



44TH NEP2020

ORIENTATION AND SENSITIZATION PROGRAMME

IN ONLINE MODE

[15.06.2026 to 23.06.2026]

Code: MMC-025-2026-APR-B-08038

Report

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1. Brochure of 44th NEP20 Orientation & Sensitization Programme



UGC-MMTTC-Central University of Gujarat

44th NEP2020 Orientation & Sensitization Programme

**In Academic Collaboration with
Shri Govind Guru University Godhra**

Date: 15th June to 23rd June 2026**Online (02:30 pm to 05:30 pm)**

Prof. Atanu Bhattacharya
Vice- Chancellor (I/C),
Central University of Gujarat



Prof. Haribhai R. Kataria
Vice Chancellor,
Shri Govind Guru University



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



Dr. Anil Solanki
Registrar,
Shri Govind Guru University



Prog ID: MMC-025-2026-APR-B-08038

UGC-MMTTC-CUG Registration Link: <https://mmc.ugc.ac.in/Login/Index>
and Google Form Link: <https://forms.gle/ghuivfv9NgLdLeWU8>

*There is no Registration fee.**Attendance is mandatory for all sessions*
Note: All the rights are reserved with the organisers

Course Co-ordinator



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

2. Introduction

2.1 Malaviya Mission Teachers and Training Centre

The Ministry of Education (MoE) has sought strengthening of the synergy and integration between HRDCs and PMMMNMTT centres to meet the objective of NEP 2020, keeping in view the optimal utilization of infrastructure, human and financial resources and renaming and popularizing the entire capacity-building effort as Malaviya Mission (MM). As a part of the Malaviya Mission many institutions have been identified. These centres will be called as Malaviya Mission Teacher Training Centres (MMTTC). Furthermore, the scheme is being designed to implement some of the recommendations and aims of the policy, which suggests some key changes to the current higher education system to revamp and re-energise it and thereby deliver high-quality higher education, with equity and inclusion.

Vision:

To build competencies in the faculty for better teaching, learning and research by exposing them to Indian values, updating knowledge and skills, and aligning teaching, learning and research with the needs of society and NEP 2020.

2.2 Objectives of the Programme

The salient objectives of the Programme in alignment with NEP 2020 are:

- To develop innovative teaching methods and high-level institutional facilities in all the constituent areas of higher education.
- To impart pedagogy-related training and improve faculties' soft and practical skills.
- To ensure holistic development of the teachers and learners with inculcation of ethics and human values as enshrined in Indian culture and to develop multidisciplinary and critical thinking ability.
- To develop the know-how to prepare transformative pedagogy with ICT intervention.

2.3 Proposed Outcome

- i. Faculty members will get trained to impart holistic education, imbibing the ideals of India-centric ethics and human values.
- ii. Teachers and Learners will acquire the concept of the Indian Knowledge System and apply it in real life for the advancement and creation of knowledge.
- iii. The learners would be able to generate new ideas/materials with a multidisciplinary and cross-disciplinary thinking approach.
- iv. The learners will develop critical thinking and problem-solving skills in a socio- cultural milieu.

- v. The learners will develop respect for the preservation of biodiversity.
- vi. The learners will get inclined towards conducting quality research to solve local, national, and global problems through innovation and entrepreneurial skills.
- vii. The learners would become reflective practitioners.
- viii. The learners will develop the capacity to integrate ICT tools into the learning process.
- ix. The faculty will realize its role in institution building.

3. Themes Covered

1. Holistic and Multidisciplinary Education

Holistic education, rooted in ancient texts like the Bhagavad Gita, emphasizes the integrated development of body, mind, intellect, and soul. It prioritizes physical and mental health alongside academic learning, drawing from India's tradition of holistic living and the Guru Shishya Parampara. Historical educational institutions like Taxila and Nalanda embodied this approach, fostering strong teacher-pupil relationships and focusing on character building.

Under this theme sub themes are as follows:

- Concept of Holistic Education
- Human Values, Ethics, Personality Development and Environmental Education

2. 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 the traditions and practises 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

3. Academic Leadership, Governance, and Management

Academic leadership plays a pivotal role in shaping educational institutions, with effective leadership traits such as communication, empathy, grit, and focus driving institutional development. Institutional development plans hinge on a robust framework that encompasses various elements like organizational design, types of higher education institutions (HEIs), and the interrelationships between national and state-

level bodies such as UGC and AICTE. Management and governance principles underpin the effective functioning of educational institutions, covering aspects like planning, resource management, and strategic decision-making.

Under this theme sub themes are as follows:

- Academic Leadership
- Management and Governance

4. Higher Education and Society

India committed towards revamping and reinvigorating the higher education system through the new National Education Policy (NEP), 2020 for taking its rightful place amongst the best higher education systems in the world. The National Education Policy, 2020 built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability recommends "path-breaking reforms that aim at paradigm shift by equipping our students, teachers and educational institutions with the right competencies and capabilities and creating an enabling and reinvigorated education eco-system for a vibrant new India". The NEP extensively focuses on attaining the highest global standards in the quality of higher education. Further, it reinforces the need to attract a greater number of international students and achieve the goal of "internationalisation at home". This policy appreciates the critical need to promote India as a "global study destination providing premium education at affordable costs thereby helping to restore its role as Vishwa Guru".

Under this theme sub themes are as follows:

- Higher Education System and its Role in 21st Century
- Globalization and Internationalization

5. Research and Development

The National Education Policy (NEP) 2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are important aspects to enhance quality education by the Higher Education Institutions (HEIs). Societal challenges of our country can only be addressed by having a strong and vibrant higher education ecosystem with an emphasis on research, innovation, and technology development.

Under this theme sub themes are as follows:

- Introduction and Constituents of Research
- Strengthening Research & Its Contributions

6. Skill Development

In the 21st century, higher education systems undergo continuous evolution, characterized by their historical analysis, development, and interaction with societal dynamics. Institutions like UNESCO and UIL play vital roles in shaping global education policies, emphasizing the importance of transmitting knowledge and fostering critical thinking skills. Higher education contributes to social, cultural, economic, political, and technological development by equipping individuals with soft and practical skills, integrating smart technology, and promoting lifelong learning.

Under this theme sub themes are as follows:

- Need for and importance of Skill Development and Skill based Education in India
- Skill Development in Higher Education

7. Student Diversity and Inclusive Education

India's Higher education (HE) sector has experienced massive expansion to become the second-largest system in the world. The growth is accompanied by increasing student diversity in the industry. Student diversity is reflected in terms of an increasing share of students from socially and economically disadvantaged groups. According to MoE (2020), nearly 57 percent of students come from disadvantaged groups.

Under this theme sub themes are as follows:

- Understanding Diversity and Linking It to Inclusion
- Developing Learner Centric Practices, Skills, and Support System

8. Information and Communication Technology

The progressive transformation of technology from 1G to 5G resulted in transforming Education from 1.0 to 4.0. Information Communication Technology has helped in a big way in transaction the curriculum during the recent COVID-19 pandemic. Every faculty needs to possess the skill of using technology in their teaching.

Under this theme sub themes are as follows:

- Modern Techniques of ICT In Education
- Alternative Education Technology in Education
- Curriculum Development, Pedagogy, and Assessment

9. Curriculum development, pedagogy, and assessment

It is central to the teaching–learning process. Curriculum development focuses on designing relevant, flexible, and competency-based content aligned with learners’ needs and educational goals. Pedagogy involves learner-centered and experiential teaching methods that promote engagement and critical thinking. Assessment includes formative and summative practices that provide feedback and measure learning outcomes. Together, they ensure effective, holistic, and meaningful education.

10. Autonomy to Institutions and Choice to Students

Autonomy to institutions and choice to students are key principles in strengthening higher education. Institutional autonomy enables colleges and universities to design curricula, adopt innovative pedagogies, and manage academic and administrative functions effectively, fostering quality and innovation. At the same time, providing choice to students through flexible curricula, multidisciplinary options, and credit-based systems empowers them to tailor their learning pathways according to their interests and career goals. Together, these elements promote a learner-centric, dynamic, and responsive education system.

4. Programme Transaction

The **44th NEP2020 Orientation & Sensitization Programme** was conducted from **15th June to 23rd June 2026** in **online mode**, with daily sessions scheduled from **02:30 PM to 05:30 PM** (excluding Sunday, 21st June 2026). The programme spanned **eight working days**, comprising a total of **24 hours of structured teaching–learning engagement**.

All participants were registered through the **Malaviya Mission Teacher Training Centre (MMTTC) Portal**: <https://mmc.ugc.ac.in/Login/Index>

The programme was designed and delivered following an Outcome-Based Education (OBE) framework, ensuring measurable learning outcomes, active engagement, and academic effectiveness. Faculty members from diverse higher education institutions across the country actively participated, contributing to a collaborative and interdisciplinary learning environment.

Each day consisted of **two structured academic sessions**, each of **90 minutes duration**, comprising approximately **60 minutes of expert lecture delivery followed by 30 minutes of interactive discussion and question–answer sessions**. This format facilitated meaningful academic interaction, peer learning, and knowledge exchange among participants and resource persons.

All study materials, presentations, and collaborative learning activities were systematically shared through the **UGC–MMTTC digital platform**, ensuring accessibility and continuity of learning beyond live sessions.

An assessment mechanism was integrated into the programme, wherein participants were required to complete a **comprehensive MCQ-based test** at the end of the programme. The assessment consisted of **80 Multiple Choice Questions (MCQs)** with a duration of **90 minutes**, designed to evaluate understanding of the participants of the programme themes.

The sessions were delivered by eminent academicians, subject experts, and experienced professionals, ensuring high-quality academic discourse and alignment with NEP 2020 objectives.

5. 44th NEP20 Orientation and Sensitization Programme Schedule

The programme was conducted over **eight days**, featuring **two live online sessions of 90 minutes each per day**, covering key thematic areas of NEP 2020.

- **Dates:** 15th June 2026 to 23rd June 2026 (Excluding Sunday, 21st June 2026)
- **Duration:** 8 Days
- **Sessions per Day:** 2

Session Timings:

- **Session I:** 02:30 PM – 04:00 PM
- **Session II:** 04:00 PM – 05:30 PM

44th NEP20 OSP

Online Programme Schedule

from 15.06.2026 to 23.06.2026

Date & Day	Time	Expert Name	Theme
15-06-2026 Monday	02.30 to 04.00 PM	Prof. Ajaysinh Chauhan Professor & Head, Department of Gujarati Studies, Central University of Gujarat Kundhela, Vadodara- 391107, Gujarat.	Holistic and Multidisciplinary Education
	04.00 To 05.30 PM	Dr. Mrinalini Pandey Associate Professor, Management Studies and IE Indian Institute of Technology (ISM)Dhanbad, Jharkhand- 826007	Skill Development
16-06-2026 Tuesday	02.30 To 04.00 PM	Prof. S. S. Shukla Former Professor, Department of Education, Gujarat University, Navrangpura, Ahmedabad- 380009	Research & Development
	04.00 To 05.30 PM	Prof. Sandeep Kulshreshtha Director,Centre for Promotion of Ecological, Director, UGC MMTTC,Central University of Himachal Pradesh Dharamshala, Himachal Pradesh- 176215	Academic Leadership, Governance, and Management
17-06-2026 Wednesday	02.30 To 04.00 PM	Dr. Alok Kumar Associate Professor, Department of Commerce, University of Delhi, New Delhi, Delhi- 110021	Student Diversity and Inclusive Education
	04.00 To 05.30 PM	Prof. Jignesh B. Patel Director, IQAC - Head, Department of Curriculum Development	Information and Communication Technology

		Children's Research University, Sector-29, Gandhinagar	
18-06-2026 Thursday	02.30 To 04.00 PM	Prof. Chidanand R. Patil Director, Karnataka Institute for Law and Parliamentary Reform, 11th Floor, Vishweshwaraiah Centre, Dr. Ambedkar Veedhi, Bengaluru-560 001	Curriculum, Development, Pedagogy and Assessment
	04.00 To 05.30 PM	Prof. R. G. Kothari Former Vice Chancellor, Veer Narmad South Gujarat University, Former Dean, Faculty of Education & Psychology, The Maharaja Sayajirao University Former Professor & Head, CASE (Education), The Maharaja Sayajirao University, Vadodara- 390002	Higher Education and Society
19-06-2026 Friday	02.30 To 04.00 PM	Prof. C. N. Patel Principal, Shri Sarvajanic Pharmacy College, Mehsana- 384001, Gujarat.	Indian Knowledge System
	04.00 To 05.30 PM	Dr. Neeta S. Mohite Head & Assistant Professor, Department of Physics, Dr. D. Y. Patil ACS College, Pimpri, Pune, Maharashtra- 411018	Indian Knowledge System
20-06-2026 Saturday	02.30 To 04.00 PM	Dr. Mahesh N. Jivani Professor and Head, Department of Electronics, Saurashtra University, Rajkot-360005, Gujarat	Information and Communication Technology
	04.00 To 05.30 PM	Dr. Hemang Desai Deputy Registrar (Academic & Authorities), Central University of Gujarat, Kundhela, Vadodara- 391107, Gujarat	Skill Development
22-06-2026 Monday	02.30 To 04.00 PM	Prof. J. S. Joshi Professor & Director,	Academic Leadership,

		UGC- MMTTC (HRDC), School of Social Science, Gujarat University, Navrangpura, Ahmedabad-380009, Gujarat	Governance, and Management
	04.00 To 05.30 PM	Prof. Pankaj Thakur Professor and Director, MMTTC, Special Centre for Nanoscience, Jawaharlal Nehru University JNU Ring Rd, New Delhi, Delhi-110067	Human Values, Ethics & Personality Development
23-06-2026 Tuesday	02.30 To 04.00 PM	Prof. Seema Rawat Professor & Dean, Department of Life Sciences, School of Life Sciences, Central University of Gujarat, Kundhela, Vadodara- 391107, Gujarat.	Curriculum, Development, Pedagogy and Assessment
	04.00 To 05.30 PM	Prof. R. C. Patel Former Vice Chancellor, Indian Institute of Teacher Education, Gandhinagar, Gujarat-382016	Higher Education and Society

UGC-MMTTC-Central University of Gujarat

NEP20 OSP [Completed]

Code: 44 NEP20 OSP | Type: NEP OSP | Mode: Online

In collaboration with: Shri Govind Guru University, Godhra, Gujarat

Program Details

PROGRAM NAME	PROGRAM CODE
NEP20 OSP	44 NEP20 OSP
UGC PROGRAM CODE	PROGRAM TYPE
MMC-025-2026-APR-B-08038	NEP OSP
MODE	PROGRAM DATES
Online	15 Jun 2026 – 23 Jun 2026
STATUS	CREATED BY
Completed	MMTTC Coordinator
COLLABORATING UNIVERSITY / INSTITUTE / ORGANIZATION	
Shri Govind Guru University, Godhra, Gujarat	

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Session 1: Gandhiji's Thought on Holistic Development & NEP202015 Jun 2026 · 02:30 PM – 04:00 PM · <https://meet.google.com/ifz-fqhn-drz>**RESOURCE PERSON**

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Session 2: Skill Development in Higher Education15 Jun 2026 · 04:00 PM – 05:30 PM · <https://meet.google.com/ifz-fqhn-drz>**RESOURCE PERSON**

NAME

Dr. Mrinalini Pandey

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Session 3: Research Methodology16 Jun 2026 · 02:30 PM – 04:00 PM · <https://meet.google.com/ifz-fqhn-drz>**RESOURCE PERSON**

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Session 4: Intergenerational Bonding in Academia

📅 16 Jun 2026 · ⌚ 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

RESOURCE PERSON

NAME

Prof. Sandeep Kulshreshtha

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Professor

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Session 5: Student Diversity

📅 17 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

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Session 6: ICT Integration in Teaching Learning Process

📅 17 Jun 2026 · ⌚ 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

🎓 RESOURCE PERSON

NAME

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Session 7: Curriculum, Development, Pedagogy and Assessment

📅 18 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

🎓 RESOURCE PERSON

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Session 8: Current scenario in Higher Education

📅 18 Jun 2026 · 🕒 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/lfz-fqhn-drz>

🎓 RESOURCE PERSON

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Former Vice Chancellor

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Session 9: Indian Knowledge System

📅 19 Jun 2026 · 🕒 02:30 PM – 04:00 PM · 📍 <https://meet.google.com/lfz-fqhn-drz>

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Session 10: Holistic & Multi Disciplinary Education

📅 19 Jun 2026 · 🕒 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/lfz-fqhn-drz>

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Session 11: AI for Morden Education

📅 20 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

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Session 12: Skill Development

📅 20 Jun 2026 · ⌚ 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

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Session 13: Academic Leadership

📅 22 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

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Session 14: Human Values, Ethics, Personality Development and Environmental Education

📅 22 Jun 2026 · ⌚ 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

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Professor and Director, MMTTC

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Session 15: Curriculum, Development, Pedagogy and Assessment

📅 23 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

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Session 16: Fundamentals Principal of NEP

📅 23 Jun 2026 · ⌚ 04:00 PM – 05:30 PM · 📍 <https://meet.google.com/ifz-fqhn-drz>

RESOURCE PERSON

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44th NEP2020 OSP Inaugural Session



MALAVIYA MISSION
TEACHER
TRAINING PROGRAMME



44th NEP2020 Orientation & Sensitization Programme (Online)

Prog ID: MMC-025-2025-APR-B-08038

Organized by

UGC- Malaviya Mission Teacher Training Centre-



Central University of Gujarat

In academic Collaboration with



Shri Govind Guru University

Inaugural Programme Schedule

Date: 15th June 2026, Time: 02:00 pm to 02:30 pm

02:00 pm: Kulgeet

02:05 pm: Welcome the dignitaries **Dr. Devarsh Patel,
Assistant Professor, Dept. of English
Shri Govind Guru University.**

02:10 pm: Directorial Address by **Prof. Ajaysinh Chauhan,
on behalf of Director, UGC- MMTTC, CUG.**

02:15 pm: Occasional Address by **Dr. Anil Solanki,
Registrar, Shri Govind Guru University.**

02:20 pm: Presidential Address by Hon'ble President **Prof. Haribhai R. Kataria
Shri Govind Guru University.**

02:25 pm: Vote of Thanks by **Ms. Isha Panchal,
Project Assistant, UGC-MMTTC, CUG.**

The inaugural session of the **44th NEP 2020 Orientation & Sensitization Programme (Online)** was held on **15th June 2026**, from **2:00 PM to 2:30 PM**, marking the commencement of the eight-day faculty development programme. The session began with a warm welcome extended to the dignitaries by **Ms. Isha Panchal, Project Assistant, UGC–MMTTC, Central University of Gujarat**, followed by the rendition of the **Kulgeet**, which created a dignified and academic atmosphere.

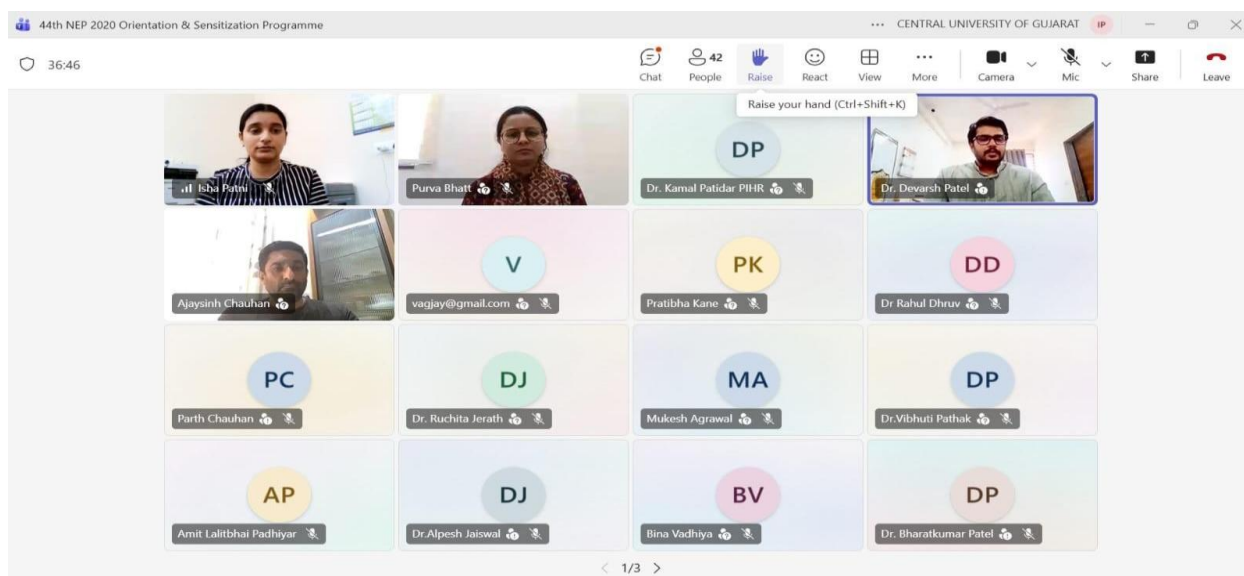
In his welcome address, **Dr. Devarsh Patel, Assistant Professor, Department of English, Shri Govind Guru University** warmly greeted the distinguished resource persons, academic experts, and participants from higher education institutions across the country. He highlighted the transformative vision of the **National Education Policy (NEP) 2020**, emphasizing its focus on multidisciplinary education, learner-centric pedagogy, skill development, academic flexibility, and holistic development. He further underlined the significance of faculty development programmes in strengthening teaching competencies, fostering academic innovation, and promoting institutional excellence in alignment with the objectives of NEP 2020.

The gathering was then addressed by **Prof. Ajaysinh Chauhan**, who delivered the **Directorial Address** on behalf of the **Director, UGC–Malaviya Mission Teacher Training Centre (MMTTC), Central University of Gujarat**. He elaborated on the objectives, structure, and expected outcomes of the orientation programme, encouraging participants to actively engage in the sessions and derive maximum academic benefit.

This was followed by the **Occasional Address** delivered by **Dr. Anil Solanki, Registrar, Shri Govind Guru University**, who emphasized the pivotal role of higher education institutions in implementing the vision of **NEP 2020**. He encouraged faculty members to embrace innovative teaching methodologies, interdisciplinary learning, and student-centric educational practices to effectively realize the policy's objectives.

The inaugural session concluded with the **Presidential Address** by **Prof. Haribhai R. Kataria, Hon'ble, Shri Govind Guru University** who inspired participants to actively participate in the programme and contribute meaningfully to the successful implementation of NEP 2020 in their respective institutions.

The session concluded with a **Vote of Thanks** proposed by **Ms. Isha Panchal, Project Assistant, UGC–MMTTC, Central University of Gujarat**, who expressed sincere gratitude to the dignitaries, resource persons, organizers, and participants for their valuable presence, support, and cooperation, marking a successful and inspiring beginning to the programme.



6. Session Wise Summary

Session 1st on 15th June, 2026

Date	15/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Ajaysinh Chauhan
Designation	Professor & Head, Department of Gujarati Studies
Institute	Central University of Gujarat, Vadodara, Gujarat
Theme/ Sub-Theme	Theme: Holistic and Multidisciplinary Education Sub-Theme: Gandhiji's Thought on Holistic Development & NEP 2020
Welcome address and vote of thanks	Dr. Devarsh Patel

The first session of Day 1 on “**Gandhiji’s Thought on Holistic Development & NEP 2020**” was conducted by **Prof. Ajaysinh Chauhan, Professor & Head, Department of Gujarati Studies, Central University of Gujarat, Gujarat**. The session focused on Gandhiji's vision of holistic education in the context of NEP 2020. The speaker emphasized Nai Talim as a model for experiential learning. The importance of intellectual, moral, physical, and spiritual development was highlighted. The session stressed value-based education and character building. It drew connections between Gandhian philosophy and multidisciplinary education.

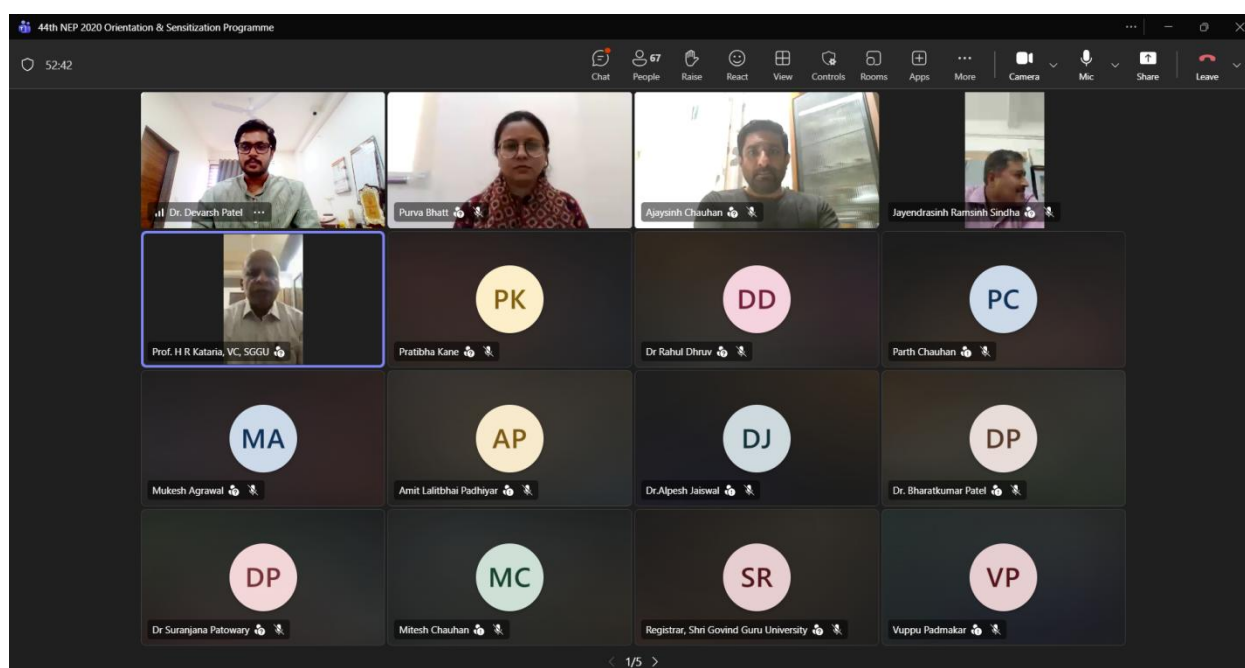
The speaker eloquently highlighted Gandhiji's vision of education as a means for the balanced development of the individual—intellectual, physical, emotional, moral, and spiritual. Emphasising the principles of Nai Talim, the session underscored the importance of experiential learning, dignity of labour, self-reliance,

value-based education, and character building. These ideals were effectively connected with the provisions of NEP 2020, which advocates holistic, multidisciplinary, skill-oriented, and learner-centred education.

The speaker further discussed how NEP 2020 seeks to cultivate critical thinking, creativity, ethical values, and lifelong learning by integrating academic knowledge with vocational skills and Indian Knowledge Systems. The session also stressed the need for educators to adopt innovative pedagogical approaches that nurture responsible, compassionate, and socially conscious citizens.

The interactive session encouraged meaningful discussions among the participants, who actively engaged with the ideas presented. It provided valuable insights into aligning Gandhian educational principles with contemporary educational reforms, thereby enriching the participants' understanding of holistic and multidisciplinary education.

The session concluded with a vote of thanks proposed by **Dr. Devarsh Patel**, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.



Session 2nd on 15th June, 2026

Date	15/06/2026
Time	04:00 To 05:00 PM
Resource Person	Dr. Mrinalini Pandey
Designation	Associate Professor

Institute	Indian Institute of Technology (ISM), Dhanbad, Jharkhand
Theme/ Sub-Theme	Skill Development
Welcome address and vote of thanks	Srushti Dave

The second session of Day 1 on “**Skill Development in Higher Education**” was delivered by **Dr. Mrinalini Pandey, Associate Professor, Management Studies and IE, Indian Institute of Technology (ISM)**. The speaker emphasized the importance of industry-oriented education, practical learning, and experiential training in preparing students for future careers.

She highlighted the need to develop communication skills, critical thinking, problem-solving abilities, digital literacy, and leadership qualities to enhance employability. The session also stressed innovation, entrepreneurship, and lifelong learning as essential components of higher education. The informative and interactive session inspired participants to adopt a skill-based approach towards academic and professional excellence.

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Session 3rd on 16th June, 2026

Date	16/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Satish Prakash S. Shukla
Designation	Former Professor
Institute	Gujarat University, Ahmedabad
Theme/ Sub-Theme	Research and Development
Welcome address and vote of thanks	Ms. Srushti Dave

The first session of Day 2 was delivered by **Prof. Satish Prakash S. Shukla, Former Professor, Gujarat University**, on the theme “**Research and Development**.” The programme commenced with a warm welcome to the distinguished resource person by **Ms. Srushti Dave**. Prof. Shukla shared valuable insights

into the significance of research and development in higher education, emphasizing the importance of fostering a research-oriented culture, promoting innovation, and encouraging interdisciplinary collaboration in accordance with the vision of NEP 2020. The session concluded with a vote of thanks proposed by **Ms. Srushti Dave**, expressing sincere gratitude to the resource person for his enlightening and informative deliberations.

Session 4th on 16th June, 2026

Date	16/06/2026
Time	04:00 To 05:30 PM
Resource Person	Prof. (Dr.) Sandeep Kulshreshtha
Designation	Director, Centre for Promotion of Ecological
Institute	Central University of Himachal Pradesh, Himachal Pradesh
Theme/ Sub-Theme	Theme: Intergenerational Bonding in Academia Sub-Theme: Academic Leadership, Governance, and Management.
Welcome address and vote of thanks	Srushti Dave

The second session of Day 2 of featured an engaging and thought-provoking lecture on “**Intergenerational Bonding in Academia**” under the theme “**Academic Leadership, Governance, and Management.**” The session was delivered by **Prof. (Dr.) Sandeep Kulshreshtha, Director, Centre for Promotion of Ecological Leadership and Director, UGC-MMTTC, Central University of Himachal Pradesh.**

The session commenced with a warm welcome and introduction of the distinguished resource person, by **MS. Srushti Dave** whose extensive experience in higher education, academic leadership, and faculty development has significantly contributed to the strengthening of educational institutions across the country. Participants from various disciplines joined the session with enthusiasm, recognizing the relevance of the topic in the rapidly evolving landscape of higher education.

In his keynote address, Prof. Kulshreshtha emphasized that educational institutions are unique spaces where multiple generations interact, collaborate, and learn from one another. He observed that the coexistence of experienced academicians and young faculty members creates a rich environment for knowledge exchange, innovation, and institutional growth. According to him, fostering strong intergenerational relationships is essential for building a vibrant and inclusive academic culture.

The speaker explained that the contemporary academic ecosystem comprises individuals from different generations, each shaped by distinct social, technological, and educational experiences. While senior faculty members contribute wisdom, institutional memory, and professional maturity, younger faculty members bring fresh perspectives, technological proficiency, creativity, and innovative approaches to teaching and research. He stressed that recognizing and valuing these complementary strengths is crucial for effective academic leadership and governance.

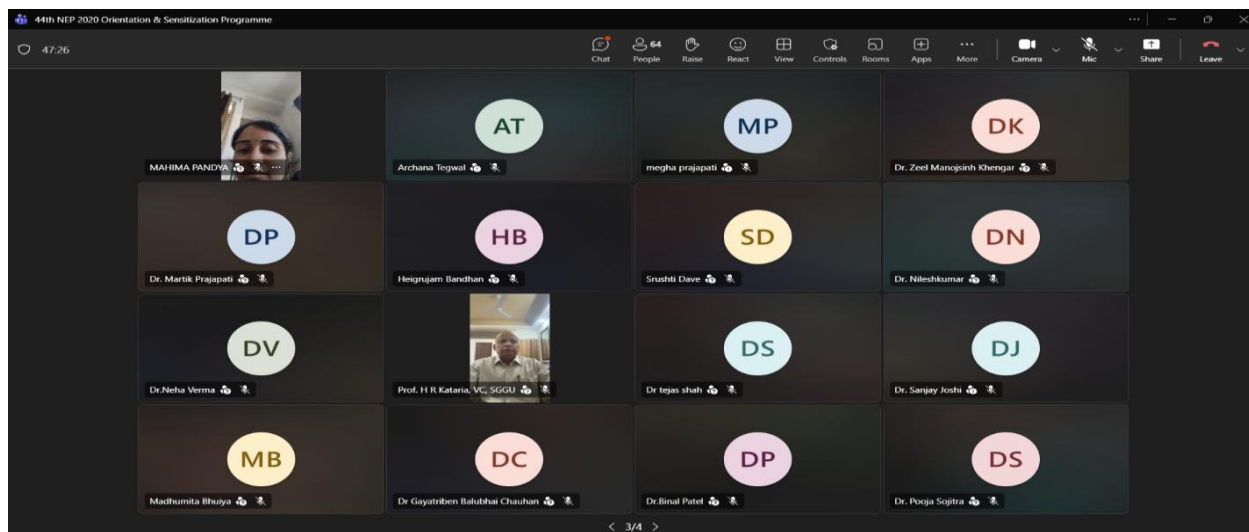
Drawing connections with the vision of the National Education Policy 2020, Prof. Kulshreshtha highlighted the importance of collaboration, mentorship, and continuous learning in creating future-ready educational institutions. He noted that NEP 2020 advocates an academic culture that encourages dialogue, mutual respect, and collective growth among all stakeholders. Intergenerational bonding, he explained, serves as a bridge that facilitates knowledge transfer and strengthens institutional resilience. A significant portion of the session focused on the role of mentorship in higher education. Prof. Kulshreshtha described mentorship as a two-way learning process in which both mentors and mentees benefit through the exchange of experiences, ideas, and skills. He encouraged senior academicians to guide younger colleagues in areas such as research, academic ethics, leadership, and professional development, while also remaining open to learning from the technological expertise and contemporary perspectives of younger generations. The resource person further discussed the challenges that may arise due to generational differences in communication styles, work preferences, and attitudes toward technology. He emphasized that these differences should not be viewed as barriers but as opportunities for growth and innovation. Effective communication, empathy, mutual respect, and openness to diverse viewpoints, he argued, are key to fostering harmonious academic relationships.

Addressing the theme of academic leadership, governance, and management, Prof. Kulshreshtha underscored the need for inclusive leadership practices that accommodate the aspirations and contributions of all generations. He stated that successful academic leaders create environments where faculty members feel valued, heard, and empowered to contribute meaningfully to institutional development. Such leadership, he noted, promotes trust, teamwork, and shared responsibility. The discussion also explored the impact of digital transformation on higher education. The speaker highlighted how technological advancements have altered teaching-learning processes, research practices, and administrative functions. He suggested that collaborative learning between generations can help institutions effectively adapt to these changes while preserving core academic values and traditions.

Prof. Kulshreshtha also emphasized the importance of emotional intelligence and interpersonal relationships in academia. He remarked that strong professional relationships built on trust and respect contribute significantly to faculty well-being, job satisfaction, and institutional effectiveness. Educational

institutions that nurture positive intergenerational engagement, he stated, are better equipped to achieve academic excellence and organizational sustainability.

The session concluded with a vote of thanks expressing gratitude to Prof. (Dr.) Sandeep Kulshreshtha for his enlightening and inspiring deliberations. Participants appreciated the relevance of the topic and the practical insights shared during the session, which deepened their understanding of the role of intergenerational bonding in strengthening academic institutions.



Session 5th on 17th June, 2026

Date	17/06/2026
Time	02:30 To 04:00 PM
Resource Person	Dr. Alok Kumar
Designation	Associate Professor
Institute	University of Delhi, Delhi
Theme/ Sub-Theme	Student Diversity and Inclusive Education
Welcome address and vote of thanks	Dr. Rohal S. Raval

The first session of Day 3 was delivered by **Dr. Alok Kumar, Associate Professor, Department of Commerce, University of Delhi**, on the topic "**Student Diversity**" under the broader theme "**Student Diversity and Inclusive Education.**" The session provided valuable insights into the significance of embracing diversity within educational institutions as envisioned in the National Education Policy (NEP) 2020.

Dr. Kumar emphasized that classrooms today comprise learners from diverse socio-economic, cultural, linguistic, regional, and educational backgrounds. He highlighted that recognizing and respecting this diversity is fundamental to creating an equitable and inclusive learning environment. Referring to the vision of NEP 2020, he explained that every learner deserves equal opportunities to learn, participate, and succeed irrespective of their background or abilities.

The speaker discussed the role of educators in addressing diverse learning needs through inclusive pedagogical practices, flexible teaching strategies, learner-centric approaches, and continuous assessment. He stressed that teachers must foster empathy, mutual respect, and collaboration among students while eliminating discrimination and barriers to learning. Dr. Kumar also underscored the importance of creating classrooms that celebrate diversity as a strength rather than perceiving it as a challenge.

The session further highlighted the need for institutional support systems, accessible learning resources, and policies that promote equity, inclusion, and holistic development. Through practical examples and interactive discussions, Dr. Kumar encouraged participants to adopt innovative teaching methodologies that accommodate varied learning styles and ensure meaningful participation of every student.

The session concluded with an engaging interaction, where participants reflected on inclusive educational practices and discussed ways to implement the principles of NEP 2020 in their respective institutions. Overall, the session was highly informative and inspired educators to cultivate inclusive classrooms that value diversity, uphold equity, and contribute to the holistic development of every learner.

The session concluded with a vote of thanks proposed by **Ms. Srushti Dave**, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.

Session 6th on 17th June, 2026

Date	17/06/2026
Time	04:00 To 05:30 PM
Resource Person	Prof. Jignesh B. Patel
Designation	Director, IQAC - Head, Department of Curriculum Development
Institute	Children's Research University, Gandhinagar
Theme/ Sub-Theme	Information and Communication Technology
Welcome address and vote of thanks	Srushti Dave

The second session of Day 3 was conducted by **Prof. Jignesh B. Patel, Director, IQAC and Head, Department of Curriculum Development, Children's Research University**, on the topic "**ICT Integration in the Teaching-Learning Process**" under the theme "**Information and Communication Technology (ICT)**." The session provided an insightful overview of the transformative role of digital technologies in enhancing the quality, accessibility, and effectiveness of higher education in alignment with the vision of the National Education Policy (NEP) 2020.

Prof. Patel highlighted that ICT is no longer merely a supplementary tool but an integral component of contemporary education. He emphasized that effective ICT integration fosters learner-centred pedagogy, promotes active engagement, facilitates collaborative learning, and supports personalized educational experiences. Referring to the objectives of NEP 2020, he explained how technology can bridge learning gaps, ensure equitable access to quality education, and prepare students with the digital competencies required for the twenty-first century.

He also discussed a range of digital teaching tools and platforms that enable interactive learning, continuous assessment, virtual collaboration, and blended learning. He encouraged educators to move beyond conventional teaching methods by incorporating Learning Management Systems (LMS), multimedia resources, online assessment tools, and open educational resources into classroom practices. He also stressed the importance of digital literacy, ethical use of technology, cybersecurity awareness, and continuous professional development for teachers to effectively integrate ICT into pedagogy. Prof. Patel further underscored the significance of designing technology-enabled learning environments that encourage critical thinking, creativity, innovation, and problem-solving skills among students. He illustrated how data-driven instructional practices and digital feedback mechanisms can improve learning outcomes while making education more inclusive and flexible.

The session concluded with an engaging interaction, during which participants shared their experiences and discussed practical challenges and opportunities associated with ICT-enabled teaching. Prof. Patel responded to the queries with practical suggestions, motivating educators to embrace technology as a catalyst for educational innovation. The session proved to be highly informative and inspiring, reinforcing the pivotal role of ICT in realizing the goals of NEP 2020 and transforming the teaching-learning ecosystem.

Session 7th on 18th June, 2026

Date	18/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Chidanand R. Patil

Designation	Director
Institute	Karnataka Institute for Law and Parliamentary Reform, Bengaluru
Theme/ Sub-Theme	Curriculum, Development, Pedagogy and Assessment
Welcome address and vote of thanks	Dr. Devarsh Patel

The first session of Day 4 was delivered by **Prof. Chidanand R. Patil, Director, Karnataka Institute for Law and Parliamentary Reform, Bengaluru** on the theme and topic "**Curriculum Development, Pedagogy and Assessment.**" The session provided a comprehensive understanding of the transformative reforms envisioned by the National Education Policy (NEP) 2020 in designing learner-centred curricula, innovative pedagogical practices, and competency-based assessment systems.

Prof. Patil emphasized that the curriculum should be dynamic, multidisciplinary, flexible, and outcome-oriented, enabling students to acquire knowledge, skills, values, and competencies relevant to contemporary society. He highlighted that curriculum development should focus on fostering critical thinking, creativity, ethical reasoning, problem-solving abilities, and lifelong learning rather than mere content acquisition. Referring to the principles of NEP 2020, he explained the importance of integrating interdisciplinary learning, skill development, Indian Knowledge Systems, and experiential learning into higher education curricula.

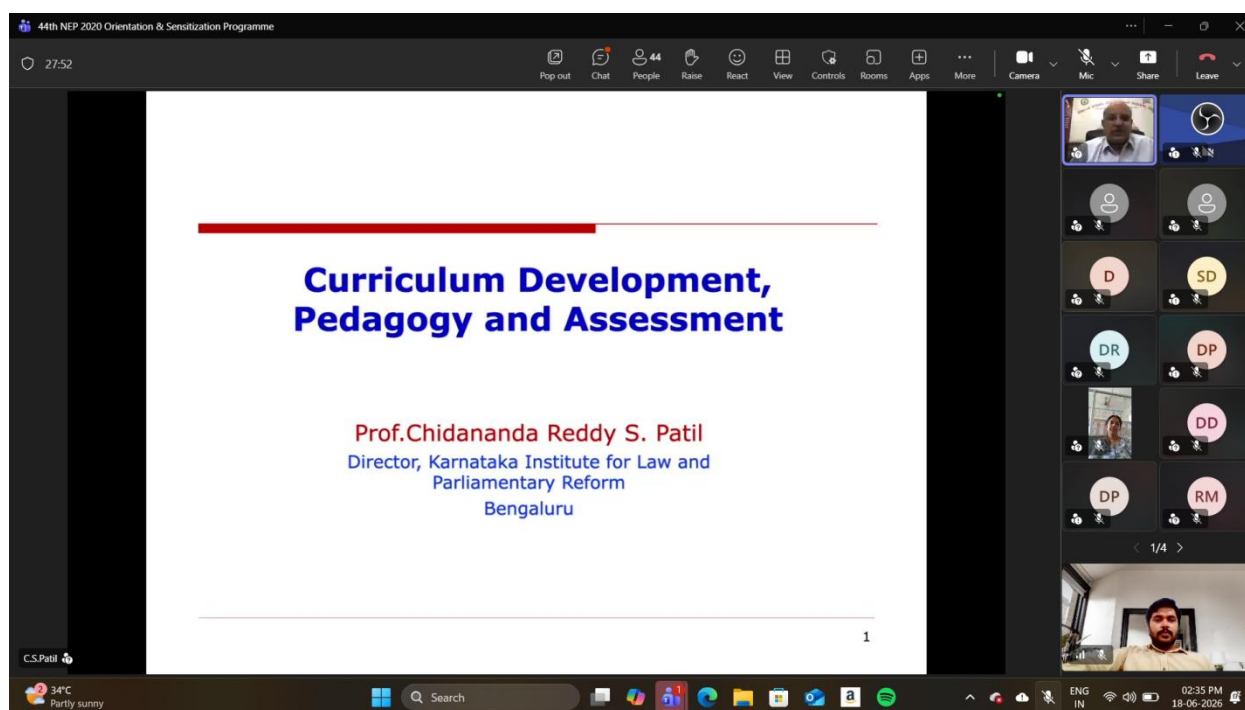
During the session, Prof. Patil emphasized that teachers should be leaders who inspire and nurture future leaders rather than merely creating followers. He highlighted the importance of maintaining high professional standards, perseverance in achieving educational goals, and upholding sincerity and integrity in teaching. The inspiring session encouraged educators to embrace ethical leadership and learner-centred practices aligned with the vision of NEP 2020.

Discussing pedagogy, Prof. Patil advocated for a shift from traditional teacher-centred instruction to learner-centred and participatory approaches. He stressed the use of experiential learning, project-based learning, collaborative activities, case studies, field engagement, and technology-enabled teaching to enhance student participation and meaningful learning experiences. He encouraged educators to become facilitators of learning by creating inclusive, interactive, and intellectually stimulating classroom environments. The resource person also elaborated on the significance of assessment reforms under NEP 2020. He explained that assessment should be continuous, formative, competency-based, and designed to evaluate conceptual understanding, application of knowledge, analytical thinking, and real-world problem-solving abilities rather than rote memorization. He emphasized the importance of constructive feedback, transparent evaluation practices, and diverse assessment methods to support holistic student development.

Throughout the session, Prof. Patil illustrated his ideas with practical examples and encouraged participants to redesign curricula and teaching strategies in accordance with the evolving needs of higher education. The interactive discussion enabled participants to deliberate on the challenges and opportunities associated with implementing curriculum and assessment reforms in their respective institutions.

The session concluded with an engaging question-and-answer session, where Prof. Patil addressed participants' queries with practical insights and recommendations. The session proved to be highly enriching and reaffirmed the pivotal role of curriculum innovation, learner-centred pedagogy, and authentic assessment in achieving the objectives of NEP 2020 and transforming the landscape of higher education in India.

The session concluded with a vote of thanks proposed by **Dr. Rohal Raval**, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.



Session 8th on 18th June, 2026

Date	18/06/2026
Time	04:00 To 05:30 PM
Resource Person	Prof. R. G. Kothari
Designation	Former Vice Chancellor, Former Dean,

	Faculty of Education & Psychology
Institute	Veer Narmad South Gujarat University The Maharaja Sayajirao University, Vadodara
Theme/ Sub-Theme	Higher Education and Society
Welcome address and vote of thanks	MS. Srushti Dave

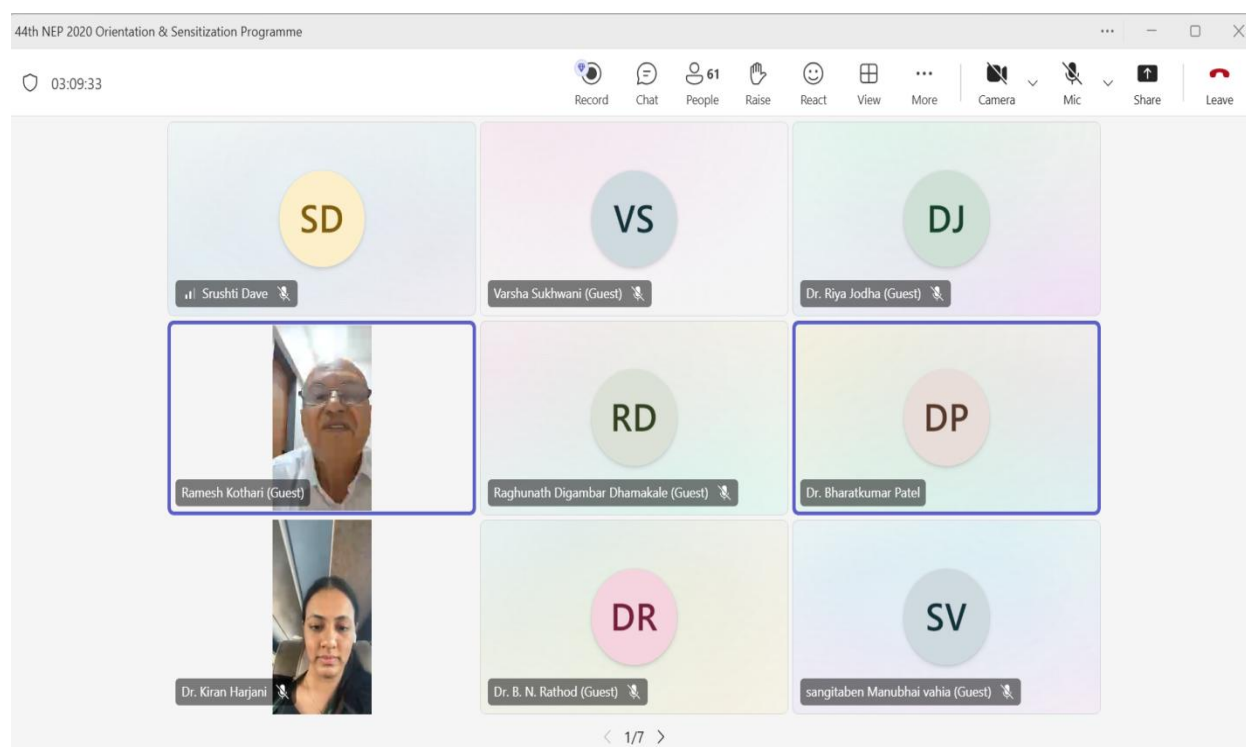
The second session of Day 4 was delivered by **Prof. R. G. Kothari, Former Vice Chancellor, Former Dean, Faculty of Education & Psychology, Veer Narmad South Gujarat University, The Maharaja Sayajirao University, Vadodara** an eminent academician and distinguished educationist, on the topic **"Current Scenario in Higher Education"** under the theme **"Higher Education and Society."** The session provided a comprehensive analysis of the evolving landscape of higher education in India and its crucial role in fostering social, economic, and national development in accordance with the vision of the National Education Policy (NEP) 2020.

Prof. Kothari highlighted that higher education is undergoing a significant transformation driven by globalization, technological advancements, multidisciplinary learning, and the growing demand for employability-oriented education. He emphasized that educational institutions must move beyond conventional teaching methods to cultivate critical thinking, innovation, research aptitude, creativity, ethical values, and lifelong learning among students. Referring to the objectives of NEP 2020, he stressed the importance of academic flexibility, multidisciplinary education, skill development, and holistic student growth.

The resource person discussed the contemporary challenges confronting higher education, including quality assurance, equity, access, digital transformation, research productivity, faculty development, and institutional autonomy. He explained that universities should function as centres of excellence by integrating teaching, research, innovation, community engagement, and societal responsibility. Prof. Kothari also underscored the importance of fostering collaboration between academia, industry, and society to ensure that graduates possess the competencies required to address emerging national and global challenges.

Highlighting the social responsibility of higher education institutions, he encouraged educators to nurture responsible, ethical, and socially conscious citizens who contribute meaningfully to nation-building. He advocated the adoption of learner-centred pedagogies, technology-enabled education, outcome-based curricula, and continuous quality enhancement to improve educational outcomes.

The session concluded with an interactive discussion in which participants reflected on the opportunities and challenges associated with implementing NEP 2020 reforms in higher education. Prof. Kothari addressed participants' queries with practical insights and thoughtful recommendations, inspiring educators to become active contributors to educational transformation. The session was highly enriching and reinforced the need for a responsive, inclusive, innovative, and socially relevant higher education system that aligns with the aspirations of a knowledge-driven India.



Session 9th on 19th June, 2026

Date	19/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. C. N. Patel
Designation	Principal
Institute	Shri Sarvajanik Pharmacy College, Mehsana
Theme/ Sub-Theme	Indian Knowledge System
Welcome address and vote of thanks	Dr. Rohal S. Raval

The first session of Day 5 was delivered by **Prof. C. N. Patel, Principal, Shri Sarvajanik Pharmacy College, Mehsana** on the topic "**Indian Knowledge System**" under the theme "**Indian Knowledge System.**" The session offered a comprehensive understanding of the significance of India's rich intellectual

heritage and its relevance in contemporary education, in alignment with the vision of the National Education Policy (NEP) 2020.

Prof. Patel emphasized that the Indian Knowledge System (IKS) represents a holistic tradition of knowledge encompassing philosophy, science, mathematics, medicine, agriculture, linguistics, architecture, arts, literature, ethics, and environmental sustainability. He highlighted that these indigenous knowledge traditions have evolved through centuries of scholarly inquiry and continue to provide valuable insights for addressing present-day societal challenges.

The resource person explained that NEP 2020 advocates integrating Indian Knowledge Systems into higher education curricula to foster cultural awareness, national identity, ethical values, and interdisciplinary learning. He encouraged educators to incorporate references to India's scientific achievements, traditional practices, local knowledge, and classical literature into classroom teaching, thereby creating a balanced educational framework that combines ancient wisdom with modern scientific approaches.

Prof. Patel also discussed the importance of value-based education, experiential learning, and research on indigenous knowledge systems. He stressed that educational institutions should promote critical inquiry into traditional knowledge while encouraging innovation and evidence-based practices. Highlighting the global relevance of Indian contributions in fields such as Ayurveda, Yoga, astronomy, metallurgy, and mathematics, he urged participants to appreciate and disseminate India's intellectual legacy through teaching, research, and community engagement.

The session concluded with an engaging interaction in which participants discussed strategies for integrating IKS into multidisciplinary education and research. Prof. Patel addressed the queries with practical suggestions, motivating educators to preserve, promote, and apply indigenous knowledge in contemporary academic contexts. The session was highly enlightening and reinforced the significance of the Indian Knowledge System in nurturing culturally rooted, ethically responsible, and globally competent learners, thereby contributing to the successful implementation of NEP 2020.

The session concluded with a vote of thanks proposed by **Dr. Rohal Raval**, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.

Session 10th on 19th June, 2026

Date	19/06/2026
Time	04:00 To 05:30 PM
Resource Person	Dr. Neeta Suresh Mohite
Designation	Head & Assistant Professor
Institute	Dr. D. Y. Patil ACS College, Pimpri, Pune, Maharashtra
Theme/ Sub-Theme	Indian Knowledge System
Welcome address and vote of thanks	Dr. Rohal Raval

The second session of Day 5 was delivered by **Dr. Neeta Suresh Mohite, Head and Assistant Professor, Department of Physics, Dr. D. Y. Patil ACS College, Pimpri, Pune, Maharashtra**, on the topic **"IKS for Holistic and Multidisciplinary Education"** under the theme **"Indian Knowledge System"**. The session provided a thought-provoking perspective on integrating India's rich intellectual heritage with contemporary educational practices to achieve the objectives envisioned in the National Education Policy (NEP) 2020.

Dr. Mohite emphasized that the Indian Knowledge System (IKS) offers a holistic framework that nurtures intellectual, ethical, cultural, emotional, and spiritual development alongside academic excellence. She explained that NEP 2020 advocates the integration of indigenous knowledge traditions into mainstream education to create multidisciplinary learning environments that connect science, humanities, social sciences, arts, and vocational education. Such integration, she noted, enables students to appreciate India's civilizational heritage while developing critical thinking, creativity, innovation, and global competence.

The resource person highlighted the scientific and philosophical foundations of Indian knowledge traditions, citing contributions in disciplines such as mathematics, astronomy, metallurgy, Ayurveda, Yoga, environmental conservation, and sustainable living. She stressed that these knowledge systems should not be viewed merely as historical achievements but as valuable resources capable of addressing contemporary educational, social, and environmental challenges.

Dr. Mohite further discussed the importance of experiential learning, research, value-based education, and interdisciplinary collaboration in implementing IKS effectively. She encouraged educators to incorporate local traditions, indigenous practices, case studies, and culturally relevant examples into teaching-learning processes, thereby making education more meaningful, contextual, and learner-centric. She also emphasized that teachers play a pivotal role in fostering respect for India's cultural heritage while encouraging evidence-based inquiry and innovation.

The session concluded with an engaging interaction in which participants explored practical strategies for integrating IKS into curriculum design, pedagogy, and research. Dr. Mohite addressed the participants' questions with insightful suggestions and inspired educators to embrace multidisciplinary approaches rooted in Indian knowledge traditions. The session was highly enriching and reaffirmed that the integration of IKS into higher education is essential for nurturing socially responsible, culturally aware, ethically grounded, and globally competent graduates in alignment with the transformative vision of NEP 2020.

Session 11th on 20th June, 2026

Date	20/06/2026
Time	02:30 To 04:00 PM
Resource Person	Dr. Mahesh N. Jivani
Designation	Professor and Head, Department of Electronics
Institute	Saurashtra University, Rajkot
Theme/ Sub-Theme	Information and Communication Technology
Welcome address and vote of thanks	Dr. Rohal S. Raval

The first session of Day 6 was conducted by **Dr. Mahesh N. Jivani, Professor and Head, Department of Electronics, Saurashtra University, Rajkot** on the topic "**AI for Modern Education**" under the theme "**Information and Communication Technology (ICT)**". The session offered an insightful exploration of the transformative role of Artificial Intelligence (AI) in reshaping teaching, learning, assessment, and educational administration in alignment with the vision of the National Education Policy (NEP) 2020.

Dr. Jivani highlighted that Artificial Intelligence has emerged as a powerful technological tool capable of enhancing educational quality through personalized learning, adaptive instruction, intelligent tutoring systems, automated assessments, and data-driven decision-making. He explained that AI enables educators to identify individual learning needs, monitor student progress, and design customized learning experiences that improve engagement and academic outcomes.

The resource person emphasized that NEP 2020 encourages the effective integration of emerging technologies into higher education to foster innovation, digital literacy, critical thinking, and lifelong learning. He discussed various AI-powered educational applications, including virtual learning assistants, learning analytics, automated content generation, language translation tools, and interactive digital platforms that support inclusive and flexible education.

The photograph captures a live session of the 44th NEP 2020 Orientation and Sensitization Programme, where Dr. Mahesh N. Jivani, Professor and Head, Department of Electronics, Saurashtra University, Rajkot,

explained the concept of Prompt Engineering under the topic “AI for Modern Education.” The presentation highlighted that effective prompts are built on five essential elements: Role, Task, Context, Format, and Constraints. Dr. Jivani demonstrated how well-structured prompts enable Artificial Intelligence tools to generate accurate, relevant, and meaningful responses. Through practical examples, he emphasized that mastering prompt engineering empowers educators to design engaging learning materials, improve teaching strategies, streamline assessments, and effectively integrate AI into the teaching-learning process in alignment with the objectives of NEP 2020.

Dr. Jivani also stressed the ethical dimensions of AI adoption in education, underscoring the importance of responsible use of technology, data privacy, academic integrity, transparency, and human oversight. He encouraged educators to view AI as a supportive tool that complements, rather than replaces, the role of teachers by enabling them to focus more on mentoring, creativity, and student development.

The session further highlighted the need for continuous faculty development and digital competency to effectively integrate AI into classroom practices. Through practical examples and demonstrations, Dr. Jivani illustrated how AI can facilitate innovative pedagogy, enhance research capabilities, streamline administrative processes, and create learner-centred educational environments.

The session concluded with an engaging interaction during which participants discussed the opportunities and challenges associated with implementing AI in higher education. Dr. Jivani addressed participants' queries with practical insights and encouraged educators to embrace technological innovations responsibly to improve teaching-learning outcomes. The session was highly informative and inspiring, reaffirming that Artificial Intelligence is a key enabler in building an inclusive, innovative, and future-ready education system envisioned by NEP 2020.

The session concluded with a vote of thanks proposed by **Dr. Rohal Raval**, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.

The screenshot shows a Zoom meeting window titled "44th NEP 2020 Orientation & Sensitization Programme". The main content area displays a presentation slide titled "THE BASICS - PART 1" with the subtitle "So, what exactly is 'AI'?". The slide defines Artificial Intelligence as software that performs tasks we associate with human thinking — recognising patterns, using language, making decisions. It lists three types of AI: Machine Learning (Systems that learn patterns from data instead of being hand-coded), Deep Learning (Layered neural networks that handle images, audio and language), and Generative AI (Creates new text, images or code — the kind you'll use most). To the right of the text is a diagram of concentric circles representing the hierarchy of AI: Artificial Intelligence (outermost), Machine Learning, Deep Learning, and Generative AI (innermost). The Zoom interface includes a top toolbar with icons for Take control, Pop out, Record, Chat, People, Raise, React, View, More, Camera, Mic, Share, and Leave. A sidebar on the right shows a list of participants with initials: DP, DD, JS, RD, DD, DP, and SD. A small video thumbnail of Dr. Mahesh Jivani is visible in the bottom right corner of the presentation area.

Session 12th on 20th June, 2026

Date	20/06/2026
Time	04:00 To 05:30 PM
Resource Person	Dr. Hemang Desai
Designation	Deputy Registrar (Academic & Authorities),
Institute	Central University of Gujarat, Vadodara, Gujarat
Theme/ Sub-Theme	Skill Development
Welcome address and vote of thanks	Ms. Srushti Dave

The second session of Day 6 was delivered by **Dr. Hemang Desai, Deputy Registrar (Academic & Authorities), Central University of Gujarat, Vadodara, Gujarat**, on the theme **"Skill Development."** The session highlighted the transformative role of skill-based education in preparing learners for the dynamic demands of the twenty-first century, in accordance with the vision of the National Education Policy (NEP) 2020.

Dr. Desai emphasized that higher education must move beyond the traditional focus on theoretical knowledge and strive to develop students' practical competencies, professional skills, entrepreneurial abilities, and lifelong learning attitudes. He explained that NEP 2020 advocates the integration of vocational education, experiential learning, internships, project-based learning, and industry collaboration to enhance students' employability and holistic development.

The photograph captures a live session of the 44th NEP 2020 Orientation and Sensitization Programme, where Dr. Hemang Desai, Deputy Registrar (Academic & Authorities), Central University of Gujarat, elaborated on the provisions of NEP 2020 concerning Vocational Education and Training (VET). He highlighted the policy's emphasis on integrating vocational education from the school level to higher education, promoting the dignity of labour, and ensuring that at least 50% of learners receive exposure to vocational education by 2025. The presentation also emphasized achieving SDG 4, improving the Gross Enrolment Ratio (GER), offering flexible B.Voc. programmes, strengthening industry and NGO collaborations, and enhancing learner mobility through the National Skills Qualifications Framework (NSQF). The session reinforced NEP 2020's vision of creating a skilled, employable, and globally competent workforce through inclusive, flexible, and multidisciplinary education.

The resource person highlighted the importance of developing essential twenty-first century skills such as critical thinking, creativity, communication, collaboration, digital literacy, leadership, adaptability, and problem-solving. He stressed that these competencies are indispensable for success in an increasingly

technology-driven and globally interconnected world. He also encouraged educational institutions to establish strong partnerships with industry, research organizations, and community stakeholders to provide students with real-world learning experiences.

Dr. Desai further discussed the role of multidisciplinary education in fostering innovation and entrepreneurial thinking. He emphasized that skill development should not be viewed merely as vocational training but as a comprehensive process that nurtures intellectual growth, ethical values, social responsibility, and professional competence. Faculty members, he noted, play a crucial role in designing learner-centred curricula and creating opportunities that enable students to apply knowledge in practical contexts.

The session concluded with an engaging interaction in which participants discussed strategies for implementing skill-oriented educational practices within their institutions. Dr. Desai addressed participants' queries with practical suggestions and encouraged educators to adopt innovative teaching approaches that bridge the gap between academic learning and industry requirements. The session proved to be highly informative and motivating, reinforcing that skill development is a cornerstone of NEP 2020 and essential for creating competent, employable, and socially responsible graduates capable of contributing to national development.

44th NEP 2020 Orientation & Sensitization Programme

02:02:11

Pop out Record Chat People Raise React View More Camera Mic Share Leave

WHAT DOES NEP 2020 SAY?

- 16.2 Vocational Education and Training (VET) has focused only on Grade 11-12 and drop-outs on 8th upwards. No well-defined pathways for them to continue in their chosen vocations in HE. **INFERIOR**
- 16.4 Overcome social status hierarchy by exposure to vocational edu at middle & secondary school and HE. At least learn one vocation. **DIGNITY OF LABOR**.
- 16.5 By 2025, 50% of learners to be exposed to VET.
 - SDG 4 (inclusive, equitable quality edu for all by 2030)
 - Achieving GER Targets
 - HEIs to offer B.Voc degree + short term training (STT) Bachelors' degree programs (03 & 04 years)
 - HEIs to collaborate with industry & NGOs for offering VET
- 16.8 Align NSQF with ILO classification of Occupations maintained by ILO. **MOBILITY (Gen & Voc)**

Dr. Hemang Desai

DP JS RD V DJ VS SD

1/9

Session 13th on 22nd June, 2026

Date	22/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. (Dr.) Jagdish Kumar S. Joshi
Designation	Professor & Director, UGC- MMTTC (HRDC), School of Social Science
Institute	Gujarat University, Ahmedabad
Theme/ Sub-Theme	Academic Leadership, Governance, and Management
Welcome address and vote of thanks	Supriya

The first session of Day 7 was conducted by **Prof. (Dr.) Jagdish Kumar S. Joshi, Professor and Director, UGC–Malaviya Mission Teacher Training Centre (MMTTC/HRDC), School of Social Science, Gujarat University, Ahmedabad**, on the topic "Academic Leadership" under the theme "Academic Leadership, Governance, and Management." The session provided valuable insights into the evolving role of academic leaders in implementing the transformative vision of the National Education Policy (NEP) 2020.

Prof. Joshi emphasized that academic leadership extends beyond administrative responsibilities and requires a commitment to academic excellence, innovation, institutional development, and ethical governance. He highlighted that effective academic leaders inspire faculty members, encourage collaborative decision-making, promote research and innovation, and create an institutional culture that values inclusivity, accountability, and continuous quality enhancement.

The resource person explained that NEP 2020 envisions educational institutions as autonomous, multidisciplinary, learner-centred, and research-driven. To achieve this vision, he stressed the importance of visionary leadership capable of fostering academic freedom, strategic planning, transparent governance, and evidence-based decision-making. He encouraged institutional leaders to cultivate teamwork, strengthen faculty development initiatives, and ensure effective implementation of quality assurance mechanisms.

Prof. Joshi further discussed the significance of participatory governance, digital transformation, and stakeholder engagement in strengthening higher education institutions. He emphasized that academic leaders should promote innovation in curriculum design, pedagogy, assessment, and research while ensuring equitable access, inclusivity, and student-centric learning environments. He also underlined the need to develop future academic leaders through mentoring, professional development, and capacity-building programmes.

The session concluded with an engaging interaction in which participants discussed the challenges and opportunities associated with academic leadership in the context of NEP 2020. Prof. Joshi responded to participants' queries with practical examples and strategic recommendations, inspiring educators to adopt visionary and transformative leadership practices. The session proved to be highly informative and motivating, reaffirming that effective academic leadership is fundamental to achieving institutional excellence and realizing the objectives of NEP 2020 in higher education.

The session concluded with a vote of thanks proposed by Dr. Devarsh Patel, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.

Session 14th on 22th June, 2026

Date	22/06/2026
Time	04:00 To 05:30 PM
Resource Person	Prof. Pankaj Thakur
Designation	Professor, Director, UGC MMTTC, JNU
Institute	Jawaharlal Nehru University, Delhi
Theme/ Sub-Theme	Student Diversity and Inclusive Education
Welcome address and vote of thanks	Supriya

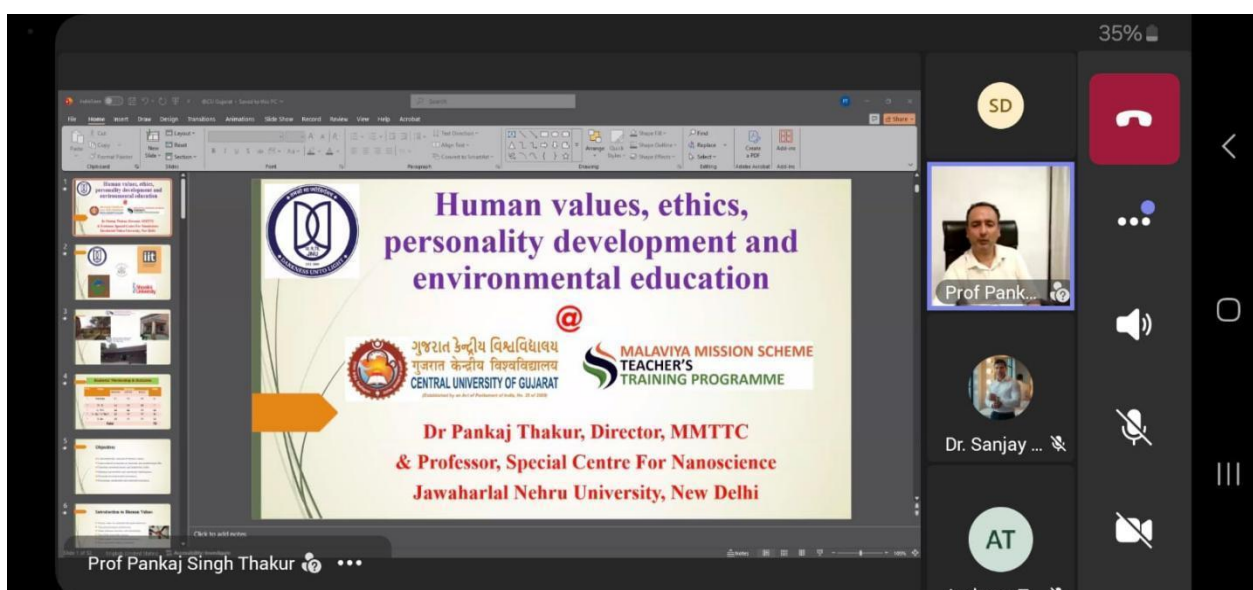
The second session on Day 7 was conducted by **Prof. Pankaj Thakur, Professor and Director, UGC–Malaviya Mission Teacher Training Centre (MMTTC), Jawaharlal Nehru University, Delhi**, on the theme "**Student Diversity and Inclusive Education.**" The session commenced with a warm welcome to the distinguished resource person by Supriya. Prof. Thakur delivered an insightful lecture emphasizing the importance of creating inclusive, equitable, and learner-centred educational environments that recognize and celebrate student diversity. He highlighted the role of educators in fostering values of equity, empathy, respect, and holistic development in alignment with the vision of the National Education Policy (NEP) 2020. The session concluded with a vote of thanks proposed by Supriya, expressing sincere gratitude to the resource person for his enlightening and inspiring deliberations.

The resource person highlighted the significance of personality development through effective communication, emotional intelligence, leadership, teamwork, critical thinking, self-discipline, and lifelong learning. He encouraged educators to create inclusive classrooms that respect diversity, promote mutual understanding, and foster a culture of collaboration and respect among students from varied social, cultural, and linguistic backgrounds.

Prof. Thakur also discussed the importance of environmental education in developing ecological awareness and sustainable lifestyles. He stressed that educational institutions should encourage students to adopt environmentally responsible practices, conserve natural resources, and actively participate in initiatives that promote environmental protection and sustainable development. Integrating environmental consciousness into teaching-learning processes, he noted, is essential for achieving both national priorities and global sustainability goals.

The above picture captures an insightful session of the 44th NEP 2020 Orientation and Sensitization Programme, where the resource person elaborated on the Higher Education Reforms under NEP 2020. The presentation highlighted key reforms aimed at transforming higher education through comprehensive restructuring of academic institutions while preserving India's rich educational heritage and aligning with global best practices. Major initiatives discussed included the establishment of multidisciplinary institutions, implementation of the Academic Bank of Credits (ABC), provision of multiple entry and exit options, promotion of research through the National Research Foundation (NRF), and internationalization of higher education. The session emphasized that these reforms are designed to enhance academic flexibility, research excellence, quality education, and global competitiveness, thereby realizing the transformative vision of NEP 2020.

The session concluded with an engaging interaction during which participants reflected on the integration of ethics, values, personality development, and environmental education into curriculum and pedagogy. Prof. Thakur addressed participants' queries with practical insights and encouraged educators to become role models who inspire students through ethical leadership, inclusive practices, and responsible citizenship. The session was highly thought-provoking and reaffirmed that value-based and inclusive education is fundamental to realizing the objectives of NEP 2020, fostering holistic development, and preparing learners to become compassionate, competent, and environmentally responsible citizens.



Session 15th on 23rd June, 2026

Date	23/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Seema Rawat
Designation	Professor & Dean, Department of Life Sciences, School of Life Sciences
Institute	Central University of Gujarat, Vadodara, Gujarat
Theme/ Sub-Theme	Curriculum, Development, Pedagogy and Assessment
Welcome address and vote of thanks	Ms. Srushti Dave Dr. Devarsh Patel

The first session of Day 8 was delivered by **Prof. Seema Rawat, Professor and Dean, Department of Life Sciences, School of Life Sciences, Central University of Gujarat, Vadodara, Gujarat**, on the theme **"Curriculum Development, Pedagogy and Assessment."** The session offered an insightful overview of the transformative reforms envisaged under the National Education Policy (NEP) 2020, emphasizing the need to redesign higher education to meet the aspirations of a knowledge-driven and globally competitive society.

Prof. Rawat highlighted that NEP 2020 advocates a comprehensive restructuring of higher education institutions and academic frameworks while preserving India's rich educational heritage and aligning with international best practices. She emphasized that the curriculum must evolve from a rigid, content-based approach to a flexible, multidisciplinary, learner-centred, and competency-based framework that promotes creativity, innovation, critical thinking, and lifelong learning.

A significant focus of the session was on the major reforms introduced under NEP 2020 to strengthen higher education. Prof. Rawat elaborated on the establishment of multidisciplinary institutions, which encourage collaboration across disciplines and provide students with holistic educational experiences. She explained that multidisciplinary education enables learners to integrate knowledge from diverse fields, thereby enhancing problem-solving abilities, research aptitude, and employability.

The resource person also discussed the Academic Bank of Credits (ABC) as an innovative mechanism that provides academic flexibility by digitally storing students' academic credits. She explained that the ABC system facilitates credit accumulation, transfer, and redemption, thereby allowing students to pursue education at their own pace across recognized institutions. Closely associated with this reform is the Multiple Entry and Exit system, which enables learners to enter or leave academic programmes at different

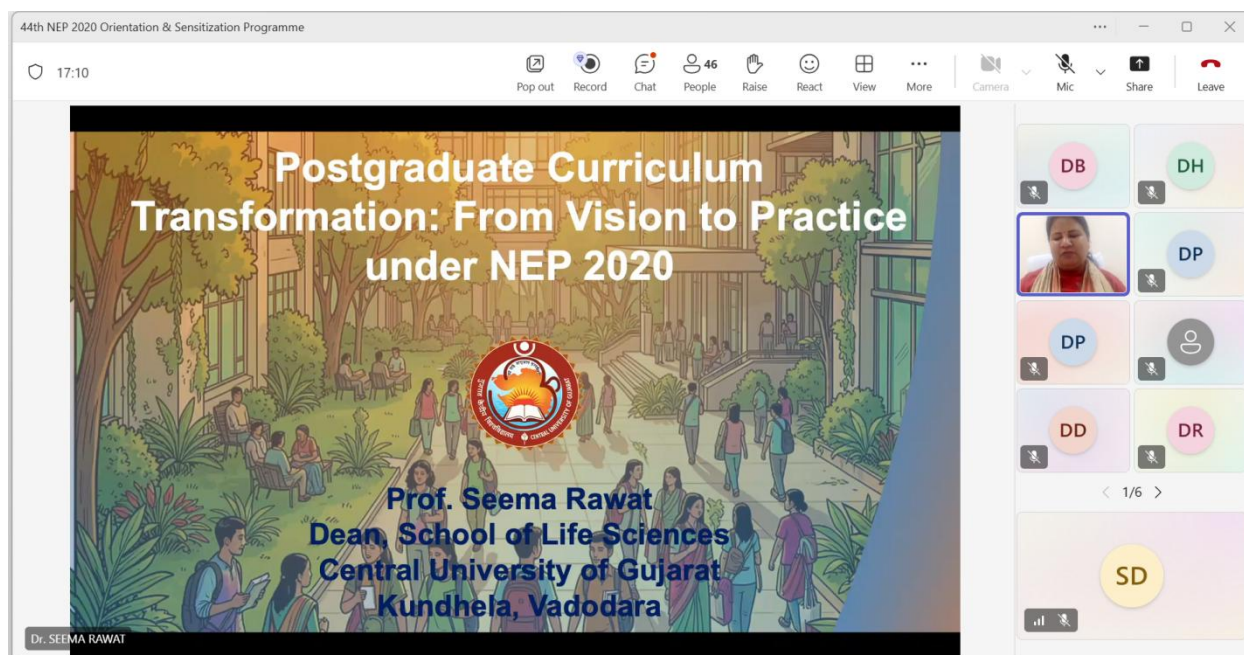
stages with appropriate certification, diploma, or degree qualifications. According to Prof. Rawat, this learner-centric approach reduces dropouts and promotes continuous learning throughout life.

Prof. Rawat further emphasized the importance of research and innovation through the establishment of the National Research Foundation (NRF). She explained that the NRF seeks to cultivate a robust research ecosystem by supporting interdisciplinary research, fostering innovation, strengthening institutional research capacity, and encouraging collaboration among academia, industry, and society. Such initiatives, she noted, are essential for positioning India as a global knowledge leader.

Addressing the pedagogical dimension, she advocated for experiential, inquiry-based, project-oriented, and technology-enabled teaching methods that actively engage learners in the educational process. She stressed that assessment practices should move beyond rote memorization and focus on competency-based evaluation, continuous assessment, conceptual understanding, and the practical application of knowledge. Such reforms, she explained, ensure holistic student development and meaningful learning outcomes. Prof. Rawat also highlighted the growing significance of the internationalization of higher education through global collaborations, academic exchanges, research partnerships, and institutional excellence. She emphasized that globalization, while maintaining India's unique educational identity, would strengthen the quality, relevance, and competitiveness of Indian higher education institutions.

The session concluded with an engaging interaction during which participants discussed the practical implementation of curriculum reforms, academic flexibility, and innovative assessment strategies in their respective institutions. Prof. Rawat responded to participants' queries with practical insights and encouraged educators to become active contributors to institutional transformation. The session proved to be highly informative and inspiring, reaffirming that curriculum innovation, learner-centred pedagogy, competency-based assessment, research excellence, and academic flexibility are the cornerstones of NEP 2020 and essential for creating an inclusive, dynamic, and globally competitive higher education system.

The session concluded with a vote of thanks proposed by **Dr. Devarsh Patel**, who expressed sincere appreciation for the insightful and informative session that significantly enhanced participants' understanding of NEP 2020 and its practical implications.



Session 16th on 23rd June, 2026

Date	23/06/2026
Time	04:00 To 05:30 PM
Resource Person	Prof. R. C. Patel
Designation	Former Vice Chancellor
Institute	Indian Institute of Teacher Education, Gandhinagar,
Theme/ Sub-Theme	Higher Education and Society
Welcome address and vote of thanks	Dr. Devarsh Patel

The second session of Day was delivered by **Prof. R. C. Patel, Former Vice Chancellor, Indian Institute of Teacher Education, Gandhinagar**, on the topic "**Fundamental Principles of NEP 2020**" under the theme "**Higher Education and Society.**" The session provided a comprehensive understanding of the philosophical foundations and guiding principles of the National Education Policy (NEP) 2020, emphasizing its transformative vision for creating an equitable, inclusive, and globally competitive education system.

Prof. Patel began by explaining that NEP 2020 is founded on the principle that education is the most powerful instrument for national development, social transformation, and individual empowerment. He highlighted that the policy seeks to develop learners who are intellectually competent, ethically grounded, socially responsible, and equipped with the knowledge, skills, and values required to meet the challenges of the twenty-first century. He stressed that education should nurture curiosity, creativity, The resource

person elaborated on the key principles underpinning NEP 2020, including equity and inclusion, holistic and multidisciplinary education, flexibility in learning, quality enhancement, innovation, research orientation, and technology integration. He emphasized that every learner, irrespective of socio-economic background, gender, language, or geographical location, should have access to quality education and equal opportunities for academic growth.

Prof. Patel highlighted the significance of multidisciplinary education in breaking the traditional boundaries between disciplines. He explained that the policy encourages learners to explore diverse areas of knowledge, integrate academic and vocational education, and develop well-rounded personalities capable of addressing complex societal challenges. He further discussed the importance of flexibility through multiple entry and exit options, the Academic Bank of Credits, and learner-centric curriculum design, which empower students to pursue education according to their interests and career aspirations.

A major focus of the session was the role of higher education institutions in nation-building and societal development. Prof. Patel observed that universities must evolve into centres of excellence that promote research, innovation, entrepreneurship, community engagement, and sustainable development. He highlighted the importance of fostering strong linkages between academia, industry, government, and society to ensure that education remains relevant to emerging national and global needs.

The speaker also underscored the ethical and value-based dimensions of NEP 2020. He emphasized that education should cultivate integrity, empathy, environmental consciousness, democratic values, respect for diversity, and commitment to constitutional ideals. According to him, these values are essential for preparing responsible citizens who can contribute meaningfully to a harmonious, inclusive, and progressive society. Prof. Patel further discussed the role of teachers as facilitators, mentors, and lifelong learners. He encouraged educators to adopt innovative pedagogical practices, competency-based assessment methods, and technology-enabled teaching strategies that promote active learning and student engagement. He noted that continuous professional development of teachers is indispensable for the successful implementation of NEP 2020.

The session concluded with an interactive discussion in which participants raised questions regarding policy implementation, institutional reforms, and curriculum transformation. Prof. Patel addressed the queries with practical insights and encouraged participants to become proactive contributors to educational reform. The session was highly enlightening and inspirational, reaffirming that the fundamental principles of NEP 2020 provide a strong foundation for building a learner-centred, inclusive, research-driven, and socially responsive higher education system that contributes significantly to India's development and global leadership, critical thinking, scientific temper, constitutional values, and lifelong learning.

44th NEP2020 OSP Valedictory Session



44th NEP2020 Orientation & Sensitization Programme (Online)

Prog ID: MMC-025-2025-APR-B-08038

Organized by

**UGC- Malaviya Mission Teacher Training Centre-
Central University of Gujarat**

In academic Collaboration with



Shri Govind Guru University



Valedictory Schedule

Date: 23rd June 2026, Time: 05:40 pm to 06:00 pm

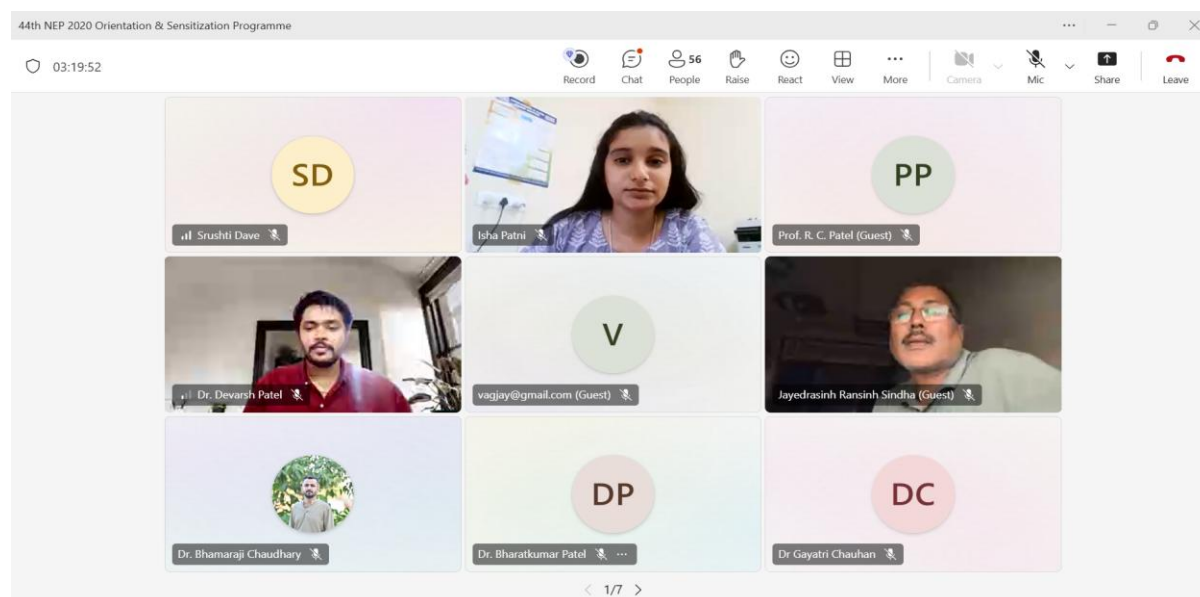
- 05:40 pm:** Welcome the dignitaries **Dr. Devarsh Patel**,
Assistant Professor, Dept. of English
Shri Govind Guru University.
- 05:45 pm:** Moderator of Participants-
viewpoints/Takeaways/Feedback.
- 05:50 pm:** Directorial Address by **Prof. Ajaysinh Chauhan**,
On behalf of Director, UGC- MMTTC, CUG.
- 05:55 pm:** Occasional Address by **Dr. Anil Solanki**,
Registrar, Shri Govind Guru University.
- 06:00 pm:** Vote of Thanks by **Ms. Isha Panchal**,
Project Assistant, UGC-MMTTC, CUG.

The valedictory session of the 44th NEP 2020 Orientation & Sensitization Programme (Online) was held on 23rd June 2026 from 5:40 PM to 6:00 PM. The session commenced with a warm welcome to the dignitaries by **Dr. Devarsh Patel**, Assistant Professor, Department of English, Shri Govind Guru University. This was followed by an interactive segment in which participants shared their **viewpoints, key takeaways, and feedback**, reflecting on their learning experiences and the overall impact of the programme.

The gathering was then addressed by **Prof. Ajay Sinh Chauhan**, who delivered the **Directorial Address** on behalf of the Director, **UGC-Malaviya Mission Teacher Training Centre, Central University of Gujarat**. He appreciated the active participation of the attendees and emphasized the importance of translating the principles of **NEP 2020** into effective teaching-learning practices.

The session continued with the **Occasional Address** by **Dr. Anil Solanki, Registrar, Shri Govind Guru University**, who congratulated all participants on the successful completion of the programme and encouraged them to apply the knowledge and insights gained during the orientation in their respective institutions.

The programme concluded with a **Vote of Thanks** proposed by **Ms. Isha Panchal, Project Assistant, UGC-MMTTC, Central University of Gujarat**, who expressed sincere gratitude to the dignitaries, resource persons, organizing team, and all participants for their valuable contributions and wholehearted support. The valedictory session marked the successful culmination of the nine-day orientation programme with a renewed commitment towards the effective implementation of the **National Education Policy 2020** in higher education.



7. Certificates

Participants who fulfilled the following criteria were considered for certification.

- Minimum mandatory attendance required for the programme.
- Submission of the nomination form.
- Exam appearance and passing of the exam with the minimum required score.
- Filling out the feedback form.

8. Evaluation

The assessment of the programme was structured as follows:

The assessment test consisted of **80 marks based on MCQs**, with each theme contributing 10 MCQs in the test paper, along with **20 marks allotted for overall participation and responses during the sessions**.

Each participant was evaluated out of a total of **100 marks**. The **minimum qualifying criterion** for successful completion of the programme was **50% marks**.

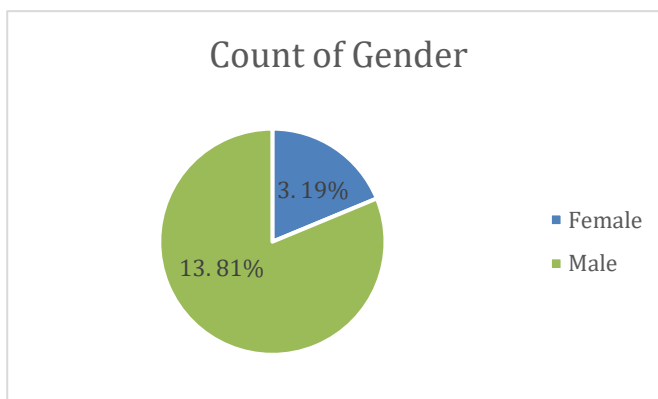
The assessment test was conducted in **online mode through Google Form**, and the schedule was communicated to participants during the programme.

9. Resource Person Summary

Gender-wise Resource Person

The pie chart illustrates the gender-wise distribution of the experts who delivered sessions during the 44th NEP 2020 Orientation & Sensitization Programme. A total of 16 experts participated in the programme, of whom 13 (81.25%) were male and 3 (18.75%) were female. The chart indicates that the majority of the resource persons were male, while female experts also contributed significantly to the programme. The participation of experts from both genders ensured diverse perspectives and enriched the overall academic experience of the participants.

Gender	Count of Gender	% of Gender
Female	3	18.75%
Male	13	81.25%
Grand Total	16	100.00%



Designation-wise Resource Person

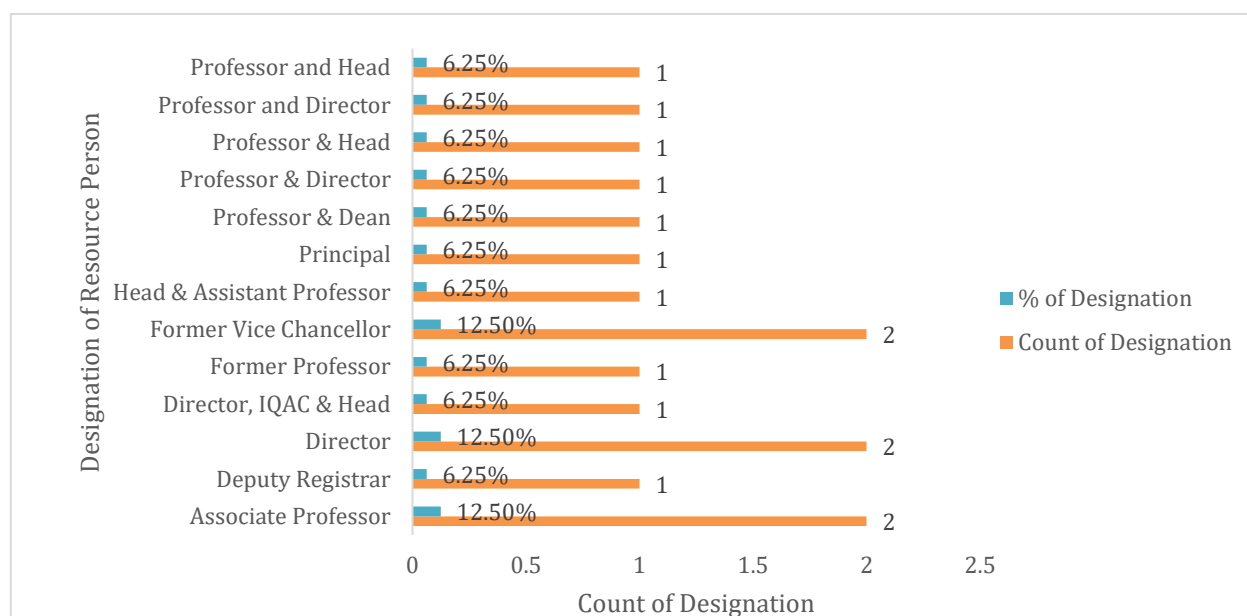
The bar chart presents the designation-wise distribution of the 16 experts who served as resource persons during the 44th NEP 2020 Orientation & Sensitization Programme. The programme featured experts holding diverse academic and administrative positions in higher education institutions.

Among the experts, the highest representation was observed from the positions of Associate Professor, Director, and Former Vice Chancellor, with two experts in each category. The remaining experts represented various distinguished designations, including Deputy Registrar, Director (IQAC) & Head,

Former Professor, Head & Assistant Professor, Principal, Professor & Dean, Professor & Director, Professor & Head, Professor and Director, and Professor and Head, with one expert from each designation.

The bar chart reflects the participation of experienced academicians, institutional leaders, and senior administrators, ensuring a multidisciplinary approach to the programme. Their collective expertise significantly enhanced the quality of the sessions and provided participants with valuable academic and administrative perspectives on the implementation of the National Education Policy (NEP) 2020.

Designation	Count of Designation	% of Designation
Associate Professor	2	12.50%
Deputy Registrar	1	6.25%
Director	2	12.50%
Director, IQAC & Head	1	6.25%
Former Professor	1	6.25%
Former Vice Chancellor	2	12.50%
Head & Assistant Professor	1	6.25%
Principal	1	6.25%
Professor & Dean	1	6.25%
Professor & Director	1	6.25%
Professor & Head	1	6.25%
Professor and Director	1	6.25%
Professor and Head	1	6.25%
Grand Total	16	100.00%



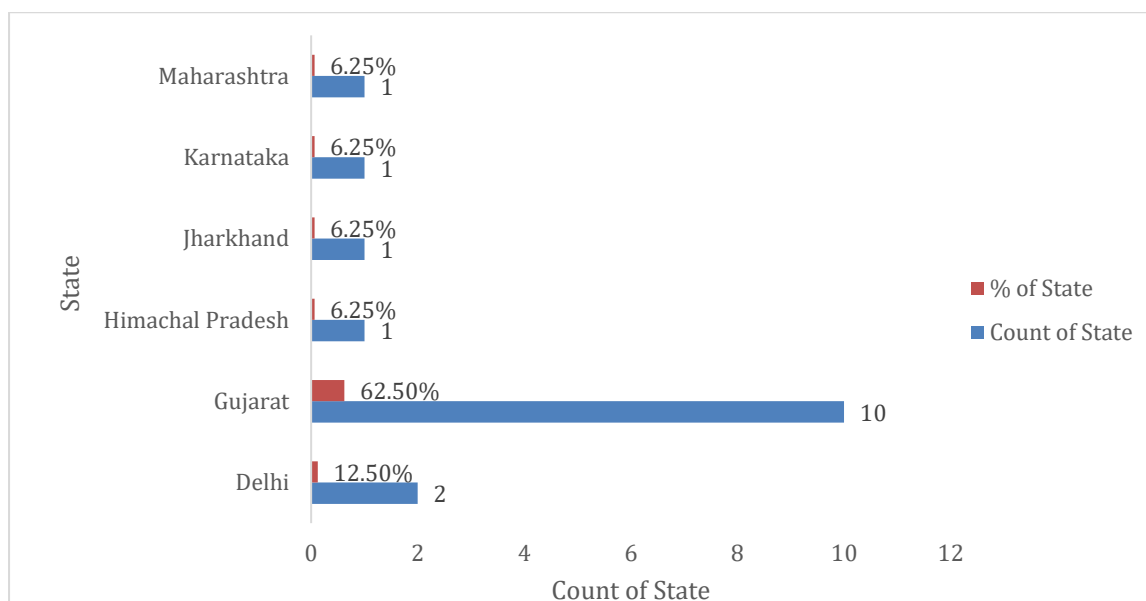
State-wise Resource Person

The bar chart illustrates the state-wise distribution of the 16 experts who served as resource persons during the 44th NEP 2020 Orientation & Sensitization Programme. The experts represented six different states across India, reflecting the programme's broad academic outreach.

Among all the states, Gujarat had the highest representation with 10 experts (62.50%), followed by Delhi with 2 experts (12.50%). The remaining states-Himachal Pradesh, Jharkhand, Karnataka, and Maharashtra-were each represented by 1 expert (6.25%).

The participation of experts from multiple states brought diverse academic perspectives, institutional experiences, and best practices to the programme. This geographical diversity enriched the deliberations and enhanced participants' understanding of various aspects of the National Education Policy (NEP) 2020, contributing significantly to the overall success of the programme.

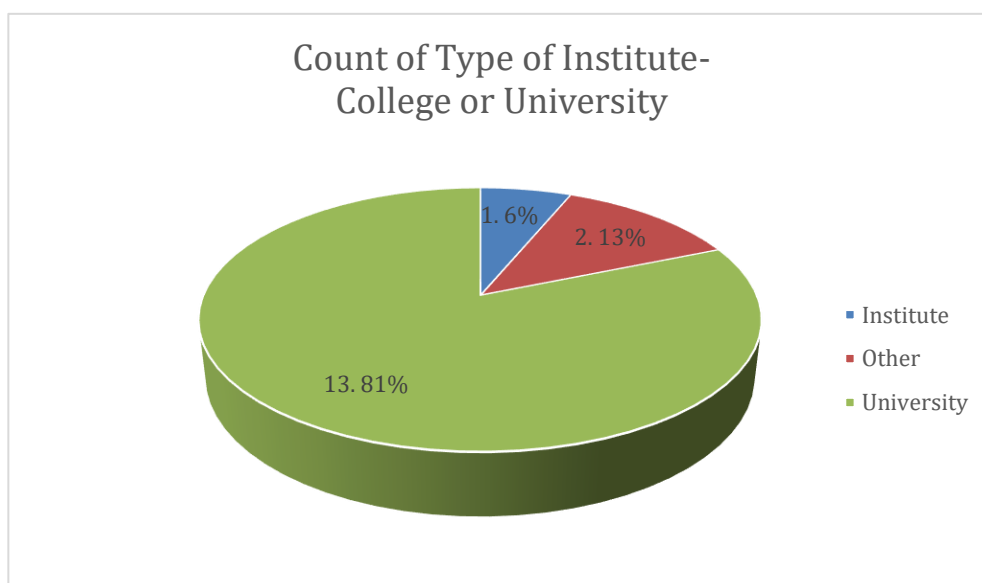
State	Count of State	% of State
Delhi	2	12.50%
Gujarat	10	62.50%
Himachal Pradesh	1	6.25%
Jharkhand	1	6.25%
Karnataka	1	6.25%
Maharashtra	1	6.25%
Grand Total	16	100.00%



Type of Institute-wise Resource Persons

The pie chart illustrates the distribution of Resource Persons based on their affiliated institution type. Out of a total of **16 Resource Persons**, the majority **13 Resource Person (81.25%)** were affiliated with **Universities**, indicating that the programme primarily engaged subject experts from universities. Additionally, **2 Resource Persons (12.50%)** belonged to the **Other/College** category, while **1 Resource Person (6.25%)** was from a **Institute**. This distribution reflects the programme's strong reliance on university-based academicians and experts, ensuring high-quality academic inputs and effective knowledge dissemination during the programme.

Type of Institute	Count of Type of Institute-College or University	Count of Type of Institute-
Institute	1	6.25%
Other	2	12.50%
University	13	81.25%
Grand Total	16	100.00%

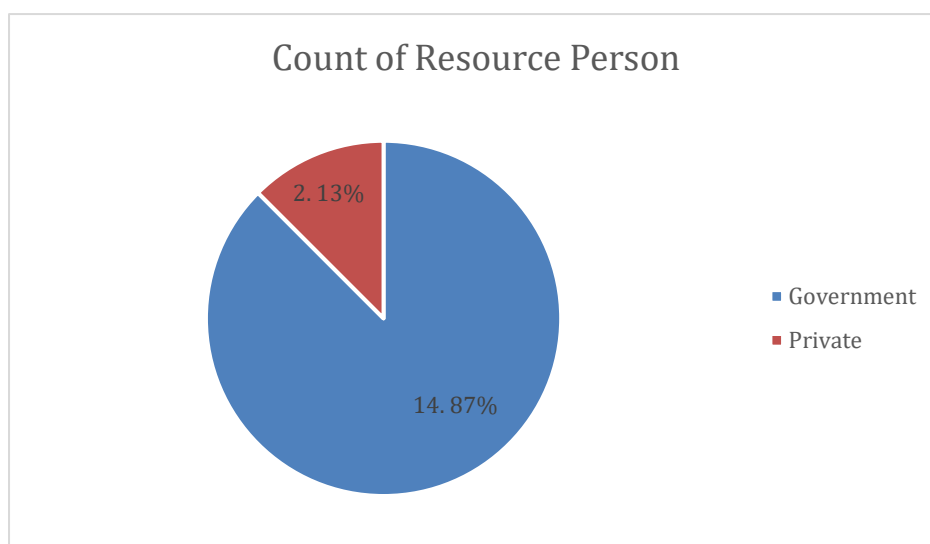


Government and Private Institution-wise Resource Persons

The doughnut chart illustrates the distribution of resource persons based on the nature of their affiliated institutions during the 44th NEP20 Orientation & Sensitization Programme. A total of 16 resource persons contributed to the programme.

Among them, 14 resource persons (87.50%) were affiliated with Government institutions, while 2 resource persons (12.50%) represented Private institutions. The data indicates that the programme was predominantly supported by experts from government institutions, reflecting their active involvement and leadership in promoting the objectives of the National Education Policy (NEP) 2020. The participation of resource persons from both government and private institutions ensured a balanced exchange of academic experiences and institutional practices, thereby enriching the quality of the programme and providing participants with diverse perspectives on higher education.

Type of Institute	Count of Resource Person	% of Resource Person
Government	14	87.50%
Private	2	12.50%
Grand Total	16	100.00%

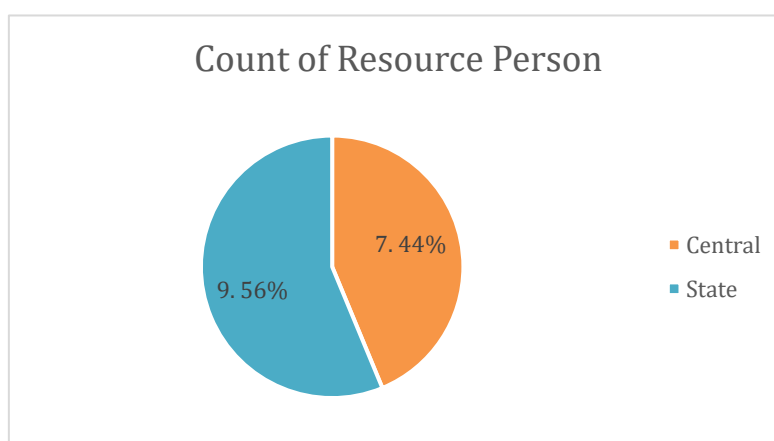


Central and State Institution-wise Resource Persons

The doughnut chart illustrates the distribution of resource persons based on their affiliation with **Central and State institutions** during the **44th NEP20 Orientation & Sensitization Programme**. A total of **16 resource persons** contributed to the programme. Among them, **9 resource persons (56.25%)** were affiliated with **State institutions**, while **7 resource persons (43.75%)** represented **Central institutions**. The distribution indicates a balanced participation of experts from both Central and State institutions, with a slightly higher representation from State institutions.

The involvement of resource persons from both categories brought together diverse academic expertise, administrative experience, and institutional perspectives. This balanced representation enriched the academic discussions and strengthened the participants' understanding of the objectives and effective implementation of the **National Education Policy (NEP) 2020**.

Type of Institute	Count of Resource Person	% of Resource Person
Central	7	43.75%
State	9	56.25%
Grand Total	16	100.00%

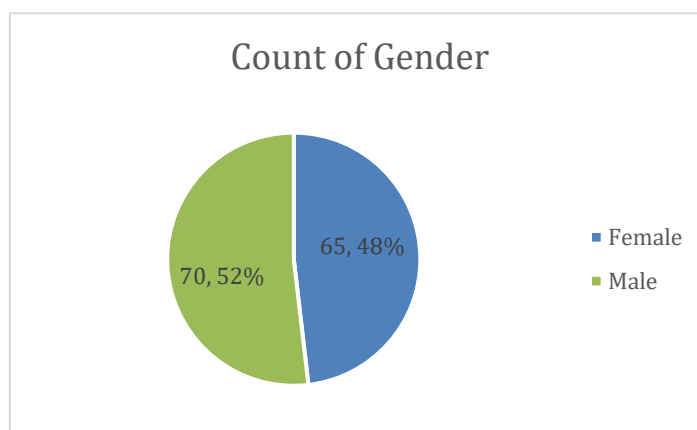


10. Participants Summary

Gender-wise

The pie chart depicts the gender-wise composition of participants in the NEP-44 programme. Out of the total 135 participants, **70 (51.85%) were male** and **65 (48.15%) were female**. The distribution demonstrates a balanced representation of both genders, with male participants constituting a slightly higher share than female participants.

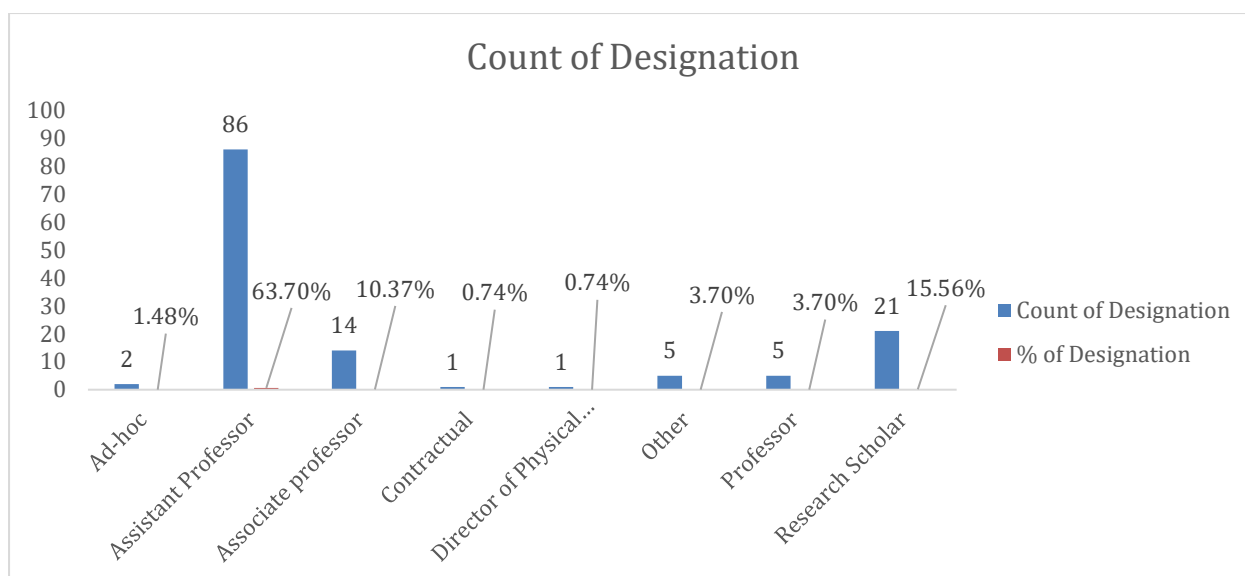
Gender	Count of Gender	% of Gender
Female	65	48.15%
Male	70	51.85%
Grand Total	135	100.00%



Designation-wise

The bar chart presents the designation-wise distribution of the **135 participants** who attended the NEP-44 programme. The majority of participants were **Assistant Professors (86; 63.70%)**, indicating that the programme primarily attracted early and mid-career faculty members. This was followed by **Research Scholars (21; 15.56%)** and **Associate Professors (14; 10.37%)**. **Professors** and participants categorized under **Other** each accounted for **5 participants (3.70%)**, while **Ad-hoc faculty** represented **2 participants (1.48%)**. **Contractual faculty** and **Directors of Physical Education** each constituted **1 participant (0.74%)**. Overall, the distribution reflects that the programme was predominantly attended by Assistant Professors, with participation from a diverse range of academic designations.

Designation	Count of Designation	% of Designation
Ad-hoc	2	1.48%
Assistant Professor	86	63.70%
Associate professor	14	10.37%
Contractual	1	0.74%
Director of Physical Education	1	0.74%
Other	5	3.70%
Professor	5	3.70%
Research Scholar	21	15.56%
Grand Total	135	100.00%

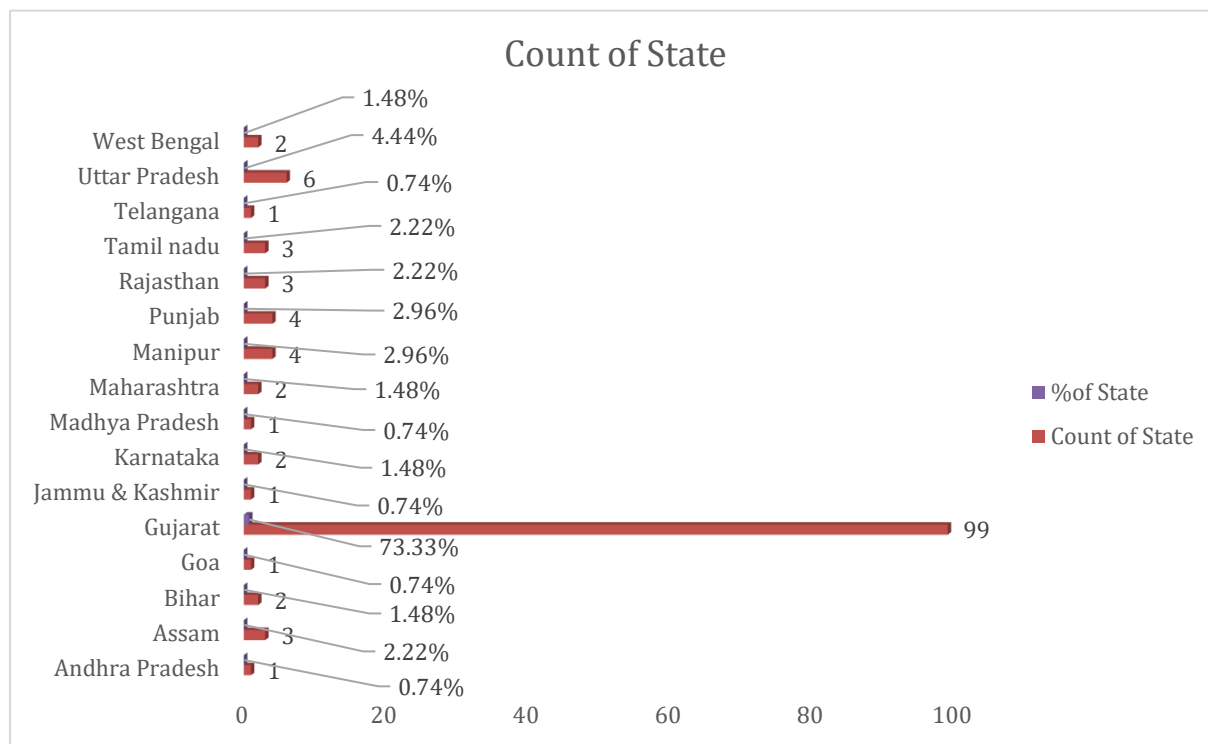


State - wise

The bar chart illustrates the state-wise distribution of the **135 participants** who attended the NEP-44 programme. The highest participation was from **Gujarat**, with **99 participants (73.33%)**, indicating a strong regional representation. **Uttar Pradesh** recorded the second-highest participation with **6 participants (4.44%)**, followed by **Manipur** and **Punjab**, each contributing **4 participants (2.96%)**. **Assam**, **Rajasthan**, and **Tamil Nadu** each accounted for **3 participants (2.22%)**, while **Bihar**, **Karnataka**, **Maharashtra**, and **West Bengal** each had **2 participants (1.48%)**. **Andhra Pradesh**, **Goa**, **Jammu & Kashmir**, **Madhya Pradesh**, and **Telangana** were each represented by **1 participant (0.74%)**. Overall, the programme witnessed participation from **16 states across India**, demonstrating its national outreach, with a significant concentration of participants from Gujarat.

State	Count of State	%of State
Andhra Pradesh	1	0.74%
Assam	3	2.22%
Bihar	2	1.48%
Goa	1	0.74%
Gujarat	99	73.33%
Jammu & Kashmir	1	0.74%
Karnataka	2	1.48%
Madhya Pradesh	1	0.74%
Maharashtra	2	1.48%
Manipur	4	2.96%
Punjab	4	2.96%
Rajasthan	3	2.22%
Tamil nadu	3	2.22%
Telangana	1	0.74%
Uttar Pradesh	6	4.44%

West Bengal	2	1.48%
Grand Total	135	100.00%



11. Organizing & Collaboration Team

The successful organization and execution of the programme were made possible through the coordinated efforts of the following management team:



Prof. Haribhai R. Kataria

Vice Chancellor,
Shri Govind Guru University,
Godhra, Gujarat - 388713



Dr. Anil Solanki

Registrar,
Shree Govind Guru University,
Godhra, Gujarat - 388713



Dr. Devarsh Patel

Assistant Professor,
Department of English,
Shree Govind Guru University,
Godhra, Gujarat - 388713



Ms. Srushti R. Dave

Research Scholar,
Shree Govind Guru University,
Godhra, Gujarat - 388713

12. UGC – MMTTC - CUG Leadership



Prof. Atanu Bhattacharya

Hon'ble Vice- Chancellor (I/C),
Central University of Gujarat,
Vadodara, Gujarat - 391107



Prof. H. B. Patel

Registrar,
Professor, Department of Education (DE),
Director, UGC-MMTTC
Central University of Gujarat,
Vadodara, Gujarat - 391107

13. UGC – MMTTC - CUG Office Team



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*****Thank You Very Much*****