papers and presented works at many national and international conferences. His contributions have received recognition from honourable subject experts around the world. He is actively associated with different societies and academies. His research interests include carbon flux from tropical ecosystems, tree ecophysiology, ecology of plant invasion, restoration and conservation of natural ecosystems.

Session 8: AI in Higher Education: Tools, Ethics and Usage: Prof. Gaurav Singh (Central University of Haryana)

In a riveting session led by Prof. Gaurav Singh, attendees were enlightened about the expansive realm of Artificial Intelligence (AI) and its implications in various sectors, notably education. Prof. Singh embarked on this intellectual journey by defining AI as more than mere automation; it's the capability of machines to simulate human intelligence, encompassing cognition, problem-solving, and decision-making. According to him, artificial intelligence (AI) refers to a machine's or robot's capacity to carry out operations often performed by intelligent beings. Diving deeper into the subject's intricacies, he elucidated the branches underpinning AI. Machine learning, as he explained, empowers machines to learn

and evolve from data autonomously. Deep learning, a subset of machine learning, harnesses layered neural networks to process vast data and replicate human decision-making patterns. He provided clarity on the complex workings of neural networks, detailing how they serve as the backbone for many AI operations.

Using real-world applications to further his narrative, Prof. Singh brought to the fore groundbreaking AI models like ChatGPT, Copy.ai, and Synthesia. These tools exemplify how advanced algorithms can mimic, and occasionally exceed, human functionalities, ranging from text generation to visual content creation.

Transitioning to the educational arena, Prof. Singh emphasized AI's transformative potential. From customizing teaching methodologies to cater to each student's unique learning curve, to employing AI for crafting visually and content-wise compelling PowerPoint presentations, the scope is vast and continuously evolving.

Yet, the most compelling segment of his talk was perhaps the ethical considerations surrounding AI. As we venture deeper into the AI age, Prof. Singh stressed the paramount importance of using these tools responsibly. Balancing innovation with ethical constraints, understanding the potential biases in AI models, and ensuring transparency and fairness are imperative to harnessing AI's potential without compromising moral values. He also discussed the field of artificial intelligence in higher education focusing on how technology can improve the caliber and effectiveness of instruction, evaluation, careers, ethics, and skills in the academic setting.

An extensive analysis of artificial intelligence in higher education from 2016 to 2022 can be found in the research article Artificial Intelligence in Higher Education: The State of the Field. It highlights the developments, advantages, and difficulties associated with AI in a number of fields, including tutoring, assessment, language learning, and prediction. It also highlights the gaps in the literature and offers ideas for new lines of inquiry. The UN Sustainable Development Goal of ensuring inclusive and equitable quality education and lifelong opportunities for all is addressed in the article The role of AI in revamping the nature and future of higher education. It also emphasizes how critical it is to modernize the educational system in order to equip students for the shifting needs of the workforce in the AI era.

He mentioned in a research paper titled "The Impact of Artificial Intelligence on Higher Education: An Empirical Study," the effects of AI on ethics, teaching and learning, assessment, necessary skills, and future careers in higher education are examined. Data from 120 faculty members and 120 students from various Saudi Arabian universities are gathered using a survey method. It employs both descriptive and inferential statistics to analyze the data and offers suggestions for enhancing the incorporation of AI in higher education. In summary, Prof. Singh's session was a comprehensive exploration of AI, marrying its technical facets with its ethical obligations, and emphasizing its profound impact on contemporary pedagogy.

Day 3 : 19th August, 2023

Speakers:

- Prof. C.B. Sharma, Director, SoE, IGNOU
- Prof. Sunil Kumar Singh, FoE, BHU
- Prof. A.S. Raghubanshi, Director, IESD, BHU, Varanasi

Session 10: Internationalization of Higher Education: Opportunities for Indian Institutions: Prof. C.B. Sharma (Director, SoE, IGNOU)

Prof. C.B. Sharma is Director at School of Education, Indira Gandhi National Open University, New Delhi. He served as the Chairman of National Institute of Open Schooling (NIOS) during April 2015 to April 2020. He has three decades of teaching experience. He is recipient of the President's Award for "Commendable Contribution to Digital Initiatives" during the National Convention on Digital Initiatives for Higher Education at (Vigyan Bhawan), New Delhi. He has also been named Paul Harris Fellow in appreciation of tangible and significant assistance given "for the furtherance of better understanding and friendly relations among peoples of the world by the Rotary Foundation of Rotary International."

The first line of Prof. C.B. Sharma's presentation was, "Education is all about ideology." He added that one way or means of internationalization is through education. In his presentation, he cited a book called The Alchemist. He also described a university that stands for humanism and further concentrated on the research vs. degree element. For allowing room for logic, for exploring new ideas, and for the pursuit of the truth. It symbolizes the advancement of humanity towards ever-higher goals. What motivates a university's existence? But how will the country advance if the temple of learning itself turns into a bastion of constrained prejudice and menial goals? The promotion of independent thought, autonomy in all forms, research to unearth buried knowledge, freedom to explore new ideas and ask questions, the development of logical people, and knowledge exchange are major goals of higher education. A university must embrace diversity. He talked about the performance metrics for the Times Higher Education rankings of universities around the world, including teaching, an international perspective, students from other countries, professors from other countries, and publications in research journals. Prof. Sharma has also discussed the history of universities like Peter Abelard (born 1097) associated with the rise of the great medieval universities at Paris, Chartres, Bologna, Oxford and others and also mentioned Takshashila, Vikramshila, Nalanda in India. He also defined Universities as the crossroads. The process of incorporating an international, multicultural, or global dimension into the goals, operations, or delivery of postsecondary education is known as internationalization of higher education. It seeks to improve research and teaching standards for all personnel and students while also making a significant impact on society. Additionally, it makes it possible for higher education to participate in globalisation, comprehend the factors driving it, and offer possibilities and

solutions. A variety of philosophies, including idealism, instrumentalism, and educationist, can motivate internationalization.
The following are some advantages of internationalizing higher education:

- It can increase the standard and applicability of education by exposing teachers and students to a variety of viewpoints, cultures, and knowledge systems.
- It can stimulate creativity and innovation by promoting interdisciplinary and cross-cultural collaboration and exchange.
- It can increase graduates' employability and mobility by providing them with global competencies and skills.
- By bringing in foreign students, faculty, partners, and money, it may boost the exposure and reputation of universities.
- By tackling global possibilities and challenges, it can promote social and economic development.

The following are a few tactics being used to internationalize higher education:

- Establishing a supporting policy framework and governance structure that facilitates internationalization activities and initiatives.
- Creating a clear vision, mission, and goals for internationalization that are in line with the institutional profile, context, and priorities.
- Establishing an internationalization culture that encourages understanding, gratitude, and participation from all parties involved.
- Putting into practice an all-encompassing internationalization strategy that includes outreach, partnerships, curriculum, research, service, mobility, and recognition.

Session 11: Changing Landscape of Teacher Education: Prof. Sunil Kumar Singh (FoE, BHU, Varanasi)

Prof. Sunil Kumar Singh began his talk by providing the audience with a brief overview of the current state of teacher education. He emphasized the value of an Integrated Teacher Education Program (ITEP) that recognizes how important it is to take into account the needs of many communities, including tribal traditions. The programme promotes inclusivity and equal learning opportunities by giving teachers the skills they need to meet the various needs of students. He discussed with the audience the NEP 2020 vision for teacher preparation. In the institutions, there aren't enough pedagogy labs or properly planned lessons. Technology-based planning, certificate programmes, an open transfer system, exam scores and demonstrations, and lastly NCTE reorganization are crucial for the improvement of teacher education. Ph.D. candidates as teaching assistants could be taken as an important aspect to increase the quality of teaching.
In recent years, there has been a lot of discussion and study on how teacher education is changing. The process of training and developing teachers for their professional tasks and responsibilities within the educational system is known as teacher education. It includes ongoing professional development along with pre-service and in-service training. Many elements, including the social, economic, political, and cultural contexts of education, the demands and expectations of society and students, the advancements in pedagogy and

technology, and the opportunities and difficulties of globalization, have an impact on teacher education.

Some of the main trends and issues that are shaping the changing landscape of teacher education are:

- Growing student and classroom diversity: Teachers must instruct pupils with varying backgrounds, cultures, languages, skills, and learning preferences. They must distinguish their instruction, be inclusive, and be sensitive to cultural differences. They must also encourage pupils' multicultural communication and comprehension.
- The increased need for accountability and quality: Teachers must perform to a high standard and exhibit professionalism. Through a variety of tests and evaluations, they must exhibit their knowledge, abilities, and competences. They must also use evidence-based decision-making and reflective practice.
- The quick advancement of innovation and technology: Teachers have access to a wide range of technical resources and technologies that can improve their methods of instruction. They must be capable of using technology effectively for learning, communicating, working together, and assessment. When it comes to incorporating technology into their curricula, they must also be imaginative and inventive.

Prof. Sunil Kumar Singh is working as a professor in the Faculty of Education, BHU. Presently he is also serving as Adjunct Faculty in Center for Ethics and Human Values BHU, counselor in IGNOU study center and coordinator of Internal quality assurance cell of Faculty of Education, BHU. He has PhD and D Litt from Faculty of Education, BHU and started his career as a lecturer from BHU in 1997. He has published nearly 100 research articles in different journals, more than 70 conference papers, 18 books and more than 20 book chapters in edited books. He has been managing editor of 4 journals in different times.

- The growing prospects for internationalization and mobility: Teachers can take advantage of a number of global exchange, teamwork, and professional development opportunities. They must possess competence, engagement, and global awareness. Additionally, they must be versatile and adaptive when working in various environments and cultural contexts.
- Teacher education needs to be dynamic, adaptable, and current in order to handle these changes. It must give educators the know-how, abilities, attitudes, and values they need to function as effective educators in the twenty-first century. To enable instructors to continuously update their professional competencies and practices, it must also support a culture of lifelong learning within the teaching profession.

Session 12: Research in Higher Education: Recommendations of NEP 2020: Prof. C.B. Sharma (Director, SoE, IGNOU)

A crucial component of higher education is research as defined by Prof. C.B Sharma in his session. He also described that as a part of their objectives to promote learning and discovery, universities do research. This in turn helps them fulfill their primary goal of educating, both

directly and indirectly. Research on topical and significant issues draws interest, which boosts institutional visibility and reputation. Universities that are well-known for their research in particular areas attract faculty, students, funding, media attention, and even philanthropy.

Research provides a variety of important functions, including staying informed about important discoveries, hearing critiques of the ways in which schools are now administered and taught, and standing on the shoulders of giants to view the world more clearly. If the faculty conducts research (instruction that is based on research), teaching will be improved. In India, research is an essential component of higher education. It helps to provide information for rules and procedures that might enhance the standard of instruction and the overall learning environment. Additionally, it contributes to the growth of knowledge and comprehension in a specific area or discipline. In an effort to accommodate the rising demand for higher education among students, advance greater equity in educational access and opportunity, and address the problems of academic quality and research performance.

He has also emphasized that it is important to create an internal research process in our higher education system in order to improve research in India. The system must commit to excellence in both research and instruction.

Higher education would not be possible without research, which advances societal growth, innovation, and knowledge. In India, encouraging research in higher education is a difficult endeavor that calls for a comprehensive and cooperative strategy. The following are some potential strategies for encouraging research in Indian higher education-

- Increased investment in research: To support researchers and their projects, research needs sufficient infrastructure and financing. In addition to increasing their financial support for research, the public and commercial sectors as well as international organizations ought to offer grants, fellowships, scholarships, and other incentives to researchers.
- Enhance the caliber of research: Research needs to be directed by exacting standards of scientific investigation, theoretical rigour, and ethical principles. The National Research Foundation (NRF), as suggested by the National Education Policy (NEP) 2020, is a welcome move in this direction. The right research instruments, procedures, and methods should be taught to the researchers. Peer review and quality control procedures should be used to assess the research output. Open access platforms must be used to distribute the research publications extensively.
- Promote a research culture: Higher education institutions should incorporate research into their curricula and pedagogy. It is important to support and encourage academic members to mentor students and do research. Research opportunities and challenges ought to be introduced to students at an early age. It is recommended that academic institutions establish a favorable atmosphere for research by granting academic independence, autonomy, and recognition.
- Promote networking and collaboration: Research needs to be multidisciplinary and collaborative in character. Researchers ought to interact with other researchers in their fields, countries, and institutions as well as outside of them. The educational institutions ought to form alliances and connections with other businesses,

associations, and social groups. Researchers must take part in forums, seminars, workshops, and conferences both domestically and internationally.

Session 13: Sustainable Development: Challenges and Opportunity for India: Prof. A.S. Raghubanshi (Director, IESD, BHU, Varanasi)

Prof. Raghubanshi started his lecture by mentioning that the Indo-Gangetic Plain is a large and fertile region in the northern part of the Indian subcontinent, stretching from Pakistan to Bangladesh. It is formed by the alluvial deposits of the Indus, Ganga, and Brahmaputra rivers and their tributaries. The plain is home to about 40% of India's population and is one of the most densely populated and intensively cultivated areas in the world. The environment of the Indo-Gangetic Plain is influenced by various factors, such as climate, topography, soil, vegetation, hydrology, and human activities. Some of the environmental features and issues of the plain are:

- The climate of the plain is characterized by a monsoon system, which brings seasonal variations in temperature and rainfall. The plain experiences hot summers, cold winters, and wet monsoons. The average annual rainfall ranges from 300 mm in the west to 2,500 mm in the east.
- The topography of the plain is mostly flat and low-lying, with an average elevation of 200 m above sea level. The plain is bounded by the Himalayas in the north, the Thar Desert in the west, the Deccan Plateau in the south, and the Chota Nagpur Plateau in the east.
- The soil of the plain is mainly composed of alluvium, which is a fine-grained sediment deposited by rivers. The alluvial soil is rich in nutrients and minerals, making it suitable for agriculture. However, some parts of the plain also suffer from soil erosion, salinization, waterlogging, and nutrient depletion due to overexploitation.
- The vegetation of the plain is diverse and varied, depending on the climate, soil, and human interference. The natural vegetation includes tropical deciduous forests, grasslands, wetlands, and mangroves. However, most of the natural vegetation has been cleared for agriculture, urbanization, and industrialization. The main crops grown in the plain are rice, wheat, sugarcane, cotton, oilseeds, pulses, and fruits.

He focused that the origin of agriculture is a complex and fascinating topic that has been

studied by many scholars and scientists. Agriculture is the practice of cultivating plants and animals for food, fiber, fuel, and other purposes. Agriculture is one of the most important innovations in human history, as it enabled the development of civilization, culture, and society. There is no single or simple answer to the question of how and when agriculture originated. Agriculture arose independently in different parts of the world, at different times, and with different crops and animals. Some of the earliest evidence of agriculture dates back to around 11,500 years ago, at the end of the last Ice Age. One of the regions where agriculture started was the Fertile Crescent, a part of Western Asia that includes Mesopotamia and the Nile Valley, and is also known as the "Cradle of Civilization". Other regions where agriculture developed were Mesoamerica and north China, each with their own distinctive crops.

The process of domestication, which is the selective breeding and adaptation of wild plants and animals for human use, was a key factor in the origin of agriculture. Domestication involved changes in the genetic, morphological, physiological, and behavioral traits of plants and animals, making them more suitable for human needs. Some of the first crops that were domesticated were cereals such as wheat, barley, rice, and maize, and legumes such as peas, lentils, beans, and chickpeas. Some of the first animals that were domesticated were sheep, goats, pigs, cattle, camels, horses, dogs, and chickens.

The origin of agriculture was influenced by various environmental, social, cultural, and economic factors. Some of the possible reasons why people started to practice agriculture were:

- To increase food security and availability by producing more food than hunting and gathering could provide.
- To cope with climatic changes such as droughts or floods that affected the availability of wild resources.
- To exploit new habitats or resources those were suitable for cultivation or pastoralism.
- To create surpluses or trade goods that could be exchanged for other items or services.
- To establish social status or identity by owning or controlling land or livestock.
- To express religious beliefs or rituals by offering sacrifices or dedicating crops or animals to gods or ancestors.

Day 4: 20th August, 2023

Speakers

- Prof. Prem Narayan Singh, Director, IUCTE
- Prof. Rajani Ranjan Singh, Dr. Shakuntala Misra National Rehabilitation University, Lucknow

Session 15: Challenges in Higher Education, Prof. Prem Narayan Singh (Director, IUCTE)

Prof. P.N. Singh talked about the relationship between a teacher and students. Teachers should be provided with the autonomy to fabricate their students. How can a teacher motivate and influence his/her students in life? A teacher needs to educate the students in such a way that they can adapt to every situation. Students should be enabled with the values of

humbleness and truthfulness. They should also be prepared to develop the abilities to answer six questions: What, why, when, how, which and where? He gave many examples of own teaching and said that teachers have to identify the qualities of the students and trust them. When a teacher is at this stage he/she can build a relation of 'Atmiyata' with their students. He also discussed his experiences as an administrator and teacher. Teacher is like a farmer who has a responsibility to sow the seeds, irrigate but after the final crop production the student has the responsibility for his/her own life.

He also focused on the challenges in higher education in India, such as:

- Declining quality of instruction as a result of outmoded curricula, inadequate pedagogy, and a shortage of trained and motivated teachers.
- Financial difficulties brought on by excessive fees, insufficient scholarships, and poor public spending.
- Higher education privatization results in commercialization, inequality, and diminished accountability. Over 60% of India's higher education institutions are private, although they frequently have exorbitant tuition and sacrifice quality.
- Political meddling has an impact on the independence, openness, and administration of higher education institutions.
- Ethical concerns include violence, plagiarism, and corruption on campuses. In the field of higher education, there have been instances of bribery, fraud, cheating, ragging, and sexual harassment.

Prof. Prem Narayan Singh, a celebrated academician, leads as the Director of the Inter University Centre for Teacher Education, BHU, Varanasi. In his academic journey of over three decades, he contributed significantly as academician, researcher, teacher educator and administrator. He's an active member of various educational bodies and committees like CEC, ERIC at NCERT, UGC-CARE, member of different committees of various universities etc.

These challenges need to be addressed urgently to improve the quality and relevance of higher education in India. Some possible solutions are:

- Enhancing public investment and diversifying financing sources to provide appropriate resources for higher education institutions and students.
- Improving teacher training and development to ensure that instructors are well-qualified, motivated, and updated with the newest knowledge and skills.
- Ensuring accreditation and quality assurance in order to track and assess the effectiveness of programmes and institutions of higher learning.

Session 16 & 17: Equity and Inclusion: Higher Education for all & Schemes to Promote Inclusion, Prof. Rajani Ranjan Singh (Dr. Shakuntala Misra National Rehabilitation University, Lucknow)

Prof. Rajani Singh discussed the concept of inclusion and explained the technical terms like Impairment, disability and handicapped and Students with Special needs. He said that if a society is diverse then the educational institution should also be diverse but we have developed a segregated model and this needs to be restructured. We have to make our classrooms dignified and we have to sensitize every teacher. He discussed that in our school system we have segregated the students on the basis of gender, religion, disability etc. and we cannot inculcate social values from the process of fission, it is possible through fusion only. He also discussed the RPWD Act -2016 and different kinds of disabilities. He said that an organization should modify the practices and facilities for making the organizations inclusive like seating arrangements, CCA activities, curriculum, teaching as per needs of the students and many more. All this will create an integration of inclusion with positivity.

Equity and inclusion are important goals for higher education, as they aim to ensure that all students have equal access and opportunities to learn and succeed, regardless of their backgrounds and identities. However, achieving equity and inclusion in higher education is not easy, as there are many challenges and barriers that prevent some students from participating and benefiting fully from the educational system. Some of these challenges include:

Dr. Rajani Ranjan Singh is currently the Professor (Head and Dean), Department of Education, Dr. Shakuntala Misra National Rehabilitation University, Lucknow, Uttar Pradesh and has a total of 16 years of teaching experience. His Teaching area is Psychological Foundation of Education, Research Methodology, Measurement and Evaluation and Special Education and research area is on Value Education, Special Education and Psychometrics in Pedagogic Sphere. Prof Singh has developed many Research Tools.

- Discrimination and prejudice based on race, ethnicity, gender, sexual orientation, disability, religion, or other factors that create a hostile or unwelcoming environment for some students.
- Lack of representation and diversity among faculty, staff, and students, which limits the perspectives and experiences that are shared and valued in the curriculum and the campus culture.
- Inadequate resources and support for students from disadvantaged or marginalized groups, such as low-income, first-generation, rural, or refugee students, who may face financial, academic, social, or emotional difficulties in pursuing higher education.
- Rigid and standardized policies and practices that do not accommodate the diverse needs and talents of students with different learning styles, abilities, interests, and goals.

Day 5: 21st August, 2023

Speakers:

- Prof. J.V. Madhusudan, University of Hyderabad
- Prof. Awadhesh Kumar Mishra, The English and Foreign Languages University, Hyderabad

Session 19: Educational Technologies for Equity and Access: Digital Initiatives: Prof. J.V. Madhusudan (University of Hyderabad)

Prof. Madhusudan has started his talk by role of technology and its usefulness in current situation and its future aspects. He distributed his talk in three major areas: a) Technologies and its role in education, b) Importance of Equity and Access in education, and c) Digital Initiatives as a means to address educational inequities. Firstly, he talks of Understanding Educational Inequities and the Barriers that contribute to educational inequities such as Poverty, Lack of infrastructure, Cultural biases, and Discrimination that hinder educational opportunities for certain groups/Individuals. Impact of socioeconomic status on educational opportunities of students. Afterwards he talked about the Role of Educational Technologies to achieve Flexibility, Scalability, Personalized learning, Access to vast resources, and Potential cost savings. In final he discussed about the Digital Initiatives that have successfully promoted equity and access by using Google for Education, e-Learning for Kids: NGO, Khan Academy, Internet Saathi: A partnership between Google and Tata Trusts, UNESCO Open Educational Resources (OER) Platform, UNHCR's Connected Education Initiative: quality education to refugee children, Digital Libraries in Developing Countries.

He talked about the examples of successful implementation by blended learning, mobile learning, online learning platforms and open education resources.

Prof. J. V. Madhusudan, Head at the Department of Education and Education Technology, School of Social Sciences, University of Hyderabad, has been nominated by Honourable 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. He is an expert in the areas of Demography of Schooling, Health Education and Sociology of Education.

- Technology can help increase access to learning materials, resources, and opportunities for students and educators, both inside and outside of school. For example, technology can enable students to access online courses, e-books, and digital libraries, as well as to connect with experts, mentors, and peers from different backgrounds and locations. However, access to technology is not equally distributed among different groups and regions, and there are still gaps in connectivity, affordability, and digital literacy that need to be bridged.

- Technology can also support personalized and inclusive learning, which means that students can learn at their own pace, in their own style, and with their own interests and goals. Technology can help teachers differentiate instruction, provide feedback, and monitor progress, as well as to create engaging and interactive learning environments that cater to diverse needs and preferences. However, personalized and inclusive learning also requires a human-centered approach that respects the agency, identity, and dignity of each learner, and that avoids potential biases, stereotypes, and discrimination that may arise from the use of technology.
- Technology can also enable data-driven decision making, which means that educators and policymakers can use data to inform and improve their practices, policies, and programs. Technology can help collect, analyze, and visualize data from various sources, such as assessments, surveys, and observations, as well as to provide insights and recommendations for action. However, data-driven decision making also requires ethical and responsible use of data, which means that data should be accurate, relevant, secure, and transparent, and that data should be used to enhance, not replace, human judgment and values.

Session 20: Multilingual Issues in Higher Education and its solutions- Prof. Awadhesh Kumar Mishra (The English and Foreign Languages University, Hyderabad)

Prof. Awadhesh Kumar initiated his talk by sharing his experiences of learning different languages. He said that language is not a subject and it has no content, it can only be expressed. He flagged the issue of India being still dependent on English language and this is still continuing in our country. Grammar itself is language and grammar and words are not separate. He quoted that the document of Panini, Patanjali has also mentioned that language could be understood from both mind and brain. Language is an innate capacity of a human being and it never comes from outside. Language development starts by birth only and language science is initiated from the age of 6-8 months. Child learns the language from his/her mother and then analyaze it to learn. Larynx plays an important role for learning language in human being and after that development of the vowels and consonants takes place. Child learns language by perceiving, categorisation and analysing and for that input of mother tongue is more important. The innate capacity of brain is activated when they listen to the particular language. This is why the importance of mother tongue has been emphasised. The written language is learnt after the oral language only. He told that the language is perceived by a child in the form of a wave through ears and then reaches to neurons of the brain. This process becomes so automatic that whatever sound

Prof. Awadhesh Kumar Mishra has serving as a Professor of Linguistics in The English and Foreign Languages University, Hyderabad from 2012. He was the Director of Central Institute of Indian Languages (Govt. of India, MHRD) Mysore, Karnataka. He has achieved Best Monograph Award from International School of Dravidian Linguistics, Tiruvananthapuram. He is having membership in Professional Bodies, Linguistic Society of India and Dravidian Linguistic Association,

is perceived by socio cultural settings, child is able to associate with the particular gesture/sound. He cited various examples from the daily life of a child where a child receives the sound and accommodate in the long term memory. All the previous learning is associated for the new learnings. Every language is associated in some way like in a particular 'lipi'. He suggested that first the second language should be learnt in oral form before the written language. He said that almost 50% of the courses of Arts and commerce have been translated in some languages like Bangla, kannad, tamil etc. He presented his views about the three language formula in education. He said that to attain academic excellence in other language it takes around 6-7 years. A person learns a second language from his daily life activities through an instrumental motivation. He focused that the three language formula is not completely implemented in our country. He discussed the challenges faced by the language students of teacher training. He said that the meaning of any word comes from its context and it was created by various conventions. He elaborated that only 5000 Hindi words are used by child to adult and a men can spend his life from 1200 English words only. He represented the data of different languages used by the population in our country. He said there is a critical age of learning any language due to the plasticity of the neurons. He also focused on the process of language teaching in our pedagogical courses. Ideas which are said to be abstract comes before the language and through this, the words and sentences are formed and spoken. Language in the mind of human is same but differentiated when it is spoken. Sensitive period for second language learning is around 14 years and this is the reason for the varied pronunciation. He raised various issues of language learning by the students and how pedagogy of teachers can help in language learning. He defined the role of Council for scientific and technological terminology that was established in 1961 for facilitating the terminologies /'Shabdawali' and only some languages has been covered by them like odia till date. He also emphasized the role of Bhartiya Bhasha Samiti for implementing multilingualism in the country. He told the importance of bilingual teachers in a country like India and Central Institute of Indian Languages is playing an important role in this. He emphasized that for promoting multilingualism and preparing material for the students in different Indian languages there should be synergy between various national organisations. He stated that till date only 26% of Indian population is bilingual and 7% trilingual and there is a need of 95% population to be bilingual.

Session 21: Innovative Pedagogical Approaches & Evaluation Reforms - Prof. J.V. Madhusudan (University of Hyderabad)

He has described that based on the National Education Policy (NEP) 2020, the University Grants Commission (UGC) released guidelines for higher education institutions in India called Innovative Pedagogical Approaches & Evaluation Reforms, which aim to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible and enjoyable.

These approaches can benefit students in many ways. For example, they can:

- Enhance their understanding of the concepts and topics by engaging them in active and meaningful learning.

- Develop their competences such as collaboration, persistence, creativity, and innovation by involving them in problem-solving, inquiry, discovery, and discussion.
- Foster their interest and motivation by making learning more enjoyable, flexible, and relevant to their needs and interests.
- Improve their academic achievement by using innovative methods that suit their learning styles and preferences.

He elaborated many innovative practices:

1. Flipped Classroom:
    - In a flipped classroom, traditional teaching methods are reversed.
    - Students study course materials independently before coming to class, while in-class time is used for discussion, problem-solving, and collaborative activities.
    - This approach encourages active learning and enables educators to focus on deeper understanding and application of concepts.
2. Project-Based Learning (PBL):
    - PBL involves students working on real-world projects that require critical thinking, problem-solving, and teamwork.
    - This approach promotes hands-on learning, helps students connect theory with practice, and develops skills that are highly relevant in the professional world.
3. Problem-Based Learning (PBL):
    - Similar to PBL, problem-based learning centers around students solving complex, open-ended problems.
    - Through research, analysis, and discussion, students develop a deeper understanding of the subject matter and its practical implications.
4. Collaborative Learning:
    - Collaborative learning emphasizes group work and peer-to-peer interaction.
    - Students learn from each other's perspectives, share knowledge, and collectively solve problems.
    - Collaborative learning fosters communication skills and the ability to work effectively in teams.
5. Game-Based Learning:
    - Integrating game elements and mechanics into the learning process can make education more engaging and interactive.
    - Gamification encourages healthy competition, goal-setting, and immediate feedback, enhancing motivation and retention.
6. Online and Blended Learning:
    - Online courses and blended learning combine face-to-face instruction with online components.
    - This approach provides flexibility for students to learn at their own pace and engage with digital resources, while still benefiting from in-person interactions.
7. Personalized Learning:
    - Personalized learning tailors the educational experience to individual students' needs, interests, and learning styles.

- Adaptive learning technologies and data analytics help educators create customized learning paths and provide targeted support.

8. Experiential Learning:
    - Experiential learning integrates practical experiences, such as internships, fieldwork, and simulations, into the curriculum.
    - This hands-on approach bridges the gap between theory and practice and prepares students for real-world challenges.
9. Flipped Assessment:
    - Similar to the flipped classroom, flipped assessment involves having students design their own assessments or evaluate their peers' work.
    - This approach promotes critical thinking and metacognition as students consider what makes a good assessment or piece of work.
10. Learning Analytics:
    - Learning analytics involves collecting and analyzing data on students' interactions with learning materials.
    - Educators can use this data to identify struggling students, adapt teaching strategies, and improve the learning experience.
11. Virtual Reality (VR) and Augmented Reality (AR):
    - VR and AR technologies create immersive learning experiences by simulating real-world environments or adding digital elements to the physical world.
    - These technologies are particularly useful for fields that require visualization and spatial understanding.

Session 22: Pedagogy of Language in Higher Education- Prof. Awadhesh Kumar Mishra (The English and Foreign Languages University, Hyderabad)

In this session Prof. Awadhesh Kumar Mishra focused on the language learning in Higher education. He told that language acquisition mostly takes place at school level only. Later at adulthood, language learning depending on person to person. Metacognitive skills and vocabulary is increased in the adults. Language learning is activated through the external inputs. Every language has universal features and there are minute changes in different languages. He differentiated between the terms language acquisition and learning. He said acquisition takes place in case of mother tongue and learning can be possible in second language through interaction with others. He emphasized the importance of language in higher education considered to be language as a subject or as a medium. He also gave many examples of language learning as socio political construct i.e. mother tongue or dialect. He also explained about the Linguistic and encyclopedia knowledge and how it varies. He elaborated on the procedural knowledge of a human which affect the language learning. Every type of learning involves general to specific and simple to complex and in the same way language is also learnt. A natural order exists for learning a second language and how a child learns in steps. There is a same process of language acquisition of any language. Language cannot be taught and is acquired from the mother tongue and learnt knowledge. He explained about the natural order hypothesis through which the words are arranged as per specified principles for sentence formation. He cited various examples when an adult learns

language as per his/her requirement of daily life communication.

Day 6: 22 August, 2023

Speakers:

- Prof. Pradeep Kumar Misra, NIEPA, New Delhi
- Prof. Sunil Kumar Singh, BHU, Varanasi

Session 24: Multidisciplinarity in Higher Education- Prof. Pradeep Kumar Misra (NIEPA, New Delhi)

Discipline-oriented behaviors and organizational structures produce disciplinarity, according to Prof. Pradeep Kumar Misra, who introduced the topic of his presentation. Disciplinarity is the ability to acquire, evaluate, and apply specialized information for a variety of purposes. It refers to proficiency in a discipline, which is a particular area of knowledge. Studying a subject from several different disciplines at once is referred to as multidisciplinarity. A subject is better understood when viewed from multiple disciplinary perspectives. Although you cross the boundaries of the disciplines, they retain their unique "voice." Interdisciplinarity is the incorporation of multiple fields of study to enable cross-disciplinary collaboration to either narrow or broaden students' education, to better comprehend, and/or to solve problems. Transdisciplinarity: Builds bridges across disciplines, but also across the disciplinary structures altogether, linking the academic world with the practical world, and scholars with non-academics who are working on similar problems or ideas. Drawing on information and methods from two or more disciplines. Distinct from “interdisciplinary,” in that it generally does not imply integrating the fields together into something new. Juxtaposition of various disciplines, sometimes with no apparent connection between them. e.g.: music + mathematics + history. World needs and opportunities are increasingly complex and require integrated, in-depth contributions from multiple disciplines for progress The wider benefits of multidisciplinarity in Higher Education are: Motivation Connecting learning to a real world context, More meaningful, purposeful and deeper learning experiences, Breadth of knowledge, Acquiring new knowledge in different subject areas, Knowledge and application of different subjects can lead to greater creativity, Making worthwhile connections between the traditional academic subject areas. Prof. Misra has also talked about bringing Multidisciplinarity in Internships and Practicums where he describes shadowing or interviewing colleagues and partners outside of one's discipline such as marketing majors meeting with engineers and information technology specialists or political science majors meeting with social justice advocates, entrepreneurs, and family scientists. Adopting a "grand rounds" approach similar to medicine where several students from different disciplines reflect together and brainstorm potential resources or interventions.

Multidisciplinarity in Higher Education is a topic that explores the benefits and challenges of integrating different academic disciplines in teaching and research. It aims to foster a broader and deeper understanding of complex issues and problems, as well as to produce more adaptable and creative graduates. Sir discussed the concept of multidisciplinary education, which allows students to choose and learn diverse subjects from various disciplines. It also

lists some of the advantages and disadvantages of this approach, such as enhancing critical thinking skills, promoting limitless learning, and creating confusion among students.

- Interdisciplinarity in Higher Education: The Challenges of Adaptability: This critically examines the debates around interdisciplinarity in higher education, which involves breaking down the boundaries between disciplines and seeing how they can work together. It also reflects on the authors' own experiences of interdisciplinarity in research and teaching from a social policy perspective.
- Multi-disciplinarity: defines multidisciplinarity as the ability of students to access a range of courses from disciplines outside a single area of study. It also explains the difference between multidisciplinarity, interdisciplinarity, and transdisciplinarity, which are often used interchangeably but have distinct meanings and implications.
- Multi-, inter-, and transdisciplinarity; what is what?: provides a clear and concise explanation of the three types of disciplinarity, with examples and diagrams. It also offers some tips and resources for implementing and evaluating interdisciplinary teaching and learning.
- NEP 2020: Towards a holistic and multidisciplinary approach to education: analyzes the National Education Policy 2020 of India, which proposes a multidisciplinary and holistic approach to education at all levels. It also highlights the challenges and opportunities of this approach, such as ensuring quality, equity, and flexibility, as well as fostering innovation, creativity, and diversity.

Pradeep Kumar Misra is the Professor and Director of the Centre for Policy Research in Higher Education (CPRHE), NIEPA. He has previously served as a Professor of Education and was the Head of the Department of Education and Dean of the Faculty of Education at Chaudhary Charan Singh University, Meerut. His research specializations are teacher education, educational technology, and vocational education. He has received several prestigious international research scholarships like the Commonwealth Academic Fellowship of CSC, UK; Doctoral and Senior Researcher Scholarship of DAAD, Germany; Erasmus Mundus Visiting Scholar Scholarship of European Commission; National Scholarship of Slovak Republic; MASHAV Scholarship of Israel Government; and Research Exchange Scholarship of FMSH, France.

He cited various examples (Miami University, 2023) for bringing Multidisciplinarity in the classroom:

- Asking students to use different lenses to evaluate case studies, role plays, interviews, journals, etc.;
- Coordinating seminars or group activitites across disciplines who may work with similar populations but in different contexts such as public health, criminal justice, social work, and nursing or engineering, finance, architecture, and urban planning;
- Pairing students based on disciplines to work on collaborative projects and asking them to reflect on how their differing perspectives enhanced the work; and
- Inviting guest speakers across disciplines to discuss their roles in addressing a

problem or concern in a community.

He cited various examples (Miami University, 2023) for bringing Multidisciplinarity outside the classroom:

- Creating an assignment where students interview a professional in their own field in addition to two others, compare and contrast their answers based on the discipline and theoretical perspectives that drive their work;
- Assigning roles to students when watching videos or reading articles to assess the information from different perspectives; and
- Having an engineering student meet with a disability studies major to learn about formal and informal accessibility considerations.

Session 25: Faculty Development and Training: Prof. Sunil Kumar Singh (BHU, Varanasi)

This is a topic that is relevant for any higher education institution that wants to provide quality education for its students and staff. He defined FDP as a structured and purposeful initiative designed to enhance the knowledge, skills, capabilities, and overall professional growth of educators within colleges and universities. He has emphasized on the significance of FDP:

- Tailored to support faculty members in their roles as instructors, researchers, mentors, and contributors to the academic community.
- To equip educators with the tools and strategies to excel in various aspects of their work: including teaching methodologies, research activities, technology integration, student engagement, leadership skills etc.

He also elaborated on history of faculty development programs in India:

- 1940s-1960s: Early efforts to enhance teaching quality through workshops and seminars. Establishment of academic institutions for training.
- 1968: University Grants Commission (UGC) established, fostering higher education development
- 1980s: UGC starts funding faculty development programs through academic staff colleges.
- 1992: UGC-Academic Staff Colleges set up to offer refresher courses and orientation programs
- 1998 UGC introduces Career Advancement Scheme (CAS) to incentivize faculty research and professional growth.
- 2000s: Emergence of subject-specific consortiums and collaborations for faculty training and curriculum development.
- 2003: Introduction of Quality Improvement Programs (QIP) for postgraduate teachers in engineering and technology
- 2010: Launch of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) for faculty enhancement.
- 2013: Rashtriya Uchchatar Shiksha Abhiyan (RUSA) initiates funding for faculty development projects
- 2015: UGC-Academic Staff Colleges renamed UGC-Human Resource Development

Centres, expanding their scope.

- 2020: National Education Policy (NEP) 2020 emphasizes continuous faculty development for enhanced quality in higher education.

He has given a special emphasis on which all should focus:

- The emphasis has expanded to include research publication,
- interdisciplinary collaboration,
- industry-academia partnerships,
- entrepreneurship,
- integration of experiential and project-based learning.
- Emergence of online and blended FDPs: It is expected that these programs may offer greater flexibility for faculty members to participate from different locations and engage with a diverse range of resources and experts.
- Many universities and colleges in India have established their own FDPs as part of their professional development initiatives. These programs often focus on enhancing pedagogical skills, research productivity, leadership capabilities, and industry-relevant skills.

He concluded that it is important to note that the landscape of FDPs in India is dynamic and constantly evolving.

Session 26: Promoting Multidisciplinary Research- Prof. Pradeep Kumar Misra (NIEPA, New Delhi)

In an enlightening session, Prof. Pradeep Kumar Misra discussed the critical role of promoting multidisciplinary research in modern academia. He emphasized that given the complex societal challenges we face, such as climate change and public health, a multidisciplinary approach is not only advantageous but necessary. However, he highlighted several roadblocks, such as the academic system's inability to adapt to fostering multidisciplinary research and the pressures faculty faces to produce individual scholarly work for promotion and tenure.

He stated various challenges:

- Focus on multidisciplinary research has become necessary for contemporary research endeavors to keep pace with the complex issues facing society (Arnold at al., 2021)
- The current academic system has not adapted to foster multidisciplinary research among university faculty and researchers (Arnold at al., 2021).
- Faculty seeking promotion and tenure often experience pressure to complete individual scholarly work to gain appropriate recognition for the promotion and tenure process (Arnold at al., 2021).

To combat these issues, Prof. Misra laid out a robust strategy. He advocated for institutions to prepare policies that specifically encourage multidisciplinary research. He called for the recognition of such research in academic evaluations and recommended the creation of specialized research centers to focus on multidisciplinary projects. Further, he insisted on removing bureaucratic barriers that hinder such research and suggested organizing capacity-building programs for faculty.

In a significant addition, he spoke about the onus on individuals to further this cause. According to Prof. Misra, scholars need to step out of their comfort zones, engage in cross-disciplinary reading, and seek dialogue with colleagues from other fields. He also encouraged scholars to be proactive about attending events in other disciplines and crafting collaborative multidisciplinary research proposals.

The talk was an eye-opener and served as a roadmap for scholars and institutions aiming to integrate multidisciplinary research into their academic landscape.

Valedictory session

The Program started with floral garlanding the statue of Maa Saraswati and Mahamana Pandit Madan Mohan Malviya and lighting a lamp. The chief guest of the event was Dr. Kamlesh Kumar Dwivedi, Former Head of Department of Kaya Chikitsa, Government Ayurvedic College and Hospital, Varanasi. He said that it is the responsibility of the teacher to teach every subject by making it interesting. We should connect with our students and perform our assigned role in their lives well. A leader is the representation of a character which he wants to inculcate among students. We have to give respect to all the people of society and as a teacher we have to adapt as per the changing society and keep on Life Long Learning.

During the session, a brief report presentation was done by Dr. Deepty Gupta. Many participants shared their feedback for the programme. Participants said that the institute's facility, lecture, management, the subject presentations were excellent. All the subject experts who gave lectures were very enlightening. They also said that the way they were understanding the research so far, the experts helped them to delve inside more into the concepts. We teachers must work not only on problems but also on their solutions.

On this occasion, the Director of the Center said that whatever excellence we could do in this program, the credit goes to every member of IUCTE. Kashi has been a city of knowledge since ancient times. ‘‘Kashyate Prakashyate Iti Kashi: Such is also the verse of the scriptures.

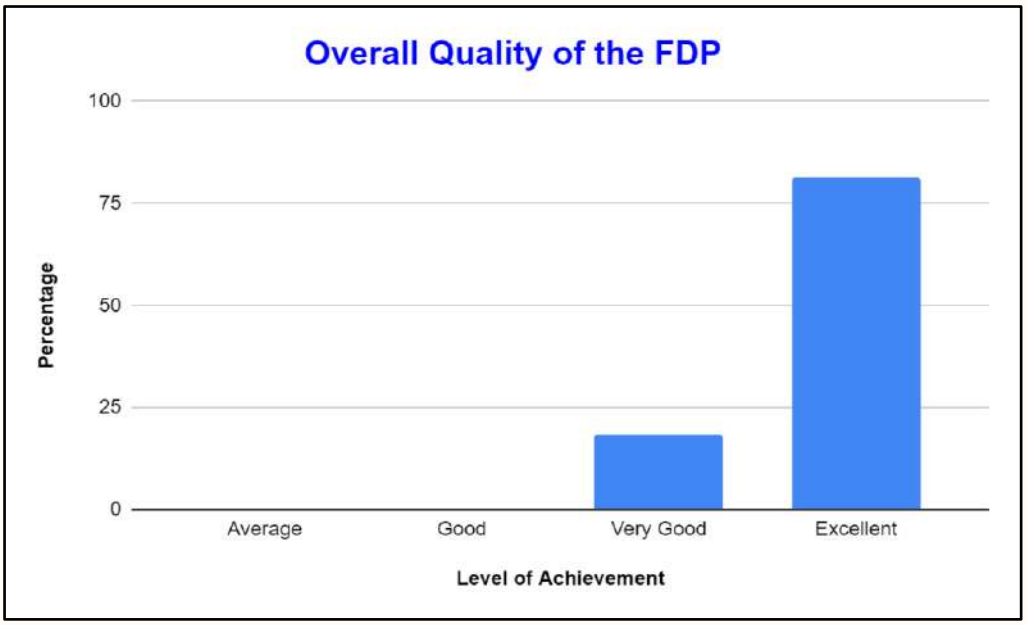
Outcomes of the FDP

- FDP has provided the participants with opportunities to learn and improve teaching, research, and administrative skills, enabling them to become more effective educators and researchers.
- FDP has brought together educators from diverse backgrounds and institutions, facilitating networking and collaboration that can lead to joint research projects, knowledge exchange, and the sharing of best practices.
- FDP has focused on creating a positive impact on the overall quality of an educational institution by promoting a culture of continuous learning and improvement among faculty members.
- FDP has focused on emerging trends in education, helping faculty members stay updated with the latest developments in their fields.
- This FDP has oriented, motivated the participants for implementing the NEP 2020 in their organization in an effective manner. Participants have gained insight about the implications of NEP.
- Participants have cleared their doubts regarding the implementation of NEP.
- The FDP has also enhanced and rejuvenated the teaching skills and motivation towards positivity.
- Promoted the professional practices relevant to technical education but also motivates the faculty to achieve a competitive teaching and learning environment.
- The FDP has also focused on the need of best practices and the actions required for implementation of this policy in the real field.
- All the participants learnt about the basic duties of a teacher. Know about the proper management of available sources.
- The FDP has encouraged the participants to think out of the box and familiarize themselves with innovative ideas and what is happening in their surroundings.
- This has also encouraged participants to do research in their areas and new ideas for research.

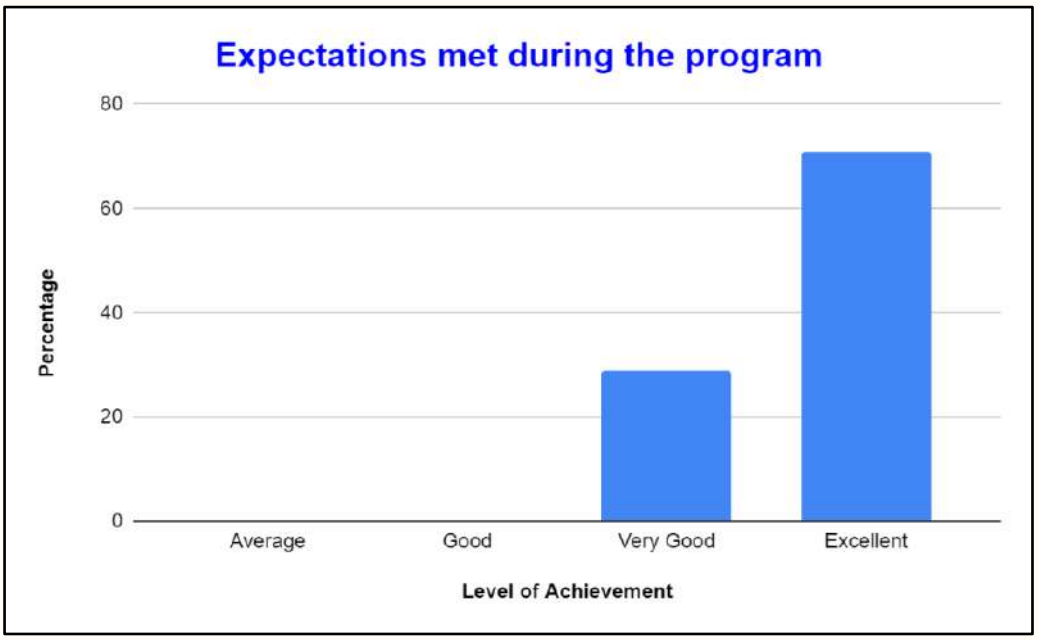
Annexure 1: Participants Feedback

Feedback was taken from the participants regarding the quality of the Faculty Development program. Along with that the requirements of participants were also asked for the future programmes. The detailed analysis is discussed below.

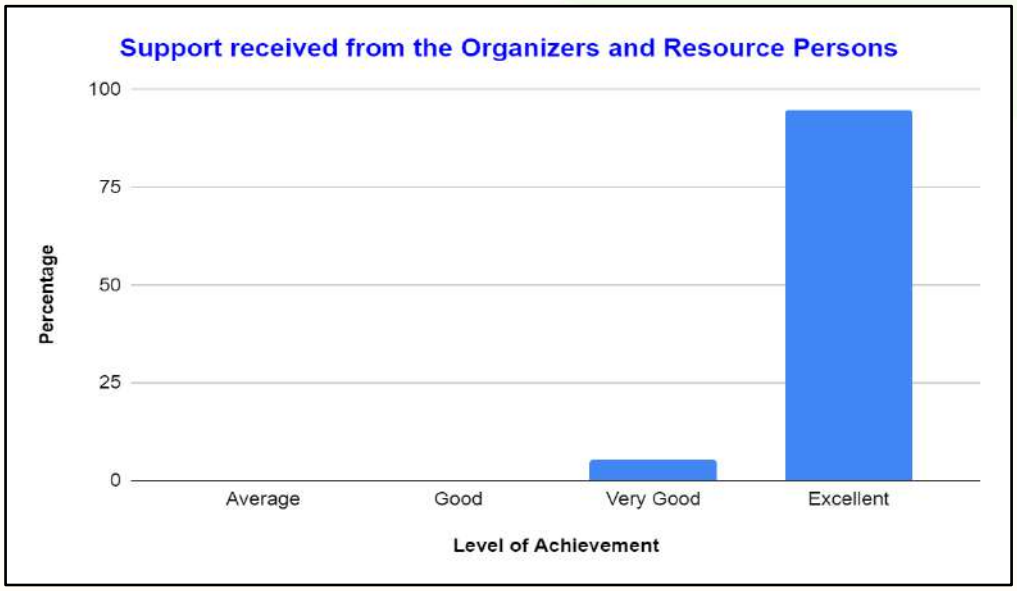
1. **Regarding the Overall quality of the program, maximum participants have praised the program.**



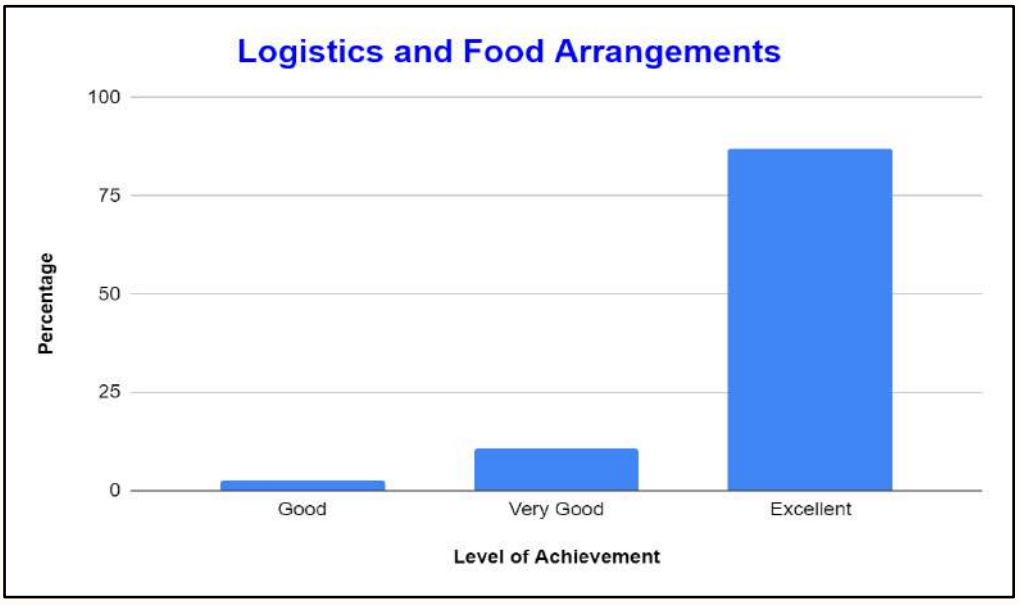
2. **It was also asked whether the expectations of the participants have been achieved or not through this FDP and maximum participants have rated that it was achieved.**



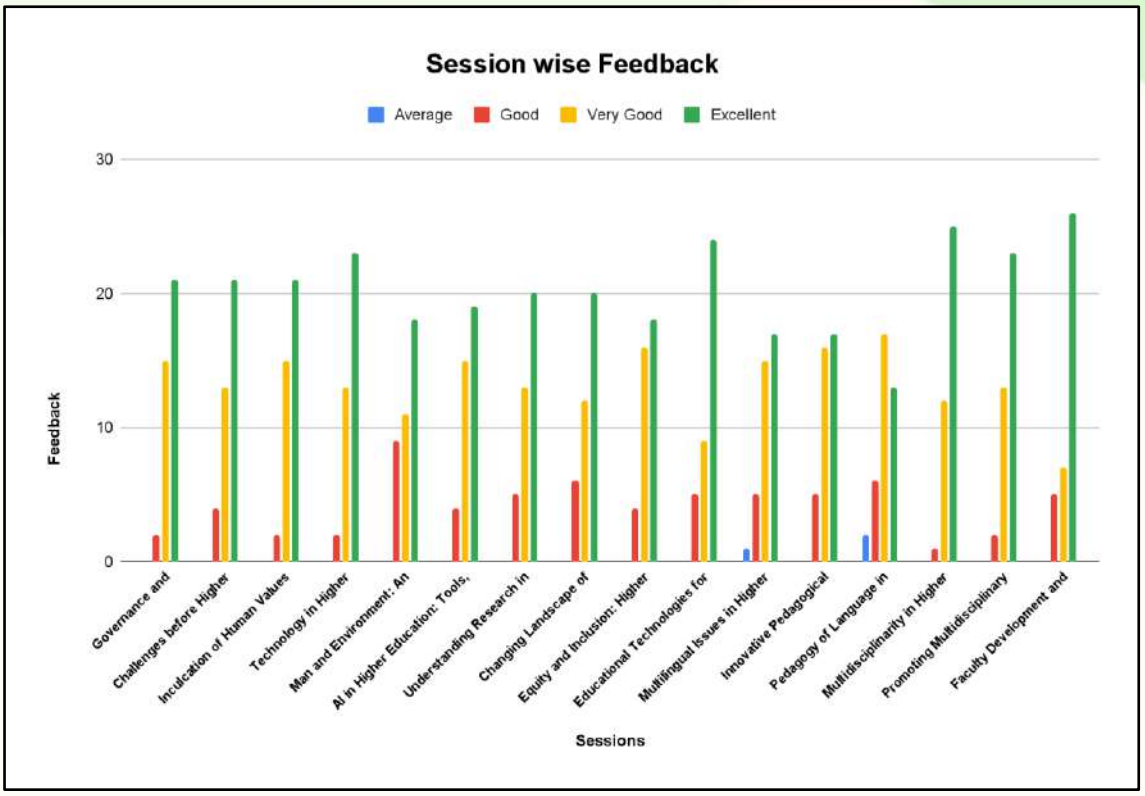
3. **The support from the Organizers and Resource persons was provided during the program and maximum participants have appreciated the support received from the organisers and Resource Persons**



4. **Feedback regarding the logistics and food arrangements was also received from the participants and almost all have appreciated the arrangements provided during the program.**



5. **Session Wise feedback was also taken from the participants in which the participants appreciated all the sessions but two sessions were most liked by the participants were on Technology related and Multidisciplinarity.**



6. **Participants were also asked to tell the topics which they think would have been covered in greater details. Following sessions were told:**

- छात्र और शिक्षक की अकादमिक समस्याओं / चुनौतियों से से निपटने की
- Multidisciplinary Education
- Faculty development and training
- Innovative educational practices
- New concepts in educational research and technology in teaching learning process
- Pedagogy of Language should be given one more session. One session for theory and the other one for "Application of Pedagogy of Language".

7. **Opinion of participants regarding the brainstorming and interactive sessions for which All the participants appreciated the sessions and some testimonials were:**

- Very surprising and self-motivated
- संस्थागत समस्या संबंधी सेशन काफी उपयोगी रहना
- बहुत सराहनीय कदम था। हर छोटी छोटी बातों पर विचार किया गया। हम सभी शिक्षक बंधु लाभान्वित हुए।
- It was well planned
- Very interesting
- Good activities have been done by teachers and we learned many innovative ideas during this.
- ब्रेनस्टॉर्मिंग सेशन और इंटरएक्टिव सेशन दोनों व्यक्तित्व विकास के लिए अति उपयोगी रहे ऐसे सेशन अनिवार्यता रखना ही चाहिए क्योंकि यह यह कोलैबोरेटिव लर्निंग एवं सर्जन्नात्मकता तथा व्यक्तित्व विकास में उपयोगिता स्वयं सिद्ध है
- They played a significant role in evaluating our comprehension, resolving misconceptions, and guiding us towards deep learning. From my perspective, they resembled a formative assessment approach.

8. **Few Suggestions received from the participants for improving the program in future were:**

- Participants requested to invite the female resource persons.

- The textual material shared with them should be in Hindi medium.
- More participants should be invited.
- A small tour should be included in the program, by which all teachers can interact with each other.
- Some practical sessions need to be included in future, i.e. Yoga, Meditation, Hands-on experiences etc. In sessions different stakeholders from different fields may invite for sessions regarding Topic of the FDP I. e. Doctor, Lawyer, Police Officer to make variations.
- For more participants engagement there should be a day reserved for the participants presentation either individual or group presentation. Presentation topics participants can choose from their dedicated field.
- Regarding the programme schedule, participants suggested that the sessions should start at 10 am and last session should be 5 pm and Lunch time 1.5 hours.
- In lieu of a single brainstorming session, two sessions per day for the in-depth exploration and discussion of shared ideas practicing innovative pedagogy. This may also help the participants learn challenges likely to be faced by the students and care to be taken by them in designing the tasks. The addition of one more session, I believe, would foster deeper engagement and collaboration among participants, maximizing the value of the program.
- Participants of the program represent a diverse range of institutions, including those funded by the central government, state governments, or operating on self-financing models. It is worth acknowledging that not all academic institutions possess the financial resources to support their staff's participation in Faculty Development Programs (FDPs). In this context, IUCTE could consider introducing a practice of reimbursing actual travel expenses. This thoughtful initiative would extend a helping hand to participants, ensuring that financial constraints do not hinder their professional development endeavours.
- IUCTE should consider extending its program reach across India through collaborations with various state universities. This strategic collaboration has the potential to bring forth numerous benefits, ultimately expediting the realization of the transformative vision outlined in the National Education Policy (NEP) 2020.

9. Future areas /topics for which training/workshops to be organised at IUCTE:

- Wellness and Mental Health
- शिक्षा में तकनीकी के फायदे
- भाषा शिक्षण से संबंधित
- Multidisciplinary research in higher education
- Innovation in research areas
- Drug Discovery related workshop
- Environmental education
- Applicational use of modern Educational technology
- Technology interventions in Life science to inculcate research at degree level
- Credit bank system and human value system
- Handful training on development of MOOC course
- Artificial intelligence and special education
- Teaching Oriented Courses shall be organized at IUCTE on a regular interval.
- Leadership quality and good governance in higher education institution
- NEP 2020 implementation in special reference in affiliated Government, Aided and self-finance colleges
- Developing e -content
- NAAC and international paper publication related

- Understanding the ethics
- Sustainable Happiness: Issues & Challenges
- Administration and supervision issues, ethics, higher education institutions
- Refresher course for teachers in higher education
- Lesson plan
- Religious Perspective
- अध्यापक शिक्षा, NEP 2020 के क्रियान्वयन की रणनीतियां
- Multidisciplinarity and Curriculum Design and Development
- Internationalization of Education: Prospects and Challenges

10. Feedback from participants regarding the planning for the implementation of the learnings through this FDP in their institution:

- They planned for organizing workshops in their institutions to address the identified needs and ensure that the content is relevant, engaging, and aligned with institution's goals.
- Provide the necessary resources, technology, and infrastructure to support the faculty members for applying new skills and knowledge.
- Will encourage faculty members to apply what they've learned in their teaching, research, and other responsibilities and create spaces for reflection and sharing of experiences.
- Ensure that the learning from the FDP is integrated into the curriculum, aligning with the institution's educational objectives.
- Encourage faculty members to collaborate on projects, research, and curriculum development based on the FDP learning.
- Incorporating the learning from this Faculty Development Program (FDP) into the institution by sharing the insights gained with the colleagues and discussing how these concepts can enhance the teaching methods. Will integrate new teaching techniques and approaches learned during the FDP into the curriculum.
- Will explore opportunities to collaborate with other faculty members to design workshops or training sessions based on the FDP content. This will help disseminate the knowledge among peers and create a more dynamic learning environment.
- Work for potential research projects inspired by the FDP that could contribute to the institution's academic growth. By implementing these strategies, will aim to enhance the overall quality of education and teaching methodologies within the institution.
- Inculcation of moral values in higher education.
- Will try to promote a multidisciplinary approach in the classroom. At institutional level, higher authorities would implement reforms suggested in NEP 2020.
- इस संकाय विकास कार्यक्रम द्वारा संचालित संस्थाओं में समय समय पर विचार गोष्ठी आयोजित किया जा सकता है।
- भौतिक संसाधनों को जुटाने में स्थानीय समाज का सहयोग प्राप्त करना
- सुविधा वंचित बच्चों एवं किसी भी कारण से शिक्षा के मुख्य धारा से अलाभान्वित वंचित बच्चों को मुख्य धारा में शामिल करने का प्रयास करना
- Review and revise existing curricula and design Certificate and Diploma courses to align with NEP's multidisciplinary, flexible, and outcome-based approach.
- Integrate practical skills, innovative pedagogy and assessment strategies, critical thinking, and research-oriented elements into curriculum design.

11. Challenges which participants were facing while implementing NEP 2020 in their institutions were mostly infrastructural. Other than this the challenges were:

- Research project for undergraduate students.
- संसाधन एवं सही जानकारी का अभाव
- नवाचार के साधनों का आभाव
- Major Problem teacher student ratio
- Insufficient faculty members and resources
- There is absence of popularity of NEP
- Infrastructural related, Internet connectivity, students attendance, Poverty of students etc.
- I find my Institute a little reluctant and dishonest as administration, whenever I try to bring some experimentation in teaching, framing effective curriculum etc. Even I am facing lots of difficulties in initiating my central government funded research project, in terms of minimum infrastructure support and management. Although the project is awarded not only to PI (the researcher) but also to the Institute, but the administration treats it as the teacher's own business to some extent, whatever support they provide is just because of fear of regulations. Therefore the true intentions to make NEP 2020 implementation really effective at our Institute are unfortunately not very prominent.
- Digital Classrooms
- There is a lot of confusion about how to implement it - but now I think I'll be submitting a report of this FDP to my institution that might help for betterment.
- I think that affiliated University has not clear concept of NEP
- Funding, infrastructure and positive attitude
- यह कार्यक्रम संस्थाओं के लिए एक चुनौती दे रही है। संस्थाओं को समूह में शामिल होकर आधारभूत संरचना की समस्या का हल निकाले। एन इ पी संस्थाओं में सुधार की बात कर रही है, समग्र विकास चाहती है। कुछ छूट गया हो तो क्षमा प्रार्थी हूं।
- The concern guardians and students about 4 years integrated B. Ed. Programme after passing +2 level.
- One big problem I am facing while implementing NEP 2020 is students are not able to understand all the subjects properly as they have to study major, minor, skill development, and curriculum in a very short interval of time.
- Lack of understanding about NEP at administrative level and no efforts are being done to get it moreover juniors are asked to frame or structure the programs who again are doing it without getting any expert understanding
- मैं अपनी संस्था में IQAC नोडल के रूप में कार्य कर रहा हूं मेरे साथी प्राध्यापकों द्वारा एवं स्वयं द्वारा विभिन्न समस्याओं एवं चुनौतियां का सामना करना पड़ता है जैसे विषयों का चयन, इंट्रडिसीप्लिनरी, मल्टीडिसीप्लिनरी अप्रोच की समझ, बच्चों की प्रति गहन समझ, भौतिक संसाधनों को जुटाना, टेक्नोलॉजी का प्रयोग शिक्षा में करने हेतु उपयुक्त ऐप की जानकारी, राष्ट्रीय शिक्षा नीति 2020 के प्रति सकारात्मक सोच एवं संवेदनशील सोच रखना, आधुनिक होने के साथ-साथ अपनी रूट से जुड़ना, एडमिनिस्ट्रेटिव रिफॉर्म गवर्नेंस जैसी तमाम समस्याओं का सामना करना पड़ता है यह प्रोग्राम स्वयं मेरी एवं अपने साथियों के मार्गदर्शन करने में मील का पत्थर साबित होगी
- Faculty Readiness and Resistance, Curriculum Overload, Inclusion of Multidisciplinarity, Creating provisions for Internship and developing positive attitude about entrepreneurship among language students

Annexure 2: List of Dignitaries and Resource Persons

List of Dignitaries

S.No.	Name	Affiliation
1	Dr. Shiv Kumar	Vidya Bharti Akhil Bhartiya Shiksha Sansthan
2	Dr. K. K. Dwivedi	Govt. Ayurvedic College and Hospital, Varanasi
3	Prof. Akhilesh Kumar Singh	Prof Rajendra Singh (Rajju Bhaiya) University, Prayagraj, Uttar Pradesh
4	Prof. Rajnish Jain	Devi Ahilya Vishwavidyalaya, Indore

List of Resource Persons

S.No.	Name	Affiliation
1	Prof. Akhilesh Kumar Singh	Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) University, Prayagraj, Uttar Pradesh
2	Prof. Rajnish Jain	Devi Ahilya Vishwavidyalaya, Indore
3	Prof. Pawan Kumar Sharma	Ch. Charan Singh University, Meerut
4	Prof. A.S. Raghubanshi	Director, IESD, BHU, Varanasi
5	Prof. C.B. Sharma	Director, SoE, IGNOU
6	Prof. J.V. Madhusudan	University of Hyderabad
7	Prof. Rajani Ranjan Singh	Dr. Shakuntala Misra National Rehabilitation University, Lucknow
8	Prof. Awadhesh Kumar Mishra	The English and Foreign Languages University, Hyderabad
9	Prof. Pradeep Kumar Misra	NIEPA, New Delhi
10	Prof. Sunil Kumar Singh	Faculty of Education, BHU, Varanasi
11	Prof. Gaurav Singh	Central University of Haryana

Annexure 3: List of Participants

S.No.	Name of the Participant	Name of the Institute/Organization/University
1	Dr. Ajay Kumar Singh Yadav	Sakaldiha PG College, Sakaldiha,Chandauli
2	Dr. Akatm Dev	Ishwar Saran P.G. College, University of Allahabad
3	Sh. Akshay Rana	Chandigarh University, Punjab
4	Dr. Anand Singh	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
5	Dr. Anil Kumar	Harish Chandra Post Graduate College, Varanasi
6	Dr. Deepak Prasad	Kartik Oraon College, Gumla, Ranchi University, Ranchi
7	Sh. Devendra Pratap Singh	Harish Chandra P. G. College, Varanasi
8	Dr. Dinesh Kumar	Dept of Education, Mahatma Gandhi Kashi Vidyapith, Varanasi
9	Dr. Hemant Singh	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
10	Dr. Indu Bala	Dept of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Sonipat, Haryana
11	Dr. Jyoti Singh	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
12	Sh. Jitendra Yadav	Sakaldiha PG College, Sakaldiha,Chandauli
13	Dr. Kalpana Singh	DAV PG College, Varanasi
14	Dr. Kalpataru Mondal	Nikhil Banga Sikshan Mahavidyalaya, Baba Saheb Ambedkar Education University, West Bengal
15	Ms. Khushboo Singh	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
16	Dr. Kumari Poonam	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
17	Dr. Manjeet Kumari	Dept of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Sonipat, Haryana
18	Dr. Manoj Kumar Sonakar	Mahatma Gandhi Kashi Vidhyapith, Gangapur Campus, Varanasi
19	Dr. Mithilesh Kumar Pandey	Department of Computer Applications, Uma Nath Singh Institute of Engineering and Technology, VBSPU, Jaunpur
20	Prof. Mithilesh Singh	Shri Agrasen Kanya P. G. College, MGKVP, Varanasi
21	Prof. Parul Shantilal Popat	PG Department of English, Sardar Patel University, Vallabh Vidyanagar, Gujarat
22	Dr. Punam Ranjan	Patna Science College, Patna University, Patna, Bihar
23	Mr. Rajendra Prasad	Harish Chandra PG College, Varanasi

24	Dr. Rajesh Kumar Sharma	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
25	Dr. Rajesh Kumar Yadav	Sakaldiha PG College, Sakaldiha,Chandauli
26	Dr. Ram Kripal Singh	Bhakt Darshan Government Post Graduate College, Pauri Garhwal, Uttarakhand
27	Dr. Ritu Singh	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
28	Dr. Sabina Bano	Mahila Mahavidyalaya, Banaras Hindu University, Varanasi
29	Mr. Sandeep Kumar Singh	Sakaldiha PG College, Sakaldiha, Chandauli
30	Mr. Saurabh Singh	Govt. Degree College, Pabau, Pauri Garhwal, Sir Dev Suman University, Uttrakhand
31	Ms. Shalini Agarwal	Balram Krishan Academy, University of Lucknow
32	Ms. Shephali Pal	Harish Chandra PG College, Varanasi
33	Dr. Sonam Chaudhari	Shri Agrasen Kanya P. G. College, MGKVP, Varanasi
34	Dr. Suman Singh	Shri Agrasen Kanya P. G. College, MGKVP, Varanasi
35	Dr. Umakant Pasvan	J.N.College Madhubani, Lalit Narayan Mithila University, Darbhanga, Bihar
36	Dr. Vineet Kumar Singh	Dr. Ghanshyam Singh PG College, MGKVP, Varanasi
37	Dr. Vinod Kumar	LBS PG College, Mughalsarai, Chandauli
38	Mr. Vrijesh Kumar Mishra	LBS PG College, Mughalsarai, Chandauli
39	Mr. Yagya Nath Pandey	Sakaldiha PG College, Sakaldiha,Chandauli

Annexure 4: Advisory Committee

1. Prof. Meenakshi Singh, BHU, Varanasi
2. Prof. Sunil Kumar Singh, BHU, Varanasi
3. Prof. Prerana Shelat, IITE, Gujarat
4. Prof. Minati Panda, JNU, Delhi
5. Prof. D. P. Singh, TISS, Maharashtra

Annexure 5: Organizing Team

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

Programme Convener: Dr. Deepty Gupta, Assistant Professor
Programme Co-Convener: Dr. Kushagri Singh, Assistant Professor

Academic Team:

1. Dr. Saurabh Singh Rathore, Assistant Professor
2. Dr. Rachana Vishwakarma, Assistant Professor
3. Dr. Gyanendra Singh, Assistant Professor
4. Dr. Raj Singh, Assistant Professor
5. Dr. Sunil Kumar Tripathi, Assistant Professor
6. Dr. Raja Pathak, Assistant Professor
7. Mr. Chakradhar Rana, Assistant Librarian

Technical Team

1. Mr. Rana Pratap Rao, Hardware Engineer
2. Mr. Vikas Janu, Webmaster
3. Mr. Kuldeep Pandey, System Analyst
4. Mr. Anand Jaiswal, Server Engineer
5. Mr. Sushil Kumar Rai, Electrician

Administrative Team

1. Mr. Akash Chauhan, Administrative Officer
2. Mr. K. Ajay Kumar, Personal Secretary to Director
3. Mr. M.R. Ramasubramaniam, Administrative Officer (Finance)
4. Mr. Anil Kumar Rai, Section Officer (Admin)
5. Mr. Arun Kumar Rai, Assistant
6. Mr. Brijendra Sarkar, Office Assistant
7. Mrs. Priti Singh, Office Assistant
8. Mr. Satyendra Srivastava, Office Assistant
9. Mr. Jai Shanker Chaurasia, Office Assistant
10. Mr. Sandeep Kumar Bose, Office Assistant
11. Mr. Ajit Kumar Singh, Driver
12. Mr. Mantu Kumar, MTS
13. Mr. Praveen Kumar Yadav, MTS
14. Mr. Ram Pravesh Pathak, MTS
15. Mr. Vineet Kumar Upadhyay, MTS
16. Mr. Vikash Kumar, MTS
17. Mr. Virendra Patel, MTS

Accounts Section

1. Mr. Abhinesh Kumar Singh, Section Officer (Finance)
2. Mr. Ashok Kumar Singh, Assistant
3. Ms. Khyati Singh, Accountant
4. Mr. Rajesh Kumar Srivastava, Assistant

Annexure 6: Media Advocacy and Press Releases

छात्रों में मूल्यों का विकास आज की जरूरत: प्रो. अखिलेश सिंह, News Prahari - Aug 17, 2023,
https://www.newsprahari.com/2023/08/blog-post_248.html

छात्रों की मनोस्थिति को समझना भी शिक्षक का धर्म-डाक्टर शिव कुमार

छात्रों में मूल्यों का विकास करना शिक्षक का उद्देश्य-प्रोफेसर रजनीश जैन

अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र(काशी हिन्दू विश्वविद्यालय)की ओर से संकाय विकास कार्यक्रम का आयोजन हुआ जिसमें मुख्य अतिथि के रुप में विद्या भारती अखिल भारतीय शिक्षा संस्थान(नयी दिल्ली)के मंत्री डॉक्टर शिव कुमार ने कहा कि केवल पढ़ना-पढ़ाना ही शिक्षक का धर्म नहीं है। छात्रों की मनोस्थिति को समझना भी है शिक्षक धर्म। शिक्षक एक वृत्ति है जो समाज के लिये कार्य करता है। समाज निर्माण में शिक्षकों को छात्रों के अन्तर्मन को स्पर्श करना चाहिये। शिक्षक नये सृजन के लिये कार्य करता है इसीलिये समाज सदैव शिक्षकों के प्रति आदर का भाव रखता है। विशिष्ट अतिथि प्रोफेसर राजेन्द्र सिंह रज्जू भैया, विश्वविद्यालय के वाइस चांसलर प्रोफेसर अखिलेश कुमार सिंह ने कहा कि किसी भी कार्य को हमें सकारात्मक सोच एवं आत्मीयता के साथ करना चाहिये। एक

अतिथियों का स्वागत करते हुये

शिक्षक छात्रों मे रुचि पैदा कर उन्हें कौशल विकास की ओर अग्रसर करके बेहतर शिक्षक बन सकता है। विशिष्ट अतिथि विश्वविद्यालय अनुदान आयोग के पूर्व सचिव प्रोफेसर रजनीश जैन ने कहा कि शिक्षक का उद्देश्य छात्रों में मूल्यों का विकास करना है जिससे एक अच्छे व्यक्ति का निर्माण संभव हो। निदेशक प्रोफेसर प्रेम नारायण सिंह ने कहा कि सीखने के लिये सदैव तत्पर रहना चाहिये। हम आशा करते है कि यहाँ से आप अवश्य कुछ सकारात्मक लेकर जायेंगे। कार्यक्रम का संचालन डॉक्टर कुशाग्री सिंह एवं धन्यवाद ज्ञापन डॉक्टर सुनील त्रिपाठी ने किया।

Source: Aaj dated 18 August, 2023

छात्रों में मूल्यों का विकास आज की जरूरत : प्रो. अखिलेश सिंह

धारा न्यूज ब्यूरो

वाराणसी । प्रो. राजेन्द्र सिंह रज्जू भैया, विश्वविद्यालय के कुलपति प्रो. अखिलेश कुमार सिंह ने कहा कि मौजूदा समय में छात्रों में मूल्यों का विकास जरूरी है। इसके लिए सभी को प्रयास करना चाहिए।

प्रो.सिंह अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र, बीएचयू वाराणसी में आयोजित %संकाय विकास कार्यक्रम के उद्घाटन सत्र को संबोधित कर रहे थे। उन्होंने कहा कि संकाय विकास कार्यक्रम भिन्न-भिन्न दिनचर्या का समावेश है। किसी भी कार्य को हमें सकारात्मक सोच व आत्मीयता के साथ करना चाहिये। एक शिक्षक छात्रों में रुचि पैदा कर उन्हें कौशल विकास की ओर अग्रसर करके बेहतर शिक्षक बन सकता है।

मुख्य अतिथि विद्या भारती अखिल भारतीय शिक्षा संस्थान, नई दिल्ली के अखिल मंत्री डॉ. शिव कुमार ने शिक्षकों के कर्तव्य स्वामी विवेकानन्द जी के कुछ उदाहरणों से प्रस्तुत किया। उन्होंने कहा कि केवल पढ़ना-पढ़ाना ही शिक्षक का धर्म नहीं है अपितु छात्रों के मनोस्थिति को समझना भी है। शिक्षक एक वृत्ति है जो समाज के लिये कार्य करता है। समाज निर्माण में शिक्षकों को छात्रों के अन्तर्मन को स्पर्श करना चाहिये कि छात्र की मनोदशा क्या है यह किस ओर अग्रसर हो रहा है। शिक्षक नये सृजन के लिये कार्य करता है इसीलिये समाज सदैव शिक्षकों के प्रति आदर का भाव रखता है।

इस मौके पर विश्वविद्यालय अनुदान आयोग के पूर्व सचिव प्रो. रजनीश जैन ने शिक्षकों को छात्रों के सर्वांगीण विकास पर ध्यान देने की ओर ध्यान आकर्षित किया। उन्होंने कहा कि शिक्षक का उद्देश्य छात्रों में मूल्यों का विकास करना है जिससे एक अच्छे व्यक्ति का निर्माण संभव हो।

स्वागत उद्बोधन में केन्द्र के निदेशक प्रो. प्रेम नारायण सिंह ने अतिथियों व प्रतिभागियों का स्वागत करते हुए कहा कि इस कार्यक्रम में आपको सीखने के साथ ही कुछ नया सोचने की दृष्टि भी मिलेगी। आगे उन्होंने कहा कि सीखने के लिये सदैव तत्पर रहना चाहिये और हम आशा करते है कि यहाँ से आप अवश्य कुछ सकारात्मक लेकर जायेंगे।

कार्यक्रम का शुभारंभ माँ सरस्वती व महामना पण्डित मदन मोहन मालवीय जी की प्रतिमा पर माल्यार्पण व दीप प्रज्वल से हुआ। कार्यक्रम का संचालन डॉ. कुशाग्री सिंह ने तथा धन्यवाद ज्ञापन डॉ. सुनील त्रिपाठी ने किया।

Source: Dhara News dated 18 Aug, 2023, pg5

अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र, बी.एच.यू., वाराणसी में दिनांक 17-22 अगस्त 2023 को आयोजित 'संकाय विकास कार्यक्रम' (एफ.डी.पी.) उद्घाटन सत्र के साथ प्रारम्भ

आदित्य टाइम्स संवाद

वाराणसी। अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र, बी.एच.यू. वाराणसी में दिनांक 17–22 अगस्त 2023 को आयोजित 'संकाय विकास कार्यक्रम' (एफ.डी.पी.) उद्घाटन सत्र के साथ प्रारम्भ हुआ। माँ सरस्वती व महामना पण्डित मदन मोहन मालवीय जी की प्रतिमा पर माल्यार्पण व दीप प्रज्ज्वल से प्रारम्भ हुए इस उद्घाटन सत्र में मुख्य अतिथि के रुप में विद्या भारती अखिल भारतीय शिक्षा संस्थान, नई दिल्ली के अखिल मंत्री डॉ. शिव कुमार जी विशिष्ट अतिथि के रुप में प्रो. राजेन्द्र सिंह रज्जू भैया, विश्वविद्यालय के कुलपति प्रो. अखिलेश कुमार सिंह जी व साथ में ही विशिष्ट अतिथि के रुप में विश्वविद्यालय अनुदान आयोग के पूर्व सचिव प्रो. रजनीश जैन जी की महनीय उपस्थिति रही। विशिष्ट वक्ता के रुप में प्रो. अखिलेश कुमार सिंह जी ने कहा कि 'संकाय विकास कार्यक्रम भिन्न–भिन्न दिनचर्या का समावेश है। किसी भी कार्य को हमें सकारात्मक सोच व आत्मीयता के साथ करना चाहिये। एक शिक्षक छात्रों मे रुचि पैदा कर उन्हें कौशल विकास की ओर अग्रसर करके बेहतर शिक्षक बन सकता है।

इस कार्यक्रम में हम आपसे चर्चा कर के एक दूसरे से कुछ सीखेंगे। यहाँ हम एक नई ऊर्जा महसूस करेंगे। प्रो. रजनीश जैन जी ने शिक्षकों को छात्रों के सर्वांगीण विकास पर ध्यान देने की ओर ध्यान आकर्षित किया। उन्होंने कहा कि शिक्षक का उद्देश्य छात्रों में मूल्यों का विकास करना है जिससे एक अच्छे व्यक्ति का निर्माण संभव हो।मुख्य वक्ता के रुप मे डॉ. शिव कुमार जी ने शिक्षकों के कर्त्तव्य स्वामी विवेकानन्द जी के कुछ उदाहरणों से प्रस्तुत किया। उन्होंने कहा कि केवल पढ़ना–पढ़ाना ही शिक्षक का धर्म नहीं है अपितु छात्रों के मनोस्थिति को समझना भी है। शिक्षक एक वृत्ति है जो समाज के लिये कार्य करता है। समाज निर्माण में शिक्षकों को छात्रों के अन्तर्मन को स्पर्श करना चाहिये कि छात्र की मनोदशा क्या है यह किस ओर अग्रसर हो रहा है। शिक्षक नये सृजन के लिये कार्य करता है इसीलिये समाज सदैव शिक्षकों के प्रति आदर का भाव रखता है। नई शिक्षा नीति 2020 में भी विश्वमानव बनाने की दृष्टि है जो शिक्षक ही पूर्ण कर सकता है। उन्होंने धर्म के लक्षणों को आत्मसात करने की बात भी कही। उन्होंने विशेष बल देते हुए कहा कि नई शिक्षा नीति–2020 हमें एक अच्छा शिक्षक बनने का अवसर प्रदान कर रही है। अपने स्वागत उद्बोधन में केन्द्र के निदेशक प्रो. प्रेम नारायण सिंह ने अतिथियों व प्रतिभागियों का स्वागत करते हुए कहा कि इस कार्यक्रम में आपको सीखने के साथ ही कुछ नया सोचने की दृष्टि भी मिलेगी। आगे उन्होंने कहा कि सीखने के लिये सदैव तत्पर रहना चाहिये और हम आशा करते है कि यहाँ से आप अवश्य कुछ सकारात्मक लेकर जायेंगे। कार्यक्रम का संचालन डॉ. कुशाग्री सिंह ने तथा धन्यवाद ज्ञापन डॉ. सुनील त्रिपाठी ने किया।

Source: Aditya Times dated 18 Aug, 2023, pg 3

राष्ट्रीय शिक्षा नीति से मिल रहे अच्छे शिक्षक

जागरण संवाददाता, वाराणसी : केवल पढ़ना-पढ़ाना ही शिक्षक का धर्म नहीं है, अपितु छात्रों की मनोस्थिति को समझना भी है। शिक्षक एक वृत्ति है जो समाज के लिए कार्य करता है। शिक्षकों को छात्रों के अंतर्मन को स्पर्श करना चाहिए कि छात्र की मनोदशा क्या है यह किस ओर अग्रसर हो रहा है।

शिक्षक नए सृजन के लिए कार्य करता है इसीलिए समाज सदैव शिक्षकों के प्रति आदर का भाव रखता है। नई शिक्षा नीति 2020 में विश्वमानव बनाने की दृष्टि है जो शिक्षक ही पूर्ण कर सकता है। यह नीति हमें एक अच्छा शिक्षक बनने का अवसर प्रदान कर रही है। यह कहना है अखिल भारतीय शिक्षा संस्थान विद्या भारती के मंत्री डा. शिवकुमार का। वह गुरुवार को बीएचयू के अंतर विश्वविद्यालय अध्यापक शिक्षा केंद्र में आयोजित छह दिवसीय 'संकाय विकास कार्यक्रम' (एफडीपी) के उद्घाटन सत्र मुख्य अतिथि थे।

विशिष्ट अतिथि प्रो. राजेंद्र सिंह रज्जू भैया विश्वविद्यालय के कुलपति प्रो. अखिलेश कुमार सिंह ने कहा कि 'संकाय विकास कार्यक्रम भिन्न-भिन्न दिनचर्या का समावेश है। किसी भी कार्य को हमें सकारात्मक सोच व आत्मीयता के साथ करना चाहिए। विश्वविद्यालय अनुदान आयोग के पूर्व सचिव प्रो. रजनीश जैन ने कहा कि शिक्षक का उद्देश्य छात्रों में मूल्यों का विकास करना है जिससे एक अच्छे व्यक्ति का निर्माण संभव हो। स्वागत उद्बोधन में केंद्र के निदेशक प्रो. प्रेम नारायण सिंह ने कहा कि इस कार्यक्रम में आपको सीखने के साथ ही कुछ नया सोचने की दृष्टि भी मिलेगी। कार्यशाला का शुभारंभ मां सरस्वती व महामना पंडित मदन मोहन मालवीय की प्रतिमा पर माल्यार्पण व दीप प्रज्वलन से हुआ। संचालन डा. कुशाग्री सिंह व धन्यवाद ज्ञापन डा. सुनील त्रिपाठी ने किया।

आइयूसीटीई में 'संकाय विकास कार्यक्रम' में मुख्य अतिथि डा. शिवकुमार को स्मृतिचिह्न देते निदेशक प्रो. प्रेम नारायण सिंह। जागरण

उत्कृष्ट कार्य पर ट्रामा सेंटर बीएचयू के 40 कर्मचारी पुरस्कृत

जागरण संवाददाता, वाराणसी : बीएचयू के ट्रामा सेंटर में कुलपति प्रो. सुधीर जैन ने उत्कृष्ट कार्य करने वाले कर्मचारियों को पुरस्कृत किया। उन्होंने कहा कि इस तरह के आयोजन से अन्य कर्मचारियों में भी उत्साह बढ़ता है। सभी को बेहतर कार्य के लिए प्रेरणा मिलती है। ट्रामा सेंटर के आचार्य प्रभारी प्रो. सौरभ सिंह ने बताया कि पुरस्कृत होने वालों में डाक्टर, एसआर, जेआर, नर्सिंग, लैब, सफाई कर्मचारी सहित 40 स्टाफ शामिल थे। कार्यक्रम में रेक्टर प्रो. वीके शुक्ला, डिप्टी एमएस डा. राजेश मीना सहित सेंटर के कई अधिकारी व कर्मचारी मौजूद थे।

Source: Dainik Jagran dated 18 Aug, 2023, pg 9

शिक्षा व्यक्ति को बनाती है विनम्र -प्रोफेसर सी.बी. शर्मा

अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र, बी.एच.यू. में 'संकाय विकास कार्यक्रम' (एफ.डी.पी.) के तीसरे दिन शनिवार को मां सरस्वती एवं महामना पण्डित मदन मोहन मालवीय जी की प्रतिमा पर माल्यार्पण एवं दीप प्रज्ज्वल के साथ प्रारम्भ हुआ। जिसमें काशी हिन्दू विश्वविद्यालयए शिक्षा संकाय के प्रोफेसर सुनील कुमार सिंह ने (शिक्षक शिक्षा के बदलते परिदृश्य) पर व्याख्यान दिया।

जिसमें उन्होंने अध्यापकों के चयन प्रक्रिया को प्रौद्योगिकी आधारित बनाने पर जोर दिया। प्रोफेसर सी. बी. शर्मा ने उच्च शिक्षा के अन्तरराष्ट्रीय करण पर चर्चा करते हुये कहा कि शिक्षा व्यक्ति को विनम्र बनाती है। प्रोफेसर ए.एस.रघुवंशी ने (सतत् विकास भारत के लिए चुनौतियां एवं अवसर)को लेकर विस्तृत व्याख्यान दिया। इस (संकाय विकास कार्यक्रम)(एफ.डी.पी.)में सात राज्यों के ३९ प्रतिभागी भाग ले रहे हैं। कार्यक्रम का संचालन डॉक्टर कुशाग्री सिंह तथा समन्वयन डॉक्टर दीप्ति गुप्त ने किया।

Source: Aaj dated 20 Aug, 2023, pg 2

अर्जुन की भांति छात्रों को दीक्षित करना चाहिए-प्रोफेसर प्रेम नारायण सिंह

बीएचयू में आयोजित संकाय विकास कार्यक्रम का चौथा दिन

शिक्षक को निरन्तर अपने छात्रों को गढ़ने तथा एक स्वतंत्र वातावरण देने पर जोर देना चाहिए। हमें प्रत्येक छात्र को अर्जुन की भांति दीक्षित करना चाहिए जो प्रत्येक अवस्था में विचलित न हो, एक ओर जहाँ सज्जनों के साथ विनम्र भाव हो वहीं सत्य की रक्षा के लिए दृढ़ भी बने। ये बाते रविवार को काशी हिन्दू विश्वविद्यालय के अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र में आयोजित छः दिवसीय 'संकाय विकास कार्यक्रम' के चौथे दिन केन्द्र के निदेशक प्रोफेसर प्रेम नारायण सिंह ने उच्च शिक्षा में उभरती चुनौतियाँ एवं शिक्षा के विभिन्न व्यावहारिक पक्षों पर विचार प्रस्तुत किया। उन्होंने कहा कि किसी भी व्यक्ति का जन्म, कुल, स्थान उसके हाथ में नहीं है परन्तु जन्म के बाद सभी परिस्थितियाँ, विकास आदि उसके हाथ में है। प्रोफेसर रजनी रंजन सिंह ने उच्च शैक्षिक संस्थानों की प्रकृति को पारिभाषित करते हुए इस बात पर बल दिया कि उच्च शिक्षा संस्थानों को विविधतापूर्ण होना चाहिए। हमारे समाज में भी जितनी विविधता हम देखते है उतनी ही विविधताएं हमें अपने उच्च शिक्षण संस्थानों में भी विकसित करनी होंगी। उच्च संस्थानों का मापदंड तभी उच्च हो सकता है जब अध्ययन, अध्यापन तथा शोध में देश एवं विदेशों के विविध क्षेत्रों का प्रतिनिधित्व हो। कार्यक्रम का समन्वयन डॉक्टर दीप्ति गुप्ता तथा संचालन डॉक्टर कुशाग्री सिंह ने किया।

Source: Aaj dated 21 Aug, 2023, pg 5

नजर बदल के देखें,नजरिया ही बदल जायेगा

बीएचयू में आयोजित संकाय विकास कार्यक्रम में वक्ताओं ने बहुविषयक शोध पर दिया बल

किसी भी विषय पर विशेषज्ञों के व्याख्यान पर विश्वास से पूर्व स्वयं भी तथ्यों को अवश्य पढ़ना चाहिए बिना तथ्यों के सत्यापन के ज्ञान में दृढ़ता नहीं आ सकती। ये बाते मंगलवार को काशी हिन्दू विश्वविद्यालय के अन्तर विश्वविद्यालय अध्यापक शिक्षा केन्द्र में आयोजित छः दिवसीय 'संकाय विकास कार्यक्रम' के अंतिम दिन वक्ता प्रोफेसर प्रदीप कुमार मिश्र ने उच्च शिक्षा में बहुविषयकता विषय पर व्याख्यान देते हुए कही। उन्होंने कहा कि हमें अपने विषय के साथ अन्य विषयों को मिलाकर नई खोज के लिए काम करना होगा। अन्य विषयों पर ध्यान देने की बात कहते हुए उन्होंने प्रतिभागियों से कहा कि नजर बदल के देखें नजरिया ही बदल जायेगा। उन्होंने कहा कि हमारे विश्वविद्यालय में एक विषय को लेकर ज्यादा शोध हो रहे है जबकि हमें अब बहुविषयक शोध में उद्यत होना पड़ेगा। एक विषय को अलग-अलग

दृष्टि से अन्वेषण करना भी बहुविषयक शोध की धारा में आ जाता है। प्रोफेसर सुनील कुमार सिंह ने कहा कि शिक्षकों को स्वतः अभिप्रेरित होना चाहिए। केन्द्र के निदेशक ने कहा कि काशी प्राचीनकाल से ही ज्ञान की नगरी है। काश्यते प्रकाश्यते इति काशिः ऐसा शास्त्र का वचन भी है। अतः आप यहां आएं और आपको कुछ विशेष अनुभूति न हो ऐसा हो ही नहीं सकता। डॉक्टर कमलेश कुमार ने कहा कि अध्यापक की यह जिम्मेदारी है कि प्रत्येक विषय को रोचक बनाकर पढ़ाए। कार्यक्रम का समन्वयन डॉक्टर दीप्ति गुप्त तथा संचालन डॉक्टर कुशाग्री सिंह ने किया।

Source: Aaj dated 22 Aug, 2023, pg 5

अंतर विवि प्राध्यापक शिक्षा केंद्र वाराणसी की ओर से आयोजित संकाय विकास कार्यक्रम संपन्न

शिक्षा असमानता दूर कर लोकतांत्रिक बनाती है : प्रो. प्रेम नारायण सिंह

राष्ट्रीय सागर संवाददाता

वाराणसी : अंतर विश्वविद्यालय प्राध्यापक शिक्षा केंद्र काशी हिंदू विश्वविद्यालय वाराणसी में आयोजित संकाय विकास कार्यक्रम जो पिछले 5 दिनों से चलते आ रहे हैं जिसमें भारत के 8 राज्यों से आए हुए विभिन्न विश्वविद्यालयों के प्राध्यापकगणों ने अपनी सहभागिता दी। जिसमें देश के अलग-अलग संस्थानों से आए हुए विशिष्ट विद्वत जनों ने शिरकत की और राष्ट्रीय शिक्षा नीति 2020 को कैसे पूरे देश में लागू किया जाए और इसकी क्या चुनौतियां हो सकती हैं इस पर सभी लोगों ने अपनी राय व्यक्त किया। प्रथम दिवस में कुलपति रज्जू भैया विश्वविद्यालय अखिलेश कुमार सिंह, डॉ शिव कुमार, विश्वविद्यालय अनुदान आयोग के पूर्व सचिव रजनीश

जैन, ने राष्ट्रीय शिक्षा नीति 2020 पर एक विस्तृत चर्चा की। इससे प्राध्यापकों को यह समझने में सुविधा हुई की राष्ट्रीय शिक्षा नीति में वह कौन-कौन सी मुख्य बातें हैं जो हमारे भविष्य की चुनौतियों को सरलता पूर्वक साकार कर सके। वहीं दूसरे दिन मानवीय मूल्यों पर हमारी नई शिक्षा नीति जो नई दिशा लेकर आ रही है। इससे पूरे भारतवर्ष में एक नई क्रांति का दौर शुरू होगा, और हमें अपनी मूल्यों को बचाने और संवर्धित करने में नई शिक्षा नीति बहुत ही कारगर सिद्ध होगी। इस विषय पर चौधरी चरण सिंह विश्वविद्यालय मेरठ के प्रोफेसर पवन कुमार शर्मा ने विस्तृत चर्चा की। वही उन्होंने शिक्षा का सही अर्थ और मूल्य को सनातन धर्म से जोड़कर समझाया। केंद्रीय विश्वविद्यालय हरियाणा के प्रोफेसर गौरव सिंह ने शिक्षा में उपयोग होने वाले तकनीक के बारे में जानकारी दी। वही रांची के जाने-माने शिक्षाविद एवं कई उच्च संस्थानों में कार्य कर चुके निर्देशक स्कूल ऑफ एजुकेशन इग्नू प्रोफेसर सी बी शर्मा ने विश्वविद्यालयों को अंतरराष्ट्रीय करण करने को लेकर जोर दिया एवं देश के अन्य विश्वविद्यालयों से आए हुए विद्वानों ने विविध आयामों पर ध्यान आकृष्ट कराया। समापन सत्र में विशिष्ट अतिथि के तौर पर डॉ कमलेश कुमार द्विवेदी जीने कहा कि काशी धर्म संस्कृति शिक्षा ज्ञान की नगरी रही है और जब यहां कोई आते हैं तो वह अपने सारे विकार छोड़कर शुद्ध मन से लौटते हैं। वही संस्थान के निदेशक डॉ प्रेम नारायण सिंह ने देश के 8 राज्यों से आए हुए प्राध्यापकों को धन्यवाद दिया और अंग वस्त्र देकर सम्मानित किया। इसी दरमियान झारखंड से आए हुए प्राध्यापक डॉ दीपक प्रसाद ने कहां की शिक्षा में नाट्य कला को आवश्यक कर दिया जाए जिससे संपूर्ण व्यक्तित्व का निर्माण होता है।

Source: Rashtriya Sagar dated 22 Aug, 2023, pg 12

Annexure 7: Glimpses of the Program

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