FIVE DAYS

FACULTY DEVELOPMENT PROGRAM (FDP)
FOR TEACHERS IN HIGHER EDUCATION
IN THE CONTEXT OF NEP 2020

13th Feb - 17th Feb, 2023

Organised by

Inter University Centre for Teacher Education
Banaras Hindu University, Varanasi
Uttar Pradesh


INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
BANARAS HINDU UNIVERSITY
विद्या गुरूणां गुरुः
IUCTE - BHU


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About the Programme

Higher education (HE) plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all (9.1, NEP 2020). The Higher Education system of our country is facing many challenges and to overcome those, one of the important aspects is to provide quality education which will enable our students to acquire the skills of the 21st century. For this faculty development programme plays an important role as suggested in the NEP. The most important factor in the success of higher education institutions is the quality and engagement of its faculty (13.1, NEP 2020). There are many initiatives taken by the government of India for professional development of teachers of HE but still as per NEP 2020 there is a vast scope to orient teachers for the HE System of our nation. On the same lines, the 5 days *Faculty Development Programme has been organised by Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi from 13-17 February, 2023.*

Objectives of the Programme

This programme is particularly designed for Educators/Faculty members already working in colleges or universities from various academic disciplines in the field of Higher Education. This will help in gaining exposure to and practise with a wide range of pedagogical approaches, methodologies, and models in higher education settings. Participants will gain a better grasp of higher education's history and future prospects through this program. It will be making an effort to gain in on higher education's many policies, commissions, and relevant councils and boards. Participants will gain an appreciation for their own importance as educators in the process of equipping teachers in higher education. Following are the objectives of this programme have been taken given below:

1. To understand the Higher Education system of the country and its objectives.
2. To gain a perspective of the ancient Indian system of Higher Education.
3. To have an insight about the global aspects of Higher Education.
4. To analyse the issues and challenges for Higher Education.
5. To design quality education parameters for the Higher Education Institutions.
6. To provide inputs for the implementation towards the goals of NEP 2020.

Major Themes of FDP

- Structure of Higher Education in India: An Introduction
- Restructuring of Higher Education as envisaged in NEP 2020
- Relevance of Ancient Indian Higher Education System in Present Scenario
- Relevance of Ancient Indian Higher Education System in Present Teacher Education
- Ancient Indian Knowledge in context with Modern Era
- Decolonization of Indian Intellect
- Resurgence of Ancient Indian Knowledge System
- Global Scenario of Higher Education

- Contextualising the Global Higher Education in Indian Scenario
- Internationalisation of Indian Universities: Challenges & Possibilities
- Holistic, Comprehensive, Multidisciplinary Education
- Impact of New Technologies on Higher Education
- Challenges & Complications of Access and Equity in Higher Education
- Gender Inclusion in Higher Education
- Fostering Innovation & Critical Thinking in Students
- Imparting Ethical and Moral Values

Brainstorming Session for Nurturing Excellence in Higher Education

Key data about the Program

1. Total No. of Participants attended the programme (State wise): 43 (Forty Three)
2. Gender-wise participation:

Types of Participants	***Number***
Male	23
Female	20
TOTAL	**43**

3. State-wise participation:

State	***Number***
Andhra Pradesh	2
Bihar	3
Chattisgarh	1
Haryana	2
Jharkhand	1
Maharashtra	1
Meghalaya	1
Rajasthan	1
Tamil Nadu	1
Uttar Pradesh	29
West Bengal	1
TOTAL	**43**

Program Proceedings

Day 1 : 13th Feb 2023

Inaugural Session

In the historic city of Varanasi, a significant event unfurled, marking another milestone in the continuous pursuit of educational excellence in India. Amidst the hallowed corridors of academia, luminaries from various institutions gathered for a program that held promises of enlightening discussions and transformative ideas. Central to this assembly were the Chief Guest, Prof. Prithvish Nag, the Director of SHEPA Institute, Varanasi; Guest of Honour, Prof. Satyajit Pradhan, the Director of MPMMMCC; and Prof. P. N. Singh, the Director of IUCTE, BHU, Varanasi.

The inauguration of the program was imbued with cultural and traditional significance. Cultural and customary significance surrounded the program's launch. Prof. Nag, Prof. Pradhan, and Prof. Singh lit the lamps to symbolize knowledge and wisdom conquering darkness and ignorance. After the lighting, they gave the Mahamana Pandit Madan Mohan Malviya Ji statue a heartfelt flower homage. The academic community honors its heroes, like as Malviya Ji, the founder of Banaras Hindu University (BHU). The first ceremony included a 'Manglacharan', an invocation prayer for luck.

Dr. Satyajeet Pradhan is the Director of Mahamana Pt. Madan Mohan Malviya Cancer Centre (MPMMCC), a branch of Tata Memorial Centre in Varanasi. He is a specialist in Radiotherapy, which is the use of radiation to treat cancer. He has been involved in several research projects and publications related to radiotherapy and oncology. He is also a member of various professional associations and societies, such as the Association of Radiation Oncologists of India, the Indian Society of Oncology, and the Indian Brachytherapy Society. He is one of the leading experts in his field in India.

Prof. P.N. Singh, Director of IUCTE, welcomed everyone from the stage. His statements appreciated the august presence of eminent leaders, respected guests, and eager participants from around the nation, bolstering the pan-Indian participation and gathering size.

The session was soon handed over to Prof. Prithvish Nag. In his inaugural speech, Prof. Nag delved deep into the contours of the National Education Policy (NEP) 2020. He highlighted the paramount importance of this groundbreaking policy and its profound implications for the higher education landscape in the 21st century. Central to his discourse was the theme of transformation management, illustrating how educational institutions should embrace change, evolve, and adapt in these rapidly changing times. Prof. Nag emphasized the indispensable role of technology in facilitating this transformation. He underscored the potential of the hybrid model in higher education, a blend of traditional classroom teaching and online modes, heralding a new era of flexible and accessible learning.

Prof. Prithvish Nag is an eminent academician currently serving as the Director of SHEPA Institute, Varanasi and administrator, who has made significant contributions to the field of geospatial sciences and mapping. He is the former Vice Chancellor of Mahatma Gandhi Kashi Vidyapeeth (MGKVP), a public university in Varanasi. He is also the former Director of National Thematic Mapping Organisation (NTMO) and the former Surveyor General of India. He has published several books and research papers on topics such as climate change, polar studies, river health, and geomorphology. He has been honored with the India Geospatial Leadership Award in 2015 for his role in developing and framing policies that foster the growth of geospatial technologies and businesses in India. He is a member and leader of various national and international associations related to geography and cartography.

The discourse was further enriched by Prof. Satyajit Pradhan, who provided valuable insights into the NEP 2020's vision for fortifying the Higher Education System in India. Prof. Pradhan underscored the pivotal role of teacher training, asserting that the true strength of any educational system lies in the capabilities and training of its educators. He championed the creation of a holistic echo system that would be conducive to fostering excellence in education, emphasizing interconnectedness and mutual support.

Diverse academics attended the program. A significant 43 participants from over ten states showed the event's national reach and significance. This unusual blend promised stimulating debates, many perspectives, and a holistic grasp of the issues. Dr. Gyanendra Singh and Dr. Kushagri Singh efficiently mediated the workshop, guiding topics and promoting exchanges.

As all good things end, so did this informative program. Dr. Saurabh Singh Rathore gave the vote of thanks, thanking everyone who helped

Prof. Prithvish Nag (Chief Guest), Prof. Satyajit Pradhan (Guest of Honor) & Prof. Prem Narayan Singh (Director, IUCTE)

make the session a success. Dr. Rachana Vishwakarma, Dr. Deepty Gupta, Dr. Raj Singh, and other IUCTE members attended the ceremony. Their overt and subtle contributions helped the event succeed.

It wasn't just an academic meeting. It showed the vision of key education figures, their dedication to creating higher education in India, and their confidence in knowledge's transformational power.

Session 1: Relevance of Ancient Indian Education System in Present Scenario delivered by Prof. P.N. Singh

As the first speaker, the respected Director of IUCTE, Prof. Prem Narayan Singh, talked about "Relevance of the Ancient Indian Education System in the Present Scenario." This was an important topic not only for educators but for the whole country.

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.

From the start, Prof. Singh made a powerful case for a link between India's long history of education and the problems the country is facing now. His ideas about how to solve many of today's problems come from the ancient ways of learning that have always been present in the Indian subcontinent. This point of view wasn't just a call to go back to the past; it was also an offer to combine old knowledge with new ideas from today.

When Prof. Singh talked about the educational philosophy of ancient India, he made a vivid picture of a time when education wasn't just about teaching facts, but was an all-around experience meant to help a person grow in every way. Here, the Guru, or master, was the most important person. It's not enough to say that the Guru was a teacher. They were a leader, a guardian, a motivator, and a mentor, among other things. The Guru's bond with his follower, or Shishya, was so holy that it was like that between a spiritual parent (Manas Pita or Mata) and their child. Their bonds were so strong and close because they respected each other and wanted to learn and grow together.

It was wise of Prof. Singh to point out, though, that things have changed. The ancient model was based on the Guru playing many parts. Today's teachers work in a different way. Most of the time, today's teacher is more of a guide, helping students learn how to think critically and find their way through the huge amount of information that is out there. Even though things

have changed, the connection between a Guru and a Shishya is still based on trust, mutual respect, and a shared desire to learn.

Putting the conversation on a world scale, Prof. Singh brought up the fact that the Sustainable Development Goals make Quality Education a key goal. Everyone agrees that education is one of the most important things that can be done to make the world more fair, just, and advanced.

He also talked about how rich Indian traditions are and how they have stored a lot of deep knowledge in art, writing, science, and many other areas. He said that in the 21st century, we need to get back in touch with this huge body of knowledge right away. In line with what the Hon'ble Prime Minister Shri Narendra Modi Ji said, Prof. Singh pushed the motto of "vocal for local and local to global." This slogan isn't just a call for India to become economically independent; it's also a call for the world to recognize, value, and share India's rich intellectual and cultural legacy.

Going back to the idea of self-reliance, or "AtmaNirbhar Bharat," Prof. Singh said that our old methods can help us find new information and ideas. By following and incorporating these ancient ideas, India can truly become self-sufficient, not only in terms of material things but also in terms of ideas, inventions, and new knowledge.

As Prof. Singh was almost done with his speech, he got into a more complicated difference between "Bharat" and "India." Both words refer to the same place on Earth, but they have different cultural, political, and philosophical meanings. He explained that "Bharat" stands for the timeless essence and values of the Indian subcontinent, while "India" is a more modern idea that reflects the problems and facts of today.

He ended by talking about the "Gurukul Siksha Paddhati," an old system of education that stressed education as a way to build both individuals and nations. He seemed to be saying that this is the kind of spirit we need to adopt today: an education that makes people not only independent thinkers but also responsible members of society and the world.

In essence, Prof. Singh's speech was a strong call for balancing the old and the new. He pushed for an educational system that learns from the past while also preparing students for the difficulties of the present.

Session 2: “Structure of Higher Education in India: An Introduction” delivered by Prof. C. P. S. Chauhan

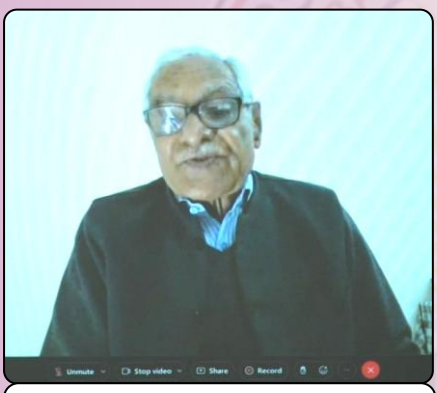
As people waited for the next speaker, Prof. C.P.S. Chauhan, to speak, the air was filled with excitement. Since Prof. Chauhan is retired from the well-known Aligarh Muslim University, he couldn't be there in person, but he was very much there through the power of technology. Using online resources, he gave a thorough lecture that took the audience on a trip through the history of India's higher education system.

Prof. Chauhan started by talking about the history of organized learning in India. He then gave vivid descriptions of Nalanda and Takshashila, two old learning centres that were not only India's pride but also known around the world as places where people could learn and do academic work. Scholars from all over the ancient world came to these universities, which were more like towns of knowledge than just schools. They were the pinnacle of learning,

with great achievements in many fields, from philosophy and science to the arts and literature.

From this historical background, Prof. Chauhan drew a picture of how higher education in India has changed over time. He gave a detailed account of how, over time, the old gurukuls and learning centres changed into the modern universities and schools we know today. This change didn't happen quickly or easily. It was caused by many social and political factors, as well as the nation's constantly changing goals.

Moving from the past to the present, Prof. Chauhan talked about the many colleges and universities that can be found in India today. He talked about the different kinds of universities and how they work and what their goals are. Central Universities, which are usually set up by the Parliament of India, are the best schools and often set standards for other schools. On the other hand, state universities are mostly run by state governments and serve the wants and goals of people in their own regions. In recent years, there have been a lot more private universities that offer a wide range of classes and often a more modern approach to education. Deemed Universities are unique schools that have been praised by the central government for their success in certain areas.



Prof. C.P.S. Chauhan stands out as one of India's leading educationalists and academicians. With a distinguished tenure as Chairman of the Governing Board at IUCTE, BHU, and a significant role in Aligarh Muslim University's Education Department, his career is marked by academic excellence. Prof. Chauhan also held the position of Vice President All India Association of Teacher Educators (AIATE). Prof. Chauhan's scholarly impact includes several research papers across international and national journals, and actively participated in various national seminars and workshops, as well as prestigious international conferences. His commitment to education is globally recognized and highly esteemed.

Going into more detail, Prof. Chauhan talked about the complicated nature of management institutions, focusing on how important they are in shaping the business and government environment of the country. He also went into more detail about the differences between constituent and affiliated schools, making it clear how they work and how they are connected to parent universities.

Prof. Chauhan talked about how to group higher education schools based on the National Education Policy (NEP) 2020. These organizations are based on management and administrative structures. They are categorized as either central, state, or private, and each has its own way of running things and goals.

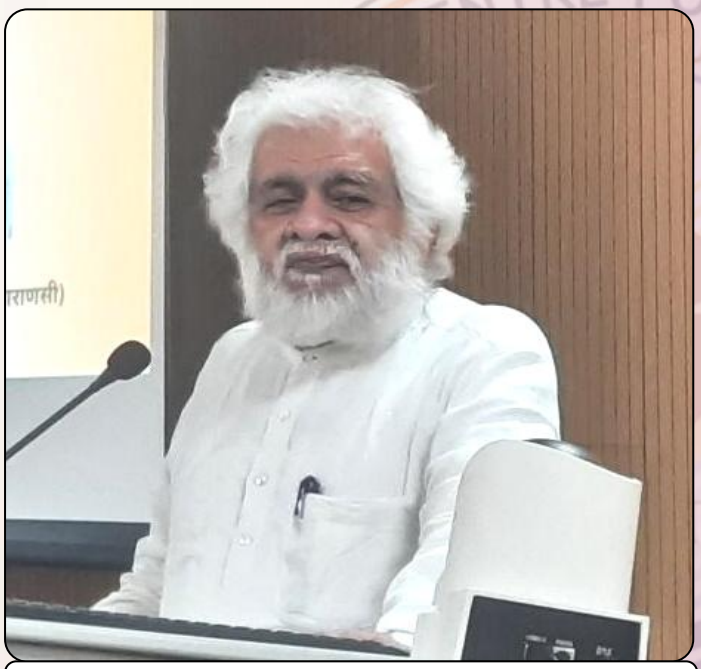
One important thing that Prof. Chauhan talked about was how higher education and the business work hand-in-hand. He made it clear that these two important parts of a country don't work alone. Instead, they move in parallel, helping and affecting each other. A strong higher education system produces skilled workers, supports study, and encourages new ideas, all of which lead to a strong economy.

At the end of his informative talk, Prof. Chauhan took the mystery out of the rules and regulations that govern higher education in India. He talked about how important the Ministry of Education, the University Grants Commission (UGC), and the All India Council for Technical Education (AICTE), among other groups, are. He made it clear that these

institutions are not just administrative bodies, but are actually the backbone of Indian higher education that makes sure it is standardized, of high quality, and going in the right way.

In a way, Prof. Chauhan's talk was more than just a lesson. The colorful tapestry wove together the old and the new, showing India's educational journey in its entirety. It was proof of the country's long history of learning, its current efforts, and the endless opportunities that lie ahead.

Day 2 : 14th Feb 2023



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

Session 3: "Ancient Indian Knowledge in context with Modern Era" delivered by Prof. Chand Kiran Saluja

The grounds of IUCTE, BHU, Varanasi, was calm, but on the second day of its faculty development program, it was filled with new energy. Academics and scholars who had gathered eagerly anticipated what Prof. Chand Kiran Saluja, the day's distinguished guest, would have to say. Prof. Saluja was the Academic Director of the Sanskrit Promotion Foundation in New Delhi. He was known as a shining example of old knowledge and wisdom in modern times.

In the beginning of his speech, Prof. Saluja skillfully wove together the threads of old Indian knowledge, showing how they are still useful and powerful today. The main ideas of his story were two interconnected ideas: the limitless power of words and the limitless power of human thought. These kinds of ideas, which have a long history in Indian intellectual traditions, showed how much potential each person has that hasn't been used yet.

Prof. Saluja shed light on the National Education Policy (NEP) 2020's main goal by going into more detail about it. He brought up Article 51G and emphasized that it is required by the Constitution for parents to send their children to school. But NEP 2020 says that education is more than just passing on information; it's the whole process of seeking high-quality knowledge. Two important parts of this quality-based approach stand out: the ability to think logically and do math. Prof. Saluja said that these traits are not only necessary for doing well in school, but also for managing the complicated world we live in now.

But getting to the top of brain performance isn't always easy. According to Prof. Saluja, there are many "miss thoughts" or false beliefs that make it hard to see clearly and make good decisions. These wrong ways of thinking, which are often caused by old biases and beliefs that haven't been questioned, get in the way of real understanding. To reach higher levels of understanding and creativity, you must first let go of these limiting ideas and open yourself up to new views that aren't tied down by the past.

In his explanation of the old Indian knowledge system, Prof. Saluja focused on its four main parts:

Learning to Know: To always be on the lookout for new information, motivated by interest and a strong desire to comprehend the world.

Learning to Do: Putting what you've learned in the classroom into skills you can use, and getting better at them through practice and application.

Learning to Live Together: Stressing social harmony, accepting different points of view, and building a feeling of community unity.

Learning to Be: is a journey that makes you think deeply about yourself, your identity, and your place in the universe as a whole.

At the end of his thought-provoking talk, Prof. Saluja used the deep Sanskrit word "Atma Deepo Bhava," which means "Be your own light." This wasn't just a call to be independent; it was also an invitation to look deep inside and find and awaken the hidden promise that lives inside each person. To really understand a student's natural strengths, teachers need to have real conversations with them, bringing out their hidden ability, creativity, and innovation.

Prof. Saluja pushed for a return to India's knowledge practices, saying that they were very valuable. Rediscovering these old ways of doing things doesn't just help people do better in school; it also gives people the moral and practical knowledge they need to lead themselves and the country to a better, more peaceful future.

To put it simply, Prof. Saluja's talk was a lighthouse that showed the way for a new group of students and teachers by shedding light on the timeless wisdom of ancient India. That speech was a rallying cry for modern society to reconnect with its ancient roots and build a future that is both deeply wise and ahead of its time.

Session 4: "Restructuring and strengthening of Higher Education as envisaged in NEP 2020" delivered by Prof. C. P. S. Chauhan

In a room full of smart academics and thinkers, the respected Retired Prof. C. P. S. Chauhan from Aligarh Muslim University, Aligarh, took the stage to talk about how the landmark NEP 2020 plans to change and improve higher education.

To set the scene, Prof. Chauhan started by comparing the goals of past education policies with the NEP 2020's radical goals. The main goal of earlier policies, he said, was to strengthen and consolidate the current educational framework. However, the NEP 2020 was a big change in that direction. Instead of just making the current system better, this new policy tried to expand it by opening up new paths and focusing on areas with untapped potential.

Prof. Chauhan brought up a worrying fact: only 27% of Indian college students are enrolled, which is called the Gross Enrolment Ratio (GER). The world average is around 40%, so this

number is a lot lower than that. This difference shows that a lot of young people are not going to college, and it also shows that there are problems with the system and with the institutions that run it. India needs to quickly and thoroughly improve and reorganize its higher education system in order to reach its full social and economic potential and catch up with global standards.

In addition to the numbers, Prof. Chauhan stressed how important higher education is in creating the social and economic fabric of the country. He said that getting a good education and improving your skills are directly linked to jobs and economic growth. A strong and flexible education system not only turns out intelligent people, but also skilled workers who can handle the complicated needs of today's job market. India could do a lot to solve its current job problems by rethinking and overhauling the way higher education is run and what it teaches.

Prof. Chauhan explained that promoting schools that teach more than one subject is a key part of the NEP 2020. These institutions would not be limited to specialized groups; instead, they would cover a wide range of fields, supporting learning that is both whole and across fields. This kind of change not only gives kids a more well-rounded education, but it also makes Indian schools more competitive on the world stage. Indian universities might be able to attract international students by having a wide range of courses. This would make the country's higher education system a global center for education.

In a world that is becoming more globalized quickly while also supporting the return of regional cultures, Prof. Chauhan stressed how important it is for schools to use local languages. He said that accepting and using regional languages in the school program could be helpful in two ways. For starters, it would make sure that education is easier for a larger part of the people to get and understand. Second, it would protect and support India's rich linguistic heritage, which would help people feel proud of their culture and sense of who they are.

At the end of his discussion, Prof. Chauhan went into more detail about the NEP's strategy for universities, focusing on the difference between institutions that focus on teaching and those that focus on research. Both types of universities have their own goals and strengths, but the policy's major goal is to make sure that both keep the highest standards of excellence. Universities that focus on study would lead the way in new ideas, discoveries, and scholarly contributions, while universities that focus on teaching would focus on providing excellent teaching methods. This splitting up keeps the ecosystem in balance so that both schooling and new ideas can grow.

On the whole, Prof. Chauhan's speech showed that higher education in India has a bright future thanks to the NEP 2020 priorities. His ideas painted a picture of an Indian education system that is open to everyone, always changing, and competitive on a global level, but also strongly rooted in the country's rich linguistic and cultural heritage. India's higher education is on track to not only close the gaps it has now, but also become a world leader in excellence and new ideas thanks to these game-changing steps.

Session 5: “Decolonization of Indian Intellect” delivered by Prof. Chand Kiran Saluja

Prof. Saluja was known for having a deep knowledge of Sanskrit and ancient Indian traditions. In his talks, he always found a way to combine the classical with the modern. Before he started talking, he drew attention to India's long history by giving real-life examples from different fields. He talked about beautiful sculptures from old buildings that tell stories not only about mythology but also about how far people have come in art and science. He said that the complexity of these statues showed a deep understanding of anatomy, art materials, and artistic expression. Then he moved on to music and talked more about the mathematical precision and complex tonalities that are at the heart of Indian traditional music.

From the huge temple buildings of the south to the intricately carved havelis of Rajasthan, he next focused on works of architecture that were works of art. Prof. Saluja talked about how these buildings were not only amazing works of engineering but also deep expressions of philosophical and cosmic truths. When he talked about the sky, he brought up Jyotish Shastra, which is Indian astronomy. He stressed that it was more than just a guess; it was a complex science that combined physics, math, and philosophy.

But Prof. Saluja pointed out that the Sanskrit language was at the heart of all of these areas. He stressed that Sanskrit is more than just a religious language; it also shows how smart ancient Indian experts were in the areas of science and architecture. This language is one of the smartest ever made because of its precise grammar, large vocabulary, and good science behind its phonetics.

After talking about this political and cultural background, Prof. Saluja went on to talk about how people in ancient India taught. That's why he stressed the importance of "learning by playing" for kids. This is based on the idea that learning should be fun, hands-on, and in line with a child's natural interest. He said that this age-old method is still very useful today, since teachers all over the world are realizing how important play-based learning is.

Prof. Saluja moved from talking about the past to talking about the present by talking about the world landscape of higher education. India has a long history of education, but it also has to deal with problems in the present, especially in the economic and educational areas. What does Prof. Saluja suggest? Putting real-world skills into higher education. Higher education can become a powerful tool that faces the country's problems head-on if it includes useful skills, real-life uses, and a return to India's knowledge roots.

After the main part of his speech, Prof. Saluja led an involved workshop. But this wasn't just any workshop; it was a trip of self-reflection meant to bring back pride in India's ancient knowledge systems. The goal was clear: to start the process of freeing the Indian mind from colonial control. Through led discussions, self-reflection exercises, and group interactions, Prof. Saluja got the participants to think about their inherited colonial biases, understand the depth and breadth of India's intellectual traditions, and gain a new appreciation for the country's unique academic and cultural heritage.

To sum up, Prof. Saluja's speech was a superb mix of respect for the past and hope for the future. He made a strong case for recognizing, valuing, and incorporating India's ancient

knowledge into modern education through vivid examples and hands-on activities. His talk was more than just a history lesson; it was a rallying cry for a new generation of teachers, based on India's ancient customs.

Session 6: "Global Scenario of Higher Education" delivered by Prof. C. B. Sharma

During the program, Prof. C.B. Sharma, a well-known figure from the School of Education at IGNOU, New Delhi, took the stage. He was ready to talk about the difficulties and problems that Indian higher education faces. The room was filled with people who were excited to hear what he had to say because he was known as an educational thought leader.

To start his speech, Prof. Sharma took a critical look at the connections between India's universities and the rest of society. He fought for the idea that colleges are not separate places where knowledge is kept, but are instead deeply rooted in society. He said that this link should be cherished and used, making sure that academic goals are in line with and meet the needs of society.

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

One of the main points of his case was how important mother tongues are in school. Based on study and personal experience, Prof. Sharma stressed that the way you are taught has a big effect on how well you understand and remember, especially at the beginning levels. Teaching in students' native languages not only helps them learn better, but it also gives them a sense of national pride and identity. In India, where there are a lot of different languages, this way of teaching would make learning more meaningful and open to everyone.

Prof. Sharma moved on to historical paradigms and told the crowd about the "Shashwat" method of Indian education. This is an old model that has been used for a long time. It focuses on learning the whole person, including values, ethics, and life skills as well as academic information. Drawing on this rich history, he stressed how important universities are as places where humanistic ideals and tolerance are protected. He said that in a time of divisive speech and divisions, it is the job of schools to promote a culture of mutual respect, understanding, and living together peacefully.

However, Prof. Sharma said that such high goals can only be reached if higher education schools are free to do what they want. He went into more detail about this topic and talked about how important it is to let universities choose their own courses, make administrative choices, and guide students' academic paths. Oversight and standards are important, but too much centralization could stop new ideas and make things less relevant to the situation.

By using a wider lens, Prof. Sharma gave a big picture look at higher education around the world. By putting Indian institutions next to their foreign counterparts, he showed both the good things and the things that need work and change. He laid out a plan for revitalizing India's higher education ecosystem based on the best methods used around the world.

At the heart of his plan is a focus on study. Prof. Sharma said that universities should not only be places to learn but also places where new ideas and discoveries are made. This focus on study would help India stay at the top of the world's academic and scientific activities. Along with this focus on study, teachers need to be able to make their own decisions. When teachers are free to try new things with their lessons and lessons plans, they can make sure that all of their students' needs are met.

Infrastructure that is up to date is essential for all of these projects to succeed. Prof. Sharma stressed how important it is to have well-equipped labs where young scientists can do experiments, come up with new ideas, and add to the body of knowledge around the world. Large libraries are also very important because they hold all of humankind's knowledge and provide a safe place for students to work.

At the end of his speech, Prof. Sharma talked about his image of the perfect college campus. Besides buildings and schools, he wanted to see places that were multicultural and bilingual, like the ideas of humanism. Campuses where people with different backgrounds, languages, and ideas come together to make a lively and stimulating environment that gets students ready for an international world.

In essence, Prof. C.B. Sharma's speech was a rallying cry for bringing life back to Indian higher education. His vision shows the hopes of a country ready to take back its proud academic history in the modern era. It is rooted in India's rich customs while also looking to global standards of excellence.

Day 3 : 15th Feb 2023

Session 7: "Relevance of Ancient Indian Education System in Present Teacher Education" delivered by Prof. Sunil Kumar Singh

Prof. Sunil Kumar Singh from the Faculty of Education at BHU was the first speaker for the Day 3 of program. His reputation as a scholar who can easily combine the old and the new was clear, and people were excited to go on a trip with him through time, revisiting the core ideas of Indian educational philosophy and figuring out how they apply to teacher education today.

It was Prof. Singh's first job to ground the listeners in the very essence of "education." He asked a basic question: What is education? before going into methods, frameworks, or pedagogies. He looked to the ancient Indian texts, especially the Taitreyi Upanishad, to find an answer. This important book says that education is more than just learning facts or skills; it's about growing as a person in all areas, including their moral, intellectual, and spiritual growth.

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

In a world where Western teaching methods and ideas are becoming more popular, Prof. Singh gave a gentle warning. Even though working together and learning from others around the world is very helpful, he stressed how important it is to first look within. India has a history of knowledge and understanding that goes back thousands of years. It can teach us a lot about how to learn, teach others, and grow as a person. He said that if we only look westward all the time, we might miss out on a rich trove of native knowledge that could change the way we teach today.

What Prof. Singh said was very important: character and personality growth are at the heart of education. But what does character mean? And how does one really become a strong, healthy person? Because of these questions, Prof. Singh looked into the traits that make up a person's essence, such as honesty, kindness, and interest, as well as their ability to bounce back from setbacks and become self-aware. By encouraging these traits, teachers don't just make good students; they also make well-rounded, morally sound people who are ready to make a positive difference in the world.

Prof. Singh thought about the quote by Gurudev Rabindranath Tagore, who was one of India's most famous polymaths: "Forests are the fountainhead of Indian civilization." This wasn't just a poetic thought; it was a deep statement about how nature, knowledge, and Indian culture all work together to make each other stronger. In ancient India, rishis, or sages, lived in forests and thought about the secrets of life. They naturally turned into universities, where students could get an education that was both deep and broad.

Then Prof. Singh made a very important difference between the words "scholastic" and "academic." The word "scholastic" means a sincere, in-depth desire to learn, while "academic" usually refers to formal, institutionalized learning. He stressed how important it is to encourage an educational spirit, where people want to learn because they are naturally curious and want to understand the world.

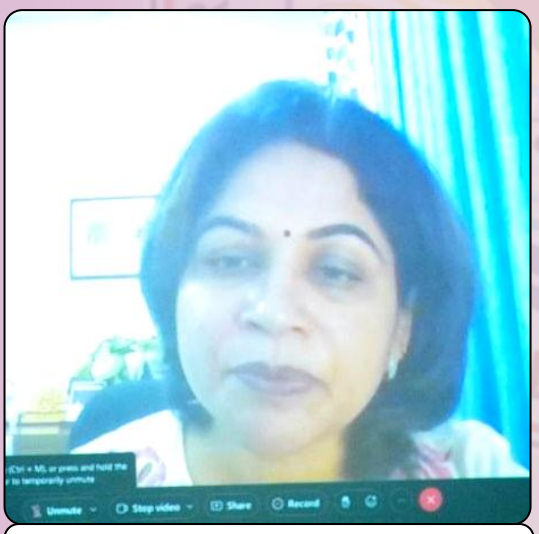
Drawing on the wise words of Saint Augustine, Prof. Singh showed how important it is to have real information. The Saint had said, "If you don't know what knowledge means, then you will burst from the inside." In this case, knowledge is more than just facts. A deep knowledge or enlightenment that fills a person and gives them clarity, purpose, and direction.

In the end, Prof. Singh went back to the main goal of education, which is to make people happy and healthy. Beyond grades, credentials, and job success, the most important thing about education is whether it gives people the tools they need to live full, worthwhile lives. Self-confidence and drive are also very important in this quest. By teaching these traits, teachers not only give students the tools they need to do well in school, but also the tools they need to handle life's obstacles with grace, resilience, and optimism.

Prof. Sunil Kumar Singh's speech was basically a call to get back to India's rich educational history. He envisioned an educational system that is whole, grounded, and deeply transformative by taking the knowledge of the ancients and combining it with modern teaching methods.

Session 8: "Gender Inclusion in Higher Education" delivered by Dr. Priyanka Tripathi

During an academic conference, the digital screen came to life and showed the face of Prof. Priyanka Tripathi, faculty at IIT Patna. Even though we were talking online, we could feel her presence, and the subject she chose to talk about—gender equality in higher education—was very important to us.



Dr. Priyanka Tripathi, an insightful academician, serves as Associate Professor of English at IIT Patna. Her expertise, previously honed at the NIT, Jamshedpur, spans Gender Studies, Postcolonial Literature, and more. As Book Reviews Editor for Rupkatha Journal and Co-Executive Editor at Journal of International Women's Studies, her influence extends globally. Dr. Tripathi's numerous publications cover diverse topics like Spatiality Studies and Literary Censorship, showcasing her impact in interdisciplinary humanities. She's actively involved in research projects focused on socio-cultural issues, particularly gender, contributing significantly to the academic community.

At the start of her speech, Prof. Tripathi made a bold prediction. Based on data, trends, and changes in policy, she predicted that gender inclusion would reach its peak by 2030, which would be a major turning point in the history of education. A statement like this not only talks about the current work, but it also gives a deadline, pushing everyone involved to speed up their efforts to reach this important goal.

Prof. Tripathi talked about the SAKSHAM standards and emphasized how important it is to be sensitive to gender issues. These rules were made to make sure that there is equality between men and women in education. They know that getting equality isn't just about numbers; it also requires a change in how people think, feel, and act in general. By making people more aware of gender issues, these guidelines hope to create a space where everyone, no matter what gender, feels respected, understood, and valuable.

To give her talk a more global view, Prof. Tripathi used a quote from Emma Watson, the

famous actor and UN Women Goodwill Ambassador, about how important it is to be diverse and include everyone. Watson's support for equal rights for men and women, especially in the workplace and in school, shows how the world is moving toward a more fair and just society.

As Prof. Tripathi talked more about how higher education works, she said that syllabi are very important to the movement toward female equality. Education isn't just a way to teach facts; it's also a strong way to change beliefs, values, and attitudes. For everyone to feel like they belong and are respected, the curriculum needs to be fair and include different opinions, experiences, and points of view.

Prof. Tripathi talked about the real problems that come up, like the lack of money that can make it hard for women and transgender people to be included. She talked about the Gross Enrollment Ratio (GER) and how it differs between men and women. This made the need for specific interventions to close the gap even more clear. In support of long-term solutions, she stressed the importance of tailored scholarships for women, which would make sure that money problems don't stop them from pursuing their educational goals.

Prof. Tripathi backed up her arguments with real-world facts and pointed out the positive trends seen over the past few years. She showed numbers that showed an encouraging rise in the number of women going to college. She said that these kinds of changes show that things are changing and that women are taking back their proper places in the academic and professional worlds.

Prof. Tripathi summed up her vision in a strong phrase at the end of her thought-provoking talk: "We can change the system by challenging the stereotypes." This wasn't just a summary of what she said; it was an order to do something. Because they are based on deep-seated biases and prejudices, stereotypes often stand in the way of progress and keep differences alive. Society can build an educational system that promotes equality, respect, and success for everyone by questioning, challenging, and finally tearing down these stereotypes.

In a nutshell, Prof. Priyanka Tripathi's talk was a call to reorient higher education so that it always goes in the direction of gender equality. She stressed how important it is to make schools where everyone, regardless of gender identity, feels represented, respected, and has chances to do well by using data, insights, and suggestions that can be put into action.

Session 9: “Internationalisation of Indian Universities: Challenges and Possibilities” delivered by Prof. C. B. Sharma

Prof. C. B. Sharma's talk about how Indian colleges rank on a global scale couldn't have come at a better time in an academic world where reputation and visibility have become very important. Prof. Sharma has a lot of knowledge about all aspects of Indian education. His talk promised a mix of rigorous analysis and cultural thought, and it did both.

Prof. Sharma started his speech by talking about the big problem that no one wanted to talk about: where Indian universities stand in the world's ranks of universities. He gave an honest analysis, pointing out the problems while also highlighting the big steps forward that Indian institutions have made in the last few years. But in order to fully understand these rankings and finally make them better, he looked into the specific factors that these global metrics value the most.

Global university rankings often judge schools on things like their research output, academic reputation, student-to-faculty ratio, and view on the world, among other things. Each of these factors was emphasized by Prof. Sharma, who also explained how they affect the overall academic environment and the reputation of the school. Indian universities can not only improve their standings but also provide a world-class education by focusing on research improvement, academic excellence, keeping the right number of students to faculty, and creating a diverse and welcoming student body and faculty.

Prof. Sharma talked about the central advisory board on education (CABE) as he moved from talking about the world to the national level. The decisions and suggestions made by CABE have a long-lasting effect on India's educational system because the group is so important in making the country's educational policies every year. Prof. Sharma stressed how important these kinds of groups are for keeping the Indian education system flexible, adaptable, and in line with both national goals and international standards.

The focus on language in schooling was one of the most important parts of his talk. Prof. Sharma fought for teaching in the mother tongue, especially at the most basic levels, using study in both language and education. He said that this kind of approach helps with understanding, remembering, and cognitive growth. This basic education in one's mother tongue can then be followed by lessons in regional languages and then by lessons in other languages. This way, students can benefit from both cultural roots and a variety of languages.

What was being said became even more interesting when Prof. Sharma brought up the idea of teaching expert subjects in regional languages. India's technical and higher schooling have traditionally been based on English. He did say, though, that teaching difficult subjects in regional languages might help students understand them better and make these classes easier for a wider range of students. This method also makes it clear that language should not get in the way of learning specific information and skills.

For the last part of his talk, Prof. Sharma talked about local education. Prof. Sharma used a quote from Dharampal's important work "The Beautiful Tree" to show how India's native education system worked before it was taken over by the British. This quote showed how rich, inclusive, and deep traditional Indian education was. During colonial times, this "beautiful tree," which stood for India's ancient knowledge of how to teach, was sadly ignored. He said that bringing these tribal systems back to life and using what we can learn from them could help us improve the way we teach today.

In the end, Prof. C. B. Sharma's lecture was a tapestry of culture reflections and analytical insights. He drew a picture of Indian higher education that is both globally competitive and deeply rooted in the country's culture ethos by comparing global university rankings to India's wide range of languages and traditional ways of teaching. In Prof. Sharma's view, universities are not only places where students can do well in school; they are also places where cultural heritage is kept safe and where future generations are taught to be internationally competent while still being connected to their own culture.

Session 10: "Fostering Innovation & Critical Thinking in Students" delivered Prof. Gaurav Singh

It's more important than ever to come up with new ideas and think critically in a world that is becoming more complicated, changing quickly, and full of problems that no one saw coming. At the end of the third day of the academic conference, Prof. Gaurav Singh, who works in the Department of Teacher Education at the Central University of Haryana, gave a talk that went into great detail about these important aspects of education.

The first part of the workshop was a sharp look at the teaching paradigm. Prof. Singh said that teachers aren't just people who pass on information; they can also be powerful thinkers. The idea of freedom is at the heart of this argument. If teachers don't have to follow strict rules and rigid structures, they can use their imagination and knowledge to come up with custom ways to teach that meet the needs of each student. This freedom gives teachers the freedom to choose how to communicate and plan activities that work for all the different learning styles and abilities in the classroom. Basically, when teachers are given the tools they need to be innovative, it affects every kid they teach.

Prof. Gaurav Singh, an accomplished educator, is a Professor at the Central University of Haryana, with a rich history at IGNOU, New Delhi. Holding a Ph.D. in Teacher Education, he started his teaching career in 2003 and joined IGNOU in 2011. Dr. Singh is prolific in academic contributions, with 37 research papers, 35+ ODL study material chapters, and a book on Teacher Education. His commitment to open education is highlighted by his development of modules for MOOCs and coordination of SWAYAM and SWAYAMPRABHA lectures. Internationally recognized, he's a recipient of awards including the Commonwealth of Learning-AAOU Fellowship and the Silver Medal of Best Practices by AAOU. Dr. Singh's expertise extends to seminars, research projects, and numerous academic committees, focusing on ICTs in Education, Research Methodology, and Teacher Education.

Prof. Singh started an interesting trip through different examples to show the range of innovations that could be made. He showed how innovation could show up in many ways in the classroom, such as using technology to teach complicated ideas, simulating the real world to help students understand them, or combining different subjects into large projects that break down the walls between them. Each case brought out the same basic truth: when new ideas are welcomed, learning becomes dynamic, interesting, and life-changing.

Innovation wasn't the only thing Prof. Singh talked about, though. He talked about critical thought, which is also an important part of modern education. In a world full of knowledge, it's important to be able to sort through it all and come up with your own well-informed opinions. Prof. Singh believes that making students feel free to question is the first step in encouraging them to think critically. He said that questioning is what makes critical interaction possible. Students test what they already know, dig deeper into topics, and gain a more detailed understanding by asking questions.

Prof. Singh also talked about how important it is to understand uncertainty. In a world that looks for clear-cut solutions, he stressed how important it is to understand the bits in between. Students improve their reasoning skills and learn how to deal with the complexity of a wide range of subjects by recognizing and working through ambiguities.

He also talked about how important it is to look things over and make sure they are clear. Critical thinkers don't just take in knowledge; they look it over, compare it to other sources, and try to understand it better. This strict process makes sure that what they ultimately internalize is knowledge that they have thought about and understood, not just information that they have learned by heart.

In his last few words, Prof. Singh talked about his hopes for the future of higher education. He imagined schools where creativity and critical thinking aren't just trendy words, but parts of the way people learn. He talked about classes where teachers, as innovators, create learning experiences that change students' lives and where students, as critical thinkers, engage deeply, question without fear, and come out with well-formed, well-informed views.

For Prof. Singh, the main reason for teaching these skills and values is a simple but deep one: to make the next generation of country builders. In his mind, these nation builders are more than just knowledgeable people. They are also creative thinkers who are ready to face problems, come up with answers, and move the country forward.

Basically, Prof. Gaurav Singh's talk was a rallying cry for a new way of thinking about education. Through his ideas about new ideas and critical thinking, he laid out a plan for higher education that puts an emphasis on creativity, analytical rigor, and the overall growth of students, training them to lead the way in progress in the 21st century.

Day 4 : 16th Feb 2023

Session 11 & 12: "Contextualizing the Global Higher Education in Indian Scenario/Challenges" & "Complications of access and equity in Higher Education" delivered by Prof. Arbind Kumar Jha

In a world where knowledge is shared quickly and schools are always changing, Prof. Arbind Kumar Jha of the School of Education, IGNOU, New Delhi, set out to find the answer to a question that seemed simple but was actually very hard to understand: "What is Higher Education all about?"

When he started talking, Prof. Jha quickly drew the audience's attention to the global framework of higher education, which is a place where logic, creativity, and thought come together. These things work together in complex ways that make up the basis of current academic pursuits. His reference to neuroscientist Massi's book "No Emotions without Rationality" emphasized how these two things are connected and suggested that real understanding happens when mental and emotional activities are combined in a smooth way.

When Prof. Jha talked about the practical side of education, he stressed how badly things need to be changed, especially the way exams are given. He said that the way tests are usually set up often rewards memory over real understanding, which goes against the real goals of education. Along with this, he pushed for better reading skills, which are an

important skill that not only helps with schoolwork but also encourages critical thinking and learning throughout life.

He talked about how important it is to think deeply and critically, and he said that February 22, 2023, would be celebrated as World's Thinking Day. This would show that people all over the world are working to make people more reflective and analytical.

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

But even though Prof. Jha praised reflective education, he was worried about the rise of tools that change the way things are done. These new technologies have definitely changed how we get knowledge and talk to each other, but they also bring new problems. Prof. Jha says that disruptive technologies, which spread knowledge quickly and often in pieces, could damage the deep, long-lasting thinking that is a hallmark of traditional ways of teaching.

He talked about important books like "The Tao of Physics" by Capra and Thomas Kuhn's idea of the "scientific revolution" to explain his point of view on the relationship between old knowledge and new ideas. Each reference drew a contrast between old knowledge and modern understanding, stressing the need to find a balance between keeping old knowledge alive and accepting new technologies.

In the next topic, Prof. Jha went into more detail about the ideas that support education, focusing on how to make them more relevant to epistemology, ontology, and teaching. He said that these complicated models play a big role in shaping the way higher education works around the world.

Prof. Jha went into more detail about what causes globalization in the educational field by listing several important factors:

Expansion and Massification: As education becomes easier for more people, schools have to change their teaching methods and structures to fit the needs of a wide range of students.

Public vs. Private Good: The ongoing argument about whether education should be seen as a good for society or a good that can be sold has a big impact on policies and priorities in education.

Effects of ICT (Information and Communication Technology): Using ICT in education has changed it in many ways, from online classes to digital tools for working together.

The rise of the knowledge economy: In a world where information is capital, schools are very important for preparing people for a knowledge-based economy.

Globalization: Because the world is so connected now, schools need to teach lessons that are important to the whole world and help students become global citizens.

Instantaneous Communication: Being able to talk to people around the world in real time changes how schools work together and what they teach.

Changes in the World's Population: As the world's population changes, schools need to adapt to serve a wide range of international students.

At the end of his speech, Prof. Jha made links between the service industry, the knowledge economy, and the spread of ICT. He talked about how these areas, which at first glance seem separate, are actually very linked in the modern world, with education being the key.

In essence, Prof. Arbind Kumar Jha's lectures were a tapestry of insights that woven together old knowledge, new discoveries, theory frameworks, and real-world problems. By looking at higher education as a whole, he made a very clear picture of the current state of education, including its problems, its chances, and the way forward.

Session 13: "Impact of New Technologies on Higher Education" delivered by Prof. Gaurav Singh

The world of education is changing quickly, thanks in large part to new technologies. Prof. Gaurav Singh from the Department of Teacher Education at the Central University of Haryana explained what needs to be done to move Indian higher education forward. To get right to the point, Prof. Singh said that computer technology is the most important part of modern higher education. With data at our fingertips and virtual classes that don't depend on location, technology has left an undeniable mark. This is also reflected in the New Education Policy (NEP) 2020, which is a major text for the Indian education system. Prof. Singh talked about how important it is to use technology in education, which is one of the main goals of NEP 2020.

Prof. Singh went into great detail about a number of innovative tools that will change the way higher education is done:

Augmented reality (AR) and virtual reality (VR) are immersive tools that let students apply what they're learning by making abstract ideas real.

Block chain: This decentralized ledger system could be used for more than just crypto currencies. It could be used to check credentials and make sure that college credentials are real and open.

Internet of Things (IoT): The IoT offers smarter campuses with things like automated attendance systems and buildings that use less energy. It does this by connecting devices so they can collect and share data.

Machine learning and artificial intelligence (AI): Algorithms that can adapt and learn can offer personalized learning by changing the material based on the needs and speed of each student.

Prof. Singh added real-life examples to his explanations of each of these tools to help students understand difficult ideas and show how they can be used in the classroom.

But these new tools aren't the only ways that technology is used in Indian higher education. Prof. Singh also talked about how important places like SWAYAM and Swayam Prabha are. These programs, which are backed by the government, offer a wide range of courses to make high education more available to everyone. They bring together technology and teaching methods, expanding the classroom and allowing people in the most rural parts of the country to get an education.

Still, there are many problems, as there are with any change. Prof. Singh looked into the complexities of integrating technology and found the problems that teachers often face. As we move toward a digital-first teaching approach, we need to re-evaluate our skills. Teachers are no longer just experts in their fields; they are also digital media facilitators. The skills that a modern teacher needs are very broad and varied. They need to know how to use basic Information and Communications Technology (ICT) skills to make Massive Open Online Courses (MOOCs), how to use social media for teaching, and how to evaluate a huge number of web-based tools.

Prof. Singh acknowledged the difficulty and stressed the importance of strong training programs to make sure that teachers are well-equipped to lead the digital shift. He also stressed how important it is to have good online communication skills. In a virtual world, good communication is what holds the learning process together.

At the end of his speech, Prof. Singh talked about regulatory frameworks, especially the UGC rules for MOOCs in Higher Education. He showed how the UGC is adapting to the digital age by talking about the ability to move credits. This way, online courses aren't just extras; they have real value in students' academic paths.

Prof. Gaurav Singh's talk was basically a map that showed the way forward for higher education in India. He painted a very clear picture of a world where technology is not just an add-on but a major player, changing the way we teach, making access more open to everyone, and making sure that education stays relevant in a world that is always changing. Through his ideas, he emphasized a very important point: embrace technology, use it to its fullest, and let it take higher education to new heights.

Session 14: "Imparting Ethical and Moral Values" delivered by Prof. Sunil Kumar Singh

In a time of fast progress and the chase of material success, Prof. Sunil Kumar Singh of the Faculty of Education, Banaras Hindu University (BHU), emphasized the importance of values. He was a guide for teachers who were trying to find their way in the currents of modern education. He started by having a chat with the people there, talking about the different ways people see values. This set the stage for a deep and thoughtful conversation.

Prof. Singh stressed that values are not just vague ideas, but important parts of our lives that shape how we act, make choices, and connect with others. He drew out a plan for teachers who want to include ideals in their lessons. As role models, they should live by the values they want to teach and inspire students through their deeds, not just their words.

Prof. Singh outlined several important steps that must be taken in order for value education to work well:

Value awareness means giving kids a place to learn about different values and helping them understand what they mean and how they affect others.

Value appraisal means getting students to think about their values and figure out how important and relevant they are to their lives.

Selection of Values: Allowing students to choose the values they want to live by in a way that fits with their views and goals is called selection of values.

Value Commitment and Strengthening: Making people more likely to stick to certain beliefs and making them stronger through regular practice and reflection.

In his explanations of the main ideas in Indian philosophy, Prof. Singh talked about Dharma (duty or righteousness), Artha (wealth or success), Kama (desire or pleasure), and Moksha (liberation or self-realization). It was important to him that these deep things become a part of us and affect what we do and how we connect with others. He talked about important human virtues like forgiveness, self-control, respect for others, purity, honesty, not being angry, and patience, stressing how important they are for living a happy and worthwhile life.

The conversation then moved on to how important ethics are in our lives. Ethics, Prof. Singh said, are more than just a set of rules; they are what guides our actions and choices and helps us live dignified and respectful lives. He stressed that living an ethical life isn't just following moral rules; it's also about making our lives better, making the world a better place, and feeling like we've accomplished something.

On this path of integrating values and living a responsible life, Prof. Singh gave the family a lot of attention. He said that the home was the most important place for raising values because it was where values are planted and cared for. People learn about love, respect, cooperation, responsibility, and other ideals for the first time in their families. So, a family that puts values first and lives by them is very important for raising people who are balanced and driven by their values.

He also talked about the idea of desire, which is a basic human emotion, and urged a balanced and careful approach to satisfying desires. He thinks that wants are not inherently bad; they are what drive our actions and goals. But the important thing is to understand them, control them, and meet their needs in a way that fits with our beliefs and helps us grow and be happy.

Prof. Sunil Kumar Singh's talk was mostly an in-depth look at values and ethics in the framework of education and human life. He gave teachers a road map that made it clear how they can be the bearers of ideals and inspire and guide the next generation toward lives that are balanced, meaningful, and satisfying. By incorporating values and ethics into the learning process, he hoped to create a world where people are not only smart and good at school, but also positive role models who help build a peaceful and knowledgeable society.

Day 5 : 17th Feb 2023

Session 15: "Holistic, Comprehensive, Multidisciplinary Education" delivered by Prof. H.C.S. Rathore

The culmination of the five-day Faculty Development Program featured a presentation by Prof. H.C.S. Rathore, a distinguished educationist and former Vice

Chancellor of the Central University of South Bihar. The individual's speech brought attention to the recently implemented National Education Policy (NEP) and its significant ramifications for the future of higher education in India.

Prof. Rathore emphasized the profound importance of the National Education Policy (NEP) from the very beginning. Developing a comprehensive and progressive education policy in a nation as expansive and heterogeneous as India presents a considerable challenge. The National Education Policy (NEP) encapsulates the desires of a large number of individuals, aiming to reconcile conventional principles with contemporary educational progress, accommodating the distinct socio-cultural context of the country while still conforming to international educational patterns.

Prof. H.C.S. Rathore, a notable figure in education, served as the Vice-Chancellor of CUSB and contributed 32 years to BHU. At BHU, he was the Dean of the Faculty of Education and the Coordinator of the IQAC, and at CUSB, he led the creation of new departments and boosted student enrollment. Prof. Rathore is a recipient of DAAD and Humboldt Fellowships, reflecting his academic distinction. His scholarly output includes over 60 publications and the supervision of 22 Ph.D. candidates. Prof. Rathore's involvement in national committees and professional bodies nationally and internationally marks his profound impact on higher education, educational management, and research."

Delving further into the subject matter, Prof. Rathore provided the audience with a comprehensive explanation of the intricate process that forms the foundation of the policy's development. The NEP has been established through a rigorous process of careful consideration, numerous consultations, and iterative refinements, rather than being a hastily conceived or purely intellectual endeavor. This comprehensive approach guarantees that the policy, while based on scholarly research, also aligns with practical circumstances and may be adjusted to suit the various educational systems present throughout the country.

The NEP places significant importance on holistic, comprehensive, and multidisciplinary education, as emphasized by Prof. Rathore. The era of academic silos exerting dominance over the educational environment has come to an end. The concept articulated by the National Education Policy (NEP) entails a dissolution of the traditional demarcations between disciplines such as arts, sciences, and professional sectors. This paradigm shift grants students the opportunity to customize their educational trajectories with enhanced flexibility and autonomy. The comprehensive methodology employed not only cultivates a comprehensive perspective but also cultivates the ability to analyze, adjust, and solve problems across many fields, all of which are crucial in today's globalized society.

Moreover, Prof. Rathore extensively examined the recently established regulations of the University Grants Commission (UGC), which are based on the National Education Policy (NEP) of 2020. The individual expressed their belief that these regulations are not simply suggestions, but rather the fundamental basis that will guarantee the effective and consistent execution of the program throughout higher education establishments. The UGC regulations

seek to facilitate the implementation of the NEP's vision by establishing explicit criteria and anticipated outcomes. This is intended to promote a smooth transition and ensure that educational institutions are in harmony with one another in terms of their strategies and dedication to the objectives outlined in the policy.

Nevertheless, central to Prof. Rathore's speech was a fundamental inquiry: What is the necessity of this transition? The respondent addressed this matter by emphasizing the significant capacity for transformation inherent in the NEP. According to the author's perspective, the implementation of this strategy has the potential to bring about a significant transformation in the higher education industry. This transformation would result in the production of graduates who possess not only strong academic abilities but also valuable skills that are aligned with market demands, thereby enhancing their employability. This is consistent with the overarching objective of the National Education Policy (NEP) to facilitate the connection between academics and industry, so ensuring that education serves as a pathway for individual, occupational, and societal advancement.

In summary, Prof. Rathore's lecture encompassed a harmonious integration of visionary thinking with practicality. The National Education Policy was depicted as a guiding light, leading the nation towards a future where education is not just transformational but also in harmony with economic, social, and humanitarian imperatives. The speaker's observations, in conjunction with the discussions held during the five-day Faculty Development Program, underscored the shared obligation of educators, policymakers, and stakeholders to fulfill the potential of the National Education Policy (NEP). This involves creating an educational environment that is characterized by inclusivity, innovation, and meaningful outcomes.

Session 16: "Resurgence of Ancient Knowledge System" delivered by Prof. Pawan Kumar Sharma

Within the dynamic realm of higher education, characterized by the prevalence of contemporary techniques and methodologies, Prof. Pawan Kumar Sharma, an esteemed scholar hailing from the Department of Political Science at Chaudhary Charan Singh University, Meerut, embarked upon a stimulating and illuminating discourse. The objective of this endeavor was to reestablish a connection between educators and the profound tapestry of the ancient Indian knowledge system.

Prof. Sharma commenced his talk by underscoring the urgent necessity for the development of moral character and the integration of ethical principles inside Higher Education Institutions. According to the author's perspective, authentic education surpasses the limitations of simply imparting information. It goes beyond that by shaping one's character, instilling values, and molding individuals who possess the ability to make positive contributions to society.

Prof. Sharma exemplified the depth of the ancient Indian educational system by drawing upon classical Indian literature, notably citing 'Abhigyanam Shakuntalam', a pivotal masterpiece authored by the renowned dramatist Kalidasa. This literary work, predominantly categorized as a romantic novel, provides a plethora of valuable perspectives on the educational, cultural, and moral principles prevalent in ancient India. Prof. Sharma emphasized the lessons of the subject, demonstrating how they align with the fundamental

principles of holistic education by effectively combining information, values, and life skills in a harmonic manner.

Prof. Sharma explored the intricacies of terminology, emphasizing the importance of words and their significant influence on perceptions and comprehension. The individual expressed the viewpoint that the name 'Shiksha' may not fully encapsulate the spirit of the Bharatiya Gyan Parampara (Indian Knowledge Tradition). Conversely, he espoused the usage of the term 'Vidya', a linguistic expression derived from Sanskrit, which encompasses the dual connotations of knowledge and wisdom. The aforementioned nuanced change in terminology reflects a more comprehensive and profound comprehension of the field of education, as it integrates information with principles, moral standards, and spiritual aspects.

Expanding upon this account, the orator transported his listeners to a historical period in which India, frequently recognized as the 'Golden Sparrow', served as a symbol of erudition, affluence, and cultural refinement. The individual argued that this desirable position was not just a result of chance. However, the result can be attributed to a carefully crafted education system that was specifically tailored to correspond with economic demands and promote the development of essential skills. The curriculum of the past demonstrated a strong alignment with the demands of society, prioritizing the acquisition of both academic knowledge and practical skills that were economically valuable.

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

Prof. Sharma also explored the domain of agriculture and its complex interplay with the socio-political structure of ancient India. India's educational paradigms, being predominantly agrarian in character, integrated agricultural knowledge, highlighting its economic importance and its inherent connection to nature and the cosmos.

One notable aspect of his presentation was the poignant portrayal of the ancient Gurukul system, which served as the foundation of education in ancient India. The individual eloquently depicted Gurukuls as comprehensive educational institutions in which students acquired information from their Gurus (instructors) within an atmosphere characterized by mutual respect, discipline, and spirituality. These institutions went beyond the scope of academic education by offering practical life skills,

ethical values, and spiritual wisdom. These venues placed a high emphasis on holistic development, aiming to cultivate pupils who had a well-rounded set of values and talents.

In summary, the session conducted by Prof. Pawan Kumar Sharma provided a profound exploration of India's rich educational tradition. By employing tales, literary allusions, and historical analysis, the speaker emphasized the enduring significance of the old Indian knowledge system. The speaker's discourse included a subtle acknowledgment that although modernity presents several benefits, there exists a substantial wealth of knowledge from the past that can offer guidance for the future. By incorporating the wisdom passed down from previous generations, higher education has the potential to foster both forward-thinking advancements and a strong foundation in ethical principles. This approach cultivates individuals who possess not only academic prowess, but also a profound sense of moral grounding and spiritual consciousness.

Session 17: "Brainstorming Session for Nurturing Excellence in Higher Education"

Later, a brainstorming session was held which was held in the presence of Prof. H. C. S. Rathore and Prof. P. N. Singh. The session was moderated by Dr. Raj and Dr. Gyanendra. There was a debate amongst the participants on the topics delivered by various experts earlier. Following questions were taken from the participants and an elaborate discussion was held:

"Brainstorming Session for Nurturing Excellence in Higher Education"

1. How will the practical implementation of NEP-2020 take place?
2. How will NEP 2020 decolonize teachers' minds?
3. Does NEP 2020 ensure good-quality students?
4. Does NEP 2020 have provisions to assess the quality of students, particularly in terms of ethics and morality?

5. Students have a fluctuating mindset in their choices, is it a problem? How does NEP 2020 answer these issues?
6. NEP 2020 promotes education in the mother tongue, is it not a problem in a multilingual and diverse country?
7. Does everyone need higher education?
8. Entry-Exit process is in NEP 2020, who will decide its criteria?
9. What is the future of teacher training schools after NEP 2020?
10. Implementation of NEP 2020 will take a lot of money, who will provide it?
11. What will happen to Self-financing colleges after NEP 2020?
12. How to keep away education from political influence?

Valedictory Session

The Valedictory session of the course at IUCTE served as the culmination of a transformative experience characterized by the acquisition of information, profound insights, and the fostering of friendship. This occasion was distinguished by its adherence to established customs, a sense of reverence, and an expression of thanks.

The session commenced with a sombre atmosphere as the lamps were ceremoniously illuminated. A floral homage was paid to the monument of Mahamana Pandit Madan Mohan Malviya Ji. The action served as a symbolic gesture, representing a tribute to the significant and lasting impact of an esteemed figure in the field of education. This individual has been instrumental in providing guidance and enlightenment to numerous successive cohorts, fostering the pursuit of knowledge.

Group Photograph

Assuming a prominent position, Prof. P. N. Singh, the Director, IUCTE, established the atmosphere for the evening. Exhibiting an attitude characterized by elegance and modesty, he

cordially greeted the distinguished Chief Guest of the evening, Prof. H.C.S. Rathore, the former Vice-Chancellor of the Central University of South Bihar, Gaya. In addition, Prof. Pawan Kumar Sharma of Chaudhary Charan Singh University, Meerut, was also extended a warm welcome. As he delivered his speech to the assembled audience, his comments conveyed a profound sense of appreciation, extending not only to the esteemed individuals present but also to all the participants who had played a vital role in the program. He expressed his well wishes, extending blessings to all and hoping for ongoing prosperity and development.

Dr. Gyanendra Singh diligently produced a comprehensive report of the five-day programme, which was then delivered to the audience. The report presented a comprehensive compilation of recollections, effectively encapsulating the core elements of many sessions, conversations, and exchanges, so serving as a poignant reminder to all participants of the intellectual journey they had embarked upon.

Incorporating an element of personal engagement, a number of individuals came forward during the evening, sharing their own experiences and providing constructive comments on the event. Every narrative possessed distinct qualities, reflecting the personal travels, revelations, and the transformative influence that the program exerted on their viewpoints. The sincere testimonials provided compelling evidence of the program's efficacy, serving as a testament to its ability to bring about significant change.

As the evening advanced, a tangible feeling of achievement permeated the atmosphere. This was demonstrated when certificates, which serve as tangible representations of individuals' accomplishments and involvement, were disseminated to the participants.

The session subsequently proceeded to the delivery of the concluding comments. The contributions of Prof. H.C.S. Rathore, subsequently followed by Prof. Pawan Kumar Sharma and Prof. P.N. Singh, provided a heightened level of depth and contextualization to the entirety of the program. The individuals' contemplations, derived from extensive personal involvement, offered both a retrospective analysis and a pathway for future progress to all those in attendance.

Dr. Rachana Vishwakarma skillfully moderated the session, ensuring a smooth flow of events. The presence of her direction contributed a sense of organization and cadence to the proceedings of the evening.

Dr. Deepty Gupta concluded the informative voyage by delivering a vote of appreciation as the curtains drew. The expression of gratitude was a fundamental aspect of her discourse, when she recognized the valuable contributions made by all individuals engaged, encompassing the speakers, participants, as well as the academic and non-academic personnel who diligently operated in the background. Prominent individuals in attendance comprised Dr. Raj Singh, Dr. Saurabh Singh Rathore, and Dr. Kushagri Singh, among other notable figures.

Programme Outcomes

The Faculty Development Programme (FDP) has established a distinct position within the constantly changing realm of global higher education by highlighting the seamless integration of India's traditional educational legacy with its modern frameworks. The complete exploration of the diverse landscape of higher education in the nation, including its objectives and the profound insights into the ancient Indian system, provided participants with a holistic viewpoint.

The framework and ambition of the programme.

The major objective of the FDP was to provide a comprehensive understanding of the structural and functional aspects of India's higher education system. The aforementioned perspective encompassed not only the analysis of the current state of affairs, but also the exploration of India's historical context in terms of its ancient educational traditions. The academic landscape is on the verge of a transformational period with the recent introduction of the National Education Policy (NEP) 2020. With an understanding of the possible benefits, the FDP was carefully planned and implemented over a span of five days, with the objective of enhancing the professional skills and knowledge of its participants in many areas.

The results of the program were diverse in nature.

Exploring the Historical Continuity between Past and Present:

The participants embarked on a temporal exploration, gaining insights into the intricacies of pedagogy and knowledge acquisition that reverberated within the esteemed educational institutions of ancient India. This expedition was not solely a scholarly undertaking; it revolved around establishing a connection between the wisdom of the past and the approaches employed in the present, particularly within the framework of NEP 2020.

A Comprehensive Examination from a Global Standpoint:

In an era characterized by growing global interconnectivity, it is imperative to strategically situate the Indian higher education system within the broader global framework. The participants acquired a deeper understanding of the global education landscape by comparing it to the indigenous framework. They were able to identify and analyze the differences and similarities between the two.

The Significance of Collaboration:

The FDP exhibited a notable strength in terms of its diverse composition. The program facilitated a dynamic academic environment, attracting participants from ten distinct states. The convergence of many perspectives, backgrounds, and specialized knowledge stimulated interdisciplinary discussions and partnerships.

Interactions with Experts:

One notable characteristic of the FDP was the inclusion of participatory and interactive sessions involving subject matter experts. The discussions presented in this context have contributed to a better understanding of several aspects of the National Education Policy (NEP) 2020. They have shed light on topics such as the principles of education in ancient times, the process of decolonizing Indian intellectual thought, and the revival of traditional knowledge systems.

The Adoption of Digital Transformation:

The advent of the digital revolution has had a significant and far-reaching impact on contemporary pedagogy. In-depth analyses on online and digital education, as outlined in the National Education Policy (NEP) 2020, provided participants with the necessary techniques and resources to effectively utilize the capabilities of technology in their instructional approaches.

In this study, we want to investigate the emerging dimensions that warrant further exploration.

The FDP encompassed not only the comprehension of the fundamental aspects of tertiary education, but also the adept navigation of its evolving landscapes. The program addressed various crucial areas, including the impact of modern technologies and globalization on Indian universities, the challenges related to accessibility and fairness, gender inclusivity, promotion of innovation, and the importance of multidisciplinary approaches. All of these topics were discussed within the framework of the National Education Policy (NEP).

The utilization of experiential learning techniques.

Genuine acquisition of knowledge frequently surpasses mere passive assimilation. By means of collaborative idea generation sessions and interactive exercises, individuals were prompted to embrace a critical and solution-oriented approach, exploring the complexities associated with higher education and generating viable remedies.

In conclusion,

In conclusion,

The Faculty Development Programme encompassed more than a mere sequence of lectures. The occurrence represented a convergence of historical and contemporary elements, theoretical and practical aspects, as well as the presence of both obstacles and resolutions. As the participants fully engaged in this immersive experience, they not only acquired knowledge but also became agents of change, prepared to facilitate a paradigm shift in the higher education sector of India. The FDP served as a strong appeal to the academic community to acknowledge its inherent capabilities, embrace its historical significance, and actively contribute to shaping the future through a combination of foresight, dedication, and intentionality.

The main focus of this Faculty Development Programme (FDP) was to provide a structural and functional understanding of the Higher Education system of the country. It includes an analytical understanding of the historical perspective of the ancient Indian system of Higher Education. The emergence of NEP 2020 gave ample possibilities and scope to academia for transforming Higher Education. In order to achieve this, the five days Faculty Development Programme was conducted. The FDP achieved its objective of strengthening the knowledge and skills of the participant teachers on various dimensions of their professional development. Participants were enlightened with fruitful, informative, and interactive sessions. Following are the outcomes of the programme:

- The participants had been capacitated to a professional understanding of teaching-learning at the University level.They had been enriched by the perspective of the

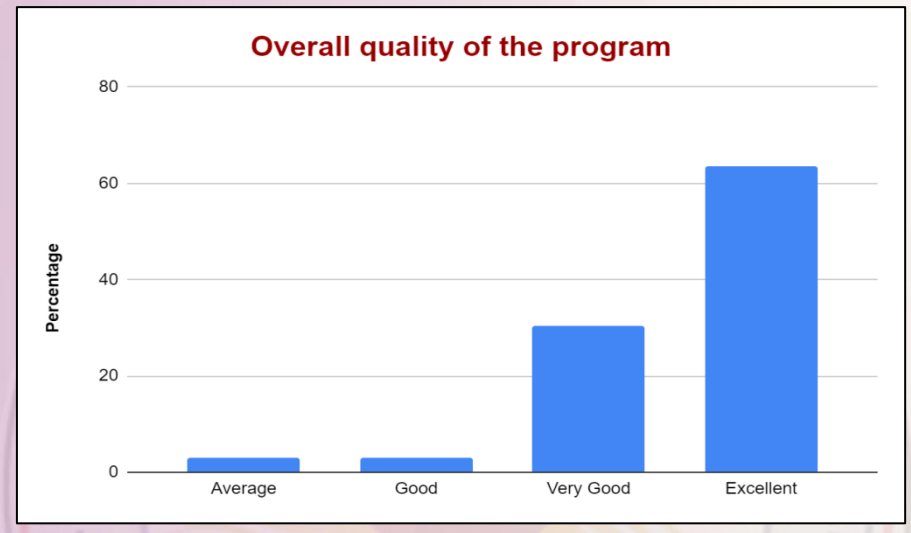
ancient Indian system of Higher Education and also gained in-depth knowledge of the Higher Education system of the country in light of NEP 2020.

- They learnt about the Global Scenario of Higher Education, Indian Higher Education system and its existing structure. They also enlightened emerging areas in higher education in the context of NEP.
- The FDP had given the platforms to all the participants from ten states to make an academic connection with the experts as well as among themselves. They learnt how to develop interdisciplinary approaches and collaborate with academicians in different fields.
- Through an interactive session, participants also got the opportunity to interact with the various experts in the FDP clarifying their own queries and doubts related to the restructuring of Higher Education as envisaged in NEP 2020, the relevance of the Ancient Indian Higher Education System in Present Scenario and Ancient Indian Knowledge in context with Modern Era, Decolonization of Indian Intellect, and Resurgence of Ancient Indian Knowledge System.
- One of the Key initiatives of the NEP 2020, Online and Digital education was discussed in detail highlighting its various advances and importance for the 21st century teaching pedagogy.
- They also enlightened by the newly emerging areas such as the use of new technologies on Higher Education, the Internationalisation of Indian Universities, Emergence of Challenges & Complications of Access and Equity in Higher Education, Gender Inclusion in Higher Education, Fostering Innovation & Critical Thinking in Students, Multidisciplinary and Holistic approach and Relevance of Education in local with respect to NEP.
- Through Brainstorming sessions and hands-on activities, the participants have learned innovative ways to figure out issues and develop a practical approach to resolve the existing problems of HE.

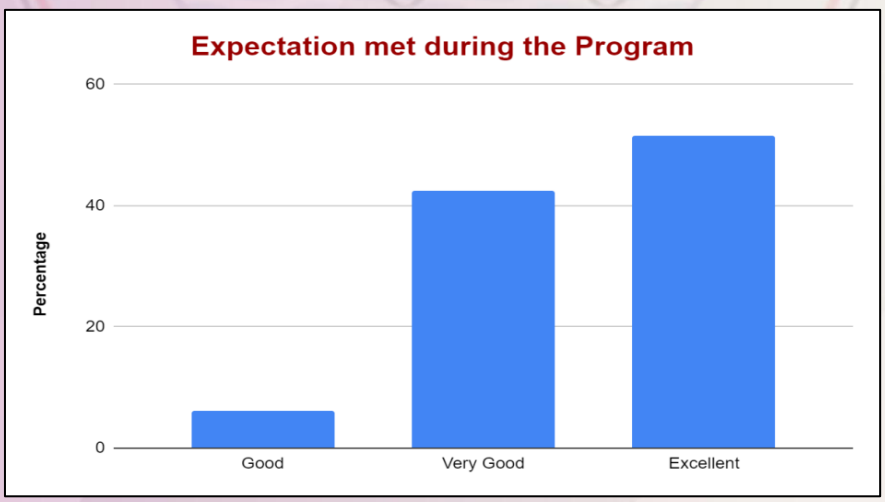
Annexure 1: Feedback Analysis of the participants

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

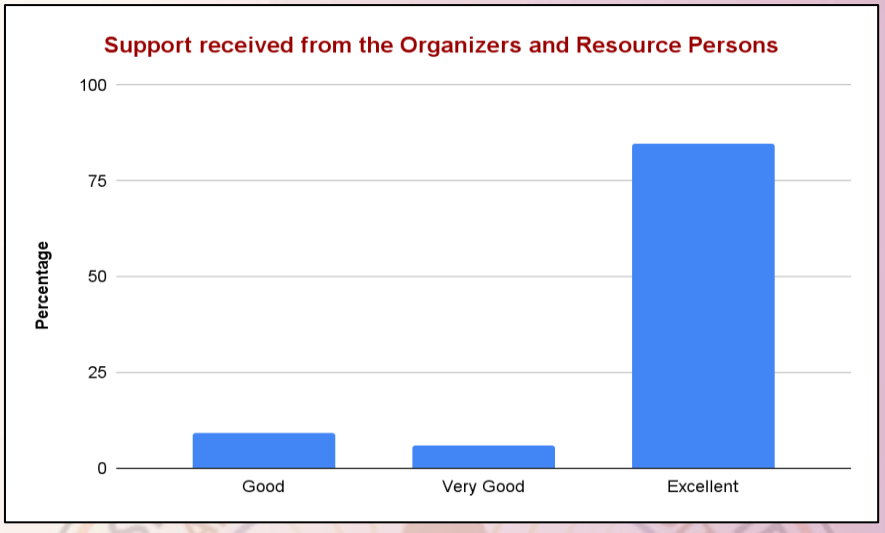
1. **Regarding the Overall quality of the programme, the participants have praised the programme.**



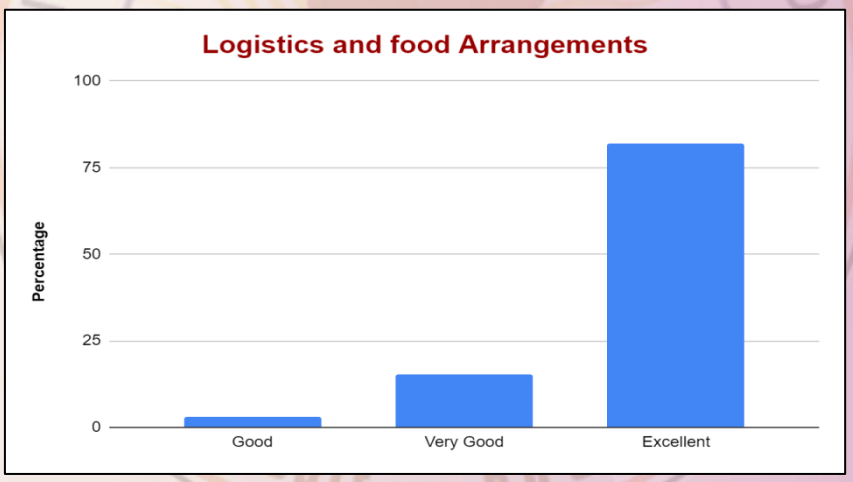
2. **It was also asked whether the expectations of the participants have been achieved or not through this FDP and maximum participants have rated that it was achieved.**



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



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. **Topics of FPD which participants expect to cover in more details were:**
    - Restructuring and strengthening of Higher education as envisaged in NEP 2020
    - Ancient education system
    - Contextualising the Global Higher Education in Indian Scenario
    - Impact of New Technologies on Higher Education
    - Holistic, Comprehensive, Multidisciplinary Education
6. **Some of the suggestions received for improving the program in future were:**
    - Almost all the participants have requested for one day local sightseeing/Excursion to be included during the programs
    - Lectures on fundamental topics could be minimised
    - More time should be given to complete formalities to join the program like NOC etc.

- As there were participants from 10 states and few of them are completely from Hindi speaking and English speaking so they have requested for the session in one medium only either Hindi or English.
- Increase the total number of days for FDP or Session timings can be extended to 2 hrs per session
- Experts from different disciplines can be invited like from Science, Engineering, Technology, Medicine and Law etc.
- Timing for Q and A sessions could be increased and participants engage through presentations and activities.

7. **Suggestions were received regarding the topics/areas/themes for future training/workshops**
    - Implementation of NEP in Higher education or can conduct short term teacher education programs (six months course)
    - Teacher education curriculum
    - Faculty Induction Programs or Refresher program.
    - Workshop on Teaching Pedagogy subject wise and concept of teaching for non-education stream teachers/trainers.
    - Advance research methodology workshop (qualitative and quantitative).
    - Content design, delivery, evaluation and recording for MOOC platforms
    - Detailed orientation for NPST and NMM
    - Some scientific practical training
    - Role of Ancient Knowledge in the field of Life Science
    - Paradigm Shift in Ancient Research
    - Problem of school dropouts in India
8. **Participants were also asked that how they were going to implement the things learnt during this FDP at their institution**
    - Can strengthen the understanding of the empirical scope of NEP
    - Implementing the knowledge gained in this FDP in the teaching learning methods
    - Using innovative methods to improve the teaching methodology
    - Will offer courses on the basics of departmental availability and further new programmes on the market demand.
    - Will organise a discussion at Departmental level and in departmental meetings too.
    - Will try to gain more knowledge about ancient knowledge systems and motivate colleagues and students towards this direction.
    - Will request every faculty to read NEP 2020
    - Organise Special lectures on ancient education systems in present teacher education.

- Conduct workshops on fostering innovations and critical thinking in students.
- Will design the assignments chapter wise for students so to know how much they understand
- Design monthly assessment to understand the problems while implementing the policy
- Request faculty to enroll in NPST and NMM portals.
- By incorporating ancient Indian ideas and concepts in the syllabus and allowing multidisciplinary approach in the learning process

9. **Participants were also asked that what kind of hurdles they are facing while implementing NEP 2020 in their organisation**

   Many participants said that NEP 2020 is at implementation level at their institution but along with that some said that the implementation has not been initiated yet. Some probable reasons were cited like Lack of coordination and cooperation at Administration level; Lack of Human resources and technology; Difference in syllabus of different university ; no orientation programmes held at institute level; Complex structure and formality; Very few faculty members have read the policy; University does not provide any kind of financial aid to attend training programmes on NEP 2020; All new fields and topics are included and no clarity in entry and exit of course. Some said that there is no understanding of teachers and students for the concept of traditional knowledge combined with modern thinking. Also regarding the introduction of new technology in education but large number of students do not have access to such technology and gadget.

Annexure 2: List of Resource Persons

S. No.	Name of the Resource Person	Organisation
1	Prof. Prem Naryan Singh	Director, IUCTE BHU
2	Prof. C.P.S. Chauhan	Former Prof., Aligarh Muslim University, Aligarh
3	Prof. H.C.S. Rathore	Former Vice Chancellor, Central University of South Bihar, Gaya
4	Prof. Sunil Kumar Singh	Faculty of Education, Banaras Hindu, University, Varanasi
5	Prof. Chand Kiran Saluja	Sanskrit Promotion Foundation, New Delhi
6	Prof. C.B. Sharma	School of Education, Indira Gandhi National Open University, New Delhi
7	Dr. Priyanka Tripathi	Department of Humanities and Social Sciences, IIT, Patna.
8	Prof. Gaurav Singh	School of Education, Central University of Haryana, Mahendergarh
9	Prof. Pawan Kumar Sharma	Department of Political Science, Chaudhary Charan Singh University, Meerut
10	Prof. Arbind Kumar Jha	School of Education, Indira Gandhi National Open University, New Delhi

Annexure 3: List of Participants

S. No.	Name of Participant	Organisation	State
1	Dr. AlakhNiranjanSahu	IIT, BHU, Varanasi	UP
2	Ms. Alka Pandey	Kalinga University, Raipur	C.G.
3	Mr. Ananta Halder	Bijoy Krishna Girls College, Howrah	WB
4	Dr. Anita Rani	Major Bihari Lal Memorial College of Education Bilaspur, Gurugram	Haryana
5	Dr. Arvind	Thakur Roshan Singh Constituent Government College, Navada Darovast, Katra, Shahjahanpur (U.P.)	UP
6	Dr. Ashish Kant Chaudhari	Faculty of Commerce, BHU	UP
7	Dr. Ayesha Fatima	Gaya Engineering College, Gaya	Bihar
8	Dr. Chinmoy Kumar Roy	Faculty of Commerce, BHU	UP
9	Dr. Dhananjai Singh	RRPG College Amethi	UP
10	Dr. JayantaNuniya	National Sanskrit University Tirupati	AP
11	Dr. M. AdennaNaik	National Sanskrit University Tirupati	AP
12	Dr. Mahesh Kumar	MGKVP, Varanasi	UP
13	Dr. MohanaSuhsantPandit	BhilaiMahila Mahavidyalaya, Bhilai	CG
14	Dr. Om Parakash Jaiswal	VSSD College	UP
15	Dr. Prakash Chandra Joshi	MGKVP Gangapur Varanasi	UP
16	Dr. Ram Parakash Singh Yadav	MGKVP Gangapur Varanasi	UP
17	Dr. RanjeetBharati	Department of Linguistics, K. M. Institute of Hindi and Linguistics, Agra	UP
18	Dr. S. Srividya	Avinashilingam University	Tamil Nadu
19	Dr. Sakshi Sharma	Bhagwant University Ajmer	Rajasthan
20	Dr. Shashi Yadav	Faculty of Commerce, BHU	UP
21	Dr. Shilpi Gupta	Faculty of Law, MGKVP	UP
22	Ms. Sindhu Krishnan	Vidyalankar School of Information Technology	Maharashtra
23	Dr. Sneha Patel	Dr. RMLA University, Ayodhya	UP
24	Dr. Sonali Singh	Jai Prakash Mahila College, JP University	Bihar
25	Dr. SubrataPurkayastha	North Eastern Hill University	Meghalaya
26	Dr. Sunita Gupta	Dr. S Radhakrishan Teachers Training College	Jharkhand
27	Dr. UmakantPasvan	LNMU Darbhanga	Bihar
28	Dr. VandanaSonker	Faculty of Commerce, BHU	UP
29	Dr. Vijendra Singh	UNPG College, Padrauna	UP

30	Dr. Yudhister	RLS College of Edu. Sidhrawali Gurugram	Haryana
31	Dr. Mukesh Vishwakarma	Dr. Ghanshyam Singh PG College, Varanasi	UP
32	Dr. Stuti Usha	Dr. Ghanshyam Singh PG College, Varanasi	UP
33	Dr. Alka Verma	Dr. Ghanshyam Singh PG College, Varanasi	UP
34	Dr. Preeti Tripathi	Dr. Ghanshyam Singh PG College, Varanasi	UP
35	Dr. Juli Srivastava	Dr. Ghanshyam Singh PG College, Varanasi	UP
36	Dr. Tarkeshwar Rai	Dr. Ghanshyam Singh PG College, Varanasi	UP
37	Dr. Pragyan Mishra	Dr. Ghanshyam Singh PG College, Varanasi	UP
38	Mr. Gopal Chaurasia	Dr. Ghanshyam Singh PG College, Varanasi	UP
39	Dr. Anup Kr. Singh	Dr. Ghanshyam Singh PG College, Varanasi	UP
40	Dr. Rachna Pandey	Dr. Ghanshyam Singh PG College, Varanasi	UP
41	Dr. Aanihal Johari	DMPG College	UP
42	Dr. Vikas Kr. Jaiswal	Faculty of Commerce, BHU	UP
43	Dr. Santosh Kumar	MAA Khandwari P.G. College, Chahniya, Chandauli	UP

Annexure 4: Organising Team

Patron

Prof. P.N. Singh, Director

Convener

1. Dr. Gyanendra Singh, Assistant Prof.

Academic Team

1. Dr. Deepty Gupta, Assistant Prof.& Co-Coordinator
2. Dr. Rachana Vishwakarma, Assistant Prof.& Co-Coordinator
3. Dr. Kushagri Singh, Assistant Prof.& Co-Coordinator
4. Dr. Saurabh Singh Rathore, Assistant Prof.& Co-Coordinator
5. Dr. Raj Singh, Assistant Prof.& Co-Coordinator
6. Mr. Chakradhar Rana, Assistant Librarian

Technical Team

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

Administrative Team

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

Annexure 5: Press Releases

प्राचीन शिक्षा पद्धति में हर चुनौती का हल

वाराणसी। प्राचीन भारतीय शिक्षा पद्धति हर चुनौती का समाधान कर सकती है। बीएचयू के अंतर विश्वविद्यालय शिक्षक शिक्षण केंद्र में राष्ट्रीय शिक्षा नीति के संदर्भ में फैकेल्टी डेवलपमेंट प्रोग्राम के दौरान प्रो. पी. नाग ने ये बातें कहीं।

शेपा संस्थान के निदेशक प्रो. नाग ने परिवर्तन प्रबंधन, प्रौद्योगिकी का उपयोग और उच्च शिक्षा में हाइब्रिड मॉडल बनाने पर जोर दिया। अलीगढ़ से विशिष्ट वक्ता प्रो. सीपीएस चौहान ने ऑनलाइन संबोधन दिया। अध्यक्षता आईयूसीटीई बीएचयू के निदेशक प्रो. पीएन सिंह ने की। प्रो. एस. प्रधान ने भी विचार रखे। सत्र का संचालन समन्वयक डॉ ज्ञानेंद्र सिंह व डॉ कुशाग्री सिंह ने किया।

Source: Aditya Times
Dated: 14/02.2023

राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में उच्च शिक्षा में शिक्षकों के लिए एक शिक्षक विकास कार्यक्रम का आयोजन

आदित्य टाइम्स संवाद

वाराणसी।इंटर यूनिवर्सिटी सेंटर फॉर टीचर एजुकेशन (प्न्ब्म्), ठ.भ.न. वाराणसी में 13–17 फरवरी 2023 से राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में उच्च शिक्षा में शिक्षकों के लिए एक शिक्षक विकास कार्यक्रम आयोजित किया जा रहा है। इस कार्यक्रम का उद्घाटन मुख्य अतिथि प्रो. पी. नाग (निदेशक शेपा संस्थान, वाराणसी) और प्रो. एस. प्रधान (निदेशक, एमपीएमएमएमसीसी) और अध्यक्षता प्रो. पी. एन. सिंह (निदेशक, आईयूसीटीई, बीएचयू, वाराणसी) ने की। उद्घाटन भाषण में प्रो. नाग ने राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के महत्व और उच्च शिक्षा की चुनौतियों के बारे में बताया। उनकी बात का मुख्य केंद्र परिवर्तन प्रबंधन, प्रौद्योगिकी का उपयोग और उच्च शिक्षा में हाइब्रिड मॉडल था। प्रो. एस. प्रधान ने प्रतिभागियों को बताया कि कैसे छम्ब्2020 शिक्षक प्रशिक्षण के माध्यम से उच्च शिक्षा प्रणाली को मजबूत करेगा और इसके लिए एक ईको सिस्टम के निर्माण पर जोर दिया। कार्यक्रम में 10 से अधिक राज्यों के प्रतिभागी भाग ले रहे हैं। उन्होंने इस बात पर जोर दिया कि वर्तमान समय में प्राचीन शिक्षा कितनी महत्वपूर्ण

है, जो आज भारत के सामने आने वाली सभी चुनौतियों को हल करने के लिए सक्षम है। दूसरे विशिष्ट वक्ता व्यक्ति प्रो. सी.पी.एस. चौहान (एएमयू, अलीगढ़) ने ऑनलाइन मोड में अपनी बात रखी। उन्होंने भारत में उच्च शिक्षा प्रणाली की संरचना का वर्णन प्रस्तुत किया। उद्घाटन सत्र का संचालन कार्यक्रम के समन्वयक डॉ ज्ञानेंद्र सिंह व डॉ कुशाग्री सिंह ने किया। आयोजन समिति में डॉ. सौरभ, डॉ रचना, डॉ दीप्ति, डॉ राज एवं आई यू सी टी ई परिवार के सभी सदस्य उपस्थित थे.

Source: Hindustan Dated 14/02/2023

Annexure 6: Glimpses of the program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