



45TH NEP2020

ORIENTATION AND SENSITIZATION PROGRAMME

IN ONLINE MODE

[23.06.2026 to 01.07.2026]

Code: MMC-025-2026-MAY-A-08059

Report

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Malaviya Mission Teacher Training Centre (MMTTC)

Central University of Gujarat

Vadodara, Gujarat – 391107

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1. Brochure of 45th NEP20 Orientation & Sensitization Programme



UGC-MMTTC-Central University of Gujarat

45th NEP2020 Orientation & Sensitization Programme

In Academic Collaboration with
ITM University Gwalior
Madhya Pradesh 474001



Date: 23rd June to 01st July 2026

Online (01:00 pm to 04:00 pm)

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



Prof. (Dr.) Yogesh Upadhyay
Vice- Chancellor,
ITM University Gwalior



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



Dr. Omveer Singh
Registrar,
ITM University Gwalior



Prog ID: MMC-025-2026-MAY-A-08059

UGC-MMTTC-CUG Registration Link: <https://mmc.ugc.ac.in/Login/Index>
and Google Form Link: <https://forms.gle/qeRLVYSfX65Xx8By7>

There is no Registration fee.

Attendance is mandatory for all sessions

Note: All the rights are reserved with the organisers

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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 **45th NEP2020 Orientation & Sensitization Programme** was conducted from **23rd June to 01st July 2026** in **online mode**, with daily sessions scheduled from **01:00 PM to 04:00 PM** (excluding Sunday, 28th 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. 45th 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:** 23rd June 2026 to 01st July 2026 (Excluding Sunday, 28th June 2026)
- **Duration:** 8 Days
- **Sessions per Day:** 2

Session Timings:

- **Session I:** 01:00 PM – 02:30 PM
- **Session II:** 02:30 PM – 04:00 PM

45th NEP20 OSP Online Programme Schedule from 23.06.2026 to 01.07.2026

Date & Time	Expert Name	Theme
23-06-2026 Tuesday	01.00 to 02.30 PM Prof. K. G. Suresh Director, India Habitat Centre, New Delhi, Delhi- 110003 Former Vice Chancellor	Philosophical Foundations and Vision of NEP 2020

		Makhanlal Chaturvedi National University of Journalism and Communication, (MCU), Bhopal, Madhya Pradesh- 462011 Former Director General, Indian Institute of Mass Communication (IIMC), New Delhi, Delhi- 110067	
	02.30 To 04.00 PM	Prof. (Dr.) Manoj Kumar Sinha Vice-Chancellor, Dharmashastra National Law University (DNLU) Jabalpur, Madhya Pradesh- 482001	Philosophical Foundations and Vision of NEP 2020
24-06-2026 Wednesday	01.00 to 02.30 PM	Prof. (Dr.) Girjesh Shukla Professor, Department of law, Himachal Pradesh National Law University Shimla, Ghandal, Himachal Pradesh- 171103	Holistic, Multidisciplinary and Flexible Education
	02.30 To 04.00 PM	Prof. Yatindra Sisodia Director, Madhya Pradesh Institute of Social Science Research (MPISSR) Ujjain, Madhya Pradesh 456010	Holistic, Multidisciplinary and Flexible Education
25-06-2026 Thursday	01.00 to 02.30 PM	Prof. Yogesh Upadhyay, Vice Chancellor, ITM University Gwalior Lakhnotikhurd, Madhya Pradesh- 474001	Curriculum, Pedagogy and Assessment Reforms
	02.30 To 04.00 PM	Prof. Karunesh Saxena Vice Chancellor, Sangam University Bhilwara Atoon, Rajasthan- 311001	Curriculum, Pedagogy and Assessment Reforms
26-06-2026 Friday	01.00 to 02.30 PM	Dr. Kushagara Associate Professor, Amity School of Earth & Environment Sciences, Amity University Haryana, Manesar, Haryana- 122413	Indian Knowledge System, Ethics and Value-Based Education
	02.30 To 04.00 PM	Prof. Subhas Kumar Professor, Centre for Studies in Society and Development (DSSD), Central University of Gujarat Kundhela, Vadodara- 391107, Gujarat.	Indian Knowledge System, Ethics and Value-Based Education
27-06-2026 Saturday	01.00 to 02.30 PM	Prof. Janak Singh Meena Professor, Department of Gandhian Thought and Peace Studies, School of Social Sciences, Central University of Gujarat Kundhela, Vadodara- 391107, Gujarat.	Research, Innovation and Digital Transformation

	02.30 To 04.00 PM	Dr. Vani Agrawal, Director, IQAC, ITM University Gwalior Lakhnotikhurd, Madhya Pradesh- 474001	Research, Innovation and Digital Transformation
29-06-2026 Monday	01.00 to 02.30 PM	Dr. Hemang Desai Deputy Registrar (Academic & Authorities), Central University of Gujarat, Kundhela, Vadodara- 391107, Gujarat.	Employability, Skills and Global Education
	02.30 To 04.00 PM	Prof. R. T. Bedre Director, MMTTC, Dr. Harisingh Gour Vishwavidyalaya (A Central University) Sagar, Madhya Pradesh- 470003	Employability, Skills and Global Education
30-06-2026 Tuesday	01.00 to 02.30 PM	Prof Parul Rishi, Professor, Faculty area of Human Resource Management, Indian institute of forest Management, Bhopal, Madhya Pradesh- 462003	Equity, Inclusion, Governance and Quality Assurance
	02.30 To 04.00 PM	Dr. Sangeeta Jauhari, Registrar Rabindranath Tagore University Bhopal, Madhya Pradesh- 464993	Equity, Inclusion, Governance and Quality Assurance
01-07-2026 Wednesday	01.00 to 02.30 PM	Prof. Ranjeet Singh Tomar, Dean Academics, Professor, Department of Electronics and Communication Engineering, ITM University Gwalior Lakhnotikhurd, Madhya Pradesh- 474001	Teacher Empowerment and Implementation Roadmap
	02.30 To 04.00 PM	Prof. Akash Saxena, Professor and Head, Department of Electrical Engineering, Central University of Haryana (CUH) Jaat, Haryana- 123031	Teacher Empowerment and Implementation Roadmap

UGC-MMTTC-Central University of Gujarat

NEP20 OSP [Completed]

Code: 45 NEP20 OSP | Type: NEP OSP | Mode: Online

In collaboration with: ITM University, Gwalior, Madhya Pradesh

① Program Details

PROGRAM NAME
NEP20 OSPPROGRAM CODE
45 NEP20 OSPUGC PROGRAM CODE
MMC-025-2026-MAY-A-08059PROGRAM TYPE
NEP OSPMODE
OnlinePROGRAM DATES
23 Jun 2026 – 01 Jul 2026STATUS
CompletedCREATED BY
pa.cugmmmttcCOLLABORATING UNIVERSITY / INSTITUTE / ORGANIZATION
ITM University, Gwalior, Madhya Pradesh

👤 Coordinators 1

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Session 1: Indian Higher Education in the 21st Century: Need for Educational Transformation

📅 23 Jun 2026 · ⌚ 01:00 PM – 02:30 PM · 🌐 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD>

🎓 RESOURCE PERSON

NAME

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Director

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India Habitat Centre Lodhi Road, New Delhi, Delhi 110003, India Former Vice Chancellor Makhanlal Chaturvedi National University of Journalism and Communication, (MCU), Bhopal, Madhya Pradesh- 462011 Former Director General, Indian Institute of Mass Communication (IIMC) New Delhi, Delhi- 110067

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Session 2: Understanding the Vision, Guiding Principles, Objectives, and Structural Reforms of NEP 2020

📅 23 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 🌐 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD>

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Session 3: Holistic and Multidisciplinary Education: Redefining Learning Ecosystems

📅 24 Jun 2026 · ⌚ 01:00 PM – 02:30 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 4: Contemporary Context of Research and Formulation of Research Problem

📅 24 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 5: Outcome-Based Education (OBE), Competency-Based Curriculum and Learning Outcomes

📅 25 Jun 2026 · ⌚ 01:00 PM – 02:30 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD>

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Session 6: Experiential Learning, Blended Learning, Innovative Pedagogy and Assessment Reforms

📅 25 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD>

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Session 7: Indian Knowledge System: Introduction and Design

📅 26 Jun 2026 · ⌚ 01:00 PM – 02:30 PM · 📍 [https://teams.microsoft.com/meet/33393768476522?](https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD)
p=zGQpqzzy8mfSyBMFD

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Session 8: Incorporating Indian knowledge system in shaping up the vision of Viksit Bharat

📅 26 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 [https://teams.microsoft.com/meet/33393768476522?](https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD)
p=zGQpqzzy8mfSyBMFD

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Session 9: How to write a Research Proposal

📅 27 Jun 2026 · ⌚ 01:00 PM – 02:30 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 10: Digital Education, Artificial Intelligence, MOOCs, SWAYAM and Technology-Enabled Learning

📅 27 Jun 2026 · ⌚ 02:30 PM – 04:00 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 11: Introducing Skill Development in Higher Education

📅 29 Jun 2026 · ⌚ 01:00 PM – 02:30 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 12: Internationalization of Higher Education, Global Rankings and Academic Collaborations

📅 29 Jun 2026 · 🕒 02:30 PM – 04:00 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD>

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Session 13: Equity, Inclusion, Gender Sensitization, Accessibility and Support for Diverse Learners

📅 30 Jun 2026 · 🕒 01:00 PM – 02:30 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzzy8mfSyBMFD>

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Session 14: Institutional Governance, Leadership, Autonomy, Accreditation and Quality Assurance Mechanisms

📅 30 Jun 2026 · 🕒 02:30 PM – 04:00 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 15: Teacher Empowerment and Implementation Roadmap

📅 01 Jul 2026 · 🕒 01:00 PM – 02:30 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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Session 16: Strategic Roadmap for Effective Implementation of NEP 2020: Challenges, Opportunities and Best Practices

📅 01 Jul 2026 · 🕒 02:30 PM – 04:00 PM · 📍 <https://teams.microsoft.com/meet/33393768476522?p=zGQpqzziy8mfSyBMFD>

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45th NEP2020 OSP Inaugural Session



45th NEP2020 Orientation & Sensitization Programme (Online)

Prog ID: MMC-025-2026-MAY-A-08059

Organized by

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

In academic Collaboration with



ITM UNIVERSITY GWALIOR

Inaugural Programme Schedule

Date: 23rd June 2026, Time: 01:00 pm to 02:30 pm

01:00 pm: Kulgeet

01:05 pm: Welcome the dignitaries by **Dr. Manish Jaisal**,
Head, Dept of Mass Communication & Journalism, ITM University, Gwalior.

01:10 pm: Directorial Address by **Prof. H. B. Patel**,
Director, UGC- MMTTC, CUG.

01:15 pm: Presidential Address by **Prof. Yogesh Upadhyay**, Hon'ble VC,
ITM University, Gwalior.

01:25 pm: Keynote Speech by **Prof. K. G. Suresh**, Director, India Habitat Centre
Former Vice Chancellor, Mahatma Jyotiba Phule National University of
Journalism and Communication, (MCU), Bhopal, Former Director General,
Indian Institute of Mass Communication (IIMC).

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

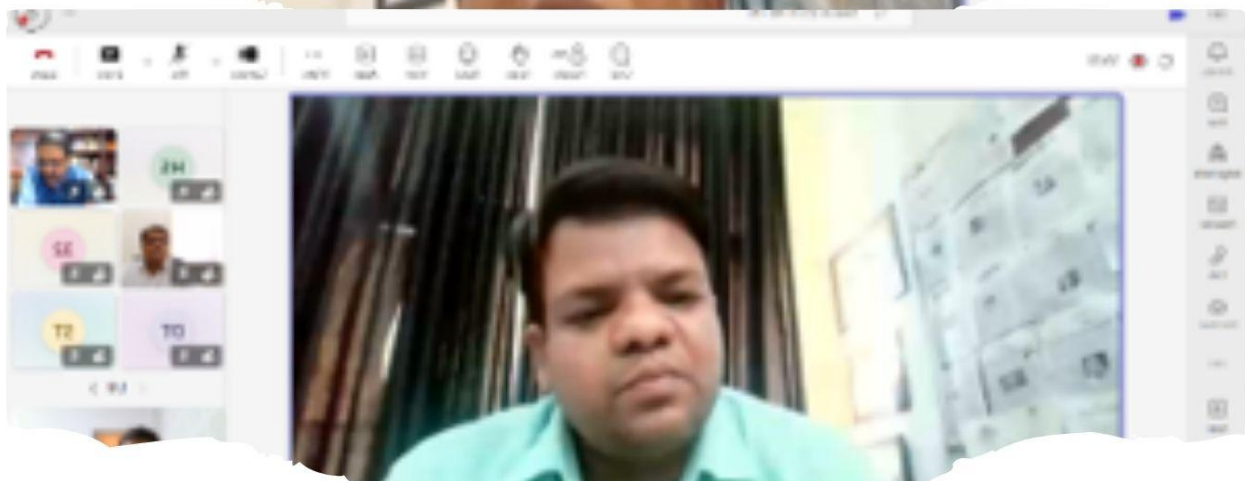
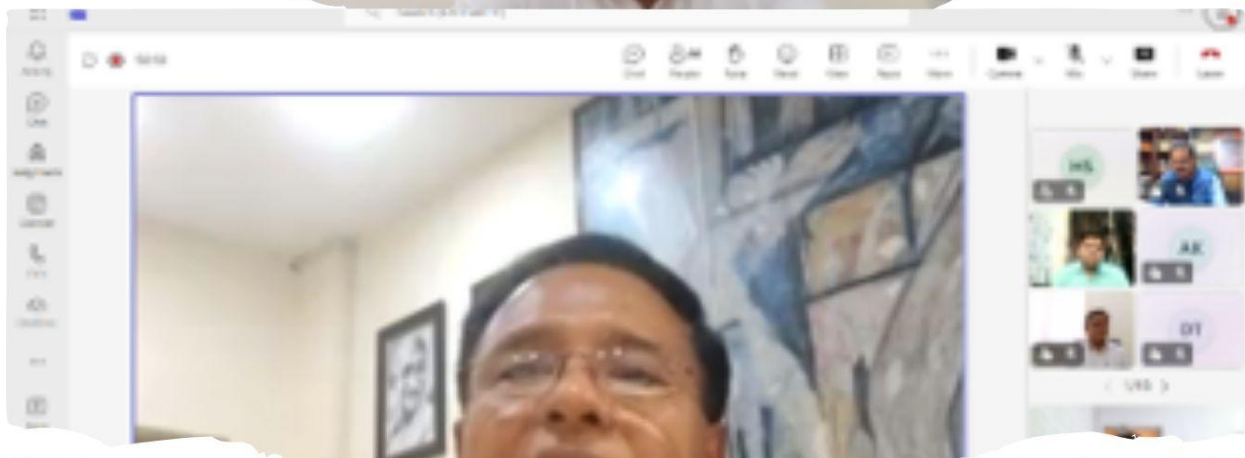
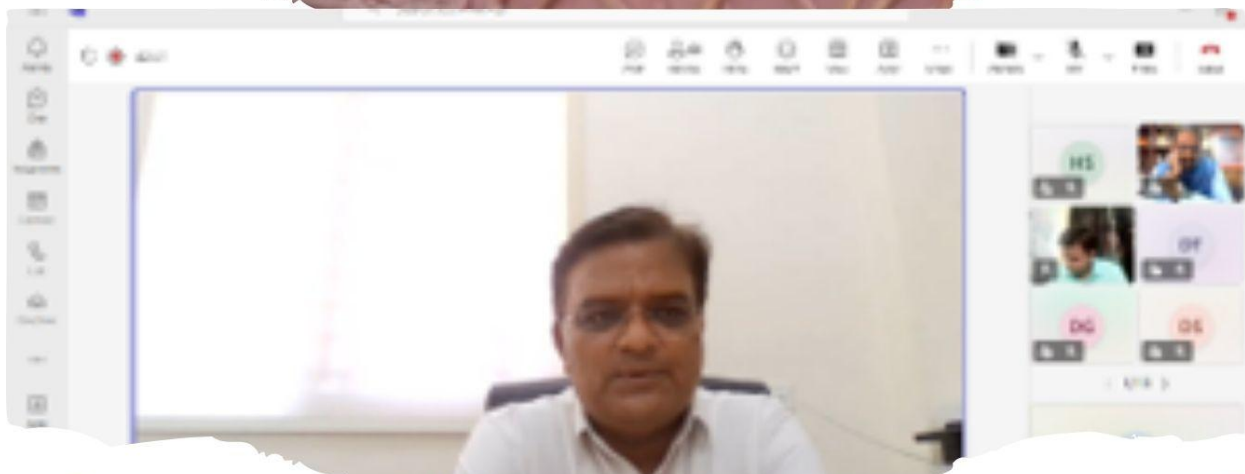
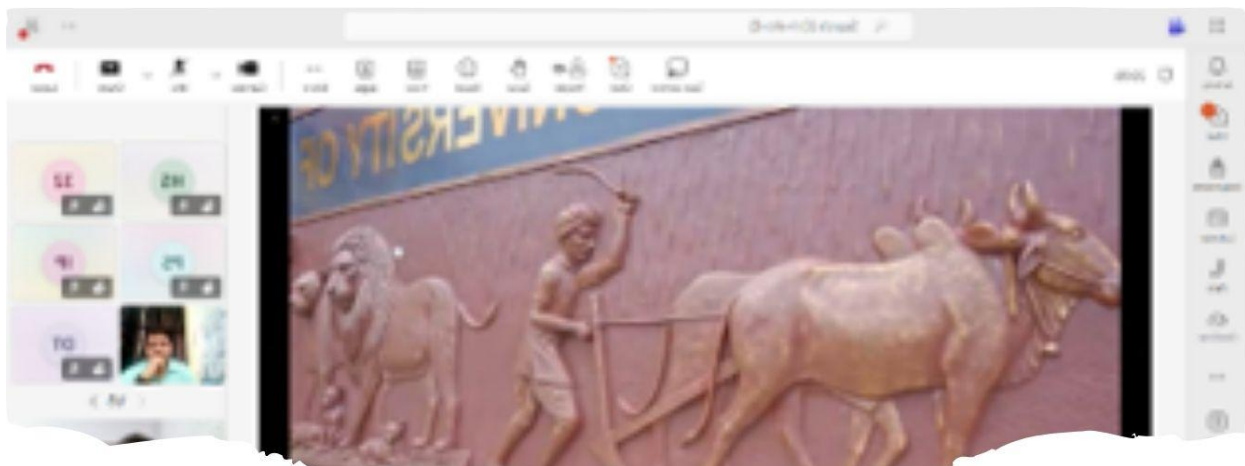
The **45th NEP 2020 Orientation & Sensitization Programme (Online)**, bearing **Programme ID: MMC-025-2026-MAY-A-08059**, is organized by the **UGC–Malaviya Mission Teacher Training Centre (MMTTC), Central University of Gujarat**, in academic collaboration with **ITM University, Gwalior**.

The inaugural session is scheduled for **23rd June 2026**, from **1:00 PM to 2:30 PM**. The programme begins with the **Kulgeet** at **1:00 PM**, followed by a **welcome address** delivered by **Dr. Manish Jaisal**, Head of the Department of Mass Communication & Journalism, ITM University, Gwalior. The session continues with the **Directorial Address** by **Prof. H. B. Patel**, Director, UGC-MMTTC, Central University of Gujarat, and the **Presidential Address** by **Prof. Yogesh Upadhyay**, Hon'ble Vice-Chancellor of ITM University, Gwalior.

The inaugural programme features a **Keynote Address** by **Prof. K. G. Suresh**, Director of the India Habitat Centre and former Vice-Chancellor of Makhn Lal Chaturvedi National University of Journalism and Communication, Bhopal, as well as former Director General of the Indian Institute of Mass Communication (IIMC).

The session concludes with a **Vote of Thanks** delivered by **Ms. Isha Panchal**, Project Assistant, UGC-MMTTC, Central University of Gujarat.

The schedule reflects a well-structured inauguration, bringing together distinguished academicians and administrators to formally commence the orientation programme under the framework of the National Education Policy (NEP) 2020.



6. Session Wise Summary

Session 1st on 23rd June, 2026

Date	23/06/2026
Time	01:30 To 02:30 PM
Resource Person	Prof. K.G. Suresh
Designation	Director, India Habitat Centre, New Delhi
Institute	Central University of Gujarat, Vadodara, Gujarat
Theme/Sub-Theme	Theme: Philosophical Foundations and Vision of NEP 2020 Sub- Theme: Indian Higher Education in the 21st Century: Need for Educational Transformation
Welcome address	Dr. Manish Jaisal

The first session of Day 1 ‘**Philosophical Foundations and Vision of NEP 2020,**’ on the topic of ‘**Indian Higher Education in the 21st Century: Need for Educational Transformation,**’ Dr. Manish Jaisal introduced the keynote speaker, **Prof. K. G. Suresh, Director of India Habitat Centre**, highlighting his extensive academic and administrative experience.” Prof. Suresh has also served as the Former Vice Chancellor of Makhn Lal Chaturvedi National University of Journalism and Communication (MCU), Bhopal, Madhya Pradesh, and as the Former Director General of the Indian Institute of Mass Communication (IIMC), New Delhi. In his address, emphasized that the National Education Policy (NEP) 2020 represents a transformative vision for building a developed India by 2047 through an inclusive, multidisciplinary, and learner-centric education system. He highlighted the need to move beyond traditional teaching practices and focus on critical thinking, problem-solving abilities, innovation, experiential learning, and research-oriented education.

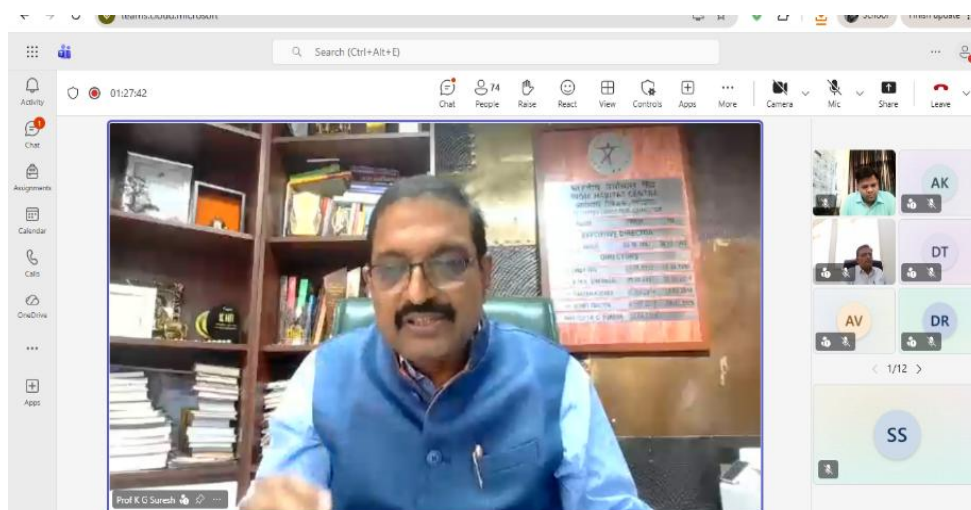
Prof. Suresh stressed the importance of strengthening **STEM education** and enhancing the global competitiveness of Indian higher education institutions. He also discussed the growing significance of digital learning platforms such as **SWAYAM, MOOCs, DIKSHA, and other online educational initiatives**, which have expanded access to quality education and lifelong learning opportunities. He noted that technology-enabled learning would play a crucial role in democratizing education and bridging geographical barriers.

Drawing attention to contemporary challenges, he expressed concern over the increasing **commercialization of education** and emphasized the need to preserve the ethical and social responsibilities of educational institutions. He further underscored the importance of cultivating a strong research culture within universities and encouraged faculty members to actively involve students in meaningful research

activities rather than limiting them to documentation and report-writing exercises. According to him, genuine research should foster inquiry, creativity, and the pursuit of solutions to real-world problems.

Concluding his address, Prof. Suresh highlighted the central role of teachers in implementing NEP 2020 and called upon educators and institutions to embrace collaboration, innovation, ethical leadership, and continuous professional development to realize the vision of an equitable, knowledge-driven, and globally respected India.

Later, Vote of thanks was presented by Ms. Isha Panchal, Project Assistant, UGC-MMTTC, who expressed heartfelt gratitude to all dignitaries, speakers, participants, and the organizing team for their valuable contributions and active engagement.



Session 2nd on 23rd June, 2026

Date	23/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. (Dr). Manoj Kumar Sinha
Designation	Vice-Chancellor, Dharmashastra National Law University (DNLU) Jabalpur, Madhya Pradesh
Theme/ Sub-Theme	Theme: Philosophical Foundations and Vision of NEP 2020 Sub-Theme: Understanding the Vision, Guiding Principles, Objectives, and Structural Reforms of NEP 2020
Welcome address and vote of thanks	Dr. Manish Jaisal

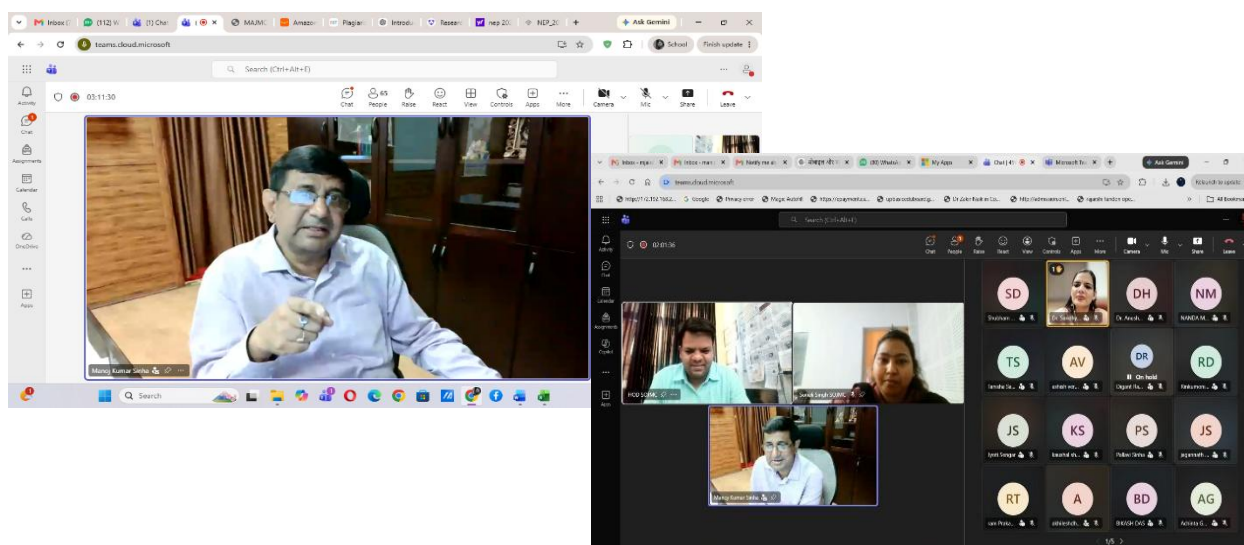
The Second session of Day 1 on theme “**Philosophical Foundations and Vision of NEP 2020**” on topic “**Understanding the Vision, Guiding Principles, Objectives, and Structural Reforms of NEP 2020**” **Understanding the Vision, Guiding Principles, Objectives, and Structural Reforms of NEP 2020** was

delivered by **Prof. (Dr). Manoj Kumar Sinha** is a **Vice-Chancellor of Dharma Shastra National Law University (DNLU) Jabalpur, Madhya Pradesh**. Prof. Manoj Sinha highlighted that the National Education Policy 2020 represents a transformative shift in the Indian education system shaped by evolving global realities and rapid technological advancements. He observed that while technology and artificial intelligence have significantly expanded access to knowledge and connectivity, they have also raised concerns regarding superficial learning and over-dependence on digital tools, making it essential to maintain a balance between innovation and deep, critical learning.

He particularly focused on three major thrust areas of NEP 2020. First, he emphasized the move towards a more holistic and multidisciplinary education system aimed at the overall intellectual, emotional, and practical development of learners. Second, he highlighted the importance of institutional and faculty autonomy, stating that meaningful academic excellence can only be achieved when educators and institutions are empowered to innovate and make independent academic decisions. Third, he stressed the urgent need for revamping curriculum, pedagogy, and student assessment to make learning more experiential, skill-oriented, and aligned with real-world applications.

Prof. Sinha further underlined that education must move beyond rote learning and information transmission to foster critical thinking, research orientation, and deeper conceptual understanding. He cautioned that artificial intelligence and digital technologies should be used as supportive tools rather than substitutes for human intellect and academic engagement. He also emphasized the importance of skill development for enhancing employability and suggested that faculty members should prepare five to six thought-provoking questions before each class to encourage active participation, curiosity, and analytical thinking among students.

The session was highly interactive and insightful, and it concluded with an engaging question-and-answer round that facilitated meaningful exchange of ideas between the speaker and participants.



Session 3rd on 24th June, 2026

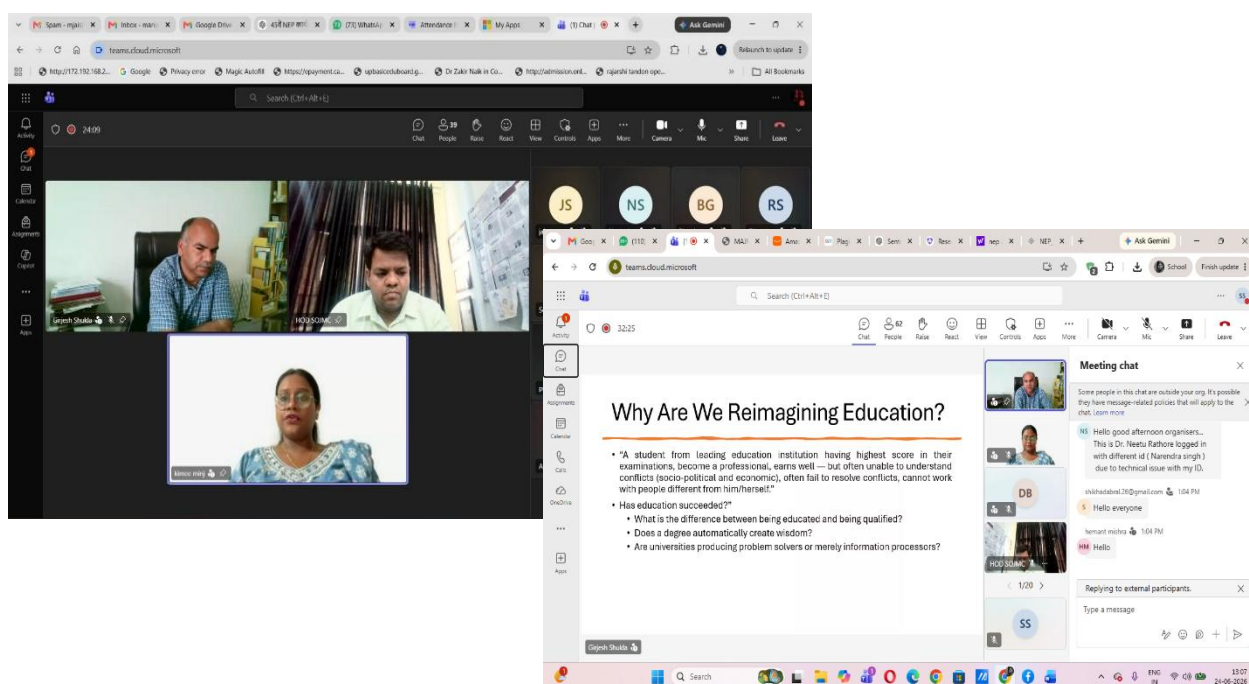
Date	24/06/2026
Time	01:00 To 02:30 PM
Resource Person	Prof. (Dr.) Girjesh Shukla
Designation	Professor, Department of law Himachal Pradesh National Law University
Theme/ Sub-Theme	Theme: Holistic, Multidisciplinary and Flexible Education Sub-Theme: Holistic and Multidisciplinary Education: Redefining Learning Ecosystems
Welcome address	Kimee Hiuna Minj
Vote of thanks	Mr. Hradyesh Chaturvedi

The first session of Day 2 on “**Holistic, Multidisciplinary and Flexible Education.**” Briefing on the theme, **Mrs. Kimee Hiuna Minj**, Assistant Professor, Department of Forensic Science, School of Sciences, ITM University, Gwalior, moderated the session and introduced the keynote speaker, **Prof. (Dr.) Girjesh Shukla, Professor of Law, Himachal Pradesh National Law University (HPNLU), Shimla**, highlighting his academic achievements and contributions to legal education. Prof Shukla addressed the session on the topic “**Holistic and Multidisciplinary Education: Redefining Learning Ecosystems.**”

In his insightful and thought-provoking address, Prof. Shukla emphasized the need to reimagine education in the twenty-first century by moving beyond the conventional focus on degrees and qualifications towards meaningful learning and holistic human development. He raised important questions about whether educational institutions are producing merely qualified individuals or socially responsible citizens capable of understanding and addressing contemporary challenges. Drawing from Indian knowledge traditions, he explained that education is a journey that fosters wisdom, humility, responsibility, ethical conduct, and ultimately human well-being.

Highlighting the vision of NEP 2020, Prof. Shukla observed that modern-day challenges such as climate change, social inequality, public health concerns, and economic crises cannot be addressed through isolated disciplines. He stressed the importance of multidisciplinary and holistic education that integrates sciences, social sciences, arts, humanities, and professional disciplines. He further emphasized that education should focus on conceptual understanding, creativity, critical thinking, ethical values, communication skills, and social responsibility rather than rote learning. Referring to the rapid advancements in artificial intelligence and emerging technologies, he noted that learners must not only acquire knowledge but also develop the ability to think critically, innovate, adapt, and solve complex problems.

The session was highly interactive and enriching, providing participants with a deeper understanding of how holistic and multidisciplinary approaches can transform learning ecosystems in line with the objectives of NEP 2020. The programme concluded with a vote of thanks presented by Mr. Hradyes Chaturvedi, Assistant Professor, School of Law, ITM University, Gwalior, who expressed sincere gratitude to the keynote speaker, dignitaries, participants, and organizers for their valuable contributions and active engagement.



Session 4th on 24th June, 2026

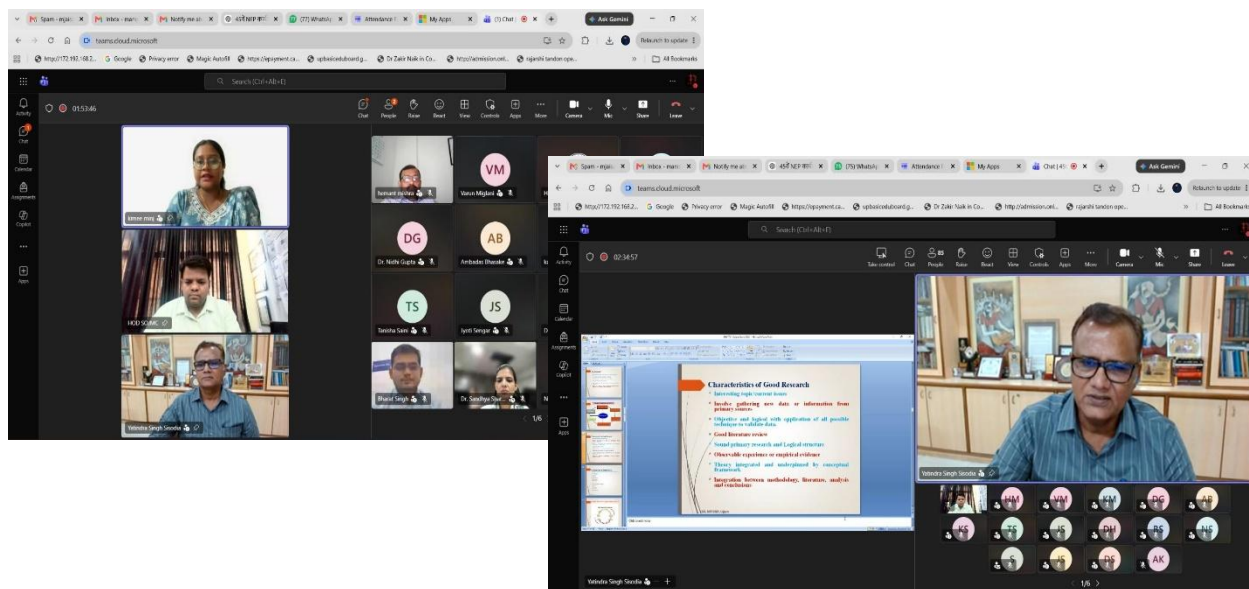
Date	24/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Yatindra Sisodia
Designation	Director, Madhya Pradesh Institute of Social Science Research (MPISSR)
Theme/ Sub-Theme	Theme: Holistic, Multidisciplinary and Flexible Education Sub-Theme: Contemporary Context of Research and Formulation of Research Problem
Welcome address	Kimee Hiuna Minj
Vote of thanks	Mr. Bharat Kumar Singh

The second session of Day 2 was delivered by **Prof. Yatindra Singh Sisodia, Director, Madhya Pradesh Institute of Social Science Research (MPISSR), Ujjain, Madhya Pradesh**, as the speaker of the session. The session was moderated by **Mrs. Kimee Hiuna Minj**, Assistant Professor, Department of Forensic Science, School of Sciences, ITM University, Gwalior. Prof. Sisodia delivered an insightful lecture on the topic **“Contemporary Context of Research and Formulation of Research Problem.”**

In his address, Prof. Sisodia emphasized that quality research is the foundation of knowledge creation and societal progress. He highlighted the evolving nature of social science research and discussed the current status of research in India, noting that educational and research institutions operate under diverse social, linguistic, regional, and economic conditions. While acknowledging the growth of higher education and research activities in the country, he also drew attention to critical concerns such as substandard research, plagiarism, data manipulation, and the increasing influence of predatory journals, which pose serious challenges to academic credibility.

Prof. Sisodia stressed that meaningful research begins with the identification of a relevant and well-defined research problem. He encouraged participants to observe social realities critically, identify knowledge gaps, and formulate research questions that contribute to both academic understanding and societal development. He further emphasized the importance of research ethics, originality, academic integrity, and interdisciplinary approaches in producing impactful research outcomes.

The session was highly engaging and thought-provoking, prompting active participation from attendees during the discussion and question-answer segment. The session concluded with a vote of thanks presented by Mr. Bharat Kumar Singh, Assistant Professor, Amity School of Communication, Amity University, Lucknow, who expressed gratitude to the speaker, organizers, and participants for making the session enriching and meaningful.



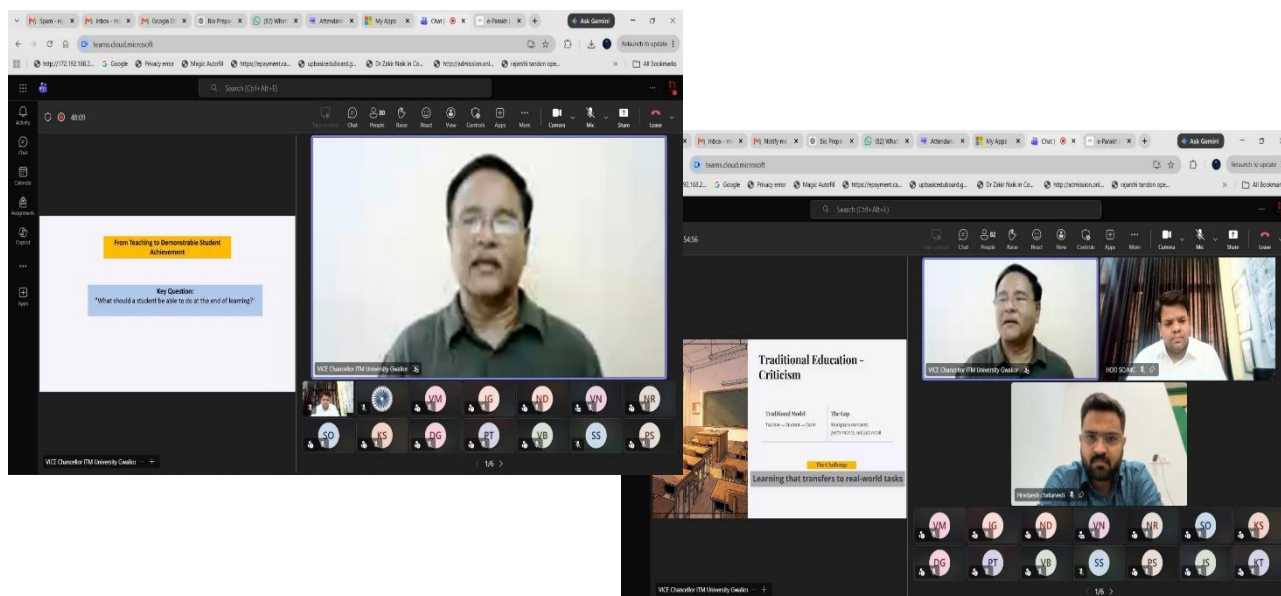
Session 5th on 25th June, 2026

Date	25/06/2026
Time	01:00 To 02:30 PM
Resource Person	Prof. (Dr.) Yogesh Upadhyay
Designation	Vice Chancellor, ITM University Gwalior
Theme/ Sub-Theme	Theme: Curriculum, Pedagogy and Assessment Reforms Sub-Theme: Outcome-Based Education (OBE), Competency-Based Curriculum and Learning Outcomes
Welcome address	Mr. Hradyesh Chaturvedi
Vote of thanks	Ms. Tanisha Saini

The first session of Day 3 was organized under the theme **“Curriculum, Pedagogy and Assessment Reforms.”** The session was delivered by **Prof. Yogesh Upadhyay, Hon'ble Vice Chancellor, ITM University, Gwalior**, on the topic **“Outcome-Based Education (OBE), Competency-Based Curriculum and Learning Outcomes.”** The session was effectively moderated by **Mr. Hradyesh Chaturvedi**, Assistant Professor, School of Law, ITM University, Gwalior. In his address, Prof. Upadhyay emphasized that higher education must move beyond the traditional teacher–student–examination model and focus on developing demonstrable knowledge, skills, and competencies. He explained that Outcome-Based Education begins with a simple yet transformative question: “What should a student be able to do at the end of learning?” rather than merely asking “What was taught?” He further discussed the scientific evolution of curriculum from content-based and objective-based education to outcome-based and competency-based learning, where performance and authentic tasks become the true indicators of student achievement.

Using a practical example, he explained how a conventional course objective such as “Students will study Cloud Computing” can be reframed as “Students will deploy a cloud application using AWS services,” highlighting the shift from theoretical understanding to measurable performance. He also elaborated on the hierarchy of educational outcomes Vision, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), and Learning Outcomes (LOs) and explained the significance of Bloom's Taxonomy in designing learner-centric curricula and assessments aligned with NEP 2020.

The session concluded with an engaging question-and-answer session, during which participants sought practical clarifications on framing learning outcomes, competency-based curriculum design, and assessment strategies. The programme concluded with a Vote of Thanks presented by Ms. Tanisha Saini, Assistant Professor, School of Management, ITM University, Gwalior, who expressed sincere gratitude to the distinguished speaker, moderator, organizers, and participants for making the session insightful and enriching.



Session 6th on 25th June, 2026

Date	25/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. (Dr.) Prof. Karunesh Saxena
Designation	Vice Chancellor, Sangam University
Theme/ Sub-Theme	Theme: Curriculum, Pedagogy and Assessment Reforms Sub-Theme: Experiential Learning, Blended Learning, Innovative Pedagogy and Assessment Reforms
Welcome address	Mr. Hradyes Chaturvedi
Vote of thanks	Dr. Rupali Rastogi

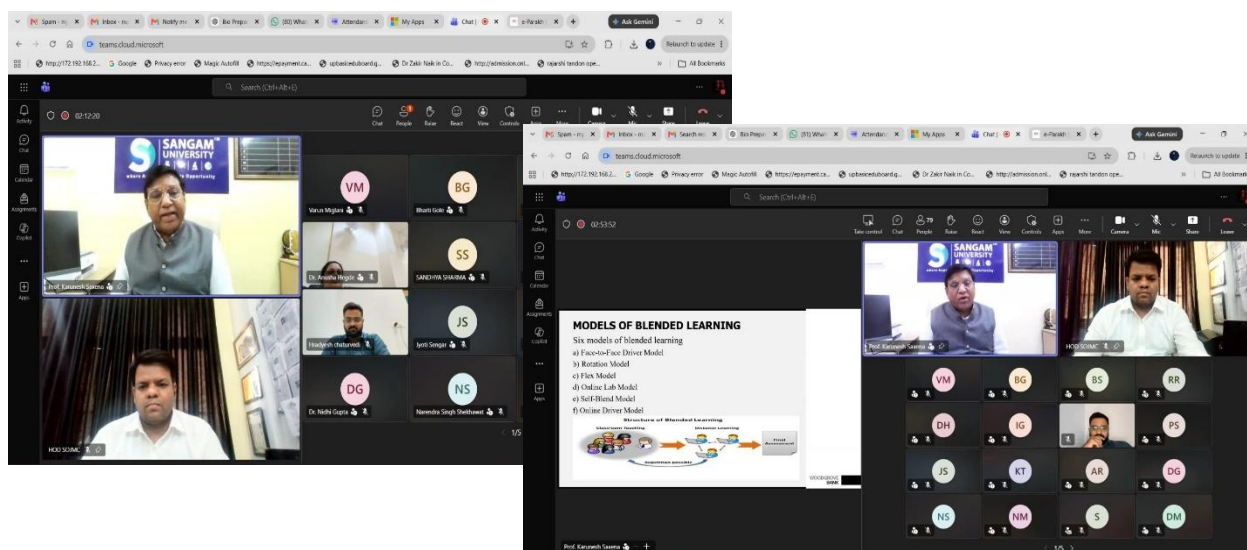
The second session of Day 3 started under the theme **“Curriculum, Pedagogy and Assessment Reforms,”** delivered by **Prof. Karunesh Saxena, Vice Chancellor, Sangam University**, on the topic **“Experiential Learning, Blended Learning, Innovative Pedagogy and Assessment Reforms.”** The session focused on reimagining higher education through flexible, technology-enabled, and learner-centric teaching practices

aligned with the vision of NEP 2020. Prof. Saxena emphasized that assessment should not merely measure academic achievement but should actively contribute to the learning process by promoting reflection, critical thinking, and continuous improvement. He also highlighted that experiential learning enables students to develop competencies through projects, internships, field experiences, and practical engagement, making learning more meaningful and application oriented.

Discussing blended learning, he explained that it combines face-to-face instruction with online learning while providing learners greater flexibility over time, place, pace, and learning pathways. Referring to the essential ingredients of blended learning, he stressed the importance of self-paced learning, live interactive sessions, collaboration, assessment, and performance support materials. He further described its key components, including synchronous classroom learning, synchronous online learning, and asynchronous self-paced learning, and noted that the most effective blend depends on learners' needs, competencies, available resources, and the learning context. Prof. Saxena also introduced participants to different models of blended learning, including the Face-to-Face Driver, Rotation, Flex, Online Lab, Self-Blend, and Online Driver models, explaining that institutions should adopt the model best suited to their academic objectives. At the same time, he acknowledged practical challenges such as the digital divide, fear of technology, lack of self-motivation, increased technological demands, and the need for continuous faculty development to ensure quality implementation.

Highlighting the opportunities offered by SWAYAM MOOC, he informed participants that students can earn additional academic credits through online courses, thereby encouraging multidisciplinary and lifelong learning. He also encouraged educators to explore stimulating learning strategies and the flipped classroom approach, where students engage with learning resources before class, allowing classroom interactions to focus on discussion, collaboration, and problem-solving. Recommending the book *The Fifth Discipline: The Art & Practice of the Learning Organization* by Peter M. Senge, he emphasized the importance of thinking and continuous learning in educational institutions.

The session concluded with an engaging question-and-answer session, where participants discussed the practical implementation of blended learning, assessment reforms, and innovative pedagogical practices in higher education. The programme concluded with a Vote of Thanks presented by Dr. Rupali Rastogi, Assistant Professor, Department of Computer Science, ITM University, Gwalior, who expressed sincere gratitude to the distinguished speaker, participants, and organising team for an enriching and thought-provoking session.



Session 7th on 26th June, 2026

Date	26/06/2026
Time	01:00 To 02:30 PM
Resource Person	Dr. Kushagara Rajendra
Designation	Associate Professor and Head, Amity University Haryana
Theme/ Sub-Theme	Theme: Indian Knowledge System, Ethics and Value-Based Education Sub-Theme: Indian Knowledge System: Introduction and Design
Welcome address	Ms. Sonali Singh
Vote of thanks	Ms. Ritansha Singhal

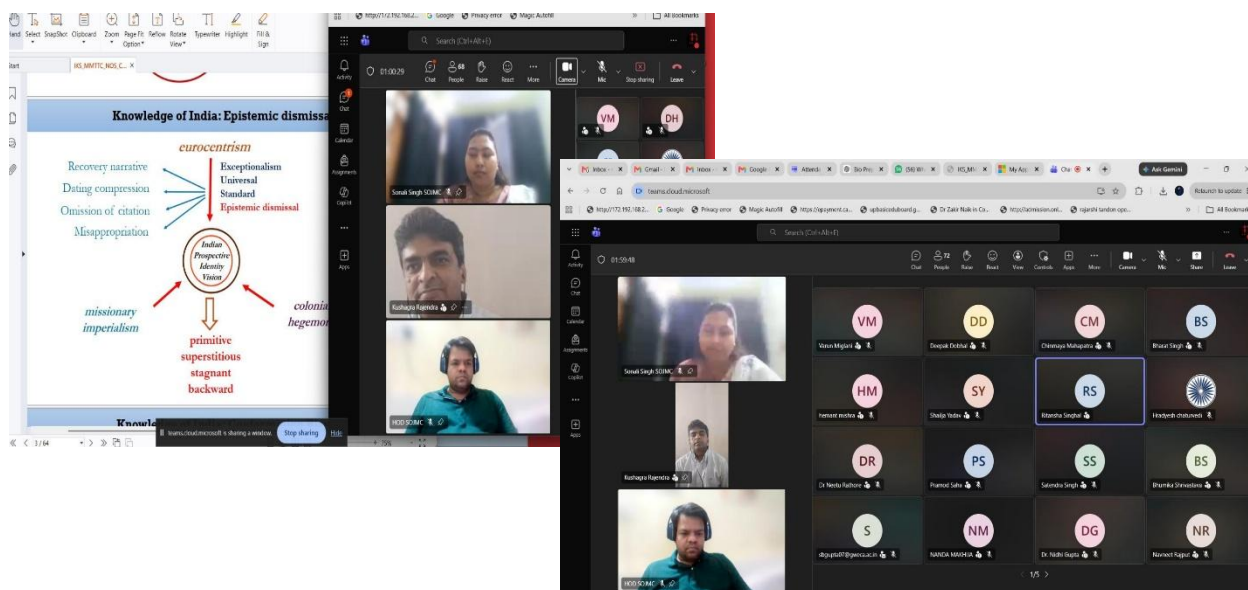
The first session of Day 4 was under the theme **"Indian Knowledge System, Ethics and Value-Based Education,"** organised by UGC-MMTTC, Central University of Gujarat, in academic collaboration with ITM University, Gwalior. The session was moderated by Ms. Sonali Singh, Assistant Professor, Department of Journalism & Mass Communication, ITM University, Gwalior.

The lecture was delivered by **Dr. Kushagara Rajendra, Associate Professor and Head, Environment and Sustainability Domain, Amity University Haryana,** on the topic **"Indian Knowledge Systems: Introduction and Design."** In his insightful address, Dr. Kushagara explained that Indian Knowledge Systems are not merely a collection of ancient traditions but a living and interconnected framework that combines knowledge, wisdom, values, and practical application. He emphasized that for centuries India's

indigenous knowledge traditions have remained overlooked due to colonial educational influences and highlighted the need to restore an authentic Indian perspective in education.

Drawing examples from nature, traditional ecological wisdom, and India's rich civilizational heritage, he illustrated how every element in nature has its own purpose and how holistic thinking can help address contemporary environmental and societal challenges. He further stressed that NEP 2020 envisions integrating Indian Knowledge Systems into curriculum, pedagogy, research, and community engagement rather than treating them as an additional subject. The session encouraged educators to move from information-based learning towards wisdom-based education rooted in ethics, critical thinking, and experiential understanding.

The lecture concluded with an engaging interactive question-and-answer session, where participants discussed practical approaches for implementing Indian Knowledge Systems in higher education. The session ended with a formal Vote of Thanks delivered by **Ms. Ritansha Singhal**, Assistant Professor, School of Law, ITM University, Gwalior, expressing gratitude to the distinguished speaker and all participants for making the session enriching and thought-provoking.



Session 8th on 26th June, 2026

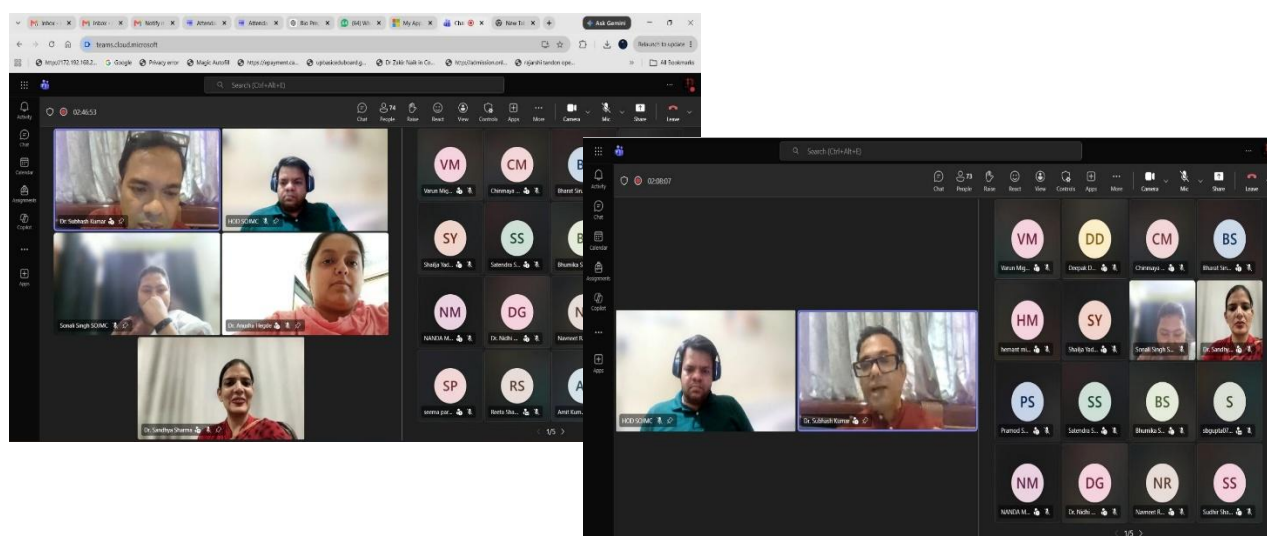
Date	26/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Subhas Kumar
Designation	Professor at Centre for Studies in Society and Development Central University of Gujarat
Theme/ Sub-Theme	Theme: Indian Knowledge System, Ethics and Value-Based Education

	Sub-Theme: Incorporating Indian knowledge system in shaping up the vision of Viksit Bharat
Welcome address	Ms. Sonali Singh
Vote of thanks	Dr. Manish Jaisal

The second session of Day 4 was under the theme **"Indian Knowledge System, Ethics and Value-Based Education."** The session was delivered by **Prof. Subhas Kumar, Professor, Centre for Studies in Society and Development (DSSD), Central University of Gujarat**, on the topic **"Incorporating Indian Knowledge System in Shaping the Vision of Viksit Bharat."**

During his insightful lecture, Prof. Kumar emphasized that the vision of Viksit Bharat can only be achieved through an education system deeply rooted in India's knowledge traditions, ethical values, and cultural heritage. He highlighted that the Indian Knowledge System is not confined to ancient texts but represents a holistic approach to life that integrates knowledge, character, responsibility, and social well-being. Stressing the objectives of NEP 2020, he encouraged educators to incorporate Indian perspectives into teaching, research, and community engagement so that students develop critical thinking along with a strong sense of national identity and ethical responsibility. He also underlined the importance of value-based education in nurturing socially responsible citizens capable of addressing contemporary challenges while remaining connected to India's civilizational wisdom.

The session was highly enriching and thought-provoking, with participants actively engaging in an interactive question-and-answer session, raising thoughtful queries on the practical implementation of Indian Knowledge Systems in higher education. The programme concluded with a formal Vote of Thanks delivered by **Dr. Manish Jaisal** Head Dept. of Journalism & Mass Communication ITM University Gwalior, who expressed sincere gratitude to the distinguished speaker for his enlightening deliberations and thanked all participants for their enthusiastic involvement.



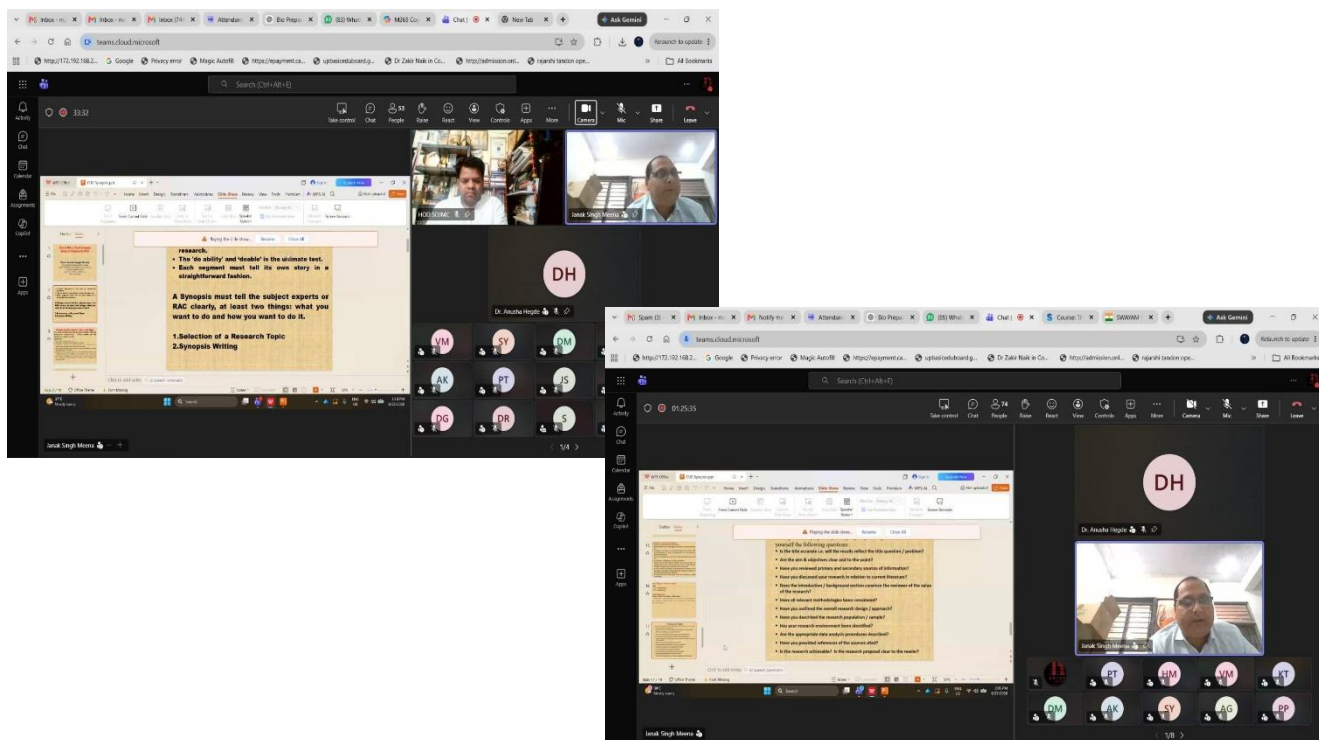
Session 9th on 27th June, 2026

Date	27/06/2026
Time	01:00 To 02:30 PM
Resource Person	Prof. Janak Singh Meena
Designation	Professor, Department of Gandhian Thought and Peace Studies, School of Social Sciences, Central University of Gujarat
Theme/ Sub-Theme	Theme: Research, Innovation and Digital Transformation Sub-Theme: How to Write a Research Proposal
Welcome address	Dr. Anusha Hegde
Vote of thanks	Dr. Santosh Gautam

The first session of Day 5 was under the theme "**Research, Innovation and Digital Transformation.**" The session was delivered by **Prof. Janak Singh Meena, Professor, Department of Gandhian Thought and Peace Studies, School of Social Sciences, Central University of Gujarat**, on the topic "**How to Write a Research Proposal.**" The session was moderated by **Dr. Anusha Hegde**, who introduced the distinguished resource person and highlighted the importance of research proposal writing in promoting quality research in line with the vision of NEP 2020.

During his lecture, Prof. Meena explained that a research proposal serves as the foundation of a successful research project and should clearly define the research problem, objectives, literature review, research gap, methodology, expected outcomes, ethical considerations, timeline, and budget. He emphasized that research should be original, socially relevant, and capable of addressing contemporary challenges while contributing to national development. He also encouraged participants to prepare interdisciplinary and innovation-driven proposals aligned with the priorities of funding agencies such as UGC, ICSSR, and DST. Prof. Meena further discussed common shortcomings in proposal writing, including unclear objectives, weak literature reviews, and inadequate research design. He advised researchers to develop proposals that are evidence-based, logically structured, and academically rigorous.

The session concluded with an engaging question-and-answer session, during which participants actively interacted with the speaker on proposal writing, research funding, publication strategies, and research ethics. The programme concluded with Vote of Thanks delivered by **Dr. Santosh Gautam**, who expressed sincere gratitude to the speaker, moderator, and participants for making the session highly enriching and interactive.



Session 10th on 27th June, 2026

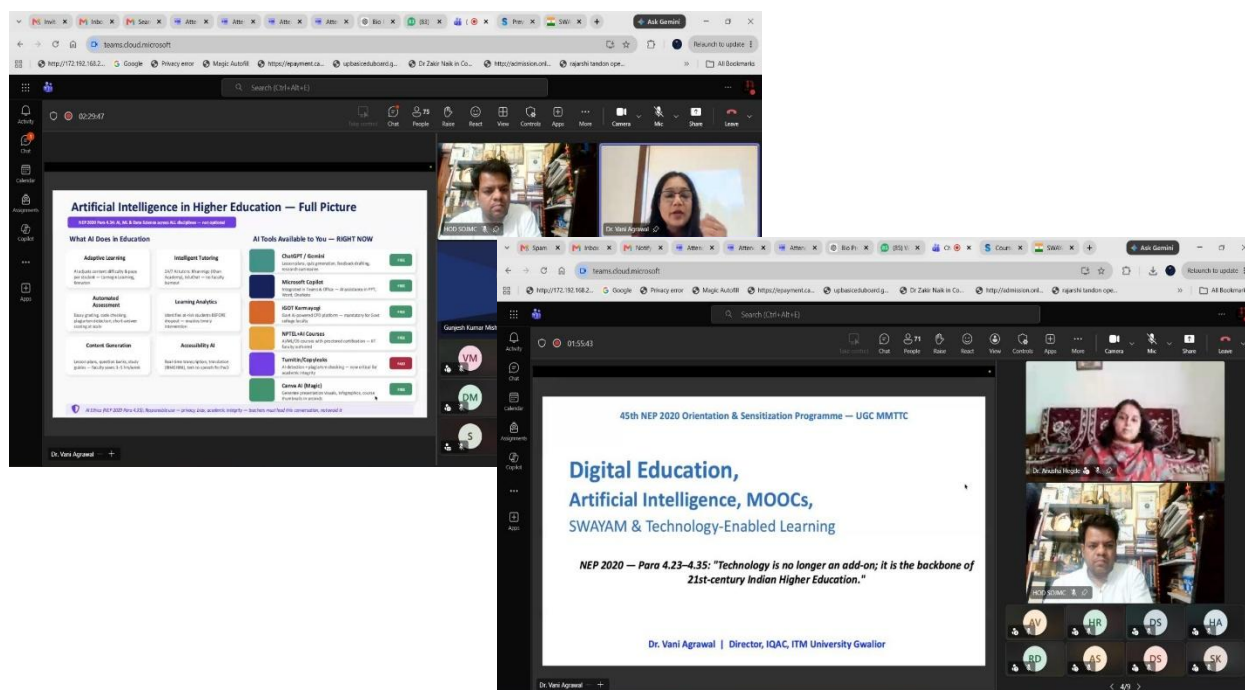
Date	27/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. (Dr.) Vani Agarwal
Designation	Director, IQAC, ITM University Gwalior
Theme/ Sub-Theme	Theme: Research, Innovation and Digital Transformation Sub-Theme: Digital Education, Artificial Intelligence, MOOCs, SWAYAM and Technology-Enabled Learning
Welcome address	Dr. Anusha Hegde
Vote of thanks	Dr. Varun Miglani

The second session of Day 5 was conducted on the topic **"Digital Education, Artificial Intelligence, MOOCs, SWAYAM and Technology-Enabled Learning."** The session was delivered by **Dr. Vani Agrawal, Director, Internal Quality Assurance Cell (IQAC), ITM University, Gwalior**, and was effectively moderated by **Dr. Anusha Hegde**, who introduced the distinguished resource person and highlighted the significance of digital transformation in achieving the objectives of NEP 2020.

During her insightful address, Dr. Agrawal emphasized that digital technologies have transformed higher education by making learning more flexible, accessible, and learner centric. She explained how Artificial Intelligence (AI), Learning Management Systems (LMS), MOOCs, and SWAYAM are reshaping teaching, assessment, research, and academic administration. Highlighting the role of AI, she discussed its

applications in personalized learning, adaptive assessments, academic analytics, content generation, and research support while stressing the importance of ethical and responsible use of these technologies. She further elaborated on the contribution of SWAYAM and other MOOC platforms in expanding access to quality education through credit transfer, blended learning, and self-paced courses. Dr. Agrawal also encouraged educators to adopt innovative pedagogical practices such as flipped classrooms, blended learning, interactive digital assessments, virtual laboratories, and collaborative online learning to enhance student engagement and learning outcomes.

The session concluded with an engaging question-and-answer session, where participants actively discussed AI integration, digital teaching strategies, and quality assurance practices. Vote of Thanks was proposed by **Mr. Varun Miglani**, who expressed gratitude to the speaker, moderator, and participants for making the session highly informative and enriching.



Session 11th on 29th June, 2026

Date	29/06/2026
Time	01:00 To 02:30 PM
Resource Person	Dr. Hemang Desai
Designation	Deputy Registrar, Central University of Gujarat, Vadodara
Theme/ Sub-Theme	Theme: Employability, Skills and Global Education Sub-Theme: Skill Development & NEP 2020

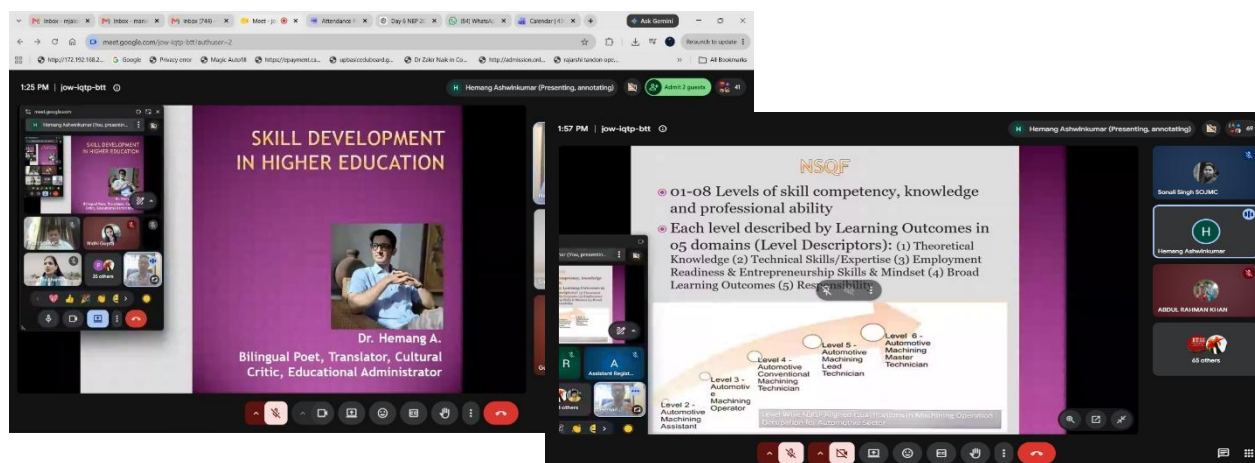
Welcome address	Dr. Sandhya Sharma
Vote of thanks	Dr. Sandhya Sharma

The first session of Day 6 was under the theme **"Employability, Skills and Global Education."** The session was delivered by **Dr. Hemang Desai, Deputy Registrar, Central University of Gujarat, Vadodara**, who addressed the participants on the topic **"Skill Development & NEP 2020."** The session was moderated by **Dr. Sandhya Sharma**, who introduced the distinguished resource person and emphasized the significance of skill-oriented education in realizing the vision of NEP 2020.

During his insightful lecture, Dr. Hemang Desai highlighted the urgent need to bridge the gap between academic learning and industry requirements through a robust skill development ecosystem. He discussed the current skilling landscape in India, emphasizing the country's demographic dividend, where a large proportion of the population is of working age, making skill enhancement crucial for economic growth. Referring to the provisions of NEP 2020, he explained the importance of integrating Vocational Education and Training (VET) from the middle and secondary school levels, with the objective of exposing at least 50% of learners to vocational education.

He also elaborated on the National Skills Qualification Framework (NSQF), explaining its eight competency levels and outcome-based learning approach across domains such as theoretical knowledge, technical expertise, entrepreneurship, employability, and professional responsibility. Dr. Desai further stressed the role of higher educational institutions in collaborating with industries and NGOs, offering flexible B.Voc. programmes and short-term skill courses, and aligning Indian qualifications with international standards to enhance global employability and workforce mobility.

The session concluded with an engaging interaction, where participants discussed the practical implementation of skill-based education under NEP 2020. The Vote of Thanks was proposed by **Dr. Sandhya Sharma**, who expressed sincere gratitude to Dr. Hemang Desai for his informative and thought-provoking session and appreciated the enthusiastic participation of all attendees.



Session 12th on 29th June, 2026

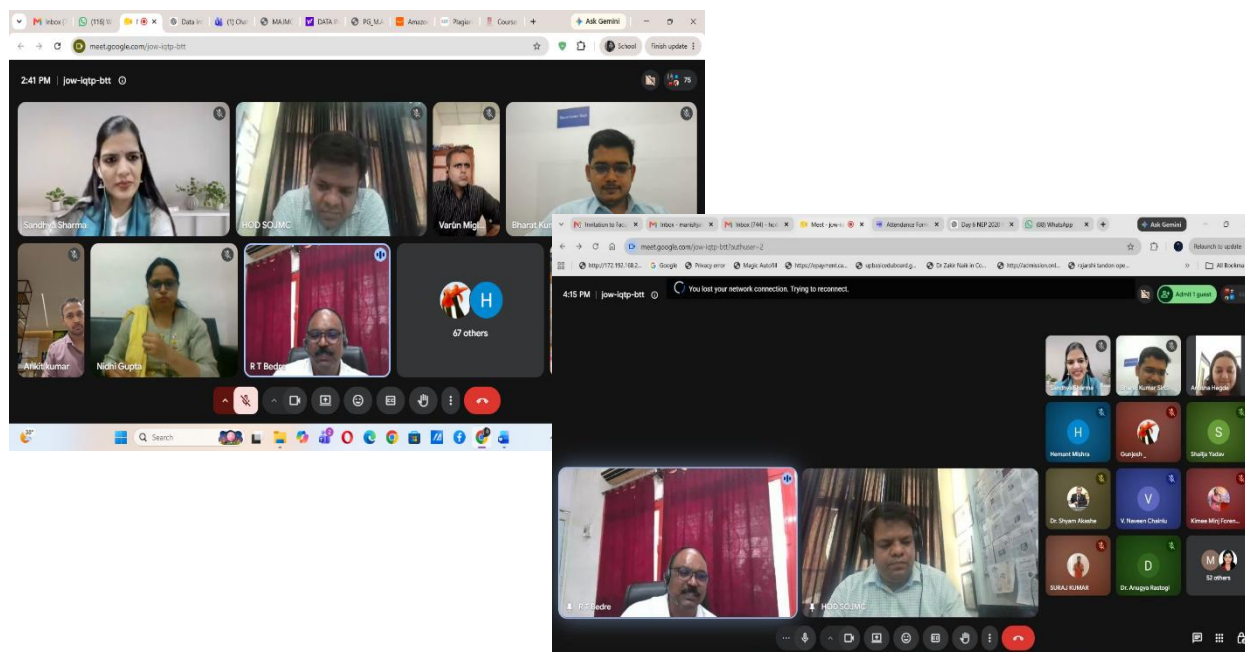
Date	29/06/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. R. T. Bedre
Designation	Director, MMTTC, Dr. Harisingh Gour Vishwavidyalaya (A Central University) Sagar, Madhya Pradesh
Theme/ Sub-Theme	Theme: Employability, Skills and Global Education Sub-Theme: Internationalization of Higher Education, Global Rankings and Academic Collaborations
Welcome address	Dr. Sandhya Sharma
Vote of thanks	Dr. Manish Jaisal

The second session of Day 6 was conducted on the theme "**Internationalization of Higher Education, Global Rankings and Academic Collaborations.**" The session was delivered by **Prof. R. T. Bedre, Director, UGC-MMTTC, Dr. Harisingh Gour Vishwavidyalaya, A Central University, Sagar, Madhya Pradesh.** The session was effectively moderated by **Dr. Sandhya Sharma**, who introduced the distinguished resource person and highlighted the significance of global engagement and academic excellence in achieving the transformative goals envisioned under NEP 2020.

During his insightful address, Prof. R. T. Bedre traced the evolution of educational reforms in India, referring to the recommendations of the Radhakrishnan Commission (1948–49), Kothari Commission (1964–66), National Policy on Education (1986), National Knowledge Commission, and the emergence of NEP 2020 as a comprehensive framework for educational transformation. He critically discussed the colonial legacy of the Indian education system, highlighting the influence of Thomas Babington Macaulay's Minute of 1835, and emphasized the need to decolonize education by integrating Indian Knowledge Systems (IKS) with contemporary scientific and technological advancements. Bedre further elaborated on the internationalization agenda of NEP 2020, stressing curriculum reforms aligned with global standards, faculty and student exchange programmes, collaborative research, international credit recognition, and partnerships with leading foreign universities. He also underscored the importance of promoting Indian languages, culture, yoga, and traditional knowledge at the global level while encouraging institutions to strengthen research quality, innovation, and global competitiveness through meaningful academic collaborations.

The session concluded with an engaging interaction, where participants discussed the practical implementation of internationalization initiatives and the role of higher educational institutions in achieving global excellence without compromising India's cultural identity. The Vote of Thanks was proposed by **Dr.**

Manish Jaisal, who expressed heartfelt gratitude to Prof. R. T. Bedre for his enlightening deliberations and thanked the organizers, moderators, and participants for making the session highly enriching and successful.



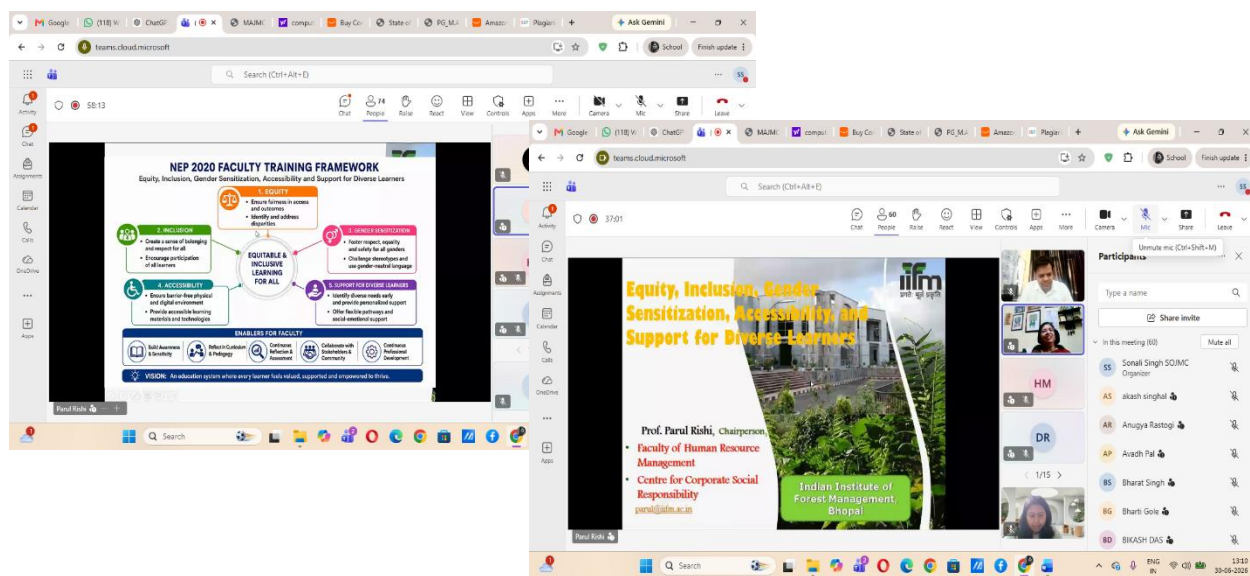
Session 13th on 30th June, 2026

Date	30/06/2026
Time	01:00 To 02:30 PM
Resource Person	Prof. Parul Rishi
Designation	Professor, Faculty area of Human Resource Management, Indian institute of forest Management, Bhopal Madhya Pradesh
Theme/ Sub-Theme	Theme: Equity, Inclusion, Governance and Quality Assurance Sub-Theme: Equity, Inclusion, Gender Sensitization, Accessibility and Support for Diverse Learners
Welcome address	Ms. Diksha Mishra
Vote of thanks	Ms. Seema Parashar

The first session of Day 7 was under the theme **"Equity, Inclusion, Governance and Quality Assurance."** The session was delivered by **Prof. Parul Rishi, Faculty of Human Resource Management** at the **Indian Institute of Forest Management (IIFM), Bhopal, Madhya Pradesh**, on the topic **"Equity, Inclusion, Gender Sensitization, Accessibility and Support for Diverse Learners."** The session was gracefully moderated by **Ms. Diksha Mishra**, who welcomed the resource person and emphasized that an equitable and inclusive education system lies at the heart of the transformative vision of NEP 2020.

During the session Prof. Parul Rishi emphasized that true educational excellence can only be achieved when every learner, irrespective of their gender, background, abilities, or socio-economic status, is provided with equal opportunities to learn, participate, and succeed. She urged educators to move beyond traditional teaching approaches and adopt learner-centric, inclusive pedagogies that recognize and respect individual differences. Referring to the guiding principles of NEP 2020, she highlighted the importance of equity, accessibility, experiential learning, community participation, and the meaningful integration of technology to ensure quality education for all. She further introduced the United Nations Principles for Responsible Management Education (PRME)—Purpose, Values, Method, Research, Partnership, and Dialogue and explained how these principles can help institutions cultivate socially responsible, ethical, and sustainable educational practices. She encouraged faculty members to reflect on their unconscious biases, create barrier-free classrooms, and adopt diverse instructional strategies that address different cognitive styles, including visual learners and verbal learners, thereby making learning more engaging and effective. Stressing the importance of lifelong learning, she remarked that in today's rapidly changing world, educators must continuously evolve to empower students with confidence, empathy, and critical thinking.

The session concluded with an interactive discussion, allowing participants to reflect on practical classroom situations and exchange ideas on fostering inclusive learning environments. The Vote of Thanks was proposed by **Ms. Seema Parashar**, who expressed sincere gratitude to the esteemed resource person for her enriching and inspiring session and thanked the organizers, moderators, and participants for making the session a meaningful success.



Session 14th on 30th June, 2026

Date	30/06/2026
Time	02:30 To 04:00 PM

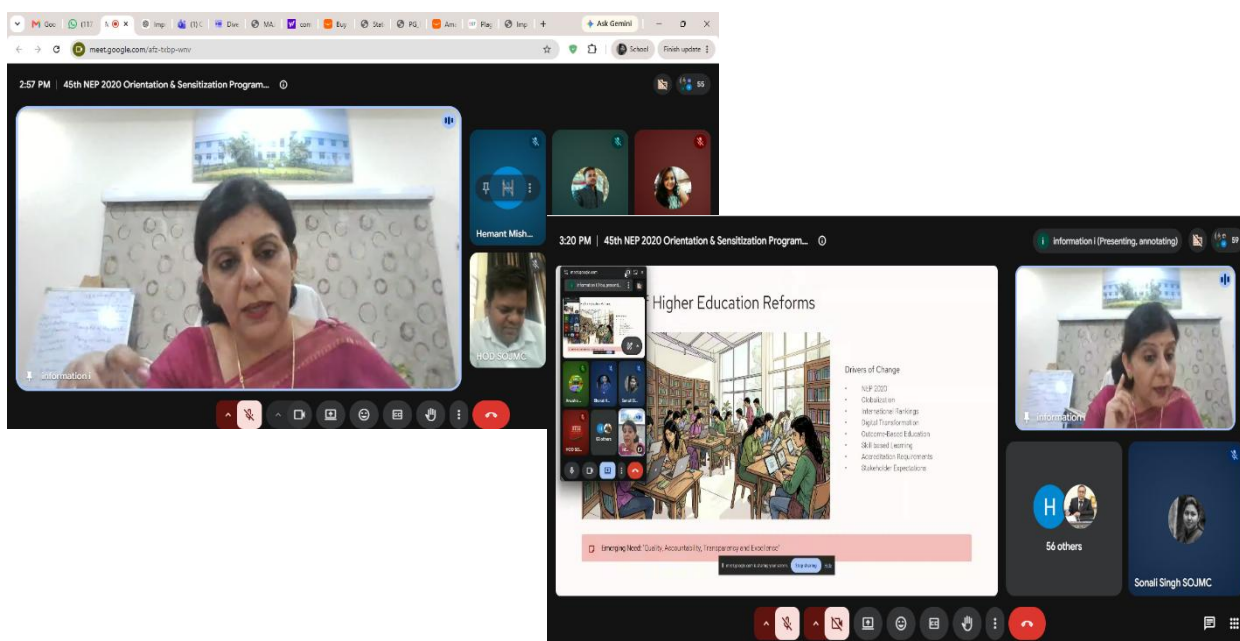
Resource Person	Dr. Sangeeta Jauhari
Designation	Registrar Rabindranath Tagore University Bhopal, Madhya Pradesh
Theme/ Sub-Theme	Theme: Equity, Inclusion, Governance and Quality Assurance Sub-Theme: Institutional Governance, Leadership, Autonomy, Accreditation and Quality Assurance Mechanisms
Welcome address	Ms. Diksha Mishra
Vote of thanks	Ms. Sonali Singh

The second session on Day 7 was conducted under the theme **"Equity, Inclusion, Governance and Quality Assurance."** The session was delivered by **Dr. Sangeeta Jauhari, Registrar, Rabindranath Tagore University, Bhopal, Madhya Pradesh**, on the topic **"Institutional Governance, Leadership, Autonomy, Accreditation and Quality Assurance Mechanisms in Higher Education."** The session was effectively moderated by **Ms. Diksha Mishra**, who warmly welcomed the resource person and participants.

During the session, Dr. Sangeeta Jauhari emphasized that effective governance serves as the foundation of a progressive higher education institution, ensuring transparency, accountability, ethical decision-making, and institutional excellence. She explained that while management focuses on maintaining systems and processes, leadership is about inspiring people, fostering innovation, creating a shared vision, and guiding institutions towards sustainable growth. Highlighting various leadership models including transformational, distributed, servant, strategic, and academic leadership, she stressed that visionary leadership is essential for achieving long-term institutional goals.

She further elaborated on the governance structure of Higher Education Institutions, explaining the roles of statutory bodies such as the Board of Governors, Academic Council, Finance Committee, Board of Studies (BoS), Research Advisory Board, and IQAC in ensuring academic quality and institutional effectiveness. She particularly highlighted the significant role of faculty members in the Board of Studies, emphasizing their responsibility in curriculum development, academic innovation, and aligning programmes with emerging educational and industry requirements. Dr. Jauhari also underscored the growing importance of NAAC accreditation, QS Rankings, NIRF, and other national and international quality benchmarks, stating that these frameworks not only assess institutional performance but also encourage continuous improvement, global competitiveness, and excellence in teaching, research, and governance.

The session concluded with an engaging interaction, where participants discussed contemporary challenges and best practices in institutional governance and quality assurance. The Vote of Thanks was proposed by **Ms. Sonali Singh**, who expressed heartfelt gratitude to the esteemed resource person for her enriching deliberations and thanked the organizers, moderators, and participants for making the session highly informative and successful.



Session 15th on 01st July, 2026

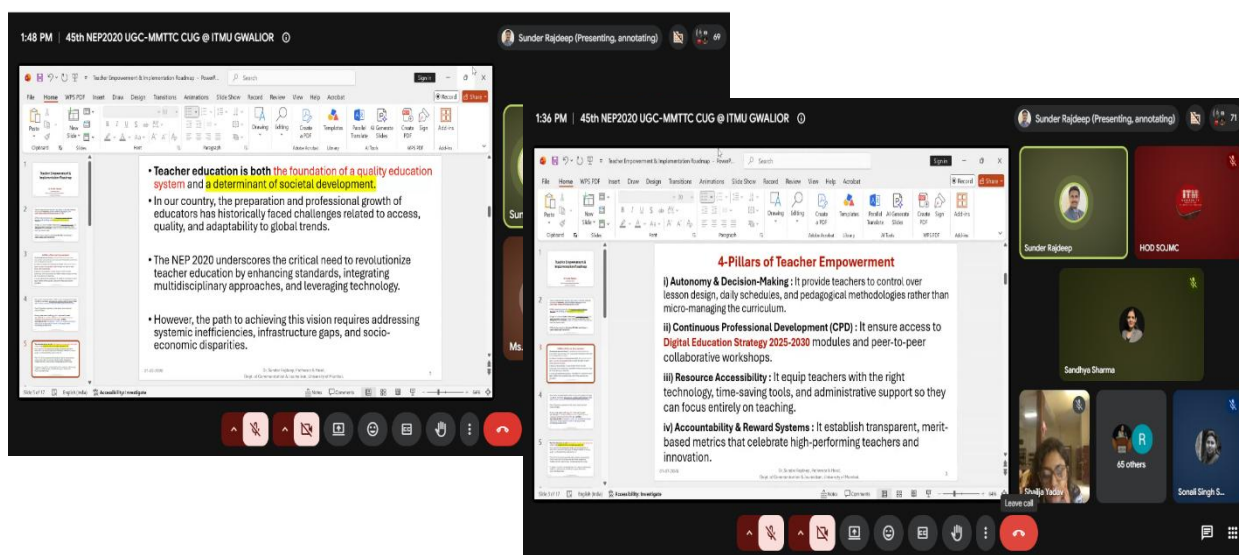
Date	1/07/2026
Time	01:00 To 02:30 PM
Resource Person	Prof. Sunder Rajdeep
Designation	Head and Professor Department of Communication & Journalism, University of Mumbai
Theme/ Sub-Theme	Teacher Empowerment and Implementation Roadmap
Welcome address and vote of thanks	Ms. Sonali Singh

The first session of Day 8 was organized under the theme **“Teacher Empowerment and Implementation Roadmap.”** The session was delivered by **Prof. Sunder Rajdeep, Head, Department of Communication & Journalism, University of Mumbai**, who shared valuable insights on the topic **“Teacher Empowerment and Implementation Roadmap.”** The session was gracefully moderated by **Ms. Sonali Singh**, who welcomed the distinguished resource person and emphasized that an equitable, inclusive, and learner-centric education system lies at the heart of the transformative vision of NEP 2020.

During the session, Prof. Rajdeep highlighted that teacher empowerment requires a structured roadmap built on autonomy, robust institutional support, and continuous professional development. He explained the four pillars of teacher empowerment, autonomy and decision-making, continuous professional development, resource accessibility, and transparent accountability with reward systems. He emphasized

that CPD is a lifelong process of skill enhancement and pedagogical growth, supported through certification programmes, peer mentoring, and digital learning initiatives such as DIKSHA, SWAYAM, and MOOCs. The speaker also discussed the integration of Artificial Intelligence (AI) and Virtual Reality (VR) in teacher education, stressing their role in creating immersive learning experiences and improving classroom practices. He further underlined the importance of peer-to-peer learning, experiential learning, inclusive education, and bridging the digital divide to ensure equitable access to quality teacher training. Concluding the session, he shared best practices in faculty assessment and academic performance, citing the Academic and Research Credentials (ARC/ATR) framework as an example of transparent evaluation and academic excellence.

The session concluded with an engaging interaction with the participants. The Vote of Thanks was proposed by **Ms. Sonali Singh**, who expressed sincere gratitude to the esteemed resource person for his insightful deliberations and thanked the organizers, participants, and the UGC-MMTTC team for making the programme a meaningful and successful learning experience.



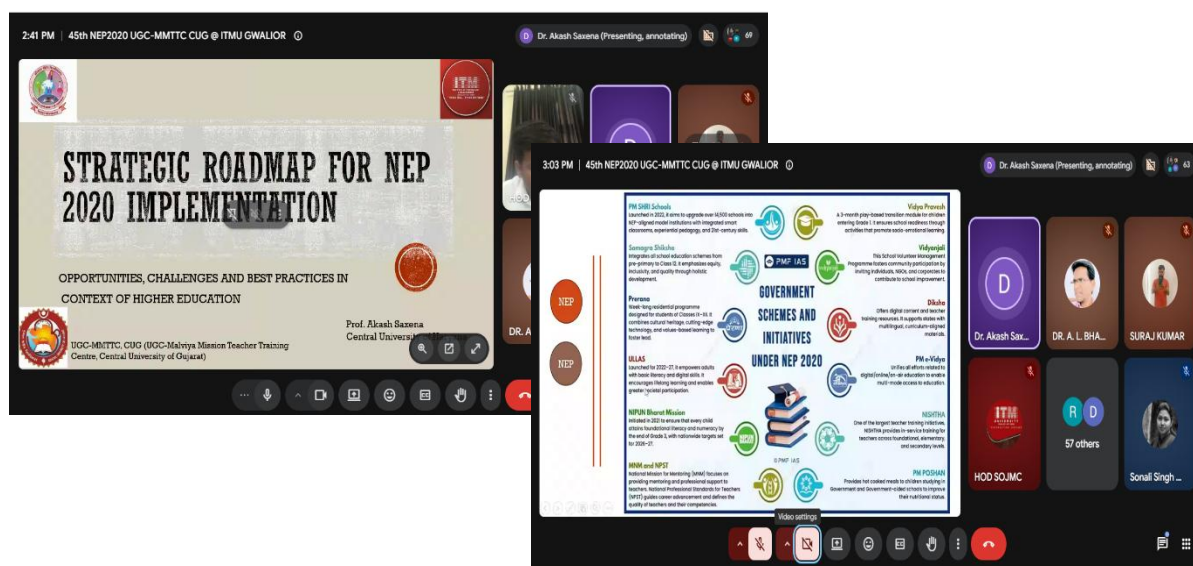
Session 16th on 01st July, 2026

Date	01/07/2026
Time	02:30 To 04:00 PM
Resource Person	Prof. Akash Saxena
Designation	Head, Department of Electrical Engineering, Central University of Haryana
Theme/ Sub-Theme	Theme: Teacher Empowerment and Implementation Roadmap Sub-Theme: Strategic Roadmap for Effective Implementation of NEP 2020: Challenges, Opportunities and Best Practices
Welcome address	Ms. Sonali Singh
Vote of thanks	Dr. Manish Jaisal

The second session of Day 8 was conducted under the theme “**Teacher Empowerment and Implementation Roadmap.**” The session was delivered by **Prof. Akash Saxena, Professor and Head, Department of Electrical Engineering, Central University of Haryana**, on the topic “**Strategic Roadmap for Effective Implementation of NEP 2020: Challenges, Opportunities and Best Practices.**” The session was effectively moderated by **Ms. Sonali Singh**, who warmly welcomed the distinguished resource person and participants and highlighted the importance of strategic planning for realizing the transformative goals of NEP 2020.

During his insightful presentation, Prof. Saxena traced the evolution of India’s education policies from 1968 and 1986 to NEP 2020, emphasizing the policy’s five guiding pillars Access, Equity, Quality, Affordability, and Accountability. He discussed key reforms such as achieving a 50% Gross Enrolment Ratio by 2035, promoting holistic and multidisciplinary education, introducing multiple entry-exit options, the Academic Bank of Credits, institutional restructuring, and the gradual phasing out of the affiliation system. He also highlighted major government initiatives including PM SHRI Schools, Samagra Shiksha, DIKSHA, SWAYAM, NISHTHA, PM e-Vidya, Vidyanjali, and NIPUN Bharat, along with multilingual initiatives such as Anuvadini, e-KUMBH, and ASMITA. Stressing the role of technology, he explained the significance of the National Educational Technology Forum (NETF), virtual laboratories, digital content in regional languages, and the proposed National Digital University in creating a future-ready education ecosystem. The session also addressed implementation challenges such as digital inequality, infrastructure gaps, and maintaining quality while expanding access.

The session concluded with an engaging interaction with the participants. The Vote of Thanks was proposed by **Dr. Manish Jaisal**, who expressed heartfelt gratitude to the distinguished speaker for his comprehensive and thought-provoking insights and thanked all participants and organizers for the successful completion of the programme.



45th NEP2020 OSP Valedictory Session



45th NEP2020 Orientation & Sensitization Programme (Online)

Prog ID: MMC-025-2026-MAY-A-08059

Organized by

UGC- Malaviya Mission Teacher Training Centre,

Central University of Gujarat

In academic Collaboration with



ITM UNIVERSITY GWALIOR

Valedictory Schedule

Date: 01st July 2026, Time: 04:10 pm to 04:35 pm

- 04:10 pm: Welcome the dignitaries by **Dr. Manish Jaisal**,
Head, Dept of Mass Communication & Journalism, ITM University, Gwalior.
- 04:15 pm: Moderator of Participants-
viewpoints/Takeaways/Feedback.
- 04:20 pm: Directorial Address by **Prof. H. B. Patel**,
Director, UGC- MMTTC, CUG.
- 04:25 pm: Occasional Address by **Dr. Omveer Singh**,
Registrar, ITM University, Gwalior.
- 04:30 pm: Vote of Thanks by **Ms. Isha Panchal**,
Project Assistant, UGC-MMTTC, CUG.

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**.

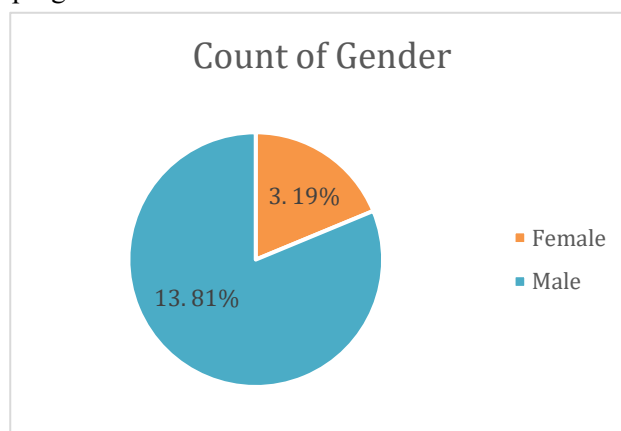
The assessment test was conducted in **online mode through Google Form**, and the schedule was communicated to participants during the programme.

9. Resource Person Summary

Gender-wise Resource Person

The pie chart illustrates the gender-wise distribution of the **16 Resource Persons** who contributed to the NEP-45 programme. Of the total, **13 (81.25%) were male**, while **3 (18.75%) were female**. The chart clearly indicates that male Resource Persons constituted the majority of the expert panel, whereas female Resource Persons represented nearly one-fifth of the total participation. This reflects the overall gender composition of the Resource Persons involved in the programme.

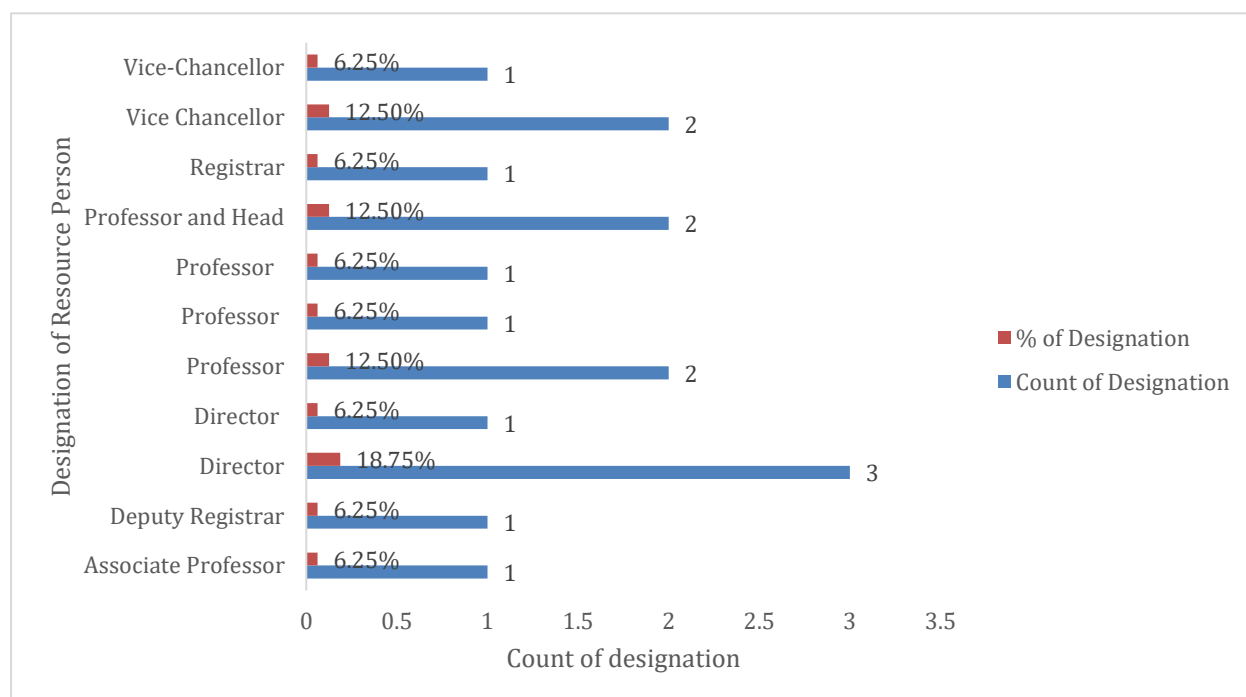
Gender	Count of Gender	% of Gender
Female	3	18.75%
Male	13	81.25%
Grand Total	16	100.00%



Designation-wise Resource Person

The bar chart presents the designation-wise distribution of the **16 Resource Persons** who participated in the NEP-45 programme. Among them, **Directors** constituted the largest group with **3 Resource Persons (18.75%)**. This was followed by **Vice Chancellors, Professors and Heads**, and **Professors**, each contributing **2 Resource Persons (12.50%)**. The remaining designations, namely **Associate Professor, Deputy Registrar, Registrar, Director, Professor, and Vice-Chancellor**, were represented by **1 Resource Person (6.25%)** each. The chart reflects the participation of experts from diverse academic and administrative leadership positions, enriching the multidisciplinary nature of the programme.

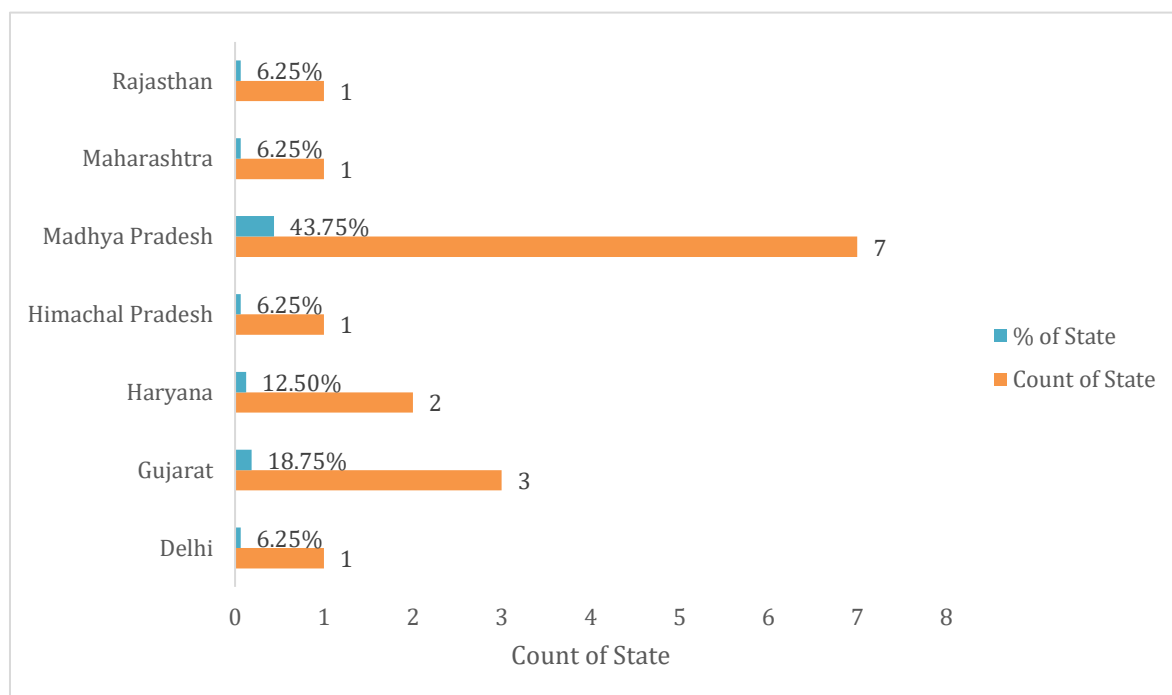
Designation	Count of Designation	% of Designation
Associate Professor	1	6.25%
Deputy Registrar	1	6.25%
Director	3	18.75%
Director	1	6.25%
Professor	2	12.50%
Professor	1	6.25%
Professor	1	6.25%
Professor and Head	2	12.50%
Registrar	1	6.25%
Vice Chancellor	2	12.50%
Vice-Chancellor	1	6.25%
Grand Total	16	100.00%



State-wise Resource Person

The bar chart illustrates the state-wise distribution of the **16 Resource Persons** who participated in the NEP-45 programme. **Madhya Pradesh** had the highest representation with **7 Resource Persons (43.75%)**, followed by **Gujarat** with **3 Resource Persons (18.75%)** and **Haryana** with **2 Resource Persons (12.50%)**. The remaining states, namely **Delhi, Himachal Pradesh, Maharashtra, and Rajasthan**, were each represented by **1 Resource Person (6.25%)**. The distribution reflects the participation of eminent academicians and experts from diverse regions of the country, with a notable concentration from Madhya Pradesh, thereby contributing to the academic richness and interdisciplinary nature of the programme.

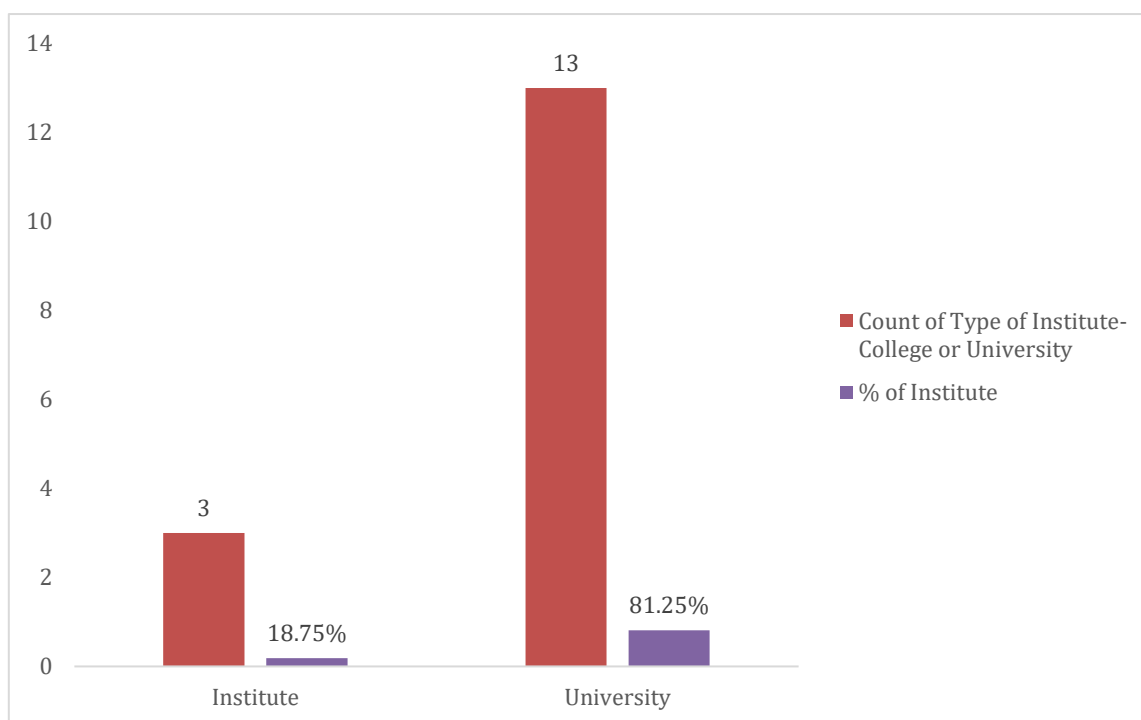
State	Count of State	% of State
Delhi	1	6.25%
Gujarat	3	18.75%
Haryana	2	12.50%
Himachal Pradesh	1	6.25%
Madhya Pradesh	7	43.75%
Maharashtra	1	6.25%
Rajasthan	1	6.25%
Grand Total	16	100.00%



Type of Institute-wise Resource Persons

The **column chart** illustrates the distribution of Resource Persons based on the type of institution they represent. Out of the **16 Resource Persons**, **13 (81.25%)** were affiliated with **Universities**, while **3 (18.75%)** were associated with **Institutes**. The chart clearly indicates that universities constituted the major source of Resource Persons for the programme. The participation of experts from both universities and institutes reflects the diverse academic and institutional representation, which significantly enriched the quality of the programme.

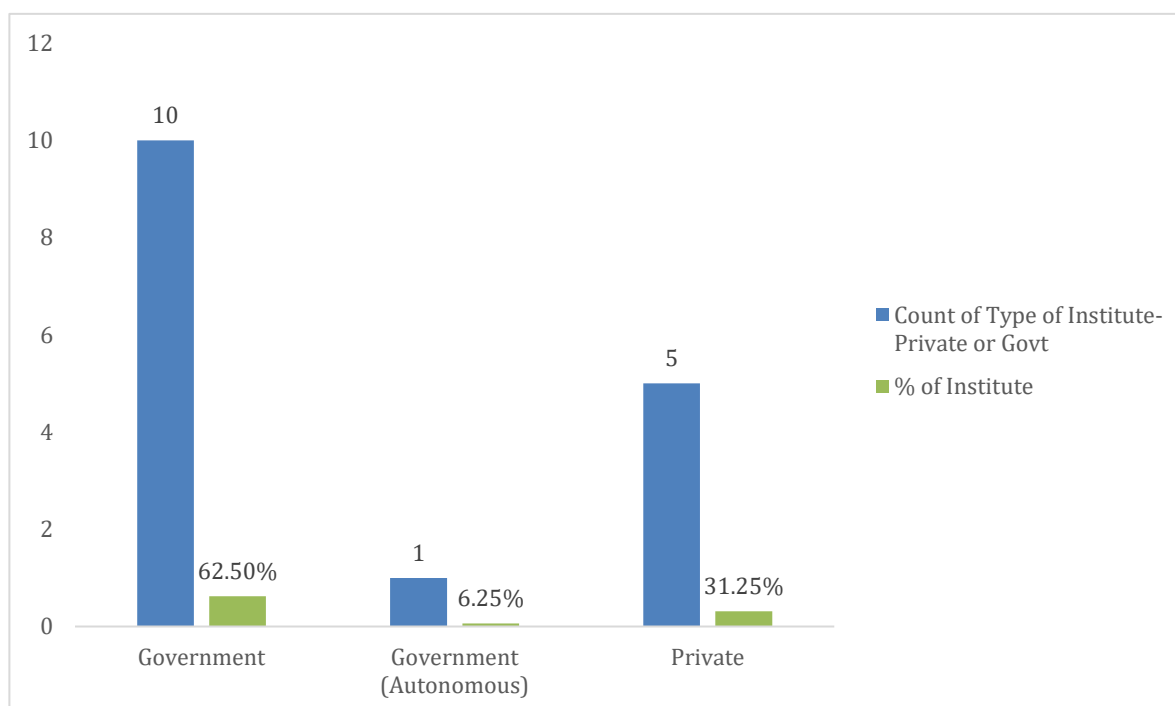
Institute/University	Count of Type of Institute-College or University	% of Institute
Institute	3	18.75%
University	13	81.25%
Grand Total	16	100.00%



Government and Private Institution-wise Resource Persons

The column chart presents the distribution of Resource Persons based on the ownership of their affiliated institutions. Out of the 16 Resource Persons, 10 (62.50%) were associated with Government institutions, 5 (31.25%) were affiliated with Private institutions, and 1 (6.25%) represented a Government (Autonomous) institution. The chart indicates that the majority of Resource Persons were drawn from government institutions, reflecting the programme's strong engagement with the public higher education sector, while also benefiting from the valuable contributions of experts from private and autonomous institutions.

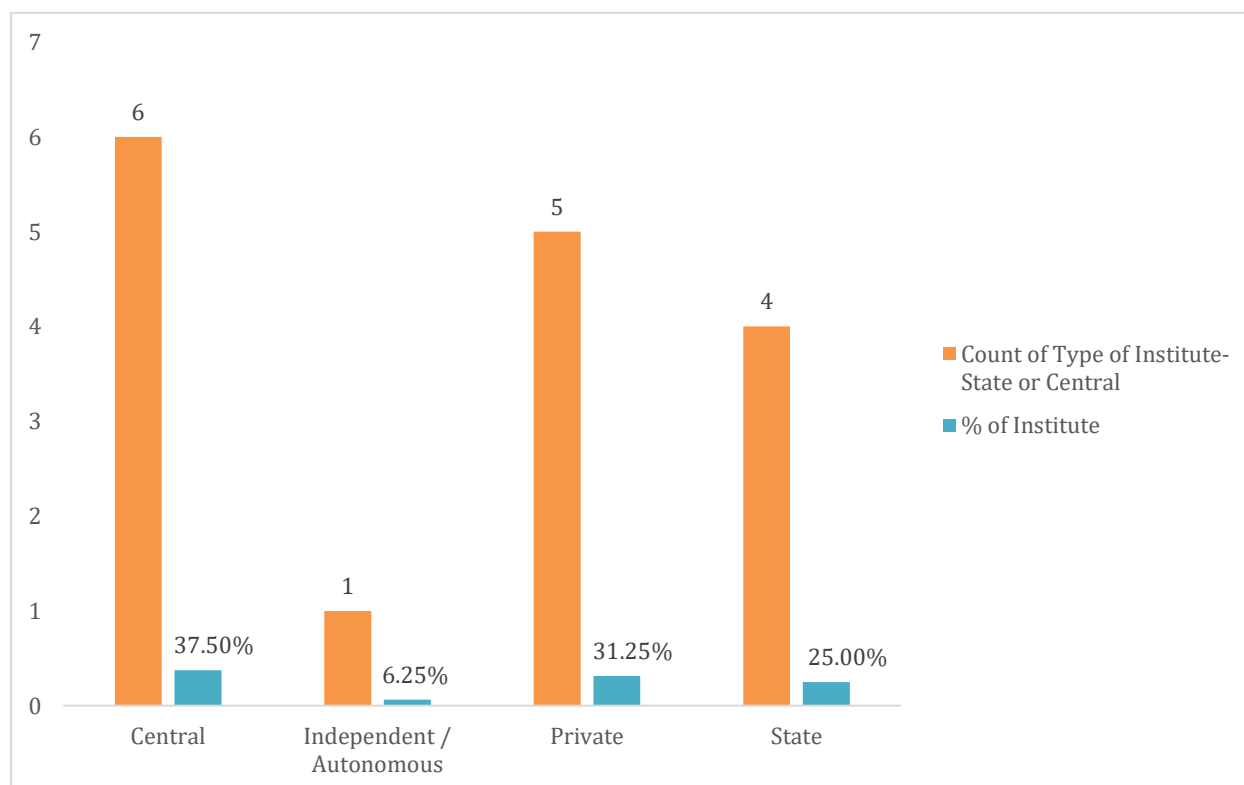
Institute	Count of Type of Institute-Private or Govt	% of Institute
Government	10	62.50%
Government (Autonomous)	1	6.25%
Private	5	31.25%
Grand Total	16	100.00%



Central and State Institution-wise Resource Persons

The **column chart** illustrates the distribution of Resource Persons based on the administrative category of their affiliated institutions. Out of the **16 Resource Persons**, **6 (37.50%)** were affiliated with **Central institutions**, **5 (31.25%)** represented **Private institutions**, **4 (25.00%)** belonged to **State institutions**, and **1 (6.25%)** was associated with an **Independent/Autonomous institution**. The chart indicates that Central institutions contributed the highest number of Resource Persons, followed by Private and State institutions. This balanced representation from Central, State, Private, and Autonomous institutions reflects the programme's broad academic outreach and the diverse institutional expertise that enriched the NEP-45 programme.

Institute	Count of Type of Institute- State or Central	% of Institute
Central	6	37.50%
Independent / Autonomous	1	6.25%
Private	5	31.25%
State	4	25.00%
Grand Total	16	100.00%

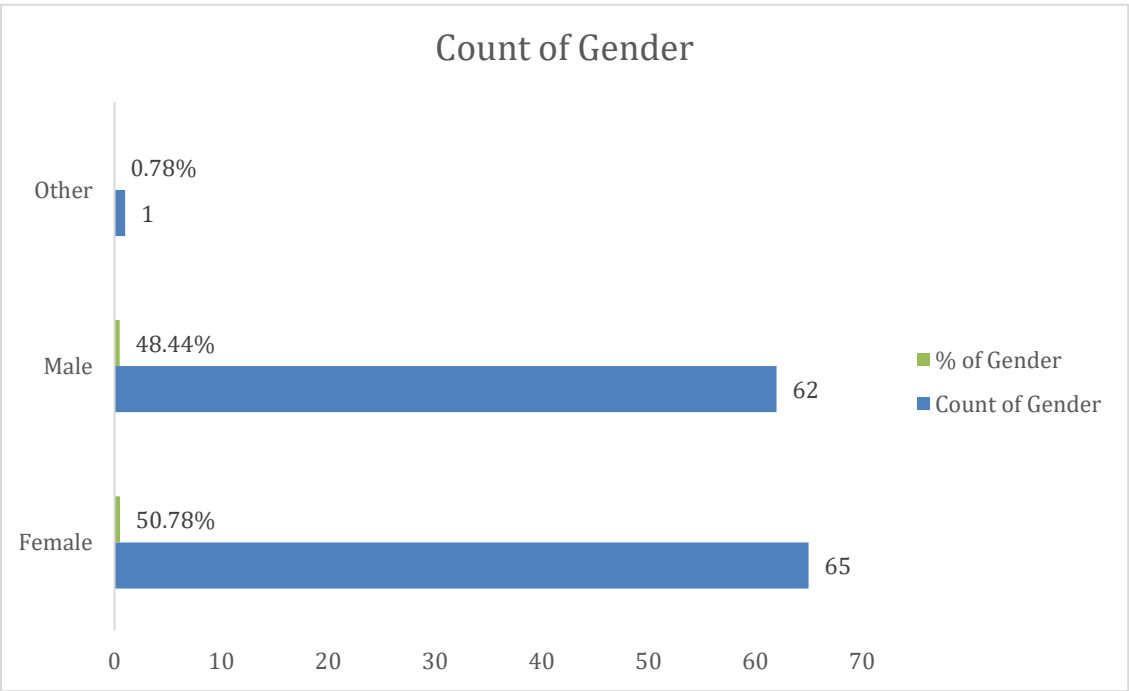


10. Participants Summary

Gender-wise Distribution of Participants

The bar chart illustrates the gender-wise distribution of participants in the **45th NEP 2020 Orientation & Sensitization Programme (NEP-45)**. Out of a total of **128 participants**, **65 (50.78%)** were **Female**, **62 (48.44%)** were **Male**, and **1 (0.78%)** participant identified as **Other**. The chart indicates a nearly equal representation of male and female participants, with female participants constituting a slight majority. The presence of one participant in the 'Other' category also reflects the programme's inclusive participation. Overall, the bar chart demonstrates a balanced gender distribution among the participants.

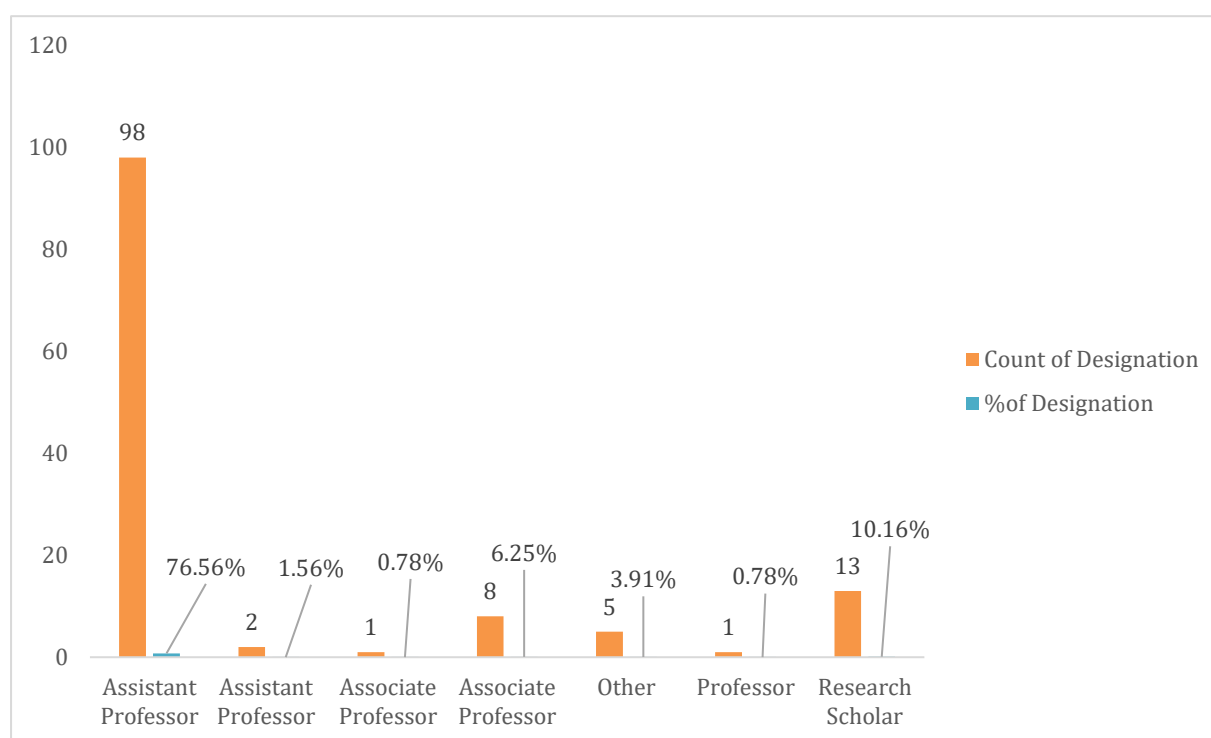
Gender	Count of Gender	% of Gender
Female	65	50.78%
Male	62	48.44%
Other	1	0.78%
Grand Total	128	100.00%



Designation-wise Distribution of Participants

The bar chart presents the designation-wise distribution of participants in the **45th NEP 2020 Orientation & Sensitization Programme (NEP-45)**. A total of **128 participants** attended the programme, with **Assistant Professors** forming the largest group at **98 participants (76.56%)**. This was followed by **Research Scholars** with **13 participants (10.16%)**, **Associate Professors** with **8 participants (6.25%)**, and participants in the **other** category with **5 participants (3.91%)**. A small number of participants were recorded as **Assistant Professor** (duplicate entry) (**2 participants; 1.56%**), **Associate Professor** (duplicate entry) (**1 participant; 0.78%**), and **Professor** (**1 participant; 0.78%**). Overall, the bar chart indicates that the programme predominantly attracted Assistant Professors, highlighting its strong participation from early-career faculty members.

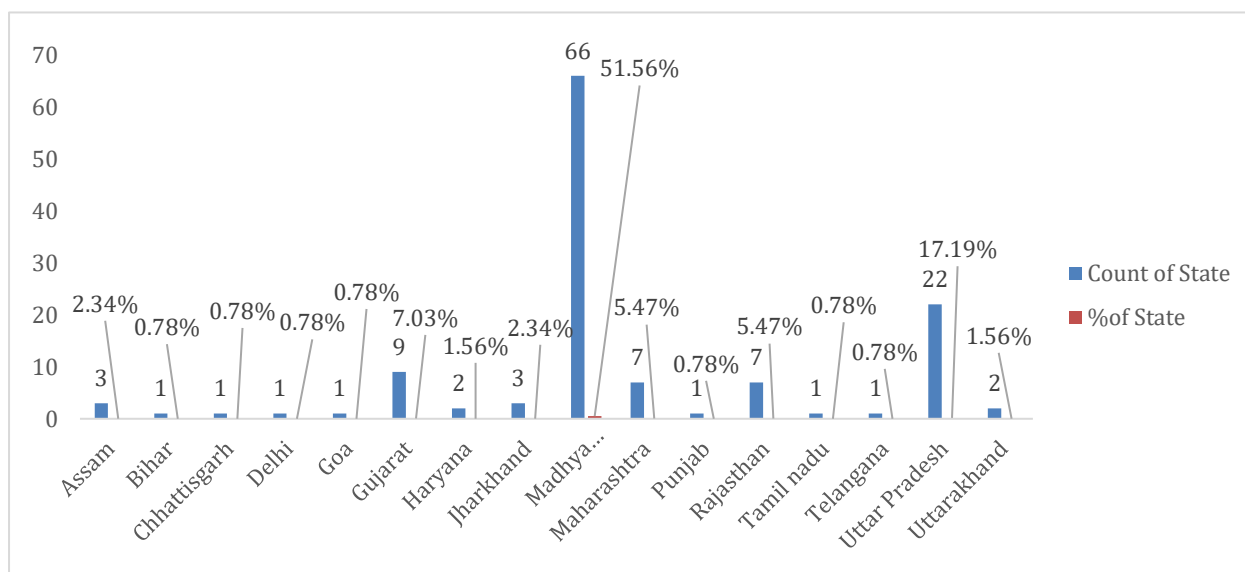
Designation	Count of Designation	%of Designation
Assistant Professor	98	76.56%
Assistant Professor	2	1.56%
Associate Professor	1	0.78%
Associate Professor	8	6.25%
Other	5	3.91%
Professor	1	0.78%
Research Scholar	13	10.16%
Grand Total	128	100.00%



State-wise Distribution of Participants

The bar chart illustrates the state-wise distribution of participants in the **45th NEP 2020 Orientation & Sensitization Programme (NEP-45)**. A total of **128 participants** from **16 states and union territories** participated in the programme. **Madhya Pradesh** recorded the highest participation with **66 participants (51.56%)**, followed by **Uttar Pradesh** with **22 participants (17.19%)** and **Gujarat** with **9 participants (7.03%)**. **Maharashtra** and **Rajasthan** each contributed **7 participants (5.47%)**, while **Assam** and **Jharkhand** had **3 participants (2.34%)** each. **Haryana** and **Uttarakhand** were represented by **2 participants (1.56%)** each. The remaining states, namely **Bihar, Chhattisgarh, Delhi, Goa, Punjab, Tamil Nadu, and Telangana**, each had **1 participant (0.78%)**. The chart reflects the programme's broad geographical outreach, with a particularly strong representation from Madhya Pradesh and significant participation from several other states across India.

State	Count of State	%of State
Assam	3	2.34%
Bihar	1	0.78%
Chhattisgarh	1	0.78%
Delhi	1	0.78%
Goa	1	0.78%
Gujarat	9	7.03%
Haryana	2	1.56%
Jharkhand	3	2.34%
Madhya Pradesh	66	51.56%
Maharashtra	7	5.47%
Punjab	1	0.78%
Rajasthan	7	5.47%
Tamil Nadu	1	0.78%
Telangana	1	0.78%
Uttar Pradesh	22	17.19%
Uttarakhand	2	1.56%
Grand Total	128	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. (Dr.) Yogesh Upadhyay

Vice- Chancellor,
ITM University Gwalior



Dr. Omveer Singh

Registrar,
ITM University Gwalior



Dr. Manish Jaisal

Head,
Dept. of JMC,
ITM University Gwalior



Ms. Sonali Singh

Assistant Professor,
Dept. of JMC,
ITM University Gwalior

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



Ms. Isha

Project Assistant
UGC – MMTTC,
Central University of Gujarat
Vadodara, Gujarat - 391107



Ms. Purva Bhatt

Computer Assistant
UGC – MMTTC,
Central University of Gujarat
Vadodara, Gujarat – 391107



Mr. Devendra Singh

Support Staff
UGC – MMTTC,
Central University of Gujarat
Vadodara, Gujarat - 391107

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