

# **REPORT**

**NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME**

**(Equivalent to One Week FDP)**

**26<sup>th</sup> November 2025 to 4<sup>th</sup> December 2025**

**Jointly Organized**

**By**

**Gandhi Mahavidyalaya, Orai**

**&**

**MMTC, Assam University, Silchar**

**(A Central University)**

NEP2020ORIENTATIONANDSENSITIZATIONPROGRAMME  
(EquivalenttoOneWeekFDP)



*Organized Jointly By*

ASSAMUNIVERSITY,SILCHAR  
and

Gandhi Mahavidyalaya,orai



*Under the aegis of Malaviya Mission Teacher Training Center (MMTTC), Assam University, Silchar*

India is one of the fastest-growing economies, and knowledge creation and research are essential to sustaining this growth. The National Education Policy (NEP) 2020 emphasizes the importance of multidisciplinary education and flexible degree structures to enhance higher education in the country.

In line with these changes, Higher Education Institutions (HEIs) are encouraged to offer a range of Master's programs and adapt to new guidelines, such as the Learning Outcomes-based Curriculum Framework (LOCF) and the Choice Based Credit System (CBCS).

To support the implementation of NEP 2020, a Faculty Development Program (FDP) is designed to help educators understand the objectives of the policy and incorporate these insights into curricula and teaching methods, thereby improving the quality of education. The goal is to empower educators and strengthen academic standards by making higher education more flexible, accessible, and responsive to the evolving needs of students.



COURSE CODE: MMC-005-2025-NOV-B-07018 DATE:

26-11-2025 to 04-12-2025

**Time: 2:00PM to 5:00PM**

MODE: GOOGLE MEET (ONLINE)

**NOREGISTRATIONFEEREQUIRED**  
**APPLICABLE FOR CAS**

**LAST DATE OF APPLY: 25/11/2025**

**Course Coordinator**

**Dr. Mithilesh Kumar Shukla**

Assistant Professor  
Gandhi Mahavidyalaya, orai  
Email: [shuklamk78@gmail.com](mailto:shuklamk78@gmail.com)

Contact number: 7309311231  
Email: [mmttcaus@gmail.com](mailto:mmttcaus@gmail.com)





## MTTC-Assam University, Silchar

The Malaviya Mission Teacher Training Centre at Assam University, Silchar (MMTTC-AUS), was established in 2023 under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme. The aim of the Malaviya Mission Teacher Training Centre (MMTTC) is to equip individuals from various fields with the necessary skills to meet the growing challenges of their professions and to instill pride in their professional roles. The primary objective of MMTTC is to address the needs of teachers, principals, research scholars, and non-academic staff by enhancing their knowledge and skills through systematic coursework and methodologies.

### *Vision*

To inspire teachers to enhance institutional effectiveness through the development of their personal, instructional, organizational, and professional growth.

### *Mission*

To promote organizational strategies for faculty development that incentivize professional growth among teachers and enable institutional advancement. Faculty development is expected to lead to improved teaching performance and better learning outcomes for both students and teachers. This initiative fosters new perspectives on the student-teacher relationship and increases commitment to educational scholarship. Developing well-rounded skills is a key aspect of faculty development.

# NEP2020 ORIENTATION AND SENSITIZATION PROGRAMME

*(Equivalent to One Week FDP)*

*Organized Jointly By*

**ASSAM UNIVERSITY, SILCHAR**

*and*

**Gandhi Mahavidyalaya, orai**

*Under the aegis of Malaviya Mission  
Teacher Training Center (MMTTC), Assam  
University, Silchar*

**COURSECODE:**

**MMC-005-2025-NOV-B-07018**



## About Gandhi Mahavidyalaya, orai Gandhi

Gandhi Mahavidyalaya, a prominent higher education institution in Orai, Jalaun, Uttar Pradesh, was established in 1969 by Pt. Chaturbhuj Sharma, a social reformer known as the Bapu of Bundelkhand. The college offers a broad spectrum of academic programs, including undergraduate and postgraduate degrees. The college has grown significantly under the visionary leadership of the Late Pt. Manikchandra Sharma, and Late Indu Sharma, who served as the Life Chairman of the College Management Committee, has continued to flourish under the current Chairperson, Dr. Anil Kumar Paliwal. Their dedication and foresight have been instrumental in shaping the college's identity as a beacon of knowledge and empowerment in the region. The college offers a Bachelor of Arts program in eleven disciplines, a Master of Arts program in six subjects, and a Bachelor of Education program. The college has played a pioneering role in expanding higher education in the socially and economically disadvantaged Bundelkhand region.

## WHOCANAPPLY?

Faculty Members of Central & State Universities /Deemed Universities/Affiliated & Constituent Colleges/Private Universities & Colleges/HEI's Etc. (Including Professor, Associate Professor, Assistant Professor, Research Scholars & Research Associate at the Ph.D. or Post-Doctoral Level)

No registration fee is required.

### How to register?

1. Visit <https://mmc.ugc.ac.in/registration/Indexand> and navigate to the "New Registration" section.
2. Complete the registration process, after which you'll receive your user ID and password via email from MMTTC. Once received, use these credentials to login.
3. After logging in, you'll be prompted to create a new password.
4. Once this step is completed, login again and proceed to select your state as Assam, center as Assam University, Silchar, Month as November and click on Search button.
5. You can select Training Programme (MMC-005-2025-NOV-B-07018) 26-11-2025 to 04-12-2025 and Click Participate button.
6. Upload your signed and Stamped NOC.

For NOC format, kindly scan the QR code below



### Chief Patron



Prof. Rajive Mohan Pant  
Hon'ble Vice Chancellor, Assam University, Silchar, Assam

### Patrons



Prof. Ramaiah Balakrishnan  
Department of Education, Assam University  
Silchar, Assam  
Director, UGC-MMTTC, Assam University, Silchar



Dr. Devendra Nath  
Principal, Gandhi Mahavidyalaya, orai

### Program Chair



Prof. Ajay Kumar Singh  
Department of Education, Assam University, Silchar  
Assam  
Deputy Director, UGC-MMTTC, Assam University, Silchar

### Course Coordinator



Dr. Mithilesh Kumar Shukla  
Assistant Professor, Gandhi Mahavidyalaya, orai

Organizing Team members: 1. Dr. Sumedha Sachan, 2. Shri Ritesh Kumar, 3. Dr. Masaud Ansari, 4. Shri Touseef Malik, 5. Shri. Pankaj Kumar Gupta  
(Faculty Members of Gandhi Mahavidyalaya, orai)

## Background of the Programme-

The NEP Orientation & Sensitization Programme is conducted online by all MMTTCs. The goal is to reach around 15 lakh faculty members in three years (2023-24 to 2025-26). This programme aims to provide sensitization and orientation on eight themes, facilitated by national experts. Online certificates are issued to the participants who successfully completed the course like attendance, submission of feedback and assessments.

The themes covered during the sessions are as follows:

- Holistic and Multidisciplinary Education: The vision of NEP 2020 is to create an inclusive and flexible education system.
- Indian Knowledge Systems and Multilingualism: The policy aims to promote the use of Indian knowledge system and multilingualism.
- Academic Leadership, Governance, and Management: The policy aims to strengthen teacher training and reform the exam system.
- Higher Education and Society: The policy aims to ensure that higher education is accessible to all.
- Research and Development: The policy aims to promote research and development.
- Skill Development: The policy aims to develop skills in students.
- Student Diversity and Inclusive Education: The policy aims to ensure that all students have access to high-quality education.
- Information and Communication Technology: The policy aims to incorporate information and communication technology into education.

## Programme Schedule and Resource Persons

| Date                    | Session                                       | Resource Person<br>(Designation)                    | Institutional address of RP                                   | Topic  |
|-------------------------|---|---|---|--|
| 26.11.<br>2025<br>DAY-1 | 1 <sup>st</sup> Session<br>2:00 PM to 3:30 PM | Prof. Deshraj Thakur<br>(Sr. Professor)             | Himachal Pradesh University, Summerhill, Shimla, HP.          | Holistic and Multidisciplinary Education                   |
|                         | 2 <sup>nd</sup> Session<br>3:30 PM to 5:00 PM | Prof. AnandVardhan Sharma<br>(Director MMTTC, BHU.) | BHU, Varanasi   | Academic Leadership  |
| 27.11.<br>2025<br>DAY-2 | 1 <sup>st</sup> Session<br>2:00 PM to 3:30 PM | Prof Niranjan Ray<br>(vice chancellor)              | VC guruchan university, silchar                               | NEP2020 and Higher Education: 5 year of NEP implementation |
|                         | 2 <sup>nd</sup> Session<br>3:30 PM to 5:00 PM | Prof. Rahul K Singh<br>(Assistant Director,MMTC)    | HNBU, Gharwal, Uttarakhand                                    | Skill Development  |
| 28.11.<br>2025<br>DAY-3 | 1 <sup>st</sup> Session<br>2:00 PM to 3:30 PM | Prof. Pramod Kumar<br>(Associate Professor & Dean)  | Central University of Haryana                                 | Role of ICT in Teaching – Learning Process                 |
|                         | 2 <sup>nd</sup> Session<br>3:30 PM to 5:00 PM | Prof Seema Dhawan<br>(Sr. Professor)                | Dept of Education HNB Garhwal University Srinagar Uttarakhand | Re-think to think  |
| 29.11.<br>2025<br>DAY-4 | 1 <sup>st</sup> Session<br>2:00 PM to 3:30 PM | Prof. RC Tiwari<br>Deputy,Director,MM TTC           | Mizoram University  | Research and Development                                   |
|                         | 2 <sup>nd</sup> Session<br>3:30 PM to         | Prof. Suparna Sharma<br>(Professor of               | SMVDU Jammu   | Skill Development  |

|                             |  |   |  |   |
|-----------------------------|--|---|--|---|
|                             | 5:00 PM  | Management)   |  |   |
| 01.12.<br>2025<br>DAY-<br>5 | 1 <sup>st</sup> Session<br>2:00 PM to 3:30<br>PM       | Prof. Munesh kumar<br>(Prof. of Education)                    | Department of Education,<br>University of Lucknow. | Students diversity and inclusion            |
|                             | 2 <sup>nd</sup> Session<br>3:30 PM to<br>5:00 PM       | Prof. Rajendra Prasad<br>Das<br>(Vice Chancellor)             | VC, KKHSOU, Guwahati                               | Academic Leadership                         |
| <hr/>                       |  |   |  |   |
| 02.12.<br>2025<br>DAY-<br>6 | 1 <sup>st</sup><br>Session<br>2:00 PM to<br>3:30 PM    | Dr Abhishek<br>Kumar Singh<br>(Assistant<br>Professor)        | University of Delhi                                | ICT   |
|                             | 2 <sup>nd</sup><br>Session<br>3:30 PM<br>to 5:00<br>PM | Dr. M K Shukla<br>(Assistant<br>Professor)                    | GMV,Orai ,Bundelkhand<br>University ,Jhansi        | Equity and Inclusion in Higher<br>Education |
| 03.12.<br>2025<br>DAY-<br>7 | 1 <sup>st</sup><br>Session<br>2:00 PM to<br>3:30 PM    | Prof. Harikesh<br>Singh<br>Visitor professor &<br>Former v.c. | J.P.University chhapara,bihar                      | Higher Education and Society                |
|                             | 2 <sup>nd</sup><br>Session<br>3:30 PM<br>to 5:00<br>PM | Prof. T R Bedre<br>Director MMTTC                             | Dr. Harisingh Gaur University Sagar M.P            | Multidisciplinary and Holistic<br>Education |
| 04.12.<br>2025<br>DAY-<br>8 | 1 <sup>st</sup><br>Session<br>2:00 PM to<br>3:30 PM    | Prof. RP Pathak<br>Senior Professor                           | LBS Sanskrit University, Delhi                     | Introduction to IKS                         |
|                             | 2 <sup>nd</sup><br>Session                             | Dr. Sunita Singh  | Faculty of Education, BHU,<br>Varanasi             | Mental health and stress<br>Management      |

|  |                          |                          |  |  |
|--|--------------------------|--------------------------|--|--|
|  | 3:30 PM<br>to 5:00<br>PM | (Professor<br>Education) |  |  |
| <b>OVER ALL FEED BACK, by participants</b> |                          |                          |  |  |
| 05.12.<br>2025                             | 7- 8 pm                  | Assessment<br>Test       |  |  |

### Inaugural Program

#### NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME

Dated: 26<sup>th</sup>November – 04<sup>th</sup> December 2025 Timing 2:00 PM-5:00 PM

Organized by

Assam University, Silchar

And

Gandhi Mahavidyalaya, orai

(Date: 26<sup>th</sup>Nov 2025, Time: 1:30PM – 2:00 PM) (Maximum 30 Minutes)

**1-Welcome Speech& about the Programme:** Prof. Ajay Kumar Singh, Deputy Director UGC-MMTTC, Assam University Silchar(Time: 5 Minutes)

**2- Speech By: Dr. DevendraNath Principal, Gandhi Mahavidyalaya, orai**(Time:10 Minutes)

**3- Speech By: Prof. R. Balakrishnan, Director, UGC-MMTTC, Assam University, Silchar.**(Time: 10 Minutes)

**4- Vote of Thanks: Dr. Mithilesh Kumar Shukla, Course Coordinator** (Time: 5 Minutes)

## About the Inaugural Programme-

Under the esteemed leadership of Hon'ble Prof. Rajeev Mohan Pant, Vice Chancellor of Assam University, the Gandhi Mahavidyalaya ,orai, in collaboration with the Malaviya Mission Teacher Training Centre (MMTTC), Assam University, Silchar, organized a National Education Policy (NEP) 2020 Orientation and Awareness Programme from. 26<sup>th</sup>November – 04<sup>th</sup> December 2025.

This significant programme witnessed the active participation of academicians, researchers, and faculty members from various parts of India. The primary objective of the programme was to spread awareness among teachers, research scholars, and academic institutions regarding the National Education Policy 2020, and to provide clear guidelines for its effective implementation across educational landscapes.

### **Participation:**

A total of 116 participants from across the country took part in this programme. These participants included faculty members and researchers from various universities and institutions representing several states including, Assam, Uttar Pradesh, Tamil Nadu, Bihar, West Bengal, Jharkhand, and Haryana, Rajasthan among others.

### **Address and Contributions:**

The welcome address at the inaugural session was delivered by Prof. Ajay Kumar Singh, Deputy Director, UGC-MMTTC, Assam University, elaborated on the objectives and structure of the programme and presented the future roadmap for implementation and collaboration.

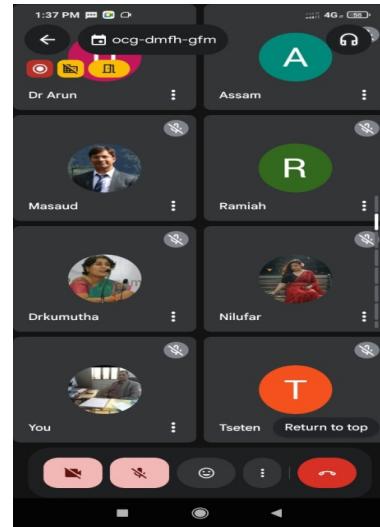
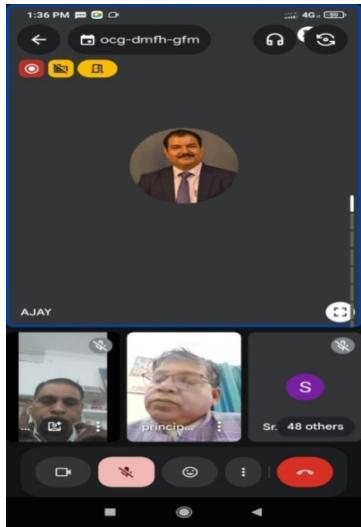
The inaugural session commenced with an insightful address by Dr. Devendra Nath,Principa, Gandhi Mahavidyalaya, Orai, welcome to all participant elaborating on the significance of the NEP 2020 and the far-reaching educational reforms it envisions.

Prof. k. Balakrishnan, Coordinator and Director of MMTTC, Assam University, highlighted the pivotal role of UGC-MMTTC and its vision behind such training initiatives.

Dr. Mithilesh kumar shukla, Assistant Professor, Gandhi Mahavidyalaya, Orai served as the overall coordinator of the programme. He expressed heartfelt gratitude to all the distinguished resource persons, invited speakers, participants, faculty members, researchers, and the organizing team for their active involvement, enthusiastic participation, and dedicated support, which contributed significantly to the success of the event.

The inaugural session was conducted by Dr. Mithilesh kumar shukla, Assistant Professor, Gandhi Mahavidyalaya, Orai , while the technical aspects of the programme were handled by Mr. Maksud Ahmad and Mr. Gaurav Rajbhar, Technical Assistants from UGC-MMTTC, Assam University.

The overarching aim of this programme was not limited to teacher training alone but extended to equipping educational institutions with new perspectives and approaches so that the National Education Policy 2020 can be implemented in a meaningful and effective manner. Through this initiative, it is envisioned that the quality of education across all regions of the country will be elevated, ensuring a more inclusive, accessible, and futuristic academic environment for all.



Welcome Speech by Prof. Ajay Kumar Singh)

(participants)

( Speech By: Dr. DevendraNath)

(Speech By: Prof. R. Balakrishnan)

**Date: 26.11.25**

**1<sup>st</sup> Session (2:00 PM – 5:00 PM)**

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#### Resource Person Details

**Name of the resource person:** Prof. Deshraj Thakur

**Designation:** (Sr. Professor)

**Name of Institution:** Himachal Pradesh University, Summerhill, Shimla, HP.

**Name of the Topic:** Holistic and Multidisciplinary Education

#### Sub Topic:

- a) Multidisciplinary Education
- b) Holistic Education
- c) Philosophy and purpose of Education
- d) Ancient education system

- e) Moral and Ethics of Education
- f) Physical Education

**Key points:**

- a. Multidisciplinary education system is essential for the modern education system, as it must incorporate hands-on, skill-based learning, including subjects such as arts, music, and other practical disciplines.
- b. The ancient education system serves as the foundation for the holistic, multidisciplinary approach emphasized in the NEP 2020, which focuses on the overall development of students.
- c. The education system shift from administrator-centric to student-centric approaches in education emphasizes the importance of holistic and multidisciplinary education, allowing students to determine the type of education they wish to pursue, fostering a paradigm shift in the learning process.
- d. The importance of pedagogy and curriculum in multidisciplinary and holistic education lies in their ability to foster an integrated learning approach that nurtures students' cognitive, emotional, and practical skills, preparing them for a well-rounded future.
- e. The NEP 2020 emphasizes the development of critical thinking skills by encouraging analytical reasoning, problem-solving, and independent thought, with multidisciplinary and holistic education playing a crucial role in fostering these abilities through an integrated and well-rounded learning approach.
- f. The curriculum and pedagogy of multidisciplinary and holistic education are designed to promote an interconnected learning experience, where diverse subjects and teaching methods are integrated to foster critical thinking, creativity, and the overall development of students.

**No. of Participants joined at beginning of Session: 85**

**No. of Participants joined at ending of Session: 78**

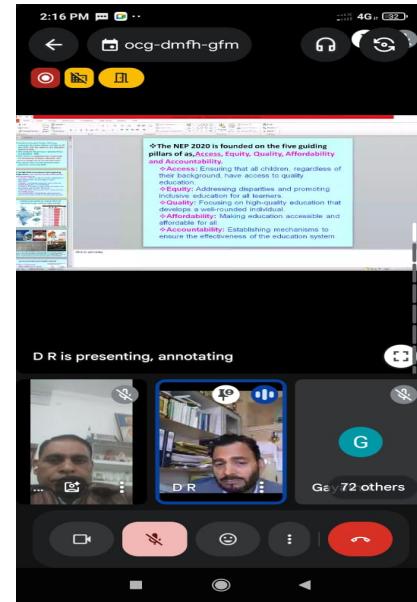
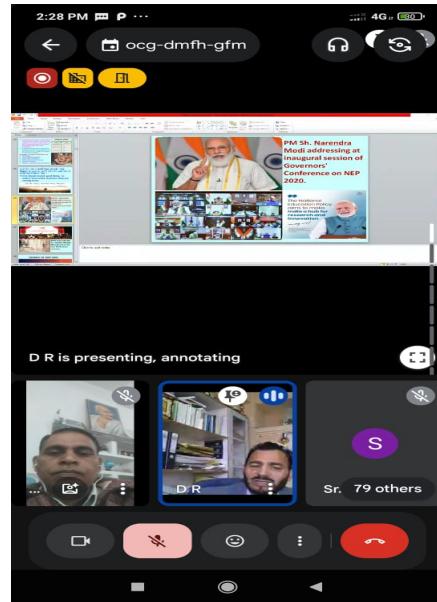
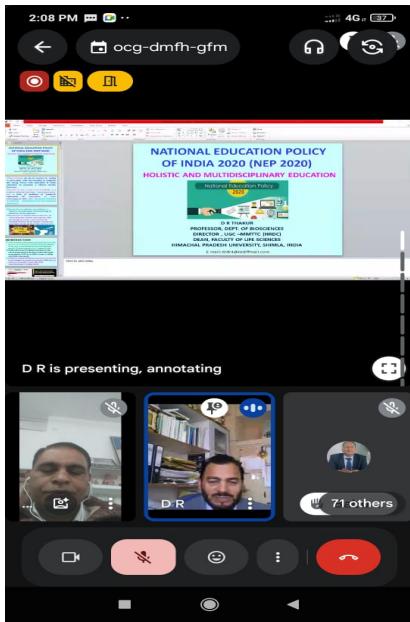
**List of the participants: 116**

**Rapporteur name: Dr. Masaud Ansari**

**Designation: Assistant professor, Department of Psychology**

**Institutions: Gandhi Mahavidyalaya, Orai**

## Glimpse of the First Session,( Date: 26.11.25)



**Date: 26.11.25**

### **2<sup>nd</sup> Session (3:00 PM – 5:00 PM)**

#### **Resource Person Details**

**Name of the resource person:** Prof. AnandVardhan Sharma  
**Designation:** (Director MMTTC, BHU.)  
**Name of Institution:** Banaras hindu university,Varanasi.

**Name of the Topic:** Academic Leadership

**Sub Topic:**

- a) Skill Innovation
- b) Aatmanirbhar Bharat
- c) Skill Bharat
- d) Competent students

**Key points:**

- a) The skill development of the new generation is a national imperative and serves as the foundation for achieving the goals of Aatmanirbhar Bharat, empowering individuals and contributing to the nation's self-reliance.
- b) The integration of emerging skills such as Artificial Intelligence, Machine Learning, and Automation, along with core competencies, is essential in preparing students in higher education institutions for the demands of the modern workforce.
- c) The NEP 2020 emphasizes the significance of practical knowledge and skill-based education, which fosters critical thinking, creativity, innovation, and out-of-the-box problem-solving among students.
- d) At present, efforts are being made to provide cultural competencies through the effective implementation of the NEP 2020 recommendations, ensuring a holistic and inclusive approach to education.
- e) To thrive in the constantly evolving job market and lead a fulfilling life, students must acquire a diverse set of skills that are essential for personal and professional success.
- f) Digital skill competencies are essential for students, equipping them with the necessary tools to succeed in an increasingly technology-driven world.

**No. of Participants joined at beginning of Session: 97**

**No. of Participants joined at ending of Session: 85**

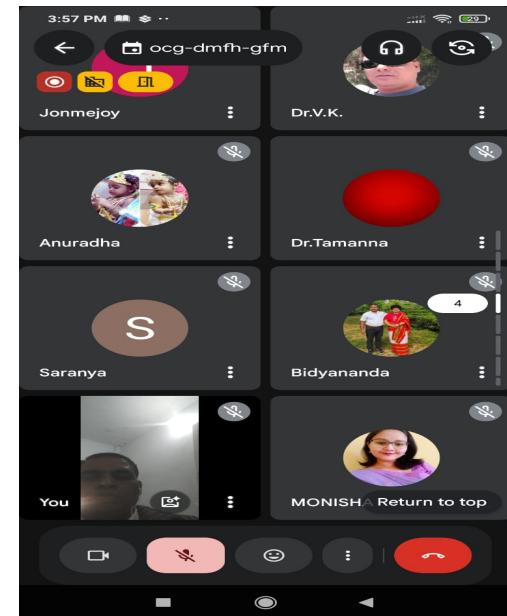
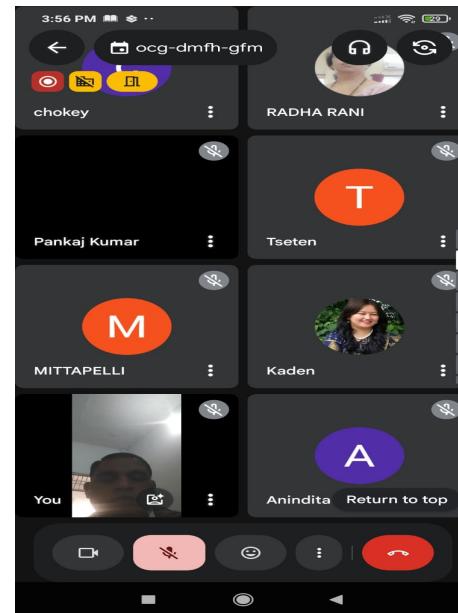
**List of the participants: 116**

**Rapporteur name: Dr.Mithilesh kumar shukla**

**Designation: Assistant professor ,Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

## Glimpse of the Second Session,( Date: 26.11.25)



**Date: 27.11.25**

**1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

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### Resource Person Details

**Name of the resource person: Prof Niranjan Ray**

**Designation: (vice chancellor)**

**Name of Institution: guruchan university ,silchar**

**Name of the Topic: NEP2020 and Higher Education: 5 year of NEP implementation**

#### **Sub Topic:**

- a) Overview of NEP 2020 in Higher Education
- b) Curriculum and Pedagogical Changes
- c) Institutional Reforms and Governance
- d) Technology Integration and Digital Learning
- e) Research and Innovation

Key points:

The National Education Policy (NEP) 2020 has emphasized the importance ,Key objectives and vision for higher education under NEP 2020 and Structural reforms introduced by NEP 2020

These policies emphasize the importance of inclusive education and the necessity of providing reasonable accommodations to meet the diverse needs of learners with disabilities.,Multidisciplinary and holistic education,Flexibility in course choices and credit transfers and Skill development and vocational training integration.

The National Education Policy (NEP) 2020 has emphasized the importance of Creation of Multidisciplinary Education and Research Universities (MERUs),Autonomy and decentralization of higher education institutions, Regulatory framework changes (e.g., establishment of HECI).

The National Education Policy (NEP) 2020 underscores the integration of vocational education into the mainstream curriculum Use of technology in teaching and evaluation,Online and blended learning initiatives,Digital infrastructure development

The NEP-2020 emphasizes the empowerment of teachers as essential for the nation's future, Promotion of research culture and funding,Collaboration between institutions and industry,Innovation hubs and incubation centers

**No. of Participants joined at beginning of Session: 95**

**No. of Participants joined at ending of Session: 90**

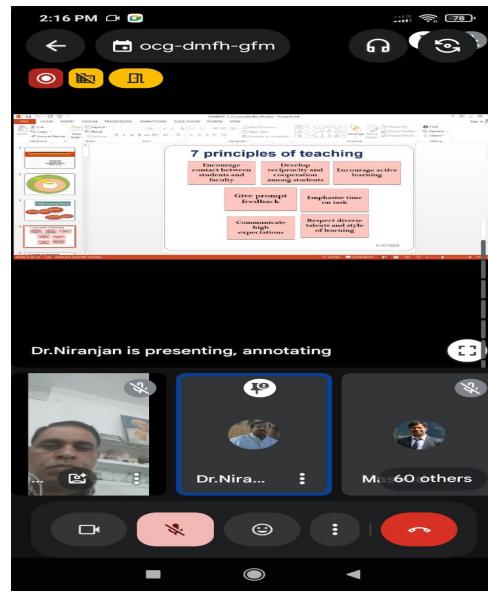
**List of the participants: 116**

**Rapporteur name: Mr.Pankaj Kumar Gupta**

**Designation: Assistant professor ,Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

## Glimpse of the First Session, ( Date: 27.11.25)



**Date: 27.11.25**

**2<sup>nd</sup> Session (3:30 PM – 5:00 PM)**

### Resource Person Details

**Name of the resource person: Prof. Rahul K Singh**

**Designation: (Assistant Director,MMTC)**

**Name of Institution: HNBU, Gharwal, Uttarakhand**

**Name of the Topic: Skill Development**

**Sub Topic:**

- a) Skill development
- b) Skill based Education
- c) Learning skill, Literary skill & life skill
- d) Critical thinking

e)Collaborative Education

f)21st century Skill

**Key points:**

- a) The National Education Policy (NEP) 2020 underscores the integration of vocational education into the mainstream curriculum, advocates for internships and apprenticeships with local industries, and promotes project-based learning to equip students with practical, job-relevant skills.
- b) The term 21st-century skills encompasses a wide range of knowledge, skills, work habits, and character traits deemed essential for success in today's world, with the National Education Policy marking a significant step towards equipping students with these skills, as emphasized by the Prime Minister in his 'Mann ki Baat' program.
- c) The 21st-century skills can be broadly categorized into learning skills, literacy skills, and life skills, each playing a crucial role in preparing individuals for the challenges of the modern world.
- d) The need for 21st-century skills arises from the goal of empowering students to become responsible individuals, capable of navigating real-life challenges, bridging gender gaps in education and employment, and moving beyond traditional exam-focused learning.
- e) Critical Thinking as a sub-theme under "NEP 2020 and Higher Education: 5 Years of NEP Implementation," and problem-solving are essential skills that involve objectively analyzing information without bias, while problem-solving requires identifying relevant data, filtering out irrelevant information, and applying past experiences to address current challenges.
- a. Creating an inquiry-based classroom environment encourages students to ask questions, seek answers independently, and engage in self-motivated learning, with tools like the KWL chart helping guide their exploration and reflection.
- b. Encouraging creativity in students through lesson planning helps foster critical thinking, self-expression, and strong communication skills, thereby promoting the development of 21st-century skills and empowering students to engage in independent learning.

**No. of Participants joined at beginning of Session: 85**

**No. of Participants joined at ending of Session: 78**

**List of the participants: 116**

**Rapporteur name: Dr. Masaud Ansari**

**Designation: Assistant professor, Department of Psychology**

**Institutions: Gandhi Mahavidyalaya, Orai**

## Glimpse of the Second Session, ( Date: 27.11.25)



**Date: 28.11.25**

**1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

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### Resource Person Details

**Name of the resource person: Prof. Pramod Kumar**

**Designation: (Associate Professor & Dean)**

**Name of Institution: Central University of Haryana**

**Name of the Topic: Role of ICT in Teaching – Learning Process**

**Sub Topic:**

- a) Blended Learning
- b) Flipped Learning
- c) MOOCs
- d) Digital Infrastructure

- e) Technology enabled learning Tools
- f) Digital Repositories and management of e-resources

**Key points:**

- a. The NEP 2020 highlights the importance of utilizing technology in higher education to enhance the quality and relevance of education, expand access and equity, and foster innovation and creativity.
- b. The policy envisions the integration of technology to offer flexible, adaptive, personalized, engaging, interactive, and stimulating learning experiences for students.
- c. NEP 2020 recommends the development of strong digital infrastructure in educational institutions to facilitate blended and online learning, along with the expansion of e-learning platforms such as SWAYAM, SWAYAM Plus, DIKSHA, and MOOCs. Additionally, it advocates for the use of technologies like Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) to enhance personalized, immersive, and engaging learning experiences.
- d. MOOCs, blended learning, and flipped learning are three innovative educational approaches. MOOCs offer accessible, scalable, and affordable education worldwide. Blended learning integrates the strengths of both online and in-person learning experiences, while flipped learning optimizes classroom time for active engagement and critical thinking.
- e. There are many benefits of ICT integration which are Engagement, Collaboration and Personalization
- f. Key ICT tools for teachers include Learning Management Systems (LMS) like Google Classroom and Moodle, which are widely used for course management. Interactive boards such as SMART Boards enhance presentations and promote dynamic classroom interactions. Online assessment tools like Quizizz and Kahoot! foster student participation and engagement through interactive quizzes and assessments.
- g. Teachers must have knowledge of various digital repositories, OERs and Large learning Models (LLMs) i.e. GPT by OpenAI, Mistral by OpenAI, Gemini by Google and Llama by Meta & AI Platforms.
- h. Teachers should be adept at effectively utilizing available resources in the context of teaching, learning, development, and research. They should also be able to identify learner-centered pedagogical approaches that make these resources more interactive and personalized.

**No. of Participants joined at beginning of Session: 95**

**No. of Participants joined at ending of Session: 90**

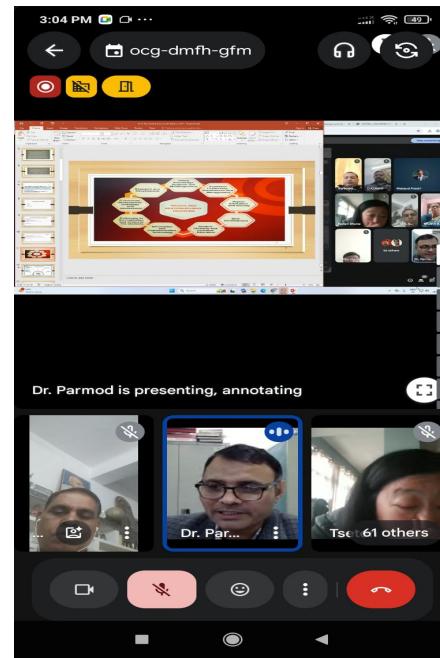
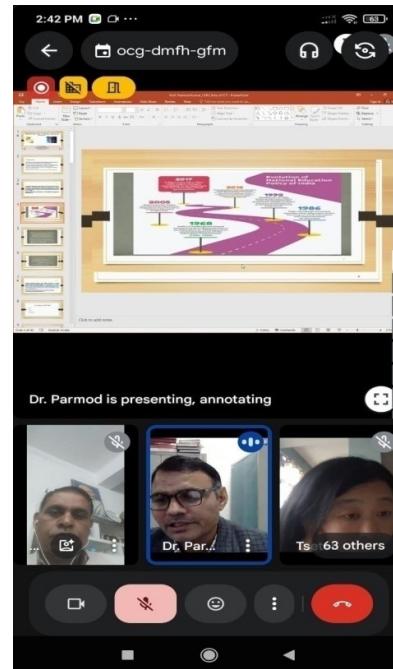
**List of the participants: 116**

**Rapporteur name: Dr. Masaud Ansari**

**Designation: Assistant professor, Department of Psychology**

**Institutions: Gandhi Mahavidyalaya, Orai**

### **Glimpse of the First Session,( Date: 28.11.25)**



**Date: 28.11.25**

**2<sup>nd</sup> Session (3:30 PM – 5:00 PM)**

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#### **Resource Person Details**

**Name of the resource person: Prof Seema Dhawan**

**Designation: (Sr. Professor)**

**Name of Institution: Dept of Education HNB Garhwal University Srinagar Uttarakhand**

**Name of the Topic: Re-think to think**

**Sub Topic:**

a)Evaluation

- b)Costructive tool
- c)Self Assessment
- d)Learning out com

**Key points:**

- g) "re-think to think" emphasizes that sometimes you need to reconsider or review your thoughts deeply before you can think clearly or make good decisions. It highlights the value of reflection and careful thought.
- h) evaluation refers to the process of assessing, judging, or determining the value, quality, effectiveness, or significance of something based on specific criteria or standards.
- i) A constructive tool is any method, technique, or instrument that helps build, create, improve, or develop something in a positive and productive way. It's often used in contexts like problem-solving, learning, communication, or teamwork.
- j) Self-assessment is the process by which an individual evaluates their own skills, performance, qualities, or progress. It involves reflecting honestly on one's strengths, weaknesses, achievements, and areas for improvement.
- k) A learning outcome is a clear statement that describes what a learner is expected to know, understand, or be able to do after completing a learning activity or course. It defines the specific skills, knowledge, attitudes, or competencies gained..

**No. of Participants joined at beginning of Session: 90**

**No. of Participants joined at ending of Session: 80**

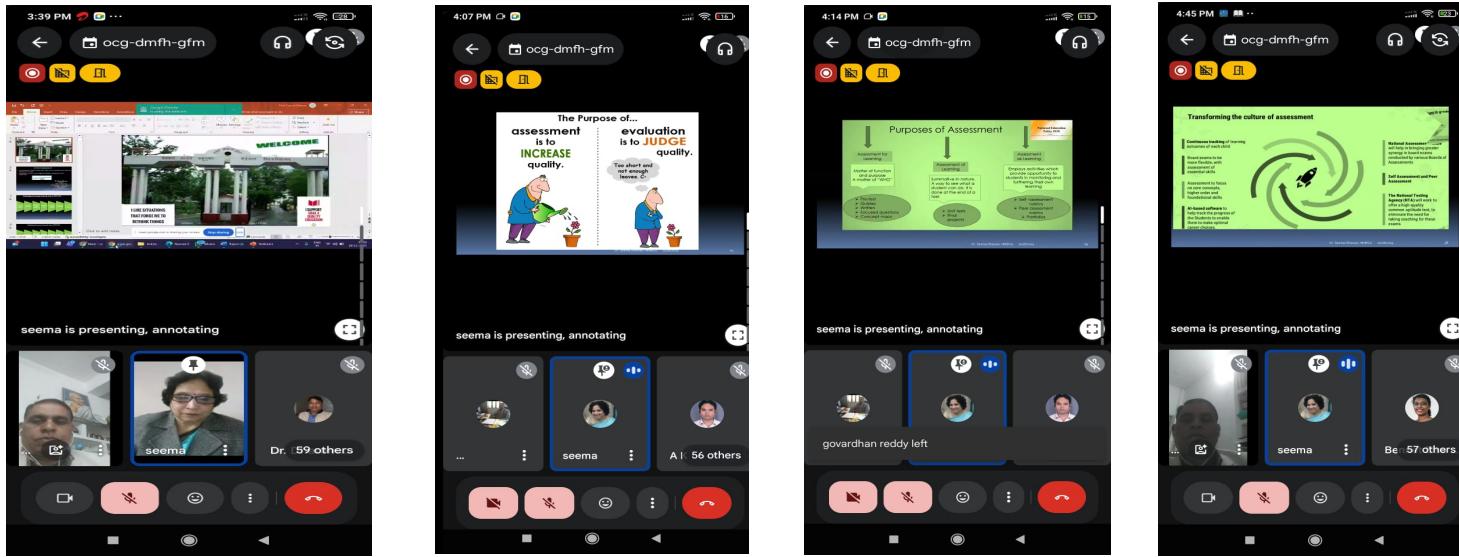
**List of the participants: 116**

**Rapporteur name: Dr.Mithilesh kumar shukla**

**Designation: Assistant professor , Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

## Glimpse of the Second Session,( Date: 28.11.25)



**Date: 29.11.25**

**1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

### Resource Person Details

**Name of the resource person: Prof. RC Tiwari**

**Designation: Deputy, Director, MMTTC**

**Name of Institution: Mizoram University**

**Name of the Topic: Research and Development**

### Sub Topic:

- f) Higher order thinking style
- g) Innovation
- h) Multidisciplinary concept
- i) Holistic Education
- j) Objectivity in Research

- k) 21st century Skills
- l) The review of related literature

**Key points:**

- c. The higher education, fostering innovative ideas and promoting higher-order thinking skills are essential for encouraging students to produce novel solutions and contribute to the advancement of knowledge.
- d. Research is a systematic, scientific journey that fosters a culture of inquiry and should be integrated into daily life, as emphasized by the NEP 2020, which advocates for the introduction of a research mindset in educational practices.
- e. The development of a research mindset and the promotion of higher-order thinking (HOT) should be integral components of higher education, aiming to cultivate critical thinking and innovation among students.
- f. The conclusion of our research emphasizes the importance of connecting with data and uncovering the hidden truths behind it, highlighting how a deeper understanding of data can reveal valuable insights and drive informed decision-making.
- g. The National Education Policy (NEP) 2020 emphasizes the need to foster a multidisciplinary approach in education, aiming to develop holistic, well-rounded individuals equipped with diverse skills and knowledge for the challenges of the future.
- h. Objectivity in research is paramount to ensure unbiased, accurate findings and the writing style in research should maintain clarity and precision, ensuring the relevance of the topic aligns with the current educational and societal needs.
- i. The integration of subjects in higher education fosters interdisciplinary learning, enabling research to be more holistic by incorporating diverse perspectives, while the adoption of a 21st-century research paradigm equips scholars with critical skills such as problem-solving, digital literacy, and collaborative communication, essential for addressing complex global challenges.
- j. Research is a fundamental element of the new curriculum framework, requiring researchers to adopt a holistic approach while also mastering 21st-century skills, such as critical thinking, digital literacy, and collaborative problem-solving, to effectively address contemporary challenges.
- k. The review of related literature, often treated as an isolated chapter, is a critical aspect of research, highlighting the fundamental purpose of higher education: to foster new knowledge, drive innovation, and contribute to the advancement of society.

**No. of Participants joined at beginning of Session: 85**

**No. of Participants joined at ending of Session: 76**

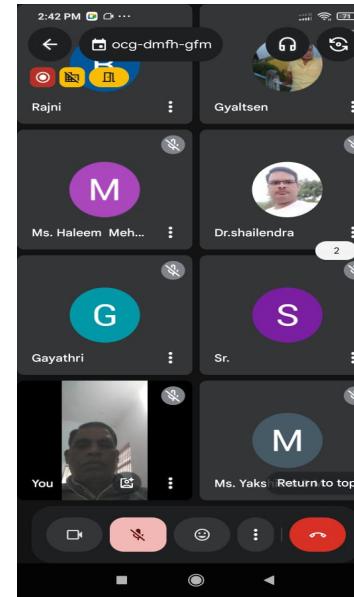
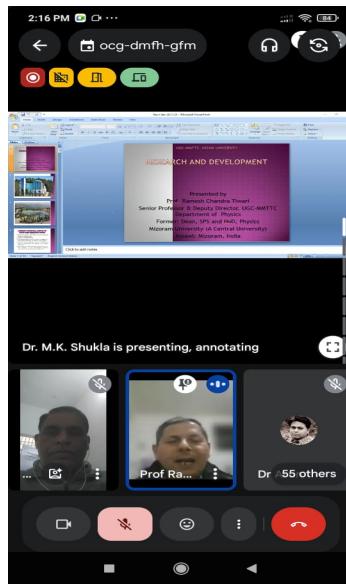
**List of the participants: 116**

**Rapporteur name: Dr kanchan Dixit**

**Designation: Assistant professor, Department of Psychology**

**Institutions: Gandhi Mahavidyalaya,orai**

**Glimpse of the First Session,( Date: 29.11.25)**



**Date: 29.11.25**

**2<sup>nd</sup> Session (5:45 PM – 7:15 PM)**

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**Resource Person Details**

**Name of the resource person: Prof. Suparna Sharma**

**Designation: Professor of Management**

**Name of Institution: SMVDU Jammu New Delhi**

**Name of the Topic: Skill Development**

**Sub Topic:**

m) Skill development

- n) Skill based Education
- o) Learning skill, Literary skill & life skill
- p) Critical thinking
- q) Collaborative Education
- r) 21st century Skill

**Key points:**

- l. The National Education Policy (NEP) 2020 underscores the integration of vocational education into the mainstream curriculum, advocates for internships and apprenticeships with local industries, and promotes project-based learning to equip students with practical, job-relevant skills.
- m. The term 21st-century skills encompasses a wide range of knowledge, skills, work habits, and character traits deemed essential for success in today's world, with the National Education Policy marking a significant step towards equipping students with these skills, as emphasized by the Prime Minister in his 'Mann ki Baat' program.
- n. The 21st-century skills can be broadly categorized into learning skills, literacy skills, and life skills, each playing a crucial role in preparing individuals for the challenges of the modern world.
- o. The need for 21st-century skills arises from the goal of empowering students to become responsible individuals, capable of navigating real-life challenges, bridging gender gaps in education and employment, and moving beyond traditional exam-focused learning.
- p. Critical thinking and problem-solving are essential skills that involve objectively analyzing information without bias, while problem-solving requires identifying relevant data, filtering out irrelevant information, and applying past experiences to address current challenges.
- q. Creating an inquiry-based classroom environment encourages students to ask questions, seek answers independently, and engage in self-motivated learning, with tools like the KWL chart helping guide their exploration and reflection.
- r. Encouraging creativity in students through lesson planning helps foster critical thinking, self-expression, and strong communication skills, thereby promoting the development of 21st-century skills and empowering students to engage in independent learning.

**No. of Participants joined at beginning of Session: 92**

**No. of Participants joined at ending of Session: 76**

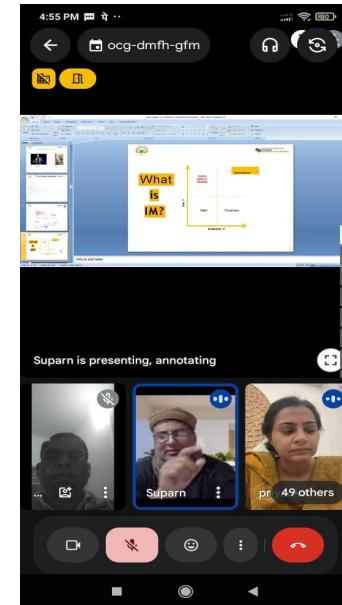
**List of the participants: 116**

**Rapporteur name: Shri Pankaj kumar Gupta**

**Designation: Assistant professor, Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

## Glimpse of the Second Session, ( Date: 29.11.25)



**Date: 01.12.25**

**1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

### Resource Person Details

**Name of the resource person: Prof. Munesh kumar**

**Designation: (Prof. of Education)**

**Name of Institution: Department of Education, University of Lucknow.**

**Name of the Topic: Students diversity and inclusion**

### Sub Topic:

- s) Diversity
- t) Cultural diversity
- u) Inclusive class rooms
- v) Acts and policies related to Person with Disability

w) Teacher Education for inclusive classroom

**Key points:**

- s. Diversity is an inherent characteristic of society, and as educators, it is crucial to address the diverse needs of all learners present in the classroom. The presence of diversity can significantly influence the academic achievement of students. This diversity impacts the three primary domains of learning: cognitive, affective, and psychomotor.
- t. There are numerous acts and policies in place that guide the treatment and support of disabled individuals within the classroom environment. These frameworks aim to ensure that students with disabilities are provided with equal access to education, fair treatment, and the necessary accommodations to succeed academically.
- u. These policies emphasize the importance of inclusive education and the necessity of providing reasonable accommodations to meet the diverse needs of learners with disabilities.
- v. The National Education Policy (NEP) 2020 has emphasized the importance of inclusivity and equitable education for all students, including those with disabilities. In this context, it becomes increasingly critical for teacher education programs to equip teachers with the necessary skills and knowledge to effectively teach children with disabilities.
- w. The teacher training syllabi under NCTE and RCI exhibit some similarities, particularly in general pedagogical approaches. However, while NCTE's curriculum primarily focuses on general education, RCI's syllabus is more specific to special education. RCI's course content for special education is broad, covering various disabilities, teaching methods, and psychological aspects related to children with disabilities. On the other hand, NCTE's syllabus lacks sufficient focus on specialized teaching strategies and pedagogies necessary to cater to the needs of students with disabilities.
- x. Teachers must be prepared to handle the varying needs of students with disabilities, from physical impairments to learning disabilities, autism spectrum disorders, and intellectual disabilities. Therefore, it is essential for NCTE to include a separate paper dedicated to the teaching and learning needs of children with disabilities.
- y. A dedicated paper on disability education within the NCTE curriculum will ensure that teachers develop a specialized skill set. This will include an understanding of different types of disabilities, legal frameworks like the Rights of Persons with Disabilities Act, 2016, assistive technologies, and the role of psychological and emotional support in learning. With such training, teachers will be better equipped to create personalized learning plans and foster an inclusive classroom environment.

**No. of Participants joined at beginning of Session: 94**

**No. of Participants joined at ending of Session: 89**

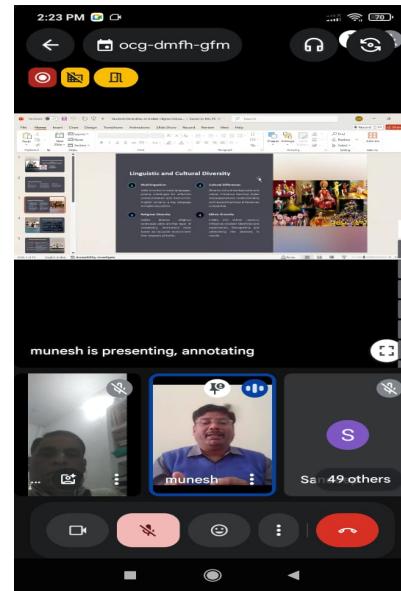
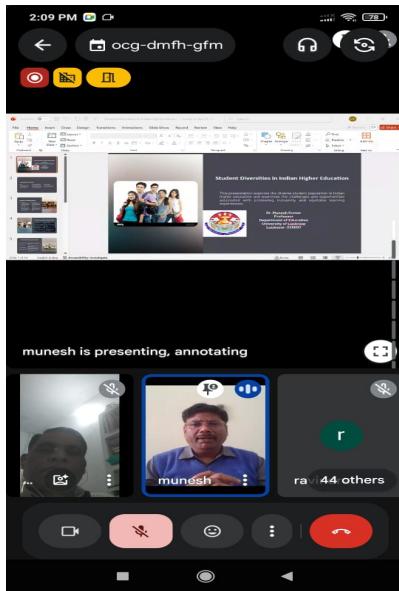
**List of the participants: 116**

**Rapporteur name: Shri Pankaj kumar Gupta**

**Designation: Assistant professor, Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

**Glimpse of the First Session,( Date: 01.12.25)**



**Date: 01.12.25**

**2<sup>nd</sup> Session (3:30 PM – 5:00 PM)**

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**Resource Person Details**

**Name of the resource person: Prof. Rajendra Prasad Das**

**Designation: (Vice Chancellor)**

**Name of Institution: VC, KKHSOU, Guwahati**

**Name of the Topic: Academic Leadership**

**Sub Topic:**

- l) Principles of leadership
- m) Academic Leadership

- n) Leadership in Educational Institutions
- o) NEP 2020
- p) Teacher as a leader

**Key points:**

- q) The five major learning theories—Connectivism, Behaviorism, Cognitivism, Constructivism, and Humanism—offer distinct perspectives on how individuals acquire, process, and apply knowledge, each emphasizing different aspects of the learning process and contributing to a comprehensive understanding of educational psychology.
- r) Leadership is defined in various ways by prominent thinkers, with Peter Drucker emphasizing that a leader is simply someone who has followers, Warren Bennis viewing it as the ability to translate vision into reality, and Bill Gates highlighting the importance of empowering others to lead in the future.
- s) Leadership styles, as outlined in the Full Range Leadership Model (FRLM), include Transformational, Transactional, Laissez-faire, Autocratic (Authoritarian), Democratic (Participative), Servant Leadership, Affiliative, Charismatic, Pacesetting, and Coaching, each representing distinct approaches to guiding and motivating teams in various organizational contexts.
- t) Expected attributes for academic leadership in academic activities include visionary leadership, strategic planning, innovative thinking, collaborative skills, effective communication, and ethical decision-making, all of which are essential for fostering a thriving academic environment.
- u) Expected attributes for academic leadership in administrative activities encompass organizational management, financial acumen, policy development, alignment with institutional goals, technology integration, risk management, human resource leadership, and collaborative partnerships, all of which are crucial for efficient and effective academic administration.
- v) Expected attributes for academic leadership in research and publication activities include a strong commitment to advancing scholarly inquiry, fostering a culture of innovation, promoting ethical research practices, facilitating interdisciplinary collaboration, and ensuring the dissemination of high-quality research outcomes through reputable platforms.
- w) The task ahead requires institutional leaders to cultivate a culture of excellence and normative values, identify and train faculty early through a structured ladder of leadership positions, and ensure that leadership roles within the institution are filled based on merit, with career progression supported by achievements in teaching, research, and professional development.

**No. of Participants joined at beginning of Session: 85**

**No. of Participants joined at ending of Session: 72**

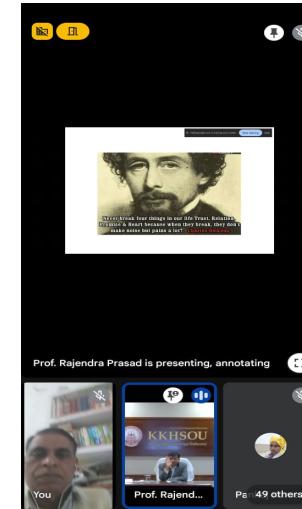
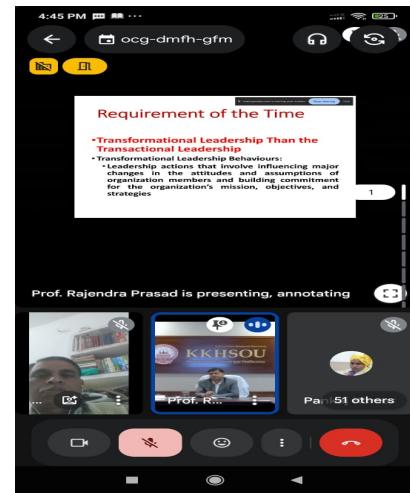
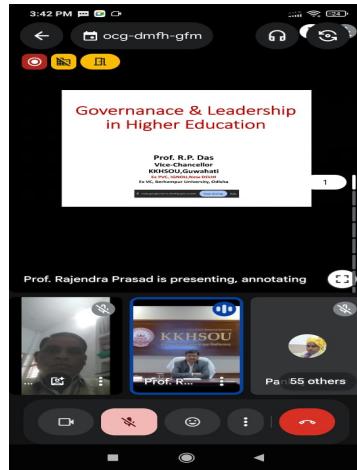
**List of the participants: 116**

**Rapporteur name: Dr. Masaud Ansari**

**Designation: Assistant professor, Department of Psychology**

**Institutions: Gandhi Mahavidyalaya, Orai**

## **Glimpse of the Second Session,( Date: 01.12.25)**



**Date: 02.12.25**

## **1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

### **Resource Person Details**

**Name of the resource person: Dr Abhishek Kumar Singh**

**Designation: (Assistant Professor)**

**Name of Institution: University of Delhi**

**Name of the Topic: ICT**

**Sub Topic:**

- g) Blended Learning
- h) Flipped Learning

- i) MOOCs
- j) Digital Infrastructure
- k) Technology enabled learning Tools
- l) Digital Repositories and management of e-resources

**Key points:**

- i. The NEP 2020 highlights the importance of utilizing technology in higher education to enhance the quality and relevance of education, expand access and equity, and foster innovation and creativity.
- j. The policy envisions the integration of technology to offer flexible, adaptive, personalized, engaging, interactive, and stimulating learning experiences for students.
- k. NEP 2020 recommends the development of strong digital infrastructure in educational institutions to facilitate blended and online learning, along with the expansion of e-learning platforms such as SWAYAM, SWAYAM Plus, DIKSHA, and MOOCs. Additionally, it advocates for the use of technologies like Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) to enhance personalized, immersive, and engaging learning experiences.
- l. MOOCs, blended learning, and flipped learning are three innovative educational approaches. MOOCs offer accessible, scalable, and affordable education worldwide. Blended learning integrates the strengths of both online and in-person learning experiences, while flipped learning optimizes classroom time for active engagement and critical thinking.
- m. There are many benefits of ICT integration which are Engagement, Collaboration and Personalization
- n. Key ICT tools for teachers include Learning Management Systems (LMS) like Google Classroom and Moodle, which are widely used for course management. Interactive boards such as SMART Boards enhance presentations and promote dynamic classroom interactions. Online assessment tools like Quizizz and Kahoot! foster student participation and engagement through interactive quizzes and assessments.
- o. Teachers must have knowledge of various digital repositories, OERs and Large learning Models (LLMs) i.e. GPT by OpenAI, Mistral by OpenAI, Gemini by Google and Llama by Meta & AI Platforms.
- p. Teachers should be adept at effectively utilizing available resources in the context of teaching, learning, development, and research. They should also be able to identify learner-centered pedagogical approaches that make these resources more interactive and personalized.

**No. of Participants joined at beginning of Session: 95**

**No. of Participants joined at ending of Session: 85**

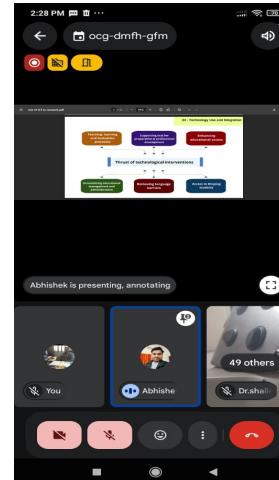
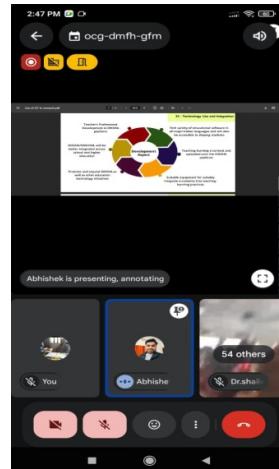
**List of the participants: 116**

**Rapporteur name: Shri Pankaj kumar Gupta**

**Designation: Assistant professor, Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

### **Glimpse of the First Session,( Date: 02.12.25)**



**Date: 02.12.25**

**2<sup>nd</sup> Session (5:45 PM – 7:15 PM)**

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#### **Resource Person Details**

**Name of the resource person: Dr. M K Shukla**

**Designation: (Assistant Professor)**

**Name of Institution: GMV,Orai ,Bundelkhand University ,Jhansi**

**Name of the Topic: Equity and Inclusion in Higher Education**

#### **Sub Topic:**

- a)Diversity
- b)Cultural diversity
- c)Inclusive class rooms
- d)Acts and policies related to Person with Disability
- e)Teacher Education for inclusive classroom

**Key points:**

- a. Diversity is an inherent characteristic of society, and as educators, it is crucial to address the diverse needs of all learners present in the classroom. The presence of diversity can significantly influence the academic achievement of students. This diversity impacts the three primary domains of learning: cognitive, affective, and psychomotor.
- b. There are numerous acts and policies in place that guide the treatment and support of disabled individuals within the classroom environment. These frameworks aim to ensure that students with disabilities are provided with equal access to education, fair treatment, and the necessary accommodations to succeed academically.
- c. These policies emphasize the importance of inclusive education and the necessity of providing reasonable accommodations to meet the diverse needs of learners with disabilities.
- d. The National Education Policy (NEP) 2020 has emphasized the importance of inclusivity and equitable education for all students, including those with disabilities. In this context, it becomes increasingly critical for teacher education programs to equip teachers with the necessary skills and knowledge to effectively teach children with disabilities.
- e. The teacher training syllabi under NCTE and RCI exhibit some similarities, particularly in general pedagogical approaches. However, while NCTE's curriculum primarily focuses on general education, RCI's syllabus is more specific to special education. RCI's course content for special education is broad, covering various disabilities, teaching methods, and psychological aspects related to children with disabilities. On the other hand, NCTE's syllabus lacks sufficient focus on specialized teaching strategies and pedagogies necessary to cater to the needs of students with disabilities.
- f. Teachers must be prepared to handle the varying needs of students with disabilities, from physical impairments to learning disabilities, autism spectrum disorders, and intellectual disabilities. Therefore, it is essential for NCTE to include a separate paper dedicated to the teaching and learning needs of children with disabilities.
- g. A dedicated paper on disability education within the NCTE curriculum will ensure that teachers develop a specialized skill set. This will include an understanding of different types of disabilities, legal frameworks like the Rights of Persons with Disabilities Act, 2016, assistive technologies, and the role of psychological and emotional support in learning. With such training, teachers will be better equipped to create personalized learning plans and foster an inclusive classroom environment.

**No. of Participants joined at beginning of Session: 95**

**No. of Participants joined at ending of Session: 89**

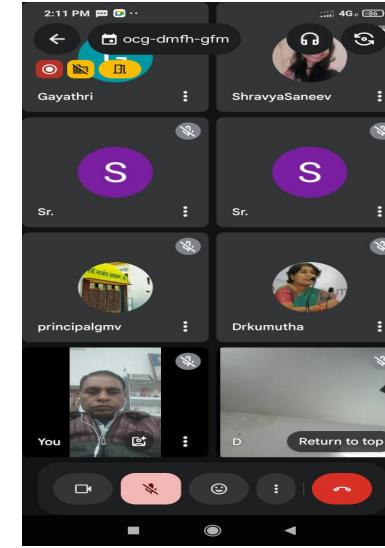
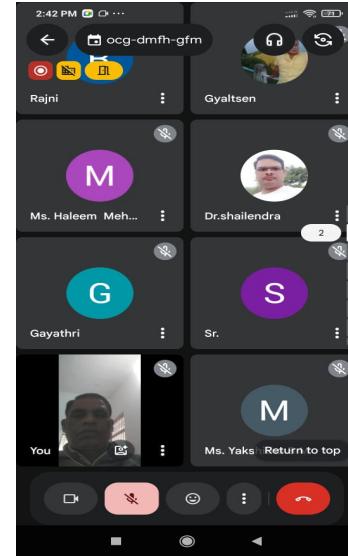
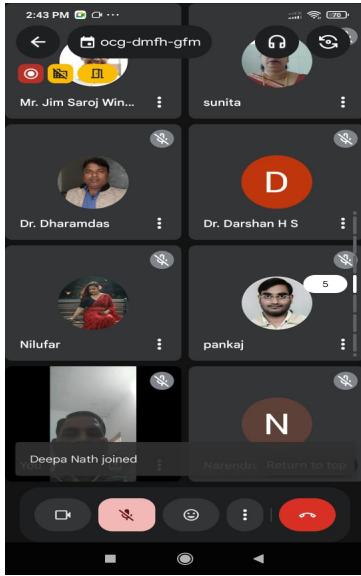
**List of the participants: 116**

**Rapporteur name: Shri Pankaj kumar Gupta**

**Designation: Assistant professor, Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

### **Glimpse of the Second Session,( Date: 02.12.25)**



**Date: 03.12.25**

**1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

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#### **Resource Person Details**

**Name of the resource person: Prof. Harikesh Singh**

**Designation: Visitor professor & Former v.c.**

**Name of Institution: J.P.University chhapara,bihar**

**Name of the Topic: Higher Education and Society**

#### **Sub Topic:**

- a) History of Education system
- b) Various commission & Committees of Higher Education
- c) Contemporary Education system
- d) Societal Involvement

e) Quality of Higher Education

**Key points:**

- a. There should be more emphasis on quality education in higher level.
- b. Teachers should be adept at effectively utilizing available resources in the context of teaching, learning, development, and research. They should also be able to identify learner-centered pedagogical approaches that make these resources more interactive and personalized.
- c. Incorporating more hands-on experiences, internships, and skill-based training into the curriculum would better equip students with the necessary competencies. These practical experiences help students develop critical thinking, problem-solving, and technical skills, which are essential for the present time.
- d. There are three roles of Higher Education Institutions which are Authentic teaching, Quality research and Extension of knowledge.
- e. Quality research must be original in nature. There are many parameter of quality research out of which some are important which are Novelty, Resolvability, Contextual relevance, Clarity, Viability of the methodology, Comprehensive knowledge and Impeccability.
- f. Total quality of Higher Education is directly correlated to the total quality of Human Environment.
- g. The main five functions of Higher Education are Optimization, Harmonization, Socialization, Humanization and Conscientization
- h. Humanization and Conscientization must be the core concept of curriculum of Higher Education.

**No. of Participants joined at beginning of Session: 90**

**No. of Participants joined at ending of Session: 85**

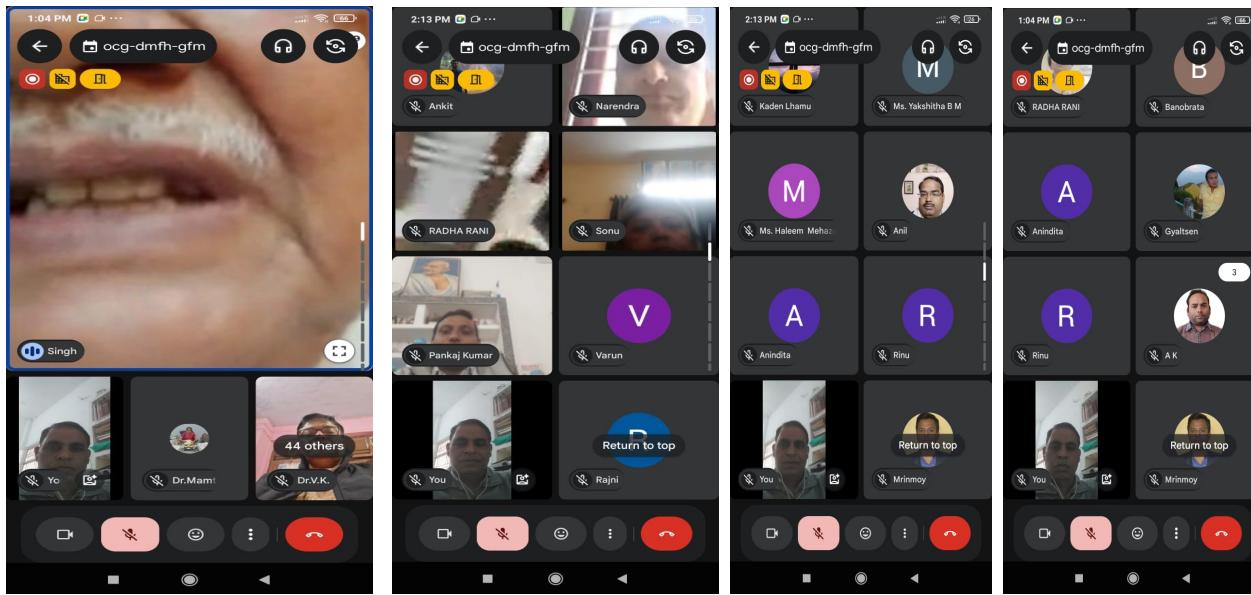
**List of the participants: 116**

**Rapporteur name: Dr. Masaud Ansari**

**Designation: Assistant professor, Department of Psychology**

**Institutions: Gandhi Mahavidyalaya, Orai**

**Glimpse of the First Session,( Date: 03.12.25)**



**Date: 03.12.25**

**2<sup>nd</sup> Session (3:30 PM – 5:00 PM)**

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#### **Resource Person Details**

**Name of the resource person: Prof. T R Bedre**

**Designation: Director MMTTC**

**Name of Institution: Dr. Harisingh Gaur University Sagar M.P**

**Name of the Topic: Multidisciplinary and Holistic Education**

#### **Sub Topic:**

- m) Multidisciplinary Education
- n) Holistic Education
- o) Philosophy and purpose of Education

- p) Ancient education system
- q) Moral and Ethics of Education
- r) Physical Education

**Key points:**

- q. Multidisciplinary education is essential for the modern education system, as it must incorporate hands-on, skill-based learning, including subjects such as arts, music, and other practical disciplines.
- r. The ancient education system serves as the foundation for the holistic, multidisciplinary approach emphasized in the NEP 2020, which focuses on the overall development of students.
- s. The shift from administrator-centric to student-centric approaches in education emphasizes the importance of holistic and multidisciplinary education, allowing students to determine the type of education they wish to pursue, fostering a paradigm shift in the learning process.
- t. The importance of pedagogy and curriculum in multidisciplinary and holistic education lies in their ability to foster an integrated learning approach that nurtures students' cognitive, emotional, and practical skills, preparing them for a well-rounded future.
- u. The NEP 2020 emphasizes the development of critical thinking skills by encouraging analytical reasoning, problem-solving, and independent thought, with multidisciplinary and holistic education playing a crucial role in fostering these abilities through an integrated and well-rounded learning approach.
- v. The curriculum and pedagogy of multidisciplinary and holistic education are designed to promote an interconnected learning experience, where diverse subjects and teaching methods are integrated to foster critical thinking, creativity, and the overall development of students.

**No. of Participants joined at beginning of Session: 87**

**No. of Participants joined at ending of Session: 80**

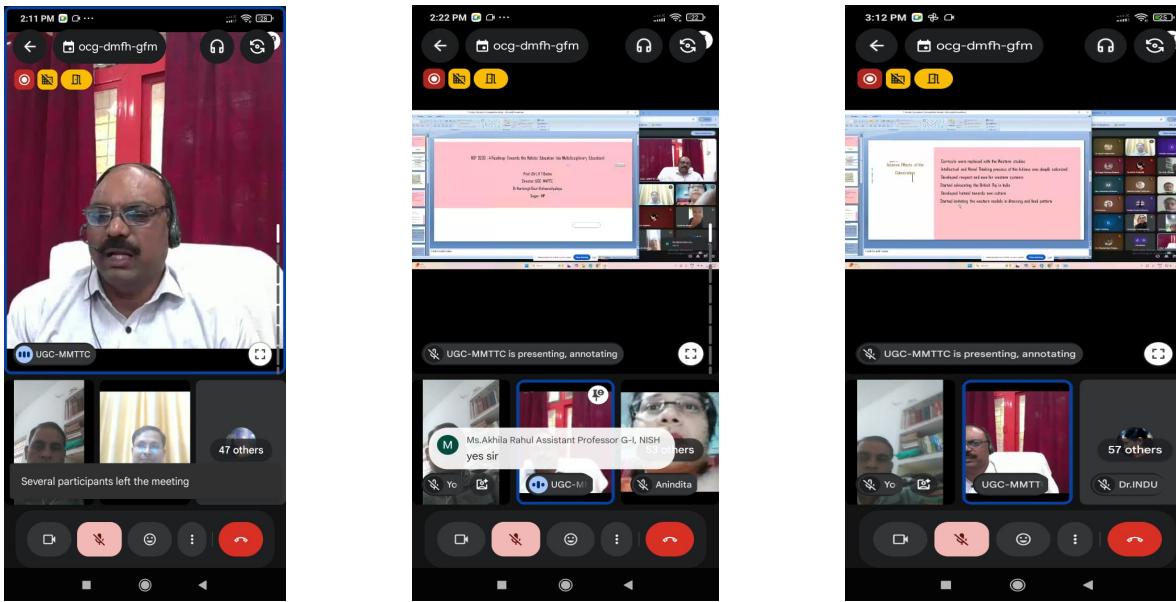
**List of the participants: 116**

**Rapporteur name: Shri Pankaj kumar Gupta**

**Designation: Assistant professor, Department of Teacher Education**

**Institutions: Gandhi Mahavidyalaya,orai.**

## Glimpse of the Second Session, (Date: 03.12.25)



**Date: 04.12.25**

**1<sup>st</sup> Session (2:00 PM – 3:30 PM)**

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### Resource Person Details

**Name of the resource person: Prof. RP Pathak**

**Designation: Senior Professor**

**Name of Institution: LBS Sanskrit University, Delhi**

**Name of the Topic: Introduction to IKS**

**Sub Topic:**

- f) Meaning of IKS
- g) Vedic Education
- h) Indian Philosophy
- i) Glory of ancient India

**Key points:**

- s) The National Education Policy 2020 envisions an India-centered education system that aims to transform the nation into an equitable and vibrant knowledge society by ensuring the provision of high-quality education to all.
- t) The integration of Indian Knowledge Systems (IKS) into higher education, as outlined in the UGC's "Guidelines for Incorporating Indian Knowledge in Higher Education" and "Guidelines for Introduction of Courses Based on Indian Heritage and Culture," has gained significant attention under the NEP 2020, marking a new frontier for academic exploration and inclusion.
- u) The NEP 2020 emphasizes the integration of India's ancient knowledge traditions and prominent scholars, advocating for their inclusion in multidisciplinary teaching and research, to foster self-confidence, respect, and decolonize the minds of the younger generation, ensuring the preservation and application of this rich heritage in contemporary education.
- v) There are misconceptions about Indian Knowledge Systems (IKS), such as associating it with mythology or religion, whereas IKS represents practical, scientifically grounded knowledge that transcends religious or non-secular boundaries, and academicians must focus on conveying its true essence for students to determine its relevance and significance.
- w) Indian Knowledge Systems (IKS) encompasses a vast array of formal and informal educational traditions, including oral, material, and spiritual knowledge, spanning various languages, dialects, and cultural practices, rooted in the ancient region of Bharatvarsha, which extends from the Himalayas to the Indian Ocean.
- x) Indian Knowledge Systems (IKS) encompasses a rich repository of manuscripts, shastras, oral traditions, folk songs, stories, handicrafts, and skills, reflecting the diverse and ancient civilization of India, which has contributed to the global knowledge pool through the coexistence of various philosophies and religions, and reveres knowledge as the purest form of enlightenment.
- y) Indian Knowledge Systems (IKS) include a vast and profound collection of texts, such as the four Vedas, Upavedas, six Vedangas, eighteen Puranas, the Itihasas (Ramayana and Mahabharata), and the six philosophical schools (Darshanas), all of which contribute to a comprehensive understanding of various domains, with the Mahabharata emphasizing the uniqueness and completeness of this knowledge.
- z) To promote Indian Knowledge Systems (IKS), academicians should engage with authentic texts, collaborate with experts in IKS and Indic studies, develop student-friendly courses in Indian languages, and adopt innovative, flexible teaching methodologies to ensure that IKS courses do not suffer the same fate as Foundation Courses or Environmental Studies.

**No. of Participants joined at beginning of Session: 85**

**No. of Participants joined at ending of Session: 81**

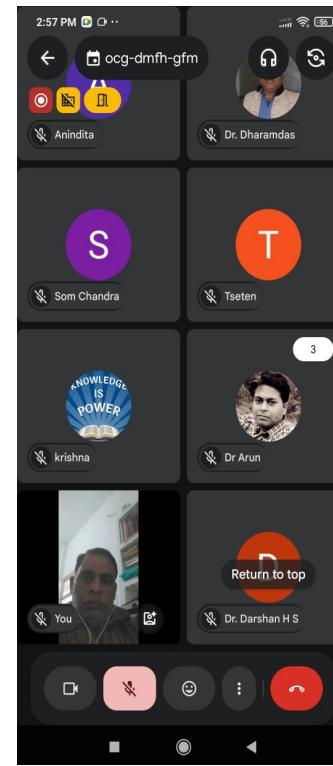
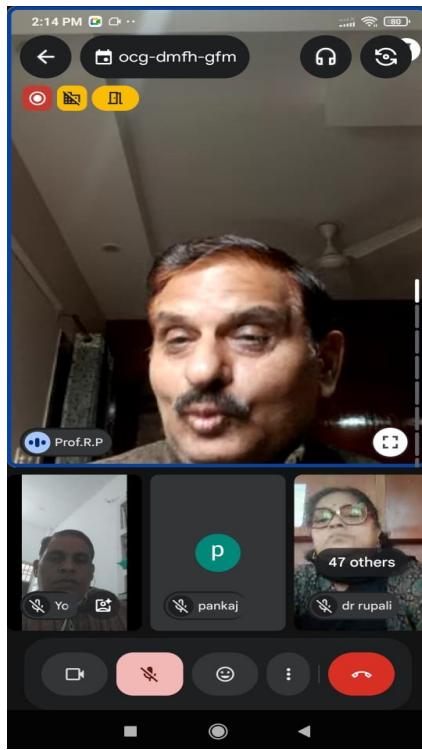
**List of the participants: 116**

Rapporteur name: Dr. Masaud Ansari

Designation: Assistant professor, Department of Psychology

Institutions: Gandhi Mahavidyalaya, Orai

### Glimpse of the First Session, ( Date: 04.12.25)



**Date: 04.12.25**

**2<sup>nd</sup> Session (3:00 PM – 5:00 PM)**

#### Resource Person Details

**Name of the resource person: Dr. Sunita Singh**

**Designation: (Professor Education)**

**Name of Institution: Faculty of Education, BHU, Varanasi**

**Name of the Topic: Metal health and stress Management**

**Sub Topic:**

1. Understanding Mental Health
2. Causes and Effects of Stress
3. Signs and Symptoms of Stress
4. Techniques for Stress Management
5. Importance of Work-Life Balance
6. Mental Health in the Workplace
7. Building Emotional Resilience

**Key points:**

- a)** Mental health can be maintained and improved through: self-care, healthy lifestyle choices, stress management, social connections, and professional support when needed.
- b)** Causes of Stress: Work-related pressures, Financial problems, Relationship issues, Major life changes, Academic pressures, Environmental factors, Personal factors
- c)** Mindfulness and meditation are powerful tools for enhancing mental health and managing stress. They involve focusing attention and awareness on the present moment in a non-judgmental way.
- d)** Effectively managing stress involves adopting strategies that help reduce stress levels and improve overall well-being. Here are some common and effective techniques:Deep Breathing Exercises:Progressive Muscle Relaxation:Physical Activity:Mindfulness and Meditation:Time Management:Healthy Lifestyle Choices:Social Support:Hobbies and Leisure Activities:Positive Thinking and Affirmations:Setting Boundaries:Learn to say no and set limits to prevent taking on too much responsibility.
- e)** Mental health in the workplace is crucial for both employee well-being and organizational success. A supportive work environment helps reduce stress, improve productivity, and foster a positive culture.

**No. of Participants joined at beginning of Session: 80**

**No. of Participants joined at ending of Session: 73**

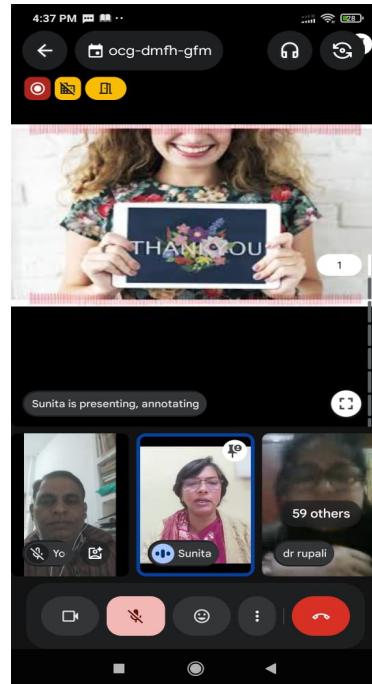
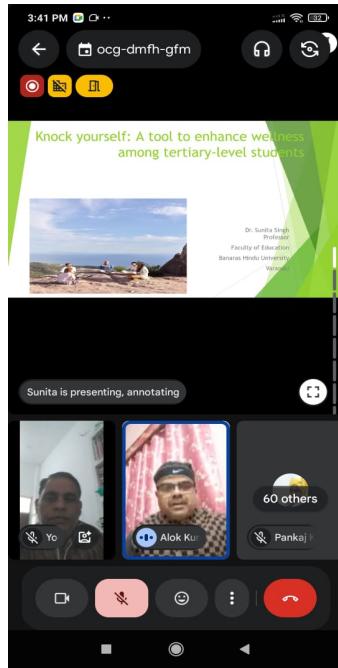
**List of the participants: 116**

**Rapporteur name: Shri Pankaj kumar Gupta**

**Designation: Assistant professor, Department of Teacher Education**

Institutions: Gandhi Mahavidyalaya, orai.

## Glimpse of the Second Session, (Date: 04.12.25)



## Valedictory Program

### NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME

Dated: 26<sup>th</sup> November – 04<sup>th</sup> December 2025 Timing 2:00 PM-5:00 PM

Organized by

Assam University, Silchar

And

Gandhi Mahavidyalaya, orai

(Date: 4<sup>th</sup> December 2025, Time: 04:30 PM – 05:00PM)

(Maximum 30 Minutes)

1. **Report of the NEP:** Prof Ajay Kumar Singh, Deputy Director UGC-MMTTC, Assam University Silchar (Time: 10 Minutes)
2. **Speech By:** Dr.Devendra Nath,Principal,Gandhi Mahavidyalaya,orai. (Time: 5 Minutes)
3. **Valedictory Speech By:** Prof. R. Balakrishnan, Director, MMTTC, Assam University, Silchar. (Time: 5 Minutes)
4. **shared experiences By :**any Two the participants-(Time: 5 Minutes)
5. **Vote of Thanks:** Dr.Mithilesh kumar shukla, Course Coordinator (Time: 5 Minutes)

### Report of the Valedictory Programme

The valedictory programme of the NEP 2020 Orientation and Awareness event marked a fitting conclusion to the ten-day academic engagement. The proceedings began with a formal address by Prof. Ajay Kumar Singh, Deputy Director of the UGC-MMTTC at Assam University, Silchar. He presented a detailed report of the programme, summarizing the key sessions, activities, and outcomes achieved during the course of the event. His presentation offered a comprehensive overview of the impact, participation, and relevance of the programme in the context of NEP 2020 implementation.

This was followed by a thoughtful and motivating address by Dr.Devendra Nath,Principal,Gandhi Mahavidyalaya,orai. In his remarks, emphasized the long-term significance of such training programmes for academic institutions and faculty development, aligning them with the core values and objectives of the National Education Policy.

The valedictory programme of the NEP 2020 Orientation and Awareness event some of the participants shared their experiences gained during the entire session.

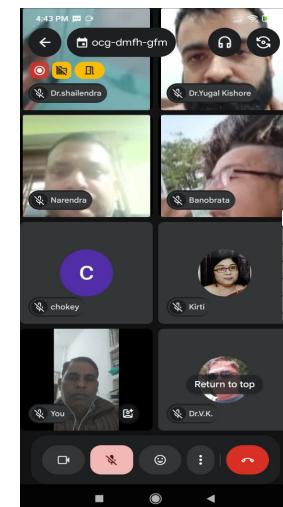
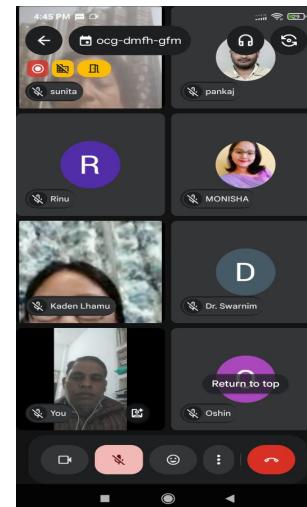
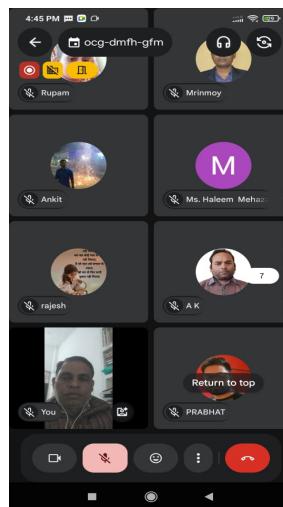
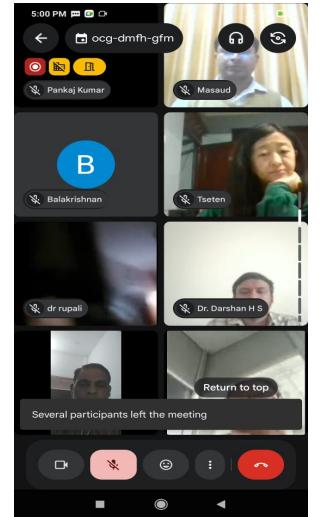
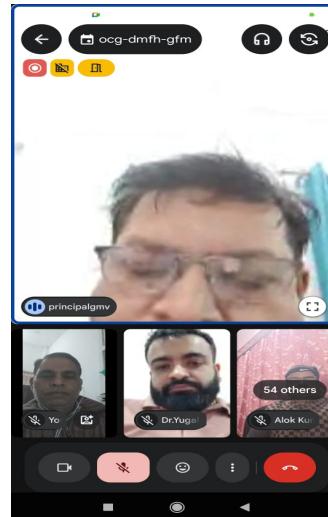
The valedictory address was then delivered by Prof. R. Balakrishnan, Director of MMTTC, Assam University, Silchar. He acknowledged the success of the collaborative effort and encouraged continued partnerships between universities to strengthen the academic ecosystem in light of NEP 2020. His concluding remarks served as both an appreciation of the work accomplished and a vision for future initiatives.

Following the addresses, Dr.Mithilesh kumar shukla, Course Coordinator, delivered the vote of thanks. He extended heartfelt gratitude to all invited

guests, dignitaries, resource persons, coordinators, participants, and technical teams for their unwavering support and contribution to the success of the programme.

## Glimpse of the Valedictory Programme

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## Registered participant

| <u>Sr.No / Name</u>             | <u>Gender</u> | <u>Mobile</u> | <u>Designation</u>  | <u>EmailID</u>                      | <u>Institute/ College Name</u>           |
|---------------------------------|---------------|---------------|---------------------|-------------------------------------|--|
| 1-Dr. Kriti Gurung              | Female        | 8016284776    | Assistant Professor | krutigurung85@gmail.com             | Namchi Government College, Kamrang       |
| 2- Dr. TAMANNA BEGAM            | Female        | 9741818555    | Assistant Professor | otamanna.begam@gmail.com            | DBS PG college kanpur                    |
| 3-Dr. Priyanka                  | Female        | 9953895969    | Associate professor | priyankaolihan@gmail.com            | Rawal Institute of Management            |
| 4- Dr. Yugal Kishore Khanal     | Male          | 9932320295    | Assistant Professor | yalgal.edu@gmail.com                | Sikkim Government College Namchi         |
| 5- Mr. Sravan Kumar Yoddi       | Male          | 6302948887    | Assistant Professor | sravankumar@josephscollege.ac.in    | St. Joseph's Degree & P.G. College       |
| 6- Miss Shiney Solomon          | Female        | 9390248430    | Assistant Professor | shinesolomon@josephscollege.ac.in   | St. Joseph's Degree & P.G. College       |
| 7- Dr. Alok Kumar Srivastava    | Male          | 9793441115    | Assistant Professor | zoozoology5877@gmail.com            | Department of Zoology DBS College Kanpur |
| 8- Mrs. Anindita Bej            | Female        | 9830617972    | Contractual         | aninditabej@sxccal.edu              | St. Xavier's College                     |
| 9-Dr. VADREVU SV KRISHNA MURTY  | Male          | 9441236120    | Other               | krishnamurty.vadrevu@gmail.com      | NA                                       |
| 10-Mrs. Barsha Roy              | Female        | 8051407803    | Assistant Professor | barsha9@gmail.com                   | NA                                       |
| 11- Mr. Sajendra Kumar Singh    | Male          | 9792749660    | Assistant Professor | sajendrarsingh7780@gmail.com        | Gautam Teachers Training College         |
| 12- Dr. Dr.Bidyananda Borkakoty | Male          | 9101585429    | Other               | bidyanandaborkakoty0@gmail.com      | NA                                       |
| 13-Dr. RADHA RANI SRIVASTAVA    | Female        | 9415169801    | Assistant Professor | radharani171965@gmail.com           | NA                                       |
| 14- Miss subitcha               | Female        | 9597603529    | Assistant Professor | subitcha.r@kprcas.ac.in             | KPR College of Arts Science and Research |
| 15- Mrs. poornachandrika        | Female        | 9159194899    | Assistant Professor | poornachandrika.k@kprcas.ac.in      | KPR College of Arts Science and Research |
| 16- Miss PRIYATHARSHINI         | Female        | 8675651961    | Assistant Professor | priyatharshini.k@kprcas.ac.in       | KPR College of Arts Science and Research |
| 17- Dr. BANOBRATA ADITYA        | Male          | 9401133142    | Assistant Professor | banobrataaditya@gmail.com           | Swami Vivekananda College                |
| 18- Miss Saranya S              | Female        | 9500792336    | Assistant Professor | saranyaubramanian046@gmail.com      | KPR College of Arts Science and Research |
| 19- Dr. Kokila                  | Female        | 8940297861    | Assistant Professor | kokila.n@kprcas.ac.in               | KPR College of Arts Science and Research |
| 20- Dr. K.Jothi                 | Female        | 9788120370    | Professor           | jothikrishnasamydr@gmail.com        | KPR College of Arts Science and Research |
| 21- Mrs. V Laasya Madhukar      | Female        | 9989968921    | Assistant Professor | laasyamadhukar@josephscollege.ac.in | St. Joseph's Degree & P.G. College       |
| 22- Dr. Shailendra kumar        | Male          | 9386519618    | Assistant Professor | shailendrakumar1289@gmail.com       | NA                                       |
| 23- Miss Jenifa Parbin          | Female        | 6002498511    | Assistant Professor | jenifaparbin227@gmail.com           | Sapatgram College                        |
| 24- Miss Monisha Borah          | Female        | 9365894078    | Assistant Professor | monishaborah9@gmail.com             | Sapatgram College                        |
| 25- Dr. Arun singh singh        | Male          | 8005478182    | Assistant Professor | arunsingh50@gmail.com               | NA                                       |
| 26- Mr. Shashikant Verma        | Male          | 7979831707    | Assistant Professor | shashikantprakash32@gmail.com       | D. P. Singh Institute of Education       |
| 27- Dr. Prema                   | Female        | 9865308381    | Associate professor | prems6@gmail.com                    | KPR College of Arts Science and Research |
| 28- Mrs. Sadhana Singh          | Female        | 9470229669    | Assistant Professor | sudhanakumar5@gmail.com             | NAGEENA RAMDHYAN SHIKSHAK SHIKSHA MA     |
| 29- Dr. INDRA PRIYA M           | Female        | 9361123743    | Assistant Professor | indrakpr12@gmail.com                | KPR College of Arts Science and Research |

|                                       |        |            |                     |   |  |
|---------------------------------------|--------|------------|---------------------|---|--|
| 30-Dr. THAVAMANI - K.K.               | Female | 9750669996 | Associate professor | thavamani@gmail.com   | NA   |
| 31- Dr. Narendra Kharel               | Male   | 9832526431 | Associate professor | nen_kharel@yahoo.com  | Sikkim Government College, Burtuk              |
| 32- Dr. Akanksha Bakshi               | Female | 7018708976 | Assistant Professor | akanksha@eternaluniversity.edu.in                                 | NA   |
| 33- Mr. Ankit Kumar Agarwal           | Male   | 6200635911 | Assistant Professor | amliya.ankit2511@gmail.com  | KPR College of Arts Science and Research       |
| 34 -Dr. KUMUTHADEVI K                 | Female | 9659089976 | Professor           | drkumuthadevi@gmail.com   | KPR College of Arts Science and Research       |
| 35- Mr. JONMEJOY TAMULY               | Male   | 8790490714 | Assistant Professor | utamuly@gmail.com   | St. Joseph's Degree & P.G. College             |
| 36- Dr. Dr. Anuradha Meda             | Female | 9618034753 | Assistant Professor | anuradha@josephscollege.ac.in                                     | NA   |
| 37-Mrs. Gayathri                      | Female | 7299661507 | Assistant Professor | gayathri@josephscollege.ac.in                                     | St. Josephs Degree and PG College              |
| 38-Dr. Sheela                         | Female | 8547346298 | Assistant Professor | sheela@josephscollege.ac.in                                       | St. Joseph's Degree & P.G. College             |
| 39-Miss Shravya Saneev Merugu         | Female | 8826881258 | Assistant Professor | shravyasaneevmerugu@josephscollege.joseph's Degree & P.G. College |  |
| 40-Mrs. SUMANA BHUVAKAR               | Female | 9290133709 | Assistant Professor | sumanapsy@gmail.com   | St. Joseph's Degree and PG College             |
| 41-Mr. ANOWAR HUSSAIN                 | Male   | 8876841664 | Assistant Professor | nowarh1664@gmail.com  | Juria College,PO, Fakuli Pather, Nagaon, Assam |
| 42-Dr. Som Chandra Chauhan            | Male   | 9450846459 | Assistant Professor | ruhansomchandra@gmail.com   | NA   |
| 43-Mr. Srujan Mittapelli              | Male   | 6302463003 | Research Scholar    | 24mbph08@uohyd.ac.in  | NA   |
| 44-Dr. Mamta Agarwal                  | Female | 9532915551 | Assistant Professor | mamtagarwal767@gmail.com  | GANDHI MAHAVIDYALAYA, ORAI                     |
| 45-Dr. Dr.Babu Lal Meena              | Male   | 9982565451 | Professor           | meenaji5451@gmail.com   | NA   |
| 46-Dr. Ravindra kumar tripathi        | Male   | 9450042078 | Assistant Professor | rindratripathigmv@gmail.com                                       | NA   |
| 47-Dr. TSETEN UDEN BHUTIA             | Female | 9647714443 | Assistant Professor | igojojo@gmail.com   | SIKKIM GOVERNMENT COLLEGE, BURTUK              |
| 48-Mr. Chandrika Prasad Yadav         | Male   | 8936049217 | Assistant Professor | yadav2012@gmail.com   | Gautam Teachers Training College               |
| 49-Dr. Kanchan Dixit                  | Female | 9506221684 | Assistant Professor | chanagnihotri@gmail.com   | GANDHI MAHAVIDYALAYA                           |
| 50-Dr. vineet kumar chaturvedi        | Male   | 8874123222 | Assistant Professor | chaturvedi1979@gmail.com  | KALPI COLLEGE, KALPI                           |
| 51-Dr. Masaud Ansari                  | Male   | 9621791122 | Assistant Professor | saudazhar@gmail.com   | Gandhi Mahavidyalaya, Orai                     |
| 52-Mr. Rajeshwar Pratap Singh         | Male   | 9110039004 | Assistant Professor | pratapsingh.1979@gmail.com  | Gautam Teachers Training College               |
| 53-Dr. Dr. Amit Kumar                 | Male   | 9504268268 | Associate professor | itkrmahua@gmail.com   | Gautam Teachers Training College               |
| 54-Dr. Sandeep Kumar Shrivastava      | Male   | 9473846164 | Assistant Professor | deepshri287@gmail.com   | GANDHI MAHAVIDYALAYA, ORAI                     |
| 55-Dr. Sunita Gupta                   | Female | 9452544084 | Assistant Professor | sunita6166@gmail.com  | Gandhi mahavidyalaya                           |
| 56-Mr. Pankaj Barnwal                 | Male   | 8604447184 | Assistant Professor | pankajecc87@gmail.com   | NA   |
| 57-Dr. Chokey Namgyal Bhutia          | Female | 8972474980 | Assistant Professor | keynamgyal@gmail.com  | Sikkim govt college burtuk                     |
| 58-Dr. Kirti Purwar                   | Female | 9453410991 | Assistant Professor | tipurwar20@gmail.com  | KALPI COLLEGE, KALPI                           |
| 59-Mr. dalvir singh                   | Male   | 9450293091 | Associate professor | dvirs65@gmail.com   | GANDHI MAHAVIDYALAYA, ORAI                     |
| 60-Mr. Pankaj Kumar Gupta             | Male   | 9450345195 | Assistant Professor | pankajkumarg511@gmail.com   | GANDHI MAHAVIDYALAYA, ORAI                     |
| 61-Dr. Dharmendra kumar               | Male   | 8858855458 | Assistant Professor | dkumarorai@gmail.com  | GANDHI MAHAVIDYALAYA, ORAI                     |
| 62-Dr. Dr.Arun prakash krishana vimal | Male   | 9026965596 | Assistant Professor | avml@gmail.com  | GANDHI MAHAVIDYALAYA, ORAI                     |
| 63-Dr. SUFIA                          | Female | 9889884047 | Professor           | sufia01zaidi@gmail.com  | PAHALVAN GURUDEEN MAHILA MAHAVIDYALAYA         |
| 64-Dr. SONU SRIVASTAVA                | Female | 7523979639 | Professor           | SONUSRIVASTAVA31575@GMAIL.COM                                     | SUDARSHAN DEGREE COLLEGE, BAANSI               |
| 65-Dr. SALLAN ALI                     | Male   | 9532315012 | Assistant Professor | SALLANITP@GMAIL.COM   | PAHALVAN GURUDEEN MAHILA MAHAVIDYALAYA         |
| 66-Mr. AMRENDRA KUMAR LAL             | Male   | 9455595939 | Assistant Professor | ALBLP@GMAIL.COM   | SUDARSHAN DEGREE COLLEGE, BAANSI               |

|                                     |        |            |                     |                                  |  |
|-------------------------------------|--------|------------|---------------------|----------------------------------|--|
| 67-Dr. PRAKASH YADAV                | Male   | 8354031384 | Assistant Professor | prakashyadav1234567890@gmail.com | SUDARSHAN DEGREE COLLEGE, BAANSI                   |
| 68-Dr. Swarnim Subba                | Female | 9735985876 | Assistant Professor | swarburtuk@gmail.com             | Sikkim Government College, Burtuk                  |
| 69-Dr. Mithilesh Kumar Shukla       | Male   | 7309311231 | Assistant Professor | shuklamlk78@gmail.com            | NA   |
| 70-Mrs. BINDHYA CHETTRI             | Female | 7551002831 | Assistant Professor | bindhya.chettri85@gmail.com      | Sikkim Government College, Burtuk                  |
| 71-Mrs. Kaden Lhamu Bhutia          | Female | 7866995260 | Assistant Professor | denbhutia86@gmail.com            | Sikkim Government College, Burtuk                  |
| 72-Miss Yakshitha B M               | Female | 9746181168 | Other               | yakshitha.bm@nitte.edu.in        | Nitte Institute of Speech and Hearing              |
| 73-Mrs. Rinu Thapa                  | Female | 9832864440 | Assistant Professor | rinuthapa15@gmail.com            | Sikkim Government College, Burtuk                  |
| 74-Mrs. Rajani Pradhan              | Female | 8001914444 | Assistant Professor | rajni.pradhan32@gmail.com        | Sikkim Government College, Burtuk                  |
| 75-Dr. Dr. Gyaltsen Tshering Bhutia | Male   | 8670361909 | Assistant Professor | mickpa@gmail.com                 | NA   |
| 76-Mr. Rajesh Kumar Singh           | Male   | 9140999042 | Research Scholar    | rajeshksingh4774@gmail.com       | NA   |
| 77-Dr. Oshin Ansari                 | Female | 8601814859 | Assistant Professor | oshin2408@gmail.com              | Arya Kanya PG. College Jhansi                      |
| 78-Dr. CHARAN KUMAR GANTEDA         | Male   | 7396793773 | Assistant Professor | charankumarganteda13@gmail.com   | klef   |
| 79-Miss Himasri Kalita              | Female | 8753967027 | Assistant Professor | imasri.chy@aec.ac.in             | Assam Engineering College                          |
| 80-Dr. Dr. Baranipriya A            | Female | 8760525020 | Assistant Professor | baranipriya27@gmail.com          | Sri Ramakrishna College of Arts & Science          |
| 81-Miss SUSHMITA DAIMARY            | Female | 9101025264 | Assistant Professor | sushmita.chy@aec.ac.in           | Assam Engineering College                          |
| 82-Dr. Ajir Bihari Chaubey          | Male   | 9412426341 | Professor           | chaubeyab@gmail.com              | S.R.K (PG) COLLEGE ,FIROZABAD                      |
| 83-Dr. Mrinmoy Roy                  | Male   | 8778544928 | Assistant Professor | mrinmoy.73.roy@gmail.com         | Vignan's Foundation for Science, Technology & A.P. |
| 84-Mrs. KUMARI RUPAM                | Female | 8287055216 | Assistant Professor | gramkri33@gmail.com              | Bhuvan Malti College of Education                  |
| 85-Mr. PRABHAT KUMAR                | Male   | 7390095439 | Assistant Professor | prabhatkool90@gmail.com          | Bhuvan Malti College of Education                  |
| 86-Dr. Vivekanand Pandey            | Male   | 7905119353 | Assistant Professor | vivek pandey2111@gmail.com       | NA   |
| 87-Dr. Charankumar Ganteda          | Male   | 7396793773 | Other               | drcharankumar.ganteda@gmail.com  | NA   |
| 88-Mr. SNEHASIS SINHA ROY           | Male   | 8328780901 | Associate Professor | snehasisroy338@gmail.com         | NA   |
| 89-Dr. ANIL KEWAT                   | Male   | 7999021033 | Assistant Professor | anil.kewat2007@gmail.com         | ABS ACADEMY OF SCIENCE,TECHNOLOGY AND              |
| 90-Dr. DHARAMDAS KUMHAR             | Male   | 9450040167 | Assistant Professor | prajapatibu@gmail.com            | NA   |
| 91-Dr. Anitha Marina COlaco         | Female | 7259149568 | Associate Professor | anithamp81@nitte.edu.in          | NA   |
| 92-Mr. Varun Awasthi                | Male   | 6267341010 | Assistant Professor | varun.awasthi@aft.edu.in         | NA   |
| 93-Dr. Abinash Suklabaidya          | Male   | 8133942554 | Assistant Professor | abinash_80@rediffmail.com        | NA   |
| 94-Mrs. Haleem Mehazabeen Ullal     | Female | 9035660780 | Other               | haleem.mehazabeen@nitte.edu.in   | Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya   |
| 95-Mr. Jim Saroj Winston            | Male   | 7411195381 | Assistant Professor | saroj@nitte.edu.in               | Nitte Institute of Speech and Hearing              |
| 96-Miss Bennet Elsa Joseph          | Female | 9967750287 | Assistant Professor | benettelsa@nitte.edu.in          | Nitte Institute of Speech and Hearing              |
| 97-Dr. Anamika Chakraborty          | Female | 8917572072 | Associate Professor | anamikamon4321@gmail.com         | Nitte Institute of Speech and Hearing              |
| 98-Miss Akhila Rahul                | Female | 7411811547 | Assistant Professor | akhila.rahal@nitte.edu.in        | Gurucharan University                              |
| 99-Dr. Darshan H S                  | Male   | 7204131907 | Assistant Professor | darshan.hs@nitte.edu.in          | Nitte Institute of Speech and Hearing              |
| 100-Mr. RAJA G                      | Male   | 9600572422 | Assistant Professor | jadeestiny22@gmail.com           | Nitte Institute of Speech and Hearing              |
| 101-Dr. Rupali Majumder             | Female | 7099762554 | Associate Professor | rupalimdkgc@gmail.com            | TAKSHASHILA UNIVERSITY                             |
| 102-Miss NILUFAR RAHMAN             | Female | 7896745375 | Other               | nilufar.rahman786@gmail.com      | Manohari Devi Kanoi Girls' College                 |
| 103-Dr. KESHAB LUITEL               | Male   | 7002339725 | Assistant Professor | shavluitel@gmail.com             | Manohari Devi Kanoi Girls' College, Dibrugarh      |

|                                     |        |            |  |  |
|-------------------------------------|--------|------------|--|--|
| 104-Dr. UTTAM PALUYA                | Male   | 7002715079 | Assistant Professor <a href="mailto:uttmpaluya12345@gmail.com">uttmpaluya12345@gmail.com</a>       | Gurucharan College, Silchar              |
| 105-Miss Nayana Goswami             | Female | 9613075602 | Assistant Professor <a href="mailto:nayanagoswami17@gmail.com">nayanagoswami17@gmail.com</a>       | GURUCHARAN COLLEGE, SILCHAR              |
| 106-Mrs. Prathyusha Meenavalli      | Female | 9177652222 | Assistant Professor <a href="mailto:prathyuresearch@gmail.com">prathyuresearch@gmail.com</a>       | Cachar College, Silchar                  |
| 107-Dr. Begum Ayesha Sultana Laskar | Female | 8256820360 | Assistant Professor <a href="mailto:ayeshalaskar1982@gmail.com">ayeshalaskar1982@gmail.com</a>     | NA                                       |
| 108-Mr. Abdul Baten                 | Male   | 9854260241 | Assistant Professor <a href="mailto:atenabdul786@gmail.com">atenabdul786@gmail.com</a>             | Gurucharan University ,Silchar Assam     |
| 109-Dr. Haris U                     | Male   | 9495531705 | Assistant Professor <a href="mailto:harisummath@gmail.com">harisummath@gmail.com</a>               | Laluk College                            |
| 110-Mrs. REJIMOL C.S                | Female | 9847099622 | Assistant Professor <a href="mailto:rejimolcherukunnel@gmail.com">rejimolcherukunnel@gmail.com</a> | KAHM Unity Women's College, Manjeri      |
| 111-Mr. M GOVERDHANA REDDY          | Male   | 9908049522 | Assistant Professor <a href="mailto:gova2015@gmail.com">gova2015@gmail.com</a>                     | MPMM SN TRUSTS COLLEGE SHORANUR          |
| 112-Miss ANKITA DEB                 | Female | 6001723744 | Assistant Professor <a href="mailto:ankitadeb333@gmail.com">ankitadeb333@gmail.com</a>             | SCHOOL OF BUSINESS , ADITYA UNIVERSITY   |
| 113-Dr. Deepa Nath                  | Female | 9435075884 | Assistant Professor <a href="mailto:deepa.nath@gmail.com">deepa.nath@gmail.com</a>                 | Monmohan Ghosh Anil Das Memorial College |
| 114-Mr. PHURPA TSERING BAPPU        | Male   | 7005763791 | Assistant Professor <a href="mailto:phurpaji1993@gmail.com">phurpaji1993@gmail.com</a>             | Gurucharan College                       |
| 115-Dr. Debasish Biswas             | Male   | 9836358741 | Assistant Professor <a href="mailto:biswas191@gmail.com">biswas191@gmail.com</a>                   | VIVEKANANDA KENDRA COLLEGE OF TEACHER    |
| 116- Mr.Pankaj kumar singh          | Male   |            |  | Ramnagar College                         |

### PRESS NOTE

गांधी महाविद्यालय उर्द्द और असम केंद्रीय विश्वविद्यालय , सिलचर के मदन मोहन मालवीय शिक्षक प्रशिक्षण केंद्र के संयुक्त तत्वावधान में आठ दिवसीय एन ई पी ओरिएंटेशन एवं सेंसिटाइजेशन प्रोग्राम दिनांक 26 नवम्बर,2025 से शुरू होकर 4 दिसंबर,2025 तक चला। प्रथम दिवस में उद्घाटन सत्र में एम,एम, टी,सी, असम के डायरेक्टर प्रो आर बालाकृष्णन और डिप्टी डायरेक्टर प्रो अजय कुमार सिंह और गांधी महाविद्यालय के प्राचार्य डॉ देवेन्द्र नाथ जी उद्घोषन के पश्चात प्रत्येक दिन कार्यक्रम संयोजक डॉ मिथिलेश कुमार शुक्ल, असिस्टेंट प्रोफेसर, गांधी महाविद्यालय के नेतृत्व में भारत देश के विभिन्न विश्वविद्यालयों के गणमान्य विद्वानों द्वारा कुल 16 प्रमुख व्याख्यान कराए गए। इस कार्यक्रम में कुल 116 प्रतिभागियों ने रजिस्ट्रेशन कराया, जिसमें उत्तर प्रदेश, बिहार, राजस्थान, हरियाणा, सिक्किम, आसाम, और तमिलनाडु सहित कुल सात राज्यों के विभिन्न विश्वविद्यालयों से प्रतिभागी रजिस्टर हुए और सभी को राष्ट्रीय शिक्षा नीति 2020 के कुल आठ कोर विषयों में ओरिएंटेशन (अभिमुखीकरण ) किया गया। अंत में सभी प्रतिभागियों ने फीडबैक एवं मूल्यांकन गूगल फॉर्म के द्वारा प्रस्तुत किया। कार्यक्रम संयोजक डॉ शुक्ल ने बताया कि असेसमेंट के पश्चात सभी प्रतिभागियों को प्रमाणपत्र जारी किया जाएगा, जिसकी वैधता फैकल्टी डेवलेपमेंट के बराबर होती है जो शिक्षक प्रमोशन में कारगर होती है। इस प्रोग्राम में गांधी महाविद्यालय के भी कई आचार्य के साथ साथ बुंदेलखण्ड विश्वविद्यालय के विभिन्न महाविद्यालयों के भी तकरीबन 20 से अधिक आचार्य भी प्रतिभाग किए।

## **PRESS RELEASE**

(Dianik Aaj; Kanpur Edition ,7-12-2025 )

### **प्रशिक्षण में 116 प्रतिभागियों ने कराया पंजीकरण**

उर्द्द। गांधी महाविद्यालय उर्द्द व असम केंद्रीय विश्वविद्यालय सिलचर के मदन मोहन मालवीय शिक्षक प्रशिक्षण केंद्र के संयुक्त तत्वावधान में आठ दिवसीय एनईपी ओरिएंटेशन प्रोग्राम का आयोजन किया गया। इसमें एमएमटीसी असम के डायरेक्टर प्रो के बालाकृष्णन, डिप्टी डायरेक्टर प्रो अजय कुमार सिंह व गांधी महाविद्यालय के प्राचार्य डॉ देवेंद्र नाथ ने नई शिक्षा नीति के बारे में जानकारी दी। कार्यक्रम में 116 प्रतिभागियों ने पंजीकरण कराया। कार्यक्रम संयोजक डॉ मिथ्लेश कुमार शुक्ल ने बताया कि मूल्यांकन के बाद सभी प्रतिभागियों को प्रमाणपत्र जारी किया जाएगा। (संवाद)

**THANK YOU**