

Event Report

NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME (Equivalent to One Week FDP)



Date: February 5th – 14th, 2025
Timing 6 PM-9 PM



Organized by
Assam University, Silchar and The ICFAI University Tripura
Under the Aegis of
Malaviya Mission Teacher Training Center (MMTTC), Assam
University
And
IQAC, The ICFAI University Tripura

Prepared By
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Course Coordinator
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The ICFAI University Tripura

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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.

As like as the previous FDP, present one also covered the following themes:

- 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 systems 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.

In line with the above objectives, the IQAC of The ICFAI University Tripura under the Aegis of Malaviya Mission Teacher Training Center (MMTTC), Assam University organized an online NEP Orientation and Sensitization Programme from 5th to 14th February 2025.

Basic Information and Registration Process



About MMTTC- 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 (PMMNMTT) 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.

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Organized Jointly By
ASSAM UNIVERSITY, SILCHAR
and
THE ICAFI UNIVERSITY TRIPURA

Under the Aegis of Malaviya Mission Teacher Training Center (MMTTC), Assam University, Silchar And IQAC, The ICAFI University Tripura

COURSE CODE: 005-2025-FEB-A-03077




THE ICAFI UNIVERSITY TRIPURA: AT A GLANCE


The ICAFI University Tripura was established in 2004 through an Act of State Legislature (Tripura Act 8 of 2004). The University is recognised by the UGC and accredited by NAAC. It currently offers 59 undergraduate and postgraduate courses in 10 disciplines.

The University is a premier institution in North-East India, is fuelled by its unwavering mission to empower students with the knowledge, skills, and values essential for thriving in today's ever-evolving world. With a forward-thinking approach to education, the University shapes future leaders, equipping them to excel in their chosen fields and navigate the complexities of the modern global landscape.

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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). The ICAFI University Tripura has adopted these regulations for its various programs in Science, Arts, and Commerce, with a focus on catering to diverse student needs and preparing them for a variety of professional paths.

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.



MALAVIYA MISSION TEACHER TRAINING PROGRAMME

COURSE CODE: MMC-005-2025-FEB-A-03077

DATE: 05th Feb - 14th Feb 2025

TIME: 6 PM TO 9 PM

MODE: GOOGLE MEET (ONLINE)

NO REGISTRATION FEE REQUIRED

ALSO APPLICABLE FOR CAS

LAST DATE OF APPLY: 04/02/2025

COURSE COORDINATOR

DR. DILIP NATH
Email: dilipnath@iutripura.edu.in
Mob: 9436475844

WHO CAN APPLY?

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/Index> 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 log in.
3. After logging in, you'll be prompted to create a new password.
4. Once this step is completed, log in again and proceed to select your state as Assam, center as Assam University, Silchar, Month as January and click on Search button.
5. Upload you signed and Stamped NOC.
6. You can select Training Programme (MMC-005-2025-FEB-A-03077) 05-02-2025 to 14-02-2025 and Click Participate button.

For NOC format, kindly scan the QR code below.



Chief Patron

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

Prof. (Dr.) Biplab Halder, Hon'ble Vice Chancellor, The ICFAI University Tripura, Agartala

Director, UGC- MMTTC, Assam university, Silchar

Prof. R. Balakrishnan, Educational Service, Assam University, Silchar, Assam

Co-Coordinator, UGC- MMTTC, Assam university, Silchar

Prof. Ajay. Kr. Singh, Educational Service, Assam University, Silchar, Assam



Assam University, Silchar



ICFAI UNIVERSITY,TRIPURA (IUT)

For any technical support regarding the registration, kindly contact
Maksud Ahmed: 8638104377
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Inaugural Program
NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME

Dated: 05th Feb – 14th Feb 2025 Timing 6 PM-9 PM

Organized by

Assam University, Silchar and The ICFAI University Tripura

(Date: 05th FEB 2025, Time: 5:30 PM – 6PM) (Maximum 30 Minutes)

- 1. Welcome Speech & about the Programme: *Prof. Ajay Kumar Singh***, Deputy Director UGC-MMTTC, Assam University Silchar (Time: 7 Minutes)
- 2. Speech by: *Prof.(Dr.) Bipla Halder***, Hon'ble Vice Chancellor, The ICFAI University Tripura, Agartala. (Time: 7 Minutes)
- 3. Speech by: *Dr. A. Ranganath***, Registrar, The ICFAI University Tripura (Time 5 Minutes)
- 4. Speech by: *Prof. R. Balakrishnan***, Director, MMTTC, Assam University, Silchar. (Time: 7 Minutes)
- 5. Vote of Thanks: *Dr Dilip Nath***, Course Coordinator (Time: 3 Minutes)

Thematic Area and the Speakers

Thematic Area	Speaker
1. Indian Knowledge System-	<p>(i) Prof Harikesh Singh, Former Vice-Chancellor, Jai Prakash Narayan University, Chapra, Saran (Bihar) India</p> <p>(ii) Prof. Ramesh Chandra Tiwari, Senior Professor of Mizoram University</p>
2. Holistic and Multi-Disciplinary Education	<p>(i) Prof. (Dr.) Prasenjit Dasgupta, Sr. Professor, The ICFAI University Tripura.</p> <p>(ii) Prof. Parmod Kumar, Head, Department of Teacher Education, Central University of Haryana</p>
3. Academic Leadership, Governance and Management	<p>(i) Prof. (Dr.) Subhasish Chatterjee, Dean, Academic Affairs, The ICFAI University Tripura.</p> <p>(ii) Prof. Niranjana Roy, Department of Economics, Assam University, Silchar</p> <p>(iii) Prof. Kalpalata Pandey, Former V.C., Jana Nayak Chandrasekhar University, Ballia, UP.</p> <p>(iv) Prof. Raj Sharan Sahi, Dean, School of Education, Babasaheb Bheemrao Ambedkar University (BBAU), Lucknow</p>
4. Student Diversity and Inclusive Education	<p>(i) Dr. Sashpra Chakrabarty, Associate Professor and Head of the Department of Education at Tezpur University in Tezpur, Assam.</p>
5. Research and Development	<p>(i) Prof. (Dr.) Dhananjoy Datta, Dean, R&D, The ICFAI University Tripura</p>
6. Higher Education and society	<p>(i) Prof. (Dr.) A. Ranganath, Registrar, The ICFAI University Tripura</p> <p>(ii) Prof. Anindya Syam Choudhury, Assam university Silchar</p>
7. Information and Communication Technology	<p>(i) Prof. (Dr.) Swarnali Nath Choudhury, Dean, Placement, The ICFAI University Tripura</p>
8. Skill Development	<p>(i) Prof. Kalpalata Pandey, Former V.C., Jana Nayak Chandrasekhar University, Ballia, UP.</p> <p>(ii) Prof. Debomalya Ghosh, Assam University, Silchar</p>

Technical Sessions Schedule

Date	Session	Resource Person	Rapporteur
05/02/2025	6.00PM to 7:30PM	Prof Harikesh Singh	Debasmita Biswas
	7:30PM to 9:00 PM	Prof. Niranjan Roy	Abhijit Deb
06/02/2025	6.00PM to 7:30PM	Prof Harikesh Singh	Debasmita Biswas
	7:30PM to 9:00 PM	Prof. Ramesh Chandra Tiwari	Abhijit Deb
07/02/2025	6.00PM to 7:30PM	Prof. (Dr.) Prasenjit Dasgupta	Aparajita Das
	7:30PM to 9:00 PM	Dr. SashapraChakrawarty	Papiya Chakma
08/02/2025	6.00PM to 7:30PM	Prof. (Dr.) A. Ranganath	Parthiba Das
	7:30PM to 9:00 M	Prof. Parmod Kumar	Tanmayee Datta
10/02/2025	6.00PM to 7:30PM	Prof. Kalpalata Pandey	Pritam Roy
	7:30PM to 9:00 PM	Prof. Raj Sharan Sahi	Pritam Roy
11/02/2025	6.00PM to 7:30PM	Prof. Kalpalata Pandey	Nabaraj Bhowmik
	7:30PM to 9:00 PM	Prof. DebomalyaGhose	Nabaraj Bhowmik
12/02/2025	6.00PM to 7:30PM	Prof. (Dr.) SwarnaliNath Choudhury	Sankha subhra Deb
	7:30PM to 9:00 PM	Prof. (Dr.) Subhasish Chatterjee	Papiya Chakma
13/02/2025	6.00PM to 7:30PM	Prof. Anindya Syam Choudhury	Debadrita Dev
	7:30PM to 9:00 PM	Prof. (Dr.) DhanjoyDatta	Abhijit Deb
14/02/2025		TEST	Aparajita Das

Resource Person Details

Name of the Resource Person: Prof Harikesh Singh.

Designation: Former Vice-Chancellor, Jai Prakash Narayan University, Chapra, Saran (Bihar) India,

Name of Institution: Jai Prakash Narayan University, Chapra, Saran (Bihar) India,

Name of the Topic: - Indian Knowledge System: Relationship between society and higher education.

Sub Topic: Vedas and Indian knowledge

Key points:

- The book entitled "Society with Agreement," which offers insights into the Vedas and Indian knowledge.
- Evaluation of knowledge, covering topics such as the Vedas, pedagogy, scriptures, holistic understanding, and the integration of the Indian knowledge system.
- Liberal approach to learning
- The book "The Third Weave" as a resource for understanding science and technology.
- Values and virtues, megalomania, and three psychological disorders.
- Four pillars of learning
- Important role of teachers in education.

No. of Participants joined at beginning of the Session: 68

No. of Participants joined at ending of Session: 5

Rapporteur name, designation, and institutions: Aparajita Das, Research Scholar, ICFAI University Tripura

Resource Person Details:

Name of the resource person: Prof. Niranjan Roy

Designation: Department of Economics, Assam University, Silchar

Name of Institution: Assam University, Silchar

Name of the Topic: - Academic Leadership and Governance

Sub Topic:

- Leadership in higher education.
- Vision, strategic direction, and academic integrity.
- Capacity building and leadership training.
- Encouraging participatory and decentralized governance.
- Strengthening ethical frameworks.
- Leveraging data-driven decision-making.

Key points:

➤ **Definition of Governance**

Framework of rules, relationships, systems, and processes by which institutions are directed and controlled.

➤ **Importance of Academic Leadership**

- Drives academic excellence and innovation.
- Shapes institutional culture and values.
- Facilitates faculty development and student success.
- Aligns institutional goals with global academic standards.

➤ **Types of Academic Leadership**

- **Transformational Leadership:** Inspires innovation and change.
- **Transactional Leadership:** Focuses on performance and administrative functions.
- **Servant Leadership:** Prioritizes the needs of students and staff.
- **Distributed Leadership:** Shares leadership roles across the academic community.

➤ **Principles of Good Academic Governance**

- **Transparency:** Open decision-making processes.
- **Accountability:** Responsibility for outcomes and decisions.

- ***Inclusivity***: Representation of all stakeholders (faculty, students, staff).
- ***Autonomy***: Academic freedom and self-regulation.
- ***Efficiency***: Streamlined and timely administrative processes.
- **Governance Structures in Higher Education**
 - ***University Senate/Academic Council***: Academic policy formulation and quality assurance.
 - ***Board of Governors/Trustees***: Strategic and financial oversight.
 - ***Vice-Chancellor / President***: Executive leadership.
 - ***Deans and Department Heads***: Operational leadership in faculties/departments.
- **Role of Academic Leaders**
 - Vision building and policy formulation.
 - Fostering research and innovation.
 - Managing faculty and student affairs.
 - Ensuring quality assurance and accreditation.
 - Conflict resolution and ethical leadership.
- **Challenges in Academic Leadership and Governance**
 - Bureaucratic hurdles and resistance to change.
 - Balancing autonomy and accountability.
 - Funding constraints and resource allocation.
 - Political interference.
 - Ensuring diversity and inclusion.
 - Adapting to digital transformation and global competition.
- **Global Trends in Academic Governance**
 - Increased emphasis on accountability and outcomes.
 - Shift toward participatory governance.
 - Greater focus on international collaboration and rankings.
 - Integration of technology in decision-making processes.
- **Strategies for Effective Leadership & Governance**
 - Capacity building and leadership training.
 - Encouraging participatory and decentralized governance.
 - Strengthening ethical frameworks.

- Leveraging data-driven decision-making.
- Building resilient and adaptive leadership models.
- Bureaucratic hurdles and resistance to change.
- Balancing autonomy and accountability.
- Funding constraints and resource allocation.
- Political interference.
- Ensuring diversity and inclusion.
- Adapting to digital transformation and global competition.

No. of Participants joined at beginning of Session: 140

No. of Participants joined at ending of Session: 138

Rapporteur name, designation, and institutions: Abhijit Deb, Research Scholar, Faculty of Liberal Arts, ICFAI University Tripura

Date: 6th February, 2025
Session 1

Resource Person Details:

Name of the resource person: Prof Harikesh Singh.

Designation: Former Vice-Chancellor, Jai Prakash Narayan University, Chapra, Saran (Bihar) India,

Name of Institution: Jai Prakash Narayan University, Chapra, Saran (Bihar) India,

Name of the Topic: - Integration of Indian Knowledge System in Higher Education.

Key points:

- **Conceptual Foundation of Indian Knowledge Systems:** Vast range of knowledge, including philosophy, mathematics, astronomy, medicine, arts, and languages. The foundational texts such as the Vedas, Upanishads, Puranas, and various other works provide a holistic view of knowledge, which blends empirical observation with spiritual insights.
- **Philosophical Underpinnings of Indian Knowledge System:** Advaita Vedanta, Nyaya, Mimamsa, and Sankhya. These schools of thought emphasize logical reasoning, ethics, and the search for the ultimate truth, offering a comprehensive approach to understanding the universe and the self.
- **Science and Technology in ancient Indian texts:** Aryabhatiya and Brahmasphutasiddhanta revolutionized mathematics and astronomy. Indian scholars made early contributions to concepts of zero, decimal system, and Pythagorean theorem that laid the foundation for modern science and technology.
- **Holistic education model:** Integration of body, mind, and spirit, promoting a holistic education model that balances intellectual development with emotional and spiritual growth. The ancient Indian concept of 'Vidya' (knowledge) is not just academic but is seen as a means to attain personal and societal transformation.
- **Indian worldview on interconnectedness:** Texts like the Bhagavad Gita and Aranyakas, promotes the interconnectedness of all living beings and nature. The IKS advocates sustainable practices in agriculture, resource management, and environmental conservation, offering valuable insights in today's context of ecological challenges.

- **Inclusion in Curriculum:** Inclusion of Indigenous Knowledge in Curriculum can foster a deeper understanding of indigenous practices, ecological management, and sustainable living. It can help bridge the gap between Western scientific paradigms and local knowledge systems, promoting culturally relevant education.
- **Relevance in Contemporary Education:** Not about replacing contemporary scientific knowledge but enriching it. By recognizing the value of ancient wisdom and practices, higher education can cultivate critical thinking, empathy, and creativity in students.
- **Interdisciplinary approach:** IKS encourages an interdisciplinary approach, where knowledge is not compartmentalized. This can serve as a model for modern education systems to break down silos between disciplines, leading to a more integrative and adaptive learning process that addresses the complexity of real-world challenges.

No. of Participants joined at beginning of the Session: 143

No. of Participants joined at ending of Session: 139

Rapporteur name, designation and institutions: Ms. Debasmita Biswas, Research Scholar, Faculty of Liberal Arts, ICFAI University Tripura.

Resource Person Details:

Name of the resource person: Prof. Ramesh Chandra Tiwari

Designation: Senior professor, Mizoram University

Name of Institution: Mizoram University

Name of the Topic: - Indian Knowledge System

Sub Topic:

- National Education Policy
- Raja Ram Mohan Roy: An Outstanding Scholar and Social Reformer
- Thoughts of Raja Ram Mohan Roy on Rigveda
- Dark Matter
- Concept of five Elements
- Conservation of Space, Matter and Energy
- Swami Vivekananda
- Dr. A.P.J. Abdul Kalam, Former President of India “Missile Man” and a Great Philosopher

Key points:

- **Indian Knowledge System:** Our journey to get connected back to our roots, from school level to university level.
- **Capacity building:** Capacity building for human resource development.
- **Raja Ram Mohan Roy:** Criticized and reformed the exploitative land revenue systems, press freedom in colonial India, Administrative reforms for Indian representation in government, Atmiya Sabha (debate monotheistic Hinduism and oppose idolatry), Bramho Sabha (1826) to modernize Hinduism,
- **Preservation of Vedas:** Reason for extraordinary steps taken to preserve the Vedas, and the honor given to the Vedas by Hindus, even though its meaning is little understood.
- **Interconnection:** Mind is able to know the physical world. In vedic thought this is expressed by the notion of “bandhu” that connect to biological, the terrestrial and the astronomical. Connection between the senses and the outer world.

- **Dark Matter:** Big Bang Cosmology, missing mass energy the name dark matter.
- **Heat:** Kanada, Udayan, Vachaspati, Shamkara Mishra

No. of Participants joined at beginning of Session: 141

No. of Participants joined at ending of Session: 139

Rapporteur name, designation and institutions: Abhijit Deb, Research Scholar, Faculty of Liberal Arts, ICFAI University Tripura

Resource Person Details

Name of the resource person: Prof. (Dr.) Prasenjit Dasgupta

Designation: Associate Professor

Name of Institution: Faculty of Management and Commerce, IUT

Name of the Topic: - Holistic and Multi-Disciplinary Education

Sub Topic: Outcome Based Education

Key points:

- Difference between Traditional View and OBE View
- OBE and outcomes in OBE.
- Salient points of OBE and Traditional and Transformational Approach.
- Approaches to OBE and the essential principles of OBE.
- Processes for PEOs and Program Outcomes and Course Outcomes.
- Mapping of COs and Pos Mapping Matrix (Admuthe & Loni, 2015)
- Attainment of CO & POs i.e., attainment tools, calculation level of attainment, identifying the weak and strong Pos at Course level and Program level.

No. of Participants joined at beginning of Session: 76

No. of Participants joined at ending of Session: 107

List of the participants: NA

Rapporteur name, designation and institutions: Papiya Chakma. Research Scholar, IUT

Date: 7th February, 2025
Session 2

Resource Person Details:

Name of the resource person: Dr. Sashpra Chakrabarty.

Designation: Associate Professor and Head of the Department of Education.

Name of Institution: Tezpur University in Tezpur, Assam.

Name of the Topic:- Diversity, student inclusion, and the role of diversity and inclusivity in higher education.

Sub Topic: Diversity, inclusive education, education

Key points:

- Link between diversity and inclusion,
- Need to create an inclusive environment in NEP 2020.
- Importance of developing critical thinking skills related to diversity while addressing the needs of socially and Economically Disadvantaged Groups (SEDGs) for equitable education.
- Significance of understanding special and inclusive education for higher education teachers, referencing the Rights of Persons with Disabilities (RPWD) Act of 2016 for physical disabilities, intellectual disabilities and mental illness.
- Necessity to develop a policy framework that ensures flexibility and responsiveness while integrating equity and inclusion as guiding principles in resource allocation.

No. of Participants joined at the beginning of Session: 105

No. of Participants joined at ending of Session: 2

Rapporteur name, designation and institutions- Aparajita Das, Research scholar, ICFAI University Tripura.

Resource Person Details

Name of the resource person: Prof. (Dr.) A. Ranganath

Designation: Registrar

Name of Institution: The ICFAI University Tripura

Name of the Topic: -Higher Education and Society

Sub Topic:

- Role of Higher Education in Society
- Social Mobility & Equality
- Innovation & Technological Advancement
- Healthcare sector.

Key points:

➤ **Higher education**

Higher education refers to post-secondary education provided by universities, colleges, and institutions offering degrees, diplomas, and certifications. It focuses on advanced learning, research, skill development, and professional training.

➤ **Benefits of Higher Education**

Higher education opens doors to better job prospects and higher salaries. It helps in intellectual development, critical thinking, and problem-solving. It provides opportunities for individuals to improve their socioeconomic status. It contributes to scientific discoveries and technological advancements. Many institutions offer international collaborations, exchange programs, and networking opportunities.

➤ **Major problems faced by the higher education system**

A severely fragmented higher educational ecosystem; put less emphasis on the development of cognitive skills and learning outcomes; where as a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study.

Limited access particularly in socio-economically disadvantaged areas; with few HEIs that teach in local languages; limited teacher and institutional autonomy; Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders.

Lesser emphasis on research at most universities and colleges and lack of competitive peer reviewed research funding across disciplines; Suboptimal Governance and leadership of HEIs. An ineffective regulatory system; Large affiliating universities resulting in low standards of undergraduate education.

➤ **Key Changes to the current system**

Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges; with at least one in or near every district, and with more HEIs across India that offer medium of instructions programmes in local/ Indian languages; moving towards a more multidisciplinary undergraduate education; moving towards a faculty and institutional autonomy; revamping curriculum, pedagogy, assessment and student support for enhanced student experiences; Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research and colleges; Establishment of a National research foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.

➤ **What is INDIA?**

India has 641,000 inhabited villages and 72.2 percent of the total population resides in the rural areas. Out of them 145,000 villages have population size of 500-999 persons; 130,000 villages have population size of 1000-1999; 128,000 villages have population size of 200-499. There are 3,961 villagers that have a population of 10,000 persons or more. India's 27.8 percent urban population. India's 27.8 percent urban population lives in more than 5100 towns and over 380 urban agglomerations. As of 28 December 2024, there are a total of 779 districts in India.

➤ **Some statistics on Indian Society**

In 1947, India's total power generating capacity was 1362 megawatts. As of march 31, 2024 India's total installed power capacity was 441.97 gigawatts. In 1947, per capita electricity consumption in 2023-2024 was 1395 kWh. As of march 2024, out of total internet subscriber of 950.4 million in India, there are 398.50 million rural Internet subscribers. Further, as of April 2024, out of 6,44,131 villages in the country, 6,12,952 villages are 3G/4G mobile connectivity.

➤ **Healthcare sector of Indian society**

The healthcare sector is one of India's largest employers, employing 7.5 million people in 2024. In 1947, India had 47,000 doctors, which was a ratio of one doctor for every 6,300 people. This was due to the country having 19 medical schools at the time. Currently, we have 12.5 lakhs MBBS

doctors and another 4.5 lakhs postgraduate doctors; a total of 17 lakhs from the modern health care stream. At the time of Independence, there were just over 7,000 hospitals in India where as of 2024, India has 54,000 hospitals.

➤ **Autobiography of two eminent people**

1. Visvesvaraya, M. (1951), Memories of my working life, Bangalore, OCLC 6459729.
2. Kurien, Verghese (2005). I Too Had a Dream APH publishing. ISBN- 978-8-117436-407-4.

➤ **Impact of Higher Education on Society**

Higher education plays a crucial role in shaping society by driving economic growth, social progress, and innovation. Here are some key impacts:

- Higher education contributes to a skilled workforce, leading to higher productivity and innovation.
- Countries with a well-educated population tend to have higher GDP growth and economic stability.
- Education provides opportunities for individuals from diverse backgrounds to improve their socioeconomic status.
- Universities promote discussions on human rights, ethics, and governance, shaping future leaders.
- Awareness of laws and rights leads to a more law-abiding society.
- Education helps in rehabilitation and reintegration of former offenders.

No. of Participants joined at beginning of Session: 122

No. of Participants joined at ending of Session: 140

Rapporteur name, designation and institutions: Parthiba Das, Research Scholar, The ICFAI University Tripura

Resource Person Details

Name of the resource person: Prof. Parmod Kumar

Designation: Head, Department of Teacher Education

Name of Institution: Central University of Haryana

Name of the Topic: New Curriculum Framework

Sub Topics:

- Holistic and Multidisciplinary Learning
- Competency-Based Education (CBE)
- Assessment Reforms
- Integration of Technology.

Key points:

➤ **Evolution of NEP in India**

The evolution of India's National Education Policy (NEP) reflects the country's changing socio-economic and political landscape. The first major policy, the **National Policy on Education (NPE) 1968**, emphasized universal primary education, regional language promotion, and the three-language formula. The **NPE 1986**, revised in 1992, focused on expanding access to education, particularly for marginalized communities, and introduced Operation Blackboard for primary schools and Navodaya Vidyalaya for rural talent. After over three decades, the **NEP 2020** was introduced, bringing transformative reforms such as a 5+3+3+4 school structure, multidisciplinary higher education, emphasis on skill development, and the integration of technology in learning. The NEP 2020 aims for holistic, flexible, and equitable education, aligning India's system with global standards while preserving its cultural heritage.

➤ **What was the process?**

In January 2015, a committee was formed; Former cabinet secretary T. S. R. Subramanian, the consultation process committee was formed July 27, 2015. Committee submitted the report in June 2017. Based on this report the draft NEP was submitted in 2019 by a panel led by former ISRO chief K. Kasturirangan. Draft New Education Policy (DNEP) 2019, was later released by MHRD which followed by a number of public consultations, the draft NEP was 484 pages. The ministry undertook a rigorous consultation process. Over two lakh suggestions from 2.5 lakh gram

panchayat, 6,600 Urban Local Bodies (ULBs), 676 districts were received. NEP 2020 was approved by the Union Cabinet of India on July 29, 2020.

➤ **Five pillars of NEP-2020**

- I. Access
- II. Equity
- III. Quality
- IV. Affordability
- V. Accountability

➤ **Fundamental principles of NEP-2020**

Recognizing, identifying, and fostering the unique capabilities of each student. Holistic Development; Flexibility; Multidisciplinary and holistic education; Creativity and critical thinking; promoting multilingualism and the power of language; life skills; Focus on regular formative assessment for learning; Extensive use of technology; teachers and faculty as the heart of the learning process; Outstanding research; Substantial investment in a strong, vibrant public education system.

➤ **Holistic and Multidisciplinary education**

Holistic and multidisciplinary education emphasizes the development of a well-rounded individual by integrating knowledge from multiple disciplines, fostering critical thinking, creativity, and problem-solving skills. It goes beyond traditional subject boundaries to provide students with a comprehensive understanding of real-world challenges, encouraging them to explore connections between science, humanities, arts, and technology. This approach nurtures intellectual curiosity, emotional intelligence, and ethical values, preparing learners not just for careers but for lifelong learning and responsible citizenship. By incorporating diverse perspectives and experiential learning, holistic education equips students with adaptability and innovation, essential for success in an ever-evolving global landscape.

➤ **What is Curriculum? How it is different from subject?**

A **curriculum** is a broad educational framework that includes the overall structure of learning, encompassing multiple subjects, teaching methods, learning outcomes, and assessments. It defines what students should learn over a specific period, such as a school year or an entire educational program.

A **subject**, on the other hand, is a specific area of study within the curriculum, such as Mathematics, Science, History, or Literature. Subjects are the individual components that make up the curriculum, and each subject has its own content, objectives, and teaching strategies. In short, the **curriculum** is the overall plan for education, while **subjects** are the specific disciplines included within that plan.

No. of Participants joined at beginning of Session: 114

No. of Participants joined at ending of Session: 87

Rapporteur name, designation and institutions: Tanmayee Datta, Research Scholar, The ICFAI University Tripura

Resource Person Details

Name of the resource person: Prof. Kalpalata Pandey

Designation: Former Vice Chancellor

Name of Institution: Jana Nayak Chandrasekhar University, Ballia, UP

Name of the Topic: - Leadership, Governance and Management in Higher Education.

Sub Topic:

- Concept of Academic Leadership in Higher Education
- Principles of Effective Governance in Universities
- Challenges in Educational Management
- Building Institutional Excellence Through Leadership
- NEP 2020 Governance Reforms

Key points:

➤ **Leadership Theories and Styles Relevant to Academic Institutions:**

- ✓ ***Transformational Leadership:*** Inspiring and motivating stakeholders toward common goals
- ✓ ***Servant Leadership:*** Prioritizing the needs of faculty, students, and staff
- ✓ ***Distributed Leadership:*** Sharing leadership responsibilities across the institution
- ✓ ***Adaptive Leadership:*** Responding effectively to changing educational landscapes
- ✓ ***Authentic Leadership:*** Leading with genuine commitment to educational values

➤ **Role of Shared Governance in Institutional Decision-Making:**

- ✓ ***Faculty senates:*** Providing academic oversight and policy guidance
- ✓ ***Student representation:*** Including student voices in relevant decisions
- ✓ ***Administrative coordination:*** Ensuring efficient implementation of policies
- ✓ ***Board oversight:*** Maintaining fiduciary responsibility and strategic direction
- ✓ ***Conflict resolution mechanisms:*** Addressing disagreements constructively

➤ **Creating a Vision for Educational Transformation Aligned with NEP 2020:**

- ✓ ***Holistic education focus:*** Emphasizing cognitive, social, and emotional development
- ✓ ***Research integration:*** Combining teaching with meaningful research activities
- ✓ ***Industry relevance:*** Ensuring curricula meet current and future workforce needs

- ✓ *Global competitiveness*: Preparing students for international opportunities
- ✓ *Cultural preservation*: Maintaining connection to Indian values and traditions
- **Balancing Administrative Efficiency with Academic Freedom**
 - ✓ *Clear boundaries*: Defining spheres of administrative and academic authority
 - ✓ *Process optimization*: Streamlining procedures without compromising quality
 - ✓ *Faculty empowerment*: Providing autonomy in teaching and research methods
 - ✓ *Student-centered policies*: Prioritizing learner needs in all decisions
 - ✓ *Innovation encouragement*: Creating space for experimental approaches
- **Developing Leadership Capabilities Among Faculty and Administrators**
 - ✓ *Professional development programs*: Offering leadership training and education
 - ✓ *Mentorship systems*: Pairing experienced leaders with emerging ones
 - ✓ *Cross-functional exposure*: Providing opportunities to understand different institutional areas
 - ✓ *External learning*: Encouraging participation in conferences and networks
 - ✓ *Succession planning*: Preparing next generation of institutional leaders
- **Implementing Transparent Management Practices in Higher Education**
 - ✓ *Open communication*: Regular updates on institutional performance and challenges
 - ✓ *Clear policies*: Accessible and understandable institutional guidelines
 - ✓ *Public reporting*: Sharing relevant information with external stakeholders
 - ✓ *Feedback mechanisms*: Creating channels for input from all community members
 - ✓ *Ethical standards*: Maintaining high standards of conduct and decision-making
- **Addressing Diversity and Inclusivity Concerns Through Governance**
 - ✓ *Inclusive hiring*: Ensuring diverse representation in leadership positions
 - ✓ *Equitable policies*: Creating fair opportunities for all community members
 - ✓ *Cultural sensitivity*: Respecting diverse backgrounds and perspectives
 - ✓ *Support systems*: Providing resources for underrepresented groups
 - ✓ *Climate assessment*: Regular evaluation of institutional culture and climate
- **Quality Assurance Mechanisms in University Management**
 - ✓ *Accreditation processes*: Meeting national and international quality standards
 - ✓ *Internal quality cells*: Establishing systems for continuous quality improvement
 - ✓ *Student feedback*: Regular assessment of teaching and learning effectiveness

- ✓ **Peer review:** External evaluation of programs and practices
- ✓ **Performance indicators:** Tracking key metrics of institutional success

No. of Participants joined at beginning of Session: 143

No. of Participants joined at ending of Session: 121

Rapporteur name, designation, and institutions: Pritam Roy, Ph.D. Scholar, ICFAI University
Tripura

Date: 9th February, 2025
Session 2

Resource Person Details

Name of the resource person: Prof. Raj Sharan Sahi, Dean, School of Education

Designation: Dean, School of Education

Name of Institution: Babasaheb Bheemrao Ambedkar University (BBAU), Lucknow

Name of the Topic: -Autonomy, Leadership and Financial Management.

Sub Topics:

- Institutional Autonomy and Its Dimensions
- Financial Governance in Higher Education
- Resource Allocation and Management
- Leadership Approaches in Autonomous Institutions
- Budget Planning and Fiscal Responsibility

Key points:

1. Understanding the Concept of Academic, Administrative, and Financial Autonomy

➤ ***Academic Autonomy Components:***

- ✓ Curriculum design freedom
- ✓ Faculty recruitment and promotion decisions
- ✓ Student admission criteria setting
- ✓ Degree and certification authority
- ✓ Research direction determination

➤ ***Administrative Autonomy Elements:***

- ✓ Organizational structure design
- ✓ Policy formulation independence
- ✓ Operational decision-making freedom
- ✓ Partnership and collaboration choices
- ✓ Internal governance system design

➤ ***Financial Autonomy Aspects:***

- ✓ Budget preparation and approval

- ✓ Revenue generation strategies
- ✓ Expenditure prioritization
- ✓ Asset management decisions
- ✓ Financial partnership negotiations

2. Balancing Autonomy with Accountability in Educational Institutions

➤ *Accountability Mechanisms:*

- ✓ Regular performance reporting to stakeholders
- ✓ External audits and evaluations
- ✓ Transparency in decision-making processes
- ✓ Public disclosure of key information
- ✓ Compliance with regulatory requirements

➤ *Balance Strategies:*

- ✓ Clear performance indicators and targets
- ✓ Regular stakeholder consultation
- ✓ Independent oversight bodies
- ✓ Public reporting requirements
- ✓ Grievance and feedback mechanisms

3. Strategic Planning for Resource Mobilization and Allocation

➤ *Resource Mobilization Strategies:*

- ✓ Alumni engagement and fundraising
- ✓ Industry partnerships and collaborations
- ✓ Research grants and contracts
- ✓ International student recruitment
- ✓ Continuing education programs

➤ *Allocation Principles:*

- ✓ Strategic priority alignment
- ✓ Evidence-based decision making
- ✓ Equity and fairness considerations
- ✓ Long-term sustainability focus
- ✓ Stakeholder input incorporation

4. Developing Effective Financial Management Systems

➤ ***System Components:***

- ✓ Integrated financial planning software
- ✓ Real-time budget monitoring tools
- ✓ Automated reporting systems
- ✓ Internal control mechanisms
- ✓ Risk assessment frameworks

➤ ***Implementation Strategies:***

- ✓ Staff training and development
- ✓ Technology infrastructure investment
- ✓ Process standardization
- ✓ Regular system updates and maintenance
- ✓ Continuous improvement practices

5. Role of Leadership in Enhancing Institutional Autonomy

➤ ***Leadership Functions:***

- ✓ Vision articulation for autonomous operation
- ✓ Stakeholder relationship management
- ✓ Change management and adaptation
- ✓ Resource mobilization leadership
- ✓ Quality assurance oversight

➤ ***Capacity Building:***

- ✓ Leadership development programs
- ✓ Mentoring and coaching systems
- ✓ External learning opportunities
- ✓ Cross-institutional exchanges
- ✓ Professional network development

6. Creating Sustainable Financial Models for Educational Institutions

➤ ***Sustainability Principles:***

- ✓ Diversified revenue streams
- ✓ Efficient cost structures
- ✓ Long-term investment strategies

- ✓ Risk mitigation measures
- ✓ Environmental and social responsibility

➤ ***Model Components:***

- ✓ Core funding stability
- ✓ Variable income sources
- ✓ Cost control mechanisms
- ✓ Reserve fund management
- ✓ Investment portfolio management

7. Implementing Transparent Financial Practices

➤ ***Transparency Measures:***

- ✓ Public financial reporting
- ✓ Open budget processes
- ✓ Clear procurement procedures
- ✓ Accessible financial policies
- ✓ Regular stakeholder communication

➤ ***Implementation Tools:***

- ✓ Online financial dashboards
- ✓ Annual financial reports
- ✓ Budget presentation sessions
- ✓ Audit result publications
- ✓ Financial literacy programs

8. Performance-Based Funding and Its Implications

➤ ***Funding Models:***

- ✓ Outcome-based budget allocation
- ✓ Merit-based resource distribution
- ✓ Competitive grant systems
- ✓ Student success metrics
- ✓ Research performance indicators

➤ ***Implementation Considerations:***

- ✓ Fair and objective metrics
- ✓ Capacity building support

- ✓ Gradual transition periods
- ✓ Regular model evaluation
- ✓ Stakeholder consultation

9. Challenges in Financial Governance Under NEP 2020

➤ *Key Challenges:*

- ✓ Increased autonomy responsibilities
- ✓ Changing regulatory landscape
- ✓ Technology integration costs
- ✓ Quality assurance investments
- ✓ Stakeholder expectation management

➤ *Response Strategies:*

- ✓ Capacity building initiatives
- ✓ Collaborative learning networks
- ✓ Government support systems
- ✓ Industry partnerships
- ✓ International best practice adoption

No. of Participants joined at beginning of Session: 108

No. of Participants joined at ending of Session: 128

Rapporteur name, designation, and institutions: Pritam Roy, Ph.D. Scholar, ICFAI University
Tripura

Resource Person Details -

Name of the resource person: Prof. Kalpalata Pandey

Designation: Former Vice-chancellor

Name of Institution: Jana Nayak Chandrashekhar University, Ballia, Uttar Pradesh

Name of the Topic :- New Generations Skills and Employability

Sub Topic: Policies and Skill Development Strategies.

Key points:

- Introduction of the New generation skill
- Importance of Communication Skill
- Personalized education
- Importance of communication
- NEP aims to make student ready for job
- New generation skills including critical thinking, creative imagination, soft skill, problem solving skill, emotional intelligence, adaptability
- Elements of emotional intelligence
- 7C's of communication
- Compassion, leadership quality importance as per NEP
- Significance of New generation skills.
- Govt. policies related to skill development
- Project AMBER and green skill development.
- The NEP (2020) Expectation from teachers are pedagogical skills, subject knowledge, conducive skills, mentorship.
- Teachers' role in development of new generation skills. Integration of new generation skill across with curriculum.
- Techniques used for development of new generation skills.

No. of Participants joined at beginning of Session: 100

No. of Participants joined at ending of Session: 105

Rapporteur name, designation, and institutions. Nabaraj Bhowmik , Research Scholar, ICFAI University Tripura

Resource Person Details

Name of the resource person: Prof. Debomalya Ghosh

Designation: Head, MBA Department

Name of Institution: Assam University, Silchar

Name of the Topic: Skill Development.

Sub Topic:

- Technology and the job market
- Digital transformation, Entrepreneurship and innovation
- Skill based assessment

Key points:

- Background and rapid change in technology and the job market, demand in job market.
- Importance of skill development, Labour market trends & importance.
- Skills in demand (Digital transformation, skills, gig economy and remote work).
- Identifying the skill gaps (Lack of hands on experience, limited digital proficiency).
- Govt. & Industry initiatives.
- Future of work in industry.
- Skill development framework (Need analysis, curriculum integration, training & Development).
- Core areas of focus (Technical skills, soft skills, actions).
- Integration skills into the curriculum.
- Soft skills development, Technical and digital skills.
- Entrepreneurship and innovation.
- Faculty development and training.
- Industry collaboration and partnership.
- Connection of theory and practice.
- Mentorship and student engagement.
- Skill bases assessment.
- Case studies topics. Challenges in implementing.

➤ Potential solution in mitigation strategies. Future outlook.

No. of Participants joined at beginning of Session: 95

No. of Participants joined at ending of Session: 106

Rapporteur name, designation, and institutions. Nabaraj Bhowmik , Research Scholar, ICFAI
University Tripura

Resource Person Details

Name of the resource person: Prof. (Dr.) Subhasish Chatterjee

Designation: Dean, Academic Affairs

Name of Institution: ICFAI UNIVERSITY, Tripura

Name of the Topic: Academic Leadership, Governance and Management

Sub Topic:

- The Role of Leadership in Higher Education
- Faculty Development and Leadership Training
- Shared Governance in Higher Education
- Challenges in Higher Education Leadership and Governance
- Management in Academic Institutions

Key points:

➤ **Academic Leadership**

- Encompasses visionary leadership by university administrators, department heads, and faculty members.
- Focuses on fostering a culture of academic excellence, research innovation, and student success.
- Requires balancing institutional goals with faculty autonomy and academic freedom.

➤ **Governance in Higher Education**

- Refers to the structures and policies guiding decision-making within universities and colleges.
- Includes various stakeholders such as governing boards, faculty senates, and student representatives.
- Balances internal governance (institutional autonomy) with external oversight (government regulations and accreditation bodies).

➤ **Management in Academic Institutions**

- Involves operational efficiency in areas like finance, human resources, infrastructure, and student services.

- Includes strategic planning, resource allocation, and performance evaluation.
- Ensures institutions function effectively while adapting to technological and societal changes.

➤ **Challenges in Higher Education Leadership and Governance**

- Managing resource distribution amid increasing demand for higher education.
- Addressing issues of diversity, equity, and inclusion in academic leadership.
- Adapting to global trends such as online education, interdisciplinary research, and policy shifts.

➤ **Role of Policy and Regulations**

- Government policies, accreditation standards, and funding models impact university governance.
- Legal frameworks shape academic autonomy, labor relations, and institutional accountability.
- Effective policies ensure academic integrity, quality assurance, and institutional sustainability.

No. of Participants joined at beginning of Session: 109

No. of Participants joined at ending of Session: 104

List of the participants-

Rapporteur name, designation, and institutions. – Sankha Subhra Deb, Research Scholar, FMC, IUT.

Date: 12th February, 2025
Session 2

Resource Person Details

Name of the resource person: Prof. (Dr.) Swarnali Nath Choudhury

Designation: Associate Professor

Name of Institution: Placement Cell, IUT

Name of the Topic: Information and Communication Technology

Sub Topic: Institutional LMS Academic Leadership, Governance and Management

Key points:

- Centralized learning platform for unified digital space has been provided for course materials, assignments and communication.
- Enables students and faculty to access learning materials anytime, anywhere and supports mobile-desktop access for convenience.
- Facilitates course creation, structuring, and content delivery.
- Generate reports for institutional decision-making, tracks student progress and engagement.
- Cost-Effectiveness to reduce reliance on physical learning materials.
- Minimizes administrative workload through automation.
- Focusing on the outcomes like by encouraging the learners because a MOOC (massive open online course) is a free online course that anyone can enroll in and take.

No. of Participants joined at beginning of Session: 78

No. of Participants joined at ending of Session: 113

List of the participants: NA

Rapporteur name, designation, and institutions: Papiya Chakma. Research Scholar, IUT

Resource Person Details

Name of the resource person: Prof. Anindya Syam Choudhury

Designation: Professor

Name of Institution: Assam University, Silchar

Name of the Topic: -Teaching Strategies at Higher Education Level

Sub Topic:

- Introduction to NEP 2020 and Its Vision for Higher Education
- Student-Centered and Outcome-Based Education (OBE)
- Technology-Enabled Learning and Digital Pedagogy
- Experiential and Interactive Learning Strategies
- Multidisciplinary and Interdisciplinary Teaching Approaches
- Inclusive and Holistic Teaching Practices
- Skill Development and Employability-Oriented Teaching
- Assessment and Accreditation Framework
- Professional Development for Faculty
- Policy Implementation and Future Roadmap

Key points:

➤ **Introduction to NEP 2020 and Its Vision for Higher Education**

- Overview of NEP 2020: Objectives and Transformative Approach
- Multidisciplinary and Holistic Education Framework
- Flexibility in Course Structure and Credit-Based Learning
- Role of Teachers in Implementing NEP 2020

➤ **Student-Centered and Outcome-Based Education (OBE)**

- Shift from Teacher-Centered to Learner-Centered Approach
- Defining Learning Outcomes: Cognitive, Affective, and Psychomotor Domains
- Designing Curriculum and Assessments Based on OBE
- Continuous and Formative Assessment Techniques

- **Technology-Enabled Learning and Digital Pedagogy**
 - Use of ICT in Teaching and Learning
 - Blended Learning and Flipped Classroom Models
 - Online and Hybrid Learning Strategies
 - Integration of AI, AR/VR, and Learning Management Systems
- **Experiential and Interactive Learning Strategies**
 - Project-Based and Problem-Based Learning (PBL)
 - Case Study and Scenario-Based Teaching
 - Role of Internships, Apprenticeships, and Community Engagement
 - Encouraging Research and Innovation Among Students
- **Multidisciplinary and Interdisciplinary Teaching Approaches**
 - Breaking Silos: Integrating Multiple Disciplines
 - Importance of Liberal Arts and STEM Collaboration
 - Credit Transfer and Academic Bank of Credits (ABC)
- **Inclusive and Holistic Teaching Practices**
 - Addressing Diverse Learning Needs (Specially-Abled, Economically Disadvantaged, etc.)
 - Gender Sensitization and Socio-Cultural Inclusivity
 - Mental Health and Well-being of Students
 - Counselling and Mentorship Models
- **Skill Development and Employability-Oriented Teaching**
 - Embedding Vocational and Life Skills in Curriculum
 - Entrepreneurship, Innovation, and Start-Up Ecosystem
 - Industry-Academia Collaboration and Skill-Based Certifications
- **Assessment and Accreditation Framework**
 - New Approaches to Examination and Assessment
 - Continuous Internal Evaluation (CIE) and Formative Assessment
 - Accreditation and Quality Assurance Mechanisms (NAAC, NBA)
- **Professional Development for Faculty**
 - Faculty Training and Capacity Building (FDPs, MOOCs, SWAYAM, etc.)
 - Research, Publications, and Academic Contributions
 - Ethical Teaching Practices and Academic Integrity

➤ **Policy Implementation and Future Roadmap**

- Institutional Adaptation and Governance in NEP 2020
- Challenges in Implementation and Strategies to Overcome Them
- Role of Teachers as Change Agents in Higher Education

No. of Participants joined at beginning of Session: 136

No. of Participants joined at ending of Session: 142

Rapporteur name, designation, and institutions. – Debadrita Dev, Research Scholar, FMC, IUT.

Date: 13th February, 2025
Session 2

Resource Person Details:

Name of the resource person: Prof. (Dr.) Dhananjoy Datta

Designation: Department of Research and Development Dean, ICFAI University Tripura

Name of Institution: ICFAI University Tripura

Name of the Topic: - Research and Development

Key points:

- **Importance:** It drives technological advancements, economic growth, and competitive advantages.
- **Basic Research:** Focuses on expanding knowledge without immediate commercial application.
- **Applied Research:** Aims at solving specific problems with practical applications.
- **Development Research:** Involves converting research findings into marketable products or technologies.
- **Business & Industry:** Leads to product innovation, efficiency improvements, and market expansion.
- **Healthcare & Pharmaceuticals:** Essential for drug discovery, medical advancements, and improving public health.
- **Technology & Engineering:** Enhances automation, AI, and infrastructure development.
- **Education & Academia:** Contributes to knowledge production and interdisciplinary innovation.
- **Government Funding:** Many governments invest in R&D through grants, subsidies, and policies to boost innovation.
- **Private Sector Investment:** Companies allocate budgets to R&D for product differentiation and long-term sustainability.
- **High Costs:** R&D requires significant financial investment with no guaranteed success.
- **Time-Intensive:** Innovations take years of testing and development before commercialization.
- **Regulatory Hurdles:** Industries like pharmaceuticals and aerospace face strict regulatory approvals.

- **Intellectual Property Issues:** Protection of patents and copyrights is essential but complex.
- **Artificial Intelligence & Automation:** Enhancing efficiency and predictive capabilities.
- **Sustainable Innovation:** Focus on eco-friendly technologies and renewable energy.
- **Interdisciplinary Research:** Collaboration across fields like biotechnology, nanotechnology, and data science.
- **Catalyst:** R&D is a catalyst for innovation and a key driver of technological and economic progress.
- **Investment and strategic planning:** Continuous investment and strategic planning in R&D can lead to breakthroughs that shape the future.

No. of Participants joined at beginning of Session: 139

No. of Participants joined at ending of Session: 140

Rapporteur name: Abhijit Deb

Designation: Research Scholar, Faculty of Liberal Arts

Institutions: ICFAI University Tripura.

Valedictory Program

NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME

Dated: 05th Feb – 14thFeb 2025

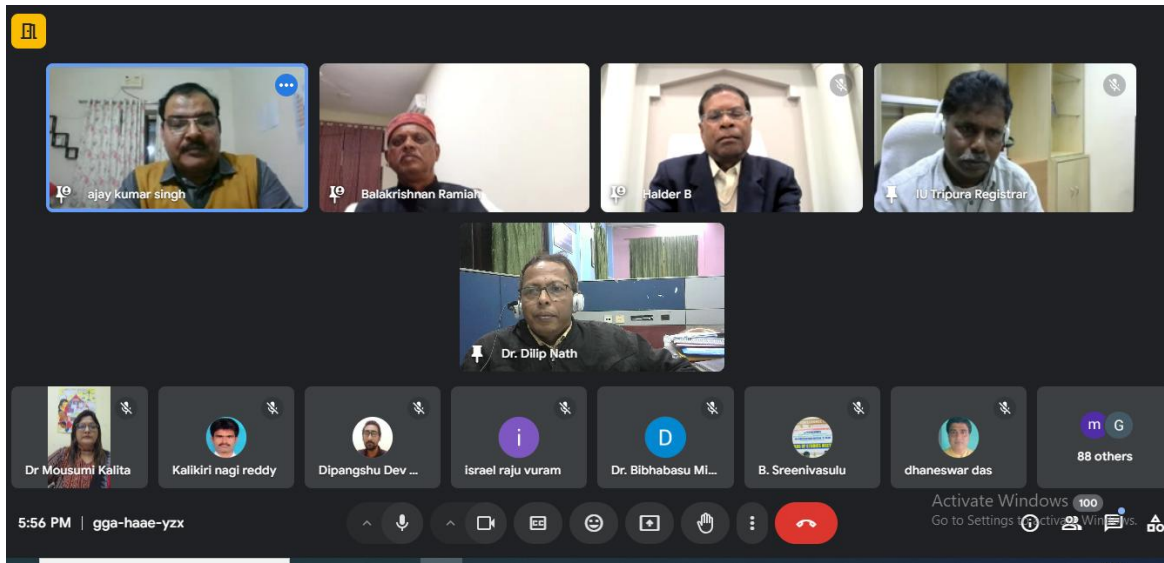
Valedictory Program

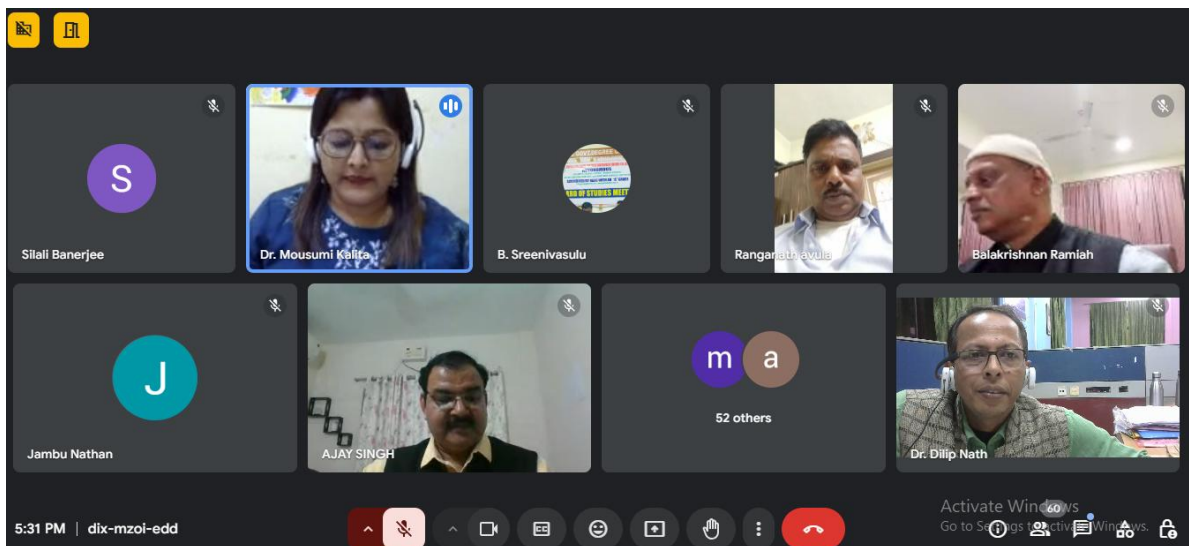
(Date: 05th FEB 2025, Time: 5:30 PM – 6PM)

On 14thFebruary the valedictory session begins at 5:30 PM. Prof Ajay Kumar Singh, Deputy Director UGC-MMTTC, Assam University Silchar presented a comprehensive report by highlighting the sessions along with the feedback. Prof.(Dr.) Biplab Halder, Hon'ble Vice Chancellor, The ICFAI University Tripura, Agartala highlighted the significance of faculty development programme in context to the execution of NEP in the Higher Educational Institutes across the country. He also appreciated the collaborative efforts made by the Assam University and the ICFAI University Tripura and all the stakeholders. Dr. A. Ranganath, Registrar, The ICFAI University Tripura Dr. Ranganath emphasized the importance of such academic engagements in fostering professional growth for the faculty members as well as benefiting the students.

Prof. R. Balakrishnan, Director, MMTTC, Assam University, Silchar Prof. Balakrishnan delivered the valedictory address, summarizing the key outcomes of the FDP and encouraging continued academic. Dr Dilip Nath, Course Coordinator proposed the Vote of Thanks and he extended heartfelt gratitude to all speakers, participants, and organizing members for their contributions and support.

Glimpse of the Program





List of Participants

S. N.	Name	Designation	Institute/ College Name
1	Dr. Panta Srihari Reddy	Professor	NBKR Institute of Science & Technology
2	Mr. KESAVA RAO NAGALAPURAM	Assistant Professor	NBKRIST, VIDYANAGAR
3	Dr. Kavithamani R	Assistant Professor	Sri Ramakrishna College of Arts & Science
4	Mr. Keerthivasan P	Assistant Professor	Sri Ramakrishna College of Arts & Science
5	Mr. Perumal. V Varatharaju	Assistant Professor	St. Joseph's College (Autonomous)
6	MUNUSAMY K	Associate professor	EXCEL COLLEGE FOR COMMERCE AND SCIENCE
7	SUDHA	Assistant Professor	EXCEL COLLEGE FOR COMMERCE AND SCIENCE
8	SAROJINI V	Assistant Professor	Excel College for Commerce and Science, Komarapalayam
9	Dr. syed Munvar Ali	Associate professor	NBKR Institute of Technology and Science
10	Miss K.NIVEKA KABUL	Assistant Professor	EXCEL COLLEGE FOR COMMERCE AND SCIENCE KOMARAPALAYAM
11	Mrs. SHELINA P	Assistant Professor	Excel College for Commerce and Science, Komarapalayam
12	Dr. singara suresh	Assistant Professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY
13	S.KIRUTHIKA	Assistant Professor	EXCEL COLLEGE FOR COMMERCE AND SCIENCE
14	Mr. THOTA MABU SUBHANI	Assistant Professor	NBKRIST
15	Mr. Ch.Vishnu Vardhana Reddy	Assistant Professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY
16	Mrs. Perikala Swathi	Assistant Professor	NBKRIST
17	Sutapa Debnath	Assistant Professor	Icfai University
18	Dr. KANI MOZHI Dr.T	Assistant Professor	Sri Ramakrishna College of Arts & Science
19	O KIRAN KISHORE	Assistant Professor	NBKRIST
20	Mutyalaiiah Paricherla	Assistant Professor	NBKRIST
21	Mr. Sarathschandra Nanubolu	Assistant Professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY, VIDYANAGAR
22	Dr. Hussain Basha Mahammad	Assistant Professor	NBKRIST VIDYANAGAR
23	MANNE SUJANA	Assistant Professor	NBKRIST
24	Dr. SIVARAMAKRISHNAN R	Assistant Professor	Sri Ramakrishna College of Arts & Science (Autonomous)
25	Miss Meredith - Chelsea	Assistant Professor	Sri Ramakrishna College of Arts & Science
26	Gifti Bijoy	Other	Rufaida College of Nursing
27	Mr. Damarapu Avinash	Assistant Professor	S.V Arts arts Degree College
28	Dr. Kavitha Venkatesh	Associate professor	Sri Ramakrihna College of Arts & Science
29	Mrs. Neha John	Assistant Professor	Rufaida College of Nursing
30	Mr. Raveendra Chaithanya K	Assistant Professor	NBKR Institute of science and technology
31	Mrs. Sudarsa Sampooramma	Assistant Professor	N B K R INSTITUE OF SCIENCE & TECHNOLOGY
32	Mrs. M.Hymavathi	Assistant Professor	N.B..K.R.I.S.T
33	Mrs. Rajashree Nunisa	Assistant Professor	Maibang Degree College
34	Miss Suprachita Debbarma	Other	ICFAI University Tripura
35	Mrs. Shajitha - Banu	Assistant Professor	Sri Ramakrishna College of Arts & Science
36	Mr. Amar Debnath	Other	Women's Polytechnic

37	Dr. Jaithoon Bibi M	Assistant Professor	Sri Ramakrishna College of Arts & Science
38	Mr. D NANE	Assistant Professor	Sri Ramakrishna College of Arts & Science
39	Mrs. VADAMALA YAMUNA	Assistant Professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY
40	Mr. Siva Raman L R	Assistant Professor	Sri Ramakrishna College of Arts & Science
41	Mr. Tatiparthi Venkata Mahendra	Associate professor	NBKR Institute of Science and Technology
42	Mr. kalyani Bondu	Assistant Professor	NBKRIST
43	Mrs. SEKIREDDY MAMATHA	Assistant Professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY, VIDYANAGR
44	Mrs. P Jyothi	Assistant Professor	NBKRIST
45	Mr. Gundapu Stephen	Other	PR GOVERNMENT COLLEGE
46	Rayi Mounisha	Assistant Professor	NBKR Institute of Science and Technology
47	Dr. CHANDRA BHASKARA REDDY UCHALA	Assistant Professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY
48	Yaramala Sravani Reddy	Assistant Professor	N. B. K.R. Institute of Science and Technology
49	ARUNA KUMARI KUKATI	Assistant Professor	PVP SIDDHARTHA INSTITUTE OF TECHNOLOGY
50	Dr. P Ramesh	Associate professor	NBKR Institute of Science and Technology
51	Mrs. BHARGAVI Bhargavi YANATI	Assistant Professor	NBKRIST
52	Dr. BYSANI RADHAKRISHNA	Associate professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY
53	Mr. Devarakonda Srinivasa Rao	Associate professor	N B K R Institute of Science and Technology
54	Dr. KALAHASTHI RADHIKA	Professor	NBKRIST, VIDYA NAGAR, AP
55	Dr. Murali Mohan Babu	Professor	NBKR Institute Of Science and Technology (A), VUDYA NAGAR, AP
56	Dr. sreedhar c	Associate professor	NBKR INSTITUTE OF SCIENCE AND TECHNOLOGY
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