

UGC – MALAVIYA MISSION TEACHER TRAINING CENTRE

REPORT ON THE NEP ORIENTATION & SENSITIZATION PROGRAMME

UGC-FDP (Online) | 64th Batch | 15th – 25th September 2026



विश्वविद्यालय अनुदान आयोग
University Grants Commission
Quality higher education for all

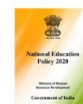
MALAVIYA MISSION
TEACHER
TRAINING PROGRAMME

UGC-MMTTC
MALAVIYAMMISSIONTEACHER
TRAINING CENTRE
S.G.T.B.KHALSA COLLEGE
UNIVERSITY OF DELHI



St. Joseph's College of Commerce
(Autonomous)

163 Brigade Road, Bengaluru, Karnataka - 560 025.



UGC-FDP (ONLINE)

NEP ORIENTATION & SENSITIZATION PROGRAMME

CORE TEAM @ UGC-MMTTC, SGTB KHALSA COLLEGE, DU

- PROF. GURMOHINDER SINGH, PRINCIPAL, SGTB KHALSA COLLEGE, DU
- PROF. VIMAL RARH, DIRECTOR, UGC-MMTTC, SGTB KHALSA COLLEGE, DU

CORE TEAM @ ST. JOSEPH'S COLLEGE OF COMMERCE (AUTONOMOUS), BANGALORE

Rev. Dr. Charles Lasrado, SJ
Principal

IQAC Committee



15th–25th
SEPTEMBER 2026



5:00 PM–8:15 PM
on zoom



Online Sessions on
Zoom

Eligibility

All Higher Education Administrators, Teachers (Permanent, Temporary, Guest, Ad-hoc Basis) and Research Scholars

[REGISTRATION LINK](https://mmc.ugc.ac.in) (No Registration Fee)

[HTTPS://MMC.UGC.AC.IN](https://mmc.ugc.ac.in)

(Refer to the pdf
for the steps
to register via this link)



REGISTRATION QR



**UGC- MALAVIYA MISSION TEACHER TRAINING CENTRE
(GAD-MMTTC; Formerly GAD-TLC)
SGTB Khalsa College, University of Delhi**

64th Batch

NEP ORIENTATION & SENSITIZATION PROGRAMME

15th September – 25th September 2026



In collaboration with



**St. Joseph's College of Commerce
(Autonomous) Bengaluru**



**Zeal College of Engineering and
Research, Pune, Maharashtra**



**Ministry of Education
Govt. of India**



**विश्वविद्यालय अनुदान आयोग
University Grants Commission
Quality higher education for all**



**GAD-MMTTC
(Formerly GAD-TLC)**



**SGTB Khalsa College
(University of Delhi)**

**UGC-MMTTC (GAD-MMTTC)
MALAVIYA MISSION TEACHER TRAINING CENTRE
SGTB Khalsa College, University of Delhi**

ORGANISING TEAM

- ◊ Prof. Sarita Passey, Zakir Husain Delhi College, DU
- ◊ Dr. Arti Dubey, VIVA College, Virar, Maharashtra
- ◊ Dr. Vedapradha. R. St. Joseph's College of Commerce, Autonomous, Bangalore
- ◊ Dr. Rekhapriyadarshini, St. Joseph's College of Commerce, Autonomous, Bangalore
- ◊ Ms. Meghna Chaudhary, Jamia Hamdard
- ◊ Ms. Nida Iftikhar, Jamia Hamdard
- ◊ Dr. Dipali Shende, Zeal College of Engineering and Research, Pune
- ◊ Ms. Rutuja Dhole, Zeal College of Engineering and Research, Pune
- ◊ Dr. Ankita Bansal, Assistant Professor, Netaji Subhas University of Technology, Dwarka, New Delhi

1. Programme at a Glance

Programme	NEP Orientation & Sensitization Programme (UGC-FDP, Online) 64th Batch
Scheme	Malaviya Mission Teacher Training Programme (MM-TTP), University Grants Commission (UGC), Ministry of Education, Government of India
Organised by	UGC-Malaviya Mission Teacher Training Centre (GAD-MMTTC; Formerly GAD-TLC), SGTB Khalsa College, University of Delhi
In collaboration with	St. Joseph's College of Commerce (Autonomous), Bengaluru Zeal College of Engineering and Research, Pune, Maharashtra
Duration	15th – 25th September 2026
Timing	5:00 PM – 8:15 PM
Mode	Online sessions on Zoom
Eligibility	All Higher Education Administrators, Teachers (Permanent, Temporary, Guest, Ad-hoc Basis) and Research Scholars
Registration	https://mmc.ugc.ac.in (No Registration Fee)

Core Team @ UGC-MMTTC, SGTB Khalsa College, DU

- Prof. Gurmohinder Singh, Principal, SGTB Khalsa College, DU
- Prof. Vimal Rarh, Director, UGC-MMTTC, SGTB Khalsa College, DU

Core Team @ St. Joseph's College of Commerce (Autonomous), Bangalore

- Rev. Dr. Charles Lasrado, SJ, Principal
- IQAC Committee

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2. Introduction

The National Education Policy (NEP) 2020 marks a historic turning point in Indian education. It seeks to transform the higher education landscape through multidisciplinary learning, flexible curricular structures, outcome-based teaching and assessment, a vibrant research

culture, the integration of skills and Indian Knowledge Systems, and the purposeful use of technology. The success of these reforms depends, above all, on teachers who understand the policy, appreciate its spirit and are equipped to implement it in their classrooms and institutions.

Recognising this, the University Grants Commission, under the Malaviya Mission Teacher Training Programme (MM-TTP) of the Ministry of Education, Government of India, supports NEP Orientation and Sensitization Programmes for faculty members across the country. The 64th batch of this programme was organised online by the UGC-Malaviya Mission Teacher Training Centre (GAD-MMTTC; Formerly GAD-TLC), SGTB Khalsa College, University of Delhi, in collaboration with St. Joseph's College of Commerce (Autonomous), Bengaluru and Zeal College of Engineering and Research, Pune, Maharashtra, from 15th to 25th September 2026.

The programme was conducted on the Zoom platform from 5:00 PM to 8:15 PM, with two technical sessions on each day of the programme, and was streamed live on YouTube to extend its reach. It brought together eminent academicians, policymakers and experts as resource persons, and saw enthusiastic participation of teachers, administrators and research scholars from higher education institutions across different states.

3. Objectives of the Programme

- To orient faculty members to the vision, principles and key provisions of NEP 2020 relating to higher education.
- To sensitise participants to the role of higher education in society and to the importance of equity, inclusion and diversity.
- To familiarise participants with new curricular frameworks, outcome-based teaching-learning and assessment reforms.
- To promote a culture of research, innovation, skill development and multidisciplinary, holistic education.
- To introduce participants to Indian Knowledge Systems and their integration into contemporary curricula.
- To build capacity in the effective use of ICT and national digital resources for teaching, learning and research.
- To develop an understanding of academic leadership, institutional autonomy, governance and quality management.

4. Programme Schedule

Day	Date	Session	Theme	Resource Person
1	15th Sept 2026	1	Higher Education and Society	Prof. A.K. Bakhshi
1	15th Sept 2026	2	Curriculum Development, Teaching-Learning and Assessment	Prof. Vimal Rarh
2	16th Sept 2026	1	Research and Development	Prof. Bibhu Prasad Sahoo

Day	Date	Session	Theme	Resource Person
2	16th Sept 2026	2	NEP Overview; Higher Education and Society	Prof. Ved Prakash
3	17th Sept 2026	1	Student Diversity and Inclusive Education	Prof. Sarita Passey
3	17th Sept 2026	2	Skill Development	Prof. Ved Prakash
4	19th Sept 2026	1	Curriculum Development, Teaching-Learning and Assessment	Prof. Vimal Rarh
4	19th Sept 2026	2	ICT and Learning Centric Models	Prof. A.K. Bakhshi
5	22nd Sept 2026	1	Indian Knowledge Systems	Dr. Shimla
5	22nd Sept 2026	2	Academic Leadership, Autonomy and Choice to Students	Prof. Ved Prakash
6	23rd Sept 2026	1	Practical skills for use of ICT in Teaching & Research	Prof. Arun Julka
6	23rd Sept 2026	2	Information and Communication Technology	Sh. N.K. Sinha
7	24th Sept 2026	1	Holistic & Multidisciplinary Education	Prof. Shakila T. Shamsu
7	24th Sept 2026	2	Skill Development	Prof. A.K. Bakhshi
8	25th Sept 2026	1	Academic Leadership, Governance and Management	Prof. A.K. Bakhshi
8	25th Sept 2026	2	Curriculum Development, Teaching-Learning and Assessment	Prof. Vimal Rarh

5. Session-wise Report

Day 1 (15th Sept 2026) - Session 1: Higher Education and Society, Prof. A.K. Bakhshi

Date	15th September 2026
Theme	Higher Education and Society
Resource Person	Prof. A.K. Bakhshi

Session Proceedings

The programme commenced on 15th September 2026 with the first technical session on the theme “Higher Education and Society”, delivered by Prof. A.K. Bakhshi. Setting the tone for the ten-day orientation, the session invited participants to look beyond the classroom and to view higher education as one of the most powerful instruments of social transformation and nation building envisaged in the National Education Policy (NEP) 2020.

Prof. Bakhshi traced the evolving relationship between universities and the communities they serve. He explained that higher education institutions (HEIs) are not isolated centres of instruction but social institutions whose relevance is measured by their contribution to economic growth, cultural continuity, democratic citizenship and human well-being. In this context, he highlighted the NEP 2020 vision of an education system rooted in Indian ethos that contributes directly to transforming India into an equitable and vibrant knowledge society.

A significant part of the session focused on the challenges confronting Indian higher education, including fragmentation of the ecosystem, rigid separation of disciplines, limited access in socio-economically disadvantaged regions, and an emphasis on rote learning over the development of higher-order thinking. The resource person explained how NEP 2020 responds to these concerns through its target of raising the Gross Enrolment Ratio (GER) in higher education to 50% by 2035, its emphasis on multidisciplinary institutions, and its commitment to equity and inclusion.

The session also emphasised the social responsibility of teachers. Prof. Bakhshi underlined that a teacher in higher education is simultaneously a scholar, a mentor and a change agent, and that the values, attitudes and constitutional commitments that students carry into society are shaped substantially on campuses. He encouraged participants to link their courses with community engagement, field projects and service learning so that students understand the real-world consequences of the knowledge they acquire.

The interactive segment that followed saw participants raise questions about balancing academic rigour with social relevance and about the role of colleges located in rural and semi-urban areas. The resource person responded that every institution, irrespective of its size, can become an anchor for its region by addressing local needs through research, outreach and skill-oriented programmes.

Key Takeaways

- Higher education is a public good and a key driver of social mobility, economic development and nation building.

- NEP 2020 aims to raise the GER in higher education to 50% by 2035 while ensuring equity and quality.
- Teachers act as change agents who shape the values and civic responsibility of future citizens.
- Community engagement and service learning connect classroom knowledge to societal needs.

Day 1 (15th Sept 2026) - Session 2: Curriculum Development, Teaching-Learning and Assessment, Prof. Vimal Rarh

Date	15th September 2026
Theme	Curriculum Development, Teaching-Learning and Assessment
Resource Person	Prof. Vimal Rarh

Session Proceedings

The second session of Day 1 was conducted by Prof. Vimal Rarh, Director, UGC-MMTTC, SGTB Khalsa College, University of Delhi, on “Curriculum Development, Teaching-Learning and Assessment”. This was the first of a series of three sessions by Prof. Rarh on the theme, and it laid the conceptual foundation for understanding curricular reform under NEP 2020.

Prof. Rarh began by explaining the meaning of curriculum as a planned set of learning experiences, distinguishing it from a syllabus, which is merely a list of topics. She described how NEP 2020 calls for a shift from content-heavy, teacher-centred instruction to a flexible, learner-centred and outcome-oriented curriculum. The session introduced participants to the UGC Curriculum and Credit Framework for Undergraduate Programmes, the four-year undergraduate programme with multiple entry and exit options, and the Academic Bank of Credits (ABC), which allows students to accumulate and transfer credits across institutions.

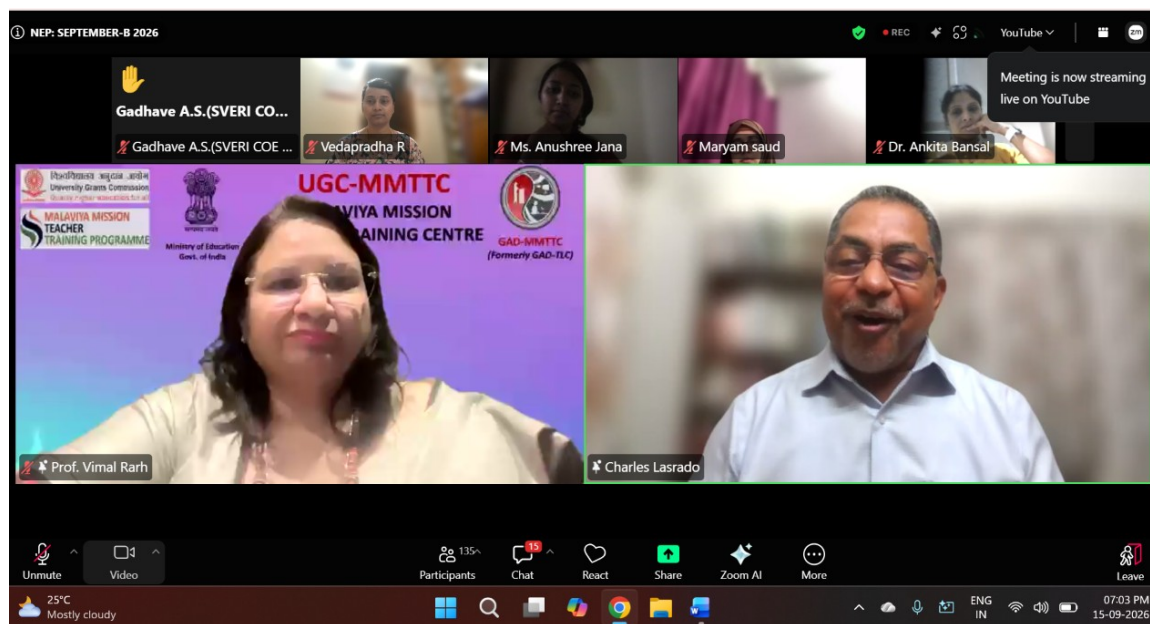
The resource person elaborated on the components of the new undergraduate structure, including major and minor disciplines, multidisciplinary courses, Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), internships and research projects. She explained how these components together aim to produce graduates who are not only knowledgeable in a discipline but also skilled, ethical and adaptable.

Turning to teaching-learning, Prof. Rarh stressed the importance of Outcome-Based Education (OBE). She explained how Programme Outcomes (POs) and Course Outcomes (COs) should be framed using measurable action verbs drawn from Bloom’s Revised Taxonomy, and how teaching strategies and assessment tools must be aligned with these outcomes. This principle of constructive alignment, she noted, is central to ensuring that what is taught, how it is taught and how it is assessed are consistent with one another.

The session concluded with an introduction to continuous and comprehensive evaluation and a call to faculty members to view assessment as a tool for learning rather than merely a tool for grading. Participants appreciated the clarity of the session and sought clarifications on credit distribution and the implementation of exit options at their respective institutions.

Key Takeaways

- A curriculum is a planned set of learning experiences, broader than a syllabus.
- The four-year UG programme, multiple entry and exit, and the Academic Bank of Credits provide flexibility to learners.
- Course and programme outcomes should be measurable and aligned with pedagogy and assessment.
- Assessment should be continuous, comprehensive and oriented towards learning.



Glimpse of Day 1, Session 2: Curriculum Development, Teaching-Learning and Assessment

Day 2 (16th Sept 2026) - Session 1: Research and Development, Prof. Bibhu Prasad Sahoo

Date	16th September 2026
Theme	Research and Development
Resource Person	Prof. Bibhu Prasad Sahoo

Session Proceedings

Day 2 opened with a session on “Research and Development” by Prof. Bibhu Prasad Sahoo. The session addressed one of the central thrusts of NEP 2020, namely the creation of a vibrant research and innovation ecosystem in Indian higher education institutions.

Prof. Sahoo began by pointing out that research is the foundation of a knowledge economy and that India’s research output and investment in research and development have to grow substantially to match its aspirations. He discussed the NEP 2020 proposal for a National Research Foundation to fund, mentor and build research capacity across disciplines, and the subsequent establishment of the Anusandhan National Research Foundation (ANRF) to seed, grow and promote research in universities and colleges.

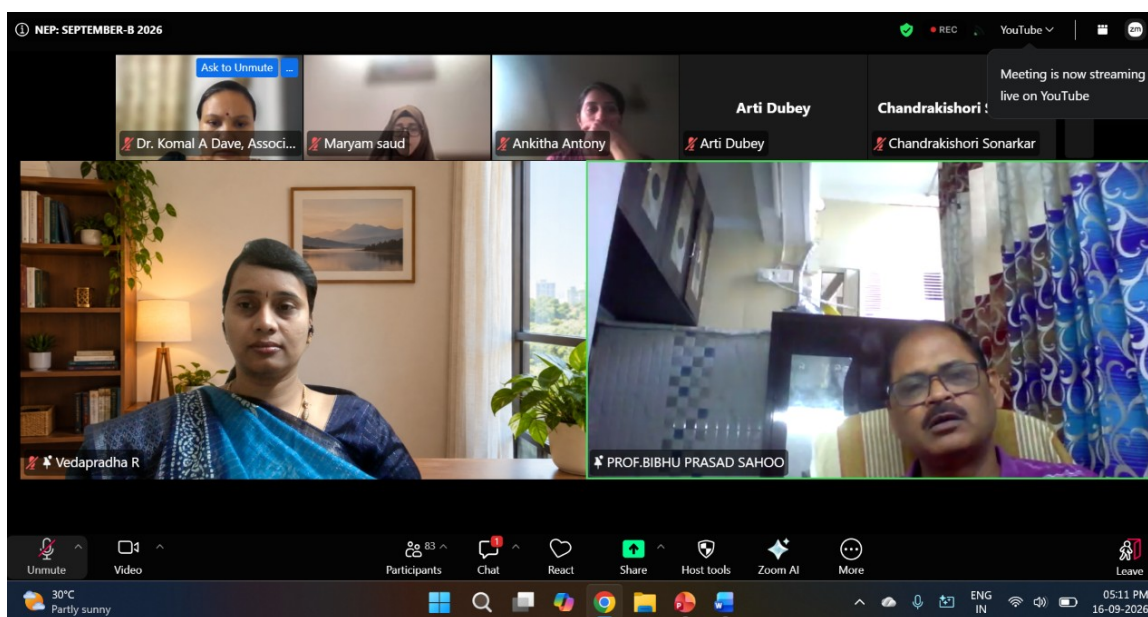
A key message of the session was that research should not be confined to doctoral programmes or research-intensive universities. Under the new undergraduate framework, students in the fourth year can opt for honours with research, and the resource person urged teachers to cultivate a spirit of inquiry from the very first year through mini-projects, field studies, case analyses and literature reviews. He emphasised that teachers who are active researchers bring currency, depth and enthusiasm to their teaching.

The session also covered the essentials of good research practice, including identifying a meaningful research problem, conducting a systematic review of literature, choosing an appropriate methodology, and analysing data rigorously. Prof. Sahoo dwelt at length on research ethics, academic integrity, the UGC regulations on the promotion of academic integrity and prevention of plagiarism, and the importance of publishing in reputed peer-reviewed journals while avoiding predatory and questionable outlets.

Interdisciplinary research, industry-academia collaboration, intellectual property rights, patents and funding opportunities from national agencies were discussed as avenues for faculty members to enhance the impact of their work. The session ended with an engaging question-and-answer round in which participants discussed practical difficulties in finding time and funds for research and possible strategies to overcome them.

Key Takeaways

- NEP 2020 envisions a strong research culture across all HEIs, supported by the Anusandhan National Research Foundation.
- Research orientation should begin at the undergraduate level through projects and inquiry-based learning.
- Academic integrity, research ethics and publication in quality journals are non-negotiable.
- Interdisciplinary research and industry collaboration increase the societal impact of research.



Glimpse of Day 2, Session 1: Research and Development

Day 2 (16th Sept 2026) - Session 2: NEP Overview; Higher Education and Society, Prof. Ved Prakash

Date	16th September 2026
Theme	NEP Overview; Higher Education and Society
Resource Person	Prof. Ved Prakash

Session Proceedings

The second session of Day 2 was delivered by Prof. Ved Prakash, Former Chairman of the University Grants Commission (UGC), on “NEP Overview; Higher Education and Society”. Drawing on his long experience in educational policy and administration, Prof. Ved Prakash offered participants a comprehensive overview of the National Education Policy 2020 and its implications for higher education.

Prof. Ved Prakash outlined the background of the policy, noting that NEP 2020 is the first education policy of the 21st century and replaced the National Policy on Education of 1986. He explained that the policy was the outcome of an extensive consultative process and is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. He stressed that the policy views education as a continuum from early childhood to higher education and research.

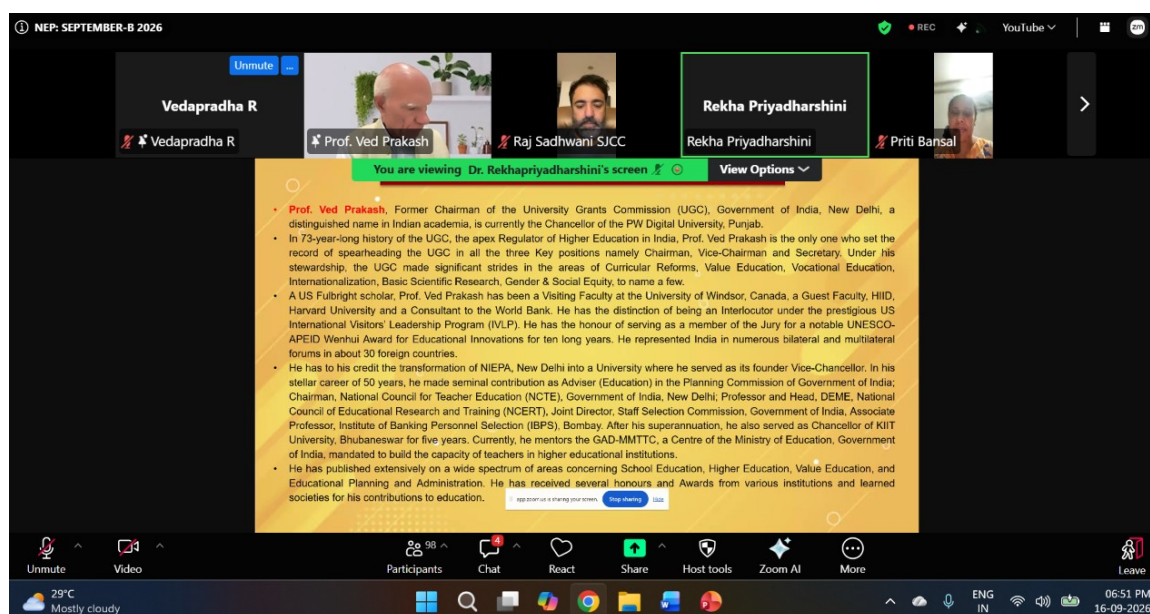
The resource person discussed the major structural reforms proposed for higher education. These include the transformation of HEIs into large, well-resourced multidisciplinary universities and colleges, the phasing out of the affiliating system over time, graded autonomy for institutions, and the proposal for a single overarching regulator, the Higher Education Commission of India (HECI), with separate verticals for regulation, accreditation, funding and academic standard-setting. He explained how the separation of these functions is intended to remove conflicts of interest and to make regulation light but tight.

Revisiting the theme of higher education and society, Prof. Ved Prakash emphasised that the ultimate purpose of education is the development of good, thoughtful, well-rounded and creative individuals. He noted that education must promote constitutional values, respect for diversity, ethical reasoning and a sense of service, and that HEIs have a duty to address societal challenges ranging from unemployment to environmental sustainability.

The session was marked by thoughtful questions from participants regarding the pace of implementation, challenges faced by state universities and affiliated colleges, and the role of teachers in realising the policy. Prof. Ved Prakash encouraged participants to see themselves as active stakeholders who can translate policy intentions into classroom realities.

Key Takeaways

- NEP 2020 rests on the pillars of Access, Equity, Quality, Affordability and Accountability.
- Multidisciplinary institutions, graded autonomy and a unified regulatory framework are central structural reforms.
- Education must produce well-rounded, ethical and socially responsible individuals.
- Teachers are key stakeholders in translating policy into practice.



Glimpse of Day 2, Session 2: NEP Overview; Higher Education and Society

Day 3 (17th Sept 2026) - Session 1: Student Diversity and Inclusive Education, Prof. Sarita Passey

Date	17th September 2026
Theme	Student Diversity and Inclusive Education
Resource Person	Prof. Sarita Passey

Session Proceedings

Day 3 began with a session on “Student Diversity and Inclusive Education” by Prof. Sarita Passey, Zakir Husain Delhi College, University of Delhi. The session addressed the commitment of NEP 2020 to ensure that no learner is left behind on account of the circumstances of birth or background.

Prof. Passey introduced the concept of diversity in the higher education classroom, which spans gender, socio-economic status, region, language, caste, religion, disability, learning styles and prior academic preparation. She drew attention to the category of Socio-Economically Disadvantaged Groups (SEDGs) identified in NEP 2020 and discussed the policy’s recommendations for bridging gaps in access, participation and learning outcomes, including financial support, targeted outreach, gender-sensitive practices and barrier-free campuses.

The core of the session focused on pedagogies that make inclusion a reality in everyday teaching. Prof. Passey presented a range of learner-centred approaches, including case studies, experiential learning, project-based and problem-based learning, collaborative learning techniques such as Think-Pair-Share, and the flipped classroom model. She explained how such approaches allow students with different strengths and backgrounds to participate actively, learn from peers, and construct knowledge in meaningful ways.

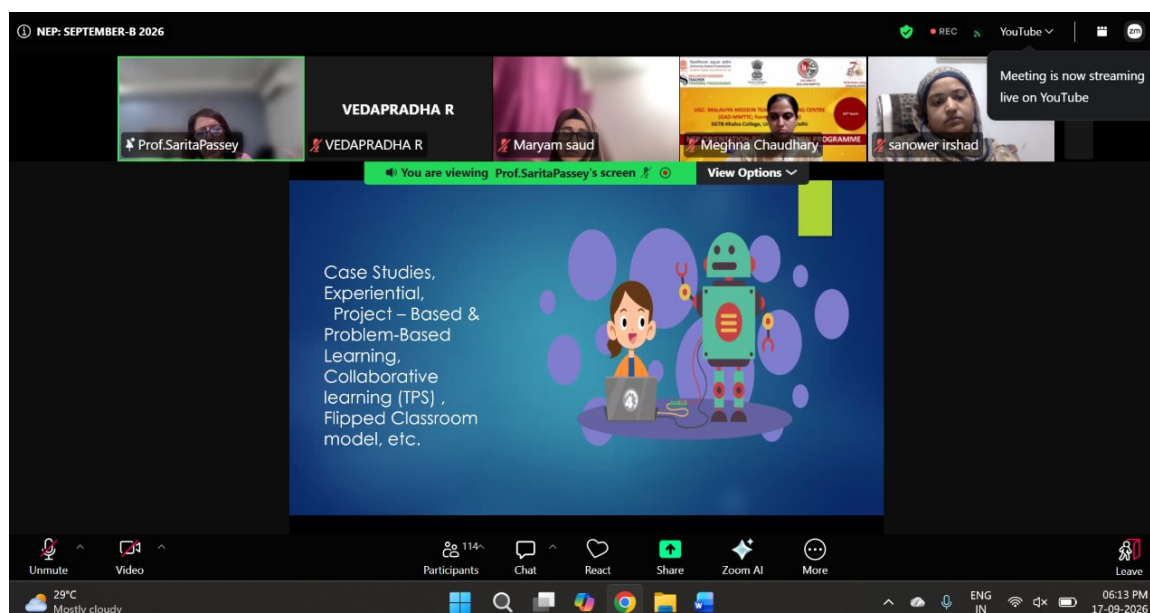
The resource person also discussed Universal Design for Learning, differentiated instruction and the use of multiple modes of representation and assessment so that students with disabilities

and diverse learning needs are not disadvantaged. She emphasised the importance of empathy, mentoring and a safe and respectful classroom climate, and reminded participants that the attitude of the teacher is often the most decisive factor in whether a student feels included.

Participants shared experiences from their own institutions, particularly regarding first-generation learners and students from rural and vernacular-medium backgrounds. The discussion reinforced that inclusion is not an add-on but an integral dimension of quality education.

Key Takeaways

- Diversity in classrooms is multidimensional and should be seen as a resource for learning.
- NEP 2020 places special emphasis on Socio-Economically Disadvantaged Groups (SEDGs).
- Case studies, experiential, project and problem-based learning, collaborative learning and flipped classrooms promote inclusion.
- Empathy, mentoring and a safe classroom climate are essential to inclusive education.



Glimpse of Day 3, Session 1: Student Diversity and Inclusive Education

Day 3 (17th Sept 2026) - Session 2: Skill Development, Prof. Ved Prakash

Date	17th September 2026
Theme	Skill Development
Resource Person	Prof. Ved Prakash

Session Proceedings

The second session of Day 3 was delivered by Prof. Ved Prakash on “Skill Development”. The session examined the policy’s intent to bridge the long-standing divide between academic and vocational education and to prepare graduates for a rapidly changing world of work.

Prof. Ved Prakash observed that a large proportion of graduates find it difficult to secure suitable employment, not for lack of degrees but for lack of relevant skills. He explained that NEP 2020 seeks to integrate vocational education into mainstream education and recommends that every learner be exposed to vocational education, with a focus on areas of local relevance and emerging opportunities.

The resource person discussed the National Skills Qualifications Framework (NSQF) and the National Credit Framework (NCrF), which together enable the recognition of skills alongside academic learning and permit credit accumulation for vocational training, internships and apprenticeships. He described apprenticeship and internship-embedded degree programmes as an important mechanism for giving students hands-on exposure to the workplace.

Prof. Ved Prakash also stressed that skills are not limited to technical or vocational competencies. Communication, teamwork, critical thinking, problem solving, digital literacy, adaptability and ethical conduct are equally important life skills that employers and society expect. He urged teachers to embed these skills within disciplinary courses rather than treat them as separate add-ons.

The session concluded with a discussion on how colleges can partner with industries, local enterprises, sector skill councils and community organisations to design meaningful skill courses. Participants found the session insightful in understanding the larger national context of skill development.

Key Takeaways

- NEP 2020 seeks to remove the hard separation between academic and vocational streams.
- NSQF and NCrF allow skills, internships and apprenticeships to earn academic credit.
- Life skills such as communication, teamwork and critical thinking are as important as technical skills.
- Partnerships with industry and local enterprises strengthen skill-based programmes.



Glimpse of Day 3, Session 2: Skill Development

Day 4 (19th Sept 2026) - Session 1: Curriculum Development, Teaching-Learning and Assessment, Prof. Vimal Rarh

Date	19th September 2026
Theme	Curriculum Development, Teaching-Learning and Assessment
Resource Person	Prof. Vimal Rarh

Session Proceedings

Day 4 commenced with the second session by Prof. Vimal Rarh on “Curriculum Development, Teaching-Learning and Assessment”. Building on the foundation laid on Day 1, this session moved from frameworks to practice, focusing on how teachers can design courses and assessments that genuinely reflect the spirit of NEP 2020.

Prof. Rarh walked participants through the process of course design, beginning with the identification of learning outcomes, followed by the selection of content, the choice of teaching-learning strategies and the design of assessment tasks. She demonstrated how Course Outcomes can be mapped to Programme Outcomes using a CO–PO mapping matrix and how such mapping helps institutions demonstrate the attainment of outcomes during accreditation.

A substantial part of the session was devoted to assessment. The resource person explained the difference between assessment of learning, assessment for learning and assessment as learning. She discussed formative tools such as quizzes, reflective journals, concept maps, presentations, peer assessment and portfolios, and summative tools such as end-semester examinations and capstone projects. She emphasised the use of well-defined rubrics to make assessment transparent, consistent and fair.

Prof. Rarh also discussed the design of question papers that test higher-order cognitive abilities such as application, analysis, evaluation and creation rather than mere recall. She noted that NEP 2020 calls for a move away from high-stakes, memory-based examinations towards competency-based assessment that measures conceptual understanding and the ability to apply knowledge in new situations.

The session included an interactive exercise in which participants were encouraged to reflect on the courses they teach and to rewrite a course outcome using measurable action verbs. The exercise helped participants appreciate the practical implications of outcome-based curriculum design.

Key Takeaways

- Course design should begin with outcomes and proceed to content, pedagogy and assessment.
- CO–PO mapping supports the measurement of outcome attainment and accreditation.
- Formative assessment and rubrics make evaluation transparent and supportive of learning.
- Assessment should test higher-order thinking and competencies rather than rote memory.

Day 4 (19th Sept 2026) - Session 2: ICT and Learning Centric Models, Prof. A.K.Bakhshi

Date	19th September 2026
Theme	ICT and Learning Centric Models
Resource Person	Prof. A.K. Bakhshi

Session Proceedings

The second session of Day 4 was delivered by Prof. A.K. Bakhshi on “ICT and Learning Centric Models”. The session explored how Information and Communication Technology can be used to move from teaching-centric to learning-centric models of education, in line with the recommendations of NEP 2020.

Prof. Bakhshi began by contrasting the traditional model, in which the teacher is the primary source of information, with learning-centric models, in which the teacher designs experiences that enable students to discover, construct and apply knowledge. He argued that in an age when information is freely available, the role of the teacher is to guide, facilitate, motivate and mentor.

The resource person discussed the national digital initiatives in higher education, particularly SWAYAM, which offers Massive Open Online Courses (MOOCs) and allows students to earn credits towards their degrees in accordance with UGC regulations. He explained the four-quadrant approach to e-content development, comprising video lectures, e-text, self-assessment and discussion forums, and how this approach supports self-paced learning.

Prof. Bakhshi elaborated on blended learning, which combines face-to-face instruction with online learning, and on the flipped classroom, where students engage with content before the class and use classroom time for discussion, problem solving and application. He emphasised that technology should be used purposefully and that pedagogy, not technology, must drive instructional decisions.

The session also highlighted the importance of addressing the digital divide so that technology enhances rather than undermines equity. Participants discussed the practical challenges of connectivity and devices, and the resource person suggested low-bandwidth and offline-friendly approaches to ensure inclusion.

Key Takeaways

- Learning-centric models position the teacher as a facilitator and mentor.
- SWAYAM MOOCs and the four-quadrant approach support flexible, self-paced learning and credit transfer.
- Blended learning and flipped classrooms combine the strengths of online and face-to-face learning.
- Pedagogy should drive the use of technology, with attention to the digital divide.

Day 5 (22nd Sept 2026) - Session 1: Indian Knowledge Systems, Dr. Shimla

Date	22nd September 2026
Theme	Indian Knowledge Systems
Resource Person	Dr. Shimla

Session Proceedings

Day 5 opened with an enriching session on “Indian Knowledge Systems” (IKS) by Dr. Shimla. The session highlighted the emphasis that NEP 2020 places on the rich heritage of Indian knowledge and its integration into contemporary curricula.

Dr. Shimla reminded participants of India’s long tradition of learning and scholarship, symbolised by ancient centres of learning such as Takshashila and Nalanda, which attracted scholars from across the world and fostered multidisciplinary inquiry. She described the contributions of Indian thinkers to mathematics, astronomy, medicine, metallurgy, linguistics, philosophy, architecture, the arts and governance, and noted that much of this knowledge remains relevant today.

The resource person explained that NEP 2020 seeks to bring this knowledge into mainstream education in a scientific and critical manner. She referred to the establishment of the Indian Knowledge Systems Division under the Ministry of Education and to UGC guidelines that encourage the inclusion of IKS courses in undergraduate and postgraduate programmes. She emphasised that IKS should be approached not as uncritical glorification of the past, but as a body of knowledge to be studied, validated and connected with modern disciplines.

Dr. Shimla also discussed the promotion of Indian languages, arts and culture, and the role of teachers in helping students appreciate their heritage while remaining open to global knowledge. She suggested practical ways of integrating IKS into existing courses, such as including relevant case studies, comparative perspectives and interdisciplinary projects.

Participants found the session thought-provoking and raised questions on how IKS can be incorporated in professional and commerce disciplines. The resource person encouraged them to explore traditional Indian concepts in trade, accounting, ethics and management as rich sources of contextual learning.

Key Takeaways

- India has a rich, multidisciplinary knowledge tradition symbolised by institutions such as Takshashila and Nalanda.
- NEP 2020 encourages the integration of Indian Knowledge Systems into curricula.
- IKS should be studied critically and connected with contemporary disciplines.
- IKS can be integrated into all disciplines, including commerce and management, through contextual examples.



Glimpse of Day 5, Session 1: Indian Knowledge Systems

Day 5 (22nd Sept 2026) - Session 2: Academic Leadership, Autonomy and Choice to Students, Prof. Ved Prakash

Date	22nd September 2026
Theme	Academic Leadership, Autonomy and Choice to Students
Resource Person	Prof. Ved Prakash

Session Proceedings

The second session of Day 5 was delivered by Prof. Ved Prakash on “Academic Leadership, Autonomy and Choice to Students”. The session examined how institutional autonomy and empowered academic leadership can create the conditions for students to exercise meaningful choice in their education.

Prof. Ved Prakash explained that NEP 2020 envisions a system in which institutions are given graded academic, administrative and financial autonomy based on their accreditation and performance. He discussed the intention of the policy to gradually phase out the affiliating system so that colleges can develop into autonomous degree-granting institutions or become constituent parts of universities. Autonomy, he stressed, must be accompanied by accountability, transparency and a strong internal quality culture.

Discussing academic leadership, the resource person observed that leaders in higher education, whether principals, deans, heads of departments or coordinators, must be visionaries who inspire faculty, nurture innovation and foster collegiality. He noted that NEP 2020 recommends that institutional leaders be selected on the basis of academic excellence, administrative capability and commitment to constitutional values, and that leadership succession be planned well in advance.

Prof. Ved Prakash then elaborated on choice to students, explaining how the choice-based credit system, multidisciplinary electives, the Academic Bank of Credits and multiple entry and

exit options give learners the freedom to design their own learning pathways according to their interests and aspirations. He cautioned that choice is meaningful only when institutions provide adequate academic advising and mentoring so that students make informed decisions.

The session generated a lively discussion on the readiness of institutions for autonomy and the role of teachers in academic governance. Participants appreciated the depth of the resource person's insights drawn from his extensive policy experience.

Key Takeaways

- Graded autonomy is linked to accreditation and must be accompanied by accountability.
- Academic leadership requires vision, academic excellence and the ability to inspire.
- Choice-based credits, ABC and multiple entry and exit options give students flexible learning pathways.
- Academic advising and mentoring are essential for students to make informed choices.

Day 6 (23rd Sept 2026) - Session 1: Practical skills for use of ICT in Teaching & Research, Prof. Arun Julka

Date	23rd September 2026
Theme	Practical skills for use of ICT in Teaching & Research
Resource Person	Prof. Arun Julka

Session Proceedings

Day 6 began with a hands-on oriented session on “Practical skills for use of ICT in Teaching & Research” by Prof. Arun Julka. While earlier sessions dealt with the policy and pedagogical dimensions of ICT, this session focused on the practical tools that teachers can use in their day-to-day work.

Prof. Julka introduced participants to a range of digital tools for teaching, including learning management systems for organising course materials and assignments, video conferencing platforms for synchronous teaching, and interactive tools for polls, quizzes and real-time feedback. He demonstrated how such tools can increase student engagement, especially in large classes and online sessions.

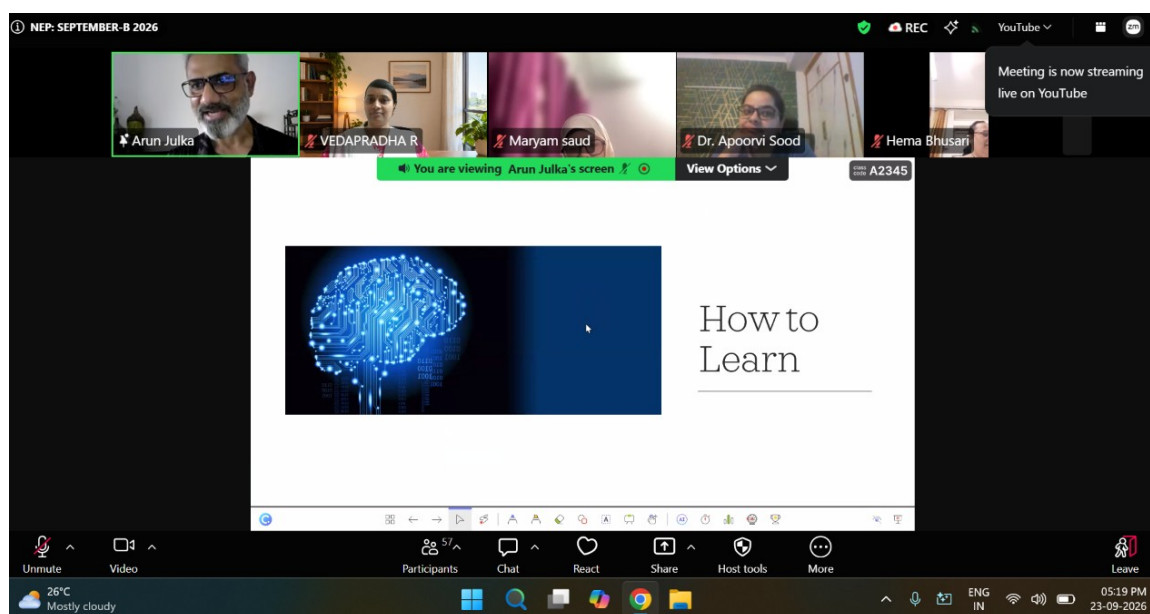
In the domain of research, the resource person discussed tools for literature search, reference management and citation, plagiarism detection, survey design and data analysis. He explained how reference managers simplify the organisation of literature and the formatting of citations, and how online survey tools and statistical software support efficient data collection and analysis.

The session also touched upon emerging technologies, including generative artificial intelligence tools, and their potential and limitations in teaching and research. Prof. Julka urged participants to use such tools responsibly, to verify information, to maintain academic integrity, and to guide students on the ethical use of technology.

Participants actively engaged with the resource person, sharing tools they already use and seeking guidance on selecting tools appropriate for their disciplines. The session equipped them with practical ideas that could be implemented immediately in their classrooms and research activities.

Key Takeaways

- Learning management systems and interactive tools enhance engagement in physical and virtual classrooms.
- Digital tools for literature search, reference management and data analysis make research more efficient.
- Generative AI tools must be used responsibly, with verification and adherence to academic integrity.
- Teachers should select tools based on pedagogical purpose and disciplinary needs.



Glimpse of Day 6, Session 1: Practical skills for use of ICT in Teaching & Research

Day 6 (23rd Sept 2026) - Session 2: Information and Communication Technology, Sh. N.K. Sinha

Date	23rd September 2026
Theme	Information and Communication Technology
Resource Person	Sh. N.K. Sinha

Session Proceedings

The second session of Day 6 was conducted by Sh. N.K. Sinha on “Information and Communication Technology”. The session provided a broader perspective on the role of ICT in transforming education at the national level and on the digital infrastructure available to teachers and students in India.

Sh. Sinha discussed the vision of NEP 2020 regarding technology in education, including the creation of an autonomous National Educational Technology Forum (NETF) to provide a

platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration. He also spoke about the importance of a robust digital architecture for education that connects learners, teachers and institutions.

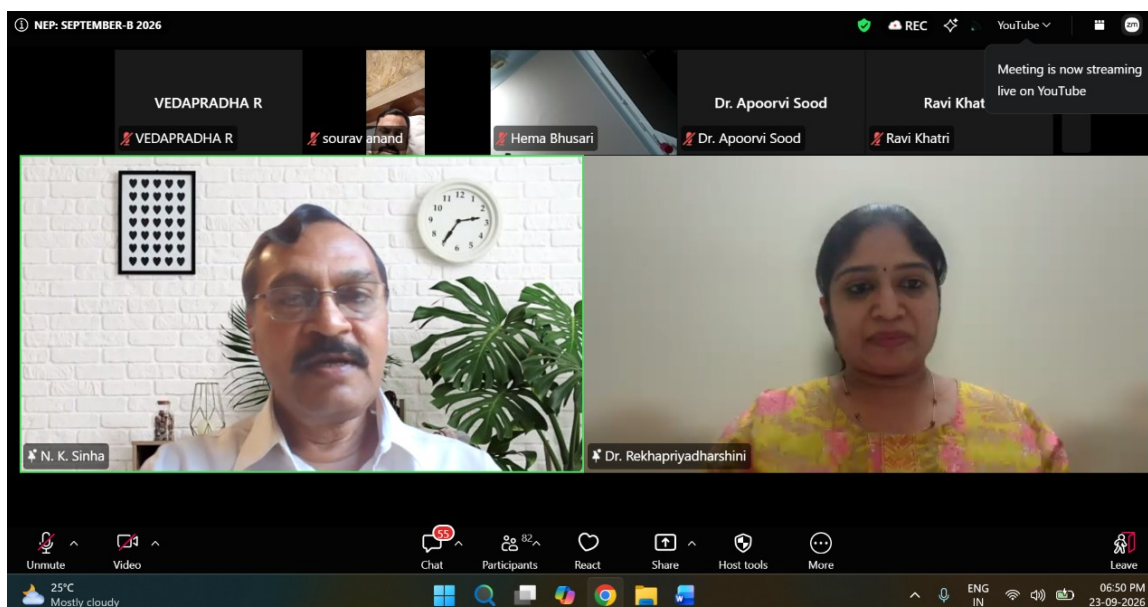
The resource person introduced participants to key national digital resources, including SWAYAM for online courses, SWAYAM Prabha educational television channels, the National Digital Library of India, e-PG Pathshala, and repositories maintained by INFLIBNET such as Shodhganga. He explained how teachers can use these freely available resources to supplement classroom teaching and to support students' self-learning.

Sh. Sinha also addressed issues of digital governance in institutions, including the use of ICT for administration, admissions, examinations and record-keeping, as well as cyber security and data privacy. He emphasised that teachers should practise good cyber hygiene and educate students about online safety and responsible digital citizenship.

The session concluded with a discussion on the digital divide and the need for institutions to ensure equitable access to devices and connectivity. Participants found the session informative and appreciated the awareness it created about the wide range of national digital resources available to them.

Key Takeaways

- NEP 2020 envisions a strong role for technology in learning, assessment, planning and administration.
- National resources such as SWAYAM, SWAYAM Prabha, NDLI, e-PG Pathshala and Shodhganga are freely available to teachers and students.
- ICT-enabled governance improves efficiency and transparency in institutions.
- Cyber security, data privacy and responsible digital citizenship must be promoted.



Glimpse of Day 6, Session 2: Information and Communication Technology

Day 7 (24th Sept 2026) - Session 1: Holistic & Multidisciplinary Education, Prof. Shakila T. Shamsu

Date	24th September 2026
Theme	Holistic & Multidisciplinary Education
Resource Person	Prof. Shakila T. Shamsu

Session Proceedings

Day 7 opened with a session on “Holistic & Multidisciplinary Education” by Prof. Shakila T. Shamsu. The session dealt with one of the most distinctive features of NEP 2020: its call for a broad-based, multidisciplinary and holistic education that develops all capacities of human beings.

Prof. Shamsu explained that NEP 2020 draws inspiration from India’s long tradition of holistic learning, in which knowledge of the arts, sciences, crafts and humanities was seen as interconnected. She noted that the policy aims to develop intellectual, aesthetic, social, physical, emotional and moral capacities in an integrated manner, and to move away from the rigid separation of the arts, sciences, commerce and vocational streams.

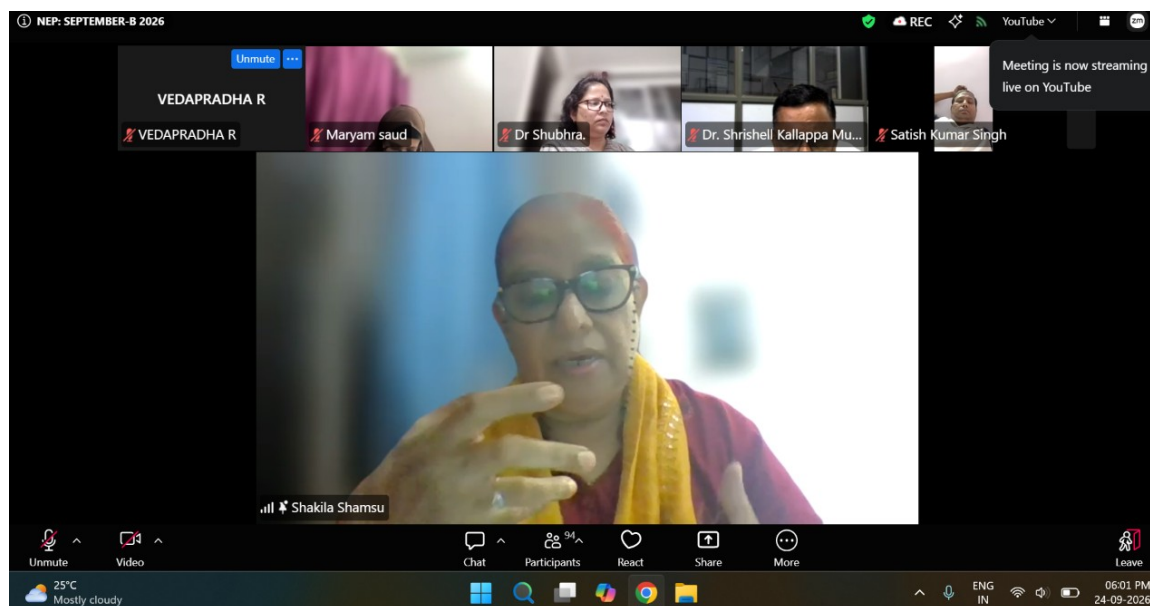
The resource person described how this vision is being operationalised through flexible curricular structures that combine major and minor disciplines, multidisciplinary courses, environmental education, value education, community engagement and service, and opportunities for sports, arts and culture. She emphasised that multidisciplinary education allows students to make connections across fields, which is essential for solving complex real-world problems.

Prof. Shamsu also highlighted the role of liberal education in fostering critical thinking, creativity, communication, ethical reasoning and an appreciation of diversity. She encouraged teachers to collaborate across departments, to design interdisciplinary courses and projects, and to create learning experiences that nurture both the head and the heart.

The interactive discussion that followed allowed participants to share how their institutions are introducing multidisciplinary courses and to discuss challenges such as timetabling and faculty availability. The resource person suggested collaborative teaching and institutional clustering as practical solutions.

Key Takeaways

- Holistic education develops intellectual, aesthetic, social, physical, emotional and moral capacities.
- NEP 2020 removes rigid separation between streams and encourages multidisciplinary learning.
- Value education, environmental education, arts and community engagement are integral to holistic education.
- Interdepartmental collaboration and clustering can overcome practical implementation challenges.



Glimpse of Day 7, Session 1: Holistic & Multidisciplinary Education

Day 7 (24th Sept 2026) - Session 2: Skill Development, Prof. A.K. Bakhshi

Date	24th September 2026
Theme	Skill Development
Resource Person	Prof. A.K. Bakhshi

Session Proceedings

The second session of Day 7 was delivered by Prof. A.K. Bakhshi on “Skill Development”. Complementing the earlier session by Prof. Ved Prakash on the same theme, this session focused on the skills that learners and teachers need in the twenty-first century and on strategies for developing them within higher education.

Prof. Bakhshi discussed the rapidly changing nature of work brought about by automation, artificial intelligence and globalisation. He emphasised that many of today’s students will work in jobs that do not yet exist, and that higher education must therefore focus on transferable skills such as critical thinking, creativity, collaboration and communication, along with digital, data and financial literacy.

The resource person explained how the Skill Enhancement Courses, internships, apprenticeships and research projects built into the new curricular framework provide structured opportunities to develop employability and entrepreneurial skills. He encouraged teachers to use active learning methods such as simulations, role plays, case analyses, design thinking exercises and real-world projects that develop skills alongside disciplinary knowledge.

Prof. Bakhshi also highlighted the need for teachers to continually upgrade their own skills. He noted that faculty development, lifelong learning and openness to new methods are essential if teachers are to remain effective mentors in a changing environment, and he encouraged

participants to make full use of programmes such as the Malaviya Mission Teacher Training Programme.

The session concluded with a discussion on fostering entrepreneurship and innovation through incubation centres, innovation councils and start-up initiatives on campuses. Participants found the session motivating and practical.

Key Takeaways

- Twenty-first century skills include critical thinking, creativity, collaboration, communication and digital literacy.
- SECs, internships and projects provide structured opportunities for skill development.
- Active learning methods develop skills alongside disciplinary knowledge.
- Teachers must engage in lifelong learning and continuous professional development.



Glimpse of Day 7, Session 2: Skill Development

Day 8 (25th Sept 2026) - Session 1: Academic Leadership, Governance and Management, Prof. A.K. Bakhshi

Date	25th September 2026
Theme	Academic Leadership, Governance and Management
Resource Person	Prof. A.K. Bakhshi

Session Proceedings

The final day of the programme began with a session on “Academic Leadership, Governance and Management” by Prof. A.K. Bakhshi. The session examined how effective leadership and good governance are essential for translating the vision of NEP 2020 into institutional reality.

Prof. Bakhshi explained that NEP 2020 envisions institutions governed by independent Boards of Governors comprising individuals with expertise and commitment, with the freedom to pursue excellence without external interference. He discussed the importance of an Institutional

Development Plan (IDP), through which each institution sets out its vision, goals and strategies for growth and is held accountable for their achievement.

The resource person elaborated on the qualities of an effective academic leader, including vision, integrity, empathy, decisiveness, communication skills and the ability to build teams. He emphasised that leadership in higher education is not confined to those holding formal positions; every teacher exercises leadership in the classroom, in committees and in the wider academic community.

Turning to management, Prof. Bakhshi discussed quality assurance mechanisms, including the role of the Internal Quality Assurance Cell (IQAC), accreditation, rankings such as the National Institutional Ranking Framework (NIRF), and the use of data for decision-making. He highlighted the importance of transparent processes, participatory decision-making, e-governance, grievance redressal and effective resource management in creating a healthy institutional culture.

The session generated a meaningful discussion on how teachers can contribute to institutional governance and quality enhancement. Participants appreciated the practical insights and reflected on their own roles in strengthening their institutions.

Key Takeaways

- Independent Boards of Governors and Institutional Development Plans are central to NEP-aligned governance.
- Effective academic leaders combine vision, integrity, empathy and team-building.
- IQAC, accreditation and rankings drive a culture of quality and accountability.
- Every teacher can exercise leadership and contribute to institutional governance.

Day 8 (25th Sept 2026) - Session 2: Curriculum Development, Teaching-Learning and Assessment, Prof. Vimal Rarh

Date	25th September 2026
Theme	Curriculum Development, Teaching-Learning and Assessment
Resource Person	Prof. Vimal Rarh

Session Proceedings

The concluding session of the programme was delivered by Prof. Vimal Rarh, Director, UGC-MMTTC, on “Curriculum Development, Teaching-Learning and Assessment”. As the third session in the series on this theme, it served to consolidate and integrate the learning from the entire programme.

Prof. Rarh revisited the key ideas discussed during the earlier sessions and showed how they come together in curriculum design. She explained how holistic and multidisciplinary education, skill development, Indian Knowledge Systems, inclusive pedagogies, research orientation and the use of ICT can all be woven into a well-designed curriculum that is aligned with clearly defined outcomes.

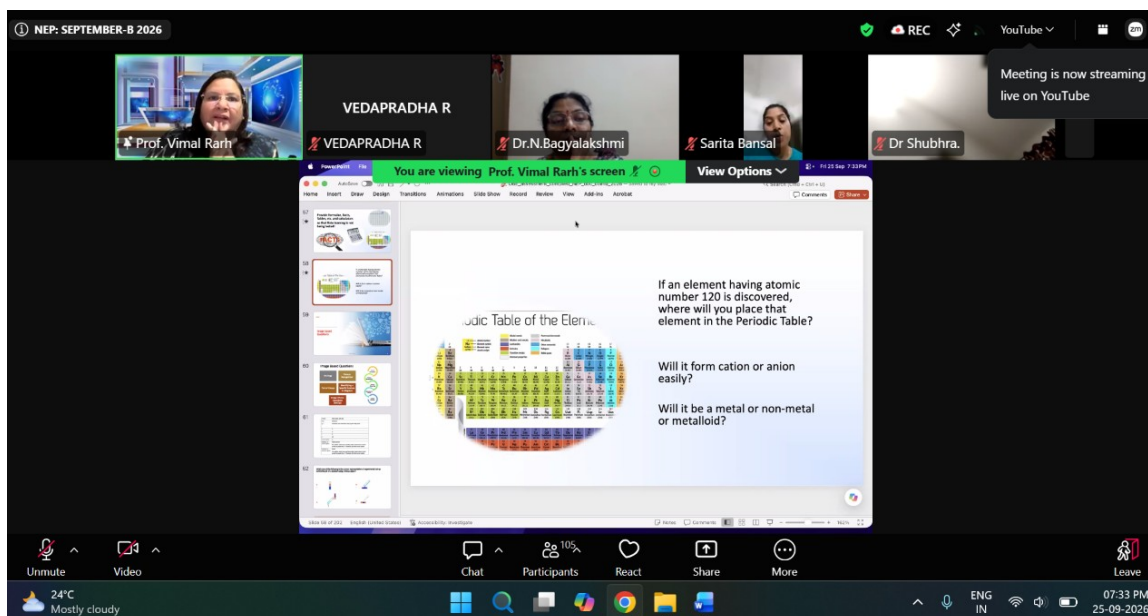
The resource person discussed innovative teaching-learning practices that teachers can adopt, including active and collaborative learning, inquiry-based learning, experiential learning, and blended learning using national digital platforms. She emphasised that student engagement and reflective practice are at the heart of effective teaching, and encouraged participants to seek regular feedback from students to improve their teaching.

Prof. Rarh also revisited the principles of assessment reform, reiterating the importance of continuous evaluation, rubrics, competency-based assessment and the timely provision of feedback. She urged teachers to view curriculum development as a dynamic and collaborative process that must be reviewed periodically in consultation with stakeholders, including students, alumni, employers and the community.

The session concluded with an open discussion in which participants shared their reflections on the programme and their plans for implementing NEP 2020 in their institutions. Prof. Rarh appreciated the active participation of all the participants and thanked the resource persons, the collaborating institutions and the organising team for their contributions to the success of the programme.

Key Takeaways

- The curriculum is the vehicle through which all the reforms of NEP 2020 reach the learner.
- Active, collaborative, inquiry-based and blended learning enhance student engagement.
- Assessment reform requires continuous evaluation, rubrics and timely feedback.
- Curriculum development is a dynamic, collaborative and stakeholder-driven process.



Glimpse of Day 8, Session 2: Curriculum Development, Teaching-Learning and Assessment

6. Programme Completion Parameters

The programme followed a structured assessment scheme to ensure active engagement and to evaluate the learning of participants. Attendance and participation were recorded through Zoom using automatic and manual grading, including analysis of participant feedback. Two online quizzes, graded automatically, were conducted on the content of the live sessions. The completion parameters are summarised below.

Type of Assessment	Grading Mechanism	Details	Total Marks (Out of)
Attendance and Participation	Automatic and Manual including Feedback analysis	Zoom	20
Online Quiz-1	Automatic	Based on Live Sessions (Modules 1-4 and 9)	40
Online Quiz-2	Automatic	Based on Live Sessions (Modules 5-8 & 10)	40
		Grand Total Max. Marks	100
		Qualifying Marks	50

No grades are mentioned on the certificate of this programme.

PROGRAMME COMPLETION PARAMETERS

Type of Assessment	Grading mechanism	Details	Total Marks (Out of)
Attendance and Participation	Automatic and Manual including Feedback analysis	Zoom	20
Online Quiz-1	Automatic	Based on Live Sessions- (Modules-1-4 and 9)	40
Online Quiz-2	Automatic	Based on Live Sessions (Modules-5-8 & 10)	40
		GRAND TOTAL MAX. MARKS	100
		QUALIFYING MARKS	50

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NO GRADES WILL BE MENTIONED ON THIS PROGRAMMES' CERTIFICATE

Programme Completion Parameters

7. Certificates

Certificates were issued under the Malaviya Mission Teacher Training Programme (MM-TTP) of the University Grants Commission by UGC-MMTTC (GAD-MMTTC), Sri Guru Tegh Bahadur Khalsa College, University of Delhi, signed by Prof. Vimal Rarh, Director, UGC-MMTTC. Members of the Organising Committee from St. Joseph's College of Commerce

(Autonomous), Bangalore were awarded certificates in recognition of their contribution to the NEP-2020 Orientation & Sensitization Programme held from 15th September to 25th September 2026.



Certificate – Dr. Vedapradha. R, Member of the Organising Committee



Certificate – Dr. Rekhapriyadharshini, Member of the Organising Committee

8. Outcomes of the Programme

By the end of the programme, participants had developed a comprehensive understanding of NEP 2020 and its implications for their roles as teachers, researchers and academic leaders. The major outcomes of the programme are summarised below.

- Participants gained clarity on the vision, pillars and structural reforms of NEP 2020 and on the relationship between higher education and society.
- Participants became familiar with the new curricular and credit frameworks, outcome-based education, CO–PO mapping and assessment reforms.
- Participants were sensitised to student diversity and equipped with inclusive, learner-centred pedagogies.
- Participants appreciated the importance of research, skill development, holistic and multidisciplinary education, and Indian Knowledge Systems.
- Participants acquired practical knowledge of ICT tools and national digital resources for teaching and research.
- Participants developed insights into academic leadership, autonomy, governance and quality management in higher education institutions.

9. Conclusion

The NEP Orientation & Sensitization Programme (64th Batch), organised by UGC-MMTTC, SGTB Khalsa College, University of Delhi, in collaboration with St. Joseph's College of Commerce (Autonomous), Bengaluru and Zeal College of Engineering and Research, Pune, was conducted successfully from 15th to 25th September 2026. Across sixteen technical sessions, eminent resource persons addressed the full spectrum of themes central to the policy, from higher education and society, curriculum and assessment, and research, to inclusion, skills, Indian Knowledge Systems, ICT, holistic education and academic leadership.

The programme provided participants with a platform not only to understand the provisions of NEP 2020 but also to reflect on their own practice and to exchange ideas with colleagues from diverse institutions. The active participation, thoughtful questions and positive feedback of the participants bear testimony to its relevance and success. The programme has equipped participants to act as informed ambassadors of the policy in their institutions and to contribute meaningfully to its implementation.

10. Acknowledgements

The organisers express their sincere gratitude to the University Grants Commission and the Ministry of Education, Government of India, for supporting the programme under the Malaviya Mission Teacher Training Programme. Heartfelt thanks are extended to Prof. Gurmohinder Singh, Principal, SGTB Khalsa College, DU, and Prof. Vimal Rarh, Director, UGC-MMTTC, SGTB Khalsa College, DU, for their leadership and guidance, and to Rev. Dr. Charles Lasrado, SJ, Principal, and the IQAC Committee of St. Joseph's College of Commerce (Autonomous), Bengaluru, for their support and collaboration. The organisers also thank Zeal College of Engineering and Research, Pune, all the distinguished resource persons, the members of the organising team, and every participant whose engagement made the programme a success.