

**29<sup>th</sup> NEP20 ORIENTATION  
AND  
SENSITIZATION PROGRAMME  
Online  
(01.09.2025 to 10.09.2025)  
Code: MMC-025-2025-APR-B-05513**

**Report**



**Malaviya Mission Teacher Training Centre (MMTTC)  
Central University of Gujarat  
Kundhela, Gujarat-391107**

**Course coordinator: Dr. Jahanvi Bansal**

Associate Dean  
IQAC&International Cell  
GSFC University

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# 1. Brochure of NEP Orientation & Sensitization Programme-1



## Central University of Gujarat

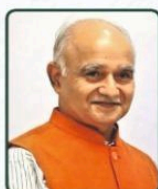
### Online NEP 2020 Orientation & Sensitization Programme - 20 UGC - MMTTC-Central University of Gujarat

In Academic Collaboration with GSFC University, Vadodara



(Prog ID: MMC-025-2025-APR-B-05513)

Date: 1<sup>st</sup> to 10<sup>th</sup> September, 2025 (Online) 2.00 PM to 5.00 PM



**Prof. Rama Shanker Dubey**  
Vice-Chancellor  
Central University of Gujarat



**Prof. G. R. Sinha**  
Provost (Vice Chancellor),  
GSFC University, Vadodara, Gujarat, India



**Prof. H.B. Patel**  
Director, UGC-MMTTC  
Central University of Gujarat



Course Coordinator:  
**Dr. Jahanvi Bansal**  
Associate Dean, Research & Development Cell,  
GSFC University, Vadodara, Gujarat, India  
associatedean.rdc@gsfcuniversity.ac.in  
9717666515

There is no registration fee.

**UGC - MMTTC-CUG Registration Link:** <https://mmc.ugc.ac.in/Login/Index>  
and **Google Form** is <https://forms.gle/DudEtbrsn15AuWyX7>

Project Assistant

**Ms. Isha Panchal**  
Project Assistant  
UGC-MMTTC-CUG  
9274012341  
mmttcentercug.2024@gmail.com

Technical Assistance

**Ms. Maharshi Patel**  
Technical Assistant, IT Division  
GSFC University, Vadodara, Gujarat, India  
7043992001  
maharshi.patel@gsfcuniversity.ac.in

**UGC - Malaviya Mission Teacher Training Centre (MMTTC)**  
Central University of Gujarat, Kundhela, Gujarat 391107, India

## 2. Introduction:

### 2.1 Malaviya Mission Teachers and Training Centre

The Ministry of Education (MoE) aims to enhance collaboration and integration between Human Resource Development Centres (HRDCs) and PMMMMNMTT centres in order to fulfill the objectives of the National Education Policy (NEP) 2020. This initiative focuses on the optimal use of infrastructure, manpower, and financial resources, while unifying all capacity-building programs under the title Malaviya Mission (MM). Under this mission, 111 institutions have been designated as Malaviya Mission Teacher Training Centres (MMTTCs). The scheme is structured to implement key recommendations of NEP 2020, introducing reforms to revitalize and strengthen the higher education system for delivering inclusive, equitable, and high-quality education.

**Vision:** To develop faculty competencies for improved teaching, learning, and research by grounding them in Indian values, updating their knowledge and skills, and aligning academic practices with societal needs and the goals of NEP 2020.

### 2.2 NEP Orientation and Sensitization Programme

The **first NEP Orientation and Sensitization Programme** was organized by the **Central University of Gujarat, MMTT Centre**, in collaboration with **GSFC University**, and was conducted in **online mode from 1st to 10th September 2025**, spanning **eight days**. The programme witnessed active participation from **faculty members representing various higher education institutions across the country**.

The programme was designed to **sensitize and orient participants to the eight core themes of the National Education Policy (NEP) 2020**, with sessions delivered by **eminent national-level experts**, strictly in accordance with **UGC guidelines**. Through interactive lectures, discussions, and reflective sessions, participants gained comprehensive insights into the vision, objectives, and implementation strategies of NEP 2020.

Upon **successful completion and evaluation**, participants will be awarded an **online certificate**, which is **recognized for API scoring** and will be **considered under the Career Advancement Scheme (CAS)**, as per the **UGC recommendations**.

### Objectives of the Programme

The key objectives of this programme, aligned with the principles of NEP 2020, include:

- Create awareness about the core principles, vision, and goals of NEP 2020. Providing pedagogy-based training to enhance faculty soft skills and practical competencies.
- Sensitize faculty and administrators to the paradigm shift from content-centric to learner-centric education. Building the capability to design transformative pedagogies incorporating ICT tools and digital technologies.

- Enable understanding of structural reforms such as multidisciplinary education, flexible curricula, and credit transfer systems.
- Promote innovative teaching-learning practices aligned with NEP guidelines.
- Encourage adoption of outcome-based and competency-based education frameworks.
- Facilitate effective implementation of assessment reforms and continuous evaluation systems.

## Proposed Outcomes

- Faculty members will be equipped to deliver holistic education grounded in Indian ethos, ethics, constitutional values, and human values, fostering balanced intellectual, emotional, and moral development.
- Teachers and students will gain a comprehensive understanding of the Indian Knowledge System (IKS) and its relevance in
- Learners will be contemporary knowledge creation, curriculum design, and dissemination
- Practices, encouraged to generate innovative ideas, learning resources, and solutions through multidisciplinary and cross-disciplinary approaches, in alignment with NEP 2020.
- Participants will develop enhanced critical thinking, analytical reasoning, and problem-solving skills within social, cultural, and ethical contexts.
- Learners will gain proficiency in the effective integration of ICT and digital tools, including e-learning platforms, blended learning models, and educational technologies.
- Participants will demonstrate improved understanding of outcome-based education (OBE) and competency-based learning frameworks as advocated by NEP 2020.
- Faculty and learners will become reflective practitioners, continuously improving their teaching-learning processes.
- Learners will develop ethical leadership qualities, social responsibility, and a spirit of lifelong learning, contributing positively to society and the nation.

## 3. Themes Covered

### Holistic and Multidisciplinary Education

Holistic education, inspired by ancient Indian wisdom and texts such as the Bhagavad Gita, emphasizes the integrated development of the body, mind, intellect, and soul. It promotes physical, emotional, and ethical well-being alongside academic excellence, reflecting India's enduring tradition of holistic living and the Guru–Shishya Parampara. Ancient centers of learning like Taxila and Nalanda exemplified this approach by nurturing strong teacher–student relationships, experiential learning, self-discipline, and character building. In the contemporary context, holistic education supports balanced personality development, social responsibility, environmental consciousness, and lifelong learning.

### Sub-themes:

- Concept and Philosophy of Holistic Education
- Human Values, Ethics, and Moral Education
- Personality Development and Emotional Intelligence
- Environmental Education and Sustainable Living.

### **Indian Knowledge Systems**

Indian Knowledge System encompasses all the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations.

Under this theme sub themes are as follows:

- Broad Overview and Sources of Indian Knowledge System.
- Methods In IKS

### **Academic Leadership, Governance, and Management**

Academic leadership focuses on guiding institutions toward excellence through vision, ethical values, and innovation. Effective academic leaders demonstrate strong communication, empathy, inclusivity, and decision-making skills. They promote faculty development, student engagement, and a culture of research and quality assurance. Academic leaders also play a key role in implementing institutional development plans and aligning goals with national education policies. Leadership in academics emphasizes adaptability, collaboration, and continuous improvement.

Under this theme sub themes are as follows:

- Academic Leadership
- Management and Governance

### **Higher Education and Society**

India’s higher education system plays a crucial role in the 21st century by fostering innovation, critical thinking, research, and skilled human capital to meet global challenges. The National Education Policy (NEP) 2020 envisions a learner-centric, flexible, and multidisciplinary higher education framework aligned with global standards. It emphasizes access, equity, quality, affordability, and accountability to strengthen institutional excellence. Globalization and internationalization are key focus areas, promoting cross-border collaboration, student and faculty mobility, and global partnerships. NEP 2020 also aims at “internationalization at home” by attracting foreign students and positioning India as a global study destination. Through these reforms, India seeks to re-establish itself as a knowledge leader and regain its status as Vishwa Guru.

Under this theme sub themes are as follows:

- Higher Education System and its Role in 21st Century
- Globalization and Internationalization
- Higher education plays a crucial role in developing skilled human resources, fostering innovation, research, and critical thinking.

### **Research and Development**

The National Education Policy (NEP) 2020 emphasizes that a strong research culture is central to achieving high-quality higher education in India. It envisions Higher Education Institutions (HEIs) not only as centers of learning but also as hubs for knowledge creation, innovation, and technology development. By fostering robust research ecosystems, HEIs can contribute meaningfully to national development and address pressing societal challenges, ranging from health, environment, and agriculture to technology and social welfare.

Research and innovation are considered key drivers for academic excellence, societal progress, and economic development. Encouraging multidisciplinary research and collaboration across institutions.

Under this theme sub themes are as follows:

- Supporting faculty and student-led innovations with funding, mentorship, and infrastructure.
- Linking research outputs to real-world applications to benefit society and industry.
- Establishing centers of excellence and innovation hubs in universities.
- Promoting international collaboration and global research standards.

### **Skill Development**

In the 21st century, higher education systems are undergoing rapid transformation, influenced by technological advancements, globalization, and societal needs. They are no longer limited to knowledge transmission but focus on holistic development, practical skill-building, and lifelong learning.

International institutions like UNESCO and UIL (UNESCO Institute for Lifelong Learning) highlight the need for critical thinking, problem-solving, creativity, and skill development in shaping a competent global workforce. Higher education contributes to social, cultural, economic, political, and technological progress by equipping.

Under this theme sub themes are as follows:

- Soft Skills: Communication, leadership, teamwork, empathy, adaptability.
- Practical/Technical Skills: Digital literacy, coding, data analysis, vocational skills.
- Entrepreneurial Skills: Innovation, risk-taking, business acumen.
- Global Competencies: Multilingual skills, intercultural understanding, global awareness.
- Lifelong Learning: Continuous upskilling and reskilling to meet emerging challenges.

### **Student Diversity and Inclusive Education**

India's higher education (HE) sector has undergone remarkable expansion, making it the second-largest higher education system in the world. This growth is accompanied by increasing student diversity, reflecting a broad spectrum of socio-economic, cultural, linguistic, and regional backgrounds.

According to the Ministry of Education (MoE, 2020), nearly 57% of students in higher education belong to socially and economically disadvantaged groups, highlighting the critical importance of equity, access, and inclusive practices. Diversity in higher education is not only a reflection of social heterogeneity but also an opportunity to enhance learning outcomes, innovation, and social cohesion.

To realize the full potential of this diversity, HEIs must focus on inclusive practices, learner-centric education, and comprehensive support systems, enabling all students to thrive academically, socially, and professionally.

Under this theme sub themes are as follows:

- Understanding Diversity and Linking It to Inclusion
- Developing Learner Centric Practices, Skills, and Support System
- Inadequate infrastructure for students with disabilities.

### **Information and Communication Technology**

The progressive transformation of technology—from 1G to 5G—has revolutionized the education landscape, giving rise to Education 4.0, where learning is personalized, flexible, and technology-driven. The use of Information and Communication Technology (ICT) has become indispensable in higher education, enabling seamless curriculum delivery, remote learning, and innovative teaching methods.

The COVID-19 pandemic highlighted the critical role of technology in education, as institutions rapidly transitioned to online and hybrid learning environments. Today, faculty and students must be adept at using digital tools, platforms, and resources to facilitate interactive and effective learning.

Under this theme sub themes are as follows:

- Modern Techniques of ICT In Education
- Alternative Education Technology in Education
- Impact of ICT and Alternative Technologies

### **ICP Use and integration in NEP 2020**

NEP 2020 does not formally define an acronym “ICP” in the policy text. Searches of official policy documents and trusted summaries show no entry for “ICP” as a specific framework, program, or component within NEP 2020. ICT (Information and Communication Technology) Repeated emphasis in NEP on use and integration of technology in education (teaching, learning, planning, management).

Under this theme sub themes are as follows:

- Modernize teaching and learning with digital platforms, e-content, and online learning resources.
- Use ICT to remove language barriers, increase accessibility (e.g., for Divyang students), and improve planning/administration.
- Promote digital literacy for students and teachers as a core competency for the 21st century.

### **Curriculum, Development, Pedagogy and Assessment**

NEP 2020 proposes a continuous process of curriculum development where National and State-level boards periodically revise the syllabus to ensure alignment with contemporary knowledge, skills, and local context. Curriculum frameworks are expected to be dynamic, updated every five years, and informed by experts, teachers, parents, and other stakeholders. In parallel, the policy places a significant emphasis on teacher development, recognizing that teachers are central to effective learning. Teacher preparation and continuous professional development programs are envisioned to include not only subject expertise but also pedagogical skills, digital literacy, socio-emotional learning, and inclusive education strategies.

Under this theme sub themes are as follows:

- Encourages interdisciplinary projects and flexible subject choices.
- Boards, universities, and institutions will restructure curricula to focus on skills, competencies, and holistic development.
- Learning through projects, arts, sports, experimentation, and problem-solving.
- Continuous assessment for learning rather than only summative exams.

### **NEP 2020 & Outcome Based Learning and Credit Frameworks**

NEP 2020 strongly emphasizes outcome-based and competency-driven education across all levels of learning. Outcome-Based Learning (OBL) focuses on what students are expected to know, do, and demonstrate at the end of a course or program rather than the time spent in classrooms. The policy envisions a shift from content-heavy teaching to learner-centric, skill-oriented education where learning outcomes are clearly defined, measurable, and aligned with knowledge, skills, and attitudes required for real-world challenges.

Under this theme sub themes are as follows:

- Focus shifts from traditional content-heavy teaching to learner-centric, skill-oriented education.
- OBL emphasizes defining clear learning outcomes: what students should know, do, and demonstrate at the end of a course or program.
- Each course/module is mapped to specific learning outcomes and assigned corresponding credits.

## **4. Programme Transaction**

The programme was held from September 01 to September 10, 2025, from 02:00hrs to 05:00hrs daily on working days (total 24 hours of teaching -learning)

Participants were registered on the Malaviya Mission portal.

<https://mmc.ugc.ac.in/registration/Index>

The programme was conducted in the online mode.

The programme was a transacted outcome-based approach.

Each session included presentations and discussions of 60 minutes followed by Question Answer Session of 30 minutes. There were ample opportunities of communication and sharing. All Study material/ Group Work activities/presentations were uploaded on the UGC Portal.

An Assessment test was administered at the end comprising of 5 MCQs based on each session. Resource Person for the programme were the eminent faculty members and scholars in their field.

## **5. NEP-13 Orientation and Sensitization Programme Schedule**

The NEP orientation & sensitization programme was an eight-day programme, with two live online sessions of 90 minutes each on the eight NEP 2020 themes held from Friday to Saturday (Week1) and Monday to Saturday (Week 2).

MCQ's were carried 5 questions after each theme session.

The program commenced on Monday, September 01, 2025, at 02:00 PM and conclude on September 10 at 05:00 PM.

# **NEP-ORIENTATION AND SENSITIZATION PROGRAMME**

## **Online Programme Schedule**

### **(01.09.2025 to 10.09.2025)**

Date & Day	Session time	Themes	Resource person
1st September 2025, Monday	02:30 PM – 04:00 PM	Indian Knowledge System	Prof. G. R. Sinha, Provost (Vice Chancellor)

	04:00 PM – 05:30 PM	Student Diversity and Inclusive Education	Prof. Sarika Sharma, Department of Teacher Training and Non-Formal Education
2nd September 2025, Tuesday	02:00 PM – 03:30 PM	Indian Knowledge System	Dr. Rajeshkumar G. Chaudhari, Associate Professor
	03:30 PM – 05:00 PM	Student Diversity and Inclusive Education	Prof. Bhawana Pathak, School of Environment and Sustainable Development
3rd September 2025, Wednesday	02:00 PM – 03:30 PM	Academic Leadership, Governance and Management	Prof. Tanu Gupta, Deputy Director MMTTC, Professor & Head, Department of English and Foreign Language
	03:30 PM – 05:00 PM	Indian Knowledge System	Prof. Vishal Sood, Department of Education
4th September 2025, Thursday)	02:00 PM – 03:30 PM	Research and Development	Prof. Rameshchandra G. Kothari, Former Vice Chancellor
	03:30 PM – 05:00 PM	Research and Development	Prof. Preeti K. Suresh, Institute of Pharmacy, Director MMTTC
8th September 2025, Sunday	02:00 PM – 03:30 PM	Research and Development in NEP 2020	Prof. Roopali Goyanka, Department of English
	03:30 PM – 05:00 PM	ICT Use and Integration in NEP 2020	Prof. Nayan Jobanputra, Ex. Director
9th September 2025, Monday	02:00 PM – 03:30 PM	Higher Education & Society	Dr. Hemang Desai, Deputy Registrar
	03:30 PM – 05:00 PM	Holistic and Multidisciplinary	Dr. Raghvendra Pratap Singh, Associate Professor
10th September 2025, Tuesday	02:00 PM – 03:30 PM	Curriculum, Development, Pedagogy and Assessment	Prof. Chidanand R. Patil, Professor & Former Dean
	03:30 PM – 05:00 PM	NEP 2020 & Outcome Based Learning and Credit Frameworks	Dr. Khemraj Sharma, Department of English
11th Septemeber, 2025	02.00 pm to 03.30 pm	Information Communication Technology	Dr. Rakesh Damir Associate Professor
	03.30 pm to 05.00 pm	Academic Leadership, Governance and Management	Prof. Manish Professor and Dean

## 06. Session Wise Summary

The programme featured sixteen lectures by eminent experts from various fields of higher education.

#### 06.01 Session on 1<sup>st</sup> September, 2025

<b>Date</b>	01/09/2025
<b>Time</b>	02:30 PM – 05:30 PM
<b>Resource Person &amp; Designation</b>	Prof. G. R. Sinha, Provost/ Prof. Sarika Sharma
<b>Theme</b>	Indian Knowledge System/ Student Diversity and Inclusive Education
<b>Welcome address and vote of thanks</b>	<b>Dr. Jahanvi Bansal</b>

The 1<sup>st</sup> Day of the FDP was conducted by **Prof. G. R. Sinha and Prof. Sarika Sharma** on the theme “**Indian Knowledge System**” and “**Student Diversity and Inclusive Education**” on **1<sup>st</sup> September 2025** from **2:30 PM to 5:30 PM**. Prof. G. R. Sinha, delivered an inspiring and deeply informative session emphasizing the richness, relevance, and global significance of the **Indian Knowledge System (IKS)** in contemporary education. He highlighted that India’s ancient heritage of learning—rooted in science, philosophy, mathematics, medicine, literature, and spirituality—forms the foundation of the nation’s intellectual and cultural identity.

Prof. Sinha explained how the **National Education Policy (NEP) 2020** envisions the integration of the Indian Knowledge System into modern curricula to promote holistic learning and cultural pride. He discussed the contributions of great scholars such as Chanakya, Aryabhata, Charaka, and Sushruta, emphasizing how their discoveries and ideas continue to influence global scientific and philosophical thought. The session explored how traditional wisdom can coexist with modern research to address contemporary challenges in sustainable development, health, and education.

The speaker also shed light on the importance of including value-based education, ethics, environmental consciousness, and yoga as essential elements of holistic education inspired by the Indian Knowledge System. Through engaging examples, he demonstrated how blending traditional and modern knowledge can foster innovation and build a balanced worldview among students.

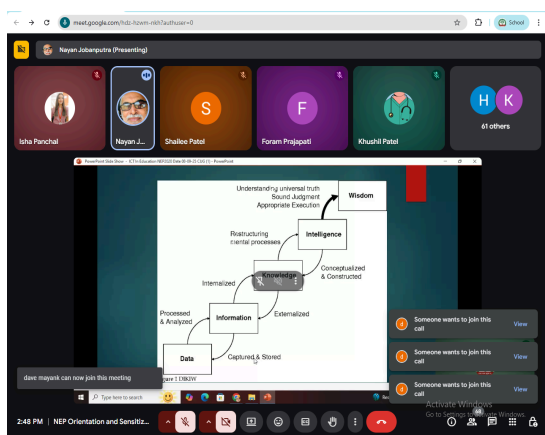
**Prof. Sarika Sharma** delivered an insightful and thought-provoking session emphasizing the importance of recognizing and addressing the diversity among students in higher education institutions. She highlighted that understanding student diversity—whether in terms of socio-economic background, learning styles, cultural identity, or abilities—is essential for ensuring inclusive and equitable learning experiences.

During her talk, **Prof. Sarika Sharma** discussed how faculty members can adapt teaching methodologies, learning resources, and assessment strategies to meet the varied needs of students. She stressed the importance of creating a supportive and inclusive classroom environment that values every learner’s individuality and fosters mutual respect. The session also

explored how diversity contributes to creativity, collaboration, and critical thinking, helping students develop empathy and global citizenship skills.

**Prof. Sarika Sharma** illustrated her points with **real-life examples and case studies**, showing how inclusive practices can transform both teaching and learning outcomes. She also linked the discussion to the objectives of NEP 2020, which emphasizes equity, accessibility, and inclusion in education. The participants actively engaged in discussions about strategies to address learning barriers and promote inclusivity within their institutions.

The session was highly appreciated by the participants, as it encouraged them to reconnect with India’s cultural roots while embracing global academic standards. The session concluded with a **vote of thanks proposed by Dr. Jahanvi Bansal**, expressing heartfelt gratitude to Prof. G. R. Sinha and Prof. Sarika Sharma for his insightful and thought-provoking session that beautifully bridged the ancient wisdom of India with the modern educational framework and inspiring insights into promoting diversity and inclusion in the classroom, thereby enriching the overall teaching-learning process.



### 06. 02 Session on 2<sup>nd</sup> September, 2025

Date	02/09/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Dr. Rajeshkumar G. Chaudhari/ Prof. Bhawana Pathak
Theme	Indian Knowledge System/ Student Diversity and Inclusive Education
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 2<sup>nd</sup> Day of the FDP was conducted by **Dr. Rajeshkumar G. Chaudhari and Prof. Bhawana Pathak** on the theme **“Indian Knowledge System”** and **“Student Diversity and Inclusive Education”** on **2<sup>nd</sup> September 2025** from **2:00 PM to 5:00 PM**. Dr. Rajeshkumar G.

Chaudhari, delivered refers to the vast, rich, and diverse body of knowledge developed in India over millennia, encompassing philosophical, scientific, artistic, medical, ecological, linguistic, and technological traditions. Rooted in Indian civilization and cultural heritage, IKS emphasizes a holistic, integrative, and value-based approach to knowledge, harmonizing material progress with ethical, spiritual, and societal well-being. He highlighted that India's ancient heritage of learning—rooted in science, philosophy, mathematics, medicine, literature, and spirituality—forms the foundation of the nation's intellectual and cultural identity.

Dr. Rajeshkumar G. Chaudhari explained how the **National Education Policy (NEP) 2020** envisions the integration of the Indian Knowledge System. The Indian Knowledge System serves as a foundation for holistic education, aligning knowledge with values, sustainability, and human well-being. Its integration into modern education under NEP 2020 aims to create a globally competent yet culturally rooted generation, capable of contributing meaningfully to society and knowledge advancement.

The speaker also shed light on the importance of including value-based education, ethics, environmental consciousness, and yoga as essential elements of holistic education inspired by the Indian Knowledge System. Through engaging examples, he demonstrated how blending traditional and modern knowledge can foster innovation and build a balanced worldview among students.

**Prof. Bhawana Pathak** delivered a central pillar of the National Education Policy (NEP) 2020, emphasizing the creation of an education system that is equitable, accessible, and responsive to the varied needs of all learners. It recognizes that students differ in terms of socio-economic background, gender, language, culture, region, abilities, learning styles, and aspirations, and that these differences must be acknowledged and positively addressed within educational institutions. an insightful and thought-provoking session emphasizing the importance of recognizing and addressing the **diversity among students** in higher education institutions. She highlighted that understanding student diversity—whether in terms of socio-economic background, learning styles, cultural identity, or abilities—is essential for ensuring inclusive and equitable learning experiences.

During her talk, **Prof. Bhawana Pathak** discussed Student diversity is a strength rather than a challenge. Inclusive education ensures that this diversity is embraced, valued, and leveraged to enrich learning experiences. By implementing inclusive policies and practices as envisioned in NEP 2020, educational institutions can foster an environment where every learner is empowered to succeed, contributing to a more just, inclusive, and knowledge-driven society. She stressed the importance of creating a **supportive and inclusive classroom environment** that values every learner's individuality and fosters mutual respect.

**Prof. Bhawana Pathak** illustrated her points with **real-life examples and case studies**, showing how inclusive practices can transform both teaching and learning outcomes. She also linked the discussion to the **objectives of NEP 2020**.

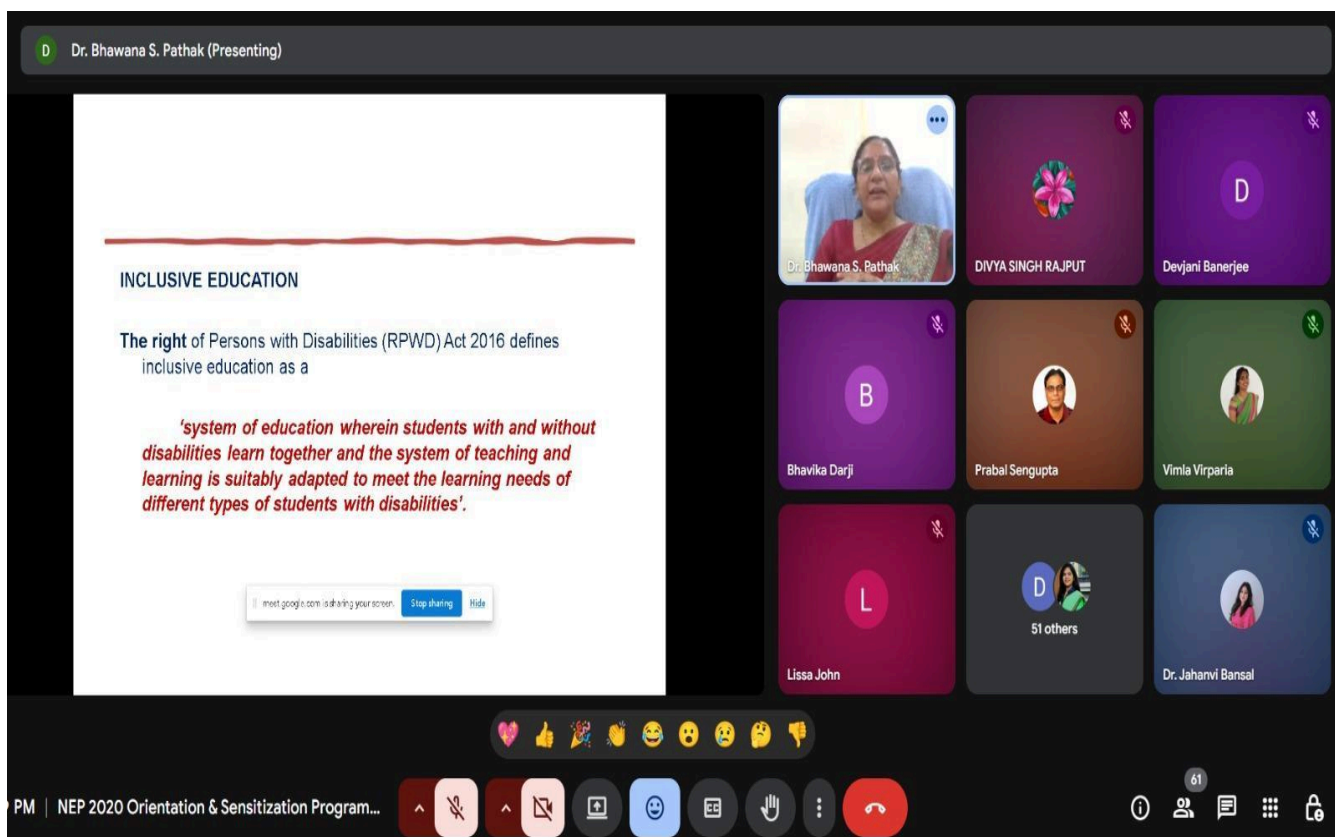
The session was highly appreciated by the participants, as it encouraged them to reconnect with India's cultural roots while embracing global academic standards. The session concluded with a **vote of thanks proposed by Dr. Jahanvi Bansal**, expressing heartfelt gratitude to Dr. Rajeshkumar G. Chaudhari/ Prof. Bhawana Pathak insightful and thought-provoking session that beautifully bridged the ancient wisdom of India with the modern educational framework and

inspiring insights into promoting diversity and inclusion in the classroom, thereby enriching the overall teaching-learning process.

The screenshot shows a Zoom meeting interface. At the top, the host is identified as "Dr. Rajeshkumar G Chaudhari (Presenting, annotating)". The main content is a presentation slide titled "Existential Challenges" with three columns:

- Unsustainable Development:** *Current models of development are often unsustainable, conflicting with natural ecological balance and leading to environmental degradation.*
- Need for New Paradigms:** *There is an urgent requirement for innovative development paradigms that prioritize long-term well-being over short-term gains, fostering harmony with nature.*
- The Indian Way:** *The Indian approach to development emphasizes sustainability and strives for the welfare of all living beings, reflecting a deep respect for interconnectedness.*

The slide is attributed to "Made with GAMMA". To the right, a grid of participants is visible, including Dr. Rajeshkumar G Chaudhari, Divya Singh Rajput, Bipul Solanki, Devjani Banerjee, Dr. Jahanvi Bansal, Bhavika Darji, and a group of 53 others. The bottom toolbar shows the time as 3:19 PM, the meeting title "NEP 2020 Orientation & S...", and various controls like "Track Attendance", mute, video, chat, and a red call button.



### 06. 03 Session on 3<sup>rd</sup> September, 2025

Date	03/09/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Prof. Tanu Gupta/ Prof. Vishal Sood
Theme	Academic Leadership, Governance and Management/ Indian Knowledge System
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 3<sup>rd</sup> day of the FDP was conducted by **Prof. Tanu Gupta** and **Prof. Vishal Sood** on the theme “**Academic Leadership, Governance and Management**” and “**Indian Knowledge System**” on **3 September 2025** from **2:00 PM to 5:00 PM**. Prof. Tanu Gupta delivered a highly informative and thought-provoking session emphasizing the critical role of effective academic leadership and institutional governance in achieving excellence in higher education. She began by explaining how leadership in academia differs from administrative control and highlighted the qualities of a good academic leader-vision, integrity, empathy, innovation, and the ability to inspire collective growth.

**Prof. Gupta** discussed the importance of transparent and participatory governance, where decision-making involves collaboration between faculty, administrators, and stakeholders to ensure institutional development. She elaborated on how strong governance frameworks enhance accountability, quality assurance, and strategic planning, aligning with the goals of **NEP 2020**. The speaker also emphasized management principles such as communication, coordination, and delegation, which are essential for effective institutional functioning.

**Prof. Vishal Sood** illustrated her points defining characteristic of the Indian Knowledge System is its integrative and interdisciplinary nature. Traditional Indian scholars did not view knowledge in rigid compartments; instead, they recognized the interconnectedness of natural sciences, humanities, and spiritual thought. Texts and traditions such as the Vedas, Upanishads, Darshanas, Ayurveda, Yoga, and classical linguistic systems reflect deep insights into human consciousness, health, environment, and social order, many of which continue to offer relevance in addressing contemporary challenges. The transmission of knowledge in IKS has traditionally followed experiential and dialogic methods, most notably through the **Guru–Shishya Parampara**. Learning was based on observation, practice, questioning, and reflection, fostering critical thinking, moral development, and practical application of knowledge. This approach encouraged learners to internalize knowledge and apply it responsibly in real-life contexts.

Through practical examples and real-life experiences, He inspired the participants to cultivate leadership skills within their professional roles. The session concluded with a **vote of thanks proposed by Dr. Jahanvi Bansal**, expressing gratitude to **Prof. Tanu Gupta and Prof. Vishal Sood** are enriching insights on academic leadership, governance, and management, and for motivating participants to strengthen their leadership potential within the academic framework.

Prof. Tanu Gupta (Presenting, annotating)

# Academic Leadership

10



Every teacher is a potential leader

meet.google.com is sharing your screen.

2:43 PM | NEP 2020 Orientation &... Tracking Started 53 min 26s ago Click To Generate Report

74

Prof. Tanu Gupta, Dr Rishikant Rajdeepak, Yoothika Patel, Dr Akhilesh Prajapati, Dr. Prasad Andhare, Isha Panchal, 66 others, ITeS Department - GSFC University

Prof. Vishal Sood CU Himachal (Presenting, annotating)

# Indian Knowledge System (IKS): Diverse Perspectives and Curricular Interventions

Prof. (Dr.) Vishal Sood  
Professor of Education  
Secretary to Vice Chancellor  
Central University of Himachal Pradesh  
Dharamshala (H.P.) – INDIA

Prof. Vishal..., Isha Panchal, Trupti G, Yoothika P..., Dr. Prasad ..., Dr Rishikan..., 64 others, Maharshi Patel

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#### 06. 04 Session on 4<sup>th</sup> September, 2025

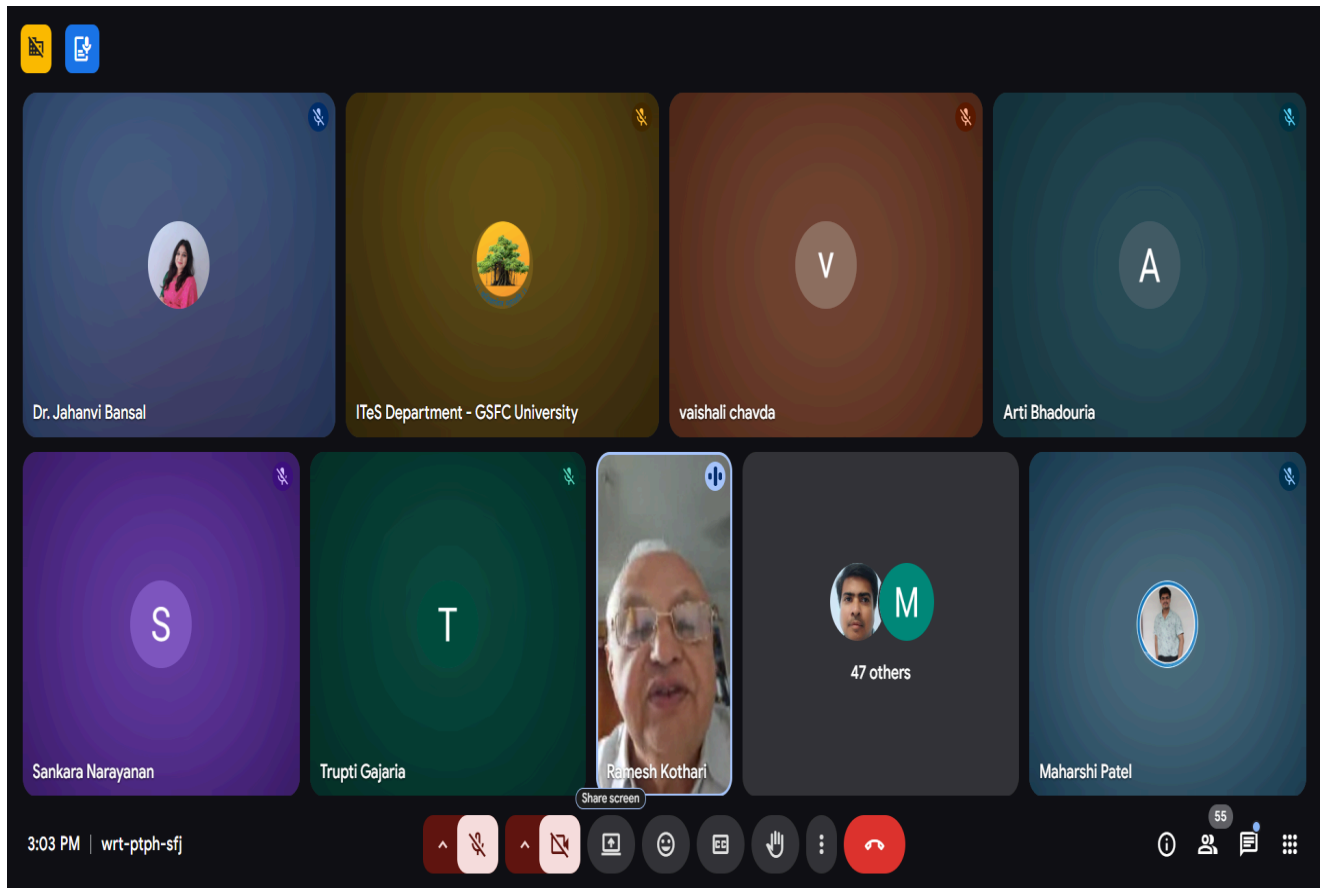
Date	04/9/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Prof. Rameshchandra G. Kothari/ Prof. Preeti K Suresh
Theme	Research & Development
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 4<sup>th</sup> day of the FDP was conducted by **Prof. Rameshchandra G. Kothari and Prof. Preeti K Suresh** on the theme “**Research and Development**” on **4<sup>th</sup> September, 2025** from **2:00 PM to 5:00 PM**. **Prof. Rameshchandra G. Kothari** an enlightening and thought-provoking session emphasizing the significance of **research and development (R&D)** as a driving force behind innovation, academic excellence, and societal progress. He highlighted how research forms the backbone of higher education, enabling institutions to generate new knowledge, solve real-world problems, and contribute to national and global development.

During the session, **Prof. Preeti K Suresh** explained the various stages of research, including problem identification, literature review, hypothesis formulation, data collection, analysis, and interpretation. She also elaborated on the **types of research**, such as basic, applied, and interdisciplinary research, stressing the need for collaboration across diverse domains. The speaker encouraged participants to develop a **research mindset** and to focus on **innovation, sustainability, and ethical practices** in their scholarly work.

Prof. Rameshchandra G. Kothari and Prof. Preeti K Suresh also shared valuable insights on **research methodology, proposal writing, and the importance of publishing in reputed journals**. She motivated faculty members to actively engage in research activities and to mentor students in developing scientific curiosity and analytical thinking. The session included practical examples and interactive discussion, making complex research concepts easier to understand.

The session concluded with a **vote of thanks proposed by, Dr. Jahanvi Bansal** expressing gratitude to Prof. Rameshchandra G. Kothari and Prof. Preeti K Suresh are comprehensive and inspiring session on research and development, which provided valuable direction to the participants in strengthening their academic and research pursuits.



## 06. 05 Session on 8<sup>th</sup> September, 2025

Date	08/09/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Prof. Roopali Goyanka,/ Prof. Nayan Jobanputra
Theme	Research and Development in NEP 2020/ ICT Use and Integration in NEP 2020
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 5<sup>th</sup> day of the FDP was conducted by **Prof. Roopali Goyanka and Prof. Nayan Jobanputra** on the theme “**Research and Development in NEP 2020**” and “**ICT Use and Integration in NEP 2020**” on 8<sup>th</sup> September 2025 from 2:00 PM to 5:00 PM. **Prof. Roopali Goyanka** delivered an insightful and thought-provoking session emphasizing the essential role of **research and development (R&D)** in shaping innovation, advancing knowledge, and strengthening the nation’s academic ecosystem. She highlighted that research serves as the foundation for evidence-based learning, innovation, and policy development, ultimately contributing to the social, technological, and economic growth of the country.

**Prof. Roopali Goyanka** began his session by explaining the **core components of the research process**, including **problem identification, hypothesis formulation, data collection, analysis, and dissemination of findings**. He discussed how meaningful research stems from curiosity and the desire to solve real-world problems through critical and creative thinking. The speaker also emphasized the need for collaboration across disciplines to foster innovation and create impactful research outcomes.

Linking his talk with the **National Education Policy (NEP) 2020**, **Prof. Roopali Goyanka** highlighted the policy’s focus on promoting **research-oriented education, institutional innovation councils, and research incubation centers** to cultivate a strong research culture among faculty and students. He also underlined the importance of **ethical practices, intellectual property rights (IPR), and publication integrity**, which are essential for maintaining the credibility of academic research.

Prof. Nayan Jobanputra delivered an insightful session emphasizing the pivotal role of Information and Communication Technology (ICT) in transforming modern teaching-learning practices. He discussed how the effective integration of ICT tools enhances classroom engagement, supports innovative pedagogy, and fosters collaborative and experiential learning environments. The speaker highlighted various digital platforms, learning management systems, and AI-based tools that can assist faculty members in creating interactive content and assessing student performance efficiently.

Prof. Jobanputra also elaborated on the importance of digital literacy for teachers and students, emphasizing that ICT is not just a support mechanism but a catalyst for educational

transformation under the National Education Policy (NEP) 2020. Through practical examples, he demonstrated how technology bridges the gap between conventional teaching and global digital learning ecosystems. Participants actively engaged in the discussion, sharing their institutional experiences and challenges in implementing ICT-driven methods.

At the end of the session, a **vote of thanks was proposed, Dr. Jahanvi Bansal** appreciating **Prof. Roopali Goyanka and Prof. Nayan Jobanputra’s** valuable insights and contribution to enhancing digital competency among faculty members.

### 06. 06 Session on 9<sup>th</sup> September, 2025

Date	09/09/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Dr. Hemang Desai/ Dr. Raghvendra Pratap Singh
Theme	Higher Education & Society/ Holistic and Multidisciplinary
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 6<sup>th</sup> day of the FDP was conducted by **Dr. Hemang Desai and Dr. Raghvendra Pratap Singh** on the theme “**Higher Education & Society**” and “**Holistic and Multidisciplinary**” on **9th September 2025** from **2:00 PM to 5:00 PM**. Prof. Dr. Desai delivered an enlightening and intellectually stimulating session that focused on the **current trends, challenges, and transformative goals** of higher education in India. He began by discussing the evolving role of higher education institutions in nurturing innovation, ethical values, and global competence among learners. Linking his discussion to the **National Education Policy (NEP) 2020**, he highlighted the vision of creating a holistic, multidisciplinary, and research-oriented education system that caters to the diverse needs of students and society.

Dr. Desai elaborated on how **quality assurance, autonomy, and institutional accountability** are the pillars of a robust higher education framework. He emphasized the need to integrate **technology, research, and experiential learning** into academic programs to make education more outcome-driven and globally relevant. The session also covered the importance of **faculty development, collaboration between academia and industry, and internationalization of education**, which together contribute to enhancing the global standing of Indian universities.

**Dr. Raghvendra Pratap Singh** delivered Holistic and Multidisciplinary Education is a core vision of the National Education Policy (NEP) 2020, aiming to nurture well-rounded individuals by integrating intellectual, physical, emotional, ethical, and social dimensions of learning. Holistic education goes beyond academic achievement to focus on character building, creativity, critical thinking, and life skills. It draws inspiration from India’s traditional education systems, which emphasized the balanced development of body, mind, and spirit, preparing learners not only for employment but also for responsible citizenship and lifelong learning.

The speaker encouraged faculty participants to embrace change by adopting innovative pedagogies, participating in continuous professional development, and engaging in multidisciplinary research. He also stressed that higher education should aim not only to impart knowledge but also to **build character, critical thinking, and social responsibility** among students.

The session concluded with a **vote of thanks proposed by Dr. Jahanvi Bansal**, expressing gratitude to Dr. Hemang Desai and Dr. Raghendra Pratap Singh for his insightful and inspiring session that broadened participants’ understanding of the evolving landscape and future direction of higher education in India

**06. 07 Session 10<sup>th</sup> September, 2025**

Date	10/09/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Prof. Chidanand R. Patil/ Dr. Khemraj Sharma
Theme	Curriculum, Development, Pedagogy and Assessment/ NEP 2020 & Outcome Based Learning and Credit Frameworks
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 7<sup>th</sup> day of the FDP was conducted by **Prof. Chidanand R. Patil** on the theme “**Curriculum, Development, Pedagogy and Assessment**”and “**NEP 2020 & Outcome Based Learning and Credit Frameworks**” on **10<sup>th</sup> September, 2025** from **2:00 PM to 5:00 PM**. Prof. Patil delivered a comprehensive and enlightening session focusing on the dynamic relationship between curriculum design, effective pedagogy, and meaningful assessment practices in higher education. He emphasized that a well-structured curriculum serves as the foundation of quality education and must continuously evolve to meet societal, technological, and industrial demands in alignment with the **National Education Policy (NEP) 2020**.

During his talk, Prof. Patil elaborated on the essential components of **curriculum development**, including defining learning outcomes, content selection, sequencing, and continuous evaluation. He highlighted the importance of adopting **learner-centered pedagogical approaches** such as project-based learning, experiential learning, case studies, and flipped classrooms to enhance critical thinking, creativity, and problem-solving among students.

The session also addressed the role of **formative and summative assessments** in measuring learning effectiveness. Prof. Patil discussed how innovative evaluation techniques—like rubrics, peer assessment, and reflective journals—can help ensure fair and holistic assessment of student performance. He emphasized that assessment should not only test memory but also evaluate understanding, application, and higher-order thinking skills as per **Bloom’s Taxonomy**.

Prof. Patil encouraged faculty members to regularly review and revise curricula to maintain relevance and ensure interdisciplinary integration. The session was interactive, with participants sharing their experiences and challenges in implementing modern pedagogical strategies.

**Dr. Khemraj Sharma** delivered a comprehensive and enlightening session that focused on the integration of **Outcome-Based Education (OBE)** and the **Academic Credit Framework** within the larger vision of the **National Education Policy (NEP) 2020**. He emphasized that NEP 2020 aims to transform higher education in India into a learner-centric, flexible, and multidisciplinary system that emphasizes measurable learning outcomes and lifelong learning.

Prof. Sharma explained the concept of **Outcome-Based Learning (OBL)** as a teaching and assessment strategy where all educational activities are aligned with predefined learning outcomes. He discussed how outcomes can be categorized into **program outcomes, course outcomes, and specific learning outcomes**, and how they serve as a foundation for curriculum design, delivery,

and evaluation. The speaker highlighted the importance of **constructive alignment**, ensuring that learning objectives, teaching methodologies, and assessment tools are coherently connected.

In addition, Prof. Sharma elaborated on the **National Higher Education Qualification Framework (NHEQF)** and the **Academic Bank of Credits (ABC)**, explaining how these mechanisms promote flexibility, mobility, and student autonomy across institutions. He also linked OBE and credit systems to **Bloom’s Taxonomy**, underlining the shift from rote learning to competency-based education.

Through interactive discussions, Prof. Sharma provided practical examples of designing outcome-based syllabi, mapping course objectives, and assessing attainment levels effectively. Participants appreciated his detailed explanation of how NEP 2020 envisions quality enhancement and global recognition of Indian higher education.

The session concluded with a **vote of thanks proposed by Dr. Jahanvi Bansal**, appreciating **Prof. Chidanand R. Patil and Dr. Khemraj Sharma** for his detailed and insightful presentation on curriculum development, pedagogy, and assessment strategies that will significantly enhance teaching-learning quality in higher education.

#### 06. 08 Session on 11<sup>th</sup> September, 2025

Date	11/09/2025
Time	02:00 PM to 05:00 PM
Resource Person & Designation	Dr. Rakesh Damir/ Prof. Manish
Theme	Information Communication Technology/Academic Leadership, Governance and Management
Welcome Address & Vote of Thanks	<b>Dr. Jahanvi Bansal</b>

The 9<sup>th</sup> day of the FDP was conducted by **Dr. Rakesh Damir and Prof. Manish** on the theme **“Information Communication Technology (ICT)” and “Academic Leadership, Governance and Management”** on **11th September, 2025** from **2:00 PM to 5:00 PM**. Dr. Rakesh Damir delivered an exceptional and highly interactive session focusing on the transformative power of

**Information and Communication Technology in higher education.** He emphasized that ICT has become an indispensable tool for enhancing teaching, learning, research, and academic management in the modern era.

During the session, Prof. Damir discussed the **integration of ICT in pedagogy**, explaining how digital platforms and e-learning tools can make teaching more engaging, inclusive, and effective. He highlighted the significance of **Learning Management Systems (LMS)**, **Massive Open Online Courses (MOOCs)**, **AI-based educational tools**, and **virtual laboratories** in promoting flexible and personalized learning experiences. The speaker also shared insights on the **National Digital Education Architecture (NDEAR)** and **Digital Infrastructure for Knowledge Sharing (DIKSHA)** platforms introduced under NEP 2020 to strengthen digital education.

Prof. Damir encouraged faculty members to enhance their **digital literacy** and adopt technology-driven practices for developing innovative teaching-learning models. He also emphasized the role of ICT in improving administrative efficiency through data analytics, digital record management, and communication networks within institutions. His session skillfully linked technology integration with the broader goals of **quality, accessibility, and inclusivity** in higher education.

The session included real-time demonstrations and examples of ICT applications in the academic ecosystem, which made the discussion highly engaging and practical. Participants gained valuable insights into effectively implementing digital tools to foster an interactive and outcome-oriented educational environment.

Prof. Manish delivered an inspiring and thought-provoking session highlighting the crucial role of **academic leadership** in driving excellence, innovation, and integrity within higher education institutions. He emphasized that strong academic leadership goes beyond administrative control—it involves vision, mentorship, and the ability to influence positive change in institutional culture and academic practices.

Prof. Manish discussed the **qualities of an effective academic leader**, including communication, empathy, decision-making, and ethical governance. He explained how leadership in academia requires balancing multiple responsibilities such as curriculum development, faculty motivation, student engagement, and institutional collaboration. The session focused on how transformational leadership fosters creativity, inclusivity, and collective growth, ensuring that the institution aligns with the goals of **quality education and sustainable development** envisioned under the **National Education Policy (NEP) 2020**.

He further elaborated on the different **leadership models**, such as democratic, transformational, and participative leadership, and how they can be effectively applied in academic settings. Prof. Manish encouraged faculty members to develop leadership skills at their respective levels—departmental, institutional, and community—by taking initiative and promoting teamwork.

Prof. Manish comprehensive and insightful lecture highlighting the importance of **effective management and good governance** in higher education institutions. He began by explaining how governance forms the structural backbone of educational systems, ensuring accountability, transparency, and efficiency in academic and administrative functioning.

He emphasized that **sound institutional management** is vital for achieving the goals of quality education, faculty development, and student success. He elaborated on the key components of governance, including strategic planning, leadership, financial management, and regulatory

The session also highlighted the importance of continuous professional development, adaptability to change, and emotional intelligence in academic leadership. Participants actively interacted with the speaker, sharing their experiences and perspectives on leadership challenges in higher education.

The session concluded with a **vote of thanks proposed by Dr. Jahanvi Bansal**, expressing heartfelt gratitude to **Dr. Rakesh Damir and Prof. Manish** for his inspiring and enlightening session on the role of ICT in transforming higher education, aligning perfectly with the vision of NEP 2020.

## 7. Certificates

Participants who fulfilled the following criteria were considered for certification.

- Mandatory attendance is required in all sessions.
- Uploading of the nomination form.
- Exam appearance and pass.
- Filling out the feedback form.

## 8. Evaluation

The assessment of the program was as follows:

The assessment test of MCQs consists of 80 marks, and each theme has 10 MCQs on the test paper and 20 marks for overall responses during the sessions.

Each participant was evaluated out of 100.

The minimum criteria for participants to pass the test was 50% marks.

The assessment test was held online on Google Form from 04:30 PM to 05:45 PM on 11<sup>th</sup> September, 2025.

The analytics of the assessment test is as follows

## 10. NEP Orientation and Sensitization Programme Management Team

### Programme Director:

Prof. H.B. Patel, Director, UGC-MMTTC, Central University of Gujarat

### Programme Coordinator:

Ms. Isha Panchal

**Course Coordinator:**

Dr. Jahanvi Bansal, Associate Dean IQAC International Cell, GSFC University, Vadodara.

**Technical Assistant:**

Ms. Maharshi Patel, Technical Assistant, IT Division, GSFC University, Vadodara, Gujarat.

**11. MMTTP Core Team**



**Prof. R. S. Dubey**  
Honourable Vice- Chancellor,  
Central University of Gujarat,  
Gandhinagar,  
Gujarat-382030



**Prof. H. B. Patel**  
Prof. H. B. Patel,  
Director, UGC-MMTTC,  
Central University of Gujarat,  
Gandhinagar, Gujarat-382030



**Prof. G. R. Sinha,**  
Provost (Vise Chancellor),  
GSFC University,  
Vadodara,

**Gujarat, India**



**Dr. Jahanvi Bansal,  
Associate Dean, IQAC  
International Cell,  
GSFC University,  
Vadodara,  
Gujarat, India**

\*\*\*\*\*Thank you very much\*\*\*\*\*