

**A Report**  
**Faculty Development program**  
**On**  
**NEP Orientation and Sensitization**



**From 20<sup>th</sup> May to 29<sup>th</sup> May 2025**

**Organized by**  
**Satyawati College (E), University of Delhi**

**In Collaboration with**

**Centre for Professional Development in Higher Education  
(CPDHE)**

**Malaviya Mission Teacher Training Centre  
(UGC-MMTTC), UNIVERSITY OF DELHI**



**Prof. Pamela  
Singla,  
Chairperson,  
Governing Body**



**Director  
Prof. Geeta  
Singh,  
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MMTTC)**



**Patron  
Prof. Hari  
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**Programme  
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IQAC**

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Dr. Shashi Bhushan Singh



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Dr. Dharma Rawat



Mr. Gaurav Dutt



Dr. Babita Singh



Mr. Manoj Kumar



Dr. Anand Mishra

## कुलगीत

दिल्ली विश्वविद्यालय

जयति जय जय-जयति जय जय  
ज्ञान का आलोक अनुपम  
श्रेष्ठ सुन्दर दिव्य दिल्ली  
विश्व विद्यालय विहंगम  
सकल वसुधा निज कुटुंब की  
भावना संस्कृति सनातन

आधुनिक शिक्षा पुरातन  
ज्ञान धाराओं का संगम  
देश की स्वाधीनता हित  
भूमिका शत कोटि वंदन  
निष्ठा धृति सत्यम के मंगल  
दिव्य भावों का समागम  
जयति जय जय-जयति जय जय  
ज्ञान का आलोक अनुपम

भव्य महाविद्यालयों के  
परिसरों से चिर सुशोभित  
श्रेष्ठ गुरुजन कर रहे नित  
छात्र और छात्राएँ दीक्षित  
सदचरित्राचार पावन  
साधना संकल्प संयम  
नवल वैश्विक चेतना  
नव क्रान्ति संस्कारों का उद्गम  
जयति जय जय-जयति जय जय  
ज्ञान का आलोक अनुपम  
श्रेष्ठ सुन्दर दिव्य दिल्ली  
विश्वविद्यालय विहंगम

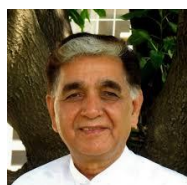
## Report

A one-week online Faculty Development Programme (FDP) on *NEP Orientation & Sensitization* was held from 20th to 29th May 2025, organized by the Centre for Professional Development in Higher Education (CPDHE), Malviya Mission Teacher Training Centre (UGC-MMTC), University of Delhi. The primary objective of the FDP was to equip faculty members with a comprehensive understanding of the National Education Policy (NEP) and to explore strategies for effectively implementing its vision of holistic, multidisciplinary, and experiential learning. Orientation and sensitization towards the NEP are vital for higher education faculty to grasp the policy's framework, adapt to evolving pedagogical approaches, and contribute meaningfully to curriculum transformation in line with NEP guidelines. 98 participants from diverse disciplines including Science, Humanities, and Social Sciences, representing colleges and universities across India, actively participated. The schedule included two daily sessions—in the afternoon (2:00-3:30 pm) and evening (3:45-5:15 pm)—each featuring expert lectures on thematic aspects of the NEP. To assess participant learning and engagement, two multiple-choice question-based tests were conducted, for evaluation and certification.

The first day of the **NEP Orientation and Sensitization Programme** commenced on **20th May 2025 at 02:00 PM**, held in hybrid mode at the Seminar Hall of Satyawati College (Evening) and online via the Zoom platform. The event began with Saraswati Poojan, invoking the blessings of the goddess, followed by the felicitation of the esteemed guests and dignitaries.



### **Day 1, Session I: “Academic Leadership, Governance, and Management” by Prof. Inder Mohan Kapahy, Eminent Educationist; Session Moderator: Prof. Rajiv Kumar Verma**



The session opened with a comprehensive Introduction to the Course by Prof. Rajiv Kumar Verma, Programme Coordinator of the programme, Professor in the Department of History, Satyawati College (E). Prof. Verma provided a clear and structured roadmap for the 8-day programme. Following this, Prof. Geeta Singh, Director, CPDHE (UGC-MMTC), University of Delhi, delivered the Welcome Address. In a heartfelt and inspiring speech, Prof. Singh acknowledged Prof. R.K. Verma as her mentor and expressed gratitude to him and Principal Prof. Hari Mohan Sharma for their leadership in the academic sphere. She also expressed her admiration for the keynote speaker, Prof. Inder Mohan Kapahy, whom she described as an ideal teacher and a source of inspiration.

Prof. Singh reflected on the National Education Policy (NEP) from a historical and pedagogical perspective, emphasizing the importance of education that fosters self-esteem, dignity, and critical inquiry. This was followed by the Address by Prof. Hari Mohan Sharma, Principal, Satyawati College (Evening). Prof. Sharma spoke meaningfully about the various academic initiatives being introduced in the college. Subsequently, Prof. Pamela Singla, Chairperson, Governing Body, Satyawati College (Evening), addressed the gathering. The highlight of the session was the Keynote Address by Prof. Inder Mohan Kapahy, whose talk was titled “Academic Leadership, Governance, and Management.” Prof. Kapahy spoke about the urgent need for Faculty Development. He highlighted the symbiotic relationship between learning and earning, and the necessity for education systems to stay in sync with real-world demands. Drawing on facts and data, he described his vision of an ideal school and college of knowledge, offering concrete benchmarks for institutional excellence. He also underscored the need to embrace multidisciplinary, interdisciplinary, and—most crucially—transdisciplinary approaches in academic thinking and curriculum design. His insights provided a strong intellectual foundation for the programme and offered participants much to reflect upon in the days to come. The session concluded with a Vote of Thanks by Dr. Anand Mishra, Assistant Professor, Department of English, Satyawati College (E).

**Day 1, Session II “Higher Education and Society” by Prof. Pamela Singla, Chairperson, Governing Body, Satyawati College (Evening) and Professor, Department of Social Work, University of Delhi; Session Moderator: Ms. Tarika**



Prof. Singla delivered a rich and nuanced lecture, structuring her presentation around three key themes: Universities as Institutions of Higher Education, where she discussed their evolving role in driving societal transformation; Women in Higher Education, focusing on historical progress, challenges, and the need for inclusive policies; and Internationalization of the Curriculum, emphasizing the importance of global perspectives, cross-cultural exchange, and curriculum reform to align with international standards and job market demands. One of the highlights of her presentation was her discussion of the three kinds of curriculum: Formal Curriculum (what is officially taught), Informal Curriculum (what is learned outside structured courses), and Hidden Curriculum (unspoken or implicit values and norms). Prof. Singla enriched her lecture with field-based insights and visual documentation from her work as part of the Department of Social Work. Prof. Singla emphasised that financial independence is a fundamental step toward empowerment, and HEIs must play a proactive role in enabling this through curriculum, outreach, and collaboration. The session concluded with a Vote of Thanks delivered by Dr. Manorama Mishra, Assistant Professor, Department of Hindi, Satyawati College (Evening).

**Date: 21st May 2025. Day 2, Session I: “Academic Leadership, Governance, and Management” by Prof. Anand Vardhan Sharma, Director, UGC-MMTTC, Banaras Hindu University, Varanasi; Session Moderator: Dr. Tarika**



Prof. Sharma began by outlining the core objective of NEP—sustainability—and underscored how it aims to create a dynamic, inclusive, and forward-looking education system by 2040, one that ensures quality education with equity. He stressed that teachers are at the center of this vision and referred to them as the backbone of the NEP. According to him, the policy is designed not only to meet the immediate needs of the education sector but also to fulfil the essential requirements for the nation’s holistic development. He highlighted the need for dedicated training centres for teachers working in HEIs. He also advocated for a strong assessment and accreditation agency that can regularly evaluate the performance and relevance of HEIs to maintain high standards. The session was highly interactive. He described various leadership styles like Democratic Leadership, Autocratic Leadership, Coaching Style Leadership, and Strategic Leadership. Prof. Sharma emphasised the importance of adapting these leadership styles thoughtfully and encouraged faculty members to see themselves as leaders—both inside the classroom and within the larger framework of institutional governance and management. The session concluded with a Vote of Thanks delivered by Dr. Anand Mishra, Assistant Professor, Department of English, Satyawati College (Evening).

**Day 2, Session II: “Holistic and Multidisciplinary Education” by Prof. Niranjan Kumar, Dean Planning and Professor in the Department of Hindi, University of Delhi; Session Moderator: Dr. Dharma Rawat**



Prof. Kumar opened his lecture by asserting that holistic and multidisciplinary education is not a borrowed concept from the West, but rather, a deeply rooted Indian tradition. Drawing from history, he referenced the renowned economist Angus Maddison, who observed that between the 1st and 12th centuries, India accounted for nearly one-third of the world’s GDP—a result, Prof. Kumar argued, of a rich and holistic educational system.

He illustrated this point through the example of Banabhatta’s *Kadambari* and the ancient concept of the 64 kalas (arts), which included a wide range of disciplines such as mathematics, physics, culinary arts, carpentry, woodcraft, cloth-making, architecture, engineering, medicine, soft skills, and communication. These disciplines were taught side-by-side in ancient India, showcasing a conglomeration and amalgamation of vocational, scientific, artistic, and communicative fields, making the education system truly multidisciplinary.

He urged educators to embrace the courses and papers introduced through NEP 2020 with seriousness and infuse creativity into teaching practices. Prof. Kumar also highlighted the importance of value-added courses and advocated for an educational approach that is human-centric, socially responsible, and forward-looking. The session concluded with a Vote of Thanks delivered by Dr. Shiv Shankar Tiwary

**22<sup>nd</sup> May 2025; Day 3; Session I: “Information and Communication Technology” by Prof. Hemant Kushwaha, Assistant Professor, School of Biotechnology, JNU, New Delhi; Session Moderator: Dr. Babita Singh**

Prof. Hemant Kushwaha delivered an insightful and comprehensive lecture on *Information and Communication Technology (ICT)* in higher education, aligning it with NEP 2020. He began



by contextualizing the role of ICT in achieving the national educational goal: raising the Gross Enrolment Ratio (GER) in higher education from the current 28.3% to 50% by 2035, especially in rural areas where GER remains significantly low. He categorized ICT into three main components, Hardware including devices like laptops and tablets, Software like Learning Management Systems (LMS) and virtual labs, and Networks and Content Delivery which is essential for online and hybrid modes of instruction. He emphasized that technology should complement and empower educators, not replace them. Prof. Kushwaha discussed the creation of the National Education Technology Forum. He stated that NETF is designed to foster free exchange of ideas, provide policy recommendations, and support India's transformation into a Global Knowledge Hub. Prof. Kushwaha distinguished between Creative Knowledge (human-centered innovation) and Generative Knowledge (AI-driven content and models). He stressed the role of ICT in enhancing educational equity, especially through Digital content in regional languages, Open-access platforms like SWAYAM, NPTEL, Swayam Prabha, and repositories like ePathshala, National Digital Library of India, Shodhganga, ShodhShuddhi, and IRINSand Government initiatives like Spoken Tutorials, FOSSEE, eYantra, NEAT, Vidwan, and Digilocker. Despite the promise of ICT, he acknowledged several ongoing challenges like Infrastructure limitations, Lack of training and digital readiness among faculty, and Cybersecurity and privacy concerns. The session concluded with a formal Vote of Thanks by Dr. Manorama Mishra.

**Day 3, Session II: “Skill Development” by Prof. Rajesh, Department of Continuing Education and Extension, University of Delhi; Session Moderator- Ms. Priyanka Sharma**



Prof. Rajesh delivered a thought-provoking lecture on “Skill Development” within the larger vision of NEP 2020. The session began with an overview of the three dimensions of higher education: knowledge, values, and skills. He emphasized the importance of conflict resolution, tolerance, creativity, and innovation as essential attributes of a well-rounded learner. The session focused on how higher education institutions can enable students to acquire employability and life skills through skill-based and non-credit courses. He referred to government initiatives like the Prime Minister's and Vice Chancellor's paid internship programs as instrumental in enhancing the job readiness of graduates. Prof. Rajesh stressed the need for lifelong learning, combining formal and informal modes of education, and encouraged faculty to design more vocationally oriented classroom experiences. Prof. Rajesh clarified that RPL focuses on validating existing knowledge and skills through certification, while AIP is a structured collaboration between educational institutions and industry bodies to align curricula with real-world needs. The session concluded with a Vote of Thanks by Mr. Gaurav Dutt from the Department of Economics.

**23<sup>rd</sup> May 2025, Day 4, Session I: “Holistic and Multidisciplinary Education” by Dr. Pravesh Chaudhary, Centre for Comparative Politics & Political Theory, School of International Studies, JNU, Delhi; Moderator: Mr. Gaurav Dutt**

Dr. Pravesh Kumar Chaudhary traced the deep-rooted Indian philosophical foundations of education and society. He began by explaining the meaning of holistic education, drawing from



the views of scholars like Dr. S. Radhakrishnan and Dr. Altekar, who emphasised education as a means for the preservation of national culture and moral values. He underlined that the Indian education system has always been holistic in nature—integrating *Dharm Satta* (moral power), *Raj Satta* (political power), and *Arth Satta* (economic power). Contrasting the Indian and Western perspectives, he noted that in the West, *Arthashastra* is devoid of morality, while in India it includes both social and political ethics. Citing ancient Indian texts and figures such as Acharya Pingla (200 BC), who used mathematical equations in poetic meter analysis (*Chandashastra*), he showcased how ancient India promoted multidisciplinary thinking. Dr. Chaudhary also discussed how Indian philosophy places humans at the center of the universe with a moral obligation to care for other beings. He urged a rethinking of curricula to better reflect these indigenous values and meet contemporary demands. He emphasized that the true aim of education is not merely employability but the cultivation of morality, ethical responsibility, creativity, and social awareness. He also referred to dialogues like that between Sumant and Ram to explain traditional definitions of society rooted in duty and relationship. The speaker acknowledged the contribution of thinkers like Deen Dayal Upadhyaya in articulating a philosophy of integral humanism that aligns with the spirit of NEP 2020. The session concluded with a Vote of Thanks by Dr. Manoj Kumar from the Department of Mathematics.

**Day 4, Session II: “Curriculum Framework, Pedagogy and Assessment” by Prof. Rajiv Kumar Verma, Department of History, Satyawati College (Evening), University of Delhi; Session Moderator- Dr. Anand Mishra**



Prof. Rajiv Kumar Verma emphasised the alignment of curriculum with pedagogy and assessment. He structured his talk around these three aspects: Curriculum, Pedagogy and Assessment. He stressed that the curriculum must reflect multilingualism, skill development, and meaningful learning. He discussed various approaches to curriculum, like the Fidelity approach, the Adaptation approach and the Enactment approach. He highlighted different types of curricula, like the written, the supported, the taught, the hidden, and the traditional. He described pedagogy as both the art of teaching and the theory of learning. Referencing Plato’s *Republic* and the method of inquiry, he encouraged dialogic teaching practices. He also referenced John Amos Comenius, regarded as the father of modern education. Prof. Verma introduced several interactive teaching techniques like Dialogue technique, Delphi technique, Fishbowl technique, Tailstar technique and Nominal Group technique. He argued that assessment must be aligned with pedagogy and learning objectives. It should move beyond rote testing and focus on understanding, critical thinking, and application. He also stressed the significance of integrating *Indian Knowledge Systems* into the curriculum to ensure education resonates with cultural identity and heritage. He described curriculum metaphorically as comprising the *mind, body, and heart*—an integrated approach necessary for holistic education. The session concluded with a Vote of Thanks delivered by Ms. Tarika from the Department of English.

26<sup>th</sup> May 2025, Day 5, Session I: “Higher Education and Society” by Dr. Hari Krishna Sharma, Assistant Professor, Department of Political Science, Lady Shri Ram College for Women, University of Delhi; Session Moderator, Ms. Tarika



Dr. Hari Krishan Sharma addressed the crucial and evolving relationship between *higher education and society* in the context of NEP 2020. He categorised learning into two key types: Formal Learning, which is structured and institutionalised learning, and Experiential Learning, which is Informal and situational learning. He stated that *higher education should not merely be a means to obtain degrees*, but rather a platform for deeper understanding, *critical thinking, unlearning outdated notions, and relearning with a fresh perspective*. He reiterated that the *goal of higher education* is to cultivate *innovative thinking, ethical consciousness, and social responsibility* among students. Sir also spoke about the importance of aligning higher education with *societal needs*. Drawing upon the broader vision of NEP 2020, he reflected on how higher education must aim to, Promote *social cohesion and national integration*, encourage *community engagement and public service* through outreach programs, and foster a spirit of *research, inquiry, and open dialogue* that responds to the challenges of contemporary society. The session concluded with a Vote of Thanks by Dr. Ritika Gupta from the Department of Commerce.

Day 5, Session II: “Indian Knowledge System and Multilingualism” by Prof. Bandana Jha, Professor and Head, Centre for Indian Languages, JNU, New Delhi; Session Moderator- Dr. Manorama Mishra



Prof. Bandana Jha delivered a thought-provoking lecture on the relevance and revival of the *Indian Knowledge System (IKS)* within the framework of NEP 2020. She began by underlining the *Bhartiya Gyan Parampara*, citing historical women figures such as Ahilyabai Holkar, Rani Rashmoni, Avantibai, and Jhalkari Bai, who were not only warriors and leaders but also symbols of India’s indigenous feminist consciousness. Their stories, largely marginalized in mainstream education, exemplify the *native tradition of resistance, service, and leadership*.

Prof. Jha emphasized the idea of "Look at the East (India)" as a corrective to the long-standing West-centric lens imposed by colonial education systems, especially under the influence of *Macaulay’s Minute*. She critiqued the *colonial imposition of Englishness*, which undermined indigenous languages, philosophies, sciences, and systems of medicine such as *Ayurveda*. Prof. Jha then explored key stories and dialogues from Indian texts, such as the story of Nachiketa and Yama from the Katha Upanishad, to emphasise the importance of *inquiry, courage, and ethical understanding* in learning.

She connected these ancient dialogues with modern educational concerns, especially regarding *eco-consciousness*, citing Rachel Carson's *The Silent Spring* as an example of *ecofeminism*. This comparison showed how the Indian worldview already includes ecological sensitivity and spiritual awareness—values important in present-day curricula.

Prof. Jha also reiterated that the principle of “*Krinvanto Vishwam Aryam*” (Let us make the world noble) from the Rigveda should guide the spirit of India’s educational reforms. The

session concluded with a Vote of Thanks by *Dr. Babita Singh*, Department of Environmental Studies.

**Day 6, Session I: “Indian Knowledge System and Multilingualism” by Shri Avneesh Bhatnagar, General Secretary, Vidya Bharati; Session Moderator- Ms. Ritika**



Shri Avneesh Bhatnagar delivered an engaging lecture, grounding his ideas in both classical texts and the vision of the NEP 2020. The session commenced with the recitation of the Vedic shloka “सर्वे भवन्तु सुखिनः” (“May all be happy”), to discuss the *contemporary relevance* of ancient Indian ideals. He emphasized that such a universal and compassionate worldview continues to hold significance in *modern India's pluralistic and dynamic society*, especially when inclusivity and peace-building are major global concerns. Shri Bhatnagar then delved into a *critical historical analysis of colonial education*, highlighting how British colonial rulers perceived Indian knowledge systems as inferior. He discussed in detail the damaging effects of *colonial epistemology* and *Macaulay's education policy*. In contrast, he asserted, pre-colonial India possessed a thriving and deeply philosophical educational tradition—diverse in content, inclusive in method, and spiritually enriching in goal. He further emphasized the state of Indian knowledge during 1947 and 1948, referencing Dr. Sarvepalli Radhakrishnan's writings. Radhakrishnan, a philosopher and the first Vice-President of India, consistently advocated for reviving Indian literature, scriptures, and historical consciousness. A major point in his lecture was the imperative for continuous innovation and creativity. Shri Bhatnagar argued that *no body of knowledge, however ancient, remains eternally sufficient*. For knowledge to stay relevant, it must evolve with time. In this context, he praised the NEP 2020's emphasis on interdisciplinary learning, skill-based education, and revival of Indian Knowledge Systems (IKS) in a modern pedagogical framework. Shri Bhatnagar also touched upon the importance of multilingualism. The session concluded with a heartfelt Vote of Thanks delivered by Dr. Babita, Assistant Professor, Department of Environmental Studies.

**Day 6, Session II: “Research and Development” by Prof. Anupam Jha, Dean Faculty of Arts, Law campus II, University of Delhi, Delhi; Session Moderator- Dr. Shashi Bhushan Singh**



Professor Jha reflected on how the human quest to understand nature, address societal issues, and innovate solutions has always driven knowledge production. Research, he stated, is not only the foundation for academic growth but is also essential for solving contemporary challenges and preparing for the future. He underlined that NEP 2020 envisions the promotion of quality research, and such research must be cultivated within higher educational institutions. A crucial aspect of this is the ability to identify significant research problems that are rooted in real societal concerns. He spoke about the classification of universities into two types under NEP: research-intensive universities and teaching-intensive universities. He also elaborated on different forms of research, such as single-stream, multi-stream, multidisciplinary, and cross-disciplinary research. He discussed the role of incubation centres in universities, as well as the importance of fostering academic-industry linkages. He discussed the Anusandhan National

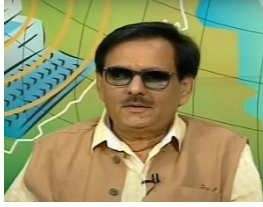
Research Foundation (NRF) Act 2023, which aims to strengthen the research ecosystem in India. He stated that faculty should not be burdened with excessive teaching hours to ensure the quality of both teaching and research. Additionally, research internships for students were stressed as an essential element. Addressing academic integrity, Professor Jha spoke on the importance of preventing plagiarism and maintaining originality in research work. He welcomed the NEP's proposal of incentivising publication for both students and teachers to encourage the production of meaningful scholarly work. He further spoke about the crucial role libraries play in enabling high-quality research. He mentioned that the Delhi University library has become a modern electronic hub, fully equipped with e-journals, e-books, advanced research software, and tools that cater to diverse academic needs. This digital transformation ensures wider accessibility and resource availability for researchers. The session concluded with a vote of thanks from Dr. Anand Mishra.

**Date:** 28<sup>th</sup> May 2025; **Day 7, Session I: “Information and Communication Technology”** by **Prof. K.G. Suresh, Media Guru, Former Vice Chancellor of Makhn Lal Chaturvedi National University of Journalism & Communication, Bhopal; Session Moderator- Ms. Tarika**



Prof. Suresh began by reflecting on information technology. He humorously divided the technological timeline into two eras: BG (Before Google) and AG (After Google), highlighting how deeply the internet has altered the way we access and disseminate knowledge. In the current digital era, he emphasised, it is crucial to harness the power of technology to enhance and democratise education. The speaker focused on teacher training and the creation of quality online content. He discussed institutions such as the AJK Mass Communication Research Centre at Jamia Millia Islamia, which have pioneered the use of electronic media in education. Another key focus of the lecture was the creation of digital infrastructure in colleges and educational institutions. Prof. Suresh pointed out the growing problem of the “digital divide.” He emphasised the importance of making education inclusive by addressing this divide and ensuring accessibility and affordability. He emphasised the importance of developing systems that are responsive to social realities. Prof. Suresh spoke about the potential of ICT in bridging the urban-rural divide. In discussing public concerns about technology, he recalled how media innovations like cinema and television were once criticized. Today, however, these have become mainstream, just as digital platforms like OTT, Netflix, and AI are now reshaping our lives. He also encouraged the development of digital platforms such as *Deeksharambh* and the creation of high-quality e-content. Finally, he stressed that pedagogy itself must evolve to become technology-oriented, incorporating tools like online assessments and experiential learning. The lecture concluded with a vote of thanks delivered by Ms. Tarika.

**Day 7, Session II: “Autonomy to the Institutions and Choice to the Students”** by **Prof. Pramod Kumar Dubey, Former Professor, Bhasha Shiksha Vibhaag, NCERT, New Delhi; Session Moderator- Dr. Manorama Mishra**



Prof. Pramod Kumar Dubey’s session explored the historical, cultural, and epistemological dimensions of education, language, and freedom of thought. Prof. Dubey began by comparing the ancient Vedic and Greek education systems, both of which emphasized the free pursuit of knowledge. He reminded the audience that the word “school” has its roots in the Sanskrit tradition of “Rishi Kul,” where learning took place in ashrams or gurukuls, and knowledge was considered sacred and free. He highlighted that in the Indian tradition, *Dharma* was not limited to rituals but was understood as one’s duty and responsibility towards the self, society, and nature — beautifully encapsulated in the Vedic verse *ईशा वास्य मिदं सर्वं*, which teaches the unity of existence and the interconnectedness of man and nature. The speaker traced how the arrival of religion and institutionalized systems of thought began to confine and restrict the openness of knowledge. He reflected on historical transitions where kings equated themselves with celestial bodies like the sun and moon, only to be challenged by figures like Moses and later Socrates, who questioned absolute authority and advocated for rational inquiry. Similarly, in India, traditions of logic and rationalism existed long before organized religions confined knowledge to dogma. Referencing Ivan Illich’s revolutionary concept of “deschooling,” Prof. Dubey critiqued how modern schools often restrict individual autonomy by imposing fixed curricula and pedagogical frameworks that discourage genuine self-awareness and intellectual freedom. Prof. Dubey also delved into the history of Indian education, referencing Dharampal’s seminal work *The Beautiful Tree*, which documents the vibrant indigenous education system in India before the British colonial intervention. He shared that in 1822, an English survey revealed that a vast majority of teachers belonged to scheduled castes and OBCs, and that local dialects were the primary medium of instruction. This contradicts the colonial narrative that Indians lacked a system of learning before the introduction of English education. He sharply criticized the Western model where language precedes education and where knowledge is commodified. In contrast, he explained, the Indian tradition prioritized learning first, with language emerging organically through that process. Knowledge, he asserted, is not something to be bought or sold — it is lived and experienced, like how locals sense the smell of a tiger in a forest, a life-saving knowledge that cannot be codified or traded. He stressed that education must reclaim its moral and philosophical roots, drawing inspiration from universal values like truth and non-violence, as emphasized by Gandhi, while also acknowledging that even these concepts must be open to debate and reinterpretation. Language, in Prof. Dubey’s view, plays a central role in enabling autonomy. He offered a nuanced understanding of language, citing the Indian definition *भाषयते इति भाषा* — language is that which illuminates. He explained that Sanskrit, Greek, and Latin are not just languages but knowledge systems. He highlighted the role of local languages and dialects in preserving cultural identity and transmitting indigenous wisdom, citing the tribal song from Bastar “Sugau ki marbo dhanush se” and Mahadevi Verma’s inclusion of the word “bayar” (meaning wind) in her writings as examples of linguistic richness rooted in people’s lived realities. Finally, Prof. Dubey cited Kabir’s verse *जात न पूछो साध की, पूछ लीजियो ज्ञान*, emphasizing that it is knowledge, not caste or identity, that defines a person. The talk was a powerful reminder of the need to decolonize education and create spaces where autonomy, dialogue, and cultural rootedness are not only allowed but celebrated.

**Date:** 29<sup>th</sup> May 2025, **Day 8: Session I: “Education and Mind Management”** by Prof. Ajay Kumar Singh, Senior Professor, formal Head and Dean, Department of Commerce & Business, Delhi School of Economics, University of Delhi; **Session Moderator-** Prof. Rajiv Kumar Verma



Prof. Ajay Kumar Singh’s talk focused on the intersection of education, mental discipline, emotional awareness, and the development of higher consciousness. He began by introducing the four pillars of learning—learning to be, learning to know, learning to do, and learning to live together—framing education as a comprehensive and transformative process. Quoting Sri Sri Ravishankar, he emphasized that education is the greatest leveler in civilization. Delving into the nature of the mind, he explored the five *koshas* or sheaths, highlighting the *manomaya kosha* as the domain of the mind. He explained the subtle differences between the *annamaya kosha* (physical body), *pranamaya kosha* (energy body), and how the mind, though intangible, significantly influences all levels of being. In a detailed discussion on *mind management*, he stated, “It is simple to be happy but difficult to be simple.” He also differentiated between *concrete mental intelligence* (logical, practical thinking) and *abstract mental intelligence* (creative, intuitive thinking), linking them to the brain’s left and right hemispheres. An intriguing section of the session focused on the body’s *energy centers* or *chakras*, each associated with a specific kind of intelligence: the navel chakra (instinctive), solar plexus (emotional), throat chakra (logical/concrete thinking), mid-brow (abstract/creative thinking), and the crown chakra (spiritual awareness). He elaborated on various thinking styles—*linear, logical, analytical, and critical thinking*—and positioned critical thinking as the highest form according to Bloom’s Taxonomy. He introduced practical tools such as the *5 Whys Technique*, a problem-solving method developed by Japanese inventor Sakichi Toyoda, and Edward de Bono’s *Six Thinking Hats*. Prof. Singh also emphasized the role of early learning in the home, beginning in the mother’s womb, and how the first lessons of language and values are instilled by parents. He admired the gurukul tradition, which sought not just employment for its pupils but holistic personal growth. A significant part of his session was dedicated to *Nidhidhyasana*, a meditative process of deep contemplation, linked to the journey from “illness to wellness.” To drive home the power of *letting go*, he conducted an experiential exercise where participants clenched their fists tightly and then relaxed, showing how holding on brings pain while release brings peace. This metaphor was extended to mental and emotional habits that hinder personal growth. The session concluded with a vote of thanks delivered by Dr. Anand Mishra from the Department of English.

**Day 8: Session II: “Student Diversity and Inclusion Education”** by Prof. Sushma Yadav; **Session Moderator-** Dr. Tarika

The final session of the NEP Orientation and Sensitization Programme marked the culmination of a long academic engagement focused on understanding and implementing the NEP 2020. This Valedictory session was held in hybrid mode at the Seminar Hall of Satyawati College (E) and online via Zoom. The event was also graced by Prof. Pamela Singla, Chairperson of Satyawati College (Evening), and Principal Dr. Hari Mohan Sharma.



The valedictory address by Prof. Sushma centred on the responsibilities of educators in navigating and nurturing a diverse student population within the framework of NEP. She highlighted that the classroom is diverse—students come from different socio-economic, linguistic, cultural, and regional backgrounds. For teachers, this presents both a challenge and an opportunity.

Inclusivity, according to her, means recognising and supporting those who have been historically excluded from educational opportunities, and equity implies providing fair opportunities tailored to different needs. She stated that the NEP has placed students and teachers at its core and has the power to unlock the hidden potential within every student. Many learners may be unaware of their career paths or life goals, and it is the role of the teacher, peer group, environment, and the broader system to guide them. She referred to Chapter 6 of the NEP, which addresses equity and inclusivity, and praised its vision of achieving both equality and justice for all. Prof. Yadav elaborated on the difference between *equality*—providing the same platform—and *equity*—offering support according to each individual's background and needs. The concept of *inclusivity*, she explained, is fluid and contextual. She spoke on the importance of promoting *critical thinking* and *creativity* through *interdisciplinary education* and *research*. She also discussed the importance of acknowledging *first-generation learners*, addressing the *rural-urban divide*, and ensuring students from all linguistic backgrounds feel valued. She also stated that respect for regional languages such as Tamil, Telugu, Odia, and others is essential in shaping confident learners. Learning must be a continuous process, especially for educators, as they are entrusted with shaping the minds of future generations. Prof. Yadav referenced various aspects of the NEP related to *socially and economically disadvantaged groups (SEDGs)*, including policies for their enrollment, retention, and inclusion. She concluded with a profound remark: “भाषा का भार उतरने के बाद ही रचना स्फुटित होती है”—only when the burden of language is lifted, can true expression and creativity emerge.

After her address, Prof. Pamela Singla expressed her appreciation for the dedication and quality with which the programme was conducted. Principal Dr. Hari Mohan Sharma also commended the efforts of Prof. Rajiv Kumar Verma and the entire team. He highlighted that the “soft power” of Satyawati College (E) lies in its young, energetic, and enthusiastic faculty members and staff. Prof. Rajiv Kumar Verma gave a heartfelt summary of all the sessions. He extended sincere gratitude to all the speakers, session moderators, participants, and contributors who played a role in making the programme impactful and meaningful. The day concluded with the Delhi University Kulgeet, followed by the National Anthem.



## राष्ट्रगान

जन-गण-मन अधिनायक जय हे  
भारत भाग्य विधाता।

पंजाब-सिन्धु-गुजरात-मराठा  
द्राविड़-उत्कल-बंग

विध्य हिमाचल यमुना गंगा  
उच्छल जलधि तरंग

तब शुभ नामे जागे, तब शुभ आशिष मांगे  
गाहे तब जय-गाथा।

जन-गण-मंगलदायक जय हे भारत भाग्य विधाता  
जय हे, जय हे, जय हे, जय जय जय जय हे।