

অসম চৰকাৰ



Department of Education, Government of Assam
and
Shankardev Education & Research Foundation (SERF), Guwahati
Organised



North East Education Conclave

In the light of National Education Policy - 2020

20th & 21st November 2021

Gauhati Medical College & Hospital Auditorium

Bhangagarh, Guwahati

উত্তৰ-পূৱ
শৈক্ষিক সন্মিলন
গুৱাহাটী

Report



North East Education Conclave-2021

In the light of National Education Policy-2020

Conclave Report

20th-21st November 2021



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Published by:
National Institute of Open Schooling
(An Autonomous Institution under Ministry of Education, Govt. of India)
A-24-25, Institutional Area, Sector-62, NOIDA-201309 (U.P.)

First Print - 2022

Printed at M/s Raj Printers, A-9, Sector B-2, Tronica City, Loni (Gzb.)

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Report of North East Education Conclave-2021
in the light of National Education Policy-2020

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Acknowledgement

We would like to express our deepest and sincere gratitude to the Hon'ble Minister of Education, Government of India, Shri Dharmendra Pradhan for his enlightening message and best wishes for the fruitfulness of the seminar.

Also, we express our gratitude to Shri. Himanta Biswa Sarma honourable Chief Minister, Government of Assam for his support and best wishes. We are immensely grateful to the Department of School Education, Govt. of Assam and Shankara Dev Education and Research Foundation (SERF) for being the co-organizers of the National Seminar on ' National Education Policy 2020'.

We thank the distinguished guests, Vice Chancellors, Directors and Senior faculty members of various prestigious universities and Institutions for sharing their valuable insights and wisdom on the subject. Most importantly, we thank the speakers, resource persons, and moderators who shared their expertise on National Education Policy 2020 during the seminar. The seminar has also received constant advice and encouragement from members of the Advisory Team, the Organizing Committee, and the standing committee members, whose contributions and support are greatly appreciated.

We are also grateful to the teachers and delegates who participated in the seminar and made it a success. Lastly, a word of gratitude to the members of editorial committee-our staff for reporting, editing, and preparing all material for the successful publication of this document.

We hope that the efforts and contributions of the people mentioned above have provided valuable food for thought as well as sparked greater interest and motivation within our society to contribute productively to improving the state of teacher education across the country.

Editorial Team

National Institute of Open Schooling (NIOS)



FOREWORD

A sound education system, capable of not only producing scholars and knowledge of high quality but also holding the nation together on the basis of a unified nation cultural identity, is the backbone of nation building. It also determines the relative position of a country in contemporary geospatial world. An assessment of the past and present with a view to appreciating the educational development in various regions of our vast country is, therefore urgently needed.

Historically, North East India was a region with a strong educational model and a vibrant culture, a claim that has been substantiated by the proven evidence of gurukuls dating back to the 5th century AD, particularly in the Kamarupa region of Assam. There were also a variety of educational approaches, such as Buddhist education through monasteries and an informal indigenous system of imparting education through proverbs and folktales as a means of conveying information. Meghalaya, Mizoram, Nagaland, Tripura, Manipur, Arunachal Pradesh, and Sikkim have also confirmed significant indigenous educational systems. One must be aware of these historical truths, acknowledge them wholeheartedly, draw inspiration from them, and work to restore the previous splendour.

National Education Policy-2020 developed in this background holds the potential to transform the Indian education system, particularly the higher education sector of the country. Since the announcement of the policy, there has been a lot of excitement among the stakeholders across the country. As a result, all ministries, as well as autonomous organizations such as UGC, AICTE, NCTE NCERT, NIOS, and central education institutes, are working round the clock to implement NEP-2020 in its entity. Several webinars, meetings, seminars and workshops have been conducted to address various aspects of NEP. The North East Education conclave is a significant step in this direction.

In this regard, the initiative of the Shankardev Education and Research Foundation (SERF), Guwahati, and the Department of Education, Government of Assam, have taken the lead. It is commendable that the policy is being made easier for stakeholders to understand and implement, particularly in North East India. Their efforts to create a forum for dialogue and deliberation

on implementation challenges have empowered stakeholders to develop their own implementation strategies. During the sessions of the North East Education Conclave-2021, the union education minister, education ministers from the North East states, education experts, and more than 500 dignitaries painstakingly examined numerous components of the New Education Policy (NEP), with a particular emphasis on North East India.

There are some distinctive elements of the North East Education Conclave-2021, which makes it not only the one of its own kind event but also a noteworthy milestone in the process of the implementation of the NEP-2020, First and foremost, one of the most essential aspects of NEP-2020 is its emphasis on diversity. This conclave has been able to uphold NEP's focus on diversity; it has been one of the largest education conclaves in recent years, and the union education minister and the education ministers (or their representatives) from the eight North East states have come together on a common platform to share their unique arguments and observations about the NEP-2020. Second, the conclave has addressed all the concerns concerning school education and higher education. As a result, several parallel sessions have been scheduled for various stakeholders in higher education and school education. Third, representatives from three states that have already adopted the NEP-2020, namely Uttar Pradesh, Karnataka, and Madhya Pradesh, have shared their invaluable experiences with the intellectuals and the policy makers from the North East states. I am confident that this exercise will not only assist these three states in the better implementation of the NEP 2020 but will also prove to be highly beneficial to all North Eastern states who will be implementing the same.

I am optimistic that the conclusion of the conclave will build consciousness among people who will actively try to comprehend the role education plays in the advancement of a community and will also provide us with a roadmap about how the NEP 2020 objectives may be met more effectively.

(Prof. N. K. Taneja)
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CCS University, Meerut (U.P.)

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Programme Schedule

DAY 1

Saturday, 20 November 2021

Registration of Delegates: 9.00 AM

9.30 AM - 10.30 AM

Briefing & Introduction of the Conclave

11.00 AM to 12.30 PM

INAUGURAL SESSION

North-East Education Conclave

Venue: Gauhati Medical College & Hospital Auditorium, Bhangagarh

Welcome Address:

Dr. Ranaj Pegu

Hon'ble Minister for Education, Govt. of Assam

Introductory Speech:

Prof. Narendra Kumar Taneja

VC, CCS University, Meerut, UP

Keynote Address:

Prof. D. P. Singh, Chairman, UGC

Guest of Honour:

Dr. Himanta Biswa Sarma

Hon'ble Chief Minister of Assam

Chief Guest:

Sri. Dharmendra Pradhan

Hon'ble Minister of Education, GoI

Distinguished Guest:

Education Ministers of 8 North-Eastern States

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LUNCH BREAK : 12:30 PM – 2:30 PM | VENUE: AASC, KHANAPARA

GROUP-I: HIGHER EDUCATION

Parallel Session ● 2.30 PM to 4.00 PM

Venue: Assam Administrative Staff College, Khanapara ● Room #309

Education Ministers, Vice Chancellors and Directors Meet

Chairperson :

Prof. T.G. Sitharam

Director, IIT, Guwahati

Speakers : **Prof. R. K. Ranjan**

Hon'ble Minister of State for Education, Govt. of India

Prof. D.P. Singh, Chairman, UGC

Prof. Rajnish Jain, Secretary, UGC

Sri. Santosh Sarangi, IAS, Chairperson, NCTE

Prof. N Lokendro Singh, VC, Manipur University

Moderator : **Dr. Dipak Majumdar**, IAS,

Secretary Higher Education, Govt. of Assam

Co-ordinator : **Prof. Dibyajyoti Mahanta**, Dean, KKHO, Guwahati

GROUP-II: HIGHER EDUCATION

Parallel Session ● 2.30 PM to 4.00 PM

Venue: Assam Administrative Staff College, Khanapara ● Room #103

College Principals, College Managements, Professor and General Higher Education

Chairperson :

Prof. K.R.S. Sambasiva Rao

VC, Mizoram University, Aizawl

Speakers : **Prof. Narendra Kumar Taneja**

VC, CCS University, Meerut, UP

Prof. T.V. Kattimani

VC, Central Tribal University of Andhra Pradesh, Vizianagaram

Prof. M. Ibohal Meitei

Professor, MIMS, Manipur University, Imphal

Moderator : **Smt. Tarali Das**

Deputy Secretary Higher Education, GoA

Co-ordinator : **Dr. Niranjana Kalita**, Member APSC

GROUP-III: HIGHER EDUCATION

Parallel Session ● 2.30 PM to 4.00 PM

Venue: Assam Administrative Staff College, Khanapara ● **Room #205**

Professional Institutions Meet

Chairperson :

Prof. V.K. Ahuja, Vice Chancellor, NLUJA, Guwahati

Speakers : **Prof. Anupam Mishra**, VC, CAU, Imphal

Prof. H.K. Sharma, Director, NIT, Agartala

Prof. Rohit Dwivedi, Faculty, IIM Shillong

Prof. Prashant Gupta, Faculty, IIM, Trichy

Moderator : **Mr. Atul Borah**

Director, Technical Education, Govt. of Assam

Co-ordinator : **Dr. T. Vijay Kumar**

Associate Professor, NIRDPR-NERC, Guwahati

GROUP-IV: SCHOOL EDUCATION

Parallel Session ● 2.30 PM to 4.00 PM

Venue: Assam Administrative Staff College, Khanapara ● **Room #215**

School Principals, Headmasters & Management Meet

Chairperson :

Dr. Ramananda Das

President, SERF, Guwahati

Speakers : **Prof. Sridhar Srivastava**

Director, NCERT, New Delhi

Sri. D. Ramakrishna Rao

All India President, Vidya Bharati

Prof. Rajiv Kumar Singh

Director (Academics), NIOS, NOIDA, UP

Moderator : **Sri. Pulak Patgiri**

Secretary, Assam Higher Secondary Council

Co-ordinator : **Prof. Binita Das**

Dept. of History, Puthimari College

GROUP-V: SCHOOL EDUCATION

Parallel Session ● 2.30 PM to 4.00 PM ● Venue: AASC Room #102

School Teachers Meets

Chairperson :

Prof. Ravindra Kanhere

Chairman, Fee Regulatory Authority, Madhya Pradesh

Speakers : **Prof. A.K. Srivastava**, Dean (Research), NIE, NCERT, New Delhi

Sri. Govind Chandra Mahanta

Jt. Organising Secretary, Vidya Bharati

Prof. Nityanand Pradhan, NERIE, NCERT, Shillong

Moderator : **Dr. Nirada Devi**, Director, SCERT, Assam

Co-ordinator : **Dr. Jagadindu Roychoudhury**, Member SERF

TEA BREAK : 4:00 PM TO 4:30 PM

GROUP-I HIGHER EDUCATION

Parallel Session ● 4.30 PM to 6.00 PM ● Venue: AASC Room #309

Education Ministers, Vice Chancellors and Directors Meet

Chairperson:

Prof. T.G. Sitharam, Director, IIT, Guwahati

Speakers : **Prof. R.K. Ranjan**

Hon'ble Minister of State for Education, Govt. of India

Prof. R.P. Tiwari, VC, Central University of Punjab, Bhatinda

Prof. Bhushan Patwardhan, Former Vice Chairman, UGC

Sri. Chamu Krishna Shastry, Member, IKS-AICTE

Smt. Kesangh Y Sherpa, IRS, Member Secretary, NCTE

Moderator : **Dr. Dipak Majumdar**, IAS, Secretary Higher Education, GoA

Co-ordinator : **Prof. Kiran Hazarika**, Principal, Tengaghat College, Dibrugarh

GROUP-II HIGHER EDUCATION

Parallel Session ● 4.30 PM to 6.00 PM ● Venue: AAST Room #103

General Higher Education

Chairperson:

Prof. K.R.S. Sambasiva Rao, VC, Mizoram University, Aizawl

Speakers : **Prof. Narendra Kumar Taneja**, VC, CCS University, Meerut, UP

Prof. T.V. Kattimani

VC, Central Tribal University of Andhra Pradesh, Vizianagaram

Prof. Pratap Jyoti Handique

VC, Gauhati University, Guwahati

Prof. M. Ibohal Meitei, MIMS, Manipur University, Imphal

Moderator : **Smt. Tarali Das**, Deputy Secretary Higher Education, GoA
Co-ordinator : **Dr. Niranjana Kalita**, Member, APSC

GROUP-III: HIGHER EDUCATION

Parallel Session ● 4.30 PM to 6.00 PM

● **Venue: AASC Room #205**

Professional Institutions Meet

Chairperson :

Prof. V.K. Ahuja, Vice Chancellor, NLUJA, Guwahati

Speakers : **Prof. Anupam Mishra**, VC, CAU, Imphal

Prof. H.K. Sharma, Director, NIT, Agartala

Prof. Rohit Dwivedi, Faculty, IIM Shillong

Prof. Prashant Gupta, Faculty, IIM, Trichy

Moderator : **Mr. Atul Borah**, Director, Technical Education, Govt. of Assam

Co-ordinator : **Sri. Homeshwar Kalita**, Principal, Guwahati Commerce College

GROUP-IV: SCHOOL EDUCATION

Parallel Session ● 4.30 PM to 6.00 PM

● **Venue: AASC Room #102**

School Principals, Headmasters and School Managements Meet Transforming Structure and Curriculum (5+3+3+4)/ ECCE

Chairperson :

Sri. Rukma Gohain Baruah

Chairperson, Assam Higher Secondary Education Council

Speakers : **Prof. Sridhar Srivastava**, Director, NCERT, New Delhi

Sri. D. Ramakrishna Rao, All India President, Vidya Bharati

Prof. Divyanshu Dave, Former Director General,
Children's University, Gandhinagar, Gujarat

Moderator : **Sri. Pulak Patgiri**

Secretary, Assam Higher Secondary Council, Govt. of Assam

Co-ordinator : **Dr. Bibekananda Sarmah**, Chairman, Asom Prakashan Bharati

6.30 PM – 8.00 PM CULTURAL PROGRAMME FOLLOWED BY DINNER

Venue: Gauhati Medical College & Hospital Auditorium, Bhangagarh

DAY 2

Plenary Session (Common Session)

Sunday, 21 November 2021 | 9.30 AM to 11.00 AM

Venue: Gauhati Medical College Auditorium

NEP-2020 and Bhartiya Jnana Parampara (Indian Knowledge System)/ Promotion of Indian Languages, Arts and Culture

Chairperson :

Prof. Ganga Prasad Prasain, VC, Central University of Tripura, Agartala

Speakers : **Prof. G. Suryanarayan Murthy**, National Co-ordinator, Indian Knowledge Systems, MoE, GoI. Professor, IIT Indore

Dr. Dilip Kalita, Director, ABILAC, Guwahati

Prof. T.V. Kattimani

VC, Central Tribal University of Andhra Pradesh, Vizianagaram

Moderator : **Ms. Purabi Konwar**

Addl. Secretary, Elementary Education, Govt. of Assam

Co-ordinator : **Prof. Sudheshna Bhattacharya**,

Professor, Dept of Sanskrit, Gauhati University

TEA BREAK: 11.00 AM TO 11.30 AM

Plenary Session (Common Session) ● 11.30 AM - 1.00 PM

Presentation from Implementing States:

NEP – 2020- Karnataka, Madhya Pradesh & Uttar Pradesh

Chairperson :

Dr. B. Kalyan Chakravarthy, IAS

Principal Secretary, Dept. of Elementary Education, GoA

Speakers : **Dr. Padmavathi B.S.**

Director, CESS and Member, NEP Taskforce Karnataka

Sri. Pradeep .P, IAS

Commissioner Collegiate Education, Govt of Karnataka

Dr. Dharendra Shukla, Officer on Special Duty,

Higher Education, Govt. of Madhya Pradesh

Prof. Hare Krishna, CCS University, Meerut, Uttar Pradesh

Moderator : **Ms. Purabi Konwar**, Addl. Secretary,

Elementary Education, Govt. of Assam

Co-ordinator : **Dr. Krishnaprasad Gogoi**

Dept. of Education, Dibrugarh University

LUNCH BREAK: 1.00 PM TO 2.00 PM

Plenary Session (Common Session) ● 2.00 PM - 3.15 PM

NEP-2020 Transforming Education Ecosystem

Chairperson :

Prof. Nani Gopal Mahanta

Academic/Education Adviser to GoA

Speakers : **Prof. Ranjana Arora**, Professor, NCERT, New Delhi

Prof. Anil Sahashrbudhe, Chairman, AICTE

Prof. Bhushan Patwardhan, Former Vice Chairman, UGC

Prof. Rajnish Jain, Secretary, UGC

Moderator : **Mr. Pulak Patgiri**, Secretary, Assam State Higher Education

Co-ordinator : **Dr. Rajesh Barman**, Dept. of Commerce, Bodoland University

TEA BREAK : 3.15 PM TO 4.00 PM

4.00 PM to 5.00 PM

VALEDICTORY SESSION

Venue:

Gauhati Medical College Auditorium, Bhangagarh, Guwahati

Chief Guest:

Prof. Jagdish Mukhi

Hon'ble Governor of Assam

Guest of Honour:

Dr. Ranoj Pegu

Hon'ble Minister for Education, Govt. of Assam

Distinguished Guests:

Prof. Anil Shahshrabudhe

Chairman, AICTE

Shri Ramakrishna Rao

President, Vidya Bharati



Background

The two-day North East Education Conclave-2021 was organized by the Department of Education, Government of Assam, and the Shankardev Education and Research Foundation (SERF) Guwahati on November 20 and 21, 2021. It seeks to demonstrate the basic concept of NEP-2020, as well as challenges and experiences linked to its implementation in different states of India.

Spread over 14 sessions including 4 plenary sessions and 10 parallel sessions, the conclave was attended by over 1000 delegates, including 41 central institutions and national institutes and 57 state universities, 53 schools, and many non-governmental organizations.

The conclave aimed to explore the ways of revitalizing the entire educational system by preserving what is valuable to indigenous culture while providing the tools needed to thrive and progress in a modern society whose very foundation is based on the peaceful coexistence of both technology and culture. The North East Education Conclave was aimed to examine and reflect on many elements of the NEP-2020, which will aid in the creation of a roadmap for successful implementation of NEP in states and institutions with particular focus on the North-East Region.

This was one of the biggest Education Conclave in Northeast India in recent years, where 5 education ministers from the state of Manipur, Sikkim, Arunachal Pradesh, Meghalaya, and Assam, and representatives of three state education ministers of Nagaland, Mizoram, and Tripura, actively participated in the conclave. The resource persons from various reputed organizations i.e., UGC, AICTE, NCERT, NCTE, IIM, IIT, Central and State Universities, Colleges, and Schools, also participated in the conclave.

The Hon'ble Minister of Education, Government of India, Shri Dharmendra Pradhan along with the Chief Minister of Assam Dr. Himanta Biswa Sarma inaugurated the North-East Education Conclave and the conclave ended with the valedictory session by Prof. Jagdish Mukhi, the honourable Governor of Assam. Besides, several stakeholders and eminent academicians were present in this conclave. They were Prof. D.P. Singh (UGC chairman), Dr. Ranoj Pegu

(the education minister of Assam), Prof. Narendra Kumar Taneja (VC of CCS University, Meerut, UP), Prof. Nani Gopal Mahanta (Education Adviser of the Assam Government), Sri. D. Ramakrishna Rao (All India President, Vidya Bharti), Prof. Anil Sahasrabuddhe (Chairman, AICTE), Dr. B. Kalyan Chakravarthy (Principal Secretary, Education Department, Assam), Professor Rajneesh Jain (Secretary, UGC), Prof. Ranjana Arora (Professor NCERT, New Delhi), Prof. Hare Krishna (CCS University, Meerut, Uttar Pradesh), Dr. Dharendra Shukla, (Officer on Special Duty, Higher education, Government of Madhya Pradesh), Sri. Santosh Sarangi (IAS, Chairperson, NCTE), Prof. N. Lokendro Singh (Vice-Chancellor, Manipur University), Sri. Pradeep P, (IAS, Commissioner, Collegiate Education, Govt. of Karnataka), Dr. Padmavathi B.S., (Director, CESS and Member, NEP Taskforce, Karnataka), Dr. Rajiv Kumar Singh, (Director (Academics), NIOS, Noida, UP), Professor Sridhar Srivastava (Director, NCERT, New Delhi), Prof. Prashant Gupta (Faculty, IIM, Trichy), Sri. Chamu Krishna Shastry (Member, Indian Knowledge Systems-AICTE), Prof. H.K. Sharma (NIT Agartala), Professor T.V. Kattimani (VC, Tribal University, Andhra Pradesh), Prof. Anupam Mishra, (VC, CAU, Imphal), Prof. Rohit Dwivedi, (Faculty, IIM, Shillong), Prof. Prabha Shankar Shukla (VC, Shillong University), Prof. Pratap Jyoti Handique (VC, Guwahati University, Guwahati), Prof. M. Ibohal Meitei (Professor, MIMS, Manipur University, Imphal), Prof. Divyanshu Dave (Former Director-General Children's University, Gandhi Nagar Gujarat), Prof. T.G. Sitharam, Prof. R.P. Tiwari (Vice-Chancellor, Central University of Punjab, Bhatinda), Prof. Bhushan Patwardhan (Former Vice Chairman, UGC), Prof. Ramananda Das (President of Shankardev Education and Research Foundation), and Prof. Amlandeep Das (Secretary of Shankardev Education and Research Foundation).

A total of five groups were deliberating on the different paradigms of National Education Policy, 2020 and its implementation, which spread over two parallel sessions: Group 1 deliberated on the aspects of higher education include Education Ministers, Vice-Chancellors and Directors; and group 2, which discussed higher education include panelists and participants involving Vice-chancellors and professors of universities and other general higher education institutions; Group-3 is related to Professional Institutions meet, which comprises of vice-chancellors from universities, directors, and professors from NITs and IIM; Group 4 deliberating on school education include Directors and senior officials from NCERT, NIOS and other school management and group 5 was school teacher's meet and included senior faculty members

and functionaries associated with school education. These sessions discussed several paradigms of NEP such as Academic Bank Credit, Internationalization of higher education, multiple entry-exit systems, capacity building of faculty, revamping teacher education system, streamlining governance process, recognition of tribal knowledge system, strengthening research, developing four national curriculum frameworks, focusing on different aspects of School Education, Early Childhood Care and Education (ECCE), Teacher Education and Adult Education keeping in focus all the recommendations of NEP 2020, Game-based learning, virtual open school, Bharatiya Jnana Parampara, inclusive education and enabling ICT infrastructure and strengthening open and distance education at school education and higher education to reach the young population of the country, particularly the SEDGs. The conclave also deliberated on how to promote Bhartiya Jnana Parampara (Indian Knowledge System). The importance of promoting Indian languages, arts, and culture was emphasized, and the importance of using our mother tongue, arts, and culture, was thoroughly discussed.

One of the highlights of the conclave was the Bhartiya philosophical thought, wherein special emphasis was given to students inculcating values like Seva, Ahinsa, Swachchata, etc. It also aimed to emphasize all those principles that are the foundational basis of our Indian scriptures that simultaneously aim to transform the educational status of India by making it a knowledge society i.e., Atma Nirbhar (Self-reliant) and Viswa Guru (World Leader) in the coming years. There was a special emphasis on India's knowledge system and higher education Institutions were called upon to take leadership in understanding and undertaking research in the Indian knowledge system.

Thus, the educational system of India is expected to achieve newer heights provided the postulates of NEP are implemented in its letter and spirit. Thereupon this particular conclave attempted to provide a platform for the representatives of several institutions to come together and share their vision that will definitely help in the proper implementation of the ideas as has been proposed in NEP 2020 especially for the North-Eastern states.

The Conclave witnessed a deep dialogue between and among the stakeholders of the education, Heads of Educational Institutions, Universities, Colleges on the one hand, and the Government Officials and Heads of Regulatory bodies, who very well responded to the implementation challenges put across by the

stakeholder. The present Conclave was thus, aimed to examine and reflect on the certain elements of NEP-2020, which will further aid in the creation of a roadmap for the Northeast region thus developing new strategies for its successful implementation.

Inaugural Address



Inaugural Address by Chief Guest



Shri Dharmendra Pradhan, Hon'ble Education Minister, Government of India

Assam is a place of knowledge, belief, conviction, and a place of social change. Assam is the state where 6% of GDP is spent on education. National Education Policy (NEP) 2020, thereby is a means to fight poverty and to meet the needs of the 21st century, as it aims to transform the Indian education system by making it more holistic, flexible, and multidisciplinary where the focus would also be laid on encouraging teaching in regional languages. Education after covid-19 has drastically changed and only 260 million students are studying in schools out of which 25 million belonging to the northeastern states.

NEP 2020 is therefore transformative in its approach and ensures equal opportunity for all, as it aims to completely revamp the education system in India by making India a global knowledge superpower.

The primary focus of NEP2020 is elementary education and among other initiatives is the Academic Bank of Credit that will provide multiple entries and exit options for students in Higher education. Further, skills such as artificial intelligence, cloud technologies, and coding, etc. would also be the framework of the school curriculum.

The previous policy, he states, imposed many constraints on the students. It was believed that previously Arts and humanities students could not study sciences and science students were not able to study subjects of arts and humanities. However, in reality, all fields are inter-connected. The present NEP allows freedom for students to choose any particular field and hence possesses the power to release them from these academic brackets.

Top ranking countries impart primary education in the mother tongue as the language which the children speak at home is the language in which they

learn the fastest. Learning in another language can be quite stressful for children, he added.

Foundational literacy and numeracy have also been given special emphasis. Under the 'Ek Bharat Shreshtha Bharat' initiative, every student in the country will participate in a fun project or activity based on 'The Languages of India', sometime in Grades 6-8 primarily in which they'll learn about the origin, script, and some additional information about the languages. The students will also be taught what geographical areas speak which languages so that they may learn to say at least some commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each.

NEP 2020 is thus one of the major factors in the "maha yagna" (great exercise) of nation-building as it addresses several problems in the education sector, one such being marks-based rather than learning-based education. Mark sheets have become prestige sheets for the parents and pressure sheets for the children, and releasing the students from this pressure is a major aim of the NEP, as students, it believes cannot be assessed only based on exams for which there is this particular concept of a holistic report card in the NEP.

He thus emphasized that by the next decade a knowledge society will be created in Assam, focusing on technology and digital literacy as NEP offers some progressive initiatives for the development of e-learning tools and seeks to encourage equal access to technology.

This is because owing to the emergence of covid 19 that brought children from the offline to the online mode, it has been observed that India's educational landscape has changed overnight, as schools and colleges switched to remote learning and started online classes and exams whereby digital learning emerged as the primary alternative. This sudden switchover and over-dependence on technology have also come with their fair share of constraints. However, the policy proposes several measures for promoting digital learning and enhancing infrastructure requirements.

NEP 2020 Envisages Inclusive and Equitable Quality Education for Rural India. It looks at the students not as 'citizens of tomorrow' but as 'citizens of today' who are equal stakeholders in the policies related to the development of the country.

The NEP 2020 recommends that regions with significantly large populations from educationally-disadvantaged SDEGs should be declared Special Education Zones (SEZs), where all the schemes and policies are to be implemented to the maximum through additional concerted efforts.

The policy proposes to redesign the curriculum and pedagogy to be strongly rooted in the Indian and local context and ethos in terms of not just culture but also as per the geography and indigenous and traditional ways of learning. The stories, arts, games, sports, examples, problems, etc., are to be chosen from the Indian and local geographic context, as much as possible to work closely with the societal ways of behavior.

The Central and State governments, he said, will also take steps to ensure that books are made accessible and affordable to all across the whole country including socio-economically disadvantaged areas as well as those living in rural and remote areas for it aims at the idea of increasing reading habits in the country. The availability and accessibility of books are essential to inculcating the habit of reading within communities and educational institutions.

Students will have an academic bank of credit, i.e., if they take a break in the third year for a fixed period prescribed by the Higher Education Commission, they can utilize the credits stored in the digital locker, whenever they wish to resume in the future. Credits can also be earned through a multidisciplinary education approach.

Highlighting the wide acceptance of the policy, he thus said the aforementioned reforms will ensure that students integrate globally and at the same time remain connected to their roots for which every nook and corner of India is welcoming NEP 2020 with renewed enthusiasm and vigor as it is believed that this particular policy will connect our students with roots, and will also help them in becoming global citizens. The students will be well-rooted and still touching new heights.

Address by Guest of Honour



Dr. Himanta Biswa Sarma, Chief Minister, Assam

In his speech, Dr. Sarma extended a warm welcome to all the esteemed dignitaries i.e., those who were a part of the conclave, and thereafter, explained the true nature of education which according to him is acquiring knowledge beyond what is academic or professional, as education is the assimilation of values and ideas for character building and preparing to face life's challenges.

Education is the most powerful weapon, which one can use to change the country. Hence, it is essential to make radical changes in our education system to initiate a good life for our future generations and stand firmly in a competitive world to uplift the economy, develop new technologies with innovative and creative ideas, utilize the talent and skills of our youths.

The new education system will thus focus more on experiential learning, skill development, knowledge enhancement, and sports integrated education, which will further develop creative and innovative abilities in the young minds and prepare them for the challenges that they might face in the future.

Changes in higher studies aligned with industry, business, or professional requirements in engineering, medical, law, etc. are thus crucial as it will help our students to develop themselves as job creators, while simultaneously helping them in seeking jobs and generating huge numbers of innovators and creators to attract global investors and consumers from all over the world.

Besides, the local language is also another factor that needs to be taken care of as it helps a country to develop both culturally as well as economically, concurrently using English as a global language. There are approximately 180 languages in the northeast and he stressed on the importance of creating

syllabus and textbooks in these 180 languages to facilitate the development of a multi-ethnic society that stands united under any extreme condition.

Dr. Sarma further said that the state government will continue to implement new provisions of the policy every year to bring transformative changes and development in the education department in the next five years. The Sanskrit language should be given prominence, as it is vital both culturally as well as scientifically in developing memory and intellect.

Further, since Assam is the only state in the country that spends 6 percent of GDP (Gross Domestic Product) on its education sector, it is said that it will ensure that no teaching jobs should be left vacant for as a saying from Ancient India in the context of education goes - "vidya dhana, sarva dhanam, pradhanam", i.e., Education is the primary means to success in all walks of life, for realizing all goals of life.

On a similar note, Dr. Sarma mentions the ancient Indian education system and about the Assamese traditions of education – “we take pride in the 5000 to 6000 years old Indian civilization also known as Sanatan civilization or Hindu civilization and which, unlike other majestic civilizations that faded over time, continues to flow steadily over different periods for though this civilization has encountered, assimilated or drawn influences and elements from other cultures, religions, and civilizations, they haven't shaken the core principles and tenets of Indian civilization and its flow continues to be unhindered.” Because if we compare the genesis of different civilizations, then it is observed that some originated from the courts of a monarch, some on battlefields, and some out of conflicts. However, Indian civilization began from the quest for knowledge and wisdom and if we go back to the various Yugas (satya, dwapar, tretaya, kali), we shall see that our civilization had its prita bhumis in forests, in gurukuls, and in the interactions between gurus and shishyas i.e., though we differ in the sense that our civilization didn't rise out of the need to conquer a land, out of one man's desire for triumph over the rest but out of a thirst for knowledge. This in part explains why our civilization has faced tremendous challenges, obstacles and hindrances over the years and has still managed to keep flowing - calmly, steadily, and consistently, even today.

Being the oldest existing civilization, we could see it unflattering and unflinching in the ages to come as we have education, and knowledge as our foundations, i.e., when we speak of NEP 2020, it seeks to take us back to the original

essence - the principles, train of thoughts, ideologies, and techniques that gave birth to such a majestic, flourishing and unwavering civilization and exactly what modern elements have contributed in this process. Using the ancient Indian essence as the foundation and then supplementing it with global, modern, and scientific advancements in education is the ultimate goal of NEP 2020 which we Indians greet with open arms and sheer enthusiasm.

For various reasons a society remembers an individual, for various reasons a society accepts a new era, for various reasons a society grants a phenomenon a historical status. In the intellectual, the educational, and the socio-cultural realm of India, if we Indians have received any history which is worthy of being a gift, it would be the NEP 2020 as it is a manifestation of our Prime Minister's belief in the strength of our civilization and his vision to revive and reassert its ancient essence wherefore, with the help of Prof. Kasturirangan, this NEP has been revived and represented to suit the aspirations of the present Yuga. This NEP motivates our youngsters to follow their wishes and their creative pursuits for carving their career paths and hence we shall attain the mandated target of this NEP by 2034 if, at each stage of its development, we discuss, monitor, and accentuate its implementation and correct execution.

Dr. Sarma praised the honorary central minister of education and said that under his guidance, Assam too can lend to the grand cause of rebuilding the foundation of India's civilization. Though this change won't take place in a day or two, however, it will be implemented gradually in the coming time. The role of the central government and North East state government is to work closely in the development and implementation of NEP 2020 as with this, the spirit of nationalism will be aroused in an individual and the student in the meantime will be able to comprehend the diversities that reside in our subcontinent.

The Assam state government, he outlined, will form a high committee for the successful execution of NEP 2020 and will establish many colleges and universities with an online portal for further recruitment and admissions.

Keynote Address



Prof D.P. Singh, Chairman, UGC

The NEP 2020 offers a diagnosis of the challenges in the field of higher education and a vision for overhauling and re-energizing it by recognizing, identifying, and fostering the unique capabilities of each student, and by sensitizing teachers as well as parents to promote each student's holistic development in both academic as well as non-academic spheres, wherein the core of the plan for the overhaul of higher education lies in its structural reorganization into large, multidisciplinary universities and colleges (at least one in or near every district), many of which will offer instruction in local languages to ensure the unity and integrity of all knowledge, which he cites, must develop a holistic and multidisciplinary approach in all the streams of education.

The education system must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deeper level and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, the spirit of service, and 21st-century capabilities, across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A complete framework in which educational output is linked with goals must permit personal accomplishment and enlightenment, constructive public involvement, and fruitful contribution to society. In other words, he emphasized conceptual understanding rather than rote learning.

He referred to the Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrantly knowledgeable

society, by providing high-quality education to all, and thereby making India a global knowledge superpower, wherein the curriculum and pedagogy of our institutions also reflect a deeper sense of respect towards the fundamental duties and Constitutional values such as bonding with one's country, and conscious awareness of one's roles and responsibilities towards the country in a continuously changing world.

Examining the current policy, Prof Singh mentioned how gradually it is moving towards multidisciplinary universities and colleges, with more HEIs across India offering a medium of instruction in local/Indian languages and also tend to lend autonomy to the faculty as well as institutions for revamping curriculum, pedagogy, assessment, and student support to further reaffirm the integrity of faculty as well as institutional leadership positions. The current policy thus encourages increased access, equity, and inclusion. It focuses on the flexible curricular structure and envisages reforms, gender equality, equity, and global citizenship over its due course as it seeks to increase the number of overseas students studying in India, thereby also increasing mobility for Indian students visiting, studying, transferring credits to, or conducting research at schools abroad, by making it an international destination for global studies that offers high-quality education at seemingly affordable rates that will further enable internationalization of education.

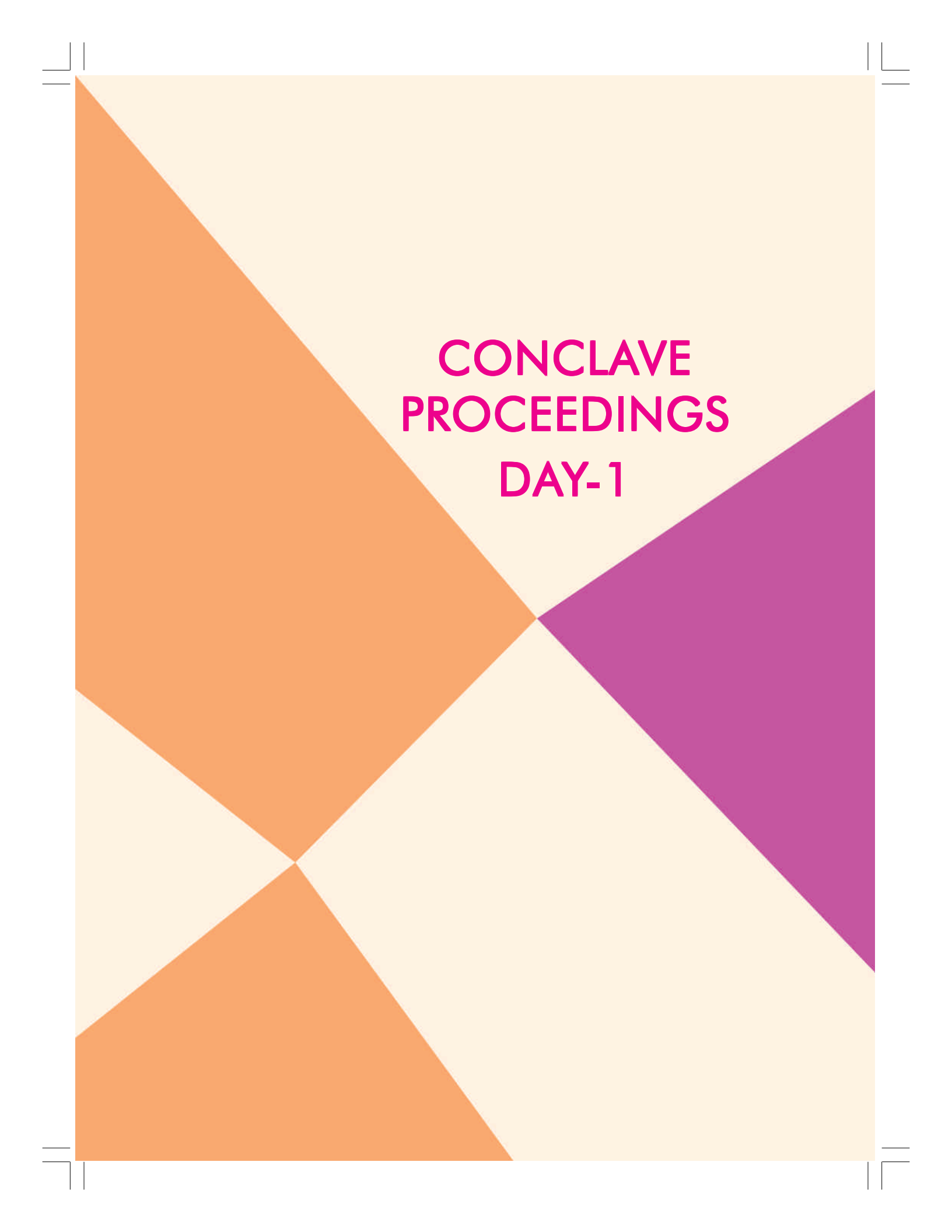
National Education Policy 2020 has emphasized the use of technology in multiple ways to enhance the teaching-learning experience and also to make quality education accessible for all children. It has also underlined how the use of technology will be taken to the next level in the coming years to "ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible" wherein it can be said that this particular step carries special significance in the backdrop of the COVID 19 pandemic that has forced the majority of institutions to switch their teaching-learning online from the offline mode.

Further, under the NEP an undergraduate degree will be of either 3 or 4-year duration with multiple exit options within this period. The college will be mandated to give a certificate after completing 1 year in a discipline or field, including vocational and professional areas, a diploma after 2 years of study, or a Bachelor's degree after a 3-year program. The government will also establish an Academic Bank of Credit for digitally storing academic

credits earned from different HEIs so that these can be transferred and counted towards the final degree earned.

E-courses will also be developed in eight regional languages along with virtual labs to assist the policy. The NEP makes recommendations for motivating, energizing, and building the capacity of faculty through clearly defined independent and transparent recruitments. Faculty delivering on basic Open and Distance Learning will be expanded to play a significant role in increasing Gross Enrollment Ratio. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure that it is at par with the highest quality in-class programs. Besides, a comprehensive set of recommendations for promoting online education, consequent to the recent rise in epidemics and pandemics to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible has been covered. A dedicated unit to orchestrate the building of digital infrastructure, digital content and capacity building will be created in the Ministry of Education to look after the e-learning needs of both schools and higher education.

Hence, to ensure the preservation, growth, and vibrancy of all Indian languages, Prof Singh elucidated that the NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian, and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use of mother tongue/local language as a medium of instruction in more HEI programmes.

The background features a cream-colored square with four diagonal lines intersecting at the center. This creates four triangular regions: two orange triangles on the left and two purple triangles on the right. The text is centered in the upper-right quadrant.

**CONCLAVE
PROCEEDINGS
DAY-1**

Inaugural Session



Union Education Minister Shri Dharmendra Pradhan, together with the Chief Minister of Assam Dr. Himanta Biswa Sarma inaugurated the North-East Education Conclave 2021 at Gauhati Medical College and Hospital Auditorium at Guwahati.



The inaugural session started with welcome address by **Prof. Nani Gopal Mahanta, Education Advisor to Government of Assam** who outlined the various contributions made by the Government of India in the education sector as well as its continuous emphasis on the implementation of the educational policies at various levels, as a considerate amount of attention has been given to study the outcomes of these particular educational policies and their impact on social and economic development.

Deliberating on the background of conclave, he highlighted that an attempt has also been made in the present conclave to essentially analyze the nature of educational policy as well as its basic features and intended outcomes as there is often a lack of understanding of how educational policies are framed and what exactly constitutes an education policy which basically refers to the rules and principles that govern the operation of education systems.

Also, since the educational institutions in India have always existed even in ancient times, it seems essential to view the historical background of education policy to understand its current status. A sound understanding of education policy can thus be gained by dividing the historical analysis into two time

periods, i.e., basically the pre-independence and the post-independence era as these particular education policies have played a substantial role in the development of an educational system in India even before its independence. Also, since they reflect the approaches of those in power towards education, the education policies seem to have a close bearing on the goals and strategies of the education system that is still in existence. From courses to curriculum to pedagogical practices, education policy thus seems to set the framework within which an educational system takes on a character.

In India, it is observed that the thrust of educational policies has been changing over time owing to the emerging socio-economic needs of the nation for it is generally observed that there was no formal education policy in place until the enactment of the Charter Act of 1813 and it is only with the Woods Education Dispatch of 1854 and the Report of the Sergeant Commission, before the independence that the course of Indian Education saw some real changes. However, the shift that started taking place in the elite character of education during the British period also soon recognized the need for government support to start educational institutions that further opened their doors for not only the upper strata of society but also for those who were equally desirous of seeking education.

Several education commissions have been set up by the Government of India over such a long period to address the following needs, and the reports of the commissions have undoubtedly affected the education policy. Nonetheless, it is observed that there have been certain gaps between the recommendations and the implementation, owing to the social and political pressures, and administrative lapses in the education sector as these policies have also often been influenced by contemporary political agendas, which in turn have added substantial lacunae in the education system.

The growth in the number of educational institutions at all levels, especially in the private sector has also posed a serious challenge to both educational planners as well as policymakers. Although many state-initiated support services and schemes have indeed been introduced at different levels of education to bridge these inequalities, it has not been possible either to control the burgeoning expansion of private educational enterprise or enhance the quality of many state-run as well as private educational institutions.

No policy has been able to put in place a common system of education or a commonly accepted quality assessment mechanism, and therefore, it remains

a challenge to be addressed by the policymakers. Therefore, the Government of India has made a revolutionary change in the Indian education system and has formulated the National Education Policy – 2020 cannot be overlooked as it is a monumental step towards reassessing and reshaping the education system of entire India, to establish it as a superpower of knowledge, wherefore this particular education policy incorporates the traditional elements of Indianness which further reflects the key identity of India.

The National Education Policy-2020 calls for restructuring of school education and emphasizes the need to provide equitable and quality school education for all children up to the age of eighteen years. It outlines the vision of India's new education system, as it is a comprehensive framework from elementary education to higher education, as well as the vocational training in both rural and urban India, which aims at the universalization of education from the preschool to the secondary level.

NEP 2020 attempts to extend a holistic, integrated, enjoyable, and engaging educational experience in these fast-changing times by emphasizing problem-solving and critical thinking skills, helping the next generation of India to 'prepare for life' and navigate any unforeseeable uncertain futures. The main objective of the National Educational Policy 2020 thereby is to create citizens who are Indians by mind, intellect, and karma.

While assessing the reality of the education system post-pandemic, he said that for teachers across India, the reality brought on by the Covid-19 crisis has tested their ability to adapt and innovate. Hence, it is a challenge for our teachers to sail through these unprecedented times with their sheer dedication and agility, to remotely teach these students online.

Abreast with the needs of the 21st century, preparing the teachers and boundless technological transformations are the need of the hour to generate multidisciplinary perspectives, knowledge, and formation of dispositions, values, and development of practice under the best mentors. The ICT-enabled system is hence providing access to digital education transcending the nation with a significant shift from teacher-centric to the learner-centric educational process.

Professor Narendra Kumar Taneja began his introductory speech by thanking the dignitaries of



Vidya Bharati and stressing about the revival of the education system of India through the eight sister states of North East India which consists of Nagaland, Manipur, Assam, Meghalaya, Tripura, Arunachal Pradesh, Mizoram, and Sikkim, which have been sharing a kind of bond of being different from the rest of India in terms of their culture, language, cuisine, lifestyle and of course, 'education'.

On a similar note, it has been observed that despite having a good literacy rate in the northeast states, the statistics of students aspiring to take higher education is also very low in comparison with the rest of India owing to several factors such as poverty, which influences the parents' decision to send their children to study further, along with certain other factors like the non-availability of quality schools and colleges in the vicinity that turns out to be a major problem. Moreover, the children in the villages end up getting good marks in their tests and other assessment activities, but the study reveals that they also exhibit a lack of basic knowledge and understanding of the same subject in which they score well, for they might have been exposed to extremely hostile education environments where teachers are devoid of any accountability to students.

Thus, though there are many new ideas incorporated in the New Education Policy that are essential to make our education system more holistic and flexible, such as the idea of a credit-based system for instance, which is not new, the earlier attempts made in this regard could not bring the significant changes necessary to achieve the desired end.

NEP 2020 hence deals with several important aspects of school education such as the need to move away from rote learning and providing flexibility in examinations to discourage over-dependence on textbooks and to promote the overall development of children for bringing flexibility to higher education, which is also one of the essential goals of the policy, wherefore it is assumed that the launch of the Academic Bank of Credit (ABC) will be a key enabler for realizing this particular goal. This is because ABC and the policy on the 'Multiple Entry and Exit' system (MEES) are complementary to each other, as a result of which it is hoped that the students would be free to pursue their preferred course at their convenience, both in terms of timing, duration and at an institution of their choice, thereby enabling a culture of continuous and flexible learning.

NEP 2020 thus envisaged a system where schools and higher education institutes would allow students to pick and choose subjects based on their interests and aptitude which implies that an engineering student should now also be able to study economics or design in the same institute besides the core subjects. Now, the very idea is that education should be output-based where the prime focus should be on student achievement after undergoing the course, recruitment of a distinguished set of faculty members, and an institute having a well-defined vision and values to guide its curriculum. These are the cornerstones of the policy that further include ideas such as universal access to education and retention of all children in school until the secondary level, incorporation of pre-primary schools within the formal ambit of 'school education', a multi-lingual approach to teaching, and the removal of rigid demarcation between subjects and streams, most of which already have been widely discussed by academicians and policy experts.

NEP 2020 is also extremely essential in the sense that it seeks to instill in students a rootedness and pride in India, i.e., basically, its "rich, diverse, ancient and modern culture and knowledge systems and traditions" for the vision of the policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that further support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The launch of the National Education Policy (NEP) last year was a milestone in Indian education and it is heartening to note that the government is working in mission mode to implement the policy and has moved ahead with several of the initiatives envisaged in the landmark policy within one year of its launch. For instance, the government has launched several initiatives to take the agenda of the policy forward in areas ranging from pre-school education, assessment frameworks for school education, engineering education, bank of credits, internationalization, teacher training, and platforms and programs on technology education.

In his speech, he emphasized Skill development, Motor development, Artificial Intelligence, ICT-digital literacy, multi-disciplinary education, and Universal human values for the Policy. He has been very clear about imparting both strong theoretical knowledge coupled with hands-on experiential learning

based on skills as it is realized that Education should be the manifestation of excellence and an academic curriculum alone is not enough to achieve the desired goals of education.

Prof D.P. Singh, Chairman, UGC, in his key note, gave a brief overview of the challenges in the implementation of the New Education Policy - 2020. He said that the diagnosis of the challenges in the field of higher education should be done and a vision for overhauling and re-energizing higher education should be formulated. Prof. Singh highlighted the need to develop a holistic and multidisciplinary approach in all the streams of education so as to develop good, thoughtful, well-rounded, and creative individuals.



He mentioned that a complete framework in which educational output is linked with goals shall be developed, which must permit personal accomplishment and enlightenment, constructive public involvement, and fruitful contribution to society. Prof. Singh also tapped the Academic Bank of Credit, which will ensure the storing of academic credits digitally. He said that measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure that it is at par with the highest quality in-class programs. The current policy encourages increased access, equity, and inclusion. By providing quality education to all, India will fulfill its goal of being a global Knowledge superpower.

Dr. Ranoj Pegu, Hon'ble Minister for Education, Government of Assam began his speech by welcoming everyone at the Northeast education conclave and said that it was organized to create a roadmap for National education Policy 2020 which is essentially a written document with a multi-disciplinary approach that aims to develop all capabilities of human beings, that is intellectual, aesthetic, social, physical, emotional, and moral, in an integrated manner.



According to the policy, such education will help develop well-rounded individuals that possess critical 21st century capacities in various fields, including arts, sciences, humanities, languages, social sciences, various professions, technical capabilities, and vocational training. Ethics of social engagement, communication, discussion, debate, and rigorous specialization will also fall under such education, which is holistic by its very nature.

According to the policy, the mother tongue or local or regional language is to be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), as it will also result in a higher rate of parental participation in a child's learning along with child's development. In India, owing to a lack of knowledge of English, many parents are unable to participate in their child's schooling effectively. Hence, learning in the local language will not only boost the self-confidence of children but they will also be able to express themselves better without any hesitation.

Dr. Himanta Biswa Sarma, chief Minister, Assam, focused upon the strength of knowledge and how knowledge is not limited to academics only. Knowledge involves assimilation of values and ideas for character building and preparing to face life's challenges.



He suggested that NEP-2020 has given ways to make radical changes in the education system which will help in initiating a good life for our future generations. As per the New policy, changes in higher studies aligned with industry, business, or professional requirements in engineering, medical, law, etc., will help in standing firmly in a competitive world to uplift the economy, develop new technologies with innovative and creative ideas, utilize the talent and skills of our youths. Dr. Sarma also gave weight to facilitating the development of multi-ethnic society by promoting education in the regional languages.

Dr. Sarma propounded that Assam too can lend to the grand cause of rebuilding the foundation of India's civilization. The Assam State Government,

he outlined, will form a high committee for the successful execution of NEP 2020 and will establish many colleges and universities with an online portal for further recruitment and admissions.

The Hon'ble Minister of Education, Government of India Shri Dharmendra Pradhan, shared a very motivating address which focused upon the transformative nature of the New Education Policy - 2020. The Hon'ble Education Minister indicated that the New Policy is a means to fight poverty and to meet the needs of the 21st century. This policy aims to transform the Indian education system by making it more holistic, flexible, and multidisciplinary where the focus would also be laid on encouraging teaching in regional languages, promoting digital learning and enhancing infrastructure requirements.



The policy has also focused upon the important aspect of Foundational literacy and numeracy (FLN). The need and importance of reading has been acknowledged and suggestive measures have been given for increasing reading habits in the country. The revamping of education is not only in terms of the imparting of education but also in the assessment of the learning through a holistic report card. The Hon'ble Minister also highlighted the provision of SEZs, regions with significantly large populations from educationally-disadvantaged SDEGs should be declared Special Education Zones (SEZs), where all the schemes and policies are to be implemented to the maximum through additional concerted efforts. With this motivation and rigor, this policy will redesign the curriculum and pedagogy which will be strongly rooted in the Indian and local context.

Sh. Kalyan Chakravarthy, IAS, Principal Secretary, Education department, Government of Assam delivered vote of thanks.



The image features a light orange background with a central composition of four triangles meeting at a single point. Two triangles are colored in a darker orange, and two are colored in a purple hue. The text 'PARALLEL SESSIONS' is centered in a bold, pink font.

**PARALLEL
SESSIONS**

Parallel Sessions

The parallel sessions were held at Assam Administrative Staff College, Khanapara. There were five groups deliberating on NEP and its implementation. Group 1 deliberated on the aspects of higher education including Education Ministers, Vice-Chancellors and Directors; and group 2, which discussed higher education including panellists and participants involving Vice-chancellors and professors of universities and other general higher education institutions; Group-3 is related to Professional Institutions meet, which comprises of vice-chancellors from universities, directors, and professors from NITs and IIM; Group 4 deliberating on school education including Directors and senior officials from NCERT, NIOS and other school management and group 5 was school teacher's meet and included senior faculty members and functionaries associated with school education.

Group – 1: Higher Education Education Ministers, Vice-Chancellors and Directors Meet

Group-1: Higher Education
Chairperson: Prof. T.G. Sitharam, Director, IIT, Guwahati

Speakers:

1. Prof. R K Ranjan, Hon'ble MOS Education
2. Prof. Anil Shahshrabudhe, Chairman, AICTE
3. Prof. DP Singh, Chairman UGC
4. Prof. Rajnish Jain, Secretary, UGC
5. Sri. Santosh Sarangi, IAS, Chairperson, NCTE
6. Prof. N Lokendro Singh, VC, Manipur University

The session was held at Assam Administrative Staff College, Khanapara, and was well attended by various education ministers, Vice Chancellors and Directors of various Institutions.

Prof. T.G. Sitharam, being the first, inaugurated the event with a vote of thanks and commenced the session by highlighting the Indian-centric attributes of NEP 2020 that form



the key core of this particular workshop. In other words, he informed that the National Education Policy 2020 envisions an education system that is deeply rooted in the Indian ethos and contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower in all its forms.

The New Education policy 2020, he outlined, replaces the previous National Policy on Education of 1986, which is a 34-year-old policy as it seeks to provide a comprehensive framework from elementary to higher education as well as vocational and training education in both rural as well as urban regions. It aims to transform India's education system by 2040 as it is built on the foundational pillars of access, equity, quality, affordability, and accountability. Besides, it is aligned to the 2030 agenda of Sustainable development Goals as well, and he informed that IIT, Guwahati offers a compulsory course to all its undergraduate learners in sustainable development, which is essentially being taught by 9 departments and various faculties, for the program is extremely unique and the university has also been appreciated by the United Nations for its significant effort in offering such a course to thousands of undergraduate students, to make them aware of the present environmental issues and concerns.

The Sustainable development goals, along with NEP-2020 aim to transform India into a vibrant knowledge society and global knowledge superpower, thereby making school and college education more holistic as well as sustainable.

Prof. Sitharam thus emphasized on the transformation of the IT sector in the '80s and something quite similar happening to the Education system in 2021, for he believes that India is going to lead the world in the higher education system. Further, he suggested that the implementation of the National Education Policy has to be led by various bodies along with distinct timelines and plans of review to ensure that the policy is well implemented. Through coherence, planning, and synergy across all these bodies involved in education, he thus also mentions that in August 2021, Karnataka became the first state to order the implementation of NEP-2020, and simultaneously on 26th August 2021, Madhya Pradesh also announced the implementation of NEP-2020 with Uttar Pradesh, Telangana, Andhra Pradesh, Maharashtra, Rajasthan, Assam and some others which have also subsequently assured

that they will be implementing the policy soon in phases from 2022. Hence, it is an ideal time for the directors, Vice-chancellors, and education ministers to discuss the plan of implementation, phases of the plan, issues and challenges of implementation of NEP-2020 along with the roadmap for both the State as well as Central Government as with this change, it is believed that Assam will soon become the leading state and a model to emulate as to how one can make changes in such a brief duration of time.

Prof. Sitharam thus stressed that education requires careful planning, joint monitoring, and collaborative implementation between the center and states along with the infusion of the requisite resources. He concluded his speech by highlighting the fact that Assam spends at least 6% of its GDP on its Education and health sector, which in present times is quite commendable to see.

Prof. Sitharam thereafter invited **Prof. D.P. Singh** to take the session forward and enlighten us with his ideas. Professor D.P. Singh opened with a note of thanks to all the dignitaries and highlighted certain key aspects which are directly related to the implementation of NEP-2020 as he focused upon the participation of UGC, AICTE, and NCTE in the session which made it more holistic in terms of the implementation of the NEP. Further, as times are changing and society is transforming, he opined that technology has enabled the education sector and the processes involved in it. The main features of NEP-2020 thus included – 1) Multidisciplinary 2) Holistic Education 3) Value-based education 4) Skill development and development of Life Skills 6) Rootedness and Pride in India i.e., all that has added a new dimension and that reads “हम अपनी जड़ों से जुड़े रहते हुए वैश्विक नागरिक का निर्माण करें।



He thus added that “the vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development, and global well-being, thereby reflecting the persona of what it requires to be a global citizen wholly”.

In other words, he acknowledged that the task of developing a global citizen is a difficult one but NEP-2020 has rendered this responsibility upon the

educational system wherein, to implement the vision of this policy, the philosophy of the education, curriculum, pedagogy, and outcome in terms of youth, their personality, knowledge, skills, attitudinal changes and the kind of value system required and ultimately the kind of personality traits required to become the global citizen is to be taken due care of as the University Grant Commission (UGC) has also started developing a framework to achieve global citizenship education worldwide. The major challenge and opportunity that lies ahead thus seem to be “to develop India as a Superpower of Knowledge” as the subsequent thought of prime importance are to develop India as the leading nation wherefore, NEP-2020 seeks to provide the opportunity for a global leadership since education has been considered as a way of transformation, wherein the great thinkers have always highlighted the importance of holistic education and the development good human beings. NEP-2020 has thus taken a step forward and it not only talks about the holistic development but also the development of a global citizen for which we will have to focus upon the global issues and concerns and simultaneously focus upon the kind of skills and solutions required to resolve the global concerns that will have to be adopted in the teaching and learning methodology.

Prof. Singh thus added that the opportunity this policy brings is that of projecting the message that India has for the world i.e., – Truth, Peace, Virtue, Non-Violence, Yoga, and Ayurveda and all that makes the world a more peaceful place to live in. Hence, this particular ideology of India he wished should expand and extend throughout the globe with the help of global citizens who he thinks will then take this particular ideology forward to rebuild and reshape the entire society. Prof quoted:

ॐ सर्वे भवन्तु सुखिनः।
सर्वे सन्तु निरामयाः।
सर्वे भद्राणि पश्यन्तु।
मा कश्चित् दुःखं भाग्भवेत्॥
ॐ शान्तिः शान्तिः शान्तिः॥

In other words, a country that prays for the well-being of every creature and treats the earth as its mother is a culture that should be expanded and

extended. With NEP-2020, we can take this idea forward in our institutions and subsequently work towards the development of truly global citizens.

Prof. Singh further highlighted the initiatives taken by UGC in the context of NEP-2020 in terms of multidisciplinary and holistic education. For instance, he talked about how UGC has put forward various guidelines such as the Academic Bank of Credit (ABC), multiple entry and exit, and besides this, it has also advised all the universities (state, central, deemed to be university, etc.) to implement multi-disciplinarity and holistic education in a short period. Prof. Singh thus alluded that the Former UGC Vice-Chairman, Prof. Bhushan Patwardhan contributed significantly to the UGC Quality mandate where one of the major focuses of the UGC Quality mandate was the promotion of human values and professional ethics after which it was named as "MULYA PRAVAH". Besides, another significant mandate that he discussed was focused on developing an eco-friendly and sustainable campus, named "SATAT", whereas, for the development of faculty, he said that the UGC has developed a Faculty Induction Program with the name being "GURU DAKSHTA". Similarly, Faculty Induction Program he stressed was also developed by AICTE as the development of Faculty is a key aspect of the NEP-2020 that talks about the energized, and motivated faculty, and believes that it is important to utilize the energy of the faculty at its best to deliver the curriculum in the right direction and that too smoothly. He thus mentioned UGC has also amended certain regulations for integrated higher education, where, for skill development, it has further put forward various guidelines that primarily focus on various internship and apprenticeship embedded degree programs. UGC for instance has also developed a document on life skills named "Jeevan Kaushal" in a similar manner.

Prof. Singh hence added that the UGC is focused upon technology-enabled education as well, and to promote the online blended and ODL mode of education it has notified some regulations. It has also made amendments in SWAYAM regulations for promoting the online component as well as amended Institutions of Eminence, deemed to be university regulations for global outreach of higher education. UGC has requested universities to establish an Office of International affairs and as a result of this, 64 universities have hitherto established such offices in various regions. Further, it has also requested to establish an Alumni cell/association, and 156 universities until now have done that. For quality research, academic integrity, and good practices, UGC has constituted CARE.

Prof. Rajnish Jain focused on the Academic Bank of Credit and Multiple Entry and Exit. The first focus was the Academic Bank of Credit (ABC). Prof. Jain reflected that ABC's core lies in the NEP-2020. The three critical features as mentioned in the NEP-2020 are 1) Integration of Institutions and different levels of education 2) multidisciplinary nature 3) Flexibility.

NEP-2020, Para 11.9, States that "An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned."



Prof. Rajnish Jain threw light upon the problems and questions that arise in front of a student in the context of ABC and explained the functioning of ABC in brief. ABC i.e., "Academic Bank of Credits" is an academic service mechanism as a digital/virtual/online entity established and managed by MOE/UGC to facilitate students to become its academic

account holders and pave the way for seamless student mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption to promote distributed and flexible teaching-learning. "Academic Flexibility" is the provision for innovative and interchangeable curricular structures to enable creative combinations of Courses/Programmes in Disciplines of study leading to Degree/Diploma/PG Diploma/Certificate of Study offering multiple entries and multiple exit facilities in tune with National Education Policy-2020, while removing the rigid curricular boundaries and creating new possibilities of life-long learning. The Technical part is being managed by the Ministry of Technology and Digi locker. Currently, the Institutions that are NAAC accredited to have the access to ABC and UGC are working in the direction to make the Credit system free-flowing and without any restrictions.

Sri. Santosh Sarangi spoke next (IAS, Chairperson, NCTE) and opened with a welcome note. Sri. Sarangi focused on the recurring theme in NEP-2020, which is "creating an ecosystem which helps the learner/



student to understand how to learn". Such a task requires imbibing a child with a sense of critical thinking and an analytical approach. To do this we require critical reforms in our teacher education system. NCTE has mandated the planned and coordinated development of teacher education programs in the country. NEP-2020 mandates NCTE to come out with a teacher education program, which will equip the teachers with the requisite skill to build a global citizen.

According to NEP-2020, teachers should possess the basic skills and understanding required to be aware of the most recent initiatives in pedagogy and simultaneously implement them in the classroom as it expects the teachers to be capable enough to undertake multi-level teaching and evaluation, which are competency-based. The teachers should have a comprehensive understanding of the inclusive education system and take care of children with special needs, gifted children and channelize their talent in the direction of their interest. The teacher is also expected to understand the technological tools required in the education sector as well as be able to understand the different realms of AI in due course of time.

NEP-2020 thus mandates NCTE to come up with a teacher education program, where a teacher chooses the professor not as chance but by choice. In this context, a 4-year Integrated B.Ed. the program will be rolled out for the major shift in focus is conducting these programs in a multi-disciplinary environment, so that the teachers are imbued with the skills which are expected of them. Hence, for these programs to be conducted in a multi-disciplinary environment, eminent institutions such as IITs, IIMs, IISCs should also offer teacher education programs because if we wish to create global citizens, we need strong teachers. NCTE is thereby also planning to offer the Choice Based Credit System (CBCS) that will help in making the evaluation system at par with global standards.

Prof. Anil Shahshrabudhe (Chairman, AICTE) began next by mentioning the transformative and game-changing nature of NEP-2020. He first focused upon the "language" aspect of education. He reflected upon the teaching of engineering courses in different regional languages and further stressed the need for translation of the course



materials into multiple languages, which at present is a mammoth task but is also the need of the hour and can be done with the aid of technology and AI.

The next focal point in his speech was the “Accessibility” in Education - in terms of challenges such as disability, acting as a barrier in the process of teaching as well as learning. Nonetheless, that can be tackled using technology and a committee was constituted by the AICTE which recommended that each state should have an institution that will work upon such barriers and will reflect the inclusive nature of Indian education by providing technology-enabled education to all students irrespective of any kind of differences.

The third focus was on “innovation” as he said that to increase it, the Innovation cell of the ministry (located in AICTE), often initiates Hackathons on various subject domains such as National Security, drugs, and toys, where students from any domain can come forward and give their ideas to solve the problems of the society. He suggested that each university shall have a cell where such problem-solving, analytical prowess, and critical thinking abilities of the students are encouraged and children are given a chance to exhibit their creativity.

The fourth focal point of Prof. Shahshrabudhe’s address was “governance”. He advocated that a robust model of governance is to be established to ensure transparency in all the institutional areas is it academic or non-academic, as the non – academic ones also fall under the current policy as has been suggested.

The leadership among the institutions he says further can be developed through Faculty Induction Program and leadership development program, as in time to come, we might see some changes in the behavior of all stakeholders involved – from students to the top policymakers, which then can be brought in by using our knowledge systems that are rooted in the Indian reality. AICTE has thus established another cell under Indian Knowledge Systems that talks about the ancient Indian values and how these values and Knowledge can be imparted to the students i.e., basically an activity that requires well-formulated research and a deeper understanding of the texts such that the society doesn’t find it conflicting.

Prof. Shahshrabudhe thus ended his address by focusing on the aspect of becoming life-long learners and self-learners as leaders he believes should adapt these qualities first long before the students.

Prof. N. Lokendro Singh (Vice-Chancellor, Manipur University) began his address with an overview of the Manipur University that had taken a resolution in the year 2020 to implement the new policy with effect from the year 2022. But owing to the resistance shown by the academic community, it decided to implement NEP-2020 in only certain selected Undergraduate courses such as B.A. Dance, B.A. Music, Physical Education vocational courses, etc. The university wants to implement NEP-2020 in multiple phases. Starting at the UG level in the selected courses, the University plans to further implement NEP in the B.Sc., B.Com. and B.A. Courses. It has also restructured the syllabus for the selected courses as has been recommended by the committee. The University is also registered with the Academic Bank of Credit (ABC), giving students the opportunity for multiple entries and exit as about 6,000 students have already registered in the National Academic Credit Depositories. The university is also running various diploma and vocational courses to enhance skills such as language, and communication, whereby the main challenges lie in convincing the students and the parents about the ABC, but once this obstacle is overpowered, it is believed that the outcome will also be effective.



Session – II

Focal Point: Lifelong education and transforming India



Prof. T.G. Sitharam began the session with a welcome note. He briefly expanded upon the theme of the hour that was “Lifelong education and transforming India”.

Prof. R.P. Tiwari (Vice-Chancellor, Central University of Punjab, Bhatinda) was also welcomed on the stage to put forward his ideas that concern the topic. Professor Tiwari thus began with the issues concerning the current learning system as it is less

Chairperson: Prof. T.G. Sitharam, Director, IIT, Guwahati

Speakers:

1. Prof. R.K. Ranjan Hon'ble Minister of State for Education, Govt. of India
2. Prof. R.P. Tiwari, VC, Central University of Punjab, Bhatinda
3. Prof. Bhushan Patwardhan, Former Vice Chairman, UGC
4. Sri. Chamu Krishna Shastry, Member, IKS-AICTE
5. Smt. Kesangh Y Sherpa, IRS, Member Secretary, NCTE

engaging, unattractive and therefore students in the teaching-learning process are not equal partners, rather just the passive receivers of information and as a result of which the students eventually become burdened by the passive process of learning and rather than becoming an active participant in the socio-economic process, they just try to fulfill the duration of the program and get their degrees, which leads to the deterioration of the Indian GDP.

Prof. Tiwari stressed that to develop life-long learners, we will have to make our learning process more attractive, and engaging, thereby also providing socio-economic opportunities to children where

their skills and degrees are relevant and needed. He mentioned that Indian Educationists in the early times approached education as a way of developing character and personality building and on a similar note, in NEP-2020, he says, there are several apparatuses for these qualities to gain momentum, one such being multi-disciplinarity in education. He suggested that India should develop Institutions that have a multidisciplinary approach towards imparting education and also outlined the current demand of certain Institutions to separate themselves from the integrated institutions, which are in direct conflict with the multidisciplinary approach to education and that has also been recommended by NEP-2020 as it is believed that it can help us in achieving the crucial aspects of human existence that are: the physical, intellectual, emotional, social, economic, and spiritual. Prof. Tiwari further suggested the Idea of developing Cluster colleges and forming a federation and allowing students to opt for courses in these clusters as per their needs and interests, for NEP-2020 is a learner-centric policy. Hence, he focused on outcome-based learning. He mentioned the new pedagogical pathways to learning that are available such as flip learning, experiential learning, and beyond classroom activities which will generate life-long learning practices in students of distinct backgrounds as well as ages.

Prof. Bhushan Patwardhan (Former Vice Chairman, UGC)

focused upon the research practices and NEP recommendations for the same. NEP-2020 in point 17- “Catalysing Quality Academic Research in All Fields through a new National Research Foundation” recommends the establishment of a National Research Foundation as research is a life-long activity, and the research aptitude has to be



inculcated in an Individual through the course they have opted. Prof. Patwardhan further advocated that research should be looked at as an inquisitive, curiosity-based activity rather than just for the sake of degree completion. It should be used as a tool that helps in giving back to the society and for which there is a serious need to revamp the way research in our society is funded as a structure needs to be created which provides surveillance to the process of research funding.

Rather than just doing monotonous research in one direction, students should be allowed to practice more experimentation, thereupon it is believed that the shastras and ancient knowledge can provide new research ideas for the benefit of society and global good.



Sri. Chamu Krishna Shastry (Member, Indian Knowledge Systems-AICTE)

began the address by highlighting the importance of Indian languages and being the key to Indian Knowledge systems as he believed that there should be a congenial environment to learn the Indian Languages in every institution. (This is related to language learning). On the other hand, different efforts and experiments have to be made to impart knowledge through Indian languages. (This

appertained to language teaching).

Prof. Shastry next briefly explained the 7 needs for the development of any language, which are as follows:

1. Speakers
2. Medium

3. Contemporary Literature and Knowledge creation
4. Generation of word
5. Adapting Technology
6. Patronage by society
7. Patronage by State

Prof. Shastry suggested that to save our local and regional languages, it is important to create or translate texts into those particular languages. Besides, offering incentives and rewards to the learner who seeks or opts for courses in different languages should be promoted. Thus, after the address by the panellists, a deliberation session was conducted, where the queries of the dignitaries were addressed and suggestions were penned down.

Group – II: Higher Education (College Principals, College Managements, Professor and General Higher Education)

Chairperson: Prof. K.R.S. Sambasiva Rao, VC Mizoram University

Speakers:

1. Prof. Narendra Kumar Taneja, VC, Meerut University
2. Prof. TV Kattimani, VC, Central Tribal University of AP
3. Prof. Ibohal Meitei, Professor, MIMS, Manipur University

the Education Policy lays particular emphasis on the development of the creative potential of each individual as it is based on the principle that education must develop not only

The session was inaugurated by **Dr. K.R.S Sambasiva Rao (VC, Mizoram University, Aizawl)** with a vote of thanks who thereafter invited Prof. Narendra Kumar Taneja (VC, CCS, University, Meerut, UP) to express his views on the New Education Policy – 2020. Prof. Taneja thus began with

a general overview of NEP-2020 and how



cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Prof. Taneja also pondered upon the multiple entries and multiple exits in the academics as has been facilitated by the new policy and that further aims to remove the rigid curricular boundaries and seeks to create new possibilities of life-long learning. The University as a result is restructuring its entire syllabus as per the requirements of NEP-2020 for distinct courses.



Prof. Taneja further shared some of his observations in context to the North-East region and its rate of higher education as it has been observed that despite having a good literacy rate in the northeast states, the statistics of students aspiring to take higher education is extremely low in comparison with the rest of India as though there are several factors like poverty and non-availability of quality schools and colleges in the vicinity. Besides, it has also been observed that many students have been exposed to extremely hostile education environments where teachers are devoid of any accountability to students as well as professionals which further adds on to a poor rate of literacy as though the village school kids end up getting good marks in their tests and other assessment activities, however, they exhibit a lack of basic knowledge and understanding of the same subject in which they scored well and made it to the finals easily.

NEP 2020 envisages a system where schools and higher education institutes would allow students to pick and choose subjects based on their interests, aptitude, and understanding to promote the overall development of children it is necessary to bring flexibility to both our systems as well as in the ongoing policy.

The launch of the National Education Policy (NEP) was a milestone in Indian education last year and it is still heartening to note that the current government is working ahead in its mission mode to implement the policy along with several of the initiatives envisaged in the landmark policy within one year of its launch.

Prof. T.V. Kattimani (VC, Central Tribal University, Andhra Pradesh)

began his address with a note of thanks and talked about the new policy and its prime focus on the building of life skills such as creativity and critical thinking to encourage logical decision-making, innovation,



communication, cooperation, teamwork, and resilience as he acknowledged that our teachers require training to keep them updated with the new trends in technology.

The teacher can be the change-maker he said, if provided with proper education and training, and thereby leading to the transformation of the whole society. NEP-2020 thus aims to alleviate “educational divisions” in the existing system and help students pursue courses in various disciplines depending on their interests as it also seeks to bring rural India under its coverage that comprises various skills such as farming, pottery, horticulture, and animal husbandry.

Prof. Kattimani said that although 70 % of the people in the country reside in villages and 60 % are dependent on agriculture, the modern education system has neglected the rural education comprising skills and traditional knowledge. “Many are under the wrong impression that having white-collar jobs is education. But the main objective of the New Educational Policy is to make rural India an important part of the texts and achieve compatibility in education and employment,” he stressed in his speech.

Prof. Kattimani focused on the language aspect of the policy as this policy states “...that young children learn and grasp nontrivial concepts more quickly in their home language/mother-tongue whereby home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multilingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local languages”, thereby emphasizing the importance of regional languages and the communication in regional languages.

Prof TV Kattimani said tribal knowledge system should be recognized as an Indian knowledge system and research should be done on the tribal issues, practices, and rituals for he said tribals are born innovators and they know better how to earn a livelihood from their traditional knowledge. Moreover, he said, they know well how to make their life comfortable by adopting innovative practices. Education in mother tongue for tribals and steps thus should be taken to upgrade their knowledge system with proper utilization of technology and opening up of innovation training centers.

He further added that the multiple entry and multiple exits in the academics as facilitated by the new policy and removal of the rigid curricular boundaries is also creating new possibilities of life-long learning.

Thus, all VCs, Principals, and management people should reflect upon their approach and more or so serve as social service providers for it is important, he said, that we translate and develop texts into our local and regional languages rather than just creating a pool of texts in foreign languages.

Prof. Kattimani said that the Academic Bank of Credit will help in reducing the dropout rate as the Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption will promote distributed and flexible teaching-learning, as well as, "Academic Flexibility" which gives the provision for innovative and interchangeable curricular structures to enable creative combinations of courses which will also help in the certification of a huge number of learners digitally and making the transaction more or so paperless.



Another speaker was **Prof. M. Ibohal Meitei (Professor, MIMS, Manipur University, Imphal)**

who began his speech with a discussion on the important agenda of NEP-2020 that is basically to transform India into a Global Knowledge leader. He said that the policy aims at making India the superpower of knowledge in the coming years. It aims at increasing the Gross Enrolment Ratio (GER) in higher education from 26.3% (2018) to 50% by

2035. He further said that India needs to skill its manpower for the Industrial revolution 4.0 where artificial intelligence, the internet of things, and data analytics are the future. He thus suggested that by 2040, all HEIs shall

become multidisciplinary institutions and one MERU in almost every district. Professor. Meitei further expanded upon the integration of professional education in the curriculum of UG and PG courses of various universities. Some of the suggestions were:

- Establishment of Start-up - Incubation Centres, Tech Development Centres and Industry Academia linkages
- Integration of ICT/NETF (MOOCs/Online courses)
- Internationalisation of Higher Education Transforming the Regulatory System (HECH NHERC.
- GEC, HEGC, NAC
- Multidisciplinary Education (Pedagogy, Curriculum, Evaluation and Delivery)

Professor M. Ibohal Meitei also shared some very intriguing facts as well, such as:

- India is the youngest nation in the world where 40% of the Indian Population (1.25 billion) is under 18 years.
- 54% of India's Human Resource pull under 35 years of age and 65% of total population is in the working age group (15-59 years)- CII Report
- Of all the Indians between the age of 18 to 24 years, only 7% enter a university. Gross Enrolment Ratio of our country is at 26.3% in 2018.
- As per UGC reports, out of 86% of students completing graduation, only 12% go for post graduate education and barely 1% take up research.
- Large number of drop outs after 10 and 10+2.

He also stressed that for a country to be considered as a rapidly socio-economically developing country, the prerequisite is that of 30% GER. Countries like the USA, UK, Japan, China have a GER of – 88.1%, 94.9%, 63.4%, 43.4%, whereas India has a GER of only 26.3%.

The major task thus for the new policy is vocational studies and skill education, employability, the effectiveness of graduate programs wherefore, Professor shared some of the initiatives taken for its due implementation such as:

- Timeline for action plans-5/10/15/20 years. Introduction of Innovative Programmes as multi-disciplinary subjects

- Industry-Institute partnership
- Department/Centre for Vocational and Skill Development
- Start-up-Incubation Centres
- Global benchmark and collaboration
- Training of the Faculty members
- Strong Infrastructural facilities

He further shared the future directions and some concerns.

- Introduction of locally relevant vocational and skill development courses like Agri business, Vermicomposting and Waste Management. Food Processing, Bamboo Technology, Floriculture, Tourism and Hospitality, Apparel and Fashion Design, Digital Media, Entertainment and Film Production etc.
- Student Faculty Exchange activities: (Between institutes within the India and outside)
- Internship and Community Engagement

He added the prospects of NE India in the New World Order:

- Globalisation and International Business
- India's Act East Policy
- IMF Trilateral Highway - India, Myanmar, Finland
- BIMSTEC
- India-ASEAN engagements

Prof. Meitei concluded his presentations with the following Suggestions:

- Introduction of Entrepreneurship/Skill Development Course under CBCS
- Establishment of new Department/Centre/ Institute of Vocational Studies and Skill Development in every University/Colleges
- Establishment of Start-up/Incubation Centres in every university
- Integrating more locally relevant Vocational courses in the CBCS

Details of Session – II

The session was initiated with the felicitation ceremony of the panellists and was opened by **Prof. Prabha Shankar Shukla (VC, Shillong University)**. Thereafter, which he invited Prof. Pratap Jyoti Handique (VC, Guwahati University, Guwahati) who



Prof. K.R.S. Sambasiva Rao, VC, Mizoram University, Aizawl
Speakers:

1. Prof. Narendra Kumar Taneja, VC, CCS University, Meerut, UP
2. Prof. T.V. Kattimani VC, Central Tribal University of Andhra Pradesh, Vizianagaram
3. Prof. Pratap Jyoti Handique VC, Guwahati University, Guwahati
4. Prof. M. Ibohal Meitei, MIMS, Manipur University, Imphal

began his address by addressing the issues in the educational status of the North East and for the purpose of which he shared the following points with us:

- Guwahati University is the largest university in North East States with 300-325 colleges under it.
- Lack of infrastructure
- Most of the posts are vacant
- How to implement NEP 2020 is a challenge

for North East



However, **Prof. Handique** further said that if NEP is implemented, it will promote and increase research, employment, a local to global shift, and will also possibly develop a more self-reliant India. He thus also stressed light upon the need of the time such as - holistic UP programmes to transform UG colleges to PG colleges, colleges to autonomous colleges, Quality Education, Research- National research Foundation which is truly good for us.

Professor Handique shared some main points for the proper implementation of NEP in North East which included:

- Proper representation of North East in Academic community.

- Degree colleges should be upgraded as autonomous colleges.
- Demolition of present recognition system of a college by any university.
- Small colleges- Less than 1000 students should be replicated by 600 students.
- Transforming/ changes in present evaluation system.
- More grant for development in infrastructure is needed.
- There should be two types of university-1) Research intensive university, 2) Teaching Intensive University
- Guwahati University should be considered as research intensive university
- Entry intake in Ph.D. should be increased.
- There should be common curriculum at the national level where regional/ state wise 35-40% changes can make the university at own level. Otherwise, 65-60% of the curriculum should be the same.
- Academic Bank of credit.
- Multiple entries / exits.
- For successful implementation of NEP 2020, Guwahati University has already set up a high-level committee, started faculty development programme, and has initiated to design skill-based curriculum.

The Second speaker on the dais - **Prof. Narendra Kumar Taneja (VC, CCS University, Meerut)** shared the following ideas during his address:



- Autonomy of colleges is good but we should also take care of transparency, NACC+ standards, quality of education, aim of autonomy should be quality education.
- Skill upgradation of teachers is also needed

Professor Kattimani (VC, Tribal University, Andhra Pradesh) shared the following points during his speech:

- In Assam there are lots of small units related to fish, bamboo, tribes, and tea, which should be considered as industry.

- Northeast states have immense potential in production of local products.
- Skills of tribals should be protected and promoted to sustain the long tradition of their skills.

Professor M. IbohalMeiter (Professor of Management and Director, CESD, Manipur University) also shared the following points during his speech:

- Cluster of colleges must be ensured in North East.
- Sharing of infrastructure of nearby colleges for quality education.
- More universities should be established.
- NEP also talking about clustering of colleges to increase employability.
- Social partnership/ contribution should be increased.
- True experimental learning
- Course design should be appropriate- local but should also have content up to international level

The Keynote speaker of this session was Prof. Prabha Shankar Shukla (VC, Shillong University) and the focal point of his address were as follows:

- Why we are not studying in mother tongue and why we talk in English only? When the academic fraternity will not think about it then who will do the work related to upliftment and encouragement of communication in the mother tongue, local or regional languages?
- With the new policy and its focus on multilingualism, now is the time when we start thinking and communicating in regional languages.
- Discuss at local level and then come to national level.
- NEP talks about mother tongue- to accept the change, first change yourself, and do the preliminary work, and make 2030 as the target year for providing curriculum in regional language.

Soon after the address by the panellists, a session was conducted, where the queries of the dignitaries were addressed and suggestions were penned down.

Group-III: Higher Education Professional Institutions Meet

Chairperson

Prof. V.K. Ahuja, Vice
Chancellor, NLUJA, Guwahati

Speakers:

1. Prof. Anupam Mishra, VC,
CAU, Imphal
2. Prof. H.K. Sharma,
Director, NIT, Agartala
3. Prof. Rohit Dwivedi,
Faculty, IIM Shillong
4. Prof. Prashant Gupta,
Faculty, IIM, Trichy

The session began with the felicitation to the chairperson and speakers of the session. Thereafter, the chairperson said that NEP is a landmark document in many ways.

However, **Prof. V.K. Ahuja, Vice-chancellor, NLUJA, Guwahati** said based on the recommendation of NEP, a major revamp has to be done in higher education as there are many stand-



alone universities, which need to be converted into multi-disciplinary universities. Further, bilingual education also needs to be promoted, and wherever necessary students need to be taught in their mother language to facilitate better and quick learning.

Deliberating upon the needs of research, he said that research funding should also go to colleges as major human resources of higher education are teaching in colleges. He also stresses that the latest educational technology should be promoted in learning to provide optimum benefits of learning.

Further, Prof. Ahuja also opined that an adequate mechanism should be in place for the prevention of the commercialization of higher education that will enable the abled students to get access to quality education at an affordable cost and thereby help India to become a global knowledge superpower. He also said that when subsidized education is given to students, they should be sensible enough to give it back to society and further opined that community outreach programs need to be promoted at a large scale by both Universities as well as institutions.



Prof. Anupam Mishra, VC, CAU, Imphal stressed that an integration plan is desired for the successful implementation of NEP as the North Eastern States are very much similar to the South East Asian Countries in terms of climate, agricultural pattern, and food habits. Hence, collaboration is done with important institutions of Southeast Asian Countries. Areas of collaboration need to be designed and strengthened properly. He highlighted that India has a rich heritage in terms of indigenous medicine and hence, the course be designed more on Indigenous medicine. Value integration also needs prime focus. Similarly, sharing of resources should be done between institutions. Furthermore, there is also a need to stop brain drain within the country, as the students from the northeast are going to Bangalore and Hyderabad, etc., which demands regulation.

Prof. H.K. Sharma, Director, NIT, Agartala

briefed about courses and programs run by NIT, Agartala. While deliberating on the preparation of NIT Agartala towards NEP implementation, he said that NIT Agartala is gradually moving towards a multidisciplinary form of education. Furthermore, he made some suggestions such as the availability of multiple entries and exit systems. However, it should not hamper the growth of students, and hence, the equivalency of courses has to be done properly. For example, a Diploma is of 3 years almost everywhere. If as per new norms, a diploma is awarded after two years, it may be confusing for certification. Hence, a central committee will be constituted to decide on multiple entries and exit systems so that students don't face any problems.



Besides, deliberating upon language issues, he said that as per the admission policy of NIT/IIT, every NIT/IIT has a 50 percent quota for states. Hence, if a need arises where some students are not comfortable in the English language and wish to learn in their native language, such an approach may be followed, i.e., based on his own experience, he said that as per the quota, many students take admission in engineering colleges even if they do not have basic competency in English but they are good in the Bengali language. Therefore, now the Bengali language is being introduced. Even some of the faculty members were oriented to teach in the Bengali language if some

students face the problem. Hence, the bilingual approach will be followed from this year. Moreover, he also stated that universities should look forward to financial sustainability. He said that NIT, Agartala has created 100 crore corpora fund this year.

Thus, he emphasized that besides all these reforms, vocational courses have also to be integrated into professional courses. Further, there is a need to adopt the best practices of South Korea and Germany, etc. in our education sector and concluded by urging that the head of the institution should try to implement NEP in both letter and spirit.



Prof. Rohit Dwivedi, Faculty, IIM, Shillong in his speech said that IIM Shillong has taken many innovative approaches to provide the best quality education to students. Although, in the initial years, the institution struggled as there was a shortage of staff, lack of placement opportunities for students as employers were finding it challenging to go to Shillong. However, as the institution moved forward, the faculty members decided

to work upon an area that is the core strength of North Eastern states of India and the institution devised a strategy to teach sustainability and research that was integrated within various courses. Further, students were taught to respect ecology, community, and society, i.e., the subjects which NEP strongly emphasizes upon. In his speech, he thus also discussed the need to teach sustainable ways of managing resources as these unique ways of teaching students have helped students to get better placements, which has been one of the core areas of IIM Shillong. He thus stated that IIM Shillong follows a blended model and interdisciplinary approach of learning as two faculty members from different disciplines, for instance, both faculty members from Psychology and IT guided one Ph.D. student.

Prof. Prashant Gupta, Faculty, IIM, Trichy began his session by reflecting the amount of work that has been done as he opined that primarily the focus is on transformative changes which further can be classified as a macro (regulatory framework or



structural reforms) or micro changes (institutional and individual) and that there needs to be a Governing body at the institutional level to ensure these changes are implemented. At the individual level, we need a change in the mindset which is the priority.

While talking about Governance, he said, good governance is also needed at macro and micro levels for one of the challenges in the governance of higher education is to improve the quality of system and processes, regulatory structures, research culture, and identifying the educational leaders. Whereas, the other challenges to the Governing body (management) of the institutions are maintaining transparency, equity, and consensus-oriented decision making, avoiding the influence of dominant stakeholders, identifying the right talent, availability of funding, and leveraging technology for better governance and education. The ways to overcome these challenges through support from other HEIs include networking, tailor-made policies and framework, freedom to make decisions as autonomy is the key to resolving these challenges. The 'graded autonomy' concept has thus also been highlighted in NEP, to encourage healthy competition between universities and rewards. The 'affiliated colleges' will gradually be phased out. Autonomy is synonymous with accountability. The solution is Institution Development Plan (IDP) and to make it more practical and achievable targets through honest initiatives. Further, in IDP, the outcome focus should be highlighted. Participation through a stakeholder approach must be encouraged as autonomy without accountability makes no sense. The time frame must be decided by us. The components of IDP are curricular, pedagogy, and assessment. The faculty's professional development is also important. Education must be inclusive. For the research fund, NEP has highlighted a separate fund. A gap analysis, followed by SWOC is hence required. It should be a short-term, a mid-term, and a long-term plan.

Details of session-II

The session continued with the same panel. Prof. V.K. Ahuja, Chairperson opened the session with deliberating on issues of quality infrastructure, multi-disciplinarity of education and language issues in higher education.

Prof V.K. Ahuja says that persons with disabilities often struggle in their education due to lack of accessible learning resources as per their need. Hence, there is immense need of accessible learning material for persons

Group-3

Higher Education

Chairperson

Prof. V.K. Ahuja, Vice Chancellor, NLUJA, Guwahati

Speakers:

1. Prof. Anupam Mishra, VC, CAU, Imphal

2. Prof. H.K. Sharma, Director, NIT, Agartala

3. Prof. Rohit Dwivedi, Faculty, IIM Shillong

4. Prof. Prashant Gupta, Faculty, IIM, Trichy

with disabilities particularly in higher education system, for example the material in braille/talking books for persons with blindness and low vision and also other forms of accessible learning resources for other kind of disabilities as per their needs as it is not available in many universities and higher educational institutions. Therefore, there is need to have a directorate of converting and publishing of accessible material such as talking books and other accessible format for facilitating education of persons with disabilities. This will facilitate

educational institutions to approach the directorate to convert learning resources in accessible material for use of persons with disabilities.

One of the participants said that the recommendation of NEP is commendable in many ways. However, in educational institutions, particularly located in remote areas, like a district in Arunachal Pradesh, implementation of NEP is very challenging since there is no proper infrastructure. They hardly have internet or network coverage in NIT, Arunachal Pradesh. Without proper infrastructure, implementing different recommendation of NEP such prudent use of ICT for education, multi-disciplinary education and autonomy of students to choose subjects would be challenging. Implementing NEP demands a proper infrastructure to be put in place that they do not have. The institution has limited faculty and hence, developing a multidisciplinary curriculum is a challenging issue. Being located in remote locations, they cannot go for outsourcing as well. Hence, successful implementation of NEP also requires strengthening physical infrastructure, technology enabled platform and human resources both teaching and non-teaching faculty in higher educational institutions.

Prof. Anupam Mishra says to prioritize a few targets and aim to achieve it over a course of time. He says that in Agartala, they had no internet facility but with time things will resolve. There may be problems, but it is important to address and gradually go ahead. Not everything can be achieved in one shot.

Prof V.K. Ahuja mentions that there are multidisciplinary courses and there hardly any students have taken up the course. There are very good things in the NEP that are commendable but no matter how optimistic we are, there are issues that must be critically evaluated.

The session ended with vote of thanks to the chair and other members present in the meeting.

Group IV- School Education

Chairperson:
Dr. Ramananda Das, President
SERF

Speakers:

1. Prof. Sridhar Srivastava,
Director, NCERT, New
Delhi
2. Sri D. Ramakrishna Rao,
All India President, Vidhya
Bharati
3. Dr. Rajiv Kumar Singh,
Director (Academic),
NIOS

Professor Sridhar Srivastava, Director, NCERT, New Delhi stated that NEP document is like a chance for the future emphasizing upon “Ek Bharat Shrestha Bharat” i.e., India which is known for its rich cultural values that are further propagated via languages that are unique and distinct in their ways. NEP thus aims to ensure that it creates



a just and equitable society by restructuring all the aspects of the education system, its regulation, and governance, to bring forth a system that harbors both the attributes of 21st-century education as well as the Indian value systems. NEP majorly focuses on access, equity, and inclusion while giving special emphasis to multilingualism as to achieve this goal, NEP itself has been translated into 22 different languages so far.

On a basic level, the major focus is on respecting one’s mother tongue. The importance of Multilingualism thereby was also discussed in the conclave concerning the fact that many times, one loses touch with their mother tongue during the whole course of receiving education for which, he suggested that the government of India should formulate the ‘Language Education Policy’ where, if non-natives speak the natives’ language, they should be honored and appreciated.

“India is a darshan of all languages and traditions, the country is known for its tolerance and universal acceptance”, ‘Bharat is a Darshan’- in reality. There is a lot of debate going on in the country, on how a market-oriented language (English) is side-lining the mother tongue. By mechanically following the western-model, Indians are not critically thinking of what is happening.

A lot of debate is based on the fact that how English, a market-oriented Language is in many ways side-lining the native languages, to the point where it can be seen that the native language is lost within the span of a single generation only. By following the western world, Indians do not realize that in many places they’re already on thin ice, culturally.

When Indian languages are going to be eliminated by the domination and onslaught of the English language, it is extremely problematic. In India, we have no single language to speak throughout the country. Hence, a comprehensive policy is needed for peoples’ languages or mother tongues so that they are not neglected anymore. They are going to be endangered since India has no language policy in the country. Hence, multilingualism should be promoted. It creates in child more intelligence and more cognitive effects. Even researchers say to that effect. The learning process should begin in the child's native language. Books, workbooks, and plays should be available in the child's native language.

Every youngster should be strengthened and nurtured as we work towards gender neutrality and gender inclusiveness. The policy emphasizes the importance of quality, competency-based teaching and learning, thinking beyond the subject, and critical thinking. The emphasis of education should be on competency, and every student should have 21st-century abilities such as critical thinking, creativity, collaboration, communication, information literacy, media literacy, and flexibility. Students should be taught 21st-century skills from the foundational stage focusing on progression and quality. The Indian education system is a product of colonial legacy that led to the deterioration of basic fundamentals of education by creating space for rote learning which is creating a nation of only obedient followers, not leaders.

The policy prescribed to approach gender as a cross-cutting priority to achieve gender equality in education with the partnership of states and local community organizations. NEP 2020 proposes that State functionaries should seek to reduce the subject burden through experience-based learning. There should be no forced separation and the child should be allowed to pick from

a variety of disciplines. An approach to curriculum integration that focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme, or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

Collaborative learning, where the child can instill problem-solving abilities and there is no rigid distinction between academic and vocational learning emphasizes child-centered pedagogy as opposed to the exam-centered approach. The most significant implications of the removal of “hard separations”, however, are at the classroom level. The barrier of language needs to go first by introducing the mother tongue/language spoken by the child as the medium to understand numeracy and all other items of knowledge, particularly in the foundational years. Pedagogy can no longer be disconnected from the child and will have to be activity-based and experiential, facilitating cognitive growth through story-telling, art, and craft, sports, and theatre.

In the future, there will be no separation between skills and education, and education will combine with talents and business. Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers’ autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development. The NEP 2020 focuses on teachers and teacher training, with a particular emphasis on teacher integration.

Professor explained the audience about NISHTHA as a capacity-building program for “Improving Quality of School Education through Integrated Teacher Training”. It aims to build competencies among all the teachers and school principals at the elementary stage as NISHTHA is the world's largest teachers' training program of its kind. The basic objective of this massive training program is to motivate and equip teachers to encourage and foster critical thinking in students. The initiative is the first of its kind wherein standardized training modules are developed at the national level for all States and UTs. NISHTHA will focus on competency and higher-order thinking, skills-based teaching-learning, training of all heads and teachers as first-level counselors, promoting experiential and joyful learning, awareness of centrally sponsored schemes/initiatives, online monitoring, and support system, the convergence of multi-departmental efforts, and activity-based training modules.

He emphasized on Art and Toy Integrated Pedagogy which talks about education through the use of art and toys. In this pedagogy, teachers and students use Art and Crafts to learn new concepts. This pedagogy is learner-centric and brings about joy and meaningful learning among students.

Under NEP 2020, the committee will develop four National Curriculum Frameworks - the National Curriculum Framework for School Education, National Curriculum for Early Childhood Care and Education, National Curriculum Framework for Teacher Education, and National Curriculum Framework for Adult Education. The committee will discuss different aspects of School Education, Early Childhood Care and Education (ECCE), Teacher Education, and Adult Education keeping in focus all the recommendations of NEP 2020 related to these four areas for proposing curriculum reforms. The National Curriculum Framework will be built on a broader consultation approach, encompassing 25 themes as well as technological platforms and innovations.

NIPUN Bharat will be implemented by the Department of School Education and Literacy. The objective of NIPUN Bharat Mission is to create an enabling environment to ensure the universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing, and numeracy by the end of Grade 3, by 2026-27. NEP has shared that the attainment of Universal Foundational Literacy and Numeracy are the highest priority of the state and it includes in their classroom learning to attain foundational literacy and numeracy in a better way.

He highlighted those small opportunities which can be created in daily life to learn about Indian traditions through experiential learning, which includes seeing, doing, and feeling. This can be taken up at schools and home, to supplement book learning. He advocated for the formulation of strategies in schools for all stages to participate in such activities.

IKT promotes Indian ethos and culture. But also, the curriculum should be created in such a way that it is globally relevant. Cultural education is being reimaged as part of NEP.

Shri D. Ramakrishna Rao, All India President, Vidya Bharati discussed the transformation in the way we educate our students in his address. Along with Sarva Shiksha, there is a focus on Samgra



Shiksha, as well as less content and more on skill growth through learning. Game-based learning (GBL) helps students improve problem-solving skills and make it possible for them to interpret their society, nature, and the world around them through experiences. Using games in courses encourages reflection and comprehension of the learning. Games should be integrated into the curriculum. There should be thrust on less content and more on building competencies by publishing more illustrious books and textbooks. Integration of Art is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms but also for imbibing the Indian ethos through the integration of Indian art and culture in teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture. NEP focuses on creating higher performance standards for teachers by clearly stating the role of the teacher at different levels of expertise and competencies required for each stage. Teachers will also receive digital training to effectively integrate into new digital learning processes.

He emphasized the need to recognize that children's cognitive development is most important during their early years and that laying strong foundations early in a child's life should be given top attention. To that purpose, the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFCE) will provide a roadmap for desired learning outcomes, age-appropriate curriculum, activities, and methods. Cognitive assessment Personality development and value-based identity are given priority.

The knowledge system, which was founded on the recognized disciplines of Nyaya (logic), Vyakarana (language), and Mimansa (hermeneutics), unfortunately, lost its virtue before the modernized western system. This is the right time when we should consider what happened that even after being so developed, the glimpse of ancient Indian knowledge is rarely seen in today's knowledge system.

The NEP 2020 is a bold initiative towards addressing both the intent and the content of the Indian education system. Due to value-based existence, these ancient practices succeeded in surviving the extinction from the brutality of time and found contemporary relevance and acceptance in the modern era through the NEP 2020.

The insight into the ancient system makes us aware of the multi-dimensional, skill-based, overall development of the human mind not just for society but also for attainment of the higher self – the qualities which are yet so relevant in the modern-day context. Gradually, even the world is acknowledging the cardinality of ancient concepts like yoga, meditation, and minimalistic, living deeply rooted in the Indian philosophy, and hence, any thought process towards reigniting and promoting the Indian knowledge system as a part of contemporary mainstream knowledge system is a welcoming step as taken through the New Education Policy 2020.

Dr. Rajiv Kumar Singh, Director (Academic), NIOS, Noida, UP

began his discourse by outlining NIOS's mission and how NIOS has pioneered the integration of academic and vocational programme as envisaged in National Education Policy 2020. He discussed about various courses of NIOS including the Open Basic Education(OBE) programme at par with elementary education of formal education system, Secondary and Senior Secondary Education and teacher education program, D.El.Ed., the importance of 23 regional centers and 7400 study centers. In response to the diverse learning needs of its geographically spread and unreached client groups, NIOS develops multi-channel learning packages for different levels.



The goal of NIOS is to provide long-term inclusive learning opportunities with universal and flexible access to high-quality school education and skill development. NIOS has contributed to the universalization of school education by meeting the educational requirements of prioritized target groups in the interests of fairness and social justice. He discussed cumulative enrolment of NIOS and how to include SEDGs and school dropouts into the educational fold. NIOS has introduced Indian Sign Language as a secondary-level subject and is working towards ISL standardization. As part of its mission towards reaching to hard to reach population, NIOS is identifying Critical Education Zones where specific interventions are required for their education. One such critical Education Zone is Dhadkai village in Doda districts of Jammu and Kashmir state in which one or other family has a deaf child. As part of Inclusive education project, NIOS will intervene in such critical Education Zone for education of Persons with Disabilities, transgenders and orphans etc.

He deliberated upon the Bharatiya Jnana Parampara and the importance of Indian knowledge systems in mathematics, philosophy, yoga, medicine, agriculture, linguistics, and literature systems. To foster the vibrancy of Indian Languages as envisaged by NEP, courses at the secondary and senior secondary level have been made available in regional languages at NIOS. National Institute of Open Schooling (NIOS) has prepared 15 courses on ancient Indian Knowledge system such as Veda, Yoga, Vijnana, Vocational Skills, and Sanskrit language subjects in Sanskrit, Hindi, and English medium at OBE level. Courses have been introduced at Secondary and Senior Secondary Level in Veda Adhyayan, Sanskrit Vyakran, Bharatiya Darshan and Sanskrit Sahitya in Sanskrit medium.. As a part of thrust on promoting Bharatiya Jnana Parampara, NIOS is also planning to follow cross-curricular integration of Bharatiya Jnana Parampara across the subjects and highlight the Knowledge of ancient India in the field of mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation in different subjects of NIOS. As envisaged by the National Education Policy 2020, Bharatiya Jnana Parampara will be incorporated as appropriate with other subjects in an accurate and scientific manner to foster scientific temperament in NIOS curriculum.

NIOS provides education to jail inmates, weavers, artisans and army personnel by designing various specific curriculums pertaining to their interest and vocations. He contemplated the importance of digital literacy and ICT as a tool for imparting learning content. One should reconsider the conformist approach to evaluation and aim toward technological integration.

Dr. Rajiv Kumar Singh NIOS deliberated upon “Youth and Adult Digital Literacy” and emphasized the importance of human rights and digital literacy in building a cultured and sustainable society. He stressed upon “technological-enabled literacy” making learning more inclusive and meaningful. He discussed the abilities to navigate through various digital platforms for meaningful communications and transactions and making citizens digitally and socially responsible.

Following the objectives of NEP 2020 for facilitating holistic and engaging learning, NIOS has introduced Virtual Open School for providing advanced digital learning platforms through Virtual Live Classrooms and Virtual Labs. Assessment will be executed through Artificial Intelligence based proctoring and certification with a specific focus on e-assessment for Divyang learners.

Virtual Open School is a platform that will provide learners comprehensive online end-to-end solutions ranging from admission to certification. This would require not just interactive and immersive teaching-learning, but also a focus on strengthening learners' critical thinking and problem-solving abilities. Through this initiative, it will be possible to bring children and adult back to the educational fold. These unique teaching and assessment procedures will provide NIOS learners with the necessary education and skills, enhancing their career opportunities.

He promoted rapid shift to online learning and also highlighted the persistent digital divide in terms of connectivity, infrastructure, and the ability to engage with technology. He said that relevance of digital literacy is to facilitate educational and professional opportunities, develop proficiency and fluency with the tools of technology and promote communication and collaboration. He spoke about digital literacy and how it is different from digital fluency focusing on some contemporary IT Tools.

Extensive use of technology in teaching and learning helps in removing language barriers, increasing access for Divyang learners, and educational planning and management. Digital technology has become the enabler by redefining the very basics of the sector and altering the rules of the game. On the other hand, today's young minds will decide the future direction of digital technology as they are going to be the innovators of tomorrow. So, equipping our students is a key to success in the field.

He referenced digital literacy as significant as it helps in expanding sources of knowledge, giving distinctive and digital platforms for learning and advancing towards adaptable learning. He accepted that the new algorithm of digital education ought to be propagated, learned and rehearsed.

He proposed the following approaches to advance and empower digital learning:

- Promoting digital literacy
- Providing cheap affordable devices
- Unifying and bridging the cusp areas
- Simplifying digital terminology so that ordinary people can understand
- Optimizing and expanding the existing digital platforms and ongoing ICT-based educational initiatives to meet the current needs and future challenges.

- Augmented reality and virtual reality can make learning exciting, with rich experiences and opening up endless possibilities. Highly engaging classrooms will lead to better results. These can transform the traditional methods of learning, breaking down the walls of classrooms and making students think out-of-the-box, and pilot new innovations.

The NEP 2020, taking cognizance of the present scenario of education in India and seeks to encourage “carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides”. The development of a digital repository of coursework, simulations, game-based learning, augmented reality, and virtual reality while leveraging the advantages of technology while acknowledging the potential risks and dangers.

NEP-2020 is a Torch Bearer for the paradigm shift in Traditional Teaching-Learning Process; however, any policy's effectiveness depends on its implementation. The policy itself mentions that its implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. He highlighted that the NEP offers some progressive measures for the creation of e-learning tools and strives to promote equal access to technology, promoting digital learning in India.

He emphasized that to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world it is necessary to imbibe some critical skills and be digitally literate.

He mentioned some digital innovations at NIOS including Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA), DAISY-enabled talking books for visually challenged, TheState-of-the Art HD Studio equipped, ICT based On Demand Examination System (ODES), Developed Open Educational Resources (OER) in areas of academic and vocational education, Digital Mark sheets on DigiLocker, NIOS Virtual Open Schooling, An interactive web radio Mukta Vidya Vani and NIOS website.

Elaborating on networking and capacity building of open schools in the countries, he suggested that NIOS has been playing an active role by providing consultation to other countries, particularly in the commonwealth for developing policies for open school and also for capacity building of open school functionaries at the international level and hence, it has the huge potential to be a National Resource Centre (NRC) at National level for providing

academic and technical expertise and advise to state government.

He concluded his speech by pondering over the following issues:

- Encouraging self-learning
- Differentiating between misinformation or opinion-based content and fact-based content.
- Importance of learner generated e-learning content
- Community participation for narrowing the digital divide
- Nurturing Netiquette
- Developing curriculum based on simulation and game-based learning; augmented reality and virtual reality.

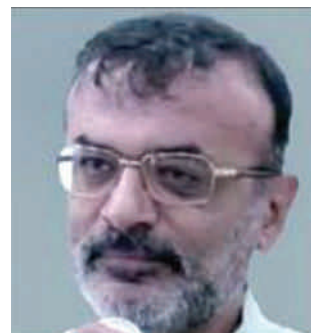
Session-II - 4:30-6:30 pm School Education

Chairperson: Sri. Rukma Gohain
Baruah Chairperson, Assam
Higher Secondary Education
Council

Speakers:

1. Prof. Sridhar Srivastava,
Director, NCERT, New Delhi
2. Sri. D. Ramakrishna Rao, All
India President, Vidya
Bharati
3. Prof. Divyanshu Dave,
Former Director General,
Children's University,
Gandhinagar, Gujarat

Prof. Divyanshu Dave, Former Director-General Children's University, Gandhinagar Gujarat deliberated upon Early Childhood Care



and Education as education is necessary for the holistic growth, consecration, resource enrichment, and sophistication of human existence. Every experience broadens our understanding and balances our emotions, demonstrating the importance of education in society. An educational system should be able to bridge the gap between the present and the future. Literacy and numeracy skills are essential for a student's capacity to learn in school and participate meaningfully in society. Experience and activity are more important than words and numbers.

NEP 2020 focuses on ECCE, and all components should be considered, including knowledge experience, learner-centered education, and teachers' presence. Most children like learning and they are inquisitive about learning. Indians believed that the education of a couple before the wife's pregnancy, education of a pregnant parent, and education of a baby or toddler via parental involvement were all important. Janna Vidyalaya imparts education through one's mother's focus on literacy and numeracy.

He focused on the importance of different age groups of people such as Education of newly married couple (3 months prior to conception) – Laxmi-Narayan Abhyaskram. While over other ages where people are prone to lose out on education opportunities due to various factors such as observed in the case pregnant mother's educations (9 months) – Jagadhatri Abhyaskram. Similarly: Mother's education from birth to a 1-year-old child – Ksheeradavastha (when the child is on mother's breastfeeding); Mother's education from 1 year to 3-year-old child: Kheeradannadavastha (while the child starts taking food as well as mother's breastfeeding); Mother's education from 3 years to 5-year-old child: Annaadavastha (while the child is fed and starts learning through sense organs).

Pre-primary concept learning in children, autonomous concept learning, childhood is the birthplace of humanity, and humanity is the birthplace of God. The path to world peace begins in the womb of a woman. He deliberated upon the tree of education and how it will lead to samskara and character building. The relevance and importance of integration of art and craft, Indian philosophy, like the process of human evolution, is inherently continuous. In the present circumstances, education is segmented by class, which should not be the case, such as child education, primary education, secondary education, and higher education. It must be steady and ongoing. Child education is the foundation of comprehensive education since it lasts a lifetime.

There are a few factors to remember when it comes to children such as a child learns on its own and cannot be taught anything. And that a child learns from his own experience. We need to provide them with an environment where they can learn by doing things themselves and children learn by imitating others. They should have such an atmosphere in the family that they can learn good things by imitation. This period of a child's life is very important as such values are in many ways hard-coded into children for an entire lifetime, making it important to take special care of these processes,

that are: polishing of life values, development of abilities, abilities of intellect, mind prana (vital forces), foundation and sequence of child's learning, experience image word sentence description, ways of learning for a child-intuition, imitation, experience and experiment, all-round development and holistic development.

A 'Shishu' (child) is first like the seed of the man. As all opportunities for the development of a tree lies in its seed, so is about human too. As per Bhartiya thought, a 'Shishu' is the purest form of the 'Brahma'. The parents are the means of bringing this 'Brahma' on earth. Children are the future of tomorrow.

Shri D Ramakrishna Rao, All India President, Vidya Bharati said that School is a center for social change, service, and Lighthouse to give power and energy. Schools should be integrated into society and all disintegration should be solved through schools. In school education, the policy focuses on overhauling the curriculum, "easier" Board exams, a reduction in the syllabus to retain "core essentials" and thrust on "experiential learning and critical thinking".



In a significant shift from the 1986 policy, which pushed for a 10+2 structure of school education, the new NEP pitches for a "5+3+3+4" design corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary). This brings early childhood education (also known as pre-school education for children of ages 3 to 5) under the ambit of formal schooling.

The teacher will go to the village and organize Bharti Sanskar Kendra and Skill training program. The mindset of teachers should be changed, teachers should be empowered otherwise they can get outdated.

NEP also aims at solving the issue of digital literacy among teachers. The NEP 2020 emphasizes the importance of changing situations and realities necessitating fresh actions. Because of the current increase in epidemics and pandemics, we must be prepared with alternate forms of quality education whenever and wherever traditional and in-person modes of education are

not available. In this sense, the NEP 2020 emphasizes the need of leveraging the benefit of technology while also addressing its possible hazards and perils.

The National Digital Education Architecture (NDEAR) has the vision to create a “Unifying national digital infrastructure to energize and catalyze the education ecosystem”. Essentially, this is a technological framework that aims to enable existing systems to upgrade and become interoperable, while making available the building blocks for the creation of new tools and solutions.

There should be no separation between co-curricular, extracurricular and curriculum, inquisitive thinking, and society. NEP-2020 provides ample scope for developing non-cognitive skills (socio-emotional skills) like self-discipline, patience, motivation, conscientiousness, teamwork, passion, decision-making, communication, articulation, punctuality, responsibility, and perseverance. These are as important as cognitive skills to succeed in later life. There is a need for seamless integration of cognitive and non-cognitive skills.

Positive learning methods help retain concepts better and also for a longer memory span. Screen learning capabilities of today’s youth can become an asset in learning and teaching. Thus, we need to create an on-screen learning environment within and beyond the classrooms and also in libraries to improve dwindling attendance. Teachers can devise their methods depending on the context and learning needs. Our emphasis should be to train students as to ‘How to learn’ in addition to ‘What to learn’. These reforms coupled with evaluation reforms — quality question papers, open books, and on-demand examinations.

The National Curriculum Framework has a far-reaching impact as it serves as a guideline for designing the syllabus, textbooks, and informs teaching practices in the country. Designing the new national curriculum framework presents a great opportunity to put in place guidelines that enable the development of curriculum and teaching practices that excite students and ignite their imagination. The committee must consider enabling children to generate their knowledge through subjective encounters with objective realities. That will help the new National Curriculum Framework drive achieve transformational change in education, furthering the objectives of National Education Policy 2020.

Blended learning (BL)/ hybrid learning is an instructional methodology that combines face-to-face and ICT mediated activities alongside the integration of synchronous and asynchronous learning tools to transform learning into an enjoyable Edu-enterprise. BL has never been a substitute for face-to-face learning and is also not merely a mixture of face-to-face and online mode, rather it is a well-planned combination of meaningful activities in both modes. Real BL environment requires that both the students and the teachers are physically located in the same learning space. BL environment ensures increased student engagement in learning and enhanced teacher-student interaction, greater responsibility for learning, more flexible teaching and learning ecosystem, promotes self and continuous learning, offers better opportunities for experiential learning, and improved learning outcomes.

GROUP-V: SCHOOL EDUCATION

School Teachers' Meets

Chairperson: Prof. Ravindra Kanhere, Chairman, Fee Regulatory Authority, Madhya Pradesh

Speakers :

1. Prof. A.K. Srivastava, Dean (Research), NIE, NCERT, New Delhi
2. Sri. Govind Chandra Mahanta, Jt. Organising Secretary, Vidya Bharati
3. Prof. Nityanand Pradhan, NERIE, NCERT, Shillong

The session began with a brief introduction of and felicitation to the Chairperson of the session Prof. Ravindra Kanhere, Chairman Fee Regulatory Authority, Madhya Pradesh; and the three Resource Persons, namely Prof AK Srivastava, Dean (Research) NIE, NCERT, New Delhi; Shri Govind Chandra Mahanta, Jt. Organizing Secretary, Vidya Bharati; and Prof Nityanand Pradhan, NERIE, NCERT, Shillong, by the Organizers/Coordinators of the session.

At the outset, the Chairperson, **Prof.**

Ravindra Kanhere, Chairman, Fee Regulatory Authority, Madhya Pradesh opened the discussion and said that the main discussion today is around the implementation of NEP 2020 and it needs to be outlined how different stakeholders will have to play a different



role. While the govt will play a role with regards to policy, teachers will have a critical role in the implementation. He said that there are numerous concerns which needs to be addressed for implementation of NEP.

- Will new schools have to be opened – will that mean hiring of additional teachers
- NCF will fall in line with curriculum being made at the state level
- Syllabus – what would states want in it
- State governments will have freedom to think of what chapters should be included/excluded as per state context.



Prof A.K. Srivastava, Dean (Research) NIE, NCERT, New Delhi began the address by highlighting that in the National Education Policy 2020-

there is one chapter dedicated to school teachers (chapter 5). It has two salient characteristics/features- The need to contextualize Indian culture and holistic development of children. The education system must aim at Holistic Development of Children and Holistic Development- covers different dimensions ranging from physical development, social development,

cognitive development, moral development, etc. All these aspects need to be integrated While this was being covered earlier, key concepts have been borrowed from the West without understanding how it should be adapted to the Indian context. For example: In the West, intelligence is measured by the speed at which the brain works, how effectively is a person able to community, less focus on social relationships and more emphasis technology. In the Indian context- intelligence cannot be measured only in terms of technological terms but also in terms of mannerisms. Four concepts that should be focused upon: 1. Cognitive development 2. Problem Solving 3. Problem Solving 4. Decision Making in terms of the context, society, age, and time. It is also important to focus on the social component- following social norms. While talking about holistic development, we should gear the education system towards development of other characteristics rather than only focusing on achievements at the school level. This has to be integrated in the school ethos. School activities have to be modified accordingly. Type of relations of teachers amongst themselves, with children and communities have to be modified to focus on holistic development This will require a reflection on what is being done – what will it mean to translate it into practice.

He also emphasized that more investments need to be done on nurturing teachers. Teacher should not only aim at providing children with knowledge rather focus be made on character development of children. We don't necessarily need a syllabus for character development. The activities need to be structured so that character development can be focused upon. Also depends on how the teachers conduct themselves. Parents should be made a part of the schooling process.

Shri Govind Chandra Mahanta, Jt. Organizing Secretary, Vidya Bhartibegan next by mentioning the Key principles of NEP such as Respect for diversity- pedagogy and policy, Equity and inclusiveness – cornerstone of



all decisions, Community participation at all levels, Use of technology. Removing language barriers, Conceptual understanding and moving away from rote learning and Critical thinking and creativity. He emphasised that training of teachers in the current context is very crucial. He said that through Vidya Bharati, 25000 Vidya Bharti schools have been set up. In his deliberations, he said that understanding the notion of 'Everything is Possible' is highly desirable when talking to teachers. For proper implementation of NEP, commitment from teachers is required. Teachers need to think of how they want their own children to be and then work with the children enrolled in schools in the same way. There is need to build ownership amongst teachers for children, problems faced at the school level and also build a teacher's vision. Time has come now to think of how changes can be brought about in the attitude of teachers

He further said that curriculum and systemic changes are taking place to help teachers work closely with children. These changes will be made keeping in mind the Indian context. He deliberated that following issues and concern need to be addressed for revamping education system:

- How to focus on development of senses
- What does it mean in the Indian context?

- How to train teachers more effectively?
- This will involve changing the perceptions of teachers
- What does read, learning, etc mean based on India's context and literature
- Listening, speaking and writing are key skills
- Guiding teachers on what to read, etc
- Components of joyful learning, activity-based learning have to be integrated
- Important to link curriculum to toy-based learning and design activities accordingly
- Developing five senses in the early years is very important
- We should look at sports as way for physical development
- Focusing on key areas of development is important. This includes 21st communication skills, building creativity, role play activities
- Holistic assessment cutting across all key developmental domains
- The policy needs to be implemented in a way that it is rooted in culture
- The policy's implementation needs to be thought of collectively

Shri Govind Chandra Mahanta also told that there should be provision of Merit based scholarship to pursue B. ED Programs and incentives also need to be provided for teachers to take up jobs in rural areas. Further, there is need to strengthen Teacher Education Test. For recruitment process, Classroom demonstration needs to be there and this will be part of the interview process. Teachers to be recruited to school complex and provision of Merit based promotions also needs to be implemented. It is important to note that the work on early childhood education will now be viewed in a continuum. Hence it is important focus on the five senses and design activities that to help do so. Coordination between Anganwadi Workers and teachers will be required.

Prof Nityanand Pradhan, NERIE, NCERT, Shillong, in his address, highlighted on the four key aspects related to school education and teacher education as envisaged in NEP 2020 such as: (i)



Forward-looking Vision of NEP 2020; (ii) Major Reforms in School Education; (iii) Teachers and Teacher Education; (iv) and Initiatives Following NEP 2020.

At the outset, he made reference to the four broad visions of NEP 2020 such as: transforming India through an education system rooted in Indian ethos; creating an equitable knowledge society through high-quality education to all; developing respect towards the fundamental rights, duties and Constitutional values; and promotion of commitment to human rights, sustainable development and global citizenship, upon which the entire system of Indian education should be built upon.

As regards major reforms in school education, he highlighted on some of the transformational reforms in school education suggested in the policy documents and visualized the role of teachers and other key stakeholders of school education to translate them into action. The key reforms, inter alia, include: universalization of Early Childhood Care Education; National Mission on Foundational Literacy and Numeracy; 5+3+3+4 Curricular and Pedagogical Structure; Integration of 21st Century Skills in curriculum; 360 degree holistic progress card of child; tracking student progress for achieving learning outcomes; establishment of national assessment centre – PARAKH; bringing out National Professional Standards for Teachers (NPST); and ensuring common standards of learning in public and private schools.

Referring to the critical role of teachers and some historic reforms suggested in the policy document for future pre-service as well as in-service teacher education program, Prof. Pradhan highlighted on the teacher recruitment and deployment policy, career management and progression, setting of professional standards for teachers; special educators; approach to teacher education; different types of teacher education programs; and Continuous Professional Development (CPD) of teachers. He also stressed on the role of Governments at States/UTs and Centre in the implementation these recommendations.

In the course of his presentation, Prof. Pradhan has pointed out some of the key initiatives of the Government of India to translate the recommendations of the policy into action, e.g., VIDYANJALI 2.0, NISHTHA 2.0 (Secondary Level), NISHTHA 3.0 for NIPUN Bharat, NEP 2020 implementation plan namely SARTHAQ II etc.

Conclave Proceedings Day-2



Plenary Session

NEP-2020-Bharatiya Jnana Parampara (Indian Knowledge System)/Promotion of Indian Languages, Arts and Culture

Chairperson: Prof. Ganga Prasad Prasain,

VC, Central University of Tripura

Speakers:

1. Prof. G. Suryanarayan Murthy, National Coordinator, IKS, MoE, Govt., Professor IIT, Indore
2. Dr. Dilip Kalita, Director ABILAC
3. Prof. TV Kattimani, VC, Central Tribal University of AP

Prof. Ganga Prasad Prasain (VC, Central University of Tripura, Agartala) began the plenary session with a welcome note. He gave a brief history of the development of



Indian Knowledge Traditions which are continuous and cumulative, and contain textual and exegetical traditions in different areas of thought and experience like philosophy,

medicine, grammar, architecture, geography, literary theory, polity and political economy, logic, astronomy and mathematics, military science, metallurgy, agriculture, mining and gemology, and shipbuilding, among others. Concepts and technical vocabularies of these traditions are still a part of the languages of modern India and seep into the human thought through their use.

Prof. Prasain commended the effort of North-East state governments for the integration of Higher & School education in the North-East Education conclave at such a big scale and suggested that Vidya Bharti should organize more of such seminars on the Indian Knowledge Traditions to bring in more clarity on the subject. He then welcomed Prof. G. Suryanarayan Murthy (National



Coordinator, Indian Knowledge Systems, Ministry of Education, Government of India. Professor, IIT Indore), to shed more light upon the Indian Knowledge Traditions.

Prof. Murthy began the address with the operational definition of Indian Knowledge Systems. He said that it can be understood as the rich heritage and eternal knowledge created

and acquired by Indians over several millennia in the Indian subcontinent. The major Knowledge repositories are the manuscripts, shastras, oral traditions, folk songs, stories, arts, handicrafts and traditional skills etc., and emphasized the importance of studying the Indian Knowledge systems. He then highlighted the importance of studying it as the current models of development are unsustainable and are in direct conflict with nature, which creates an urgent need for new paradigms of development. There is an Indian way that is both sustainable and strives for the welfare of all, and hence it is important that a lot of research-based inquiry is done in the field to detach the myths and unscientific claims. There is a critical need for HEIs to take leadership in understanding and researching the scientific and technological heritage of India. Prof. Murthy further shed light upon the principles that make a subject scientific such as the Falsifiable theory, PEL Model of Science etc.

He also emphasized the importance of NEP-2020 vis-a-vis Indian Knowledge Traditions. "The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy." - NEP-2020. Some of the important sections which he mentioned are as follows:

- Curricular Integration of Essential Subjects, Skills, and Capacities: Sec- 4.27, 4.28 and 4.29
- Towards a More Holistic and Multidisciplinary Education: Sec- 11.1, 11.4, 11.7, and 11.8
- Catalyzing Quality Academic Research in all Fields through a New National Research Foundation: Sec- 17.7
- Professional education: Sec- 20.3
- Promotion of Indian Languages, Arts, and Culture: Sec- 22

Prof. Murthy also provided some suggestions for the development of Indian Knowledge systems:

- Preserve original traditions, texts through appropriate means
- Research by studying original texts and understanding their relevance for sustainable social development
- Collaborate with traditional scholars, artists and experts
- Develop specific courses focusing on IKS

- Infuse IKS into existing courses using relevant examples and concepts
- Disseminate knowledge
- Train the teachers

At the end of his address, Prof Murthy gave certain suggestions as the way forward for AICTE for the development of Indian Knowledge Systems, such as development of new IKS courses, researches, conducting workshop for research training under IKS, Internships, Faculty development programmes, digital conservation efforts and creation of documentary films etc.



The next address in the plenary session was by **Dr. Dilip Kalita (Director, ABILAC, Guwahati)**. Dr. Kalita's focus was on the Promotion of Indian Languages, Arts and Culture. He shared the scientific aspect of the Indian Knowledge traditions such as the solar & lunar calendar, solar & lunar eclipses etc. He also referred to the medical science that India has offered to the globe in the form of Ayurveda, Yoga etc. Dr. Kalita further shed light upon the classification of Magic in the Indian scriptures.

Afterwards the dais was handed over to Prof. T.V. Kattimani (VC, Central Tribal University of Andhra Pradesh, Vizianagaram). Prof. Kattimani shared his ideas on Indian Knowledge systems vis-a-vis tribal culture and practices. Prof. Kattimani shed light upon the loss of tribal languages and the main cause of this loss is migration of tribal people to cities to look for livelihood. He urged that to save these languages there is a critical need to “Save the Speaker” by ensuring the nutrition, economic security, shelter and other basic needs of the tribes of India. He said that any language can become a threat to regional languages if the regional language is not providing financial security to the speaker.

Prof. Kattimani further added that NEP-2020 focuses on the integration of education which is a very important element as no education can be done in isolation and emphasized the urgent need to integrate Indian Knowledge systems into the textbooks of the learners and generating literature in the regional languages to keep the knowledge and languages alive.



Prof. Sudheshna Bhattacharya (Professor, Dept. of Sanskrit, Guwahati University) ended the “NEP-2020 and Bhartiya Jnana Parampara (Indian Knowledge System)/Promotion of Indian Languages, Arts and Culture” with a vote of thanks.

Plenary Session

Presentation from Implementing States: NEP-2020- Karnataka, Madhya Pradesh and Uttar Pradesh

Dr. Padmavathi B.S., Director, CESS and Member, NEP Task force, Karnataka said that Karnataka State Higher Education Council constituted a task force on NEP with the mandate to develop a roadmap to implement NEP successfully in March 2020, under the chairmanship of a former chief secretary of Karnataka and then the



Chairperson: Kalyan Chakravarty, ACS, Education, Govt. of Assam

Speakers:

1. Dr. Padmavathi B.S, Director CESS, Member Task-Force Karnataka
2. Shri Pradeep, IAS, Commissioner Collegiate Education, Govt of Karnataka
3. Dr. Dharendra Shukla, Officer on Special Duty, Higher Education, Govt. of Madhya Pradesh
4. Prof. Hare Krishna, CCS University, Meerut, Uttar Pradesh

vice-chairman of the Karnataka State Higher Education Council. Karnataka constituted the task force almost five months before the acceptance of the policy by the central cabinet and was composed of visionaries, policymakers, domain experts, government officers from various departments with key roles, members from NGOs, and most importantly, the stakeholders were also involved in the task force. The idea behind it was to include officers who will be a part of the implementing process, later on, to be included at the development level itself.

For implementation, the Government of Karnataka formed two sectoral committees, one on higher education and the other committee on school education; and within the Higher Education Department, there were two Education subcommittees: one committee constituted curriculum reform in higher education and the second committee was on government and regulation in higher education, and each of these sub-committees had four to five members.

To ensure an in-depth and focused discussion while developing the plan, the curriculum reforms committee in higher education consisted of four members, including a chairman and a convener, and the government and regulation in Higher Education Subcommittee had five members. The task force subcommittees met several times and often numerous virtual meetings were conducted due to pandemic constraints. The task force report, which broadly sits on the guiding principles of how the plan should be implemented, how the government should prioritize, and significantly the financial aspects of the plan were kept forward.

She said that since Karnataka was already working on the implementation of the draft policy, the state took two months for any mid-course corrections to align with NEP. On 23rd August 2020, Karnataka officially launched the implementation plan of NEP and became the first state in the country to start the implementation process. She further talked about challenges, and how the highly supportive and forward-looking officers, as well as higher education stakeholders, have been very cooperative in implementing the policy.

Sri. Pradeep P, IAS Commissioner Collegiate Education, Govt. of Karnataka



He stated that Karnataka has been at the forefront of the implementation of the NEP-2020. He highlighted the salient features and the steps taken by Karnataka in the implementation of NEP-2020. Deliberating upon basic features of NEP-2020, he highlighted that NEP has the potential to make our students truly global citizens while keeping their deep-rooted pride of being an Indian. The basic objective of NEP is to model students to become well-known personalities and compete on the global stage; but without forgetting our roots and core values. It will help not only in shaping their own lives but will also help them to be more aware and sensitive to respond to societal and community needs.

He said that for implementation of NEP, the Government of Karnataka will establish the Karnataka Education Commission, which will be headed by the Honourable Chief Minister with the Minister for Primary Education and Minister for Higher Education as Vice Presidents. This will provide the nodal connection at the state level for the entire implementation process. The Karnataka State Primary Education Council for primary education and Karnataka State Higher Education Council which are already in place, their functionality will be redefined and the third Karnataka State Higher Education Institutions Act, which will cover the entire gamut of public and private universities.

He highlighted the most important governance change that is being targeted to bring reform in the manner that there is complete autonomy in higher education at the university level, where the autonomy is provided in the governance, regulation, and governance reform. To streamline the governance process, there should be a Board of Governors and most importantly self-replicating Board of Governors, that is similar to what is existent in IIMs and IITs.

He also deliberated upon the model program structure and said that they are formulated by committees headed by the Vice-Chancellors and have representation from universities and teachers from various public and private colleges. He highlighted that the universities have the complete autonomy to make necessary changes to fulfill local needs and aspirations, and the context.

Academic freedom is given to the students, who can choose subjects as per their choice from a combination of three subjects i.e., two will be from their core discipline, and one will be open elective. The Academic Bank of credits will facilitate this multi-entry multi-exit system. Karnataka has developed a curriculum that nurtures a well-rounded personality and develops the creative potential of each keeping in mind the foundational capacities of numeracy and numeracy and the higher-order cognitive capabilities. About 55% to 60% of the curriculum will be from the core discipline and the rest from open elective which mostly focuses on skill and ability enhancement through courses such as digital literacy, cyber security, and financial literacy. Further, the components of ethics, human and constitutional values, health, and well-being are very important subjects that should be compulsory to all students.

NEP has given due emphasis to mother tongue and due importance to all the languages in which the student want to study. There will also be synergy in curriculum across all levels from primary until higher education, respect for diversity and local context will be taken into account; thereby universities will have the full autonomy to make changes according to the local needs and aspirations. Multi-entry multi-exit have larger benefits as it will add value in the employment world and has been aligned with the curriculum to the National Skills Qualification Framework. This will enable a person to get a certificate after the first year even if a person for some reason couldn't complete his degree. As envisaged by NEP up to 40% credit can be achieved through authorized online centers where courses are mostly related to emerging areas such as artificial intelligence and cloud computing.

Pedagogy is the most important thing. The students are the future of this nation and NEP says that it is the teachers who build this future, thus NEP has given importance to only these two things. The teaching should lead to a conceptual understanding while removing the rote learning, and foster critical thinking and analysis. As envisaged in NEP, the mother tongue is being given emphasis to be used as a medium of instruction.

Karnataka makes extensive use of technology, as research points out that the use of technology in education would lead to increased effectiveness of teaching, learning, and also learning experience. So, the state is trying to implement education to the optimum level and wherever possible. The state government believes the assessment is the key to ensuring that the students are equipped with conceptual understanding and to measure the effectiveness of pedagogy and improve education, a proper continuous and comprehensive evaluation is being planned. The question paper should test the conceptual understanding and analytical capabilities of every student for which the efforts are being made in preparing model question papers that will be published beforehand. The state is training teachers to move towards this kind of formative assessment and other different types of formative assessments like case studies, presentations, seminars, and activity-based assessments.

In line with the NEP recommendation, the technology interventions are being implemented in Karnataka. The state has developed a mechanism “Unified University and College Management System” which has been implemented. This is serving as an enabling platform for many of the functions that universities were performing as affiliation, admission, academic management, HR, finance examination, etc. Now, these will come under a single platform at a single roof. This will lead to transparency, accountability, and effectiveness.

Emphasizing on the digital learning system, the state introduced Karnataka learning management system. Karnataka is the first state to implement a comprehensive LMS towards helping students from rural areas and socially and economically backward sections. For online learning, the state government distributed free tablets, and towards addressing the issue of connectivity and problems with the speed of the connectivity, efforts were made to make colleges into smart colleges and smart classrooms. Every classroom will have a projector screen.

Towards the internationalization of higher education, he shared that Karnataka is on the verge of actual implementation of the internationalization of higher education. The Department of Technical Education has collaborated with the Pennsylvania State of the United States where Montgomery County Community College and Harrisburg Area Community College will offer twinning programs. The twinning programs are nothing but a dual degree program in two courses to start with cyber security, travel, and tourism. The salient feature of this program is that the first-year students will be there in our

college in the state-run Diploma College and will be taught by the state. In the second year, they'll be in the state college and will be taught by the American faculty members. Third-year students will go to the US and study there. Karnataka is the first state to start this training program or diploma with the city's approval.

The state is conducting a wide awareness campaign about NEP so that no confusion remains in the minds of people, students, and the parents for which different state-level conferences were held. Exclusive NEP Karnataka Web Portal has been launched which will have information on NEP and implementation aspects in Karnataka. Wide publicity was also done in electronic and print media to give wider coverage on it.

Dr. Dharendra Shukla, Officer on Special Duty, Higher education, Government of Madhya Pradesh spoke on the implementation of NEP-2020 in Madhya Pradesh, the task force was constituted under the chairmanship of Hon Minister of Higher Education of the state and the state rolled out 14-years UG (Honours Research) program with multiple entries and exit provisions as prescribed by the UGC. The credit structure introduced in the state with the notions of major, minor subjects with 40 credits for each year. The decision was taken where up to 40% of total credits will be allowed from SWAYAM Portal, with the provision of credit transfer within the state. Towards removing rigid boundaries, it was also decided that generic Elective subjects may be chosen from any faculty. He informed that 300 new Open and Distance Learning centers of M.P. Bhoj Open University, Bhopal have been set up in the last year, and 5 State Universities have started incubation centers with the provision of seed money for selected start-ups. Single faculty government colleges are selectively being upgraded to multi-faculty colleges and on the lines of the National Research Foundation, the state government is setting up a "State Research and Knowledge Foundation" with the collaboration of state universities and directions have been given to 107 colleges in the current session to start more than 450 new job-oriented certificate and diploma courses.

Deliberating upon the best practices adopted for the implementation of NEP 2020, he stated that a new Syllabus for 86 subjects has been prepared by the

Central Board of Studies through more than 600 online meetings. He also highlighted that activity-based learning in non-practical courses was included. Under the umbrella of Ability Enhancement Course (AEC) following courses have been introduced along with Hindi and English languages courses: Yoga and Meditation, Personality Development and Character Building, Women Empowerment and Digital Awareness, and Environmental studies. He stated that the assessment of these AECs will be based on OMR Technique for faster and smooth processing. Students are provided the choice to opt for NCC, NSS, and Physical Education as elective subjects. Vocational education is also embedded in the curriculum each year where students can choose courses such as Beauty and Wellness, Nutrition and Diets, Dairy Management, Organic Farming, Digital Marketing, Vermicomposting, Web Designing, and Security Services, etc. The state has also focused on providing an opportunity for students to choose courses related to the rich cultural heritage and traditions of the State in an open elective category. The courses are mostly related to local culture, traditions, folk music, and dance. E-Contents of the courses have been prepared.



Prof. Hare Krishna, CCS University, Meerut, Uttar Pradesh shared various initiatives taken by Uttar Pradesh state towards implementing NEP. M.Phil program has been abolished in the universities, and the subject-wise faculties have been restructured. He also shared that Common Minimum Syllabi of more than 65 subjects were developed and the Semester System with CBCS has also been introduced by July 2021. He also said that for implementing NEP-2020, ten cells in each Higher Educational institution were established. He emphasized that the government of

Uttar Pradesh has taken various initiatives towards integrating ICT in higher education for which digital interventions were done and Digital Libraries were opened in various colleges and universities, libraries of 120 Govt Colleges of the rural area were provided with preloaded tablets without internet and 120 E-learning parks with computers and internets in Government colleges were established. HEIs are to develop their LMS- 03 December 2020 and the establishment of E-Suvidha Kendra in the PPP model in HEIs is underway.

He also highlighted that towards strengthening research tasks, the state government has taken steps such as the announcement of start-up policy for higher education- August 2020; Research and Development Policy for teachers of HEIS, the establishment of Centres of Excellence for promotion of research in HEIS August 2020, provision of UG college teachers to guide PH.D. research students and promotion of Associate Professor of Colleges to the designation of Professor.

He also highlighted the introduction of Bhartiya Jnana Parampara where the students are studying it as the 1st paper in 1st Unit of 1st semester in the 1st year of their higher education; blurring the boundaries of the disciplines and thus promoting Hindi as a medium of instruction. He also talked about a new credit structure where B.L.E. is permissible if credits are not more than 60% in any faculty. All courses/papers are of Maximum Marks 100 and all courses /papers have 25 marks for Comprehensive internal Evaluation and 27 marks for University evaluation.

He ended by saying that in the transformed education ecosystem, we require a teacher possessing the skills of being a critical thinker, decision-maker, effective communicator, reflective researcher, and creative; meanwhile having the attitude and emotional aspect which include being inspiring, positive, judicious, motivating, affectionate and caring towards children. Further, the teacher should be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions. He also shared that the teacher should be well-versed in the latest advances in education and pedagogy and be sensitive to the students' needs and aspirations, and continuously strive to support them in developing the potentialities of every learner in his/her class to the fullest extent. The state is proactively working for the capacity building of teachers to this end.

Plenary Session

NEP-2020 Transforming Education Ecosystem

Prof. Ranjana Arora, Professor NCERT, New Delhi began by highlighting the best aspect of this new policy which seeks to address the entire gamut of education, a policy based on the pillars of 'access, equity, quality, affordability,

Chairperson: Prof. Nani Gopal Mahanta, Adviser to Education, Govt. of Assam

Speakers:

1. Prof. Bhushan Patwardhan, Former Vice Chairman, UGC
2. Prof. Ranjana Arora, NCERT
3. Prof. Rajnish Jain, Secretary, UGC
4. Prof. Anil Shahshrabudhe, Chairman, AICTE

accountability and will transform this landscape in the country to meet the demands of the 21st century. It is the first policy that seeks to free

the students from the despotism of the system and aims to promote multiple-choice and multidisciplinary learning. NEP-2020 has transformed the



Indian school education ecosystem and could transform early childhood education which will ensure a significant push to build on skills such as design and creativity throughout the learning curve of the students with continuous disruptions. The policy relies on partners like educators and educational institutes, who can enhance the diversity of cultural expressions, contribute to developing and fostering creativity to make education more holistic, useful, and fulfilling to the learner.

NEP-2020 envisages a five-year foundational stage of education comprising three years of ECE and the first two years of primary school, extending ECE to the ages group of three to eight. An important point to note here is that the changes proposed in NEP 2020 are necessarily curricular in nature and not at the level of the physical facilities for ECE. The existing infrastructure of 'anganwadis', pre-primary sections attached to schools, and independent pre-school centers are expected to be strengthened for ECE and this can be done only if the government works out a clear roadmap. It also suggests that there should be continuity between the ECE curriculum and Grade 1 and 2 curricula and though these proposed changes have the potential to transform early learning in India, a lot will depend on their implementation.

Early intervention has a long-term impact on children's learning. India's new National Education Policy (NEP) 2020 is set to replace the 10+2 schooling system in India with a new 5+3+3+4 system. The Department of School Education and Literacy has launched a National Mission to improve learning outcomes at the elementary level through an integrated teacher training program called NISHTHA.

NISHTHA is a capacity-building programme for "Improving Quality of School Education through Integrated Teacher Training". It aims to build competencies among all the teachers and school principals at the elementary stage. NISHTHA is the world's largest teachers' training program of its kind. The basic objective of this massive training program is to motivate and equip teachers, to encourage and foster critical thinking in students.

NEP-2020 rolls out a 360-degree holistic progress card that would be prepared under the new education structure given the required skills and socio-emotional developmental stages. Progress cards will include knowledge, skill competencies, attitude and values, and transformative competencies. Students' progress cards would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

Prof. Anil Sahasrabudhe, Chairman, AICTE, Delhi

outlined the National Education Policy-2020, which foresaw the transition long before and developed a policy to safeguard the country's educational growth which includes multidisciplinary education and Academic Bank of Credits. He emphasized the importance of studying in one's own language, which NEP considers, and further stated that while multiple entries have always existed, the policy of any time exit and re-entry will empower students.



He talked in regards to the implementation of NEP-2020 and the regulator's inclusive insurance policies for an extra equitable schooling system. NEP-2020 is an inclusive framework focusing on the elementary level of education to higher education in the country. The critical importance of appropriate care and stimulation of the brain in the early years for healthy brain development and growth of the learners made it imperative for the government to formally introduce early childhood care and education policy with the

uniform system of age-appropriate, play-way, child-centered, system of learning based on empirical research on pedagogy.

He mentioned experiential learning which has proven to have a wide range of benefits that contribute to a child's development. AICTE and IIT Madras are translating SWAYAM's programs in 8 regional languages akin to Tamil, Hindi, Telugu, Kannada, Bengali, Marathi, Malayalam, and Gujarati with 90-95% accuracy utilizing automatic translation software developed by AICTE. This inclusive method will assist students from the remote areas of Chhattisgarh, Jharkhand, Bihar, and many others, who had education in their mother tongue, continue their schooling with confidence.

AICTE is working towards creating a tool translation application that will aid in the translation of books in 12 languages and the books will be easy to print. The Policy has been very clear about imparting both strong theoretical knowledge coupled with hands-on experiential learning based on skills. Education should be the manifestation of excellence and an academic curriculum alone is not enough. He also said that there should be enough co-curricular activity in academic institutes to provide holistic development of students.

Education should be output-based and not input-based. A good infrastructure, laboratories, libraries are part of the input. However, an out-based education is where the focus is on student achievement after undergoing the course, recruitment of a distinguished set of faculty members, and an institute having a well-defined vision and values to guide its curriculum. He emphasized skill development, motor development, Artificial Intelligence, ICT-digital literacy, multi-disciplinary education, and universal human values.

By pointing out the significance of the Bridge Course to provide out-of-school children the opportunity to enter the formal school system by taking informal classes for a span of one year. The system should be made interesting to make the subjects like science interesting by integrating different activities and games into the new curriculum.

The prime focus of NEP 2020 is to increase productivity by promoting equity and inclusion. Which will require a restructured school system in order to avail all the educational opportunities that come out the way; these shall include curriculum, pedagogy, and recreational opportunities, etc. This will further prevent the dangers of educational exclusion presented due to language

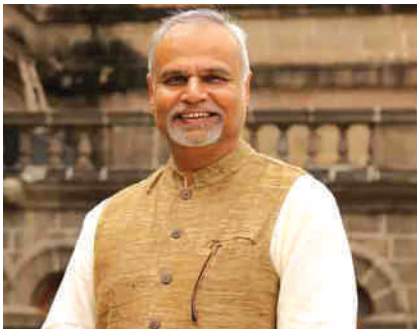
barriers, ethnic and linguistic differences, and disabilities, in turn building an equitable, inclusive, and plural society.

One of the policy's iconic features is the inclusion of a four-year undergraduate program that has multiple entries and exit points which will enable a lot of people to continue their studies even after sudden unavoidable gaps. What makes it even more robust is digital education, provided they are equipped with the right gadgets and internet connectivity. On the other hand, many programs focusing on the induction of Faculty are also promoted which will in turn help in the empowerment of Educational Institutes.

In order to ensure the educational growth of the country, revolutionary changes in the form of Multidisciplinary Education and Research Universities (MERU), Academic Bank of Credits, and National Academic Depository will be brought about, and these will be beneficial for the coming generations.

Prof. Anil Sahasrabudhe brought forth an essential requirement of NEP, i.e., the importance to study one's native language. He further asserted that proper administration, governance, and autonomy are some of the deciding factors for the education sector in the near future.

While concluding his speech, he further elucidated AICTE's initiatives towards the advancement of the education sector vis-à-vis Curriculum Revisions, Project-Based Experiential Learning, Faculty Training, Industry Internships, Students Internship Programmes which will soon be inseparable aspects of the changing education sector, which will help in the development of an education-oriented environment.



Prof. Bhushan Patwardhan, Former Vice Chairman, UGC discussed that the University Grants Commission's Learning Outcomes-based Curriculum Framework for Undergraduate Education is designed upon the feedback given by students, alumni, teachers, and the industry to bring forth the students' interest at its core. Even though the basic structure for all the institutions is

the same, various autonomous colleges can transform curriculum based on the regional requirements as well as the strength of the faculty available at the time.

What makes NEP a truly Bharat-centric policy is the fact that it recognizes the values of our cultures and knowledge of our Traditions. The role of technology makes it even more robust as pointed by Prof. Patwardhan as the future of education will be technology-enabled, blended, cross-institutional, cross-cultural, and lifelong where more emphasis will be given to the emotional quotient and cultural quotient than merely on intelligent quotient.

He further pondered upon the roles that AI, AR, and Online Learning Management Platforms like MOOCs are going to play in maximizing the power of digital learning through the technological revolution which has made it possible to impart education in any discipline in mother tongue language. Towards the end, he further pondered upon the fact that technological changes will be adopted in the future universities and impart education based on the postulates of the ancient Indian education system which will in turn help in the development of the nation as a whole.

NEP takes a step towards the internationalization of education where foreign universities can operate in India and vice versa and will be enabled through a legislative framework to fulfill the desire for internationalization among many Indian universities and indeed across the world. So that all can benefit from this policy, the NEP recommends that regions with significantly large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs). Here, all the policies and schemes would be designed in such a way that they ensure the education of all via additional efforts. For this, the establishment of education cells in all universities is strongly insisted. This will in turn lead to a multicultural environment where students learn from each other too.

Professor Rajnish Jain, Secretary UGC highlighted that NEP is the first education policy of the 21st century that focuses a lot on its employment aspect with its primary role being the transformation of India into an Equitable Knowledge Society. There is a sense of aspiration, hope, excitement, curiosity, and eagerness regarding the inclusivity and progressiveness of this plan; as it plans to remove rigid boundaries and facilitate new possibilities for learners, and curb the dropout rates by providing multiple entries and exit points throughout the courses. Flexibility in the curriculum is what enables it as a student can use their accumulated credit and utilize it later to resume his/her programs of study, along with this different novel course options can also be availed.

Some of the Points covered by Prof. Jain ponder upon the fact that the students will be the primary stakeholders in this mission to transform India into an equitable and lively knowledge society. This will require the students to be active participants of this policy in order to rightfully implement this holistic and multidisciplinary approach towards education. This policy will also focus on training the teachers and building their capacity to integrate skill development with formal education.

Education will be further propagated through technology, which will help in the form of blended learning that will combine offline as well as online forms of education via the formation of virtual space. This will be supported by a technological framework that will help teachers to organize and regulate course content while simultaneously being connected to the students. This learning outcome-based curriculum is developed for 30 different subjects and will take care of the employability of a student through various programs focused to develop a student's skill set.

Valedictory Session



Valedictory Session



The session began with brief introduction of dignitaries and felicitation. The Chief Guest of the session was Prof. Jagadish Mukhi, Hon'ble Governor of Assam and the Guest of Honour was Dr. Ranoj Pegu, Hon'ble Minister for Education, Govt. of Assam.

Dr. B. Kalyan Chakravarthy, IAS, Principal Secretary, Education Department, Assam opened the session by sharing the brief proceedings of the Northeast Educational Conclave which consisted of the 14th session, including 4 plenary sessions along with 10 parallel sessions specific to the themes regarding 5 distinct groups. These were attended by Education Ministers, Vice-chancellors of Universities, and Head Masters of different Schools. A detailed strategy for the implementation of the NEP in the North East region was discussed considering the realities of the Northeast region. A total of 1000 delegates, included the representatives of nearly 41 central universities along with 57 State Universities, 53 schools, and a plethora of NGOs attended this 2-day conclave. This was the biggest conclave in the North-East where the education ministers (Manipur, Sikkim, Arunachal Pradesh, Meghalaya, and Assam) and their representatives (Nagaland, Mizoram, and Tripura) imparted valuable information regarding the states while suggesting the way in which NEP could be implemented in their states. Reputed educational organizations like UGC, AICTE, NCERT, NCTE, NIOS also gave their input regarding this matter which mostly pointed towards the importance of preservation of the indigenous culture which would promote a peaceful co-existence and in turn the successful implementation of NEP.

He then pondered upon the presentations made by various other states such as UP, MP, and Karnataka whose presentations on the implementation of NEP in their respective regions provided important information regarding the various obstacles they had to face, how they overcame them, and the various changes provided to successfully implement the policy in different regions. The impact of the implementation brought forward greater hope

despite all the challenges that are to be faced in the near future. The union minister stated that Assam had the potential to be a lab for the cultural development of language for the entire country and that the state will do everything to make it a reality. He concluded by pondering upon the benefit of the conclave via which one could get the viewpoint of all the concerned states as well the experiences of others which will help construct a blueprint for the implementation of NEP and in turn help transform the North-East region into a knowledge society and achieve their rightful place in the country.

Prof. Anil Sahasrabudhe, Chairman, AICTE in his address, praised the efforts of the organizers of the conclave stating that a lot of churning action was experienced. All the 25 chapters that were covered in the 14 sessions, pondered upon challenges being faced such as the question of implementation of the policy, how to go ahead with it, and really create a massive impact on national education in terms of excelling out institutions including Schools. He further emphasized the importance of the connection between school education with higher education when it comes to the global scenario. A need to generate versatile workers of the future who also nurtured Indian values and traditions.

He further emphasized on the fact that the Education system needs to be ready and geared up considering the fact that the innovation movement in the country which managed to catapult the country from 81st to 44th Global Innovation Index in just 5 years will receive a massive under the NEP which has the potential to further propel India to Top 10.

For achieving such heights, one has to make sure that the correct implementation of NEP takes place, no matter how much appreciation is received one cannot ignore the benefit from it until its actually put to use. Thus, in order to make this policy success support from both AICTE as well as UGC will be provided. Education will also be provided in their respective mother tongues in Assam and other North-Eastern states, to help with this challenge a translation tool developed by the AICTE will be provided to ensure the same.

The last emphasis was on the empowerment of teachers which once done properly will result in a domino effect of quality education flowing through the society. In order to ensure this all educationists, need to work together to make to successfully implement NEP.

Sri. D. Ramakrishna Rao, All India President, Vidya Bharti appreciated the efforts of SERF, Vidya Bharti, and the Govt. of Assam for the successful organization of the conclave and was happy to see the number of people who were interested in the active implementation of NEP.



He focused on the importance of strengthening teacher and teacher education along with the active participation of stakeholders for its successful Implementation. He stated that teachers are like the frontline warriors who make all the difference in the classroom, making it important to upskill and empower them as it is only via them, we can ensure the delivery of quality education.

He highlighted that there are a large number of teachers including 1 crore teachers working in primary and secondary education and 20 lakhs in higher education, 13.77 lakhs working in Anganwadi centers of the country. Therefore, there is an immense need to train and prepare these 1.5 crore teachers. Unless they are trained properly, no successful implementation is possible.

Pondering upon 'No Teacher, No Class – State of the Education Report for India 2021' released by UNESCO. UNESCO has appreciated many of the initiatives of the government, the recommendations of NEP, and also improvement in the quality of education in recent years. Sustainable development goals can be achieved if the entire education machinery is geared towards generating quality teachers who inspire and motivate students. There is a need to do focused planning and proper implementation of it to revolutionize education in India.

He further ponders upon the importance of stakeholders being educated about the policy in order to successfully implement the policy and avoid the obstacles. Emphasizing the importance of the implementation plan, he concluded his speech by expressing his high expectations from the conclave as it aims to usher a large transformation in the education system in the North-East states, turning the resolution of NEP into a reality.

Dr. Ranoj Pegu, Hon'ble Minister for Education, Government of Assam acknowledged the dedication and effort put in by the SERF, Vidya Bharti, and functionaries of the Assam government for the two-day Northeast Education

conclave. He then turned our focus towards the reality that there was in fact no other alternative than the implementation of NEP which will help to increase the standards and Quality of Education in the North-East region. Although there are many issues such as Academic, Financial, and other regional issues, they are more or less secondary issues that can be simultaneously dealt with along with the implementation of the policy, for this is the first India-centric policy.

He further emphasized the steps being taken by the Assamese government towards the implementation of NEP which includes about 6% expenditure off of their GDP on education as well as integrating about 64k Anganwadi Kendra to primary schools, as well as the reorganization of the secondary education sector. This comes in with the decision to delink Class 11 and 12 from colleges and augmenting infrastructures in schools and optimization of human resources through continuous training and further rationalization of human resources across rural, urban and tribal regions of Assam.

Prof. Jagdish Mukhi, Hon'ble Governor of Assam

started with a note of optimism and appreciation about the outcome of the conclave and stated that the conclave will prove to be a force multiplier for the successful implementation of NEP. He highlighted the fact that India is a diverse country with one of the most ancient civilizations in the world. With very few countries that can claim a reputation of development of philosophy, mathematics, science, and technology of a very high order which has attracted scholars from all over the world. Our intellectual progress has



enabled us to establish and sustain supremacy in different fields of life. But post-independence, we seem to have lost track and our nation seems to have digressed from its high-value mission and vision. However, in the last few years, under the leadership of our prime minister Narendra Modi, the country is on the track to rediscover its former glory.

He stated that the key to India's leadership on a global stage relies heavily on universal access to quality education. This is very much possible via the NEP through which we can ensure high-quality education to the masses. The fact that in a decade or two India will be having the largest working-class population and this education will be determining the future of our country.

He further appreciated the stance of the government for adopting a NEP, whose basic principle is based on the fact that education should also harbor social, ethical, and emotional attributes along with cognitive ones. The policy is based on the eternal Indian knowledge thus embodying national expectations and solutions. It is not only a policy document but a reflection of the aspirations of the learners and the citizens of India. The policy is welcomed by academics as well as the public, and thus in many ways holds the power to propel India as an education superpower.

Discussing initiatives taken by Assam with regard to NEP, he deliberated that Assam has initiated several steps for implementing national education policy. With many key decisions, the Assam government has notified a high-level committee that has already submitted its recommendations based on NEP trekkers. He hoped that other states of the northeast are also playing their crucial role to make national education policy, really a game changer to shape our next generation of students.

He thanked the Education department of the Government of Assam and Shankar Dev Education and Research Foundation for their efforts in a two-day education conclave on the new Education Policy, 2020. He stated that the discussion and deliberation that took place in these two days will really help to draw a broad road map to roll out the NEP 2020 and help in transforming India into a knowledge hub.

The image features a light orange background with a central geometric pattern. This pattern consists of four triangles meeting at a central point. Two triangles are a darker orange color, and two are a purple color. The word "RECOMMENDATIONS" is centered in a bold, pink font.

RECOMMENDATIONS

Recommendations

The participants of the two-day North East Education Conclave-2021 held on November 20 and 21, 2021 organized by the Department of Education, Government of Assam, and the Shankardev Education and Research Foundation (SERF) Guwahati, after deliberations made the following recommendations:

Major recommendations of North East Education conclave 2021

The ministry of Education, Government of India laid down various procedures to improve the status of the Indian education system. It contained suggestions to implement the policies by various bodies along with timelines and a plan of periodical review to ensure that the policy is executed in its letter and spirit and in time, through coherence, planning, and synergy across all the bodies involved in education. However, any detailed plan for implementation of NEP-2020 in a country as vast as India, cannot contain minute implementation details based on the requirements of a particular region. One of the most important achievements of this conclave was to fill this gap. The practical suggestions which surfaced out of discussions from this conclave held over two days, may not only be helpful for the North East Region to implement NEP-2020 in totality, but also be instrumental for policy implementation in other states.

Indian languages and culture

In consonance with the NEP-2020, it was also felt in the conclave that there should be promotion of local Indian languages and culture, which inculcates a sense of rootedness and pride for our country. The Promotion of Indian ethos directly contributes in transforming a nation into an equitable and vibrant knowledge society. The language barrier must not come in the way of learning and a child may first be exposed to his or her mother tongue for the initial levels of study. Moreover, an exposure to rich, diverse, ancient and modern culture and knowledge systems and traditions of north eastern region will make our students more responsible and sensitive towards their country. However, it was also suggested to be cautious while preparing textbooks in local languages due to extremely high number of languages being spoken in this region, and language being an extremely sensitive issue in this region. Even unintentional overlooking of any language may be

counterproductive. A slow transition could be the key, especially in the matters related to language. However, inclusion of local knowledge, culture, traditions and history shall be included in the curriculum without any delay. It was also felt that promoting around 180 languages of northeast and creating syllabus and textbooks in these 180 languages, will not only facilitate learning in these languages, but will also help in preserving these languages since many of them are at the verge of extinction. Appointment of teachers in these languages will also be helpful in the preservation of these languages.

Technology

The National Education Policy 2020 has stressed the use of technology in a variety of ways to improve the teaching-learning experience and to make excellent education more accessible to the general public. It was felt in the conclave that ICT can play an important role to make quality education accessible especially in light of the COVID 19 epidemic, which has forced the majority of institutions to shift their teaching-learning mode from in-person offline to virtual learning in online mode. However, the biggest challenge in the way of ICT is availability of high-speed internet at affordable prices which remains one of the biggest challenges in north eastern region due to its predominance of mountainous areas.

Skill and Entrepreneurship

In order to make our students employers themselves, rather than seeking employment, this policy has focused on skill development. The policy document has advised that there should be no distinction between co-curricular, extracurricular, and curriculum-related activities. The seamless integration of cognitive and non-cognitive skills is thus required along with Developing National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE), which should provide a roadmap for the desired learning outcomes, age-appropriate curriculum, activities, and methods. Cognitive Assessment Personality Development and value-based identity should be given priority. Since the north eastern region boasts of a variety of world class local skills, the introduction of skilled based learning through the CBCS was highly recommended. There should be centres for innovation, entrepreneurship, vocational studies, startup and incubation in each college and university of north eastern region.

Internationalization of Higher Education

Promotion of Internationalization of Education has been one of the key agendas of NEP-2020, to provide increased mobility for Indian students as well as foreign students to understand Bharat and its culture. It was felt that inter and intra university transfer shall be made smooth to facilitate this mobility. Internationalization of education entails allowing foreign institutions to enter as well as facilitating student and faculty mobility. For this it is essential to develop a curriculum that is at par with the prevailing international levels so that the Indian Education system gets validity across the globe. It was also felt that north eastern region can provide affordable quality education to students of many neighbouring countries like Nepal, Bhutan, Bangladesh, Myanmar, Thailand, Indonesia, etc. In order to assist in this, an international students' office shall be set up in each of the HEIs of north eastern region to coordinate all matters and make all arrangements for facilitating the transfer of students coming from abroad or going abroad from their Institutions here. HEIs in North-eastern states may collaborate more with southeast Asian countries for the exchange programme, as these countries share similar geographical and cultural patterns. The expertise and experiences of HEIs from South East Asian countries will be intensely helpful particularly in the area of agriculture, bio-diversity, and promotion of culture.

School education

Several recommendations were made related to school education such as the restructuring of the entire education system, with due emphasis upon innovating curriculum, pedagogy, and training of teachers. Further, designing the new National Curriculum Framework was also recommended which aimed to provide an excellent chance to establish principles that would allow the development of curriculum and instructional techniques to inspire and ignite students' imaginations and creativity to enable the future citizen to deal with 21st-century challenges. It is believed that there should be ample scope for youngsters to create their own knowledge through subjective interactions with objective reality. This idea will assist the new National Curriculum Framework in driving transformative changes in education and promoting the goals of National Education Policy 2020.

Redesigning and implementation of the four year B.Ed could be the key to improvement of teacher training. It was suggested in the conclave that these

courses shall also be introduced in IIM Shillong and IIT Guwahati with the objective of producing dedicated, disciplined, skilled and passionate teachers at NER.

The Promotion of Art and Toy Integrated Pedagogy is also integral to this policy as it is more learner-centric and brings about joy and enables meaningful learning among students. Since the north eastern region is known for its variety of wood toys all over the world, this may prove to be instrumental in preserving wood work of that region.

A revamp of the education system which shall focus more on experiential learning, skill development, knowledge enhancement, and Sports integrated education is much needed in this region especially when it is the pioneer in sports activities in the entire country.

Apart from these, expanding universal access to education and retention of all children in school until the secondary level, incorporation of pre-primary schools within the formal ambit of 'school education', a multi-lingual approach to teaching and the removal of rigid demarcation between subjects and streams are some of the other significant changes that are required in the system, most of which have been widely discussed by academicians and policy experts.

Strengthening and upscaling open schooling institutions at the National level (National Institute of Open Schooling) and state open schools at the state level to meet the unique learning needs of the young population of the country, particularly SEDGs is a key feature of the policy as Open Schooling has a lot of potentials that further provides flexible opportunities for learning as well as gives both children and adults the chance to overcome the constraints of time, distance and gender or disability stereotypes. With strong ICT-supported infrastructure and other enabling infrastructure, these open schools can play a vital role to educate and skill a large chunk of the population in various parts particularly in the remote locations of the country.

Higher education

The NEP document feels that quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deeper level and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, the spirit of service, and 21st-century

capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. It should be a complete framework in which educational output is linked with goals which must lead to personal accomplishment and enlightenment, constructive public involvement, and fruitful contribution to society.

A curriculum, pedagogy, assessment system is needed to be innovative and unique to ensure a stimulating and engaging learning experience with a focus more on experiential learning, skill development, knowledge enhancement and Sports integrated education. It was realized that Multiple Entry and Exit System (MEES) and launch of the Academic Bank of Credit (ABC) will be a key enabler for mobility and inclusivity. This will remove currently prevalent rigid boundaries and create opportunities for lifelong learning. This will also provide the students freedom to pursue their preferred course at their own convenience both in terms of timing, duration, and at an institution of their choice, thereby enabling a culture of continuous learning. In this policy, various credit-based courses and projects will be integrated into the area of community engagement and service and environmental education, in the curriculum of the HEIs to enable and empower the learners to understand global issues and to become active promoters of more peaceful, tolerant, inclusive, and sustainable societies. It will be highly beneficial for the north eastern students since a lot of them pursue their studies in other states of the country and even abroad.

Since the north eastern region has the largest international border in the country with many states, a simultaneous focus on the kind of skills and solutions required to resolve the global concerns will also be very relevant for this region.

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**PHOTO
GALLERY**



Union Education Minister Shri Dharmendra Pradhan alongwith Himanta Biswa Sarma inaugurating the North-East Education Conclave



Inaugural address by Chief Guest Union Education Minister Shri Dharmendra Pradhan



Dr. Himanta Biswa Sarma, Chief Minister, Assam as Guest of Honour



Panellists deliberating in the session on Minister's, Vice-chancellor's and Director's Meet





Session on Education Ministers, Vice-chancellor's and Director's Meet



Session on Minister's, Vice-chancellor's and Director's Meet



Panelists attending Professional Institutions Meet



Panelists discussing in School Principals, Headmasters and Management Meet



*Panelists addressing queries in
School Teacher's Meet*





*Session on College Principals, College Managements,
Professionals and General Higher Education*



Cultural Programme



Participants and Delegates in North East Education Conclave

Panelists addressing Bharatiya Jnana Parampara (Indian Knowledge System)/ Promotion of Indian Languages, Arts and Culture





Lamp Lighting during Valedictory Session





Prof. Jagadish Mukhi, Governor, Assam and other eminent guests during Valedictory Session



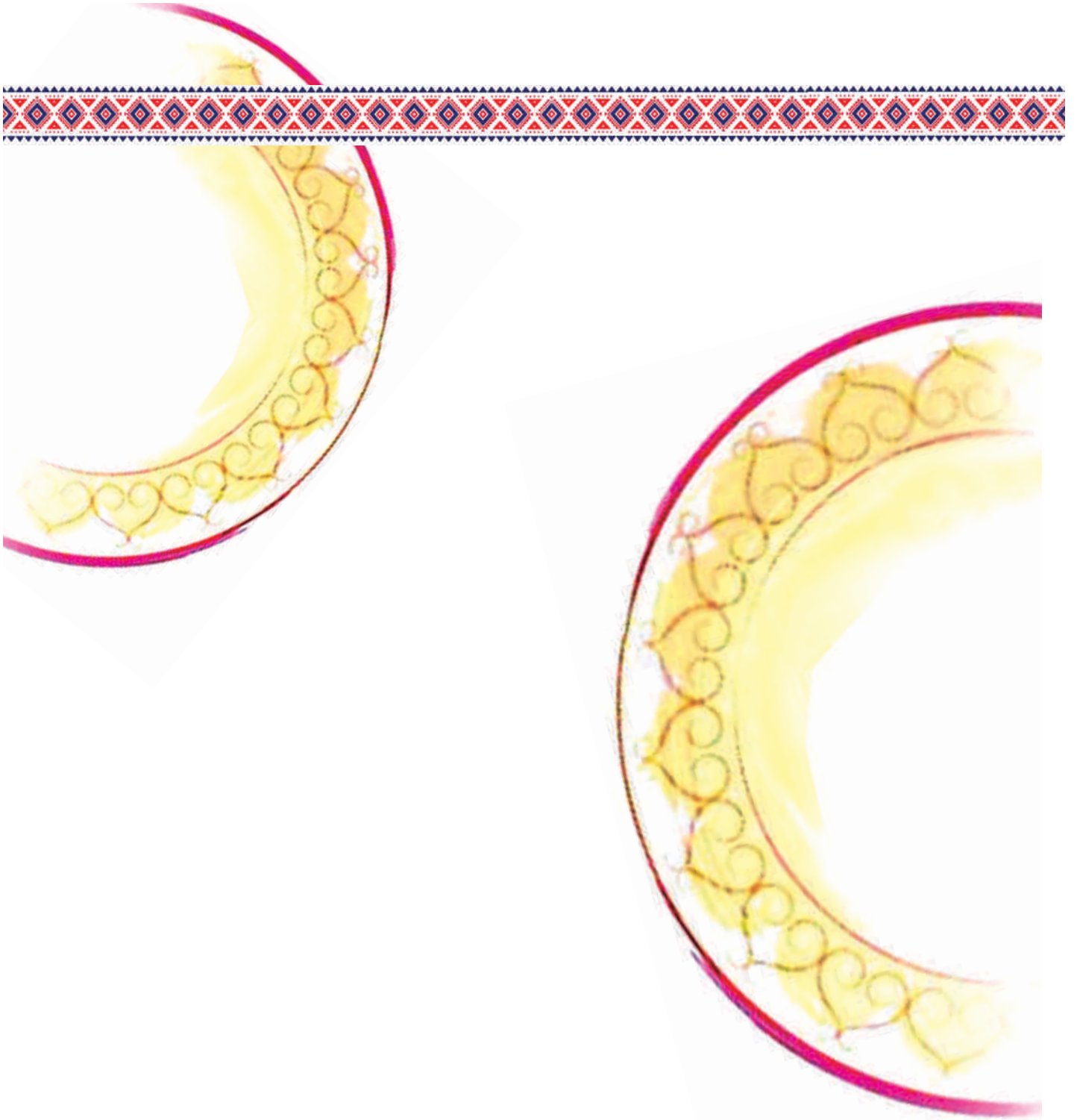


Sri. D. Ramakrishna Rao, All India President, Vidya Bharti addressing during Valedictory Session



Prof. Jagdish Mukhi, Hon'ble Governor of Assam delivering Valedictory Address





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