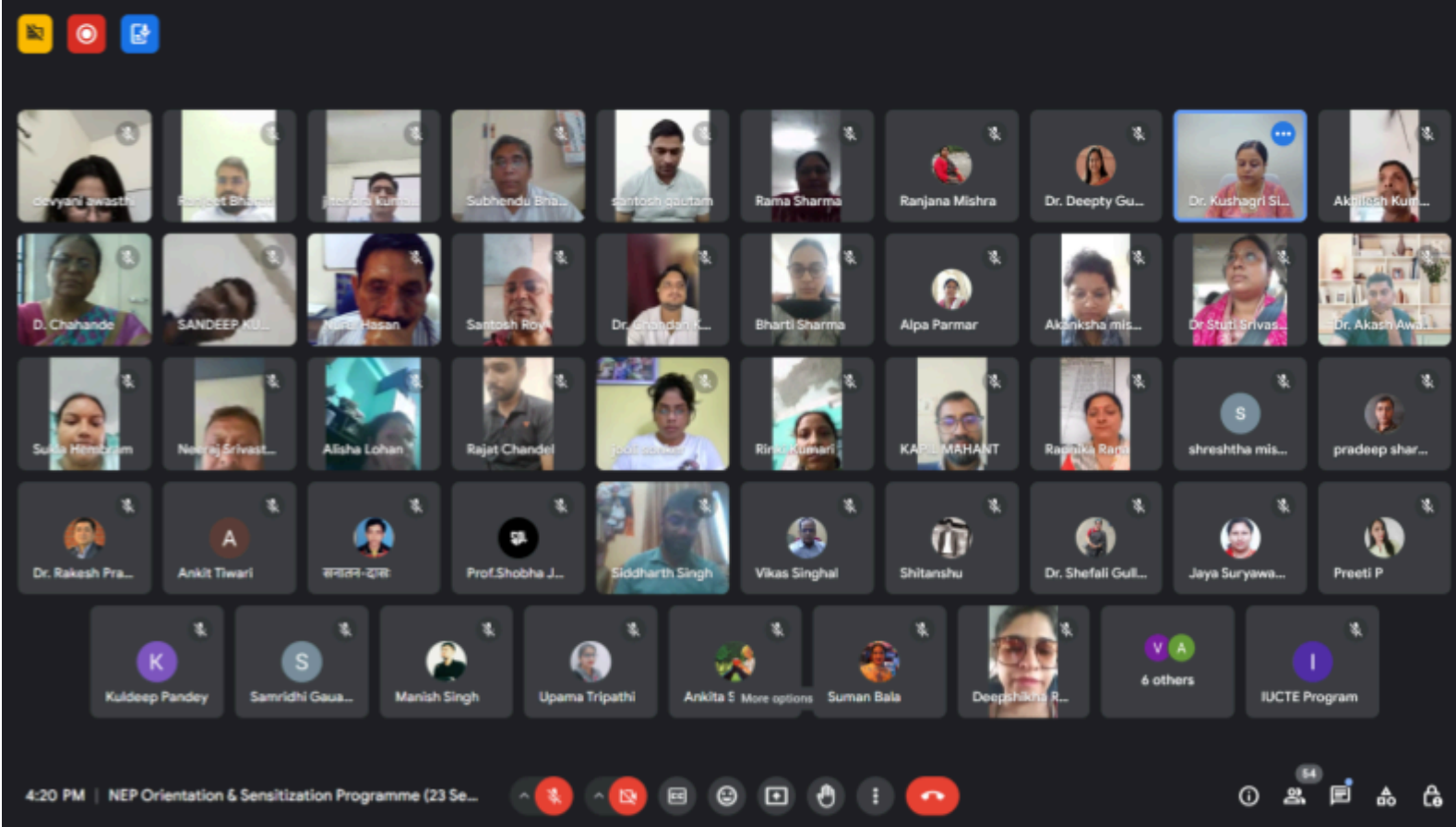




DETAILED REPORT

NEP Orientation & Sensitization Programme (2024-25)

**Inter University Centre for Teacher Education
(IUCTE), BHU**
Sundar Bagiya, Nariya-B.L.W. Road, Varanasi - 221005

NEP Orientation & Sensitization Programme

(2024-25)

DETAILED REPORT



Inter University Centre For Teacher Education
BHU, Sundar Bagia, Naria-BLW Road, Varanasi-221005



Inter University Centre for Teacher Education
(An Autonomous Institution of UGC, MoE, Govt. of India)

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Foreword

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



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

These programmes were conceived as a platform for educators to delve into the core principles of the NEP, understand its nuances, and explore effective strategies for its seamless integration into our higher education institutions. A series of 6 programmes were organised, having 359 participants from 27 states and UTs. The rich discussions and interactions during these programmes have undoubtedly enriched the participants' perspectives and equipped them with the tools necessary to navigate the complexities of this transformative policy.

I commend the dedication and enthusiasm of all the faculty members and research scholars who participated in these programmes. Their unwavering commitment to enhancing their knowledge and pedagogical practices reflects their deep passion for academic excellence and their desire to impact the education landscape positively.

Furthermore, I extend my heartfelt gratitude to the resource persons and experts who generously shared their expertise and experiences, enriching this programme with their insights.

(Prof. Prem Narayan Singh)

INDEX

S.N.	Particulars	Page No.
1.	Profile of Resource Persons	1-12
2.	About the Program and its Objectives	13
3.	Major themes of the Program	13
4.	Key data about the Program	14
5.	Program Proceedings & Outcomes	15-65
6.	Annexures:	
	Feedback of the participants	66-75
	List of Resource Persons	67-77
	List of Participants	78-96
	Organising Team	97
	Program Schedules	98-111
	Youtube playlist	112

Profile of Resource Persons

Prof. Prem Narayan Singh, Director, Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi

- An academician, leading as the Director of the Inter University Centre for Teacher Education, BHU, Varanasi.
- Academic journey of over three decades.
- Contributed significantly as an academician, researcher, teacher, educator and administrator.
- Area of interest: Ancient Indian Education, Philosophy, etc.
- Member of various educational bodies and committees of academic institutions, universities etc.
- Published several articles/research papers in different national journals and guided more than 25 Ph.D. scholars.

Prof. A.C. Pandey, Director, Inter University Accelerator Centre (IUAC), New Delhi

- He was Director of the Institute of Interdisciplinary Studies, University of Allahabad from 2016 before joining IUAC and was Vice-Chancellor of Bundelkhand University from 2012 to 2015.
- As a Principal Investigator, he led the development of three new centres in Allahabad University.
- He is accredited with the development of the Nanotechnology Application Centre (NAC) besides setting up a High Fluence Ion Beam Facility: a state of art Ion Implanter facility in the premises of the University of Allahabad and Innovation Center, Weather Station, Animal Research Facility at Bundelkhand University.
- He was Professor & Founder Head, the Department of Atmospheric & Ocean Sciences and Co-ordinator of K Banerjee Centre of Atmospheric & Ocean Studies, M N Saha Center of Space Studies at University of Allahabad.
- He is also an Adjunct Professor at Michigan Tech, USA.
- He has been a member of governing boards and academic councils/courts of many institutes such as INST, Mohali ARIES, Nainital, Dr. H S Gour University, Saugor and University of Allahabad.

Prof. Akhilesh Kumar Singh, Vice Chancellor of Prof Rajendra Singh (Rajju Bhaiya) University, Prayagraj

- Served as the Director of the DAVV, Indore, Educational Multimedia Research Centre.
- He has over 30 years of extensive professional expertise in various areas related to teaching, training, research, and administration of education in roles such as research officer, course coordinator, and director in charge at EMRC, DAVV, Indore.

Prof. C.B. Sharma, Director of School of Education, Indira Gandhi National Open University (IGNOU), New Delhi

- PhD from the University of Hull, UK.
- His Research interests include teacher education, language teaching, ICT in teaching and training, and educational research.
- He has published several papers and books on these topics, such as Teaching Foreign Literature through Multimedia, Globalising Education in an Unequal World, and Research in Language Teaching through Television.

Prof. Saroj Sharma, School of Education, Guru Gobind Singh Indraprastha University, Delhi

- Former Chairperson, National Institute of Open Schooling (NIOS), Delhi
- Varied academic experience as a seasoned faculty member and sound administrative experience in heading different Institutions offering Graduate and Postgraduate degrees of Education (B.Ed. M.Ed.)
- Involved in various projects of UNICEF, UNESCO, ICSSR and other social and cultural forums.
- Member of many Universities and academic bodies; Governing Bodies, Board of Studies and Academic Councils i.e. NAAC, IUCTE BHU, CEMCA
- Member of the consultation committee National Council for Teacher Education (NCTE) for the formulation of National Education Policy (NEP)
- Member of high-level committee constituted for the National Credit Framework (NCrF) and many more.
- Focused Areas: Integration of Indian Knowledge Tradition, Values, Citizenship and Moral Education with Indian Ethos, Environmental concerns and sustainable development in Education, Use of ICT in Education and Virtual education, etc.

Prof. Pradeep Kumar Mishra, Department of Chemical Engineering & Technology, IIT, Banaras Hindu University

- He has served as Vice Chancellor at the Jharkhand University of Technology, Ranchi and Dr APJ Abdul Kalam Technical University, Lucknow.
- His areas of interest include Bio-energy, Biocompatible polymers, Wastewater Treatment and Membrane Separation. He has 6 patents and has published many high-quality research articles, books and book chapters.
- He has been involved as PI or Co- PI in 17 projects from various funding agencies like DST, DBT, DRDO etc.
- He received the prestigious Dr. V G Patel Memorial Award from Entrepreneurship Development Institute of India in 2020, Shirin Gadhia Memorial Sustainability Award in 2017 and the DST-Lockheed Nomination of Indo-US Science Forum for Technology.
- He is a Member of the Expert Appraisal Committee, Industry III of the Ministry of Environment, Forest and Climate Change, Government of India since 2020 and also served as a member of the Apex committee for “Technology Readiness Level Assessment” of TIFAC, Ministry of Science & Technology in 2020.

- Prof. Mishra has Initiated entrepreneurship and incubation activities in Eastern Uttar Pradesh and has been closely working with industries & fabrication units for Designing, fabrication and installing Bio Energy Units.

Prof. Rajnish Jain, Professor, Dean Management, Devi Ahilya Vishwavidyalaya, Indore

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

Prof. Prakash Chandra Agarwal, Principal, Regional Institute of Education, NCERT, Bhubaneswar

- He has almost 30 Years of Teacher Training, Extension, Book and TLM (Teaching Learning Material) Development
- 25 Years of Experience for Evaluation/assessment work of different universities
- He has completed various Projects as Principal Investigator & Co-Investigator in Physics and Education
- 30 Major Works towards Research & Development, Training and Extension work, Curriculum design, Development and Review of textbooks, teacher manuals, teacher handbooks, question banks, training packages for projects of UNICEF including that for Kasturba Gandhi Balika Vidyalayas etc. and Consultancy services other than N.C.E.R.T. (in last 20 years)
- He has published more than 59 Research papers in international/national journals.
- He has presented more than 50 research papers in 44 international/national conferences/ seminars/ symposium
- He has received many appreciations including Mission Discovery NASA, USA and Mayo Girls' College Ajmer for guiding innovative projects in 2018
- He has received many honours and awards including National Best Teacher Educator Award of 2019 by NCTE, New Delhi

Prof. K. Srinivas, Head of ICT & PMU, National Institute of Educational Planning and Administration (NIEPA), Delhi

- Prof. K. Srinivas holds a Ph.D. degree in Computer Science and has been utilizing Open Source, ICT Tools and Technologies in Teaching, Learning and Student Evaluation since 1990
- His areas of interest are e- Learning, blended learning, MOOCs, ICT enabled Pedagogy, Computer Applications in Project Management, e-governance.
- He has more than 30 years of Teaching, Research, Industry and Consultancy experience.

- He has written a number of articles on different aspects of university automation, e-governance, Training needs, etc.
- He has also participated in a few International Forums and presented papers on various aspects of e-governance, Blended Online Mode Teaching, MOOCs etc.

Prof. Pradeep Kumar Misra, Director of the Centre for Policy Research in Higher Education (CPRHE), NIEPA, Delhi

- Previously served as a Professor of Education and Head of the Department of Education at Chaudhary Charan Singh University, Meerut.
- Specializations are teacher education, educational technology, and vocational education.
- Received several prestigious international research scholarships like the Commonwealth Academic Fellowship of CSC, UK; Doctoral and Senior Researcher Scholarship of DAAD, Germany; Erasmus Mundus Visiting Scholar Scholarship of European Commission; National Scholarship of Slovak Republic; MASHAV Scholarship of Israel Government; and Research Exchange Scholarship of FMSH, France.

Prof. Madhusudan J. V., Professor & Head, Department of Education and Education Technology, School of Social Sciences, University of Hyderabad

- He has been nominated by Honourable Minister of Education as a member of 14th Educational Research and Innovations Committee (ERIC) of the National Council of Educational Research and Training (NCERT) to advise on planning, identifying and supporting basic research as well as research and innovations in the field of school education and teacher education.
- Prof. Madhusudan joined the Department of Education and Education Technology, University of Hyderabad in the year 2018.
- He is an expert in Demography of Schooling, Health Education and Sociology of Education.

Prof. K. Suresh, Director (Planning and Development), National Institute of Educational Planning and Administration (NIEPA), Delhi

- Served as Honorary Professor at the central University of Kerala and Coordinator of NAAC at NIEPA.
- Spanning over 30 years of academic career, he has been associated with a number of national and international research collaborations including UNESCO, AAD (Hiroshima University), Forum of Federation, Canada, Bergoff Foundation, Germany; ICSSR- NRCT, Thailand.
- Awardee of Sauma cum Laud (High Distinction) in the course on Decentralisation and Governance at the Institute of Federalism, Switzerland;
- Member of the Editorial Boards of six national and international journals; and members of governing and academic bodies of universities and colleges besides being a member of over 50 expert committees of the UGC and ICSSR.

- He has delivered more than 250 invited lectures in national and international Seminars/ Programmes etc.
- He has also served as an expert for evaluating more than 100 doctoral thesis and M.Phil. dissertations of different institutions which include JNU, DU, JMI, MSU Baroda, DHGU, IGNOU, Jammu University etc.

Prof. Sunil Kumar Singh, Faculty of Education, Banaras Hindu University

- Currently serving as Senior Professor in the Faculty of Education, BHU, Varanasi.
- He has a PhD and D Litt from the Faculty of Education, BHU and started his career as a lecturer from BHU in 1997.
- He has published nearly 100 research articles in different journals, more than 70 conference papers, 18 books, and more than 20 book chapters in edited books.

Prof. Alka Singh, Principal, Vasanta College for Women, Banaras Hindu University

- She has been teaching for more than three decades.
- She has been a resource person in various seminars, conferences and training programmes including her visit to Tribhuvan University, Kathmandu, Nepal.
- She served as a Session Chair and received the best paper award at the International Conference on “Future of Women 2018” in Kuala Lumpur, Malaysia, organized by International Institute of Knowledge Management, Sri Lanka.
- She has been nominated as a member of the Education Committee & Education Forum, Krishnamurti Foundation India, Chennai.
- She received the Creative Giant Award and W.H. Smith Memorial Award for her Academic excellence and contributions in 2018.
- She has received the Young Excellence Achievers Award in 2016.
- She has been engaged in creative dialogue with eminent scholars, including Prof. Geraldine Forbes, Professor of History, State University of New York Oswego, New York, USA, Sidney Leopold Greenblatt, Retired Associate Professor of Sociology, Drew University, and International Student Advisor, Syracuse University, New York, Dr. Sukrita Paul Kumar, eminent poet and critic, Delhi University.

Prof. Pawan Kumar Sharma, Chaudhary Charan Singh (CCS) University, Meerut

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

Prof. Namrata Sharma, Director, MMTTC, DAVV, Indore

- She is an eminent educationist and able administrator and coordinator- having work experience for thirty three years as researcher and teacher.
- Dr. Sharma completed her education from M.S.University, Baroda; Banaras Hindu University and from Devi Ahilya University, Indore.
- She has around twenty research publications in Journals of National and International repute to her credit.

- She has also contributed chapters in edited books, authored a book, and Edited five books.
- She is a recipient of the Common Wealth Fellowship (University of Calgary, Canada).
- Dr. Namrata was a sponsored candidate of UNESCO to attend SAARC workshop organized in Colombo on “Strengthening the role of youth organization in the promotion of functional literacy”.
- She has developed many educational videos through EMRC.
- Dr. Sharma has worked as Information Education and Communication advisor in an International organization DANIDA (Danish International Development Assistance) for two years.
- Her areas of interest are Professional development of teachers, integration of ICT in teaching-learning, Business Process Reengineering, Management Information System, Health communication and gender sensitization.

Prof. (Dr.) Manoj Kumar Saxena, Professor, Head & Dean (Education), Central University of Himachal Pradesh, Dharmashala (HP)

- He has a rich experience of 25 years in teaching and educational administration.
- His specialization and interest include ICT in Education, Teacher Education, Tribal Education and Research Methodology.
- Under his supervision, 08 Research Scholars have completed their Doctoral Research and at present, 08 Research Scholars are pursuing their Doctoral Research under his guidance. He is also guiding 01 Post-Doctoral Fellow.
- He has to his credit nine books, one hundred research papers, and articles published in journals of national and international repute.
- He has presented and contributed seventy-eight papers at national and international seminars and conferences in India and abroad.
- He received Rotary International’s Rotary Youth Leadership Award in 1989. He has been conferred with the Excellent Teacher Award-2021 by the Sociological Society Himachal Pradesh. Recently, he has been conferred with Honorary Fellow by South Asian Institute for Advanced Research and Development, Kolkata and Best Teacher Award – 2022, conferred by New Global Research Foundation, Pt. Deen Dayal Upadhyay Nagar, Chandauli (UP).

Prof. Nishith Dubey, Professor and Head of the Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal.

- He has a Bachelor degree in Mechanical Engineering, a Master’s degree in Business Administration and a PhD in Entrepreneurship Development.
- He has more than 20 years of experience in teaching, research and consultancy in the field of entrepreneurship development, intrapreneurship, corporate entrepreneurship and skill development.
- He has published several papers, books and chapters on various aspects of entrepreneurship and vocational education.

- He has also received many awards and honors for his academic and professional achievements, such as the Best Teacher Award by NITTTR Bhopal, the Best Research Paper Award by ISTE.

Sh. Avnish Bhatnagar, National General Secretary, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, Delhi

- M.Com., M.A.(Economics), M.A. (Hindi Literature), M.A. (English Literature), LL. B., PG Dip. in HR Management, PG Dip. in Public Administration.
- Joined All-India Services in 1984. Retired as Joint Director in a Staff Training Institute under Govt. of India.
- Participated in over 250 seminars & workshops. Delivered Keynote address and did paper presentations.
- 200 (+) articles on different topics. Associated with writing and editing around 85 books and many journals and magazines.
- He has been Secretary at Samskriti Shiksha Sansthan, Kurukshetra.
- Dr. Bhatnagar serves as associate editor of Pradeepika, a quarterly educational journal.

Prof. (Dr) Amit Kauts, Professor, Head and Dean Faculty of Education, Guru Nanak Dev University (GNDU), Amritsar

- Prof (Dr) Amit Kauts is Head, the Department of Education and was Dean Faculty of Education, Guru Nanak Dev University, Amritsar for 2008-10 and 2014-2022 and convener of the Board of Studies in Education (UG & PG), chairman, Research Degree committee for 2008-10 and thereafter from 2014-2022.
- He is a postgraduate in Education, Geography, and Ph.D. in Education. He served as a Teacher Educator and has 28 years experience of teaching in university and college at both undergraduate and postgraduate levels.
- He has teaching experience in areas of research methodology, educational evaluation, pedagogy and educational technology. He had served as Principal in Post Graduate college of Education for more than 11 years. His research focuses on educational development, ICT based pedagogy and various dimensions of Teacher Education.
- He has mentored one postdoctoral research sponsored by ICSSR, and 8 doctoral researches (10 registered) and has authored and co-authored over 105 research papers, 14 book chapters and authored/ edited two books. He has presented papers and participated in more than 90 conferences and workshops at the international and national level.
- He has delivered more than 105 keynote addresses in various seminars and conferences and is a frequent speaker in various HRDCs of various universities.

Prof. Gaurav Singh, Central Institute of Educational Technology, NCERT, Delhi

- He has vast experience of about 19 years in the field of teacher education.
- He started his career as a teacher in a traditional teacher education institute in 2003 and joined the School of Education, IGNOU, Delhi in November 2011.

- His research papers/articles have been published in various national and international journals. He has also contributed over 33 chapters/units in ODL study material.
- He has recorded/developed several modules/lectures for MOOCs and has coordinated the
- development of various lectures for Swayam and Swayam Prabha.
- Prof. Gaurav Singh is the recipient of Commonwealth of Learning Fellowship-2018 by COL, Vancouver, Canada.
- He has been awarded the Silver Medal of Best Practices by the Asian Association of Open Universities, 2018 in Hanoi, Vietnam.

Prof. Praveen Kumar Tiwari, Professor of Education, Department of Education (Central Institute of Education), University of Delhi

- Ph.D. from Banaras Hindu University, Varanasi 2010 and Topic was: वैदिक संहिताओं में शिक्षा के समानार्थी संप्रत्ययों का विवेचनात्मक अध्ययन
- Research Interests / Specialization are Indian knowledge system, Philosophical perspective of education, Historical perspective of education, Qualitative research methodologies, Yoga education.
- Honors & Awards includes Gold Medal' for obtaining highest marks in M.Ed. Examination 2006: Awarded by Deen Dayal Upadhyay Gorakhpur University, Gorakhpur; UGC Research Fellowship (2006-2009): Awarded by UGC (Through: Banaras Hindu University, Varanasi); Dr. Dayaram Vishwakarma Award (2009): AAE, Banaras Hindu University, Varanasi.
- More than 28 Publications in Indexed/ Peer Reviewed Journals (UGC CARE LISTED/ SCOPUS Indexed/ UGC Approved).

Prof. Rajesh Khambayat, NITTTR, Bhopal

- Prof. Rajesh P. Khambayat, Ph.D., is a Fulbright 2014, currently working as Head, Dept. of Technical and Vocational Education and Research with the National Institute of Technical Teachers' Training & Research in Bhopal, India. Formerly, he was working as a Joint Director of PSS Central Institute of Vocational Education (PSSCIVE), Bhopal a constituent unit of NCERT, under the Ministry of Education (MoE), New Delhi.
- Prof. Khambayat was a former GB-Engaged Faculty Consultant of Colombo Plan Staff College for Technician Education appointed by the Governing Board of CPSC, an Inter-Governmental International Organization in Asia and the Pacific region based in Manila, Philippines, 2009-2012. He also served as Joint Coordinator of Asia-Pacific Accreditation and Certification [APACC] and has been involved as an International Specialist for Skills Standards & Curriculum Development for ICT & Business.
- He has been involved in various programs & projects in the education sector with his strong expertise and background in Technical and Vocational Education and Training (TVET), Technical Teachers Training, Curriculum Development, Using Information and Communication Technology (ICT) for Education & Training and Quality Management (QM).

Prof. Arbind Kumar Jha, Professor, School of Education, IGNOU, Delhi

- More than thirty fellows at masters' level, twenty fellows at M. Phil. level and seven fellows at Ph.D. level have written their dissertations and thesis in education under his supervision and guidance.
- Presently eight Ph.D. scholars are conducting their research work. Before joining Indira Gandhi National Open University (IGNOU), New Delhi, 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.
- He has been a Fulbright-Nehru International Education Administrators Fellowship Awardee for the year 2016-17 and Inspired Teacher Awardee by President of India to participate in in-residence programme at Rashtrapati Bhawan (President House), New Delhi in 2015.

Prof. Asheesh Srivastava, Dean (Academics), Inter University Centre for Teacher Education (IUCTE), Varanasi

- Sir has PhD in Education & M.Sc (Mathematics) from the University of Lucknow.
- He has worked with various organizations, including Visva-Bharati, West Bengal and Professor & Dean, School of Education, Mahatma Gandhi Central University, Bihar.
- He has acted in various roles like Chairman in the Board of Studies and Member in various councils and committees.
- Sir has been awarded the Maya Gold Foundation Award for 'Excellence & Service as a Young Academic Leader' on September 05, 2020 by 'The Maya Gold Foundation' New Paltz, New York, United States of America.
- He has guided many Ph.D and M.Phil scholars. He has delivered many lectures at national and internal level.

Prof. V. P. Joshith, Central University of Kerala, Kasaragod

- Dr. V. P. Joshith works as Professor at the Department of Education, Central University of Kerala.
- He has Eighteen years of teaching and eleven years of research experience in the teacher education field, mainly in Educational technology, ICT, classroom pedagogy, and emotional intelligence.
- He is a post-graduate in Chemistry and Education and has a Ph.D. in Education from Alagappa University, Karaikudi.
- He is presently working on UGC projects e-content authoring.

Prof. Vinay Swarup Mehrotra, Professor, PSSCIVE, Bhopal

- Dr. Vinay Swarup Mehrotra is a recipient of "Krishi Ratna" Dr. M.S. Swaminathan Junior Research Fellow in Plant Pathology, awarded by WAFM and K.S. Krishnan Research Fellowship of the Department of Atomic Energy, GoI.

- He worked as Principal Investigator in Young Scientist Project awarded by DST, MoS&T, GoI before joining PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) at Bhopal in 1995.
- He was involved in developing National Vocational Education Qualifications Framework (NVEQF)/National Skills Qualifications Framework (NSQF) for India, policy guidelines on VET, competency-based curricula and courseware, e-learning materials and video films in VET.
- He is the Coordinator of UNEVOC Network Centre at PSSCIVE, Bhopal.

Dr. K. Thiyaagu, Associate Professor, Central University of Karnataka

- He has more than 16 years of teaching experience in various organizations.
- He is an expert in LMS, AI in Education, AR in Education, Web Tools for Education, Mobile Apps for Education, and Open Educational Resources and many more.
- He has an impressive publication record, with over 85 articles published in national and international journals.
- He has completed over 40 Massive Open Online Courses on different platforms, including Coursera, Udemy, and SWAYAM.
- He has presented papers at 125 international and national conferences across India.
- He has developed seven modules for two NRC-ARPIT courses offered through the SWAYAM platform
- He has also been a resource for over 500 workshops, conferences, and induction programs.
- He has authored four books in the area of ICT in Education.

Dr. Vinod K Singh, Associate Professor, Inter University Centre for Teacher Education (IUCTE), BHU

- Serving as Associate Professor, IUCTE, BHU. Before joining IUCTE, Dr Singh has taught and supervised research in Education Department, BHU, Varanasi.
- He has done MA in Maths and Philosophy, M.Ed., PhD in Education.
- Total 17 years of teaching and research experience of B.Ed., M.Ed., MA Education and Ph. D. course work.
- Produced 6 Ph.Ds and more than 35 PG dissertations.
- Written 1 book, 4 edited books, 35 chapters in edited book, 45 plus research papers and articles, participated and presented papers in more than 100 seminars etc.
- 12 years administrative experience as warden, administrative warden, hostel coordinator, student advisor and program officer of national service scheme.

Dr. Poonam Mehta, Assistant Professor of Physics, Jawaharlal Nehru University (JNU), New Delhi

- She is a theoretical high-energy physicist who works on neutrino physics, new physics scenarios, and foundational and geometric aspects of quantum mechanics.
- She has a Ph.D in physics from Delhi University and post-doctoral research at various institutes in India, Israel, USA, and Europe.

- She is also a collaboration member of the Deep Underground Neutrino Experiment (DUNE) in the USA and the India-based Neutrino Observatory (INO) in India.
- She has published more than 15 papers in reputed journals and conferences.

Dr. Kushagri Singh, Assistant Professor in Life Sciences, Inter University Centre for Teacher Education (IUCTE), BHU

- Dr. Kushagri Singh's work contributes to advancements in life sciences and has a direct impact on healthcare/disease management and currently, she is focusing on equipping life science faculty members with cutting-edge pedagogical methodologies in light of National Education Policy 2020.
- Dr. Singh holds gold medals both in B.Sc. in Microbial Technology from Jaipur National University, Jaipur & M.Sc. in Applied Microbiology from Institute of Science, BHU, Varanasi.
- Dr. Singh further pursued Ph.D. (2012-2018) from School of Biochemical Engineering, IIT, BHU with a Department of Science & Technology (DST-INSPIRE) Fellowship and also worked in ICMR-NICED, Kolkata, as a Research Associate.
- Dr. Singh has published more than 14 research, review articles and book chapters in peer reviewed journals like Bentham Sciences, Elsevier, Springer and also participated in various international/national seminars, conferences & workshops.
- Her Area of Interest are: Nanomedicine, Kinetic Modelling, Polymer Science, Bacteriophage Therapy, Animal Model Testing, Life Science Education.

Dr. Gyanendra Singh, Assistant Professor in Physical Sciences, Inter University Centre for Teacher Education (IUCTE), BHU

- Dr. Singh began his academic career as an Assistant Professor (Ad-hoc) in the Physics Department at Keshav Mahavidyalaya, University of Delhi, in 2015.
- He then traveled abroad for post-doctoral studies at two top universities.
- Great contributions to the academic community at the University of Fukui in Fukui, Japan, from December 2015 to May 2016.
- The researcher then studied at Tel Aviv University in Israel from September 2016 to February 2021.
- He became an Assistant Professor in Biomedical Engineering at Thapar Institute of Engineering & Technology, Patiala.

Dr. Raj Singh, Assistant Professor in Physical Sciences, Inter University Centre for Teacher Education (IUCTE), BHU

- His academic and research journey reflects a blend of diverse experiences and profound expertise in Physical Sciences.
- His research odyssey took him to CIMAP, GANIL in Caen, France from 2020 to 2023, where he was a CNRS Postdoctoral Fellow.
- He delved into advanced studies at the Weizmann Institute of Science in Rehovot, Israel between 2017-2020
- Earlier, from 2014-2016, Dr. Singh was affiliated with the University of Gothenburg, Sweden.

Dr. Sunil Kumar Tripathi, Assistant Professor of Humanities, Inter University Centre for Teacher Education (IUCTE), BHU

- He holds a Ph.D. from Banaras Hindu University, specializing in Ancient Astronomy.
- Dr. Tripathi also serves as a counselor for M.A. Sanskrit, M.A. Jyotish, and Vastu in IGNOU.
- Dr. Tripathi is a prolific scholar, having authored numerous research papers and delivered several lectures for Massive Open Online Courses (MOOCs).
- His contributions extend to writing chapters for various programs at Uttarakhand Open University and the Indira Gandhi National Open University (IGNOU).
- Dr. Tripathi's extensive research and academic involvement make him a valuable resource in the fields of Indian knowledge system.

Dr. Raja Pathak, Assistant Professor of Humanities, Inter University Centre for Teacher Education (IUCTE), BHU

- Honored with the DAAD Fellowship from Germany in 2019,
- Academic engagements span across Germany, Switzerland, France, and South Korea
- Delivered numerous lectures and authored chapters for ePG Pathshala, besides contributing significantly to IGNOU's Post Graduate Programme.
- Administrative roles include Assistant Dean of Student Welfare and Deputy Examination Controller at Sampurnanand Sanskrit University.
- Received the "Sanskrit Shree Samman" from the same institution in 2022.

About the Program

The Orientation & Sensitization Program for the National Education Policy (NEP) marks an essential step toward understanding and embracing the transformative vision outlined in this policy. The introduction to such a program serves as a gateway to illuminating the NEP's principles, goals, and implications. It aims to cultivate awareness, comprehension, and engagement among stakeholders, fostering a collective journey towards our nation's reimagined landscape of education. This training program sets the stage for an enlightening exploration, encouraging participants to delve into the multifaceted dimensions of the NEP, and is poised to revolutionize education for generations to come. This NEP-Orientation and Sensitization Programme aims to familiarize faculty members of higher education institutions (HEIs) with the core themes of the National Education Policy (NEP) 2020. Here are some key points:

- **Strengthening Faculty Role:** NEP 2020 emphasizes strengthening the role of faculty members. It envisions motivated, energized, capable faculty contributing significantly to the higher education ecosystem.
- **Learner-Centered Pedagogy:** The policy encourages learner-centered pedagogy, emphasizing continuous, comprehensive evaluation and assessment of learners.
- **Transformative Vision:** The program serves as a gateway to understanding and embracing the transformative vision outlined in NEP 2020.

Objectives of the Programme

- The programme seeks to infuse quality and excellence in teaching at all levels, emphasizing continuous professional development for teachers in higher education institutions.
- The programme seeks to infuse quality and excellence in teaching at all levels, emphasizing continuous professional development for teachers in higher education institutions.
- Given the challenges posed by the 21st century, including diverse student backgrounds, reduced public funding, interdisciplinary teaching, and stakeholder expectations, the programme aims to empower teachers to navigate these complexities effectively.

Major Themes

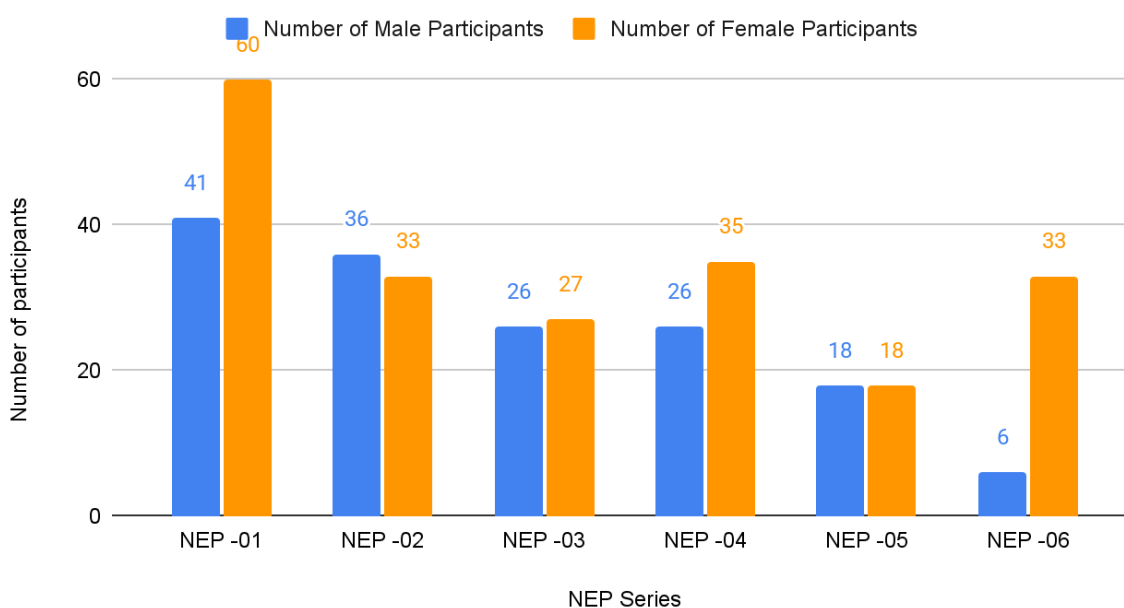
- Holistic and Multidisciplinary Education
- Indian Knowledge Systems
- Academic Leadership, Governance and Management
- Higher Education and Society
- Research and Development
- Skill Development
- Student Diversity and Inclusive Education
- Information and Communication Technology

Key data about the Program

- Total Number of Program held in this Series- 06
- Total Number of participants - 359
- Total number of States and UTs participation- 27

Series of Program	Date Organized	Total No. of Participants	Number of Male Participants	Number of Female Participants	Total Number of Resource Persons	Number of State/UTs Representation
NEP-01	3-12 Jun, 2024	101	41	60	15	19
NEP-02	22-31 Jul, 2024	69	36	33	16	13
NEP-03	27 Aug-4 Sept, 2024	53	26	27	16	17
NEP-04	23 Sep-1 Oct, 2024	61	26	35	16	20
NEP-05	4-11 Nov, 2024	36	18	18	16	19
NEP-06	9-17 Dec, 2024	39	6	33	16	14
Total		359	153	206	34	27

Number of Male Vs Female Participants



Program Proceedings

This program series was initiated to enlighten, encouraging university faculties and research scholars to delve into the multifaceted dimensions of NEP-2020 and poised to revolutionize education for future generations. This NEP Orientation and Sensitization Programme aimed to familiarize faculty members of Higher Education Institutions (HEIs) with the core themes of the NEP 2020. The program consisted of lecture sessions from renowned experts who focussed on various themes of NEP: Holistic and Multidisciplinary Education, Indian Knowledge Systems, Academic Leadership, Governance and Management, Higher Education and Society, Research and Development, Skill Development, Student Diversity and Inclusive Education and Information and Communication Technology. In this series, a total of 6 Programs were organised through online mode. The Resource Persons spoke and oriented the participants about 8 themes of NEP 2020. A total 359 number of participants from 27 States/UTs attended the program: Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, Jammu and Kashmir, New Delhi and Chandigarh. The experts' deliberations on various themes are discussed in detail below. The session's video content can be accessed through the IUCTE Official YouTube channel (Playlists of all the programs were mentioned in Annexure 6).

Theme 1: Holistic and Multidisciplinary Education

Resource Persons

- **Prof. Prem Narayan Singh, Director, IUCTE**
- **Prof. Pradeep Kumar Misra, Director, CPRHE, National Institute of Educational Planning and Administration (NIEPA), Delhi**
- **Prof. Pawan Kumar Sharma, CCS University, Meerut**
- **Prof. Amit Kauts, Professor, Head and Dean Faculty of Education, GNDU Amritsar**
- **Dr. Sunil Kumar Tripathi, Assistant Professor, IUCTE**

Prof. Prem Narayan Singh

Prof. Singh discussed the various sub-themes of the session, like Human values, ethics, personality and environmental education. Initiating his talk, he said that we all know, understand, and live values, but it is challenging to define them. Values are the core principles or beliefs that guide our actions, attitudes, and choices in life. They represent what we consider essential, desirable, and worthwhile. Values can be deeply personal, reflecting individual priorities, or they can be shared within a family, community, or culture. Values help us prioritize what is essential in life. They guide how we allocate our time, energy, and resources. He cited the example of a teacher whose value system inspires all the members of society. Human values are essential for building strong relationships, fostering cooperation,

and creating a harmonious society. They guide us to act in ways that benefit ourselves and others, promoting well-being and contributing to a better world. He elaborated that human values are not static; they can evolve and change over time due to personal growth, new experiences, and exposure to different perspectives. He focussed on ‘Sanskara’, which is received from heredity and environment and includes family, friends, teachers, society, and school. He also elaborated on ethics, the branch of philosophy concerned with morality – discerning right from wrong, good from evil, and the principles governing our conduct. It's about how we should live and interact with others, focusing on honesty, fairness, responsibility, and respect. It is typically divided into three main parts: metaethics (examining the nature of moral judgments), normative ethics (defining what is morally right and wrong), and applied ethics (applying ethical principles to real-world situations). Further he discussed the definition of personality according to Allport as "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment." He highlighted that family, culture, tradition, and society affect the personality of a human being. Human values are not imposed, nor books can teach them. Mentioning the importance of education he said,

विद्यां ददाति विनयं विनयाद् याति पात्रताम् !

पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् !!

means Vidya i.e. knowledge gives us humility, with humility comes the ability and with the ability we get wealth by which we do religious work and we get happiness!”

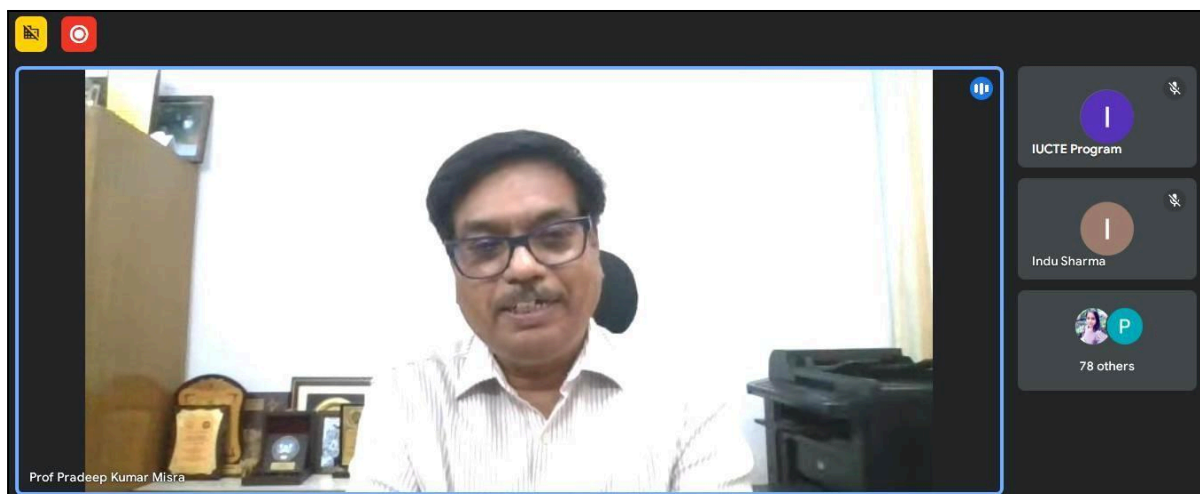
He also emphasized the importance of environmental education, which is a process that allows individuals to explore environmental issues, engage in problem-solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and gain the skills to create a sustainable future. Prof. Singh concluded the session by quoting Professor Lehman: "The global environment is desperate for ideas and religion, and India is the most prolific birthplace of these ideas due to real synergy and diversity." He also said that Indian religion and philosophical traditions can provide the sense of moral order, spirituality and ethical compass that a world desperately needs.



Prof. Pradeep Kumar Misra

Multidisciplinary in Higher Education is a topic that explores the benefits and challenges of integrating different academic disciplines in teaching and research. It aims to foster a broader and deeper understanding of complex issues and problems, as well as to produce more adaptable and creative graduates. He discussed the concept of multidisciplinary education, which allows students to choose and learn diverse subjects from various disciplines. It also lists some of the advantages and disadvantages of this approach, such as enhancing critical thinking skills, promoting limitless learning, and creating confusion among students.

He further discussed Interdisciplinarity in Higher Education and the challenges of adaptability. This critically examines the debates around interdisciplinarity in higher education, which involves breaking down the boundaries between disciplines and seeing how they can work together. He also reflected on the authors' experiences of interdisciplinarity in research and teaching from a social policy perspective. Multi-disciplinarity is defined as the ability of students to access a range of courses from disciplines outside a single area of study. It also explains the difference between multidisciplinary, interdisciplinarity, and transdisciplinarity, which are often used interchangeably but have distinct meanings and implications.



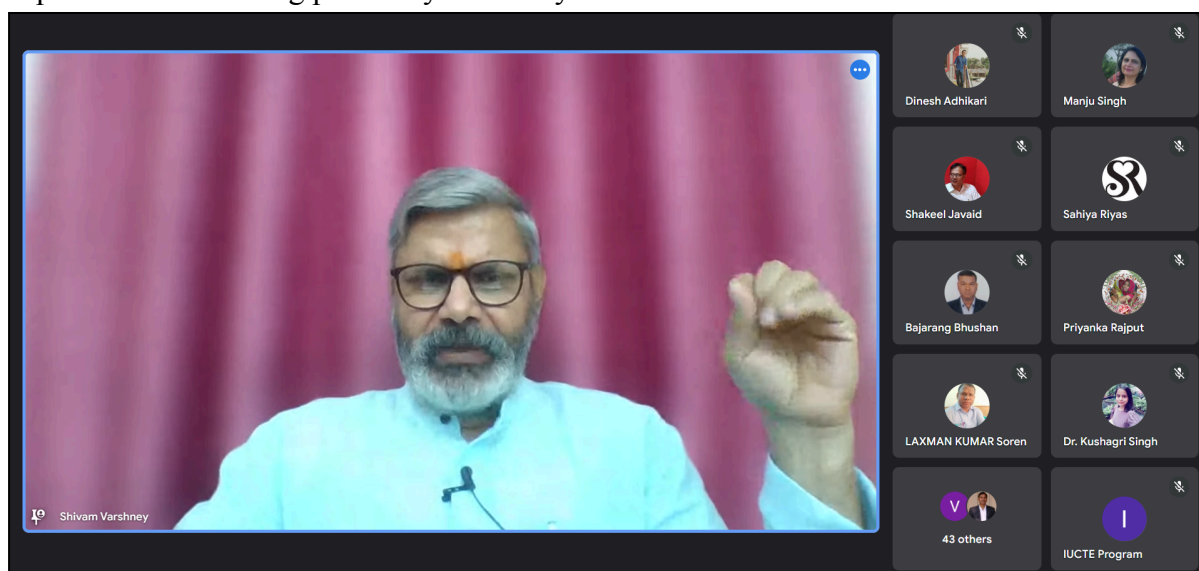
He focussed that NEP 2020 is moving towards a holistic and multidisciplinary approach to education at all levels. He also highlighted the challenges and opportunities of this approach, such as ensuring quality, equity, and flexibility, as well as fostering innovation, creativity, and diversity.

Prof. Pawan Kumar Sharma

His focus on human values, ethics, personality development, and environmental education suggests a well-rounded approach to learning that extends beyond traditional academic subjects. The National Education Policy (NEP) 2020 of India significantly emphasizes integrating human values, ethics, personality development, and environmental education into the curriculum. He focuses on the fact that education must be committed to progress and rooted in the culture. Family is any child's first school where they learn about moral values. He mentioned that NEP aims to provide a holistic education beyond academic knowledge, including moral and ethical values. This is intended to foster the development of

well-rounded individuals. In his lecture, he also mentioned the importance of ethical and moral reasoning, value-based education, life skills, extracurricular activities, experiential learning, sustainable education, hands-on learning, integration of other subjects (interconnectedness), teacher training, and community involvement.

He emphasized the importance of instilling values like empathy, integrity, and respect in students, helping them become knowledgeable and morally and socially responsible individuals. Addressing the role of ethical thinking in decision-making processes and how integrating ethics into education can prepare students to handle complex moral dilemmas in their personal and professional lives. He also explored how education can contribute to the growth of a student's character and interpersonal skills, fostering qualities such as confidence, communication, and leadership. Prof. Pawan highlighted the need to incorporate environmental awareness and sustainability into the curriculum, preparing students to understand and address environmental challenges. He concluded that this holistic approach aims to prepare students not just academically but also to thrive as well-rounded individuals capable of contributing positively to society.



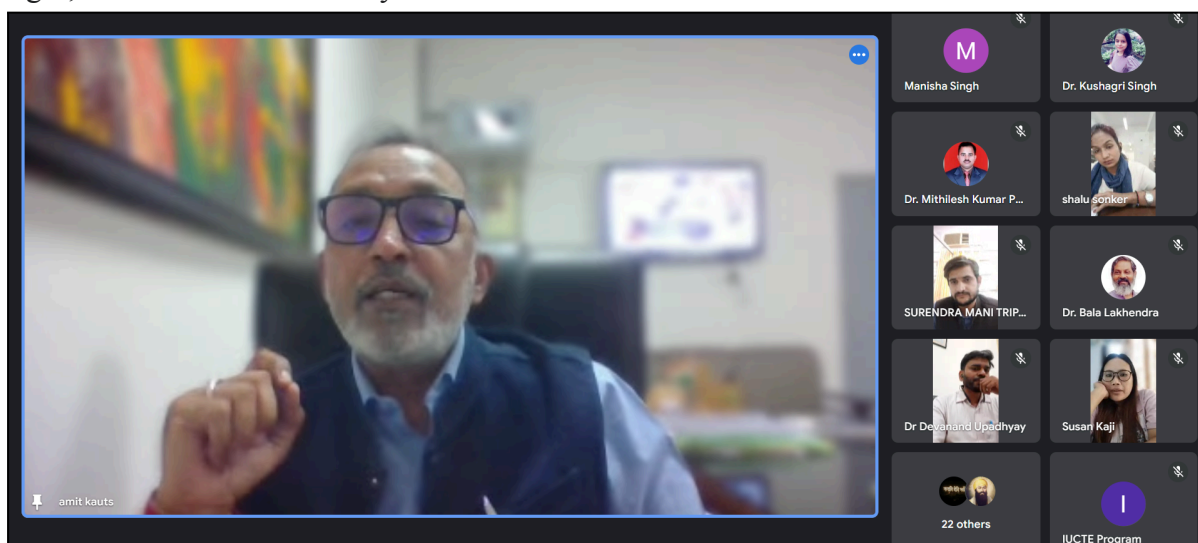
Prof. Amit Kauts

In the beginning, the Prof. Kauts discussed existing problems in higher education. For example- bringing cultural sensitivity to students' behaviour is challenging, and none of the Indian institutions qualifies under 150 on the top list of QS rankings. He emphasized the importance of quality education in the NEP 2020, linking it to India's performance in global assessments like the PISA exam (Programme for International Student Assessment). He highlighted that shifting from rote learning to a learner-centric approach, competency-based assessments, and teacher training are crucial for improving educational outcomes. He also stressed the need for holistic education, which integrates emotional, cognitive, and physical development through co-curricular activities, life skills, and mental health support. This broader approach is key to preparing students for real-world challenges, as evaluated in global exams like PISA. He said that a multidisciplinary & holistic approach will raise the level of Indian universities & institutions. Still, teachers need to be aware of this concept and how it will help make students competent and more effective in the real world. The speaker

emphasized the citation, megaprojects collaboration from people of different countries and institutions, inculcating Indian values through education, and guiding students for leadership qualities, scientific temper and health as parameters for holistic education.

Quality education is a cornerstone of NEP 2020, and Prof. Kauts highlighted its urgency by pointing to India's historically lower rankings in PISA. He explained that the existing model, which often emphasizes rote memorization, limits the development of critical thinking, problem-solving, and creativity—skills increasingly necessary in a global context. The NEP's shift towards a learner-centric approach and its focus on competency-based assessments are key strategies to address these issues. He further emphasized the policy's commitment to revising the curriculum and investing in teacher training as essential measures for raising the quality of education to meet international standards.

Prof. Kauts explained that the Panchakosha model offers a powerful framework for understanding the NEP's vision of holistic education. The policy seeks to create an educational environment that nurtures all aspects of the human experience by addressing students' physical, mental, emotional, and intellectual needs. The PISA exam, which assesses academic knowledge and the application of skills in real-world contexts, aligns with this philosophy. According to Prof. Kauts, students educated under a Panchakosha-inspired system will be better equipped to excel in such global assessments because they will have developed the broad set of competencies—physical health, emotional resilience, intellectual rigor, and wisdom—necessary for success.



Lastly, Prof. Kauts emphasized multidisciplinary education, promoting flexible subject choices, vocational training, and the Academic Bank of Credits (ABC). These reforms aim to enhance innovation and align India's education system with international standards, preparing students for future global demands. He emphasized that NEP 2020, focusing on quality, holistic, and multidisciplinary education, offers a comprehensive blueprint for transforming India's education system. The policy can enhance India's performance in international assessments, such as the PISA exam by addressing critical gaps in the current framework and aligning with global best practices. This alignment will better equip students to meet the evolving challenges of the 21st century, ensuring they are globally competitive and well-prepared for the future.

Dr. Sunil Kumar Tripathi

Topic: Bhartiya Concept of Human Values, Ethics & Environment

Dr. Sunil mentioned values, which are fundamental beliefs that shape attitudes, behaviors, and decisions and are deeply rooted in cultural, social, and personal contexts. They play a crucial role in shaping individuals, moral and ethical frameworks, and guiding how people interact with the world around them. Values can be classified into various categories, including personal, cultural, social, and universal values. Personal values like honesty and integrity influence individual behavior and decision-making. Social values, including respect for others and civic responsibility, foster community cohesion. Universal values, like peace and non-violence, are widely accepted across cultures and form the basis for ethical conduct globally.



Value education is essential in instilling these moral and ethical principles. He said that its primary purpose is to develop well-rounded individuals who can contribute positively to society. In today's rapidly changing world, value education is more significant than ever, helping individuals navigate complex social landscapes, make ethical decisions, and act with empathy and respect towards others. This education promotes a value system encompassing truth, commitment, honesty, and integrity, which are crucial for personal growth and societal harmony. He elaborated that in Hindu philosophy, the Purusharthas—Dharma (duty), Artha (prosperity), Kama (pleasure), and Moksha (liberation)—represent the four aims of human life. Dharma involves living a life of righteousness and moral duty, Artha pertains to pursuing wealth and economic stability, Kama encompasses desires and passions, and Moksha signifies spiritual liberation and self-realization. These aims provide a comprehensive framework for achieving a balanced and fulfilling life, integrating material and spiritual pursuits. Certain values are universally recognized for their importance in personal and social contexts. Truth, commitment, honesty, integrity, forgiveness, and love are foundational values that foster trust and cohesion in relationships. Emotions like empathy and the ability to sacrifice are crucial for understanding and supporting others. Life skills such as rational thought, courage, resilience, simplicity, and tolerance are essential for navigating challenges and maintaining a balanced perspective. The concept of & Vasudhaiva Kutumbakam,&

meaning & the whole world is one family, underscores the importance of unity and inclusiveness in fostering global harmony.

He also focused on social values, emphasizing the importance of community, cooperation, and respect for diversity. They guide individuals in fulfilling their duties and responsibilities towards society, promoting peace and non-violence. A scientific temper, characterized by rational thinking and openness to new ideas, is vital for progress and innovation. The qualities of a good citizen include respect for laws, active participation in community affairs, and a commitment to the common good.

He touched on environmental conservation, which is critical for maintaining ecological balance and ensuring the sustainability of our planet. Human activities, such as deforestation, pollution, and overexploitation of resources, disrupt this balance and threaten biodiversity. Recognizing the interdependence of all beings—living and non-living—is essential for developing effective conservation strategies. Respect for nature and efforts to protect and enrich the environment is integral to creating a sustainable future. Fostering an aesthetic appreciation for nature can significantly contribute to environmental conservation. When individuals recognize natural landscapes' beauty and intrinsic value, they are more likely to engage in activities that protect and preserve these environments. Cultivating an aesthetic sense in urban settings can be achieved by creating green spaces, promoting sustainable architecture, and encouraging outdoor activities.

In conclusion, he said that understanding and integrating values into our daily lives are crucial for personal development, social harmony, and environmental sustainability. By embracing a value system that includes respect for nature, empathy, unity, and responsibility, we can contribute to a more just, peaceful, and sustainable world.

Theme 2: Indian Knowledge Systems

Resource Persons

- **Prof. Pawan Kumar Sharma, CCS University, Meerut**
- **Sh. Avnish Bhatnagar, National General Secretary, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, Delhi**
- **Prof. Praveen Kumar Tiwari, Department of Education, University of Delhi**
- **Dr. Raja Pathak, Assistant Professor, IUCTE**

Prof. Pawan Kumar Sharma

He talked about Bhartiya Gyan Parampara, from which we can learn about gyan in two ways: brahmandiya gyan, which is learned from the environment and pustak gyan. Our Rishis have learned the Gyan through the environment and maintained it in book form. The Rishis learn and transfer their knowledge through book form for the future generation. The source of knowledge is through Rishi, Strot Rishi, Muni, and Acharya. Ved is that gyan directly comes through brahmand and has inbuilt in our character or behaviour. The Vedas are considered to

be the earliest available literature of humanity. Ved has production, shilp, vyakti brahman, shanti stapan, etc. 'jeevan ke saare ayam'. The Vedas comprise four Vedas: Rigveda, Yajurveda, Samaveda, and Atharvaveda. The Vedas also comprise six knowledge streams called Vedangas: Shiksha, Kalpa, Vyakarana, Nirukta, Chanda, and Jyotisha. The Vedas include hymns, poems, prayers, and religious instruction. He quoted various examples like irrigation methods, the development of various agriculture tools, facts of science, the human body, etc., which have been mentioned in Vedas. He also mentioned the importance of Dharma, and rishis have been mimansa about Dharma. He differentiated between Asur, who consumed the natural resources and exploited them, and Devta who managed the natural resources and used them appropriately. He also discussed rin (ऋण) in Rig Vedas, a Sanskrit word that means "debt." It is a concept in Hindu philosophy that refers to the moral and spiritual obligations that people have to fulfill in their lives. There are three Rins

- **Pitr rin:** The debt owed to one's ancestors
- **Dev rin:** The debt owed to the gods
- **Rishi rin:** The debt owed to teachers and gurus
- **Rashtriya Rin:** refers to the whole of a country.

Rins provide a moral and ethical framework for guiding human behavior. Fulfilling Rins is crucial for achieving balance and harmony in life. Repaying Rins is a moral and spiritual duty to attain moksha, or bliss, in life after death.

He also mentioned the origin of creatures, which is under 5 categories:

- Vigorous - Humans and animals born from the mother's womb are called viviparous.
- Egg - The creatures born from eggs are called eggs.
- Swadej- Small animals produced from feces, urine, sweat etc. are called Swadej.
- Udibhaja- The creatures born from the earth were included in the Udibhaja class.
- Nanavid (Tissue Culture)

He also mentioned Feminism in international relations (IR), a field of study that examines how gender impacts international politics. It also looks at how gender is embedded in core IR concepts like war and security. This has been mentioned in Rigveda, which appreciates the discourse of female IR elaborates. Rigveda also mentioned organ transplantation and has given various examples related to this, like in the case with Viśpālā (aka Vishpala) – who is given the first prosthesis in recorded history, an iron leg.

The Rigveda mentions chariots, or ratha, and carts, or anas, which were made from wood and used for transportation and processions. He quoted Karl Marx's theory of division of labour," referring to his concept that within a capitalist system, most of the value produced by labour goes to the capitalist class (bourgeoisie). In contrast, the working class (proletariat) receives only a tiny portion, creating an unequal distribution of wealth based on the division of labour in the production process. He gave the reasons that how India was called 'Sone ki Chidiya'. He also suggested a book, The World Economy: A Millennial Perspective by Angus Maddison, that analyzes the world economy over the last 1,000 years. It provides population, income, and GDP data at the regional, national, and global levels.

According to the Vedas, the main types of arts ("kala") in India include music (Geeta vidya), dance (Nritya vidya), theatre (Natya vidya), painting (Alekhya vidya), playing musical instruments (Vadya vidya). They are often collectively referred to as the "64 Kalas" which

encompass a wide range of artistic practices, including sculpture, design, handicrafts, and metalwork.

He elaborated on Vishnu Purana, सा विद्या या विमुक्तये, which mentions “Vidya is what liberates,” which means any knowledge that leads to self-realization, is called as Vidya. This will include Upanishads, Bhagavad Gita, various Puranas, and literature based on them. In the same way, anything that is NOT meant to help achieve self-realization is called ‘Avidya’. That would include all the knowledge of medicine, laws, science, technology, maths, finance, management, manufacturing, and everything else. He mentioned many Western philosophers like Romain Rolland, who mentioned Swami Vivekanand, Mahatma Gandhi, and Ramakrishna Paramhans. He said that today, in the era of artificial intelligence, we have to



read Panini linguistics, which teaches us about the mathematical calculation of vyakaran. In the end, he concluded that the concepts of science mentioned in the books ‘Brief History of Time’ and ‘Brief Answers to Big Questions’ by Stephen Hawking, which says, “There are many universes” have already been mentioned in Bhagwad Geeta. We Indians also pray and say ‘अनंत कोटी ब्रम्हांडनायक’. He motivated all the participants to read our country's ancient literature, which has a lot of knowledge about all the aspects of the universe.

Sh. Avnish Bhatnagar

Topic: Broad Overview and Sources of Indian Knowledge System

Sh. Avinash Bhatnagar conducted an enlightening session on the Indian Knowledge System (IKS), focusing on its various aspects, including value education, gender education, different cross-cutting themes of Vedic studies and the overall relevance of the IKS in the current Indian education system with the role of NEP 2020 to incorporate the values along with the employability in higher education system. He started the topic with the core components of the Indian knowledge system and elaborated on some examples from ancient times. IKS promotes respect, compassion, integrity, and responsibility, which helps the learner's holistic development. According to him, the Inclusion of IKS and an advanced knowledge system in the current technical era, as aimed through NEP 2020, will result in holistic intellectual development and nurture a human's moral and ethical dimensions. He further emphasized Bhartiya Gyan Parampara and Vasudhaiva Kutumbakam's concept of IKS and gender

equality concept. Historical examples of the gender education system in India further



supported his presentation. He stressed the need to revive and adapt those principles to contemporary educational practices to ensure equal opportunities for all genders and fulfill access and equity along with the overall society development concept of NEP 2020. Dr. Avinash further emphasized the interconnection of the various cross-cutting themes such as sustainability, environmental consciousness, social justice, and gender development with modern educational goals of NEP, which in turn advocates an integrated and multidisciplinary learning approach through the advanced curriculum woven with these values of IKS.

His session was loaded with beautiful slides, and his interesting content delivery further made the participants more involved. There was also a discussion between experts and participants on employability and the role of IKS in enhancing employability. He pointed out that incorporating IKS in education as an integral part can bridge the gap between academic knowledge and practical skills and make the students more adaptable, highly valued, critical thinkers, and problem-solving further enhancing their employability. Major take away from the session was a comprehensive overview of the Indian knowledge system and alignment of the principles of IKS with the objectives of NEP 2020. The session highlighted a path toward a more inclusive, ethical, and practical education system, emphasizing sustainability and ethical practices in education for self and societal development with an international perspective.

Prof. Praveen Kumar Tiwari

Prof. Pawan Kumar Tiwari, the esteemed presenter, provided an insightful discourse on the critical importance of these elements in shaping an inclusive and comprehensive education system that prepares students for the complexities of contemporary society. He urged educators to adopt a multidisciplinary approach that aligns with the National Education Policy (NEP) - 2020 principles to create a more meaningful educational experience.

Key Themes Discussed

- Historical Context of Women's Rights:

Prof. Tiwari meticulously analyzed women's rights as outlined in ancient texts, particularly the Rigveda. He pointed out that women historically possessed rights such as marriage, divorce, and remarriage, which are often marginalized in modern discussions about gender equity. By examining these texts, he illustrated that women These historical contexts were once recognized as equal societal contributors and should inform contemporary conversations about women's rights.

- **Empowerment and Participation:**

The session highlighted women's active roles in societal and ritualistic practices in ancient India, effectively challenging the long-standing perception that women were merely passive participants. Prof. Tiwari presented compelling examples from Vedic literature, showcasing women's involvement in ceremonies and decision-making processes, asserting their roles as family and community welfare leaders. This perspective reinforces the idea that women have always been integral to the socio-cultural fabric of society.

- **Cultural Significance of Women:**

Prof. Tiwari elaborated on the cultural importance of women, portraying them as central to societal happiness and stability. He argued that their contributions in both domestic and social spheres were crucial for community prosperity. By drawing connections between historical texts and current societal structures, he underscored the need for a renewed recognition of women's roles and their potential to influence positive change within families and communities.

- **Integration of Values in Education:**

The necessity of embedding teachings from ancient texts into modern curricula was a focal point of the presentation. Prof. Tiwari advocated for a curriculum encompassing moral and ethical dimensions, arguing that the wisdom in the Vedas can provide valuable insights for addressing contemporary social issues, such as gender equality and environmental sustainability. He emphasized that integrating these teachings can cultivate a sense of responsibility and awareness among students, enabling them to become conscientious citizens.

- **The Role of Faith (Shraddha):**

He emphasized the significance of faith (Shraddha) in the pursuit of knowledge, referencing teachings from the Bhagavad Gita. He stressed that genuine belief is essential for achieving proper understanding and growth in educational contexts. This emphasis on faith is particularly relevant in fostering a positive learning environment where students feel motivated and engaged in their educational journey.

- **Agricultural Practices in the Rigveda:**

Prof. Tiwari brought attention to the Rigveda's rich references to agricultural practices, including plowing and irrigation systems, which underline the advanced understanding of agronomy in ancient times. He argued that recognizing this agricultural wisdom can inform and enhance contemporary farming practices, promoting sustainability and food security. Educators can instill students' deeper appreciation for traditional wisdom by connecting ancient knowledge with modern agricultural techniques.

The session concluded with a powerful call to revitalize respect for women and their societal roles by drawing from historical precedents. Prof. Tiwari urged participants to reflect on the



teachings of ancient texts and their applicability in today's world, particularly in promoting human values, ethics, and gender equality. He emphasized the importance of a comprehensive educational approach that honors the past while addressing present challenges, suggesting that by fostering an environment that values inclusivity and respect, we can better prepare future generations to face the complexities of an evolving society.

Dr. Raja Pathak

Topic: Vocabulary of IKS

Dr. Raja Pathak focused on the vocabulary of Indian Knowledge Systems (IKS) and the significance of using accurate terminology. Dr. Pathak commenced the session by highlighting the importance of understanding the meanings of Sanskrit words, followed by an in-depth discussion on various key topics.

Introduction to Sanskrit Words: Dr. Pathak began by emphasizing the critical need to comprehend and preserve the meanings of Sanskrit words. He pointed out that many Sanskrit terms embody deep philosophical, cultural, and spiritual connotations that are often diluted or lost when translated into other languages. Terms such as 'Dharma', 'Punya', 'Aatma', 'Karma', 'Yagna', 'Shakti', 'Varna', 'Jaati', 'Moksha', 'Loka', 'Daana', 'Itihaasa', and 'Puraana' were examined. Dr. Pathak illustrated how these terms carry nuanced meanings integral to understanding Indian traditions and practices, thereby underscoring the importance of retaining these words in their original form. **Anubandha Chatushtaya:** Following the introduction, Dr. Pathak delved into the concept of Anubandha Chatushtaya, which consists of four components: Adhikari (the eligible student), Vishaya (the subject matter), Sambandha (the connection between the subject matter and the result), and Prayojana (the ultimate purpose). He elaborated on how these components collectively form the foundation of traditional Indian educational systems, ensuring that knowledge is imparted effectively and purposefully. **Pancha Maha Bhutas:** The session then moved on to the Pancha Maha Bhutas, or the five great elements—earth, Prithvi, Apas, Agni, Vayu, and Akasha. Dr. Pathak

explained that these elements are considered the universe's fundamental building blocks in Indian philosophy. He discussed their interrelationships and roles in the natural world and



human life, highlighting their relevance in various aspects of life and their portrayal in ancient texts. **Pancha Koshas and Pancha Pranas:** Dr. Pathak introduced the concept of Pancha Koshas, the five sheaths that cover the self. These sheaths—Annamaya (physical), Pranamaya (vital), Manomaya (mental), Vijnanamaya (intellectual), and Anandamaya (bliss)—were described in detail, emphasizing how they contribute to holistic well-being and spiritual growth. Alongside the Pancha Pranas, the five vital energies—Prana, Apana, Vyana, Udana, and Samana—were explained, underlining their significance in maintaining physical and mental health. **Antahkarana Chatushtaya:** The session also covered the Antahkarana Chatushtaya, the fourfold inner instrument comprising Manas, Buddhi, Chitta, and Ahamkara. Dr. Pathak dissected each aspect to illustrate how they function together to shape human consciousness and behavior. **Non-Translatables and Terminology:** A significant portion of the session was dedicated to discussing the concept of non-translatables. Dr. Pathak used words like 'Dharma', 'Moksha', 'Yagna', and 'Karma' as examples to show the depth and context they carry. He stressed the importance of using proper terminology to maintain the integrity of these concepts. The terms 'Prajā', 'Janata', 'Loktantra', 'Prajatantra', 'Gana Tantra', 'Swarajya', 'Surajya', 'Rashtra', and 'Desh' were also explored, providing insights into their political and social connotations. Dr. Pathak concluded the session by underscoring the necessity of preserving and accurately conveying the vocabulary of IKS. By retaining the original Sanskrit terms, educators can better appreciate the profound wisdom embedded in these concepts, fostering a deeper connection with India's cultural and intellectual heritage. The session was well-received, with active participation and insightful discussions, marking a successful step towards integrating traditional knowledge with contemporary education under the NEP 2020 framework.

Theme 3: Academic Leadership, Governance and Management

Resource Persons

- Prof. A.C. Pandey, Director, IUAC, New Delhi
- Prof. Akhilesh Kumar Singh, Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) State University (PRPSU), Prayagraj
- Prof. Saroj Sharma, School of Education, Guru Gobind Singh Indraprastha University, Delhi
- Prof. Asheesh Srivastava, Professor, IUCTE

Prof. A.C. Pandey

Topic: Management and Governance

The session led by Prof. A.C. Pandey centered on the vital elements of academic leadership, governance, and management within the National Education Policy (NEP) framework. The discussion provided a comprehensive overview of how effective leadership can catalyse the implementation of NEP objectives in educational institutions. Prof. Pandey articulated leadership's significant role in navigating the complexities of modern educational environments, emphasizing the need for strategic management and governance to enhance academic outcomes.

TIMELINE: National Education Policy 2020
11. Towards a More Holistic Education

CURRICULUM DESIGN
Statutory changes in Board of Studies/Academic Council of HEIs for paving the way of adoption of:
• consolidating and restructuring existing institutions and building new ones - including establishing new world-class model institutions of this type (Model Multidisciplinary Colleges) across the country

2020

FACULTY DEVELOPMENT PROGRAMMES
Initiate steps to provide pedagogical orientation to those entering the teaching profession in higher education.
• Promote research on pedagogical research and teaching learning in higher education
• Focus on student centered pedagogical practices
• Classroom interactions should focus on developing analytical skills among students
• Targeted to reduction in achievement gaps among students from varying social groups
• Encourage technology mediated pedagogical practices
• Student assessment should become part of the teaching learning process

2025

ASSESSMENT AND ACCREDITATION
• Robust mechanism for Formative Assessment.
• Credit bank
• Life-long Learning
• LOC based Accreditation

IUAC Director Office

Ranjana Mishra, Manish Sin..., Adarsh Vin..., Dr. Kushagra S..., Radhika Rana, Dr. Rakesh Pra..., Vikas Singhal, KAPIL MAHANT, 41 others, IUCTE Program

Key Points Discussed

1. **Leadership Training Framework:** Prof. Pandey emphasized the importance of establishing a robust leadership training framework that integrates different phases of a leader's career. This includes pre-service training for aspiring leaders, structured in-service training for current educators, and ongoing professional development to adapt to emerging challenges. The session underscored the necessity of adopting inductive and practice-based training methodologies, wherein novice leaders are encouraged to engage in experiential learning through role-playing scenarios and

simulated leadership situations. This approach equips them with the skills to lead effectively in real-world contexts.

2. **Attributes of Effective Leaders:** The discussion highlighted key characteristics of successful leaders, including approachability, emotional intelligence, and adaptability. Prof. Pandey urged leaders to cultivate a friendly demeanor while also demonstrating firmness when making tough decisions. Leaders are encouraged to build strong relationships within their teams, as trust and mutual respect are foundational for effective collaboration. Understanding the unique context of each educational institution—including cultural, social, and pedagogical nuances—was emphasized as crucial for informed decision-making.
3. **Building Effective Teams:** Drawing an analogy with a cricket team, Prof. Pandey illustrated the importance of understanding individual team members' strengths and weaknesses to create a cohesive unit. Effective leaders must recognize that each member contributes uniquely to the team's success. He highlighted the role of trust in teamwork, advocating for a shared leadership model where team members feel valued and are encouraged to take ownership of their responsibilities. This collaborative approach enhances team performance and promotes a sense of belonging among members.
4. **Change Management and Resistance:** Prof. Pandey discussed the psychological dimensions of change management, explaining that resistance often arises from fear and a lack of understanding of the implemented changes. Leaders must be adept at diagnosing the sources of resistance within their teams. To address this, he recommended employing motivational strategies that foster a supportive environment, enabling individuals to embrace change more readily. Effective communication about changes' rationale and potential benefits is crucial to overcoming resistance.
5. **Motivation and Reward Systems:** The session delved into the dual nature of motivation, distinguishing between external motivators (such as salaries and bonuses) and internal motivators (like personal growth and recognition). Prof. Pandey asserted that while external rewards are essential, internal motivators significantly enhance long-term engagement and satisfaction. Leaders should strive to create a culture where achievements are acknowledged and celebrated, fostering an environment of appreciation and encouragement that inspires continuous improvement and commitment among staff members.
6. **Continuous Learning and Development:** Emphasizing the dynamic nature of the educational landscape, Prof. Pandey advocated for continuous professional development as a cornerstone of effective leadership. Leaders must remain informed about evolving technologies, teaching methodologies, and regulatory changes to guide their teams successfully. He encouraged institutions to invest in capacity-building initiatives that promote lifelong learning among educators, ensuring they are well-equipped to meet the challenges posed by the NEP and other educational reforms.
7. **Confrontation and Support:** The necessity for leaders to balance confrontation with support was a critical point in the discussion. Prof. Pandey stressed that addressing issues directly while simultaneously providing guidance and encouragement can

motivate teams to overcome challenges and adapt to new paradigms. He noted that confrontation should not be viewed negatively; instead, it should be seen as an opportunity for growth and development, prompting individuals to reflect on their practices and enhance their performance.

8. Cultural Awareness: Leaders must deeply understand the cultural dynamics within their institutions and communities. Prof. Pandey emphasized that cultural awareness is vital for effective leadership, enabling leaders to navigate diverse perspectives and foster an inclusive environment. By recognizing and respecting cultural differences, leaders can promote a sense of belonging and equity among team members, ultimately enhancing collaboration and morale.

Prof. A.C. Pandey's session provided invaluable insights into the interplay of leadership, governance, and management in educational settings. The emphasis on a comprehensive leadership training framework, the cultivation of essential leadership attributes, and the focus on team dynamics are critical for implementing the NEP. By fostering a culture of continuous learning, recognizing individual contributions, and navigating change effectively, educational leaders can drive transformative practices that enhance academic excellence and create resilient institutions.

Prof. Akhilesh Kumar Singh

Topic: Academic Leadership & Institutional Development Plan

Prof. Akhilesh Kumar Singh started his lecture by informing the participants about the "Guiding hand." He said that cooperation and competition are the two factors that bring out

THEMES AND COMMITMENTS :

PRSU is a premier higher learning institution engaged in fulfilling educational requirement of diverse sections of the society in the core and applied academic disciplines. It aims at achieving academic excellence through multi disciplinary course curriculum, blended teaching methods and technology enabled joyful learning environment. In addition to acquire subject knowledge and required skills, the students will be groomed to think, perform, and communicate in a critical, creative and effective manner.

Education : Academic Excellence

People : Human Resource

Resources & Infrastructure

Research & Innovation

Engagement & Partnership

College Development

IUCTE Program

umesh chandra Tiwari

Dr. Kushagri Singh

79 others

Akhilesh Kumar Singh

the best in an individual, whereas competition brings the best out of the individual. He has also described that cooperation is always more significant than competition. Prof. Singh has

stressed the importance of governance in higher education. At the heart of the UNESCO 2020 agenda are five critical dimensions: people, prosperity, planet, partnership, and peace, also known as the 5Ps. Responsible innovation is an emerging concept that aims to prevent or deal with problems that arise with innovation. This could be done by taking social and ethical aspects into account. The public expects us to act responsibly and responsibly innovation which creates spaces and opportunities to explore innovation and its consequences in an open, inclusive, and timely manner. To decide what responsible innovation means, it is important to understand the ethical significance. He has also described the various parameters of NAAC and the annual expenditure of top five world institutions. Some of the common strengths of the best universities are the global reputation in teaching and research, multidisciplinary courses, research, faculty, large campuses, student-teacher ratio, ample financial resources, governance, and autonomy. For any institution to grow, it should possess diversity. Most of the top-ranked universities in the world spend more on research. A world-class university must genuinely be international. He emphasized important aspects of governance like leadership, ample financial resources, quality and quantity of faculty, wide range of multidisciplinary, interdisciplinary courses, research and innovation, autonomy, world-class infrastructure and facilities, and student-faculty ratio i.e. ego-free leadership. Various characteristics, including globalization, teaching and research, innovation, and student satisfaction can influence a university's quality and reputation. Nonetheless, the top universities in the world have a few advantages: They cultivate a culture of excellence, innovation, and competition among their teachers and students. Based on their results in numerous rankings and surveys, they have a solid academic reputation. They provide a range of programs, scholarships, and chances for students to improve their educational and professional prospects. Their student body is inclusive and diverse, reflecting society throughout the world. Their excellent faculty encourages students to think critically, solve problems, and be creative. Establishing a world-class institution is a challenging endeavor. It calls for a great deal of planning, vision, and resources. Some analysts assert that the following conditions must be met to establish a university of the highest caliber: Public income should be determined by institutional performance, which implies that their accomplishments and results should determine government funding for universities. Revenue from non-state sources, i.e., colleges should draw in donations, grants, fees, and other forms of financing to diversify their revenue sources.

Differentiation of institutional missions calls for universities to have specific objectives that play to their advantages and needs. University ownership of property means that universities should be free to own and use their resources and assets as they see fit. Institutional autonomy means that universities should be able to manage their own affairs without undue interference or regulation from the government or other external bodies. Open competition for state science means that universities should compete for public funding for research based on merit and quality rather than political or other criteria. University nonprofit status and exemption from taxation means that universities should be recognized as public service institutions that contribute to the social good and are not subject to taxes or profits. Accreditation and professional licensing should be independent, meaning universities should be able to set the standards.

Activity 1

An activity was organized for the participants to give their ideas on three different topics, which were

1. As an educator, what steps would you like to take to enhance the Quality of your Institution as per NEP - 2020?
2. How does NEP 2020 promote multidisciplinary education in colleges and universities?
3. Considering the rich heritage of the Indian Knowledge System, how would you integrate its principles and practices into your department's modern curriculum and assessment?

All the Participants submitted their views in assignment form to the coordinators.

Prof. Saroj Sharma

Topic: Higher Education System and its Role in the 21st century, Mission and Challenges of Higher Education System

The resource person started the topic with the overall introduction of the NEP 2020 and important highlights relevant to the higher education system. She talked about the need for a national education policy and the history of the committees to finalize the National Education Policy 2020. She also highlighted the enrolment status of the students in higher education Universities across India and the issues related to it. The gross enrolment ratio (GER) and

Introduction

UNIVERSITY
1,278

- Central University
- Institute of National Importance
- State Public University
- State Private University
- State Open University
- Deemed University – Government
- Deemed University – Private
- Central Open University
- State Private Open University
- Institute under State Legislative Act
- Deemed University – Government Aided
- Others

COLLEGES
49,652

- All India Colleges
- Constituent / University College
- PG Centre / Off Campus Centre
- Recognized Centre

4.33 crore students are currently enrolled in a higher educational institute – up from 4.14 crore in 2020-21, and 3.42 crore in 2014-15

Female enrolment in Higher Education increases to 2.07 crore (32% increase since 2014-15)

The top 6 States in terms of Student Enrolment are **Uttar Pradesh, Maharashtra, Tamil Nadu, Madhya Pradesh, West Bengal and Rajasthan**. They constitute 53.3% of the total Student Enrolment.

The total number of pass-outs has increased to 1.07 Crore in 2021-22 as against 95.4 Lakh in 2020-21.

All India Estimated Enrollment for different Social Groups for Survey Year 2014-22

All Categories	Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total
2014-15	33,42,76	15,41,38	48,84,14	14,52,73	11,41,14	25,93,87

Source: <https://data.bharat.gov.in/india/enrollment-in-education>

Participants:

- IUCTE Program
- Dr. Kushagri Singh
- AJIT KUMAR
- 79 others

the targets to achieve the GER to 50% of the current status up to 2035 in higher education, along with the inclusion of skill -based education and quality enhancement, were also explained. The need for internationalization of the education system and its benefits were also highlighted by her.

She also briefed the participants about salient features of the NEP 2020 such as holistic and multidisciplinary, autonomy to the institution in building the course framework, and introduction of the need-based courses relevant to the regional context. She emphasized research and innovation in content development and the mode of delivery, curriculum flexibility, and multidisciplinary approach to make the subject relevant across different disciplines.

The session was very enlightening and interesting. The participants also held very fruitful discussions during the session. The overall takeaway of the session was a detailed knowledge of the NEP 2020 highlights, further needed research areas for its effective implementation,

India's current status of enrolment and the effect of internationalization of education on it, how to incorporate an inclusive approach while the delivery of the subject content at the college level, significant challenges university facing across India in NEP implementation etc.

Prof. Asheesh Srivastava

Topic: Academic Leadership (AL) and Institutional Development Plan (IDP)

His talk focused on the crucial aspects of academic leadership, governance, and management,



particularly on academic leadership and institutional development. The key Highlights were the following:

1. Academic Leadership:

- **Vision and Strategy:** Prof. Srivastava discussed the role of academic leaders in shaping educational institutions' vision and strategic direction. He highlighted how effective leaders must align institutional goals with broader educational trends and societal needs.
- **Inspirational Leadership:** The importance of inspiring and motivating faculty and staff was underscored. Prof. Srivastava stressed that academic leaders should lead by example, fostering a culture of excellence and innovation.
- **Decision-Making:** He elaborated on the critical role of academic leaders in decision-making processes, including curriculum development, faculty recruitment, and resource allocation. The emphasis was on making informed and strategic decisions that support institutional growth and quality.

2. Institutional Development:

- **Governance Structures:** Prof. Srivastava provided an overview of effective governance structures within educational institutions. He discussed the roles of various committees and boards in ensuring transparent and efficient management.
- **Resource Management:** The session covered best practices for managing institutional resources, including financial, human, and infrastructural resources. Prof. Srivastava highlighted the need for strategic planning and prudent management to ensure sustainability and growth.
- **Quality Assurance:** The importance of quality assurance mechanisms, including

accreditation processes and continuous improvement practices, was discussed. Prof. Srivastava emphasized that maintaining high standards is essential for institutional credibility and success.

In a nutshell, Prof. Asheesh Srivastava's presentation provided valuable insights into the multifaceted nature of academic leadership and institutional development. His discussion on governance and management strategies offered practical guidance for current and aspiring leaders in the education sector. The session equipped attendees with a deeper understanding of how to navigate the complexities of academic leadership and contribute effectively to the development of their institutions.

Theme 4: Higher Education and Society

Resource Persons

- **Prof. Saroj Sharma, School of Education, GGSIPU, Delhi**
- **Prof. Rajnish Jain, Dean of Management, Devi Ahilya Vishwavidyalaya, Indore**
- **Prof. K. Suresh, National Institute of Educational Planning and Administration (NIEPA), Delhi**
- **Prof. Alka Singh, Principal, Vasanta College for Women, Banaras Hindu University**
- **Dr. Vinod K Singh, Associate Professor, IUCTE**

Prof. Saroj Sharma

Topic: Higher Education System and its role in 21st Century, Mission and challenges of Higher Education System

Prof. Saroj initiated her talk with the development process of NEP 2020, which was drafted with a thorough discussion at every stage and included the minute aspects of the country's



education system. She briefed the participants about the history of Higher education in the nation she cited that there was a time in India when the university system was prevailing at Nalanda and Takshila, which was primarily based on the "Gurukula" model, where students

lived with a teacher (Guru) in a residential setting, receiving personalized instruction in a wide range of subjects. She said earlier the missionary and primary education system was growing in India much faster than the university system. But eminent personalities like Mahatma Gandhi, Pandit Jawahar Lal Nehru, Gopal Krishna Gokhle, and others worked on the growth of the university system. Many reforms happened in our country after the Radhakrishnan Commission and Mudaliar Commission. Indian Education Commission focussed on all education levels, women, technical education, and other aspects. She explained about the “Learning the treasure within,” i.e. 4 Pillars of Education are learning to know, learning to do, learning to live together, and learning to be, which were proposed by a UNESCO commission in the mid-1990s. Human rights, peace, gender, and women's education are also necessarily discussed in the Deolals Commission. The Millennium Development Goals (MDGs) were eight goals that the United Nations set to achieve by 2015. They were later listed as “Sustainable Development Goals” and consisted of 17 goals and 169 targets to eradicate poverty and realize a sustainable world. Our NEP 2020 was in sync with these SDG goals and based on Access, Equity, Quality, value education and skill development, having a focus on Bharat Kendrit Shiksha. She also stressed the importance of technology, which was highlighted in NEP. Her presentation introduced the number of HEIs, departments of MoE, types of schools and universities, and the number of enrolments in India. She mentioned the highlights of NEP 2020 for higher education, which include internationalization, enhancement of GER, holistic and multidisciplinary education, autonomy and accountability, inclusivity and equity, research and innovation, curriculum, digitalization, skill development, an Indian language, distance learning, professional education etc. She elaborated on each of the highlights of NEP with relevant examples. Further, she elaborated on the role of higher education in 21st century, like economic development, lifelong learning, social mobility, civic engagement and leadership, cultural preservation and advancement, and addressing global challenges. Her talk mentioned ongoing and upcoming initiatives like HECI, NETF, Vidyanjali, NCrf, ABC, NHEQF, PMRF, IKS, etc. She concluded the presentation by discussing the challenges in HE i.e. Funding and Financial Sustainability; Accessibility, Equity, and limited teacher and institutional autonomy; Inadequate Merit-based Career Progression; Quality and Relevance of Education and Low Research Outputs; Sub-optimal Governance, leadership, and accountability and Globalization and Internationalization. She also focussed on addressing these challenges by making policy reforms, Innovative Pedagogies and Re-imagining Vocational Education, Sustainable Funding Models and Global Collaboration and Quality Academic Research. She motivated the participants and said that teachers have a responsibility to nurture our students and cherish and be proud of our profession. We should know about all the HE-related documents.

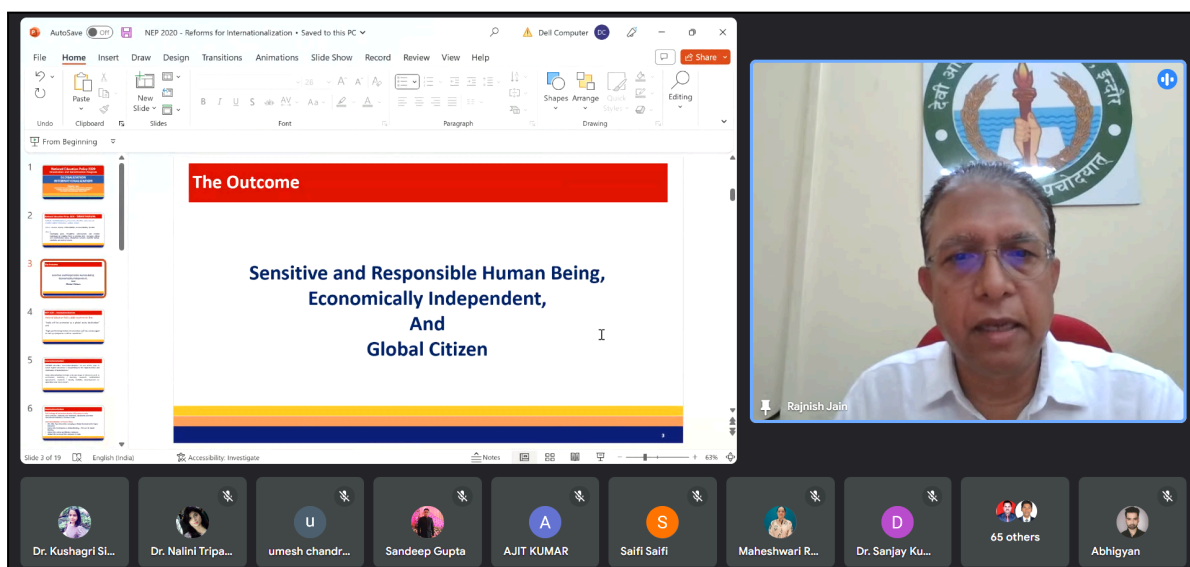
Prof. Rajnish Jain

Topic: Globalization and Internationalization

Prof. Jain commenced the session by focusing on India's education system, which has been shaped by internationalization and globalization, as acknowledged in the National Education Policy (NEP) 2020. He said globalization fosters the international interchange of ideas, products, services, and knowledge by increasing interconnection and interdependence among

nations. NEP 2020 seeks to uphold international standards while fostering self-reliance in Indian education. Conversely, internationalization emphasizes the intentional attempts made by academic institutions to interact with the world at large. Research collaborations, student exchanges, and connections with overseas institutions are all encouraged by NEP 2020. Combining these ideas, NEP 2020 encourages academic success and cross-cultural learning opportunities while preparing students to prosper worldwide. For more than thirty years, the globalization of higher education has been a significant concern. Institutions, international communities, and policymakers all understand its significance. Implementing internationalization strategies takes a significant amount of human and financial resources. Quality assessment is essential to ensure that these initiatives improve the quality and relevance of education. Furthermore, colleges are compelled by accountability mechanisms to exhibit efficient investment in various areas.

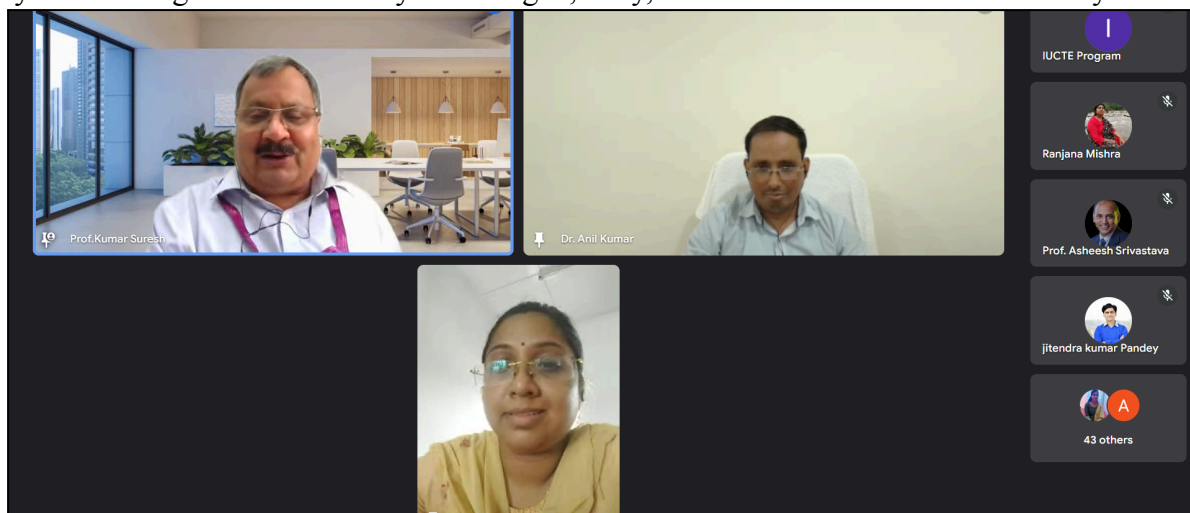
Prof. Jain also stated that rankings are important since they affect institutions' standing by taking internationalization into account. In conclusion, internationalization improves quality, encourages global collaboration, and prepares students for a connected world that changes higher education. Thanks to its rich cultural legacy, India has a long history of educating people and disseminating knowledge, going back thousands of years. Prof. Jain stated that prominent hubs such as Takshasila, Nalanda, Vallabhi, and Vikramsila satiated the insatiable curiosity of scholars worldwide. Nonetheless, the terrain underwent substantial alteration over time.



With regard to the number of institutions and enrollment, India currently has the most extensive higher education system in the world, second only to China. Despite this, there are quality, effectiveness, and global competitiveness issues in Indian higher education. India has spent over \$15 billion yearly on outbound students, making it a significant source. On the other hand, just 4.35% of all outgoing students are inbound. The most recent National Education Policy (NEP) 2020 highlights internationalization to support world-class teaching in recognizing the need for change. For internationalization students, faculty and institutional mobility is highly important.

Prof. K. Suresh

Prof K. Suresh presented a very engaging lecture about the Higher Education System in the 21st Century and how it differs from previous centuries. He briefed about the student-centric system during the 11th century in Bologna, Italy, and the autonomous education system in



European universities from the 12th to 13th centuries, such as Oxford and Cambridge universities, which allowed unity of teaching and research free from interference. In the course of time, such Universities emerged as silos; their administrative and support functions became more stratified and specialized, creating institutions with complex and often compartmentalized organizational structures. Higher education (HE) did not connect to the ground reality, and elite students pursued education for its sake. However, from the 2nd half of the 20th century, the pressure developed on the HE institutions to align to the needs of the market and society. The massification of HE started and the 21st century HE centers around creativity and skill development for one and all. The NEP 2020 has been formulated so HE institutions/ universities focus on multidisciplinary education, leading to holistic learning. It aims to make the learning journey more flexible for the students by formulating course credit-structure for diploma/certificate/graduation courses. The HE in the 21st century need to be democratized, and a balance between autonomy and accountability needs to be achieved in HE institutions/ universities.

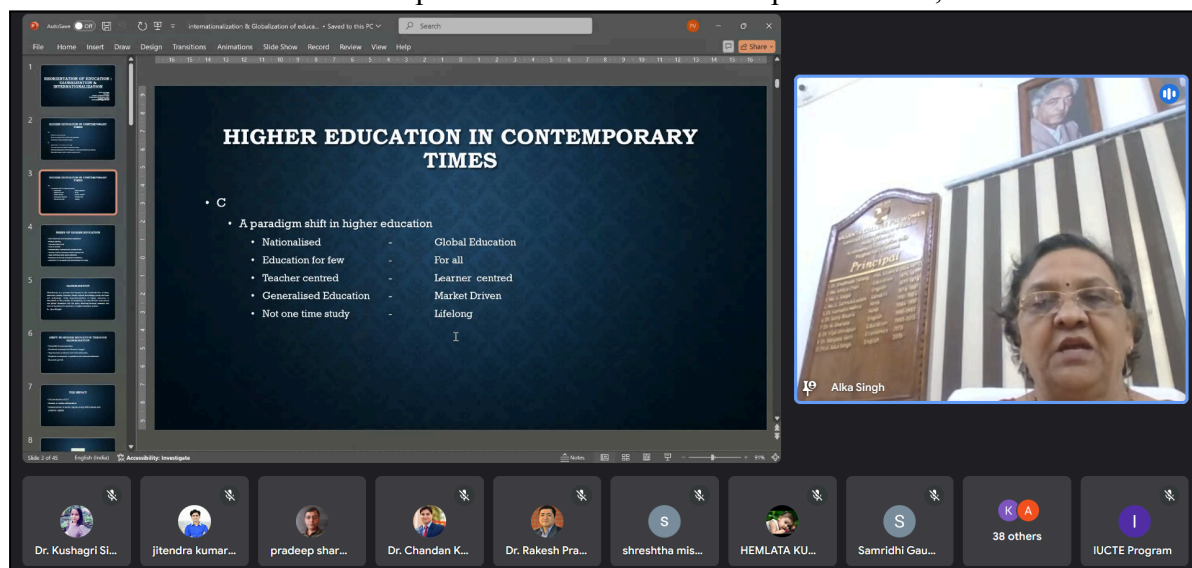
Prof. Alka Singh

Topic: Reorientation of Education: Globalization and Internationalisation

Prof. Alka Singh emphasized the necessity for higher education institutions to adapt to global trends, which can serve as engines of globalization. This adaptation calls for collaborative scholarship, cross-border educational exchanges, and campus-based strategies that collectively contribute to developing individuals, institutions, nations, and the world. Prof. Singh discussed how institutions must invest in redoing their infrastructure and restructuring educational programs to cater to the increasing number of international students. A significant challenge highlighted was the issue of brain drain, as many talented individuals leave the country in search of better opportunities. The NEP 2020 aims to address this by promoting a rich legacy of education in India, ensuring that graduates can find fulfilling work

within the country. The presentation stressed three key components of internationalization: the movement of scholars and students for training and research, curricular convergence, and structural arrangements that support educational cooperation. The movement of faculty and students, both physically and online, is crucial in this context.

Furthermore, maintaining international standards in academic writing and fostering collaborative research are essential for developing a globally competitive academic environment. Another critical point was the notion of specialization, which has become



increasingly important in a globalized education landscape. This shift has led to the emergence of online education programs and satellite research centers, often driven by economic incentives rather than merely the expansion of knowledge. The concept of market-driven education was also discussed, wherein education has transitioned from an ornamental pursuit to a key economic resource.

The session concluded that continuous learning and adaptation are essential for educators and students in a rapidly evolving world. The NEP 2020 serves as a framework for institutions to align their educational outcomes with societal and economic needs, ensuring that students are equipped for the job market and as thoughtful contributors to society.

- **Adaptation to Global Trends:** Higher education institutions must adapt to global educational trends to become engines of globalization, focusing on collaborative scholarship and cross-border educational exchanges.
- **Infrastructure and Programs:** Institutions should enhance their infrastructure and educational programs to effectively meet the needs of international students, thereby fostering a supportive learning environment.
- **NEP 2020 and Brain Drain:** The NEP 2020 aims to mitigate brain drain by improving employment opportunities and addressing barriers inhibiting cross-border student and faculty movement.
- **Components of Internationalization:** The presentation emphasized three main components: the movement of scholars and students, curricular convergence, and structural arrangements for educational cooperation.
- **Importance of Collaboration:** Maintaining international standards in academic writing and promoting collaborative research are essential for enhancing the global academic

landscape.

- Specialization in Education: The rise of online education and satellite research centers highlights the need for specialization that transcends geographical boundaries, often driven by economic motives.
- Market-Driven Education: The shift from ornamental to market-driven education necessitates a reevaluation of curricula to better align with job market demands and enhance client satisfaction.
- Continuous Learning: Focusing on continuous learning and adaptation is crucial for educators and students to remain relevant in an interconnected world.

Furthermore, the call for continuous learning and innovation in teaching methodologies reflects a broader understanding of the evolving landscape of higher education. As institutions respond to these challenges, they must prioritize the development of a globally competitive workforce, ensuring that education not only imparts knowledge but also fosters critical thinking and creativity. In doing so, they can help nurture a generation of learners who are well-prepared for the job market and equipped to contribute meaningfully to a rapidly changing world.

Dr. Vinod K Singh

Topic: Globalization and Internationalization

He initiated his talk by defining liberalisation which refers to reducing government restrictions and regulations in economic, political, or social policies to encourage greater participation by private entities and promote efficiency, competition, and innovation. He continued that liberalisation in Indian education is the process of reducing government control, introducing private-sector participation, and opening up the education sector to global influences. This shift began as part of India's broader economic liberalisation in 1991, when the government introduced policies to promote privatisation and globalisation in various sectors, including education. After 1991, private universities, colleges, and schools expanded significantly, providing alternatives to government institutions, and institutes like IITs and IIMs began partnerships with foreign universities. The National Education Policy (NEP) 2020 further encourages autonomy for higher education institutions. Later, he defined internationalisation in education, which referred as the process of integrating global perspectives, collaborations, and cross-border exchanges into the educational system. It involves student and faculty mobility, cross-cultural learning, international research partnerships, and establishing global education standards.

He also discussed the Times Higher Education (the) World University Rankings, which evaluated over 2,000 universities across 115 countries. He discussed the criteria for THE rankings to assess universities globally based on five key performance indicators. These indicators measure an institution's teaching, research, citations, international outlook, and industry income. He also elaborated on the National Institutional Ranking Framework (NIRF) initiative by the Ministry of Education, Government of India, launched in 2015, to rank higher education institutions across India. It evaluates universities, colleges, and institutions based on multiple performance indicators, ensuring transparency and accountability in the education sector. NIRF ranks institutions using five broad categories, each with specific weightage: Teaching, Learning & Resources (TLR); Research and

Professional Practice (RP); Graduation Outcomes (GO); Outreach & Inclusivity (OI) and Perception (PR). He quoted that NEP 2020 recommends and suggests internationalisation in higher education. NEP 2020 aims to transform India's education system by promoting internationalisation and making India a global knowledge hub. It suggests multiple reforms to attract international students, collaborate with foreign universities, and improve the global standing of Indian institutions. The policy enhances India's global competitiveness in education, boosts research & innovation through international partnerships, attracts top global talent (students & faculty), reduces the need for Indian students to go abroad for quality education and strengthens India's position as an education hub.

At last, he elaborated on the guidelines to promote the internationalisation of higher education in India by the University Grants Commission (UGC). These guidelines aim to enhance global collaboration, improve academic standards, and position India as a global education hub. The UGC guidelines facilitate global engagement, improve research collaboration, and attract international students. These measures align with NEP 2020 and aim to strengthen India's position in global higher education. He mentioned the Key Highlights of UGC Guidelines: Collaboration with Foreign Institutions, Establishment of Foreign Universities in India, Student and Faculty Mobility, and Curriculum and Credit Transfer.

The screenshot shows a video conference interface. On the left, a presentation slide titled 'and inclusive support to international students, designed to facilitate students' social and academic success and focusing particularly on the transition processes.' lists several bullet points:

- Integrating incoming international students with local communities including assigning faculty mentors, host families and student buddies.
- Friendly environment for incoming students to have a safe, positive, and holistic experience
- Offering local language courses and other bridge courses as needed
- Foster connections among domestic and international students and value the inputs of international students on campus
- Short-term non-degree niche courses to create global perception about our core competencies in Yoga/Philosophy / Ayurveda/Health/Sanskrit/ Vaastushastra/etc.
- Courses and programmes in subjects such as knowledge of India and its languages, arts, history, culture, and global context; global literacy

On the right, a video feed shows Dr. Vinod Kumar Singh speaking. Below the video feed, a list of participants is visible: IUCTE Program, Dr. Kushagri Singh, Dr. Bala Lakhendra, and 35 others.

Theme 5: Research and Development

Resource Persons

- Prof. C. B. Sharma, Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
- Prof. P.C. Agarwal, Principal, RIE, Bhubaneswar
- Prof. Manoj Saxena, Head & Dean (Education) Central University of Himachal Pradesh, Dharamshala
- Prof. Arbind Kumar Jha, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
- Dr. Gyanendra Singh, Assistant Professor, IUCTE

Prof. C. B. Sharma

Topic: Introduction and Constituents of Research, Strengthening Research & its Contributions

Research is a crucial component of higher education, as defined by Prof. C.B Sharma in his session. He also described that universities do research as part of their objectives to promote learning and discovery. This helps them fulfill their primary goal of educating directly and indirectly. Research on topical and significant issues draws interest, which boosts institutional visibility and reputation. Universities that are well-known for their research in particular areas attract faculty, students, funding, media attention, and even philanthropy. Research provides various important functions, including staying informed about essential discoveries, hearing critiques of how schools are now administered and taught, and standing on the shoulders of giants to view the world more clearly. Teaching will be improved if the faculty conducts research (instruction based on research).



In India, research is an essential component of higher education. It provides information for rules and procedures that enhance the standard of instruction and the overall learning environment. Additionally, it contributes to the growth of knowledge and comprehension in a specific area or discipline. To accommodate the rising demand for higher education among students, advance more significant equity in educational access and opportunity, and address the problems of academic quality and research performance. He has also emphasized that creating an internal research process in our higher education system is important to improve research in India. The system must commit to excellence in both research and instruction. Higher education would not be possible without research, which advances societal growth, innovation, and knowledge. In India, encouraging research in higher education is a difficult endeavor that calls for a comprehensive and cooperative strategy. The following are some potential strategies for encouraging research in Indian higher education-

- Increased investment in research: To support researchers and their projects, research needs sufficient infrastructure and financing. In addition to increasing their financial research support, the public and commercial sectors and international organizations should offer grants, fellowships, scholarships, and other incentives to researchers.

- Enhance the caliber of research: Research needs to be directed by exacting standards of scientific investigation, theoretical rigour, and ethical principles. The National Research Foundation (NRF), as suggested by the National Education Policy (NEP) 2020, is a welcome move in this direction. The researchers should be taught the proper research instruments, procedures, and methods. Peer review and quality control procedures should be used to assess the research output. Open access platforms must be used to distribute the research publications extensively.
- Promote a research culture: Higher education institutions should incorporate research into curricula and pedagogy. Supporting and encouraging academic members to mentor students and do research is essential. Research opportunities and challenges should be introduced to students at an early age. It is recommended that academic institutions establish a favorable atmosphere for research by granting academic independence, autonomy, and recognition.
- Promote networking and collaboration: Research must be multidisciplinary and collaborative. Researchers ought to interact with other researchers in their fields, countries, and institutions as well as outside of them. Educational institutions should form alliances and connections with other businesses, associations, and social groups. Researchers must participate in forums, seminars, workshops, and conferences domestically and internationally.

Prof. P.C. Agarwal

Topic: Research Proposal: Preparation and Evaluation Parameters

Prof. Agarwal commenced the session by focusing on how we can prepare the research proposal, including the understanding, relevancy, purpose, theories, reasonability and feasibility of the area or the problem. He cited examples of physics and education subjects,

The screenshot shows a Google Meet interface. The main window displays a presentation slide with the title "Why?? Need of a Research Proposal". The slide lists several points about the need for a research proposal, such as helping to order thoughts, presenting preparatory material logically, and serving as a blueprint. An example is given: "Studying the 'Impact of Digital Tools on High School Students' Learning Outcomes.'". To the right of the slide is a video feed of Prof. P.C. Agarwal, identified as "Principal, RIE Bhubaneswar". At the bottom of the screen is a grid of participant icons, including Ganga Parajuli, Syed Hussain, Megha Bisht, Shubhika, Dr. Sasi Kumar, Dr. Reeti Chauhan, Anandi, Kuldeep Pandey, Dr. Jyoti Singh, and others, along with an "IUCTE Program" icon.

explaining how to specify the area and identify the research problem. He also differentiated the terms fundamental and action research. Action research is a research method that focuses on improving practices, while fundamental research focuses on gaining new knowledge. He also emphasized thoroughly reviewing the literature to establish the need for the study. He defined the term Research Proposal, a structured description of the

research plan, detailing the study's purpose, why it's essential, and how the research will be conducted. It outlines the study's objectives and significance, as well as a clear explanation of research procedures and the methodology used to achieve its goals. He highlighted that a research proposal must clearly outline and justify a research idea, demonstrating its significance, feasibility, and methodology. The elements of the Research Proposal are Title, Introduction, need and justification, literature review; statement of problem; theoretical and conceptual framework; research questions; objectives; hypothesis; methodology; scope and delimitations; expected implication; budget; timeline; bibliography and appendix. He explained each element and its importance in the research proposal by giving specific educational examples. He emphasized that the 5 C's of the literature review are essential to ensure that we include all the elements: citing, comparing, contrasting, critiquing, and connecting. He also elaborated on the importance of a hypothesis and discussed three key questions to ask when evaluating a hypothesis: Is it testable? (Can you design an experiment to prove or disprove it?), Does it identify the independent and dependent variables? (What is being manipulated and what is being measured?), and Is it based on existing knowledge or theory? (Does it have a logical foundation in the subject area)? He also briefed about the various scales and statistical analysis techniques used while analyzing the data. He also briefed the research methods, sampling techniques, and tools. He also suggested preparing the budget for the research proposal so that the funding agency can filter the proposal selection. He highlighted the various evaluation parameters for research proposals like scientific merit, originality, feasibility, and potential impact. He suggested various funding agencies where faculty can send proposals, like ICSSR, DST, INSA, DAE, Language Department, ERIC etc.; each agency provides the research proposal format.

Prof. Manoj Saxena

Topic: Funding for Research Proposal

Prof. Saxena shared the experiences and anecdotes of the researcher facing challenges in receiving funds from the funding agency for the project. He also informed the participants



that while submitting the proposal to the funding agency, we should know the agency's interest areas and that the proposal should match the agency's objectives. A very important aspect of a research proposal is the justification of the funds. The reviewers evaluate the proposal very thoroughly, and the researcher should prepare a comprehensive proposal. He elaborated that a researcher should know about current research trends like NEP, IKS, etc., along with limitations and restrictions. We should see the research proposal's review process and the submission deadlines. It is also essential to know how many proposals are submitted to an agency and how many are selected. He motivated the participants to be enthusiastic and prepare a good proposal. He suggested that while preparing the budget for the proposal, we can take the help of the finance or account division. We should know the possible funding restrictions, such as publication from projects, etc. Always take suggestions and inputs from the area's stakeholders while preparing the proposal. The first page of the proposal should be a brief summary. He emphasized the formulation of objectives that should be achievable, questions that could be answered, and the benefit of research for society, policymakers, administrators, and stakeholders, which is also important. The review of related literature should embed the studies from national and international levels, and the latest literature should be essential and later summarised appropriately. He highlighted that in the era of technology, many researchers submit proposals drafted through AI, which can have a similar index later, so we should all avoid this. The time scale for the research proposal should be real, which sounds feasible and justifiable. Detailed reasoning should be given for the duration of the task. The research questions must be pinpointed, and those should differ from those of other studies. He suggested that each heading of the research proposal should be meticulously written and focused on the specific problem. The staffing requirement in the proposal has to be properly justified along with the brief details of the qualifications and experience of the staff. The budget proposed for the research must be exhaustive. Revise the proposal thoroughly to minimize errors, receive feedback from friends, and plan well before the deadline. Finally, he concluded that if you fail, try again, learn from the feedback received for rejection, be enthusiastic, and incorporate the suggestions provided by the committee.

Prof. Arbind Kumar Jha

Topic: Assessment of Research Potential, Preparing Proposal, and quality parameter of research

The session provided valuable insights into the essential components of drafting and



evaluating a research proposal's feasibility. Prof. Arbind emphasized that a research proposal is a structured document intended to convince stakeholders of the importance and viability of a research project. It demonstrates that the researcher possesses the competence and a well-defined work plan to complete the study effectively. The discussion began with an overview of the components of a research proposal. The introduction sets the context for the study, followed by the statement of the problem, which clearly defines the research issue. Terms are then determined to ensure clarity, and the study's objectives are outlined. The hypothesis, crucial for quantitative research, provides a testable prediction. The significance and rationale of the study justify its importance, while the plan and procedure section details the methodology. The discussion also covered delimitation, which specifies the scope and limitations, time management strategies to ensure timely completion, and the inclusion of references and appendices to support the research proposal.

The session then delved into assessing research potential, particularly for quantitative studies. The discussion highlighted key questions, including identifying independent and dependent variables, determining whether the problem is researchable, and assessing its significance. A critical component of research assessment is the literature review, which ensures a comprehensive understanding of previous studies. The literature evaluation should include all essential prior research, emphasize primary sources, and be current.

Research hypothesis formulation was another crucial topic covered. The hypothesis must be clear, concise, and testable to be effective. Instrumentation was discussed to ensure research tools' validity and reliability and appropriateness for the subject matter. Additionally, the research design was examined, particularly in descriptive studies, to ensure that inferred relationships are accurately represented and that graphical presentations do not distort findings. The discussion on results emphasized the need for a well-structured statistical summary and the importance of distinguishing between statistical and practical significance. The discussion and conclusion segment highlighted that interpretations should be distinct from result reporting and that conclusions should directly address the research problem. For qualitative studies, key considerations include the feasibility and significance of the research problem. Unlike quantitative research, qualitative research focuses on exploratory and interpretative aspects, requiring a different data collection and analysis approach.

Overall, the session provided a comprehensive understanding of research proposals and the critical aspects of assessing research potential. Participants gained clarity on structuring a research proposal effectively and the key elements to consider when evaluating the feasibility and significance of a study. The session was informative, equipping participants with the necessary knowledge to undertake research projects successfully.

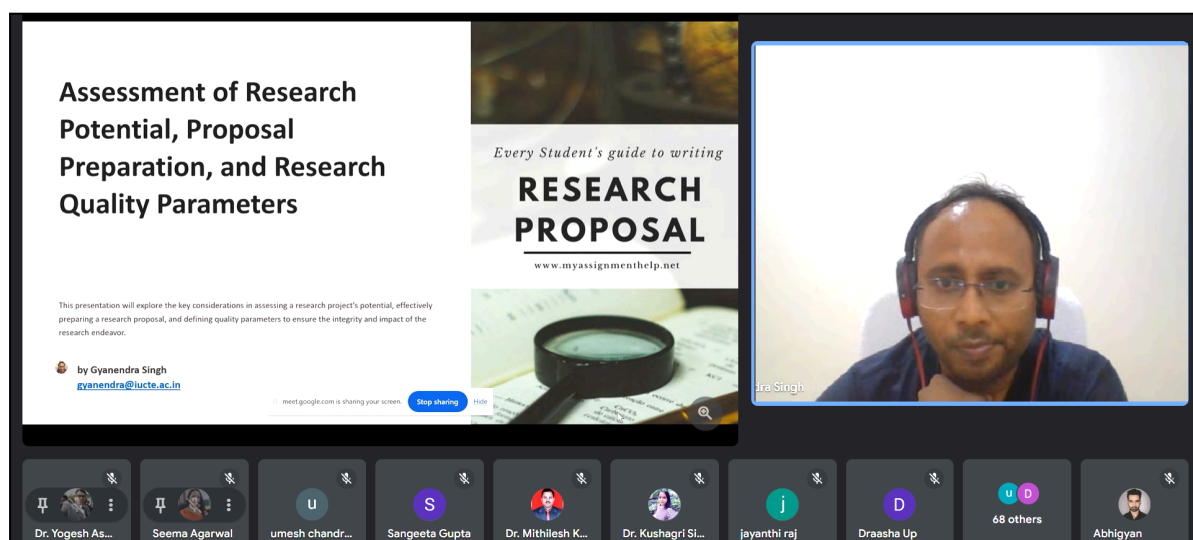
Dr. Gyanendra Singh

Topic: Assessment of the research potential, preparing proposal, and quality parameter of research

Dr. Gyanendra Singh's presentation on "Assessment of Research Potential, Proposal Preparation, and Research Quality Parameters" thoroughly addressed the intricacies of successful research planning and execution. He began by discussing the importance of clear

vision and objective formulation in project conceptualization. Dr. Singh highlighted the need to assess the practical and financial implications through feasibility and cost analysis. He also delved into resource mobilization and pooling strategies, emphasizing the localization of resources to meet specific needs.

In discussing research project management, Dr. Singh underscored the importance of maintaining professional standards and ethics in research. He spoke about the necessity for regular monitoring and evaluating the potential for scaling research projects, focusing on how each project could contribute to existing knowledge and have practical applications.



Ethical considerations were a focal point, stressing academic honesty and integrity. He also discussed the value of research partnerships, noting how collaborative efforts could enhance research outcomes. On funding and resource management, Dr. Singh outlined the various funding sources, including government bodies, private agencies, and innovative methods like crowdfunding. He introduced the concept of environmental, social, and governance (ESG) investing and stressed the importance of efficient fund utilization in achieving research goals. Finally, Dr. Singh covered the execution phase, including skills for drafting effective research proposals and the importance of quality publications. He emphasized the significance of impact factors, h-indices, i-10 indexes, and citations. He also discussed the processes involved in patenting and the crucial role of knowledge dissemination through open access and public engagement. His talk provided a robust framework for researchers to enhance the impact and integrity of their work, emphasizing the interplay between careful planning, ethical conduct, and effective communication of research findings.

Theme 6: Skill Development

Resource Persons

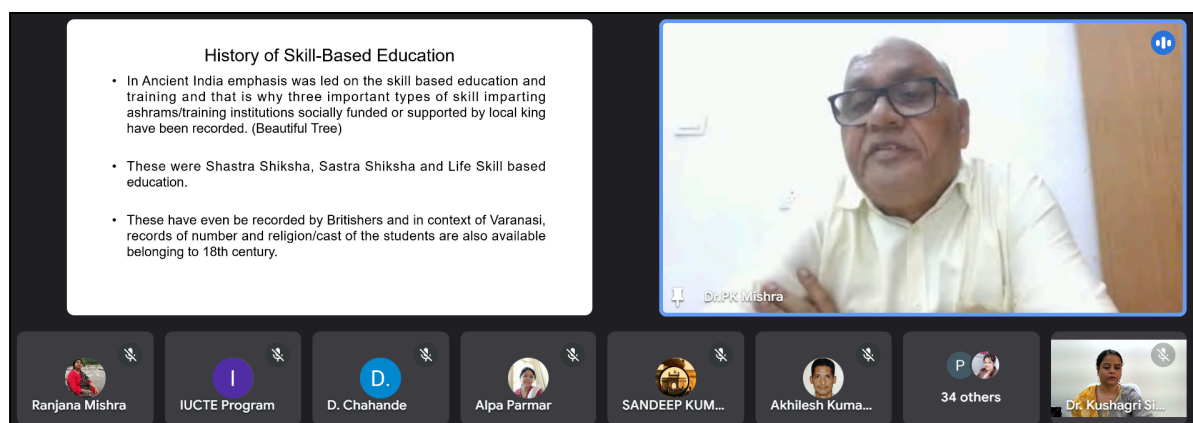
- **Prof. P.K. Mishra, Professor, Department of Chemical Engineering & Technology, IIT, BHU**

- **Prof. Nishith Dubey, Professor and Head, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal**
- **Prof. Rajesh Khambayat, NITTTR Bhopal**
- **Prof. Vinay Swarup Mehrotra, Professor, PSS Central Institute of Vocational Education, NCERT, Bhopal**
- **Dr. Raj Singh, Assistant Professor, IUCTE**

Prof. P.K. Mishra

He started his talk with a history of skill-based education in the Aasharam-based life-skilling pattern. Most of these schools were run under one Guru or Mentor or a group of Gurus/Mentors. Slowly, different skill-based training has taken the family route, meaning the child started learning the specific skill being imparted in the family, which was slowly marked as family/group/cast profession. Based on training and various high-class products ranging from textile to shipping, India had the highest GDP before the arrival of the Britishers.

Prof. Mishra talked about the status of higher education until the 20th century. He said India



was mostly bound by the principle of education, which preferred producing clerks over proficient men's skill development. He also narrated Dr. Kalam's vision of developing India and Kennedy's statement. As per R. A. Mashelkar, India needs development that has student-centric education, women-centric family, knowledge-centric society, human-centric development, and innovation-centered India. For skill development, we have to align academia with the industrial demands of manpower, which require the addition of internships, apprenticeships, and collaboration. We must boost entrepreneurial characteristics in the student mindset by training them with motivation, initiative-taking, organizing resources, risk-taking, and innovation.

He also highlighted the 21st-century skills in a global scenario that must inculcate critical thinking, creativity, communication, and collaboration, which are key in this century's skills essential for a versatile workforce. This skill enables problem-solving, creativity fosters innovation, and effective communication and collaboration ensure collective success. These skills empower individuals and teams in the modern workplace and facilitate evidence-based decision-making. These skills are needed in the present world for professional employment.

He talked about practical-oriented courses in higher education such as B.Voc., and he also emphasized the “soft skill”, “green skill,” and “digital skill” urgency for overall skill development among the students. He showed some sustainable practices and data management that are the key to the 21st century, such as a clean environment, renewable energy, data analytics, the internet of things, machine learning, artificial intelligence, green cities with world-class infrastructure, etc. Prof. Mishra also spoke on the fourth industrial revolution, which has technological disruptions like AI and machine learning, the internet of things, blockchain, cryptocurrencies, etc., with job opportunities.

Prof. Nishith Dubey

Topic: Tuning with Reality and Futuristic Skill, Skill Development in Higher Education

Prof. Nishith Dubey gave a brief introduction about NITTTR at the start of the session. He initiated the talk with the participants to answer, ‘If you yourself want to start an enterprise? So, what could it be? He concluded that if anybody wants to start an enterprise, there could be three kinds of units: Manufacturing, Trading, and Service sector. He explained in detail about each sector and told the differences between all the sectors. He gave examples of various sectors along with the pros and cons of each. He also elaborated on the differences in investment in various sectors. He focused that the best sector for STEM is the service sector like designers, surveys, architects, etc.; in this sector, risk and investment are less. He also discussed that for first-generation entrepreneurship, the service sector is advisable to better understand the market and customers at the initial level. Prof. Dubey then discussed ability,

skill & competency. He said ability is a general word for power, enabling one to do things well. Skill represents specific abilities acquired through training and experience. Competency is knowledge, behavior, attitudes, and even skills that lead to the ability to do something successfully. He also stated that different strategies to develop skills in students, like encouraging play-based learning, breaking learning into smaller pieces, creating a safe environment for learning, developing a growth mindset, fostering nurturing relationships, allowing time to focus, providing appropriate challenges, offering appropriate praise, using hands-on approaches in teaching and learning. Through this approach, students will develop various qualities, like critical thinking, creativity, communication, collaboration, curiosity,

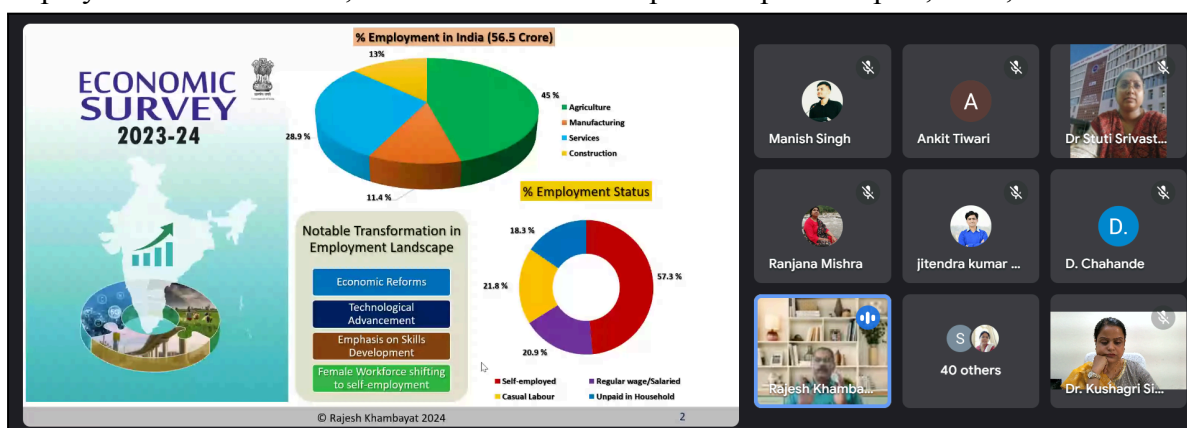
persistence, and social and cultural awareness. He also talked about what a standard undergraduate course should be so that the students would not only be restricted to bookish knowledge but also, through experiencing various tasks, they would learn various things that make them skilled.

He said that by incorporating industrial visits, guest lectures from industrial experts, in-plant training, industry-oriented electives, value-added courses, corporate training, and internships into the curriculum, the learners will find it more interesting and become skilled. We see 21st-century skilled learners who possess qualities like a problem solver, a self-directed learner, globally aware, civically engaged, an innovator, information & media literate, a collaborator, and a communicator. He also said that it's not about degrees but skills. The Problems of skilling include lack of infrastructure, lack of trainers, lack of curriculum, lack of employment agencies, lack of certification, and lack of interest. Solutions to these problems are sharing infrastructure, hiring industry trainers, building in the curriculum, certification by SSC/NSDC, and growth and entrepreneurship opportunities.

Prof. Rajesh Khambayat

Topic: Skill Development and Vocational Status in Higher Education

He started his talk by discussing the Economic Survey 2023-24, highlighting different Indian employment sectors. Then, the South Asia Development Update Report, 2024, and the Indian



Employment Report, 2024, cover youth employment challenges, quality of employment, gender gaps, shrinkage of white-collar jobs, and regional disparities. One in two Indian graduates is unfit for employment. Prof. Khambayat discussed the 12th Five-year plan (2012-2017), which shows that only 5% of the Indian workforce received any formal vocational education, while South Korea has 96%. Our target is to provide at least 50% of learners through the school and higher education system with exposure to vocational education. There is a need to integrate vocational education with general education by focusing on establishing skill labs, collaboration, and mapping focus areas. There is an ultimate lack of “Quality Vocational Education” in India.

Vocational education should be included at the first level in the upper primary level (Class 6-8) in schools by adding play-type activities or “A 10 Days Bagless Informal Internship” for the children so they can understand local skills and craftsmanship. Stage 2 should be at the Secondary and secondary level for vocational training inclusion. NIOS and Open and Distance Learning (ODL) are also vibrant options for vocational education. The third level of

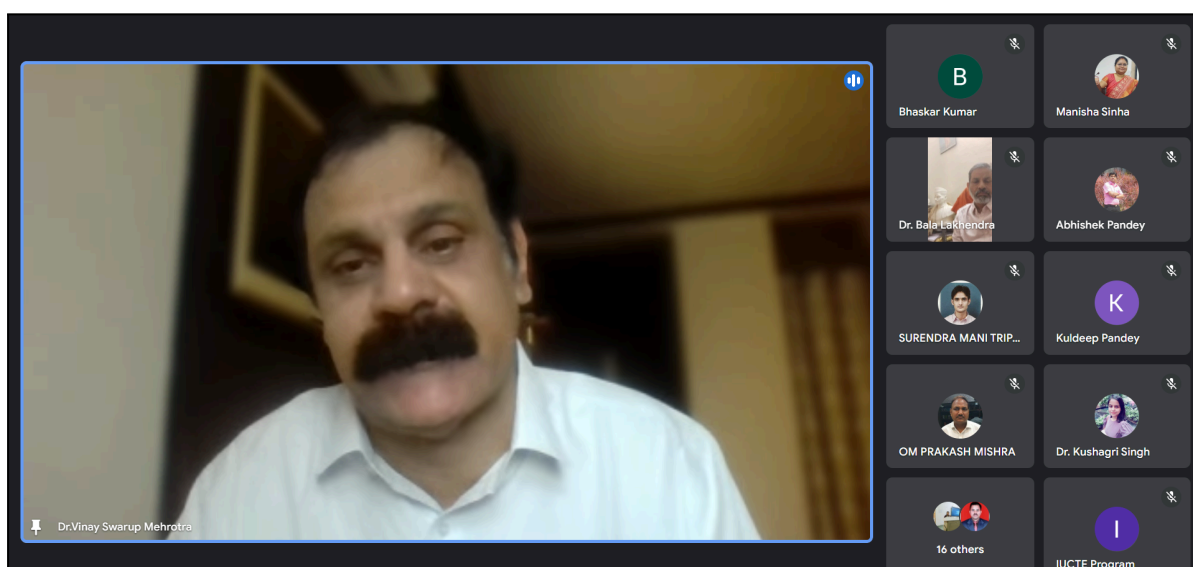
Vocational education is Higher Education Institutions (HEIs) as they will offer 3 or 4-year holistic Bachelor's programs like B.Voc. HEIs should offer vocational courses to enable the students to choose per their interests, aptitude, competence, and aspirations. Short-term vocational certificate courses can also included for skill training on a specialization. Students can also learn the 'Lok Vidya', the indigenous knowledge developed in India.

He has also drawn our emphasis on the Vocational Incubation Centres in the HEIs that identify business opportunities, prepare proposals, approach financial institutions, and launch start-ups or small-scale enterprises. These Incubation centers are involved in technical guidance, counseling, mentoring, and handholding. National Skill Qualification Framework (NSQF) is involved in mapping vocational job roles by encouraging more universities/Institutes to offer vocational degrees and skill-based courses. Mapping of B.Voc. and other vocational courses offered at higher educational forums, and weightage to students who have cleared NSQF level 3 or 4 courses at school level to enter higher level vocational courses to ensure their vertical mobility. At last, he talked about the monitoring mechanism of vocational education.

Prof. Vinay Swarup Mehrotra

Topic: Skill Development

He began by inquiring about the participants' understanding of skill development, gathering the responses of participants, and concluded that we need skill education in mainstream



education. He said there are many challenges, like social stigma in our country, but competency is being promoted in other countries. He cited the example of COVID where many people, like health workers, farmers, etc. provided support and the warriors. So people having skills are most important, and we should respect them. He discussed that vocational education has been introduced at the middle level among the different educational stages in our school education system. He mentioned that NCERT has developed an activity book titled 'Kaushal Bodh' in which three discussion forms are Life, Machine and Material, and Human service. This initiative aligns with the National Education Policy (NEP) 2020, aiming to integrate skill development into the curriculum from an early stage. This book helps

students to equip them with practical skills, preparing them for future educational and professional endeavors. It includes practical activities and projects encouraging students to apply their learning in real-life scenarios. Skilling is not about training; it's a systematic process with three stages. First is the Cognitive stage, where they learn about system knowledge through listening and effective communication. He mentions The 7 Cs of Communication: Clear, Concise, Concrete, Correct, Coherent, Complete, and Courteous. The second stage is self-management skills like time management. We should impart living skills to our children like making tea, stitching buttons, gardening etc. Life skills are essential abilities that help individuals handle everyday challenges effectively. These skills enable people to make informed decisions, communicate well, and successfully navigate personal and professional life through critical thinking & problem-solving, creative thinking, decision-making, effective communication, interpersonal skills, empathy, coping with stress, and coping with emotions. He criticized that we haven't worked on this aspect and that our workforce is present more in the unorganized sector than the organized one. We have to work on early literacy and numeracy skills. He also said that we haven't worked equally on all the domains i.e., knowledge, affective, and psychomotor domains, as per Bloom's taxonomy. Employers seek competency, not qualifications. Educators should understand that whatever they are doing should be directed towards building the character and skills of the youth. He emphasized that the focus should be on skill development. He elaborated on various opportunities and challenges in our country, such as economic growth, savings and investment, education and skill development, and social inclusion. He mentioned skill development challenges, such as accessibility, PP partnerships, relevance, quality assurance, digital skills, etc. He highlighted various recommendations of NEP 2020 for vocational education, such as NHEQF, which was already developed by UGC, the National Skill Development Mission (NSDM), the Skill India mission, and the National Occupational Standards (NOS). He aware of various initiatives stakeholders took for skill development like NCVET, NSDC, PSSCIVE, and many other universities, colleges, polytechnics, and schools. He concluded with the strategies and skills required for the future to enhance skill development, such as technology, partnerships, allocation of funds, flexibility in offering courses, etc.

Dr. Raj Singh

Topic: Skill Development: Need and Importance of Skill Development and Skill based Education in India

The need for skill development has become increasingly crucial in today's rapidly evolving economic landscape. As industries transform and technology advances, there is a growing demand for a workforce with the technical expertise and the adaptability to learn and grow continuously. Skill development addresses the disparity between individuals' skills and the skills required by the job market, ensuring that workers remain relevant and competitive. It enhances employability, boosts productivity, and drives economic growth by preparing individuals to meet the changing demands of various sectors. Skills can be broadly categorized into hard skills and soft skills. Hard skills refer to technical abilities and knowledge specific to a particular job or industry. These skills are often acquired through formal education, training programs, or on-the-job experience. Examples include coding,

data analysis, mechanical engineering, and accounting. Soft skills, conversely, are non-technical skills that relate to how individuals interact with others and manage their work. These include communication, teamwork, problem-solving, leadership, and emotional intelligence. Both hard and soft skills are essential for success in the workplace, as effective interpersonal and management abilities must complement technical proficiency. In addition to hard and soft skills, life skills are equally important. Life skills encompass a broad set of

competencies enabling individuals to manage their personal and professional lives effectively. These skills include critical thinking, financial literacy, time management, and resilience. Life skills are essential for personal development and well-being, helping individuals navigate challenges and make informed decisions. They are foundational to building a well-rounded, capable workforce that can adapt to various roles and responsibilities. The concept of the skill gap highlights the discrepancy between the skills available in the workforce and those needed by employers. This gap can occur due to various reasons, such as technological changes, evolving industry standards, and mismatched educational curricula. Addressing the skill gap is critical for economic growth and competitiveness, as it ensures that businesses have access to the talent they need to innovate and expand. Closing the skill gap involves continuous learning and development initiatives that align education and training programs with industry needs. Effective skill development strategies are essential to bridge the skill gap and prepare the workforce for future challenges. These strategies include identifying skill needs through labor market analysis, creating targeted training programs, and fostering partnerships between educational institutions and industries. Continuous upskilling and reskilling initiatives ensure that individuals can adapt to new technologies and changing job requirements.

Furthermore, promoting lifelong learning and integrating digital literacy into education systems are key components of a robust skill development strategy. National policies on skill development play a crucial role in fostering a skilled and adaptable workforce. In India, the Skill India Mission, launched in 2015, aims to train over 400 million people by 2022 through programs such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY). These policies emphasize short-term training, recognition of prior learning, and aligning skills with industry needs. The National Skill Development Corporation (NSDC), a public-private partnership, supports skill development initiatives across sectors and promotes quality training standards.

Incubation labs and recognizing prior learning are essential to the skill development ecosystem. Incubation labs provide a nurturing environment for startups and early-stage companies, offering resources such as mentorship, funding, and networking opportunities. These labs help entrepreneurs develop ideas, refine business models, and accelerate growth. Recognizing prior learning (RPL) involves assessing and certifying the skills and knowledge individuals have acquired through informal learning or work experience. RPL ensures that individuals receive formal recognition for their competencies, enhancing their employability and career prospects. In conclusion, skill development is a multifaceted approach that addresses the evolving needs of the workforce. By focusing on hard and soft skills, life skills, closing the skill gap, and implementing effective strategies, national policies, and support systems like incubation labs and RPL, countries can ensure that their workforce remains competitive, innovative, and resilient in changing economic landscapes.

Theme 7: Student Diversity and Inclusive Education

Resource Persons

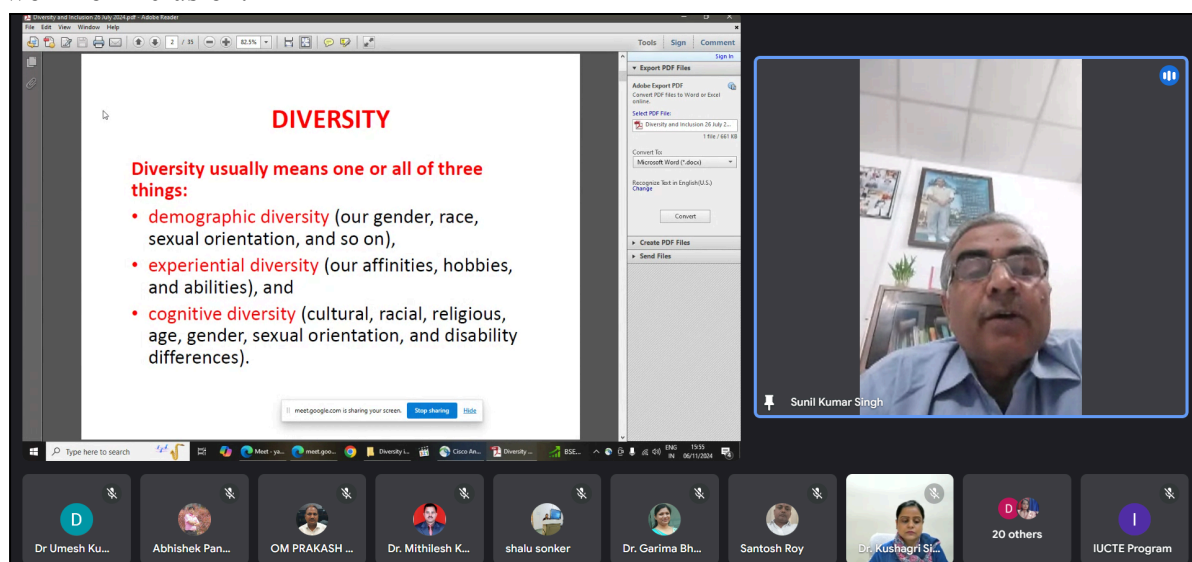
- **Prof. Sunil Kumar Singh, Faculty of Education, Banaras Hindu University, Varanasi**
- **Prof. Namrata Sharma, Director, MMTTC, DAVV Indore**
- **Dr. Poonam Mehta, Assistant Professor, School of Physical Sciences, Jawaharlal Nehru University, Delhi**
- **Dr. Kushagri Singh, Assistant Professor, IUCTE**

Prof. Sunil Kumar Singh

Topic: Diversity and Inclusion in Higher Education: NEP Perspective to improve existing practices

His session focussed on diversity and inclusion in higher education and defining diversity, and he said that diversity means one or all three things: Demographic, experiential, and cognitive diversity. Explaining about Cultural diversity which refers to the manifold ways in which cultures of groups and societies find expression. He highlighted the factors through which cultural diversity can be threatened: Government priorities are not always coherent, countries having civil conflicts and wars, natural disasters, and pollution. He suggested ways to handle diversity in the society. Foremost parents, teachers, and advocates of students with disabilities promote inclusion to challenge the restrictions to access and participation. Another is the development of social definitions of disability by disabled and non-disabled activists and theorists, with the introduction in the 1990s of market-driven arrangements in schools promoting specific notions of accountability, control, choice, and diversity. He quoted Barton (1995), who argues that special education entails a discourse of exclusion, which is seen as a particularly offensive aspect of such a provision. Thus, a values perspective that promotes social justice and equal participation in education and society cannot justify special education. Inclusion means different things to different people, but inclusion may mean everything and nothing simultaneously. He mentioned that sections 6

and 14 of NEP 2020 discuss education and inclusion. Education is the single most incredible tool for achieving social justice and equality. He further discussed the goal of higher education w.r.t equity and inclusion. We must focus on the categories of socio-economically disadvantaged groups (SEDGs) mentioned in SDG. He elaborated on the facets of exclusion, such as lack of knowledge of higher education opportunities, financial constraints, admission process, geographical barriers, language barriers, etc. There are various steps taken by the governments, like funds for education of SEDGs, clear targets for GER; gender balance, teaching in local/Indian languages, outreach programs, use of technology, etc. He suggested that all HEIs should take steps like mitigating opportunity costs and fees; scholarships, admission process more inclusive, curriculum inclusive, increasing employability, disabled-friendly buildings; bridge courses; socio-emotional support; sensitization, IDPs etc. He talked about Earn - the while-Learn (EwL) scheme, which means to help SEDGs students to earn and support their education and acquire skills and capabilities that would enhance their employability. He motivated that SEDGs cell should be created in institutions that can work for inclusion.



Prof. Namrata Sharma

Topic: Student Diversity and Inclusive Education

Prof. Namrata deliberated on the area of student diversity and inclusive education. Defining diversity, she said, means differences within a given setting. It can refer to differences in race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. In a classroom, students come from different socioeconomic statuses, religion-wise, gender-wise, disability, spiritual beliefs, etc. We should accept and respect all types of students as they are unique and have individual differences. She gave examples of the actual classroom where a teacher has to take care of the sentiments of each student, and advise the other students to respect all the peers in the class. She quoted Kofi Annan, 'We may have a different religion, different languages, different coloured skin, but we all belong to One Human Race.' She focussed on why we need to understand diversity in higher education. She presented the data of AISHE (2021) in

which the number of higher education students in India is 4.41 crores from different diverse backgrounds. It is really important to embrace and make positive use of it. She explained the meaning of student diversity by taking various classroom examples, which fosters tolerance, empathy, and understanding of different cultures, enriching the educational experience. She also focussed on how student diversity enriches the learning environment, as it contributes to cognitive development by gaining peers' perspectives, preparing learners for their role as responsible members of society, and so on. She showcased a video on linguistic diversity, “Mile Sur Mera Tumhara” to celebrate linguistic and cultural diversity while promoting national unity and harmony in India. Later, she elaborated on the term Equity, which differs from equality. The key difference between equality and equity lies in how resources and opportunities are distributed to achieve fairness. Inclusive Education is an approach that ensures all students, regardless of their abilities, backgrounds, or differences, learn together in the same environment with appropriate support. It emphasizes equal access to quality education while respecting diversity and promoting participation for all learners. She emphasized that our academic institutions have to be transformed for inclusion. She highlighted that National Education Policy (NEP) 2020 strongly emphasizes inclusive education, ensuring that all children, including those from disadvantaged groups and with disabilities, have equal access to quality education. It focuses on equity, accessibility, and holistic learning for every student, regardless of socioeconomic background, gender, or



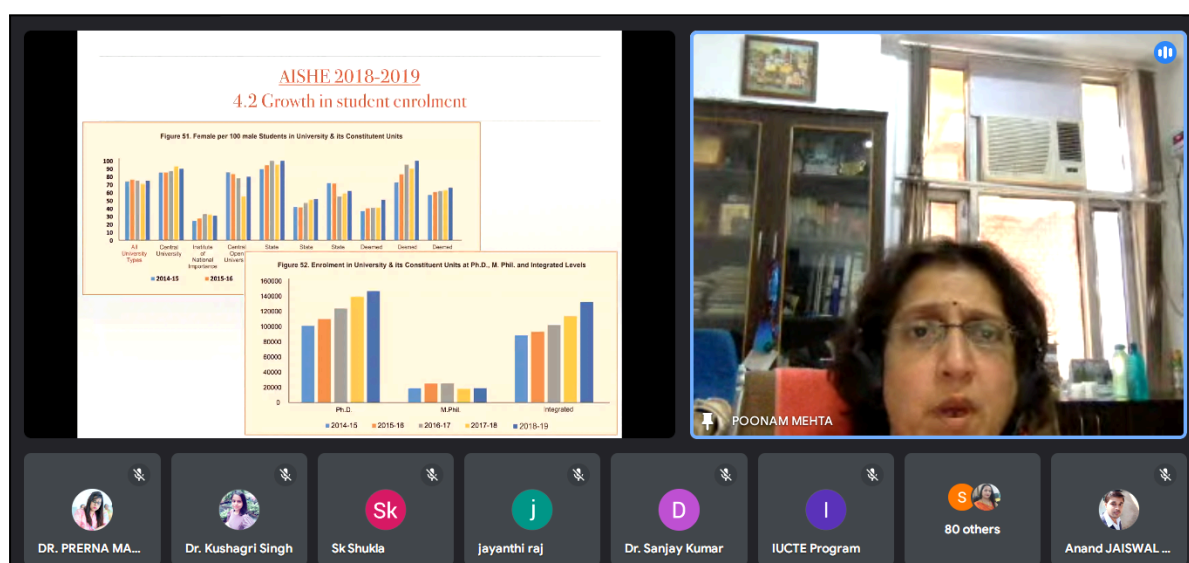
abilities. She pinpointed that the concept of inclusive education is not well understood in our university system and gave many examples of the transformation required to adopt inclusive education. She elaborated the aims and objectives of inclusive education i.e. Education for all, protection of rights, development of social consciousness, development of brotherhood, and improving education quality. She explained the educational, sociological, humanitarian, democratic and economic points of view for inclusive education. Finally, she discussed issues in inclusive education, such as lack of peer sensitization, large class size, rigid curriculum, less student enrollment, dearth of resources, parental awareness, and lack of competencies among teachers. She quoted Ignacio Estrada: If students can't learn how we teach, maybe we should teach how they learn. She discussed the teaching strategies for inclusive education, like Cooperative learning, peer tutoring, and multisensory teaching,

along with the approaches to promote access and inclusion in higher education.

Dr. Poonam Mehta

Topic: Developing Learner Centric Practices, Skills And Support System, Teacher Competencies Towards Diversity & Inclusion

Prof. Poonam Mehta started her lecture by mentioning the AISHE (All India Survey on Higher Education) report, which is an annual web-based survey conducted by the Ministry of Education to portray the status of higher education in the country. The latest report for the year 2020-21 was released on January 29, 2023. It covers various parameters such as teachers, student enrolment, programs, examination results, education finance, infrastructure, and indicators of educational development. The female enrolment has reached the 2-crore mark, an increase of 13 lakh from 2019-20. The gender parity index (GPI) has improved from 1.01 in 2019-20 to 1.03 in 2020-21.



She also described women in pure sciences as women who pursue careers or research in mathematics, physics, chemistry, biology, and other natural sciences. Women have made significant contributions to these fields throughout history, but they have also faced many challenges and barriers due to gender discrimination and bias. Some of the women who have overcome these obstacles and achieved excellence in pure sciences are:

- Hypatia (c. 350-415 CE), was a Greek mathematician, astronomer, and philosopher who taught at the Neoplatonic school in Alexandria. She is considered the first woman to make a substantial impact on the development of mathematics.
- Marie Curie (1867-1934), was a Polish-French physicist and chemist who discovered radioactivity and two new elements, polonium and radium. She was the first woman to win a Nobel Prize, the first person to win two Nobel Prizes, and the only person to win Nobel Prizes in two different sciences.
- Rosalind Franklin (1920-1958), a British biophysicist and X-ray crystallographer, played a crucial role in revealing the structure of DNA. James Watson and Francis Crick used her work to propose the double helix model of DNA, but she did not receive due credit or recognition during her lifetime.

- Anna Mani (1918-2001), was an Indian physicist and meteorologist who worked with C.V. Raman and made essential contributions to atmospheric physics and instrumentation. She was the Deputy Director General of Observatories in the India Meteorological Department and one of the pioneers of solar radiation measurement in India.
- Kamal Ranadive (1917-2001), was an Indian biochemist and cell biologist who established the first tissue culture laboratory in India at the Indian Cancer Research Centre. She conducted groundbreaking research on leprosy, cancer, and immunology and was awarded the Padma Bhushan for her services to science.

These are just a few examples of the many women who have excelled in pure sciences.

Dr. Kushagri Singh

Topic: Learner-Centered Pedagogical Practices

National Education Policy (NEP) 2020 highlights learner-centric approaches in education, and Dr. Kushagri Singh's talk on learner-centered pedagogy aligns with this approach. In this revolutionary policy, Teachers must implement pedagogies that support experiential, holistic, integrated, inquiry-driven, and flexible learning. The NEP 2020 pushes educators to adopt learner-centered strategies instead of conventional teacher-centered approaches. By establishing constructive learning environments and providing interesting experiences, educators may equip students with 21st-century competencies. Dr. Kushagri Singh's talk covered these topics in depth, emphasizing the value of learner-centered pedagogy in higher education. She started her lecture by mentioning Didactics and Pedagogy. Dr. Singh has also discussed pedagogy, which refers to the science and art of teaching and focuses primarily on children and adolescents. It involves teacher-centered approaches, structured lessons, and assessment-driven evaluation. Heutagogy, on the other hand, emphasizes self-directed learning, allowing learners to take control of their educational journey.

The screenshot shows a Zoom meeting interface. On the left, a presentation slide titled "NEED OF PEDAGOGY IN HIGHER EDUCATION" is displayed. The slide contains a table with six rows, each detailing a pedagogical concept and its impact. On the right, a vertical list of participants is visible, including Dr. Kushagri Singh, who is currently speaking and wearing a headset. Other participants listed are Ajit Kumar, Dr. Sunil Kumar Tripathi, Sandeep Gupta, jayanthi raj, and 80 others.

NEED OF PEDAGOGY IN HIGHER EDUCATION	
Student-Centered Learning	Pedagogy shifts the focus from traditional teaching to student learning . It emphasizes understanding student needs, learning styles, active engagement, their background.
Effective Teaching Methods	Pedagogy equips educators with effective teaching strategies . It ensures that instructors use methods aligned with learning outcomes.
Enhancing Student Retention	By applying pedagogical principles, institutions can improve student retention rates . Engaged students are more likely to persist.
Critical Thinking and Problem-Solving	Pedagogy encourages critical thinking . It promotes active learning, discussion, and analysis, essential for higher education.
Lifelong Learning Skills	Pedagogy fosters skills beyond content knowledge, such as communication, collaboration, and adaptability .
Continuous Improvement	Educators use pedagogical feedback to improve their teaching methods and enhance the overall learning experience.

Finally, andragogy pertains specifically to adult education, recognizing adult learners' unique needs and motivations. It encourages collaborative, experiential, and problem-solving approaches to teaching and learning. Andragogy and Heutagogy follow double-loop learning, which involves questioning the underlying assumptions, mental models, and organizational

norms. Instead of just fixing the immediate issue, double-loop learning asks why the problem occurred in the first place. It encourages reflection and adaptation. She described that learner-centered pedagogy places the student at the heart of the learning process. It shifts from a teacher-centric approach to actively involving learners in their own education. Key features include personalized learning, active participation, and tailoring instruction to individual needs. Students engage in collaborative activities, problem-solving, and critical thinking in learner-centered classrooms, fostering more profound understanding and lifelong learning skills. Dr. Singh further stated different innovative pedagogical approaches like Gamification, Problem-based learning, Project-based learning, Experiential learning, and Flipped classrooms. Dr. Singh has also discussed the Experiential learning cycle, also called as Kolb's Cycle and its various steps using different examples and how this approach is beneficial for lifelong learning. She finally stressed on the importance of innovative pedagogical approaches in Indian Higher Education in line with National Education Policy 2020.

Theme 8: Information and Communication Technology

Resource Persons

- **Prof. K. Srinivas, Head of ICT & PMU, National Institute of Educational Planning and Administration (NIEPA), Delhi**
- **Prof. J.V. Madhusudan, Professor & Head, Department of Education and Education Technology, School of Social Sciences, University of Hyderabad**
- **Prof. Gaurav Singh, Central Institute of Educational Technology (CIET), NCERT, Delhi**
- **Prof. V. P. Joshith, Department of Education, Central University of Kerala**
- **Dr. K. Thiyaagu, Associate Professor, Central University of Karnataka**

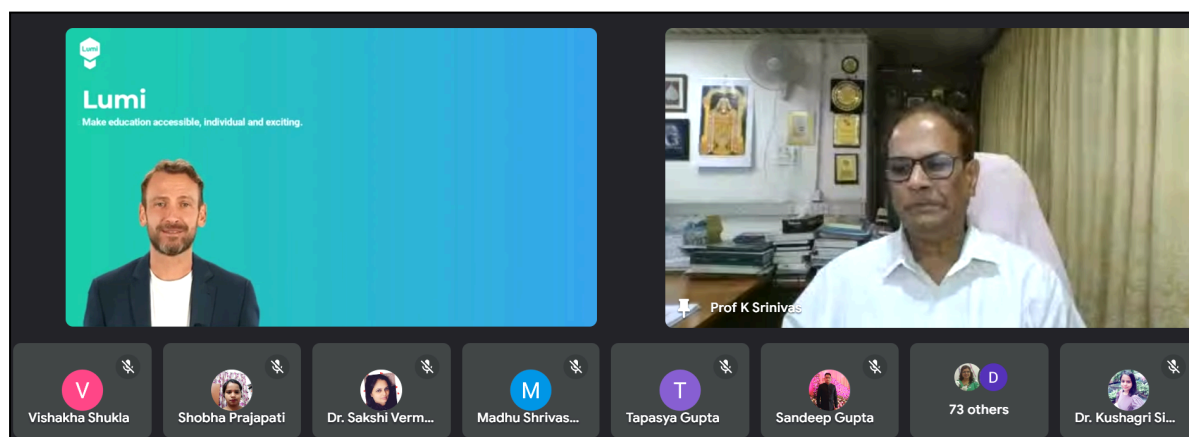
Prof. K. Srinivas

Topic: Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research

Prof. K Srinivas started his lecture by focusing on the technology aspect mentioned in NEP 2020. He discussed 4Ds approach: Diagnosis, Drug, Diligence, and Dedication, which is an example of how to deal with the classroom teachers' issues and challenges. He said that technology integration is required for the type of learner. He elaborated on the synchronous and asynchronous types of communication, which have to be identified as the teaching models of online and blended learning approaches.

He focussed on the collaborative learning environment where students' doubts can be addressed using technology. He elaborated that sensitization and orientation towards technology in the classroom is a must for teachers. The essential features of technology are flexibility, adaptability, personalized learning, and engaging learning experiences. He demonstrated the Moodle platform, an LMS that is an open-source learning platform designed for online education. It provides a flexible and customizable environment for

creating and managing courses, interacting with students, and facilitating learning experiences. Prof. Srinivas then said that we need the recorded materials for creating the content (pre-recorded content) and for this purpose, he mentioned the SWAYAM portal, SWAYAM Plus, SWAYAM Prabha (Your Subject/ Domain Area; Teaching Level; Resource



(basic/advance/ application) Level; Sub-level of resources; Remark, e-PG Pathshala, and its various features have been explored and also demonstrated the participants how they translate the content in the Anuvadini which is an Artificial Intelligence-based multilingual translation application. He also mentioned various other apps like Bhashini. He stressed that NEP 2020 recognizes the important role of technology in higher education and emphasizes the need to leverage it effectively to improve the quality and reach of education. He has also stated that Policy envisions using technology to provide students with personalized, adaptive and engaging learning experiences. NEP 2020 emphasized the need to leverage technology in higher education to improve the quality and relevance of education and increase ease and access. He said that we need to be ready for the change to avoid becoming extinct. Prof. Srinivas discussed NEP 2020 and its focus on a learner-centric approach. Lastly, he mentioned a few relevant tools for this purpose, like Edpuzzle (students learn in their own style, pace, and space), app.lumi.education, Unicorn app, Gamma for making presentations etc.

Prof. J.V. Madhusudan

Topic: Principles and Activities for Active Participation in Online Learning

He emphasized that as teachers, we all have to learn ICT skills to learn online or blended. How can we become effective teachers online? One challenge is that neither a student nor a teacher is happy with online education. How we make it better, enjoyable, interesting and interactive? Every teacher handles the class in his/her own way, but in the online class, the scenario differs from f2f mode. There is healthy interaction and movement in the f2f classroom, but we need to engage our learners more in online classrooms. There are certain principles for engaging students in online classes. However, before that, the concept of online learning must be understood. Online learning means where we connect with learners through online platforms like Google Meet, zoom, Moodle, etc. So, an educational platform and the Internet are required for this. We also need the basic infrastructure and resources like audio, video, and multimedia to be accessible to everyone. He also explained the terms hybrid and

blended learning mode like SWAYAM platform. He said that we need to understand the growing significance of online learning and that more and more students are opting. That



The screenshot displays a video conference interface. The main window shows a presentation slide titled "• 'Learner Engagement'" with the following content:

- **Learner engagement is involvement of the**
 - ✓ student's cognitive and
 - ✓ emotional energy
 - ✓ to accomplish a learning task

(Astin, 1984; Schunk & Mullen, 2012)

Below the slide, a row of participant avatars is visible, including Neeraj Srivast..., jooli sonker, jitendra kuma..., Nurul Hasan, Deepshikha R..., pradeep shar..., Dr. Shefali Gull..., Ranjana Mishra, and Dr. Ku... The IUCTE Program logo is also present in the bottom right corner of the participant row.

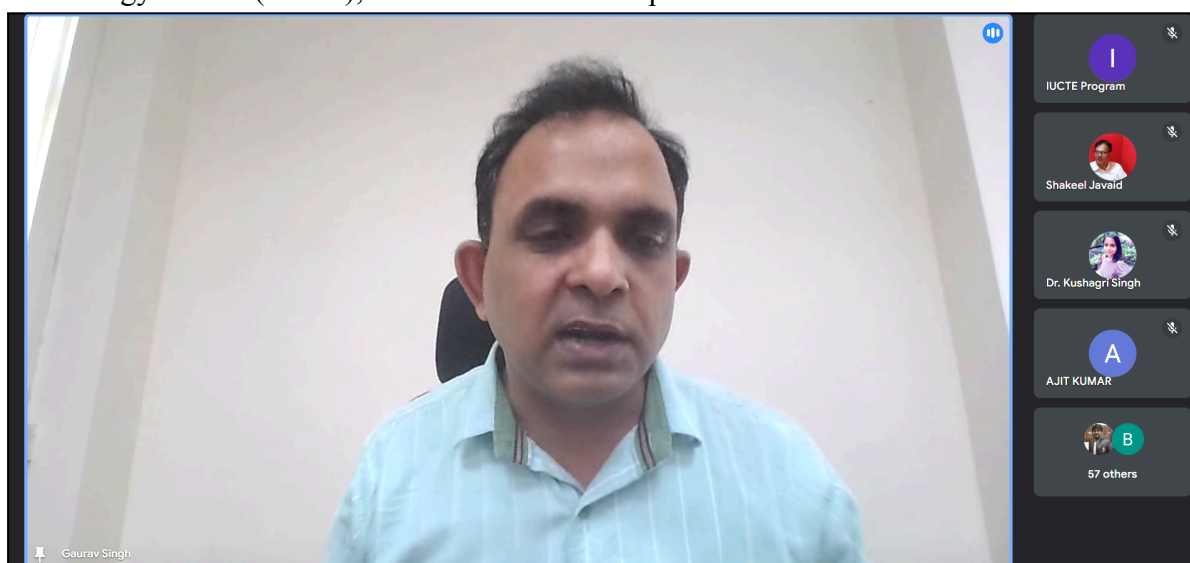
means its significance is growing in terms of its demand. Therefore, online learning is not increasing because of its nature but because of its flexibility in terms of its utility and its accessibility to any place. You just need the infrastructure for the Internet and others, even if it could be available on smartphones. A teacher can collaborate at the regional and global levels; through online teaching-learning, we can quickly bring in the experts of your own subject. Suppose somebody is teaching in some university abroad, and you have similar interests; you can come together teaching a course together. This is a technological advancement that has taken place. Online space provides a personalized learning environment to individuals, and students can have their own way of approaching the tasks; for example, some students enjoy doing projects, others want to write assignments, etc. He explained the importance of technology in education by giving examples of crises like the pandemic, where we have managed to keep the learning process in pace through technology. He discussed various challenges of online courses, too, like regional imbalances, no uniform curriculum, high dropout rates, lack of motivation, and digital literacy skills, which need to be addressed. Prof. Madhusudan advocates using ICT technologies like big data analytics, GIS, and statistical software to analyze education and health care patterns. He cited his expertise in demography and sociology of education, providing data-driven insights and addressing educational disparities. Prof. Madhusudan said research underscores the need to integrate alternative educational technologies to develop practical ICT skills in teaching and research. Educators and researchers can enhance their pedagogical approaches by utilizing various tools, from learning management systems to virtual reality, making education more accessible, interactive, and effective. As the educational landscape evolves, these technologies offer promising avenues for cultivating skills vital for teaching and research in the 21st century. He explained various types of principles for student engagement in the classroom, like encouragement, curiosity, autonomy, relevance, interactivity, etc. by giving real classroom examples.

Prof. Gaurav Singh

Topic: Modern Techniques of ICT in Education

Are our educators prepared for the future? was the question Prof. Gaurav Singh posed to the audience at the beginning of his speech. Prof. Singh quotes the American futurist Alvin Toffler as saying, "The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn, and relearn." Sir talked about SWAYAM and the SWAYAM 2.0 education portal. Additionally, he highlighted internet videos and self-study materials (SLM) as the primary sources of knowledge. He informed the attendees that technical education has transitioned from an ICT-supported to an ICT-integrated mode, that digital parameters have been strengthened, that fully online programs and MOOCs have emerged, that DTH is a significant player in education, and that app-based market-driven education is becoming more prevalent. "Will technology replace the teacher?" is the question that needs to be answered. Instead, the answer is no since teachers will not be replaced by technology; instead, teachers who have access to technology may replace those who do not. He has discussed the numerous online courses the UGC will offer in 2018, 2020, and 2021. The M.A. (Hindi) program was IGNOU's first online course.

In addition, he gave the participants information on several software programs, including AICTE's translation software, IRINS from INFLIBNET, and the National Educational Technology Forum (NETF), which allows for an open discussion of ideas.



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

- **Technology-Enabled Flexibility:** Online learning allows students to access courses at their own speed and from any location. It also allows colleges to work with other academic institutions or outside providers and gives a broader range of course options.
- **Growth in Adoption of Education Technology:** Edtech platforms include mobile app-based learning, video-based learning, open educational resources, personalized and adaptive learning, interactive and immersive learning, and learning management resources. It is anticipated that this sector's worth will increase in India.

- **Personalized and Adaptive Learning:** With technology, educators may design unique learning programs for each student, considering their objectives, interests, and skills. Additionally, it can offer advice and criticism to assist individuals in enhancing their learning outcomes.
- **Two-way Talks in E-Learning:** Peer and teacher collaboration, as well as peer communication, can be facilitated by technology. Peer-to-peer learning, mentoring, and social learning can also be facilitated by it.
- **Video-based learning:** By utilizing films, animations, simulations, and virtual reality, technology can improve the visual appeal and interaction of online courses. Facilitating live sessions, quizzes, polls, and conversations among students can enhance their engagement and immersion in learning.
- **Open Educational Resources:** Everyone can get free, excellent educational resources to share, edit, and reuse. It can also assist in making education more accessible and lower in cost.
- **Tablets/Notebooks/Laptops for homework, revision, and home learning:** Students can utilize tablets, notebooks, or laptops for homework, revision, and home learning, thanks to technology. Additionally, it can assist them in submitting their work online, accessing online resources, and getting teacher feedback.

Prof. V. P. Joshith

Prof. Joshith started his session with the online assessment tool ‘Quizizz’, which can be used by faculty in the classroom for formative assessment. He motivated participants to register on the portal and prepare a quiz. As he posed thought-provoking questions about integrating technology in classrooms, participants eagerly raised their hands and were eager to contribute their thoughts. The quiz fostered a sense of collaboration and sparked lively discussions among attendees, making them feel directly involved in exploring ICT's potential. He also demonstrated another tool named ‘nearpod’ used for presentation. This tool provides the facility to upload a video and create assessment questions between the video presentations. This tool also helps to add a PPT, webpage, pdf files, 3D content, collaborative board, etc. He

The screenshot displays the Quizizz interface during a live session. The main area shows a table with quiz results for various questions. The table has columns for Question, Question Type, Question Accuracy, Average Time per Question (in minutes), Correct, Yet to be graded, Partially correct, Incorrect, Ungraded, and Unattempted. The data is as follows:

Question	Question Type	Question Accuracy	Average Time per Question (in minutes)	Correct	Yet to be graded	Partially correct	Incorrect	Ungraded	Unattempted
1 Out of the following which is not a Video Cre	Multiple Choice	35%	00:00:19	13	0	0	15	0	9
2 MOODLE is a Learning Management System De	Multiple Choice	43%	00:00:29	16	0	11	0	10	0
3 Out of the following which is not the National	Multiple Choice	30%	00:00:14	11	0	0	19	0	7
4 Which among the following is a feature of the	Multiple Choice	24%	00:00:20	9	0	0	18	0	10
5 OER is a subset of the term	Multiple Choice	46%	00:00:19	17	0	0	13	0	7
6 Which of the following is not a feature of a Le	Multiple Choice	30%	00:00:23	11	0	0	15	0	11
7 Which of the following is a popular online pla	Multiple Choice	65%	00:00:13	24	0	0	2	0	11
		39%	00:02:05	101	0	0	93	0	65

Below the table, there are buttons for 'View Player Data', 'View Time Data', and 'View Summary'. On the right side, there is a video feed of Prof. V. P. Joshith. At the bottom, there is a list of participants: Samridhi Gaua..., DR. POONAM, Anita Berwal, Dr. Kushagri Si..., pradeep shar..., Vikas Singhal, Jaya Suryawa..., SANDEEP KU..., and IUETE Program.

explained the tools' features and shared the content with the participants. He also discussed other assessment applications like socrative, testmos, papershala, etc. Dr. Joshith conducted the session in a very innovative way, where he taught and trained the participants of this session with new platforms for conducting quizzes and examinations; the speaker encouraged the participants to self-participate in the quiz and have a live experience of the platform, later Dr. Joshith also trained the participants to create their own quiz guiding step by step. He has been very interactive and innovative in conducting and attaining the purpose of the session.

Dr. K. Thiyaagu

Topic: Digital Pathways: ICT Driving NEP 2020's Educational Reforms

He initiated his talk by taking an online quiz on the awareness of NEP 2020 Document like the number of pages in the document, number of chapters, number of sections, chapters related to technology, etc. He focussed on mutual learning with the participants. He emphasized the importance of chapters related to technology in NEP. In an online environment, reaction and response is essential. He demonstrated how a tiger in the form of Augmented reality appears through Google Chrome. He also demonstrated other AR content of human anatomy like the circulatory system, human skeleton, human brain, skull etc., through some flashcards and a mobile app 'Anatomy AR 4D-Virtual TShirt'. Through this, details of the human body can be elaborated and explained, and students can experience experiential learning. He also mentions the mobile app 'Animal 4D+' and scans any image from url: https://drive.google.com/file/d/1Jgj49Qlp0Rb7jkbOvSayZ_hAbUPAoSr/view to see the various animals and birds in the form of AR. ARLOOPA is used to teach any concept through AR technology. He described that chapter 23 of NEP i.e. Technology Use and Integration, focuses on the role of ICT in improving teaching, learning and educational management, and chapter 24 i.e. Online and Digital Education, focuses on the importance of

digital education and ensures equitable access to technology for all. He suggested that participants read the suggested recommendations of policy mentioned in chapter 23. We couldn't adopt the technology in the classroom; we must follow the guidelines to adopt emerging and disruptive technology. He emphasized that infrastructural facilities are very

63

important for technology integration. With some initiatives like the Samarth Portal, the administration process has become smoother, and CU Chayan is responsible for the recruitment process in central universities in India. He elaborated on the content creation and digital repositories and how the digital divide could be addressed. Teachers should initiate the blended models of teaching and learning.

In the other half of the session, he focussed on online conferencing tools like the Google Meet platform. He demonstrated how the platform provides features such as picture into a picture, which helps teachers interact with students more easily. Google Meet also works with NLP, which allows one to see the speaker's text script, which can be converted to another language. He demonstrated features like Q and A, such as polls, recordings, transcription, breakout rooms, etc. He also showed how the various video resources can be shared online and how we must take care of which tab we are sharing. In his session, he provided the tips and tricks a teacher must follow carefully for effective online classes. He also differentiated the terms synchronous and asynchronous media and tools. He also provided a list of many digital tools that teachers can use to make their teaching interesting and interactive. He also mentioned OER Commons, where teachers can find the resources under CC licenses. His session is very interactive and participative.

Outcomes of the Series of Program

- The program familiarized participants with NEP in detail, and the knowledge of higher education in society, and this will help them understand issues related to the modern-day curriculum.
- Participants achieve significant professional growth, acquiring new skills and knowledge that can be directly applied to their roles. Also, participants get exposure to innovative educational practices and ideas that can be adapted and implemented in various educational contexts.
- Many points have been discussed which help the teachers to enhance their teaching skills and cope with new-age students.
- Through these programs, faculty got the solution for some of the problems they faced during their teaching career.
- Teachers and Learners have acquired the concept of the Indian Knowledge System and are motivated to apply it in real life to advance and create knowledge.
- The program catalyzed transformative changes in the education landscape by fostering awareness, capacity building, curriculum redesign, improved teaching and learning practices, inclusive education, research and innovation, community engagement, and continuous improvement. These outcomes collectively contribute to realizing NEP 2020's vision of an equitable, inclusive, and high-quality education system that prepares learners for the challenges of the 21st century.
- Received a deeper understanding of the NEP's objectives, key recommendations, and their role in its implementation.
- Acquired knowledge of the policy's focus areas, such as equity, quality, accessibility, and inclusivity.
- The program encouraged active participation and stakeholder engagement, fostering a sense of ownership and responsibility for the policy's success.
- A deeper understanding of holistic, multidisciplinary education, appreciation for Indian knowledge systems, better academic leadership, and a greater focus on research and skill development, as per NEP 2020.
- Familiarized with the current dynamics of higher education, extensively devoted to research adopting novel ways of teaching, learning, and evaluation and sensitizing with NEP.
- Learned practical strategies and methods to implement the policy effectively in their respective institutions.
- Emphasis on integrating vocational and skill development programs within the school and higher education curricula.
- This is an opportunity for educators to collaborate and network with peers, experts, and policymakers to share best practices and experiences.
- Knowledge-based interaction with intellectuals and exchanging ideas and opinions about the various untouched areas.

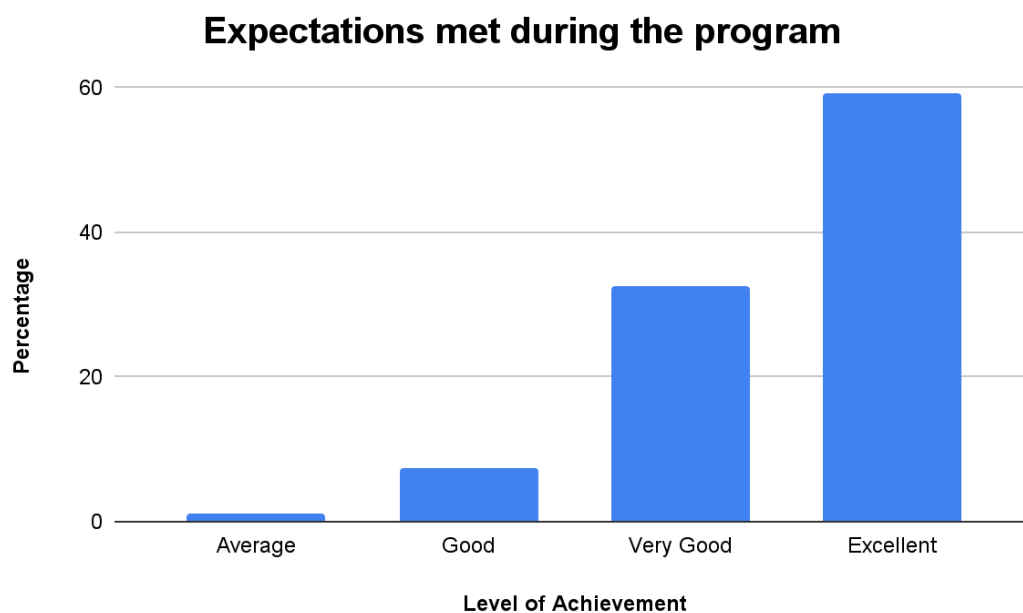
Annexure 1: Feedback of the participants

Feedback was taken from the participants regarding the quality of the program. Participants were also asked about the requirements for future programs. The detailed analysis is discussed below.

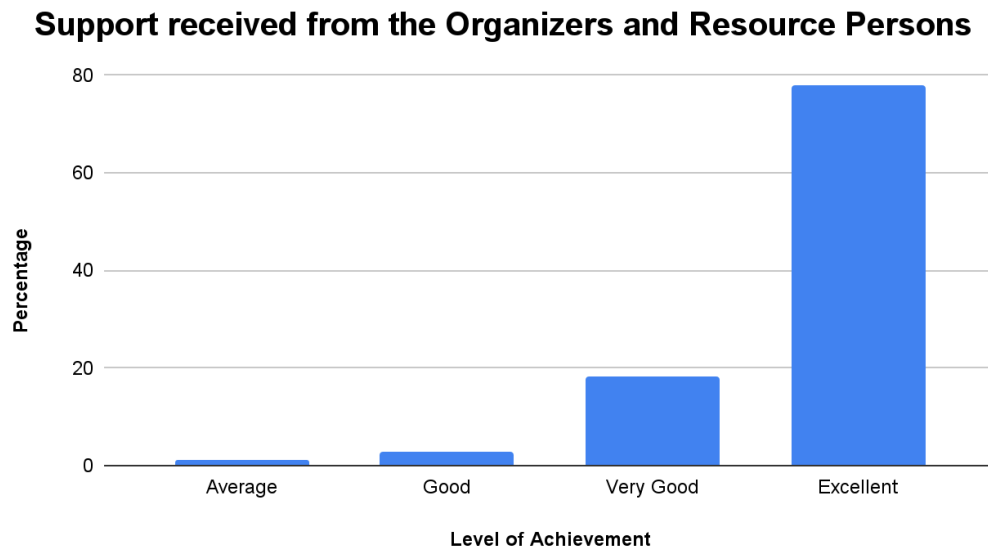
1. Most participants praised the overall quality of the program.



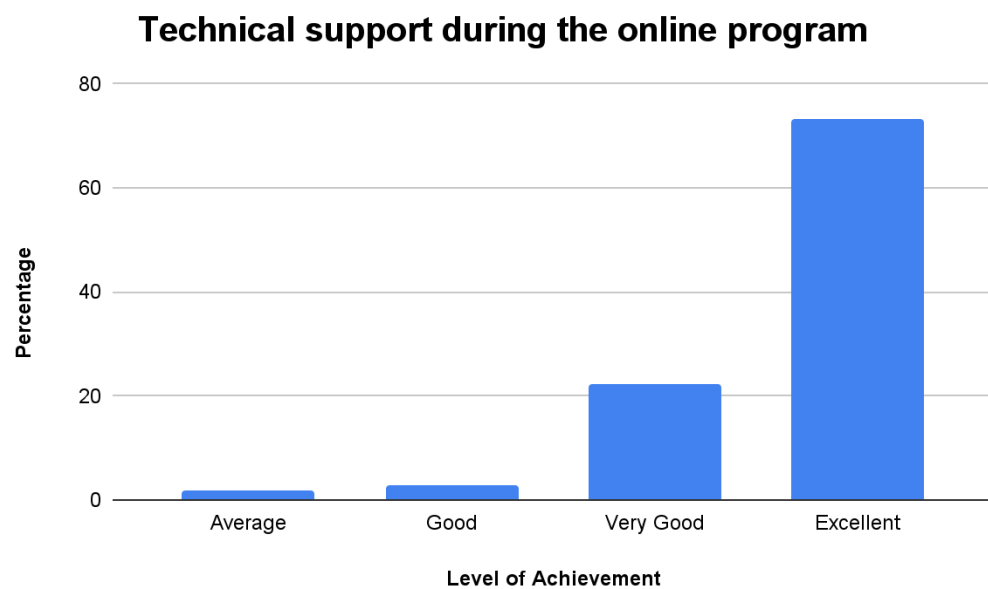
2. It was also asked whether the participants' expectations have been achieved or not through this Program, and most have responded excellently.



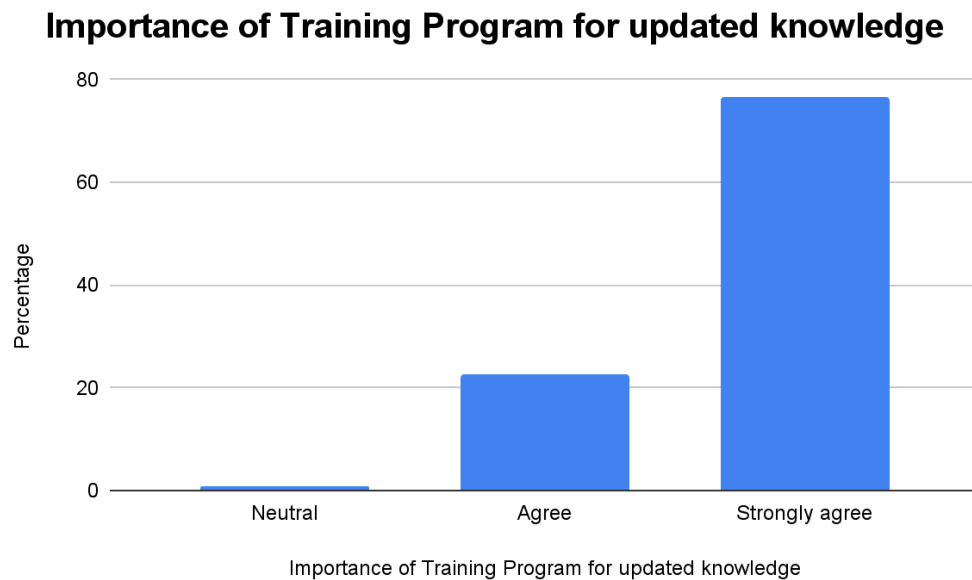
3. Support from the Organizers and Resource persons was provided during the program, and a maximum number of participants appreciated the support from the organizers and Resource Persons.



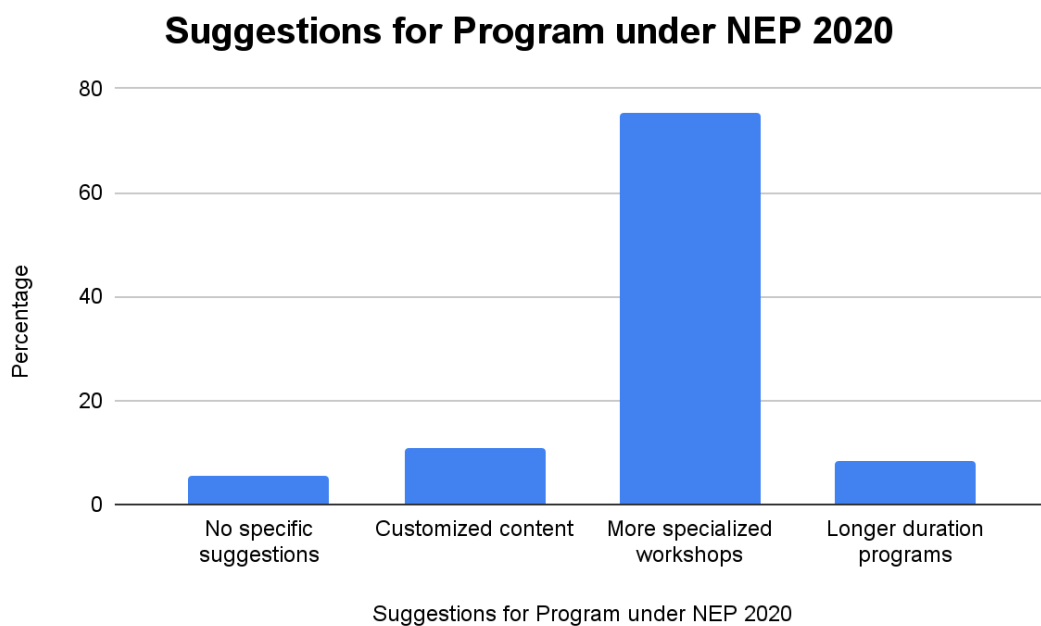
4. Feedback regarding the Technical support during the online program. It was also appreciable.



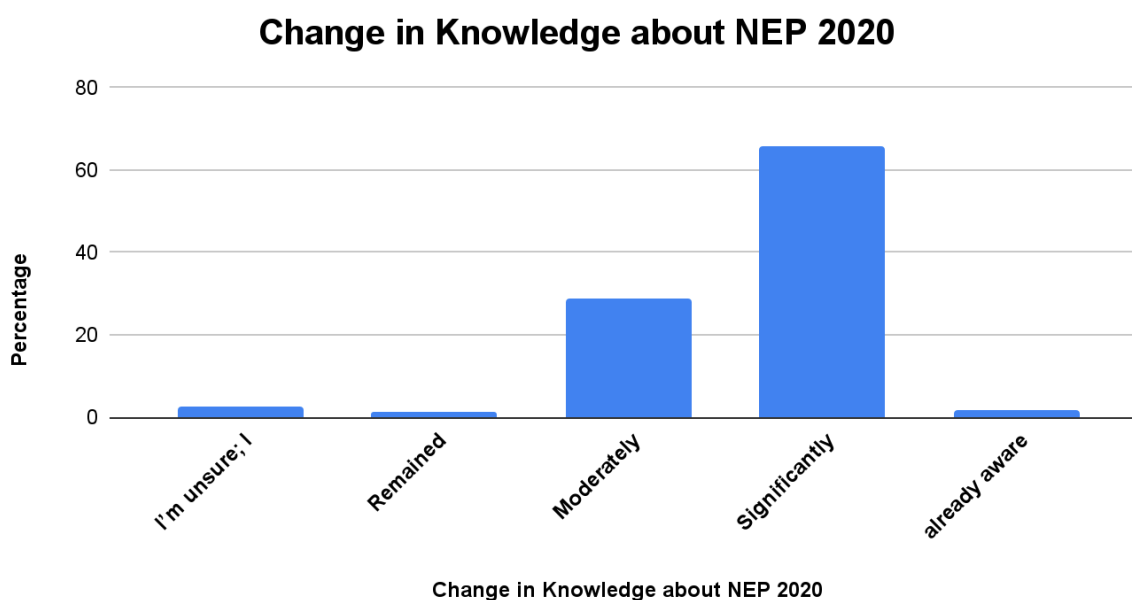
5. Participants were asked about their perception regarding such training programs and whether it is required for higher education faculty to attend such programs frequently to stay updated. Maximum participants strongly agreed with this statement.



6. Participants were asked for suggestions for improvements in teacher training under NEP 2020. Participants responded that they require more specialized workshops for the various themes of NEP 2020.



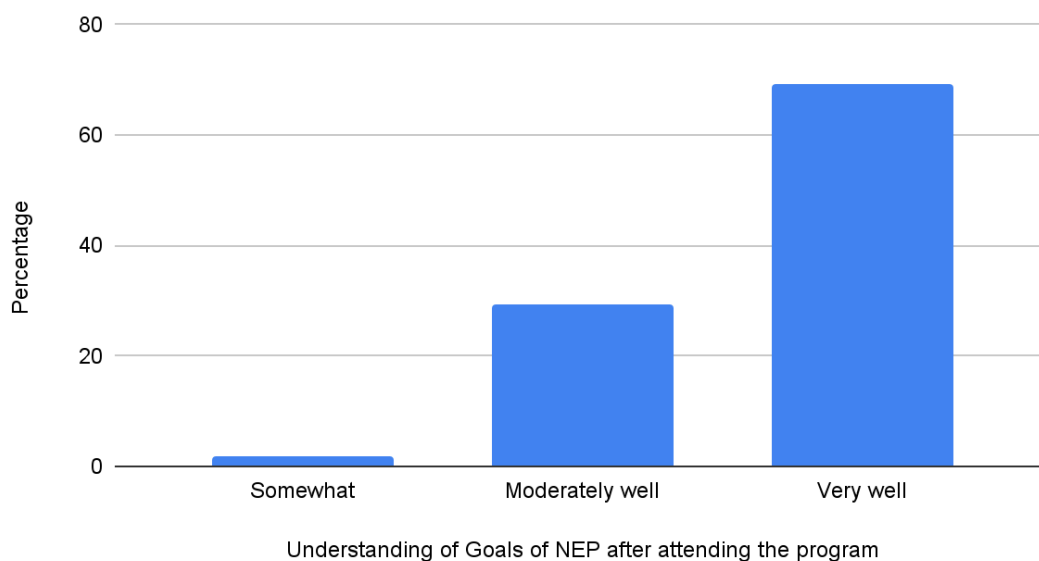
7. Participants were asked about the change in their perception or knowledge about NEP 2020 after attending the orientation program. Most participants responded that their perception and knowledge significantly improved, but a few also responded that they moderately improved.



A	I'm unsure; I need more time to reflect on the impact of the training
B	Remained unchanged; my understanding is consistent with what I knew before.
C	Moderately improved; I gained some insights but need further exploration
D	Significantly improved; I now have a deeper understanding of NEP 2020
E	already aware

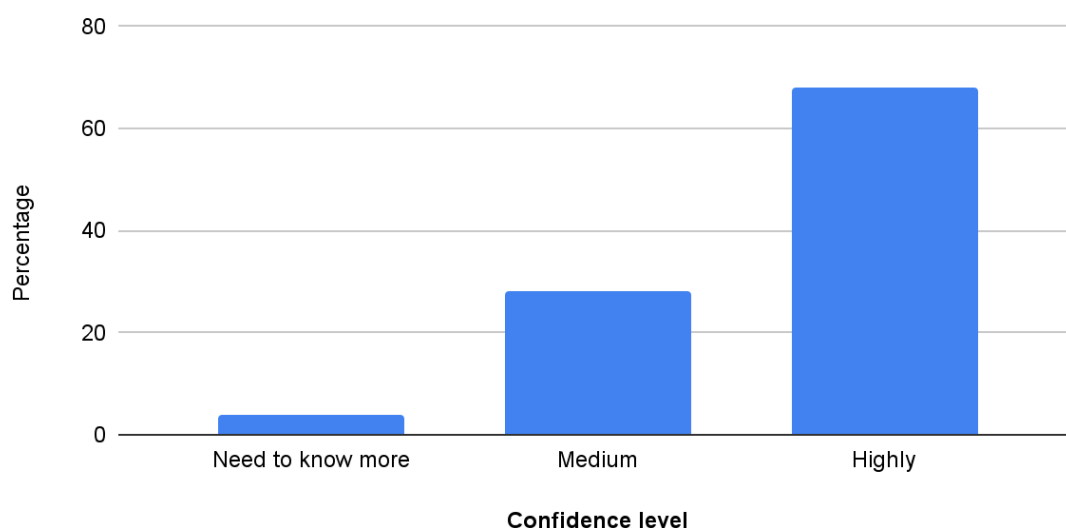
8. Participants were asked about their understanding of the goals and objectives of NEP 2020 after attending this program. Maximum participants responded that they understood very well.

Understanding of Goals of NEP after attending the program



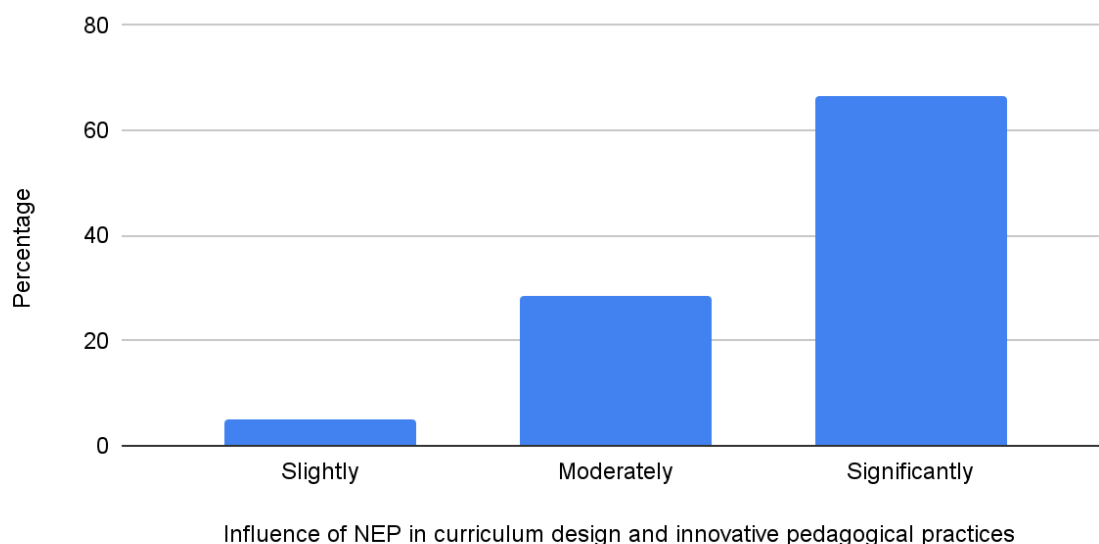
9. Participants were asked how confident they felt about implementing NEP-related changes in their teaching practices after attending this program, and maximum participants said they were highly confident.

Confidence gained in teaching practices after attending the program



10. Participants' opinions were taken on the influence of NEP 2020 on curriculum design and innovative pedagogical practices in their institution. They responded that NEP 2020 has significantly influenced both in their institution.

Influence of NEP 2020 in curriculum design and innovative pedagogical practices



11. Participants were also asked to describe the themes that they thought would have been covered in greater detail, and a maximum number of participants suggested that the themes to be covered in detail were research, IKS and ICT. Besides this, the following topics were suggested:

- Teaching Methodologies, Learner centric pedagogy, Creating interest among students in their studies
- Higher Education and Society
- Academic Leadership, Governance, and Management
- Student Diversity and Inclusive Education
- Skill development, Practical training on skill development, Vocational education
- Sessions on Curriculum designing
- The National Education Policy (NEP) 2020 could have been explored in more depth, covering its rationale, implementation strategies, stakeholder implications, international comparisons, implementation in rural areas, Road map for Implementation of NEP
- Credit structure and single major and double significant schemes of NEP, CBCS, ABC
- Artificial Intelligence, ICT tools, MOOCS and use of AI in presentation, Hands-on experiences on technology-based topics, Unique challenges of online learning, E-Book and E-content development

- Research & Development, Research methodology & Research proposal related topics, How to write good scientific research paper, Scientific Research in Education
- Funding generation, association with other universities and norms
- Holistic and Multidisciplinary Education
- IKS
- Development of Assessment and Evaluation Techniques

12. A few Suggestions received from the participants for improving the program in the future were:

- Shall be organized in the evening
- Conduct offline Programs
- Kindly conduct all sessions in English
- Before the session, if materials are provided, participants can learn more from interactions.
- It can be made for longer periods; it should be 15 days program
- Sanskrit should be translated
- Some flexibility should be there because, due to technical glitches, faced many problems. Sound quality to be improved
- Everyday feedback and MCQ tests
- Concise the size of ppt
- There are a few examples from different fields that audiences can understand better.
- Incorporate more hands-on workshops and Include more detailed case studies
- The time period should be short, the Lecture duration less, and a minimum 20-25 minutes for the Q& A session.
- Objective and multiple choice question sheets can be included, and many more topics can be included that were not covered this time
- One session should be on the overall framework of NEP
- Sometimes, participants should also be allowed to present the same theme.
- Organizing workshops and seminars with education experts and policymakers to discuss challenges and best practices.
- Kindly include MOOCs course development
- Provide some flexibility by providing recorded sessions and material along with live sessions
- Host live webinars with NEP experts to provide in-depth insights and answer questions.
- Regularly gather feedback and assess understanding to refine the program continually.
- Involve participants in session handling (in welcome and thanksgiving), so that they can also be part of the program. Some group activities should be there.
- Increase opportunities for participant interaction through more group discussions, breakout sessions, and interactive exercises.
- Include various topics and perspectives to accommodate participants' diverse interests and learning needs.
- Utilize technology effectively for virtual sessions, interactive tools, and digital resources to enhance engagement and accessibility.
- Develop robust evaluation methods to assess participant learning and program effectiveness, allowing continuous improvement.
- Making it more practical and example-based.

- To improve future programs, consider scheduling sessions outside regular working hours to accommodate participants, especially assistant professors and working professionals. This adjustment will ensure higher attendance and engagement.
- The number of young faculty speakers should be increased
- This orientation program is for faculties and sometimes for research scholars. If the organizers are allowing research scholars, then more sessions should be based on research themes and the publication of articles in reputed journals.

13. Future areas /topics for future training/workshops to be organized at IUCTE.
The majority of the topics were on research and technology

- Advancement in Physics
- NEP Implementation process
- Teaching and Learning Methodologies Using AI, Development of E -contents, Phishing Websites using Machine Learning, Online development of courses, Advanced Pedagogical Strategies or Blended and Hybrid Learning Models, Cyber Security, Cyber Crime, Adaptive learning technologies, Blended and collaborative learning
- Case study on NEP implementation in higher education institute
- Academic Leadership, Governance, and Management
- Curriculum Development and Advanced Pedagogical Techniques
- Research-Based Pedagogy Techniques
- Indian Knowledge System (in detail)
- Research, IPR, Patent, Publication of papers, Interdisciplinary research approach, Statical analysis tools for research, Research Techniques, Research projects at UG and PG level in colleges, Contemporary research paradigm, Publication metrics
- Multidisciplinary approach
- Improving Indian higher education quality: challenges and opportunities
- Value-based education system
- Literature and the Future of It
- More programs on Indigenous people, their rituals and culture
- Scheme preparation of syllabus
- Multiple exit and entry system
- Stress management
- Mental health techniques
- Ancient Indian mathematics, Vedas and their impact on education, IKS with Bhagwat Geeta
- How to improve personality development
- Academic Counselling
- Educational psychology
- Faculty Induction Programme
- NBA accreditation
- Inclusive based learning
- Gender sensitivity and skill development
- Assessment and Evaluation in the NEP Framework
- Possible challenges in the implementation of NEP and proposed remedial action
- Tribal education
- Meta cognitive skills

14. Feedback from participants regarding the planning for the implementation of the learnings through this program in their institution and some testimonials were:

- Student diversity and inclusive education, research, and skill development can be implemented in our institute.
- Innovative and participative learning with stakeholders.
- Better framing the structure of the syllabus
- Plan to implement NEP learnings by adopting a holistic, multidisciplinary approach, restructuring the curriculum, enhancing teacher training, fostering inclusivity, and strengthening industry-academia linkages.
- Planning to orient people to such things and impart the same knowledge to others.
- Adapting new methods of teaching, which will be more students centered
- The first pilot mode is to know the challenges and then fully-fledge them.
- By using online sessions like webinars
- Curriculum Design and Development, Flexible Academic Structure, Organizing regular training and development programs for faculty to stay updated with the latest pedagogical methods and technological advancements, etc.
- Applying for minor/major research project
- Organizing seminars
- Implementing what is learned from this NEP orientation program at the institution involves an approach that encompasses curriculum development, teacher training, policy revisions, and community engagement. This leads to an enriched educational experience for students, enhanced teacher professional development, and overall institutional improvement.
- We'll align our curriculum with NEP 2020 guidelines, focusing on a holistic, multi-disciplinary approach integrating vocational training, life skills, and a flexible subject selection.
- Preparing a Balanced curriculum with research, core areas, traditional subjects, value and skill-based subject
- To give students knowledge about inclusiveness and the Indian knowledge system by organizing workshops and extension lectures.
- Will concentrate on Self-directed learning and learning to live together, and Academic and Research gaps will be narrowed
- Sufficient financial and infrastructural resources to support NEP's execution of learning materials to facilitate efficient teaching and learning.
- Conduct workshops and training sessions for the students to ensure they are well-informed about the key principles and objectives of the National Education Policy (NEP).
- As we have heterogeneous learners in the classrooms, we must handle them according to their needs. That's why NEP propagates multidisciplinary courses.
- Use the LUMI application to make online sessions.
- By using appropriate tools and websites mentioned in the sessions along with leadership lessons imparted
- By adopting flipped classroom methods in the classroom and maintaining healthy administrative relations.
- Encourage students to join value-added courses and skill development programs
- Establishing healthy relationships with other colleagues
- Plan to make more field trips, arrange more group activities for students, and collaborate for workshops with other Sections of MMV

- Introduce interdisciplinary courses and encourage collaboration between departments to provide students with a more well-rounded education.
- Design curricula and assessments based on clearly defined learning outcomes, ensuring students acquire the skills and knowledge necessary for their future careers.
- Prepare lesson plans that are more focused on the specific outcomes
- Quality Research
- As an affiliated college, it is difficult to design new courses as we have to follow the instructions of the affiliating university. However, through sensitization, induction of students and changing the teaching approach through various club activities, the learning can be implemented considerably.

Annexure 2: List of Resource Persons

S.No.	Name of Resource Person	Affiliation
1	Prof. Prem Narayan Singh	Director, Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi
2	Prof. A.C. Pandey	Director, Inter University Accelerator Centre (IUAC), New Delhi
3	Prof. Akhilesh Kumar Singh	Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) State University (PRPSU), Prayagraj
4	Prof. C. B. Sharma	Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
5	Prof. Saroj Sharma	School of Education, Guru Gobind Singh Indraprastha University, Delhi
6	Prof. P.K. Mishra	Professor, Department of Chemical Engineering & Technology, IIT, BHU
7	Prof. Rajnish Jain	Dean Management, Devi Ahilya Vishwavidyalaya, Indore, MP
8	Prof. P.C. Agarwal	Principal, Regional Institute of Education, NCERT, Bhubaneswar
9	Prof. K. Srinivas	Head of ICT & PMU, National Institute of Educational Planning and Administration (NIEPA), Delhi
10	Prof. Pradeep Kumar Misra	Director, CPRHE, National Institute of Educational Planning and Administration (NIEPA), Delhi
11	Prof. J.V. Madhusudan	Professor & Head, Department of Education and Education, Technology, School of Social Sciences, University of Hyderabad
12	Prof. K. Suresh	Director (Planning and Development) National Institute of Educational Planning and Administration (NIEPA), Delhi
13	Prof. Sunil Kumar Singh	Faculty of Education, Banaras Hindu University
14	Prof. Alka Singh	Principal, Vasanta College for Women, Banaras Hindu University
15	Prof. Pawan Kumar Sharma	Chaudhary Charan Singh (CCS) University, Meerut
16	Prof. Namrata Sharma	Director, MMTTC, DAVV Indore, MP
17	Prof. Manoj Saxena	Head & Dean (Education), Central University of Himachal Pradesh, Dharamshala, HP
18	Prof. Nishith Dubey	Professor and Head, Department of Vocational Education and Entrepreneurship Development,

		National Institute of Technical Teachers Training and Research (NITTTR), Bhopal
19	Sh. Avnish Bhatnagar	National General Secretary, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, Delhi
20	Prof. Amit Kauts	Professor, Head and Dean, Faculty of Education, GNDU Amritsar
21	Prof. Gaurav Singh	Central Institute of Educational Technology (CIET), NCERT, Delhi
22	Prof. Praveen Kumar Tiwari	Department of Education (Central Institute of Education), University of Delhi
23	Prof. Rajesh Khambayat	NITTTR, Bhopal
24	Prof. Arbind Kumar Jha	School of Education, Indira Gandhi National Open University (IGNOU), Delhi
25	Prof. Asheesh Srivastava	Dean (Academics), Inter University Centre for Teacher Education (IUCTE), Varanasi
26	Prof. V. P. Joshith	Department of Education, Central University of Kerala , Kasaragod
27	Prof. Vinay Swarup Mehrotra	Professor, PSS Central Institute of Vocational Education, NCERT
28	Dr. K. Thiyagu	Associate Professor, Central University of Karnataka
29	Dr. Vinod K Singh	Associate Professor, IUCTE
30	Dr. Poonam Mehta	Assistant Professor, School of Physical Sciences Jawaharlal Nehru University, Delhi
31	Dr. Kushagri Singh	Assistant Professor, IUCTE
32	Dr. Gyanendra Singh	Assistant Professor, IUCTE
33	Dr. Raj Singh	Assistant Professor, IUCTE
34	Dr. Sunil Kumar Tripathi	Assistant Professor, IUCTE
35	Dr. Raja Pathak	Assistant Professor, IUCTE

Annexure 3: List of Participants

S.No.	Program Name	First Name	Last Name	Organization
1	NEP-01	Ajit Kumar	Vishwakarma	Bhagwati Singh Memorial B.Ed. Mahavidyalaya Jigna Goi Chand Kaimur Bihar
2	NEP-01	Praveen	Saraswat	Swami Keshvanand Institute of Technology, Management & Gramothan, Jaipur
3	NEP-01	Kanika	Goel	R.C.C.V Girls College Ghaziabad
4	NEP-01	K. Ayyappa	Swamy	Aditya University
5	NEP-01	Alka	Chaudhary	Ram Chameli Chadha Vishwas Girls College Ghaziabad
6	NEP-01	M R	Ramesh	Indira Gandhi Centre for Atomic Research, Kalpakkam
7	NEP-01	Maheshwari	Rawat	Govt College Seema
8	NEP-01	Pallavi	Thakare	D Y Patil Institution of Technology Pimpri
9	NEP-01	Shweta	Sharma	Ram Chameli Chadha Girls College
10	NEP-01	Nilakshee	Rajule	Dr. D Y. Patil Institute of Technology, Pimpri
11	NEP-01	Sanjay	Kumar	Bhu
12	NEP-01	Tarubhi	Agarwal	Mahamaya Government Degree College, Sherkot Bijnor
13	NEP-01	Nalini	Tripathi	RCCV Girls College, Ghaziabad
14	NEP-01	Nalla	Akhila	Aditya University
15	NEP-01	Rajesh	Nekkanti	Aditya University
16	NEP-01	Anchal	Kumari	Ram Chameli Chadha Vishwas Girls College Ghaziabad
17	NEP-01	Ujjwala	Supe	St Thomas College Bhilai

18	NEP-01	Grandhi Siva Sankar		Aditya University
19	NEP-01	Rajesh	Kumar	Aditya University
20	NEP-01	Vishal	Gupta	MMEC
21	NEP-01	Deepshikha	Bakhla	Bethesda Women Teacher Training College Ranchi
22	NEP-01	Sarika	Patil	D.Y.Patil College Of Engineering, Akurdi, Pune
23	NEP-01	Manish	Thimmaraju	Balaji Institute of Pharmaceutical Sciences
24	NEP-01	Anshu	Shukla	Ram Chameli Chadha Vishvas Girls College, Ghaziabad
25	NEP-01	Shivani	Chaudhary	Ram Chameli Chadha Vishvas Girls College
26	NEP-01	Bindu Rani	Singh	Govt Naveen College Lakhanpur Sarguja Chhattisgarh
27	NEP-01	Dr Babasaheb Kisanrao	Salalkar	Art Science and Commerce College Rahata
28	NEP-01	Vishakha	Shukla	Sampurnanand Sanskrit University
29	NEP-01	Sakshi	Vermani Rishi	Rishihood University
30	NEP-01	Shakeel	Javaid	Aligarh Muslim University
31	NEP-01	Subramanian P		M.A.M School of Engineering
32	NEP-01	Sangeeta	Gupta	RCCV
33	NEP-01	Sakshi	Sharma	Lingaya's Vidyapeeth
34	NEP-01	Dr. Karun Lata	Shukla	RCCV Girls College
35	NEP-01	Umesh Chandra	Tiesti	Sri Gaurishankar Sanskrit Mahavidlayay Sujangang Jaunpur
36	NEP-01	J Suresh	Kumar	St. Joseph University
37	NEP-01	Priyam	Nath	Dhakuakhana College

38	NEP-01	Balaji	S R	Kamaraj College, Thoothukudi
39	NEP-01	Sandeep	Gupta	Indira Gandhi National Open University
40	NEP-01	Armaan Suhel	Shaikh	Dr. D. Y. Patil Institute of Technology
41	NEP-01	Vikas	Janu	Null
42	NEP-01	Dileep Kumar	Paikra	Govt . Naveen College Lakhanpur
43	NEP-01	Divyanshi	Sharma	Govt College Seema Rohru
44	NEP-01	Priya	Choudhary	MIER College Of Education,Jammu
45	NEP-01	Suman	Nehra	DIET, Moti Bagh, SCERT, Delhi
46	NEP-01	Haripriya	Sarma	Janata College, Serfanguri
47	NEP-01	Sumitra	Devi Chauhan	Govt College Seema
48	NEP-01	Indu	Sharma	Jagannath University,NCR, Bahadurgarh, Haryana
49	NEP-01	Sandhira	Devi	Govt. College Seema Rohru
50	NEP-01	Vikram	Singh	Seth Jai Parkash Mukand Lal Institute of Engineering and Technology
51	NEP-01	Renu	Chauhan	Govt. College Seema Rohru
52	NEP-01	Sekhar Babu	Gosala	Government College (Autonomous), Rajamahendravaram
53	NEP-01	Jayanthi	Sivanandam	Meenakshi College for Women
54	NEP-01	Asha	Upadhyay	IGNOU
55	NEP-01	Umesh	Kumar	G P Khutri
56	NEP-01	Siddesha S		JSS Science and Technology University, Mysuru
57	NEP-01	Sahil	Bhagat	MIER College of Education
58	NEP-01	Itha	Veeranjaneyulu	Aditya University
59	NEP-01	Padma	Hazarika	Laluk College
60	NEP-01	Parmila	Devi	Govt.College Seema

61	NEP-01	Kiran	Kumari	Govt. College Seema, Rohru District Shimla H. P.
62	NEP-01	Monika	Bajaj	MIER College of Education Autonomous
63	NEP-01	Bhavana	Singh	School of Management Sciences, Varanasi
64	NEP-01	Nagireddy	Nageswara Reddy	GMR Institute of Technology
65	NEP-01	Sapna	Yadav	SHDCHE
66	NEP-01	Rohit	Sharma	Mayfair College Moradabad
67	NEP-01	Jyotsna	Kohli	Satyam College of Education
68	NEP-01	Neeti	Trivedi	Banasthali Vidyapith
69	NEP-01	Saravanan	S	Dr.N.G.P.Arts And Science College, Coimbatore
70	NEP-01	Khushboo		Sant Hari Dass College of Higher Education
71	NEP-01	Madhu	Shrivastava	Sant Hari Dass College of Higher Education Najafgarh
72	NEP-01	Arun	P	Dr. N.G.P. Arts and Science College, Dr. N.G.P. - Kalappatti Road, Coimbatore - 641 048
73	NEP-01	Afsana	Saifi	Ram Chameli Chadha Vishvas Girls College
74	NEP-01	Prerna	Mandhyan	D. S. College, Katihar (Bihar)
75	NEP-01	Kavitha	Balakrishnan	Kannur University
76	NEP-01	Tapasya	Gupta	RCCV
77	NEP-01	Sunil Kumar	Tiwari	St. Aloysius' (Autonomous) Jabalpur (M.P.)
78	NEP-01	Yogesh	Ashar	St. Aloysius College Autonomous Jabalpur
79	NEP-01	Dileep	Koshta	St. Aloysius' College Autonomous

80	NEP-01	Ikra	Khan	Ram Chameli Chadha Vishvas Girls College Ghaziabad
81	NEP-01	Tripti	Sharma	Gandhi Memorial National College, Ambala Cantt
82	NEP-01	Rengaramanujam	Jayaraman	Dr. N.G.P. Arts and Science College, Coimbatore
83	NEP-01	Senthil Prabhu	S	Dr. N.G.P. Arts and Science College
84	NEP-01	Namasivayam	S	Dr. N.G.P. Arts and Science College
85	NEP-01	Shobha	Prajapati	Shri Agrasen Kanya PG College Varanasi
86	NEP-01	Princi	Tyagi	Ram Chameli Chadha Vishvas Girls College
87	NEP-01	Jyotsna	Setty	Institute Of Agricultural Sciences
88	NEP-01	Girish	Tantuway	Rajiv Gandhi South Campus
89	NEP-01	Birender		Akal University, Talwandi Sabo, Bathinda
90	NEP-01	Shivam	Pandey	Sheat College of Engineering and Management, Varanasi
91	NEP-01	Monali	Bachhav	D.Y. Patil Institute Of Technology Pimpri ,Pune
92	NEP-01	Ravneet	Kaur	Pt. Mohan Lal S.D. College for Women
93	NEP-01	Pavan	Singh	JKVV, College of Agriculture, Tikamgarh (M.P.)
94	NEP-01	Ekanath	Kore	Dayanand Institutions Solapur
95	NEP-01	Mithilesh Kumar	Pandey	Uma Nath Singh Institute of Engineering & Technology, Veer Bahadur Singh Purvanchal University, Jaunpur
96	NEP-01	Sana	Aftab	Bihar College of Pharmacy Gola Road Patna
97	NEP-01	Manisha	Kumari	Bihar College of Pharmacy

98	NEP-01	Rabia	Saifi	RCCV Girls College Gzb
99	NEP-01	Mamta	Dhingra	Bihar College of Pharmacy
100	NEP-01	Neha	Gautam	RCCV Girls College
101	NEP-01	Bhawna	Null	University Of Lucknow
102	NEP-01	Bhawana	Pandey	Bhilai Mahila Mahavidyalaya
1	NEP-02	Zubair	Ahmad	Shibli National College Azamgarh
2	NEP-02	Shambhu Sharan	Prasad	Rajkiya Mahila Snatkottar Mahavidyalaya Ghazipur
3	NEP-02	Sakshi	Choudhary	RCCV Girls College Ghaziabad
4	NEP-02	M R	Ramesh	Indira Gandhi Centre for Atomic Research, Kalpakkam
5	NEP-02	Mohammad Safdare	Azam	Indira Gandhi National Open University (IGNOU), New Delhi
6	NEP-02	Shakeel	Javaid	Aligarh Muslim University
7	NEP-02	Shanmugavad ivu	M	Dr. N.G.P. Arts and Science College, Coimbatore
8	NEP-02	Umesh	Kumar	G P Khutri
9	NEP-02	Chidambara Rajan	Parameswara n	Dr. N.G.P. Arts and Science College, Coimbatore
10	NEP-02	Preeti	Sharma	Kamal Institute of Higher Education and Advance Technology
11	NEP-02	Sheetal	Devi	Kamal Institute of Higher Education and Advance Technology
12	NEP-02	Pinky	Tripathi	Shri Agrasen Kanya PG College
13	NEP-02	Priya	Ponnusamy	Krishnasamy College of Science Arts and Management For Women
14	NEP-02	Kishor	Kumar	HPURC Regional Centre Mohli at Khaniyara Dharamshala District Kangra

15	NEP-02	Meenakshi	Swamy	St.Aloysius College (Autonomous)Sadar Cant Jabalpur M.P
16	NEP-02	Moumita	Das	Mahila Mahavidyalay
17	NEP-02	Dr Babasaheb Kisanrao	Salalkar	Art Science and Commerce College Rahata
18	NEP-02	Nalini	Tripathi	RCCV Girls College, Ghaziabad
19	NEP-02	Vishal	Gupta	Mmec
20	NEP-02	Savita	Rathee	R.C.Institute Of Technology
21	NEP-02	Tripti	Sharma	Gandhi Memorial National College, Ambala Cantt
22	NEP-02	Mayuresh	Raut	Pcet's School of Pharmacy
23	NEP-02	Anand K Sheelvanth		Vidya Jyothi Institute of Technology Hyderabad
24	NEP-02	Poonam	Singh	Jagannath University
25	NEP-02	Sawa	Javed	LLDIMS
26	NEP-02	Garima	Bhatnagar	RCCV Girls College
27	NEP-02	Priya	C	K. Ramakrishnan College of Technology (Autonomous), Samayapuram, Tiruchirappalli - 621 112
28	NEP-02	Vijayalakshmi	R	Dhanalakshmi Srinivasan Organization
29	NEP-02	Rohit	Sharma	Mayfair College Moradabad
30	NEP-02	Ankit	Tiwari	University of Lucknow
31	NEP-02	Sachin	Kumar	Shri Madhav College of Education and Technology Hapur Uttar Pradesh
32	NEP-02	Sunil Kumar	Tiwari	St. Aloysius' (Autonomous) Jabalpur (M.P.)
33	NEP-02	Yogesh	Ashar	St. Aloysius College Autonomous Jabalpur
34	NEP-02	Dileep	Koshta	St. Aloysius' College Autonomous

35	NEP-02	Suman	Bala	Jagannath University Bahadurgarh, Delhi
36	NEP-02	Arti	Sharma	R.C.C.V Girls College Ghaziabad
37	NEP-02	Anchal	Kumari	Ram Chameli Chadha Vishvas Girls College Ghaziabad
38	NEP-02	Manoj Kumar	Srivastava	D.A.V. P.G. College, Gorakhpur
39	NEP-02	Uday Kumar	Roy	St. Paul Teachers Training College Birsingpur Samastipur Bihar
40	NEP-02	Mithilesh Kumar	Pandey	Uma Nath Singh Institute of Engineering & Technology, Veer Bahadur Singh Purvanchal University, Jaunpur
41	NEP-02	Darla	Upendra	GMR Institute of Technology
42	NEP-02	Sonam	Chaudhari	Shri Agrasen Kanya PG College Varanasi
43	NEP-02	Sunita	Tripathi	K.R.Girls Degree College Mathura
44	NEP-02	Ankita	Garg	Ram Chameli Chada Vishwas Girls College
45	NEP-02	Shaloo	Bhasin	Ram Chameli Chadha Vishvas Girls College, Ghaziabad
46	NEP-02	Arvind	Jaiswal	Vasanta College for Women
47	NEP-02	Samvedana	Singh	Vasanata College for Women
48	NEP-02	Pankaj Kumar	Jain	Gyan Ganga College Of Technology,Jabalpur
49	NEP-02	Seema	Agarwal	Ram Chameli Chadha Vishvas Girls College Gzb
50	NEP-02	Vasudha	Agarwal	Maitreyi College
51	NEP-02	Rajinder	Singh	Govt. Degree College Bharmour, Distt. Chamba, H.P.
52	NEP-02	Priya	Tomar	RCCV Girls College, Ghaziabad
53	NEP-02	Anjali	Singh	Manav Rachna International Institute of Research and Studies

54	NEP-02	Ramnath	Kesarwani	Government Girls' P.G. College, Ghazipur
55	NEP-02	Vijendra	Singh	Udit Narayan Post Graduate College, Padrauna, Kushinagar
56	NEP-02	Shabina	Ansari	AND Nagar Nigam Mahila Mahavidyalaya, Kanpur
57	NEP-02	Chetana	S	ATME College of Engineering
58	NEP-02	Richa	Kushwaha	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya
59	NEP-02	Piyush	Singh	Rajkiya Mahila Snatakottar Mahavidyalaya Ghazipur, Uttar Pradesh
60	NEP-02	Venkataseshai ah	B	GSSIETW,
61	NEP-02	Nirupama	Singh	RCCV Girls College, Ghaziabad
62	NEP-02	Ganesh	Maurya	Banaras Hindu University
63	NEP-02	Abhinandan	K M	MIT FGC
64	NEP-02	Suram	Anil	GMR Institute of Technology
65	NEP-02	Sahil Singh	Jasrotia	IMI Kolkata
66	NEP-02	Jyoti	.	Ram Chameli Chadha Vishvas Girls College Ghaziabad
67	NEP-02	Vijayalakshmi	P	GSSS Institute of Engineering and Technology for Women Mysore
68	NEP-02	Annapurna	S M	GSSS Institute of Engineering and Technology for Women Mysore
69	NEP-02	Bhagya	S	St Joseph's College of Education
1	NEP-03	Ravindra	Adav	The New College, Kolhapur
2	NEP-03	Rajesh Kumar	Chaurasia	Vasanta College for Women
3	NEP-03	Bidisha	Maahanta	DHSK Commerce College
4	NEP-03	Mujahid	Ansari	Maharashtra Institute of Technology
5	NEP-03	Pallavi	Shindikar	Maharashtra Institute of Technology

6	NEP-03	Laxman Kumar	Soren	Niranjan Govt. Womens' College, Aska
7	NEP-03	Aastha	Dutta	Maharashtra Institute of Technology
8	NEP-03	J Suresh	Kumar	St. Joseph University
9	NEP-03	Priya	Tomar	RCCV Girls College, Ghaziabad
10	NEP-03	Seema	Agarwal	Ram Chameli Chadha Vishvas Girls College Gzb
11	NEP-03	Nageswari	Pn	St. Joseph's College Of Education
12	NEP-03	Taniya	Raina	MIER College of Education
13	NEP-03	Dinesh	Adhikari	Sikkim Government College Rhenock
14	NEP-03	Sameer	Jain	National Institute of Construction Management and Research Pune Campus
15	NEP-03	Sahiya	A A	MES College Nedumkandam
16	NEP-03	Prem	Lata	Lady Shri Ram College for Women
17	NEP-03	Manju	Singh	RCCV Girls P.G. College Ghaziabad
18	NEP-03	Nirupama	Singh	RCCV Girls College, Ghaziabad
19	NEP-03	Mohammad Safdare	Azam	Indira Gandhi National Open University (INOU), New Delhi
20	NEP-03	Suman	Bala	Jagannath University Bahadurgarh, Delhi
21	NEP-03	Priya	Ponnusamy	Krishnasamy College of Science Arts and Management For Women
22	NEP-03	Umesh	Kumar	G P Khutri
23	NEP-03	Shakeel	Javaid	Aligarh Muslim University
24	NEP-03	Poonam	Singh	Jagannath University
25	NEP-03	Shubhra	Singha Chowdhury	Mahatma Gandhi Central University

26	NEP-03	Pushpalatha	Chandran	Krishnasamy College of Science, Arts and Management For Women, Cuddalore.
27	NEP-03	Sonam	Chaudhari	Shri Agrasen Kanya PG College Varanasi
28	NEP-03	Rajender	Kumar	Himachal Pradesh University Regional Centre Dharamshala
29	NEP-03	Ram	Rattan	Himachal Pradesh University Shimla
30	NEP-03	Gyanendra	Singh	Shree Murli Manohar Town Post Graduate College, Ballia.
31	NEP-03	Narendra Nath	Dutta	Dhakuakhana College, Dhakuakhana
32	NEP-03	Manisha	Srivastava	Shri Agrasen Kanya P G. College, Bulanala, Varanasi
33	NEP-03	Suresh	Kumar	Dr. P.D.B.H Govt. (P.G.) College Kotdwar, (Pauri Gharwal) Uttarakhand
34	NEP-03	Bajarang	Bhushan	Dayalbagh Educational Institute (Deemed to Be University), Dayalbagh, Agra
35	NEP-03	Sawa	Javed	LLDIMS
36	NEP-03	Tripti	Sharma	Gandhi Memorial National College, Ambala Cantt
37	NEP-03	Mithilesh Kumar	Pandey	Uma Nath Singh Institute of Engineering & Technology, Veer Bahadur Singh Purvanchal University, Jaunpur
38	NEP-03	Rajesh Prasad	Singh	DIET(Ne) Bholanath Nagar, Shahadara, Delhi
39	NEP-03	Preeti	Pal	Institute Of Professional Excellence and Management
40	NEP-03	Megha		RCCV
41	NEP-03	Vijay Veer	Singh	Govt. Girls Degree College Kharkhauda, Meerut

42	NEP-03	Manish	Mishra	Govt. Ayurvedic College and Hospital Varanasi
43	NEP-03	Munesh Kumar	Sharma	Shri Madhav College of Education and Technology, Hapur
44	NEP-03	Jay Shankar	Roy	DIET, Bhola Nath Nagar
45	NEP-03	Nalini	Verma	University of Lucknow
46	NEP-03	Manoj Kumar	Dwivedi	Mahayogi Guru Sri Gorakshnath Shodhpeeth
47	NEP-03	Poonam	Rai	Shri Agrasen Kanya PG College Bulanala Varanasi
48	NEP-03	Kanchan	Shishodia	Chaudhary Charan Singh University Campus, Meerut
49	NEP-03	Savita	Panwar	Manipal University Jaipur
50	NEP-03	Vinod Kumar	Kannaujiya	Banaras Hindu University
51	NEP-03	Priyanka Devi	Rajput	N D College Shikohabad Firozabad
52	NEP-03	Juhi	Srivastava	Dr. Ghanshyam Singh P. G College
53	NEP-03	Tanuja	Rawat	Govt. Degree College Pabau, Pauri Garhwal
1	NEP-04	Ankita	Sundriyal	Vellore Institute of Technology
2	NEP-04	Ankit	Tiwari	University Of Lucknow
3	NEP-04	Siddharth	Singh	DAV P.G. College
4	NEP-04	Sukla	Hembram	Vivek Jyoti College
5	NEP-04	Akanksha	Tripathi	University Of Allahabad
6	NEP-04	Upama	Tripathi	Sri Durga Ji P.G.College Chandeshwar Azamgarh
7	NEP-04	Peu	Mandal	Vivekjyoti College
8	NEP-04	Arti	Yadav	Sarvodaya Vidyapeeth P.G. College, Salon , Raebareli
9	NEP-04	Akanksha	Gautam	MGCGVChitrakoot
10	NEP-04	Rakesh	Prakash	Amity University Uttar Pradesh

11	NEP-04	Mithilesh Kumar	Pandey	Uma Nath Singh Institute of Engineering & Technology, Veer Bahadur Singh Purvanchal University, Jaunpur
12	NEP-04	Akhilesh Kumar	Rai	Govt P. G. College Rajgarh
13	NEP-04	Alisha	Rani	Govt K.R.G College , Gwalior
14	NEP-04	Deepali	Chahande	L. A. D. And Smt. R. P. College for Women, Nagpur
15	NEP-04	Jooli	Sonker	Mahila Vidyalaya Degree College, Aminabad, Lucknow
16	NEP-04	Devyani	Awasthi	Mahila Vidyalaya Degree College
17	NEP-04	Akash	Awasthi	IGNOU Regional Centre Darbhanga
18	NEP-04	Adarsh	Bhat	Sri Rahjivgandhi Campus
19	NEP-04	Ramananda	Bhat N	CSU, RGC, Sringeri
20	NEP-04	J Suresh	Kumar	St. Joseph University
21	NEP-04	Preeti		Mahila College, Katihar
22	NEP-04	Shitanshu	Pandey	Munger University
23	NEP-04	Nurul	Hasan	Indira Gandhi National Open University
24	NEP-04	Santosh Kumar	Roy	Koshi College, Khagaria
25	NEP-04	Samridhi	Gautam	KLB DAV College for Girls, Palampur
26	NEP-04	Radhika	Rana	KLB DAV College for Girls Palampur
27	NEP-04	Arun	Bhat	Rajiv Gandhi Campus
28	NEP-04	Monika	Kumari Rana	K.L.B.D.A.V College For Girls Palampur
29	NEP-04	Shreshtha	Mishra	Alpine Group of Institutes
30	NEP-04	Shivani		KLB DAV College for Girls Palampur
31	NEP-04	Vikas	Singhal	IGNOU Regional Centre Delhi-2

32	NEP-04	Manish Kumar	Singh	Mizoram University
33	NEP-04	Suman	Bala	Jagannath University Bahadurgarh Delhi
34	NEP-04	Santosh	Kumar	Shiva College of Education Ghumarwin
35	NEP-04	Subhendu	Bhandari	Maharashtra Institute of Technology, Aurangabad
36	NEP-04	Poonam	Singh	Jagannath University
37	NEP-04	Sandeep Kumar	Sharma	Shiva College of Education Ghumarwin, Bilaspur, Himachal Pradesh
38	NEP-04	Shobha	Jadhav	Ghali College Gadhinglaj
39	NEP-04	Chandan Kumar	Rai	CSSS PG College, Machhra, Meerut
40	NEP-04	Alpa	Parmar	Faculty Of Commerce
41	NEP-04	Rinki	Kumari	Jai Prakash Mahila College Chapra
42	NEP-04	Pradeep	Kumar	Swami Vivekanand College of Education, Tarkwari
43	NEP-04	Avadhesh Kumar Shrivastav		Radhuveer Mahavidhyalay Dhaloi, Jounpur
44	NEP-04	Davleen	Kour	MIERCollege of Education
45	NEP-04	Shefali	Gulliya	Banasthali Vidyapith
46	NEP-04	Ranjana	Mishra	Raghuveer Mahavidyalaya Thaloï Bhikharipur Kala Jaunpur
47	NEP-04	Stuti	Srivastava	Allahabad Degree College
48	NEP-04	Jyoti	Sagar	Shri Madhav College of Education and Technology Hapur
49	NEP-04	Rajat	Chandel	Shiva College of Education Ghumarwin
50	NEP-04	Kanchan	Shishodia	Chaudhary Charan Singh University Campus, Meerut

51	NEP-04	Neeraj		Nagrik Post Graduate College Janghai Jaunpur
52	NEP-04	Sanatan	Das	Bhatter College, Dantan
53	NEP-04	Deepshikha	Raturi	Motherhood Ayurveda Medical College & Hospital, Roorkee, Uttarakhand
54	NEP-04	Sonika	Kumari	Model Institute of Education and Research
55	NEP-04	Hemlata		Shri Madhav College of Education & Technology Keshav Nagar Modi Nagar Road Hapur
56	NEP-04	Dr. Meenu	Sharma	Shri Madhav College of Education and Technology Hapur
57	NEP-04	Rama	Sharma	Shiva College of Education Ghumarwin Bilaspur Hp
58	NEP-04	Ranjeet	Bharati	Central Institute of Hindi, Agra
59	NEP-04	Anita	Rani	Major Bihari Lal Memorial College of Education
60	NEP-04	Bharti	Sharma	Shiva College of Education Ghumarwin, Bilaspur, HP
61	NEP-04	Jitendra Kumar	Pandey	Lady Shri Ram College for Women University of Delhi
1	NEP-05	Archana	Pandey	Dr. Babasaheb Ambedkar Open University Ahmedabad
2	NEP-05	Poonam	Singh	Jagannath University
3	NEP-05	Suman	Bala	Jagannath University Bahadurgarh, Delhi
4	NEP-05	Devanand	Upadhyay	Institute of Medical Sciences
5	NEP-05	Mithilesh Kumar	Pandey	Uma Nath Singh Institute of Engineering & Technology, Veer Bahadur Singh Purvanchal University, Jaunpur
6	NEP-05	Shreshtha	Mishra	Alpine Group of Institutes

7	NEP-05	Santosh Kumar	Roy	Koshi College, Khagaria
8	NEP-05	Sunita Kumari	Singh	Jai Prakash University, Chapra
9	NEP-05	Radhika	Rana	KLB DAV College for Girls Palampur
10	NEP-05	Suchitra	Giri	Vivekgyoti College
11	NEP-05	Susan	Kaji	Arunachal University of Studies, Namsai, Arunachal Pradesh
12	NEP-05	Bhaskar	Kumar	Faculty Of Social Science
13	NEP-05	Surendra Mani	Tripathi	National PG College, Lucknow
14	NEP-05	Om	Yamini	M.G.C.G.V. Chitrakoot
15	NEP-05	Prashant	Patavardhan	RV Institute of Technology and Management, Bengaluru
16	NEP-05	Jhuma	Kundu	Vivekgyoti College
17	NEP-05	Manisha	Srivastava	Amity University Patna
18	NEP-05	Bala	Lakhendra	Journalism And Mass Communication
19	NEP-05	Reeti	Chauhan	Modern College of Professional Studies
20	NEP-05	Abhishek	Pandey	Manipal University Jaipur
21	NEP-05	Sayani	Patra	West Point School of Education
22	NEP-05	Garima	Bhatnagar	RCCV Girls College
23	NEP-05	Jaya	Mukherji	BHU
24	NEP-05	Rengarajan	P	Poompuhar College.Melaiyur 609107.Tamilnadu
25	NEP-05	Om Prakash	Mishra	Nagrik P.G College, Janghai, Jaunpur
26	NEP-05	Indhumathi	T	Dr.N.G.P Arts And Science College
27	NEP-05	Satyendra	Kumar	SSSVS Government PG College, Chunar - Mirzapur
28	NEP-05	Umesh	Kumar	G P Khutri

29	NEP-05	Bikasini	Gumansing	CSU Shri Sadashiv Campus, Puri
30	NEP-05	Rajinder	Singh	Govt. Degree College Bharmour, Distt. Chamba, H.P.
31	NEP-05	Venkataraman an	D.	SCSVV University, Kanchipuram
32	NEP-05	Ranjeet Kumar	Gupta	Jananayak Chandrashekhar University Ballia
33	NEP-05	Manisha	Singh	New Era College of Science And Technology Ghaziabad
34	NEP-05	Shalu	Sonker	UPRTOU
35	NEP-05	Mohammad Nadeem	Khan	SAIMS &PGI
36	NEP-05	Puneet	Sandhu	University
1	NEP-06	Apala	Saha	Banaras Hindu University
2	NEP-06	Saurabh	Sharma	Grizzly College of Education
3	NEP-06	Sushila Kumari	Garhwal	Vedanta PG Girls College Reengus Sikar
4	NEP-06	Megha	Nayak	Vedanta PG Girls' College, Reengus
5	NEP-06	Mohammad Nadeem	Khan	SAIMS &PGI
6	NEP-06	Rohini	Jain	LLDIMS, New Delhi
7	NEP-06	Anitha Suseelan S		Ganga Global Institute of Teacher Education Ramzanpur, Begusarai
8	NEP-06	Jaya	.	Sri JMPG College, (KKC), Charbagh, Lucknow
9	NEP-06	Reeti	Chauhan	Modern College of Professional Studies
10	NEP-06	Suman	Bala	Jagannath University Bahadurgarh, Delhi
11	NEP-06	Preeti	Sharma	Kamal Institute of Higher Education and Advance Technology

12	NEP-06	Sheetal	Devi	Kamal Institute of Higher Education and Advance Technology
13	NEP-06	Priti	Srivastava	KIHEAT
14	NEP-06	Indu	Singh	Kamal Institute of Higher Education and Advance Technology
15	NEP-06	Dhandha Mital	Hiralal	Hemchandracharya North Gujarat University
16	NEP-06	Meenakshi	Sharma	Kamal Institute of Higher Education and Advance Technology
17	NEP-06	Ritu	Vishwakarma	Navyug Kanya Mahavidyalaya, Kanpur
18	NEP-06	Anju	Kaushal	Kamal Institute of Higher Education and Advance Technology
19	NEP-06	Meenal	Rehman	Jaipur National University, Jaipur
20	NEP-06	Dhandha Anandi	Hiralal	Krantiguru Shyamji Krishna Verma Kachchh University
21	NEP-06	Kriti	Nigam	Jharkhand Raksha Shakti University
22	NEP-06	Manpreet	Kaur	Panjab University Chandigarh
23	NEP-06	Hrudananda	Sahoo	Kishorenagar College
24	NEP-06	Anjali	Shukla	Navyug Kanya Mahavidyalaya
25	NEP-06	Ranjana	Thakur	Panjab University Chandigarh
26	NEP-06	Rama	Devi	Panjab University, Chandigarh
27	NEP-06	Aishwarya		Himachal Pradesh University Shimla
28	NEP-06	Jyoti	Singh	Mahagami Gurukul Center for Performing Arts
29	NEP-06	Poonam	Singh	Jagannath University
30	NEP-06	Shashikala	Yadav	MIT ADT University, School of Education And Research, Pune
31	NEP-06	Ganga	Parajuli	Assam Don Bosco University
32	NEP-06	Rimpi	Devi	Panjab University, Chandigarh

33	NEP-06	Priyanka	Thakur	SVN College of College of Education
34	NEP-06	Jyotish	Kumar	Daudnagar College, Daudnagar
35	NEP-06	Sangita	Kumari	Faculty Of Education
36	NEP-06	Syed Hussain	Mehdi	R N College Hajipur
37	NEP-06	Sasi	Kumar J	Jharkhand Raksha Shakti University, Ranchi
38	NEP-06	Rachana		Varun Dhaka Institute of Technology
39	NEP-06	Pooja	Soni	Deoghar College, Deoghar

Annexure 4: Organizing Team

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

Programme Coordinator (s): Dr. Kushagri Singh & Dr. Deepty Gupta

Assistant Professor(s), IUCTE, BHU, Varanasi

Technical Team

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

Administrative Team

1. Dr. Nand Lal, Sr. Administrative Officer
2. Dr. Anil Kumar Singh, SO (Admin)
3. Mr. Anand Yadav, LDC
4. Mr. Shatrughan, MTS

Accounts Section

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

Annexure 5: Program Schedules

Online training program on “NEP Orientation & Sensitization Programme” 3 -12 June, 2024			
S.No.	Themes/Sessions	Timings	Resource Person (s)
Day 1: 3 June, 2024- Monday			
	Orientation about the Program	2:00- 2:15 pm	Dr. Deepty Gupta Dr. Kushagri Singh
1	Holistic and Multidisciplinary Education Sub Themes: I & II Concept of Holistic Education & Multidisciplinary Education	02:15 - 03:45 pm	Prof. Pradeep Kumar Misra Director, CPRHE National Institute of Educational Planning and Administration (NIEPA), Delhi
Session Break: 03:45- 04:00 pm			
2	Holistic and Multidisciplinary Education Sub Themes: III: Human Values, Ethics, Personality Development and Environmental Education	04:00 - 05:30 pm	Dr. Sunil Kumar Tripathi Assistant Professor IUCTE Topic: Bhartiya Concept of Human Values, Ethics & Environment
Day 2: 4 June, 2024- Tuesday			
3	Indian Knowledge Systems Sub Themes: I Broad Overview and Sources of Indian Knowledge System	02:00 - 03:30 pm	Sh. Avnish Bhatnagar National General Secretary, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, Delhi
Session Break: 03:30- 03:45 pm			
4	Indian Knowledge Systems Sub Themes: II Vocabulary of IKS	03:45 - 05:15 pm	Dr. Raja Pathak Assistant Professor, IUCTE
Day 3: 5 June, 2024- Wednesday			
5	Academic Leadership, Governance, and Management Sub Themes: I & II Academic Leadership Institutional Development Plan	02:00 - 03:30 pm	Prof. Akhilesh Kumar Singh, Vice Chancellor, Prof Rajendra Singh (Rajju Bhaiya) State University (PRPSU), Prayagraj
Session Break: 03:30- 03:45 pm			
Day 4: 6 June, 2024- Thursday			
7	Higher Education and Society Sub Themes: III Globalization and Internationalization	02:00 - 03:30 pm	Prof. Rajnish Jain Dean Management, Devi Ahilya Vishwavidyalaya, Indore
Session Break: 03:30- 03:45 pm			

8	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	03:45 - 05:15 pm	Dr. Gyanendra Singh Assistant Professor, IUCTE
Day 5: 7 June, 2024- Friday			
9	Research and Development Sub Themes: I & II Introduction and Constituents of Research, Strengthening Research & its Contributions	02:00 - 03:30 pm	Prof. C. B. Sharma Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
Session Break: 03:30- 03:45 pm			
10	Higher Education and Society Sub Themes: I & II Higher Education System and its Role in the 21st century, Mission and Challenges of Higher Education System	03:45 - 05:15 pm	Prof. Saroj Sharma Chairperson National Institute of Open Schooling (NIOS), Delhi
Day 6: 10 June, 2024- Monday			
11	Skill Development Sub Themes: I & II Skill Development: Need and Importance of Skill Development and Skill based Education in India	02:00 - 03:30 pm	Dr. Raj Singh Assistant Professor, IUCTE
Session Break: 03:30- 03:45 pm			
12	Skill Development Sub Themes: II & III Tuning with Reality and Futuristic Skill, Skill Development in Higher Education	03:45 - 05:15 pm	Prof. Nishith Dubey Professor and Head, Department of Vocational Education and Entrepreneurship Development National Institute of Technical Teachers Training and Research (NITTTR), Bhopal
Day 7: 11 June, 2024- Tuesday			
13	Student Diversity and Inclusive Education Sub Themes: I Understanding Diversity and Linking it to Inclusion	02:00 - 03:30 pm	Dr. Kushagri Singh Assistant Professor, IUCTE Topic: Learner-Centered Pedagogical Practices
Session Break: 03:30- 03:45 pm			
14	Student Diversity and Inclusive Education Sub Themes: II & III Developing Learner Centric Practices, Skills And Support System, Teacher Competencies Towards Diversity & Inclusion	03:45 - 05:15 pm	Poonam Mehta Assistant Professor School of Physical Sciences Jawaharlal Nehru University, Delhi

Day 8: 12 June, 2024- Wednesday			
15	Information and Communication Technology Sub Themes: I Modern Techniques of ICT in Education	02:00 - 03:30 pm	Prof. Gaurav Singh Central Institute of Educational Technology (CIET), NCERT Delhi
Session Break: 03:30- 03:45 pm			
16	Information and Communication Technology Sub Themes: II & III Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research	03:45 - 05:15 pm	Prof. K. Srinivas Head of ICT & PMU, National Institute of Educational Planning and Administration (NIEPA), Delhi
	Test	05:15 - 05:45 pm	
Online training program on “NEP Orientation & Sensitization Programme” 22- 31 July, 2024			
S.No.	Themes/Sessions	Timings	Resource Person (s)
22 July, 2024- Monday			
	Orientation about the Program	02:00- 2:15 pm	Dr. Kushagri Singh Dr. Deepty Gupta
1	Academic Leadership, Governance, and Management Sub Themes: I & II Academic Leadership Institutional Development Plan	02:15 - 03:45 pm	Prof. Asheesh Srivastava Professor, IUCTE
Session Break: 03:45- 04:00 pm			
2	Indian Knowledge Systems Sub Themes: II Vocabulary of IKS	04:00 - 05:30 pm	Dr. Raja Pathak Assistant Professor, IUCTE
23 July, 2024- Tuesday			
3	Indian Knowledge Systems Sub Themes: I Broad Overview and Sources of Indian Knowledge System	02:00 - 03:30 pm	Sh. Avnish Bhatnagar National General Secretary, Vidya Bharti Akhil Bhartiya Shiksha Sansthan, Delhi
Session Break: 03:30- 03:45 pm			
4	Student Diversity and Inclusive Education Sub Themes: I Understanding Diversity and Linking it to Inclusion	03:45 - 05:15 pm	Dr. Kushagri Singh Assistant Professor, IUCTE
24 July, 2024- Wednesday			

5	Holistic and Multidisciplinary Education Sub Themes: I & II Concept of Holistic Education & Multidisciplinary Education	02:00 - 03:30 pm	Prof. Pradeep Kumar Misra Director, CPRHE National Institute of Educational Planning and Administration (NIEPA), Delhi
Session Break: 03:30- 03:45 pm			
6	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	03:45 – 5:15 pm	Dr. Gyanendra Singh Assistant Professor, IUCTE
25 July, 2024- Thursday			
7	Higher Education and Society Sub Themes: I & II Higher Education System and its Role in the 21st century, Mission and Challenges of Higher Education System	02:00 - 03:30 pm	Prof. K. Suresh National Institute of Educational Planning and Administration (NIEPA), Delhi
Session Break: 03:30- 03:45 pm			
8	Higher Education and Society Sub Themes: III Globalization and Internationalization	03:45 - 05:15 pm	Prof. Alka Singh Principal, Vasanta College for Women, Banaras Hindu University
26 July, 2024- Friday			
9	Teacher Competencies Towards Diversity & Inclusion Student Diversity and Inclusive Education Sub Themes: I Understanding Diversity and Linking it to Inclusion	02:00 - 03:30 pm	Prof. Sunil Kumar Singh Faculty of Education, Banaras Hindu University, Varanasi
Session Break: 03:30- 03:45 pm			
10	Holistic and Multidisciplinary Education Sub Themes: III: Human Values, Ethics, Personality Development and Environmental Education	03:45 - 05:15 pm	Prof. Pawan Kumar Sharma CCS University, Meerut
27 July, 2024- Saturday			
11	Information and Communication Technology Sub Themes: I Modern Techniques of ICT in Education	11:00 am to 12:30 pm	Prof. Gaurav Singh Central Institute of Educational Technology (CIET), NCERT, Delhi
12	Research and Development Sub Themes: I & II Introduction and Constituents of Research, Strengthening Research & its Contributions	12:30 - 02:00 pm	Prof. C. B. Sharma Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi

29 July, 2024- Monday			
13	Skill Development Sub Themes: I & II Skill Development: Need and Importance of Skill Development and Futuristic Skill	02:00 - 03:30 pm	Prof. P.K. Mishra Professor, Department of Chemical Engineering & Technology, IIT, BHU
Session Break: 03:30- 03:45 pm			
14	Skill Development Sub Themes: II & III Tuning with Reality and Futuristic Skill, Skill Development in Higher Education	03:45 - 05:15 pm	Prof. Nishith Dubey Professor and Head, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal
31 July, 2024- Wednesday			
15	Information and Communication Technology Sub Themes: II & III Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research	02:00-3:30 pm	Prof. V. P. Joshith Department of Education, Central University of Kerala
Test: 3:30-4:00 pm			
16	Academic Leadership, Governance, and Management Sub Themes: III Management and Governance	03:45 – 5:15 pm	Prof. A.C. Pandey Director, IUAC, New Delhi
Final Test : 5:15 -5:30 pm			
NEP Orientation & Sensitization Programme” 27 August-4 September, 2024			
S.No.	Themes/Sessions	Timings	Resource Person (s)
27 August, 2024			
	Orientation about the Program	2:00- 2:15 pm	Dr. Kushagri Singh
1	Holistic and Multidisciplinary Education Sub Themes: III: Human Values, Ethics, Personality Development and Environmental Education	02:10 - 03:00 pm	Prof. Pawan Kumar Sharma CCS University, Meerut
Session Break: 03:30- 03:45 pm			
2	Academic Leadership, Governance, and Management Sub Themes: I & II Academic Leadership Institutional Development Plan	03:45 - 05:15 pm	Prof. Asheesh Srivastava Professor, IUCTE

28 August, 2024			
3	Indian Knowledge Systems Sub Themes: I Broad Overview and Sources of Indian Knowledge System	02:00 - 03:30 pm	Prof. Praveen Kumar Tiwari Department of Education University of Delhi
Session Break: 03:30- 03:45 pm			
4	Indian Knowledge Systems Sub Themes: II Vocabulary of IKS	03:45 - 05:15 pm	Dr. Raja Pathak Assistant Professor, IUCTE
29 August, 2024			
5	Holistic and Multidisciplinary Education Sub Themes: I & II Concept of Holistic Education & Multidisciplinary Education	02:00 - 03:30 pm	Prof. Amit Kauts Professor, Head and Dean Faculty of Education, GNDU Amritsar
Session Break: 03:30- 03:45 pm			
6	Academic Leadership, Governance, and Management Sub Themes: III Management and Governance	03:45 – 5:15 pm	Prof. A.C. Pandey Director, IUAC, New Delhi
30 August, 2024			
7	Higher Education and Society Sub Themes: III Globalization and Internationalization	02:00 - 03:30 pm	Prof. Alka Singh Principal, Vasanta College for Women, Banaras Hindu University
Session Break: 03:30- 03:45 pm			
8	Higher Education and Society Sub Themes: I & II Higher Education System and its Role in the 21st century, Mission and Challenges of Higher Education System	03:45 - 05:15 pm	Prof. Rajnish Jain Dean Management, Devi Ahilya Vishwavidyalaya, Indore
31 August, 2024			
9	Skill Development Sub Themes: I & II Skill Development: Need and Importance of Skill Development and Skill based Education in India	10:00 to 11:30 am	Prof. Rajesh Khambayat NITTTR Bhopal
Session Break: 03:30- 03:45 pm			
10	Skill Development Sub Themes: II & III Tuning with Reality and Futuristic Skill, Skill Development in Higher Education	11:30 to 01:00 pm	Prof. P.K. Mishra Professor, Department of Chemical Engineering & Technology, IIT, BHU

2 September, 2024			
11	Information and Communication Technology Sub Themes: I Modern Techniques of ICT in Education	10:00- 11:30 am	Prof. Gaurav Singh Central Institute of Educational Technology (CIET), NCERT Delhi
Session Break: 03:30- 03:45 pm			
12	Information and Communication Technology Sub Themes: II & III Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research	11:30 to 1:00 pm	Prof. J.V. Madhusudan Professor & Head Department of Education and Education Technology, School of Social Sciences, University of Hyderabad
3 September, 2024			
13	Student Diversity and Inclusive Education Sub Themes: II & III Developing Learner Centric Practices, Skills and Support System, Teacher Competencies Towards Diversity & Inclusion	02:00 - 03:30 pm	Prof. Sunil Kumar Singh Faculty of Education, Banaras Hindu University
Session Break: 03:30- 03:45 pm			
14	Student Diversity and Inclusive Education Sub Themes: I Understanding Diversity and Linking it to Inclusion	03:45 - 05:15 pm	Dr. Kushagri Singh Assistant Professor, IUCTE
4 September, 2024			
15	Research and Development Sub Themes: I & II Introduction and Constituents of Research, Strengthening Research & its Contributions	02:00 - 03:30 pm	Prof. C. B. Sharma Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
Session Break: 03:30- 03:45 pm			
16	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	03:45 - 05:15 pm	Prof. Arbind Kumar Jha School of Education, Indira Gandhi National Open University (IGNOU), Delhi
	Final Quiz	05:15 - 05:30 pm	
“NEP Orientation & Sensitization Programme” 23 September-1 October, 2024			
S.No.	Themes/Sessions	Timings	Resource Person (s)

23 September, 2024			
	Orientation about the Program	2:00- 2:15 pm	Dr. Kushagri Singh
1	Indian Knowledge Systems Sub Themes: II Vocabulary of IKS	02:10 - 03:00 pm	Dr. Raja Pathak Assistant Professor, IUCTE
Session Break: 03:30- 03:45 pm			
2	Indian Knowledge Systems Sub Themes: I Broad Overview and Sources of Indian Knowledge System	03:45 - 05:15 pm	Prof. Praveen Kumar Tiwari Department of Education University of Delhi
24 September, 2024			
3	Holistic and Multidisciplinary Education Sub Themes: III: Human Values, Ethics, Personality Development and Environmental Education	02:00 - 03:30 pm	Prof. Pawan Kumar Sharma CCS University, Meerut
Session Break: 03:30- 03:45 pm			
4	Higher Education and Society Sub Themes: III Globalization and Internationalization	03:45 - 05:15 pm	Prof. Alka Singh Principal, Vasanta College for Women, Banaras Hindu University
25 September, 2024			
5	Holistic and Multidisciplinary Education Sub Themes: I & II Concept of Holistic Education & Multidisciplinary Education	02:00 - 03:30 pm	Prof. Amit Kauts Professor, Head and Dean Faculty of Education, GNDU Amritsar
Session Break: 03:30- 03:45 pm			
6	Academic Leadership, Governance, and Management Sub Themes: III Management and Governance	03:45 – 5:15 pm	Prof. A.C. Pandey Director, IUAC, New Delhi
26 September, 2024			
7	Academic Leadership, Governance, and Management Sub Themes: I & II Academic Leadership Institutional Development Plan	02:00 - 03:30 pm	Prof. Asheesh Srivastava Professor, IUCTE
Session Break: 03:30- 03:45 pm			
8	Higher Education and Society Sub Themes: I & II Higher Education System and its Role in the 21st century, Mission and	03:45 - 05:15 pm	Prof. K. Suresh National Institute of Educational Planning and Administration (NIEPA), Delhi

	Challenges of Higher Education System		
27 September, 2024			
9	Skill Development Sub Themes: I & II Skill Development: Need and Importance of Skill Development and Skill based Education in India	02:00 - 03:30 pm	Prof. Rajesh Khambayat NITTTR Bhopal
Session Break: 03:30- 03:45 pm			
10	Skill Development Sub Themes: II & III Tuning with Reality and Futuristic Skill, Skill Development in Higher Education	03:45 - 05:15 pm	Prof. P.K. Mishra Professor, Department of Chemical Engineering & Technology, IIT, BHU
28 September, 2024			
11	Information and Communication Technology Sub Themes: I Modern Techniques of ICT in Education	10:00- 11:30 am	Prof. V. P. Joshith Department of Education, Central University of Kerala
Session Break: 03:30- 03:45 pm			
12	Information and Communication Technology Sub Themes: II & III Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research	11:30 to 1:00 pm	Prof. J.V. Madhusudan Professor & Head Department of Education and Education Technology, School of Social Sciences, University of Hyderabad
30 September, 2024			
15	Research and Development Sub Themes: I & II Introduction and Constituents of Research, Strengthening Research & its Contributions	02:00 - 03:30 pm	Prof. C. B. Sharma Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
Session Break: 03:30- 03:45 pm			
16	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	03:45 - 05:15 pm	Prof. Arbind Kumar Jha School of Education, Indira Gandhi National Open University (IGNOU), Delhi
1 October, 2024			
	Student Diversity and Inclusive Education Sub Themes: II & III Developing Learner Centric Practices, Skills and Support System, Teacher	02:00 - 03:30 pm	Prof. Sunil Kumar Singh Faculty of Education, Banaras Hindu University

	Competencies Towards Diversity & Inclusion		
Session Break: 03:30- 03:45 pm			
14	Student Diversity and Inclusive Education Sub Themes: I Understanding Diversity and Linking it to Inclusion	03:45 - 05:15 pm	Dr. Kushagri Singh Assistant Professor, IUCTE
	Final Quiz	05:15 - 05:30 pm	
Online training program on “NEP Orientation & Sensitization Programme” 04-11 November, 2024			
S.No.	Themes/Sessions	Timings	Resource Person (s)
4 November 2024			
	Orientation about the Program	2:00- 2:10 pm	Dr. Kushagri Singh
1	Holistic and Multidisciplinary Education Sub Themes: III: Human Values, Ethics, Personality Development and Environmental Education	2:10 - 03:30 pm	Prof. Pawan Kumar Sharma CCS University, Meerut
Session Break: 03:30- 03:45 pm			
2	Indian Knowledge Systems Sub Themes: I Broad Overview and Sources of Indian Knowledge System	03:45 - 05:15 pm	Prof. Praveen Kumar Tiwari Department of Education, University of Delhi
5 November 2024			
3	Indian Knowledge Systems Sub Themes: II Vocabulary of IKS	02:00 - 03:30 pm	Dr. Raja Pathak Assistant Professor, IUCTE
Session Break: 03:30- 03:45 pm			
4	Higher Education and Society Sub Themes: III Globalization and Internationalization	03:45 - 05:15 pm	Dr. Vinod K Singh Associate Professor IUCTE
6 November 2024			
5	Holistic and Multidisciplinary Education Sub Themes: I & II Concept of Holistic Education & Multidisciplinary Education	02:00 - 03:30 pm	Prof. Amit Kauts Professor, Head and Dean Faculty of Education, GNDU Amritsar
Session Break: 03:30- 03:45 pm			

6	Student Diversity and Inclusive Education Sub Themes: II & III Developing Learner Centric Practices, Skills and Support System, Teacher Competencies Towards Diversity & Inclusion	03:45 – 5:15 pm	Prof. Sunil Kumar Singh Faculty of Education, Banaras Hindu University
7 November 2024			
7	Academic Leadership, Governance, and Management Sub Themes: III Management and Governance	10:00- 11:30 am	Prof. A.C. Pandey Director, IUAC, New Delhi
8	Academic Leadership, Governance, and Management Sub Themes: I & II Academic Leadership Institutional Development Plan	11:30 to 1:00 pm	Prof. Asheesh Srivastava Professor, IUCTE
8 November 2024			
9	Research and Development Sub Themes: I & II Introduction and Constituents of Research, Strengthening Research & its Contributions	02:00 - 03:30 pm	Prof. C. B. Sharma Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
Session Break: 03:30- 03:45 pm			
10	Student Diversity and Inclusive Education Sub Themes: I Understanding Diversity and Linking it to Inclusion	03:45 – 5:15 pm	Dr. Kushagri Singh Assistant Professor, IUCTE
9 November 2024			
11	Skill Development Sub Themes: I & II Skill Development: Need and Importance of Skill Development and Skill based Education in India	10:00- 11:30 am	Prof. Rajesh Khambayat NITTTR Bhopal
12	Skill Development Sub Themes: II & III Tuning with Reality and Futuristic Skill, Skill Development in Higher Education	11:30 to 1:00 pm	Prof. Vinay Swarup Mehrotra Professor, PSS Central Institute of Vocational Education, NCERT
10 November 2024			
13	Information and Communication Technology Sub Themes: I Modern Techniques of ICT in Education	10:00- 11:30 am	Prof. K. Srinivas Head ICT & Project Management Unit, NEIPA, New Delhi

14	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	11:30 to 1:00 pm	Prof. Arbind Kumar Jha School of Education, Indira Gandhi National Open University (IGNOU), Delhi
11 November 2024			
15	Higher Education and Society Sub Themes: I & II Higher Education System and its Role in the 21st century, Mission and Challenges of Higher Education System	10:00- 11:30 am	Prof. Rajnish Jain Dean Management, Devi Ahilya Vishwavidyalaya, Indore
16	Information and Communication Technology Sub Themes: II & III Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research	03:45 - 05:15 pm	Prof. J.V. Madhusudan Professor & Head Department of Education and Education Technology, School of Social Sciences, University of Hyderabad
	Final Quiz	05:15 - 05:30 pm	
Online training program on “NEP Orientation & Sensitization Programme -06” 09 - 17 December, 2024			
S.No.	Themes/Sessions	Timings	Resource Person (s)
09 December, 2024			
	Orientation about the Program	2:00- 2:10 pm	Dr. Deepty Gupta Dr. Kushagri Singh
1	Indian Knowledge Systems Sub Theme: II Vocabulary of IKS	02:10 - 03:30 pm	Dr. Raja Pathak Assistant Professor, IUCTE
Session Break: 03:30- 03:45 pm			
2	Higher Education and Society Sub Theme: III Globalization and Internationalization	03:45 - 05:15 pm	Dr. Vinod K Singh Associate Professor IUCTE
10 December, 2024			
3	Skill Development Sub Themes: I & II Skill Development: Need and Importance of Skill Development and Skill based Education in India; Tuning with Reality and Futuristic Skill	10:00 - 11:30 am	Prof. Rajesh Khambayat NITTTR Bhopal
Session Break: 11:30- 11:35 pm			
4	Indian Knowledge Systems Sub Themes: I	11:35 am - 01:00 pm	Prof. Pawan Kumar Sharma CCS University, Meerut

	Broad Overview and Sources of Indian Knowledge System		
11 December, 2024			
5	Information and Communication Technology Sub Theme: I Modern Techniques of ICT in Education	02:00 - 03:30 pm	Dr. K. Thiyagu Associate Professor Central University of Karnataka
Session Break: 03:30- 03:45 pm			
6	Student Diversity and Inclusive Education Sub Theme: I- Understanding Diversity and Linking it to Inclusion	03:45 - 05:15 pm	Dr. Kushagri Singh Assistant Professor, IUCTE
12 December, 2024			
7	Skill Development Sub Theme: III Skill Development in Higher Education	02:00 - 03:30 pm	Prof. Vinay Swarup Mehrotra Professor, PSS Central Institute of Vocational Education, NCERT
Session Break: 03:30- 03:45 pm			
8	Academic Leadership, Governance, and Management Sub Theme: III-Management and Governance	03:45 - 05:15 pm	Prof. A.C. Pandey Director IUAC, New Delhi
13 December, 2024			
9	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	03:45 - 05:15 pm	Prof. P.C. Agarwal Principal RIE, Bhubaneswar
14 December, 2024			
10	Research and Development Sub Themes: I & II Introduction and Constituents of Research, Strengthening Research & its Contributions	11:30 am - 01:00 pm	Prof. C. B. Sharma Director, School of Education, Indira Gandhi National Open University (IGNOU), Delhi
Session Break: 1:00 - 2:00 pm			
11	Higher Education and Society Sub Themes: I & II Higher Education System and its Role in the 21st century, Mission and Challenges of Higher Education System	02:00 - 03:30 pm	Prof. Saroj Sharma School of Education GGSIPU, Delhi
Session Break: 03:30- 03:45 pm			

12	Academic Leadership, Governance, and Management Sub Themes: I & II Academic Leadership Institutional Development Plan	03:45 - 05:15 pm	Prof. Asheesh Srivastava Dean Academics IUCTE
16 December, 2024			
13	Student Diversity and Inclusive Education Sub Themes: II & III Developing Learner Centric Practices, Skills and Support System, Teacher Competencies Towards Diversity & Inclusion	02:00 - 03:30 pm	Prof. Namrata Sharma Director, MMTTC DAVV Indore
Session Break: 03:30- 03:45 pm			
14	Information and Communication Technology Sub Themes: II & III Alternative Education Technology in Education, Practical Skills for use of ICT in Teaching & Research	03:45 - 05:15 pm	Prof. J.V. Madhusudan Professor & Head Department of Education and Education Technology, School of Social Sciences, University of Hyderabad
17 December, 2024			
15	Research and Development: Sub Theme III: Assessment of the research potential, preparing proposal; and quality parameter of research	02:00 - 03:30 pm	Prof. Manoj Saxena Head & Dean (Education) Central University of Himachal Pradesh, Dharamshala
Session Break: 03:30- 03:45 pm			
16	Holistic and Multidisciplinary Education Sub Theme: III: Human Values, Ethics, Personality Development and Environmental Education	03:45 - 05:15 pm	Prof. Prem Narayan Singh Director IUCTE
	Final Quiz	05:15 - 05:30 pm	

Annexure 6: You Tube Playlists (Video Resources)

Series of Program	Date Organized	URL for YouTube Playlists
NEP -01	3 - 12 June, 2024	https://www.youtube.com/playlist?list=PLi-sTE5p6psg2FtReVeaydmsmV64e9UFj
NEP -02	22 - 31 July, 2024	https://www.youtube.com/playlist?list=PLi-sTE5p6psiC8NBiEbkFveriYBbnGdPv
NEP -03	27 August - 4 September, 2024	https://www.youtube.com/playlist?list=PLi-sTE5p6pshzxRCXYswL2kf1Mfh2kZzZ
NEP -04	23 September - 1 October, 2024	https://www.youtube.com/playlist?list=PLi-sTE5p6pshhpD5LRmVa-XT24rf96E0
NEP -05	4 - 11 November, 2024	https://www.youtube.com/playlist?list=PLi-sTE5p6pshDX82iy4OqgD01xcujwnIz
NEP -06	09 - 17 December 2024	https://www.youtube.com/playlist?list=PLi-sTE5p6psgYOnNJdR2lr5ProSP0TFZm



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