

# **NATIONAL WEBINAR ON NATIONAL EDUCATION POLICY 2020**

*WEBINAR REPORT*

**ORGANISED BY**

**SCHOOL OF PEDAGOGICAL SCIENCES**

**MAHATMA GANDHI UNIVERSITY**

**KOTTAYAM**

**KERALA, INDIA**

**02/11/2020 TO 06/11/2020**

**SCHOOL OF PEDAGOGICAL SCIENCES  
MAHATMA GANDHI UNIVERSITY  
KOTTAYAM, KERALA, INDIA**

**REPORT OF**

**NATIONAL WEBINAR ON**

**NATIONAL EDUCATION POLICY 2020**

02 November to 06 November 2020

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## MESSAGE



**Prof. Sabu Thomas**  
**Hon. Vice Chancellor**  
**Mahatma Gandhi University**

It is with a sense of delight that I convey this message as one-week national webinar on National Education Policy 2020 is being hosted at School of Pedagogical Sciences, Mahatma Gandhi University, Kerala. It is indeed timely to remember the commitment and hard work of many officials and the commendable successes of past seminars organized by the School.

It is appreciable fact that the Conference has resolved to focus more on NEP, a topic that deserves attention in the current scenario which could successfully initiate a discourse for the betterment of lives. The NEP 2020 aims at making “India a global knowledge superpower”. An overarching theme of the 2020 NEP is to re imagine education as learning and broad mental development, getting away from rote learning and test preparation. Restoring the term “Education” in what has been the Human Resource Development

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Ministry is partly symbolic of this shift. NEP 2020 promotes active pedagogy, development of core capacities and life skills, including 21st century skills, experimental learning at all stages, low stake board exams, holistic progress card, transformation in assessment to promote critical and higher order thinking among students, main streaming of vocational education and reforms in teacher education. NEP also puts focus on empowerment of teachers and improving their recruitment, service conditions, and transfer policy and career progression opportunities at all levels. Why should we change the education system? Many things point to the need for meaningful change in education. Change around the world is driven by exciting new research on how the brain works and how people learn. Learners must not only develop what they know, but also skills, attitudes, and values that will help them be capable people. It is in this context; School of Pedagogical Sciences is conducting this webinar and I am sure that this webinar will try to address the aspects of NEP 2020 and come out with powerful and meaningful recommendations. I hope that the extra step taken by the organizers of conference in bringing out the proceedings which shall be remembered for its contribution in reaching out the common man.

I convey my greetings and good wishes on this happy occasion and also wish you all the best for the future too.

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## MESSAGE



**Prof. C.T. Aravindakumar**  
Pro-Vice Chancellor  
Mahatma Gandhi University

I am happy to know that the School of Pedagogical Sciences is organizing a one-week national webinar on National Education Policy 2020 dated 2-6 November 2020. The projected aim of NEP 2020 is an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. In a significant shift from the 1986 policy, which pushed for a 10+2 structure of school education, the new NEP 2020 pitches for a “5+3+3+4” design. The NEP 2020 says students until Class 5 should be taught in their mother tongue or regional language. The NEP 2020 also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040. This kind of a radical change in education has already invited several concerns from different corners of the society.

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Therefore, the implementation of the new policy is not an easy task. It requires detailed discussions and deliberations among the academia. It is in this context, School of Pedagogical Sciences is conducting this webinar and, I am sure that this webinar will try to address the various aspects of NEP 2020 and come out with meaningful recommendations and fruitful suggestions. I am sure that the deliberations of the webinar will be beneficial for various stakeholders concerned. I wish all the success for the event

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## **PREFACE**

Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent on the global stage in terms of economic growth, justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our countries rich talent.

The NEP proposes several sweeping changes in the entire field of education including opening up of Indian higher education to foreign universities, dismantling of the UGC and All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary undergraduate programme with multiple exit options, and discontinuation of the MPhil programme.

In school education, the policy focuses on overhauling the curriculum, and focus on thrust for experiential learning and critical thinking. One of the significant shift from the 1986 policy, is that 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) instead of 10+2 system. This brings early childhood education for children of ages 3 to 5 under the ambit of formal schooling. The mid-day meal programme will be extended to pre-school children. The NEP says students until Class 5 should be taught in their mother tongue or regional language. The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040.

The NEP 2020 aims at producing productive and contributing citizens for building and equitable, inclusive and plural society as envisaged by our

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constitution. The NEP 2020, which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system.

In this context the School of Pedagogical Sciences of Mahatma Gandhi University organised one week national webinar on NEW EDUCATION POLICY 2020 to provide in depth understanding about the policy.

The inaugural function of the one week national webinar on National Education policy 2020 was commenced with the welcome address of Prof (Dr.). Minikutty A., Head of the Department, School of Pedagogical Sciences, Mahatma Gandhi University. In the inaugural address our Hon. Vice Chancellor mentioned some of the recommendations that make drastic changes in the education sector. It will have great impact on GER, academic reforms, credit transfer and establishment of NRF. In the Key note address by Prof. N.V.Varghese, Hon.Vice Chancellor, NIEPA New Delhi, gave a detailed explanation about the different dimensions of the policy like massification and difference in condition of states with respect to previous policies, multidisciplinary approach and new approach to internationalization. Prof. N.V Varghese commented about Universalisation of higher education. Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, Former Vice Chancellor, SNDT Women's University in her invited lecture focused mainly on the instilling of values, skills, respecting constitution, making a global citizen, transformation of HEI, multidisciplinary institution, phasing out of affiliation system and change in the assessment pattern. The first day of the webinar was ended with the vote of thanks by Prof. Dr. T.V Thulasidharan.

The first session of the second day was a special Lecture on NEP 2020: Proposed Curricular, Pedagogical & Assessment reforms by Prof.Ramachandran, Advisor, India-Africa Institute of Educational Planning and Administration (IAIEPA), Prof. Ramachandran spoke about need for holistic development, development of complex problem solving skills, other skill such as creative thinking, team spirit, skilled communication, and cognitive flexibility. Prof. Ramachandran also gave detailed talk about pedagogic, curricular and



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governance reforms. Prof Sahoo, Former Vice Chancellor, University of Allahabad & Dean, Faculty of Arts, Dept. of Education, University of Allahabad, gave detailed description about technological context and application in education, curricular reforms, holistic development, development of cognitive process, value development and assessment in the second session.

Prof. Chandra Bushan Sharma, School of Education, IGNOU, New Delhi delivered Special Lecture on Making of NEP 2020 on third day of webinar. Prof. Sharma spoke about comparison of previous policies and NEP 2020, consideration for less privileged and disabled, private participation in education, importance of mother tongue, transformation of anganwadis and teacher education.

Prof. M.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute-Deemed to be University made a special lecture on NEP 2020, Reflections on Teacher Education on fourth day of the webinar. Prof. Sudhir gave clear understanding about the teacher education programme on the basis of NPE 2020 especially about reforms at school education and teacher education. He gave detailed description about four year integrated B Ed course, multidisciplinary institutions, academic autonomy, career advancement programmes for teachers, NHERC and NPST 2022.

Fifth day of the webinar had special Lecture on School Education & NEP 2020 by Prof. Jasim Ahmed, IASE, Jamia Millia Islamia, New Delhi. The main points of the invited lecture was long lasting changes in education according to NEP 2020, educational issues and concerns, changes that will brought by NEP 2020, ECCE, foundational literacy and numeracy, curtailing drop outs and developing skills.

Prof C.T Aravindakumar, Pro-Vice Chancellor, Mahatma Gandhi University gave a valedictory address after the special lecture. In the valedictory address Prof C.T Aravindakumar gave appreciation for conducting the webinar

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in an excellent manner. He also remarked about the need of understanding the policy before implementation, need of enhancement GER, accessibility of technology for online education of financially backward students, states right after NEP 2020 and quality control of education system. After the valedictory address Prof C.T Aravindakumar officially released the one week national webinar report on National education policy 2020.

**Dr. Ismail Thamarasseri      Dr. Sajna Jaleel      Prof. (Dr.) T.V. Thulasidharan**

Organising secretary

Convenor

General Convenor

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## ACKNOWLEDGEMENT

The general convenor of the webinar takes this opportunity to acknowledge the whole hearted and sincere support of a number of dignitaries without whom the one week national webinar on National Education Policy 2020 organized by the School of Pedagogical Sciences would not be a success

First of all let the general convenor expresses the deep sense of gratitude to Prof. Sabu Thomas, Hon. Vice Chancellor of Mahatma Gandhi University for whole hearted support and inspiration for organizing this webinar.

Now I whole heartedly acknowledge Prof.C.T Aravindakumar, Pro-Vice Chancellor of Mahatma Gandhi University for the valuable suggestions, support and timely help all of which helps me to complete the webinar in a successful manner.

I would like to express the deep sense of gratitude to the whole resource team members of the webinar, Prof. N.V. Varghese, Hon. Vice Chancellor, NIEPA, New Delhi, Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, Former Vice Chancellor, SNDT Women's University, Prof. Ramachandran, Advisor, India-Africa Institute of Educational Planning & Administration, Prof. P.K. Sahoo, Former Vice Chancellor, University of Allahabad & Dean, Faculty of Arts, Dept. of Education, University of Allahabad, Prof. Chandra Bushan Sharma, School of Education, IGNOU, New Delhi, Prof. M.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute-Deemed to be University, Prof. Jasim Ahmed, IASE, Jamia Millia Islamia, New Delhi for their excellent presentation, inspiring words, thought provoking sessions.

I would like to thank Prof.(Dr.). Minikutty A, Head of the Department, School of Pedagogical Sciences, Mahatma Gandhi University for entrusting the organising secretary with the task of organizing this webinar and hope that the work has come up to the expectation level and demand.

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I extend my sincere gratitude to Dr. Sajna Jaleel (Convenor), for planning and coordinating meticulously all the activities of the webinar. Dr. Ismail Thamarasseri (organising secretary), for hosting and scheduling the programme, Dr. Muhammed K.V(co-ordinator) for the technical support like communicating the programme and developing brochure and certificates and uploading the sessions in youtube & Dr.Sibu G. Netto (co-ordinator) for recording the sessions, Prof. (Dr.) Jaya Jaise,&Prof. (Dr.) Asha J.V (Organising committee members) for chairing the sessions. I express the thankfulness to Ms. Anu Cleetus and Mr. Styne Joseph, Research Scholars, SPS, Mahatma Gandhi University for preparing the report of the webinar in timely manner.

Without our distinguished participants, the webinar won't be a real success, I express my great sense of gratitude to all of them.

The general convenor also thankful to all the administrative staff and nonteaching staff of Mahatma Gandhi University and School of Pedagogical Sciences for all valuable helps rendered by them. Their contributions helped me to complete the webinar in a fruitful manner and to rectify the shortcomings of the webinar.

I wish to acknowledge the sincere cooperation of experts in the field of academic and administration who have offered valuable suggestions which were appropriately incorporated in this webinar.

I express the deep felt appreciation towards the students of School of Pedagogical Sciences who wholeheartedly stood together for the webinar.

Finally I also would like to express sincere gratitude towards the well-wishers who directly or indirectly has rendered their services for the smooth conduct of the webinar.

**Prof. Dr.T.V THULASIDHARAN**

**GENERAL CONVENOR**

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<b>PATRON</b>	
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<b>RAPPORTEURS</b>	
	Ms. Anu Cleetus Research Scholar SPS, MGU
	Mr. Styne Joseph, Research Scholar, SPS, MGU Assistant Professor, GBCTE Thalassery

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## ABOUT THE SCHOOL OF PEDAGOGICAL SCIENCES



The School of Pedagogical Sciences was started in 1992 housed in a state-of-the-art building in the main campus of Mahatma Gandhi University at Athirampuzha, Kottayam, Kerala. The school is geared to meet the challenges facing education by attaining, establishing and maintaining high quality education and excellence in today's educational scenario, giving due importance to the four major dimensions of education, viz. theory, practice, research and extension. The School is expected to meet the needs and demands of the global society. The mission of the School has been to impart quality education to all sections of society on an equitable basis and disseminate knowledge with emphasis on research and extension activities.

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## **School of Pedagogical Sciences**

**Mahatma Gandhi University, Kerala, India**

**National Webinar on National Education Policy 2020**

**Monday to Friday, 2 - 6 November 2020, 10.15 to 12.15 Hours IST**

### **KEY POINTS OF DISCUSSION**

- ❖ **NEP 2020: Broader Linking Issues related to Governance**
- ❖ **Restructuring of Higher Education Institutions for Holistic and Multidisciplinary Education**
- ❖ **NEP 2020: Proposed Curricular, Pedagogical& Assessment reforms**
- ❖ **NEP 2020 & Digital Learning**
- ❖ **Making of NEP 2020**
- ❖ **NEP 2020: Reflections on Teacher Education**
- ❖ **School Education & NEP 2020**

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## **School of Pedagogical Sciences**

**Mahatma Gandhi University, Kerala, India**

**National Webinar on National Education Policy 2020**

**Monday to Friday, 2 - 6 November 2020, 10.15 to 12.15 Hours IST**

**Day 1**

**02.11.2020 Monday**

<b>Session Chair</b>	<b>Prof (Dr.) Minikutty A., HOD, SPS, Mahatma Gandhi University</b>
<b>Inaugural Address</b>	<b>Prof. SABU THOMAS Hon. Vice Chancellor, MG University.</b>
<b>Key Note Address</b>	<b>Prof. N.V.Varghese, Hon.Vice Chancellor, NIEPA New Delhi</b>
<b>Session 1</b>	<b>NEP 2020: Broader Linking Issues related to Governance</b>
<b>Resource person</b>	<b>Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, Former Vice Chancellor, SNDT Women's University</b>
<b>Special Address:</b>	<b>Restructuring of Higher Education Institutions for Holistic and Multidisciplinary Education</b>
<b>Vote of Thanks</b>	<b>Prof. Dr. T.V Thulasidharan, SPS, Mahatma Gandhi University</b>
<b>Youtube link for day 1 programme</b>	<b><a href="https://youtu.be/adrPmRweAqA">https://youtu.be/adrPmRweAqA</a></b>



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## INAUGURAL ADDRESS



**Prof. Sabu Thomas**  
**Hon. Vice Chancellor**  
**Mahatma Gandhi University**

**From the words of Prof. Sabu Thomas, during inaugural address.**

Good morning to all of you. Prof.N.V.Varghese, Honourable Vice Chancellor, NEPA, New Delhi, Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, Former Vice Chancellor, SNDT Women's University, all my colleagues of the Department, dear participants and delegates: Let me first wish all very best since the topic is very important. We organise series of webinars and I am sure all of you understand the importance of national education policy as it transforms millions of people into global citizens. According to united nations 2025 the average age of Indian person is going to be 29, China is 39, US is 40, Japan is post 50. They have to be trained well, they have to be equipped well. If you can do that I am sure this country would be one of the best in the world. And If you critically look at the NEP policy you

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will find that the gross enrolment ratio is 50, this is not right. Lots of young people after school education they could get into higher education. If you look at the gross enrolment ratio right now it is around 24percent. That could be increased to 50 percent. In Korea the gross enrolment ratio is 95 percent, in United States its 88 percent, China is more than 50 percent. Very important that gross enrolment ratio has to be increased. And if you again analyse the NEP 2020 you will find four years of Bachelor's program with lots of research embedded into it. You will also find four years of The teacher education program. If you have four years of a program there would be lots of opportunities for the students -horizontal growth and vertical growth Look at the US System Four years of program they have. So That an Indian Student can go to US for master and Govt is also going to start 5 years of integrated program. Another positive aspect of NEP Is credit banks...I mean. This is fantastic, I will give an example when I go US as full bright fellow I have seen lots of Indian students in the university of Pennsylvania, they have studied two years of MIT CE ...they can transfer...you know. all the credits they got into University of Pennsylvania. So the credit transfer gives the opportunity to students to go around...credit bank... what all credits you achieved will be in the bank and you can use it at any time. Govt has planned transfer all over. I mean institutions into multidisciplinary institutions. You know..IITs are meant for engineering and technology, but if NEP is implemented ..social sciences, psychology streams would be incorporated and various colleges would be autonomous facing affiliation process. That is also interesting...Govt transfer 6percent of GDP for education. And I hope that there would be substantial increase for the substitutes' is also planned to start National Research Foundation [NRF]. If you look at US, they have NRFs. South Africa will also have...Funding also. Also planned a national mentoring program. Senior professors will join portal and would mentor N members. As a result of apt funding would be channelized. I wish that in this webinar there would be discussions. When you attend a meeting or conference you understand latest

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updates..I know ..Prof. Varghese is really resourceful..I listened Dr.Varghese's talk while I was in lab..I request all shall be really attentive and understand the subject very well...Ask questions to experts..Now parliament has to approve this policy..lots of modifications to be incorporated..so with permission of all..I declare this webinar as inaugurated.

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## **KEY NOTE ADDRESS**



**Prof. Dr.N.V Varghese**

**Hon.Vice Chancellor**

**NIEPA, New Delhi**

### **NEP 2020: Broader Linking Issues related to Governance**

The topic for the session was NEP 2020: Broader Linking Issues related to Governance. The keynote address wave light into as third educational policy and the first policy that we feel that a policy talking about an expanding higher education system.1916 policy,1986 policy were not so much keen about expansion of higher education system. In fact, 1986 policy talked about the jobs which was indirectly an indication that we have expanded too much. Therefore, we should consolidate and reduce the rush to students to come to higher education and enrol that is not the case in this policy. This policy puts a target of expansion which would continue later. The second dimension that I like to mention is that the earlier policies were framed at a time when state was under dominant forces both in directing, managing and financing the higher

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education in the country. But that is not the case now. From the turn of the century that trend back very significantly in India is that the fast expansion of the sector is new to private institutions in India for example in the century. We started with low enrolment ratio of around 0.2 or .3 and around 8 .4 million students in these universities and colleges and we find that it was the expansion that taken place more than 50 years. However, in 17 years the expansion was much faster. It was on exponential rate at two digit levels beginning the total enrolment to 37 and gross enrolment ratio 26 and this is a great achievement but this achievement is possible mostly because of the proliferations of private higher educations. So this was not a situation that we were talking about.

The third dimension is that India has reached a stage of massification of higher education. Normally globally and internationally if the system crosses to 15 percent of ratio then we talk about a massified higher education system. How do we manage a massified higher education system? Say for example in Kerala if you consider primary schooling system is a contractive system. The number of students in primary education is declining and that is not the case with higher education system. It's an expanding system. So how'd you manage an expanding system and the second aspect is that how do we manage an expanding system with dominance of market.in other words the question is that how do we manage markets and massification and that's the issue when you are talking about management and governance of higher education this trend is very important. Coming specifically to the policy, this policy talks about the expansion of a system that means GER increased to 50 percent by 2035 and talks about multidisciplinary education.It talks about flexible pathways to learning, diversified institutional factors, consolidation of institutions, new Government structure and also the new approach to internationalisation. These are the elements to be governed. These are the elements to be managed and when you are talking about

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management of the system and higher education system. In the context of the new policy these are the dimensions to be taken into account. The expansion of the system, the new policy talks about 50 percent gross enrolment ratio for higher education. It shows a multidisciplinary system of higher education or in other words this is a stage of universalisation of higher education, all the developing countries there is universalised higher education. Therefore, in our move towards the developed country identify India as a developed country that we have a very well developed and strong and sustainable higher education system. This is the meaning of 50 percent of enrolment in higher education. When we put this target we have a system whereby 78 percent of higher education institutions are in the private sector and 66 percent of enrolment are in private sector and if you take Kerala specifically 52 percent of enrolment are in the private sector which includes aided and unaided sectors. What is the capacity of state for effectively dealing with the expansion processes? Funding and financial arrangements to be provided by the state will not be sufficient to carry forward the expansions. So the question is that what will be the sharing of responsibilities. In 1960 policy we said that 6 percent of GDP should be sent for higher education and we repeated the same thing in 1986. We have not reached that target, even today we use only 4 percent of GDP is used.

In the southern states especially in Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and western states of Maharashtra with regard to technical courses we would see expansion of private sector. Many of these institutions are single disciplined. Large number of engineering institutions, good number medical institutions and a good number of BEd institutions. If we are going for a multidisciplinary education what are mechanisms, efficacies by which private sectors are made multidisciplinary. Many of the changes materialised will not be satisfied within a year or two. For example, in 1968 policy we said that we would adopt a 10+2 +3 system. They amount of time taken in Kerala. It took 22 years to bring plus two systems to school. It will take a long period of time to

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materialise the objectives that are put. Institutional consolidation policy talks about 3000 students per institution for a period of time. But many institutions in India are small in size. In Kerala after 1980s the growth of government sectors are rather low than private sector.

India has around 16 to 17 regulatory bodies in higher education we are moving to a situation whereby all private and govt sectors will be under one head. Today we have a system whereby there is one NAAC Located in Bangalore and only one third of universities and 20 percent of colleges are accredited now. One can argue that accreditation did not take place only because there was no institutional capacity to accredit the institutions. Perhaps more important question is that if we are into a situation of creating institutional capacity to accredit as the number of institutions to this accrediting bodies will be increasing. This is the expectation. There are 42 or 43 accreditation bodies in USA and there is one council of accreditation located in Washington. Ours is more or less same to that situation. For example, the state councils of higher education Kerala has initiated steps to be vibrant accreditation institutions.

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## **Special address**



**PROF.VASUDHA KAMAT,**

**Member, NEP 2020 Draft Committee,**

**Former Vice Chancellor, SNDT Women's University**

### **Restructuring higher education institutions - Holistic and Multidisciplinary education**

An education system that contributes to an equitable and vibrant knowledge society, by providing high quality education to all. WE all know that 21<sup>st</sup> century learners have very different aspirations and are special generation and it's a happy situation that the policy addresses the aspirations of young generation. The policy develops a deep sense of respect towards the fundamental rights, duties and constitutional values, bonding with one's country and a conscious awareness of one's role and responsibilities in a changing world. What am I doing for my country is also important? It has a foundation of access, equity, quality, affordability and accountability the five



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pillars of national education policy. The policy instils skills, values and dispositions that support responsible commitment to human rights, sustainable development and living and global wellbeing, thereby reflecting a truly global citizen. Key principles of NEP are emphasis on conceptual understanding, critical thinking and creativity, fostering the unique capabilities of each student, respect for diversity and local context, equity and inclusion, continuous review, community participation, extensive use of technology.

A quality higher education must enable personal accomplishment and enlightenment, Constructive public engagement, productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

New vision and architecture for higher education with large, well resourced, multidisciplinary institutions. In addition, it says higher education may include professional education, vocational education and teacher education as integral part of higher education. What contributes a higher education institution? When we talk about multidisciplinary higher education institutions we consider universities and other is autonomous degree granting colleges ..

A university means a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes with high quality teaching, research and community engagement. An autonomous degree granting college refers to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focussed on undergraduate teaching

All higher education institutions (HEIs) to be consolidated into three types of institutions by 2030. They are research intensive universities, teaching intensive universities and autonomous degree granting colleges. Research intensive universities give equal emphasis on research and teaching, teaching intensive universities give greater emphasis on teaching but still conduct

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significant research while autonomous degree granting colleges are large multidisciplinary institution of higher learning with UG.

Affiliating system will be gradually phased out through a system of graded autonomy by 2035. Every college would develop into either an autonomous degree granting college or a constituent college of a university. Now out of 993 universities, 298 are affiliating universities, number of colleges is 38179 (AISHE-2018-19). Autonomous colleges are 747. (UGC)

Graded accreditation system for granting Autonomy to colleges will be happened. Colleges will be encouraged, mentored, supported and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. With appropriate accreditations, autonomous degree granting colleges could evolve research -intensive or teaching -intensive universities.

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student (>3000). All HEIs will firstly plan to become multidisciplinary by 2030 and the gradually increase student strength to the desired levels.

Out of 38179 colleges, there are only 1536 colleges (4%) with student strength more than 3000 and 1509 with 2000-3000 students (AISHE 2018-19) Model public universities for holistic and multidisciplinary education called multidisciplinary education and Research (MERU) Universities will be set up. More HEIs shall be established and developed in underserved regions to ensure full access, equity and inclusion. By 2030 there will be at least one large multidisciplinary HEI in or near every district.

The aim is to increase the Gross enrolment ratio in higher education from 26.3% (2018) to 50% by 2035 including Vocational Education and through ODL mode. A large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs. Quality learning is expected in the areas of curriculum, pedagogy, assessment,

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student support. Multidisciplinary education: Goals are To develop all aspects and capabilities of learners: To make education more well-rounded, useful and fulfilling to the learner.

Education must build character, enable learners to be ethical, rational, compassionate and caring. Prepare learners for gainful, fulfilling employment. No hard separation between arts and sciences; Between curricular and extracurricular activities; Between vocational and academic streams.

NEP 2020 suggests learner centred pedagogy. Learning environment can be engaging and supportive; provide stimulating experience and enable all students to succeed.

The assessment pattern would be changed with continuous formative assessment, moving away from rote memorisation, continuous comprehensive, criterion based grading, outcome based approach. National higher education qualification framework(NHEQF), National skills qualifications Framework(NSQF), Choice Based Credit System(CBCS), Effective pedagogical practices are other suggestions.

So by 2020, At least 50% of learners through the school and higher education system shall have exposure to vocational education. HEIs will offer vocational courses integrated into the undergraduate education programme. Appropriate mechanism for assessment and recognition of prior learning will be developed. National committee for the integration of vocational education will be established

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### **Day 1 Open forum**

The first question is that, according to NPE 2020 classes 9, 10, 11 and 12 will be collaborated. So whether teachers of classes 9 & 10 will promote to 11 & 12. The answer was things will not happen or changes will not happen by next today and it will get enough time for everything and the policy will be implemented totally by 2040.

Another question was raised by Dr. Ismail about massification higher education with the participation of private sector. But the Kerala government is against to privatisation then whether the massification will not happen in Kerala. The answer was massification is a stage in the development program of Higher Education. If gross enrolment ratio crosses 15 to less than 50 percentage it is said to be in massification. In India GER is 26 percentage so it is in massification in education. The fast expansion of the education sector in this century is a result of proliferations of private institutions. In Kerala also the situation is not different. In Kerala the public sector institutions expanded up to 1983. After that private institutions expanded and this expansion is in mostly at Malabar because of the backwardness. The enrolment in private institutions in Kerala is much more compared to all over India.

Next question was about how will we maintain equity in higher education institutions are coming to private sector and it mainly affect under represented group. The answer was we have to consider two issues expansion of system and expansion of system with the equity. Here state has a lead role when the expansion is in an affordable cost that is it will benefit all sections including disadvantaged. Provide scholarships, incentives and fellowships is one way to maintain equity and it can be awarded not in institution wise but in individualized. So it will be more effective. Give special compensatory education for such a type of students in order to make them competitive.

Another question was about the existence of standalone teacher education colleges within the context of multidisciplinary as suggested

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by NPE 2020. the answer was many of our teacher education institutions are in the private sector and it is not easy to task to convert them into multi-disciplinary institutions and it is difficult to academic and financial aspects also so it will take some time for the change.

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## **School of Pedagogical Sciences**

**Mahatma Gandhi University, Kerala, India**

**National Webinar on National Education Policy 2020**

**Monday to Friday, 2 - 6 November 2020, 10.15 to 12.15 Hours IST**

**Day 2**

**03.11.2020 Tuesday**

<b>Session Chair</b>	<b>Prof. (Dr.) Jaya Jaise</b>
<b>Special Lecture</b>	<b>NEP 2020 proposed curricular pedagogical and assessment</b>
<b>Resource person</b>	<b>Prof. Ramachandran, Advisor, India-Africa Institute of Educational Planning &amp; Administration</b>
<b>Invited Lecture</b>	<b>NEP 2020 &amp; Digital Learning</b>
<b>Resource Person</b>	<b>Prof. P.K. Sahoo, Former Vice Chancellor, University of Allahabad &amp; Dean, Faculty of Arts, Dept. of Education, University of Allahabad</b>
<b>Vote of Thanks</b>	<b>Dr. Ismail Thamarasseri, Assistant Professor, SPS, MG University</b>
<b>Youtube link for day 2 programme</b>	<b><a href="https://youtu.be/tNTIOH3121w">https://youtu.be/tNTIOH3121w</a></b>

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## Special Lecture



**Prof. Ramachandran**

**Advisor, India-Africa Institute of Educational Planning & Administration**

### **NEP 2020 proposed curricular pedagogical and assessment**

The session began at 10.30 am. The topic for the first session was NEP 2020 proposed curricular pedagogical and assessment . The resource person, Prof. Ramachandran started his session by sharing the experience and happiness of working as a member of two educational policy , NEP 1986 and NEP 2020 and remarked that the situations and government are different in different policy making.

Prof. Ramachandran reminded one of the statement in the policy that is recognizing, identifying, fostering, unique capacities of each student and to promote each one for holistic development. Flexibility is another characteristic of the policy, learner can choose different course based on their talents and interest. The policy also accounts the individual difference of students. The diversity should be honoured. Diversity may be in terms of socio economic status, languages, learning styles, learning pace, prerequisites etc. In this session

Prof. Ramachandran mainly focused on policy matters relating to higher education section. One of the important thing in the policy is the transformative nature that is transform all under graduate institutions into multidisciplinary institution. All undergraduate courses are aimed at holistic development that is development of intellectual, aesthetic, physical, social, moral, ethical and so

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on and all must be done in an integrated manner. He remarked that the kalamandalam in Kerala and kalashethra are prominently dealing art education. Those who are achieved 64 art forms are said to be holistically developed. So the idea of holistic development is not from other countries it is from our own country.

Multidisciplinary education is for providing development of all human capacity to all students. By sharing an interesting story of a mechanic in America who solved the problem of machine by hitting with a hammer in proper place with proper manner. In such a way every student must be able to to diagnose problem and make solutions to the problem.

Prof. Ramachandran also shared the experience of from his own life that how his granddaughter of just 5 years old react to problems and solve it. Students must be elevated to the level of complex problem solver. If the same problem paused to a student repeatedly, it will result in rote learning. This will happen if we are using the question bank.

By trans-formative action, it really means a total revamping of curriculum at undergraduate level. New skills must be developed by coherent understanding of different discipline. Competency must cut across across all discipline. Complex problem solving must give importance in curriculum. Every undergraduate student must be problem solver. They must be critical thinker, that is how can they implement strategies for solving problem. They must develop creative thinking and we should understand that every one is displays creativity. They have to become skilled communicator in writing and speaking.

One of the main problem main problem of ours is that we are good in individual work but not in team work. So team spirit must inculcated in students from the early stages of education by using games such as volleyball, foot ball. Prof. Ramachandran also shared his experience in relation with developing communication at RIE Mysore. Communication skill is an essential skill in addition to this emotional intelligence that is maintaining balance in all situation.

Cognitive flexibility should be developed because the working condition will be different after 10 years. So we have prepare our students to face and adjust with the situation. Students must acquaint with the 21<sup>st</sup> century skills



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and they must get training in such skills. 21<sup>st</sup> century is technology driven and the student must be capable to adjust with the situation.

Pedagogical reform are aim to keep students away from rote learning and move them towards analytical learning and creative learning because students know more than teachers. In 1956 B.F.Skinner wrote a book named “the art of teaching and science of learning”. so in teaching and learning there is a combination of both art and science. The NEP 2020 wants such a type of change.

According to the NEP 2020 there will be only two types of colleges, one is colleges part of the conventional system and autonomous college . Autonomous colleges can design curriculum, teach according to curriculum and assess the curriculum. Great deal of autonomy will be there in institutional leadership and faculty. The curriculum have tremendous flexibility in many place.

As part of this curriculum for courses can be designed as 60% core and remaining 40% will be local condition. The gross enrolment ratio must be reach to 50% by 2035. Each state can develop plan its own way to reach the target. Each university will design a curriculum for the courses which last for 5 years. One of the major curricular change that may happen by NEP 2020 is that no distinction between the courses as science or art or vocational and academic. Student can select course as their interest and talent.

One of the important aim of NEP 2020 is that at least 50% students must opt vocational course by 2035. we have more stress on class room based pedagogical practices it must shifted to filed based learning not fully but up to 20 to 25% . it must start at the early stage of education so the students can choose suitable vocational course also by understanding each profession.

Cluster university and college must be established by joining universities or colleges by this way the no student can increase up to 3000. by this clustering it is possible share the resources and responsibilities. College will offer 4 year undergraduate courses along with 3 year undergraduate courses. Master programme for one year which can be lead to Ph D programme. One of the important recommendation of NEP 2020 is MPhil course must be avoided. Governance system will also change all colleges and university will have board of governance and academic council. So self governance is proposed for colleges and universities and reform will be in equity oriented.

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## Day 2

### Invited lecture:



**PROF.P.K.SAHOO**

**FORMER Vice Chancellor**

**UNIVERSITY OF ALLAHABAD**

**DEAN, FACULTY OF RTS,DEPT.OF EDUCATION**

**UNIVERSITY OF ALLAHABAD**

### **NEP2020 &DIGITAL LEARNING**

Prof.P.K. Sahoo delivered lecture on NEP 2020 and digital learning. When we are considering technological context focus is mainly on curricular reform at schools at higher secondary education. Improvement in teaching, learning process and learning outcome are essential at different stages of education.

Let's consider stages of education in detail. The exact essence of education is in holistic development which includes cognitive progress, skill and value development. We would be emphasising play and activity based learning. Multidisciplinary subjects would gain attention apart from isolated studies

Learning and discussions on abstract concepts, across science, maths, arts as multidisciplinary subjects in greater depth while dealing with critical

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thinking as main area. life expectations would change and education would be more flexible.

Padsaala like technological advancements would be a boon. The technology plays crucial role by emphasising frequent formative assessment

Assessments for learning can be in these levels-self-evaluation. Peer evaluation, tutor evaluation and evaluation by experts. In each stage there would be provision for improvements. Guidance shall be in individual and group level. Every stage of assessment is characterised by individual task.

The curricular goals are to develop whole potentials of individuals with 21<sup>st</sup> century skills, to make space for critical thinking and more. Holistic, discussion based, analysis based learning are key features.

So what you say about integration of technology and multilingualism. NEP 2020 suggests 3 language formula with more projection on mother tongue education. The regional languages are to be with due place. National language, classical language is to be followed. in the higher secondary level introduction of foreign language is also entertained. Indigenous knowledge and science lay more vivid areas. contemporary knowledge and skills may be encouraged to peep into wide horizon of educational growth.

The 21<sup>st</sup> century visions need of the hour is artificial intelligence. The institutional reform needs curricular innovations which are very imaginative while the structure should be creative. The disciplines are with many options especially with multi entry and exit points.

The blended learning with mixing of traditional method of teaching learning strategy with advanced computer based learning and flexible learning are also suggested. research gains more attention. All the institutions are enriching with more teaching and research exposures. The educational field requires a conducive learning environment for effective learning. There is urgent need for a relevant updated curriculum. The pedagogy is to be revised which ensures learner free ambience and with formative assessment.

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The new world requires adequate student support for effective teaching learning process and technology support is crucial.

ODI and online education promise learner friendly pedagogy-learner autonomy. The curriculum will be revised with need based curriculum where needs will be continuously assessed and self-study would be encouraged. The learning environment is completely independent and collaborative which ensures flexibility in learning and lifelong learning.

The technology support is there for teachers and learners and follows a cycle where learner learning precedes teacher learning and the learning environment ultimately needs knowledge construction.

The blended learning can be mixed with online and offline methodologies which can face to face mode and online or online followed by face to face mode. Multiple learning experiences, simulation virtual classroom that lead to collaborative projects.

The instructional role of ICT can be discussed in following areas - learning resource, structured study materials, visual print interactive mode, projects, problem solving tasks, guided activities, use of available software for construction and representation of knowledge.

Technology and instructional implications-ODL mode -online materials on a web server. Repository of learning resources is another main domain which leads independent study mode learners search the internet for materials relevant to their interest. Teacher education sector also faces drastic changes in technological advancement.

On summarising use of artificial intelligence, machine learning, computer devices in learning and research and significance of NEAT [NATIONAL EDUCATIONAL ALLIANCE FOR TECHNOLOGY], provision of portal for students learning SWAYAM build intellectual and institutional capabilities in ET of national and regional level.

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## **DAY 2 OPEN FORUM**

Prof. Asha J.V asked about the rationale for changing 10+2+3 pattern according to NPE 2020 and the answer was the student's life is passing through four or five stages 3 to 8 concrete experience 8 to 11 experiential learning 11 to 14 discipline oriented 14 to 18 depth learning in the subject area. Based on this it need foundation, preparatory, middle and secondary so the change is developmentally oriented.

Dr. Sajna Jaleel, Associate Professor, SPS, Mahatma Gandhi University asked to Prof Ramachandran about the main changes that made in the NEP 2020 compared with 1986 policy and the question was raised because he was a member of two committees. The answer was several changes are made in the NEP 2020 in contextual wise, discussion wise, implementation wise and vision wise. This policy take 5 years for its preparation and the policy is only 66 page. Several discussions are made with the stake holders and the policy suggests some drastic changes

Another question was about the important courses which are recommended by NPE 2020. The answer was that the policy will not suggest any courses but it will provide guidelines for the curriculum framework. On the basis of curriculum framework Universities can select courses depends on the relevance and location and it all depends upon the situation.

Next question is about whether it is possible to introduce philosophy, general studies and political science in an engineering college based on NPE 2020 the answer was technology is the area where it crosses with several other disciplines. So it is possible to build up multi-disciplinary. For the development and futuristic growth multi-disciplinary is essential and it should not be like a separate baskets it was linked with life skills ethics.

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**Day 3**

**4.11.2020**

<b>Session Chair</b>	<b>Prof. Asha J. V., SPS, Mahatma Gandhi University</b>
<b>Special Lecture</b>	<b>Making of NEP 2020</b>
<b>Resource person</b>	<b>Prof. Chandra Bushan Sharma, School of Education, IGNOU, New Delhi</b>
<b>Vote of Thanks</b>	<b>Dr. Siby G. Netto, Assistant Professor, SPS, Mahatma Gandhi University</b>
<b>Youtube link for day 3 programme</b>	<b>Part 1: <a href="https://youtu.be/Bp81kqpUhnc">https://youtu.be/Bp81kqpUhnc</a> Part 2: <a href="https://youtu.be/5aUVnVvVuwM">https://youtu.be/5aUVnVvVuwM</a></b>

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## Special Lecture



**Prof. (Dr.) Chandra Bushan Sharma**

**School of Education, IGNOU, New Delhi**

The theme session began at 10.30 am. The topic for the session was making of NEP 2020. The resource person Prof. (Dr.) Chandra Bushan Sharma started the session by mentioning the his visit to M.G.University Kottayam earlier. He shared a critique on NEP 2020 and mentioned that he was co - traveller with NEP 2020 from 2015.He He pointed out that though the last policy was formulated in 1986, the plan of action was given in 1992.Indian education system does not really cater upto marks. Landmark decision was right to education and accordingly every child 6 to 14years will be in schools. But in villages the children were not allowed to do that. Every teacher should be trained by 2050 when NEP comes into act.

In education no decision is taken in a hurry. Every decision has long term irreversible impact. On a critical view we can say that in fact there was no facility in school. So children could not join. But act said you have to be in school. Especially from weaker session.

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We had midday meal program which was one of the successful program of the country. But children from very poor family come without breakfast. so they have to wait till midday for meal.

1986 policy does not take care left over children. Kendriya vidyalaya, Navodaya are gifts of 1986 policy- “we must search for talented students from rural area that they are not getting a chance to grow.”

Surveys say that nearly 2 crore students were out of school as they have no school in vicinity and they were not taught in language that they follow. While making NEP 2020 Mrs. Irani, Union minister insisted to go to villages and find issues to solve. This policy has taken largest incubation period from 2015.

We can see before independence Nehru, Nethaji, Gandhiji went abroad for higher studies after independence we can see not only undergraduate students even school students are going abroad for studies. If we look at elite colleges IIT, IIM fees are nearly 2 lakhs per year while MIT one crore per year. Its notable that 10% Of MIT Admission, 10-15% of Cambridge, Priston admission, the student population comes from India and we consider our country as poor.

Private participation in education is the backbone of India. India if you look as a nation we spent as much as any other countries. Education is completely free. Invariably we have different types of school system.

When we say about mother tongue, there are 55 mother tongues and just think about the quantum of commitment needed for making text books and materials.

29<sup>TH</sup> July 2020 the policy was approved by central cabinet. And immediately by 31<sup>st</sup> July every state constituted NEP 2020 implementation committee. In Anganwadis breakfast is also introduced. Four types of teachers will be found in Anganwadis. For their training curriculum would be designed and developed by NCERT and online measures would be adopted for training.

Teacher education will face a drastic change with 4-year integrated BEd course and more over education will not be provided in isolation. NCTE may



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fuse with NCERT. Need analysis will follow up and national aptitude test will be there for teachers.

We usually praise western culture and blindly follow. This has to be changed. Schools pump out students who are not ready for college. This issue was taken by policy seriously and policy would plan to train the teachers seriously and give them charge of advancement.

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### **DAY 3 OPEN FORUM**

Mr. Needup Dorji from Bhutan shared an observation that in India teachers are resourceful but they lack communication skills especially to use language.

Mrs. Yadhu Prabha Yadhav from G.B.S college Goa asked about the funding streamlines for NEP 2020. To This Query it was answered like this- "ours is a big nation-For some reason we have large private participation.

We also have stakes in education. Education is meant profit nowadays. Govt is determined in this policy. Those coming from humble background will be taken care of. Mrs. Indira from Tamil Nadu asked: Is there any training for teachers from Govt.? And The query was answered like this. You are a part of it Actually. Even this webinar is a part of training

The queries raised by Dr. Ismail, Dr. Sajna Jaleel, Dr. Asha J.V were also answered In detail. One of the criticism about NEP 2020 is that it didn't include open discussions. The resource person clarified this policy has taken too much duration. Pre-primary teacher training aspects and remuneration given to pre-primary teachers were also matter of discussions. NEP 2020 -6 to 8 pages of policy 1.1 to 1.9 clearly says the curriculum would be standardised and streaming will be online. Skill education will also get attention and finishing school will function properly

Dr. Ismail Thamarassery, Asst professor, SPS, Mahatma Gandhi university raised a query that, our constitution offers right establish and administer educational institutions by the linguistic and religious minorities and whether NEP 2020 curtail this rights. The answer was that the NEP 2020 suggests the promotion of all languages and this policy doesn't say about curtailing of rights of the minority institution the linguistic minority or religious minority. According the resource person's thinking that this policy has no such agenda. The situations will continue as before. Dr. Ismail Thamarassery also pointed out that one of the criticism against NEP 2020 is that there is not enough discussion has made in the parliament before enacting it and the answer was, the Government took 5 years for preparing the policy and the life of the policy will be only 15-20 years. It take so much discussion with the large

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number of stakeholders and discussed with all state Govts. It is central Govt. Decision, Govt vision and clear aspiration of real people

Prof. Asha J.V SPS, Mahatma Gandhi University pointed out that according to NEP 2020 the formal education of children begins from the age of 3. It requires large no of trained pre primary teachers. Whether the policy address about the issues, such as the training provision for the large no of teachers and the grades & financial benefits of these teachers because most of them are now working in private institutions with very low salary. The answer was that the policy clearly address all these issues. Pages 6 to 8 of NEP 2020 clearly gave answer to all issues related pre primary section. There are 9 paragraphs numbered from 1.1 to 1.9, which clearly mention that the curriculum for the training will be prepared by NCERT, training will be carried out through online mode, structure of different schools that is four different types of schools and the formation of a committee which coordinate the activities for four ministries.

Dr. Sajna Jaleel, Associate professor, SPS, Mahatma Gandhi University raised a concern about the safety of early teenage students, those who are away from schools as part of their vocational training which is proposed by NPE 2020. The answer for this query was that the students will have to take part in 10 days vocational training per year. The students from the finished school are able to work and they are able to make instruments and artefacts. The students will get skills that needed to live in the society and they are interested in different profession.

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**School of Pedagogical Sciences**

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**Day 4**

**05/11/2020**

<b>Session Chair</b>	<b>Dr. Sajna Jaleel, Associate Professor, SPS, Mahatma Gandhi University</b>
<b>Special Lecture</b>	<b>Reflections on Teacher Education NEP 2020</b>
<b>Resource Person</b>	<b>Prof. M.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute-Deemed to be University</b>
<b>Vote of Thanks</b>	<b>Dr. Muhammed K. V., Assistant Professor, SPS, MG University</b>
<b>Youtube link for day 4 programme</b>	<b><a href="https://youtu.be/ZIrxccptwJ0">https://youtu.be/ZIrxccptwJ0</a></b>

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## **Special Lecture**



**PROF. Dr. M.A. Sudhir**

**UGC EMERITUS PROFESSOR**

**GANDIGRAM RURAL INSTITUTE-DEEMED TO BE UNIVERSITY**

Prof.Dr.M.A.Sudhir, resource person addressed the gathering at 10.30 AM and first of all congratulated School of pedagogical sciences, M.G. University, Kottayam for arranging such a webinar which was the appropriate time and he mentioned that SPS is the first school constructed in the Indian Universities.

When he entered the topic: NEP2020: Reflections on teacher education; it was told that NEP 2020 is a landmark in Indian Education and it took a long span of 34 years for next NEP and needs next two decades for next transformation. And it envisions India to become a global superpower. Policy is holistic, comprehensive, futuristic and learner centric and transforms school level, higher education institutes, teacher education sectors etc.

Coming to reforms in teacher education, the quality, competency and characters of teachers are most important. Crucial role of teachers has also highlighted. An empowered teacher with high competent, deeply resourceful,

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highly energised and encouraged for teaching and research is to be moulded out. Because teachers shape future of nation.

New curricular pedagogical structure for teacher education. Teacher education programme need to be organised and equipped. we need transformation in four levels of Teaching-Foundation, Preparatory, Middle and secondary.

At the foundation stage teacher education progresses are very unorganised now. This is kinaesthetic stage of learning, the Stage where tremendous growth takes place otherwise detrimental for natural development of children. The extension of parental care and need of basic skills are projected out.

The preoperational stage is of experiential learning. Storytelling, narrative, role play etc could be developed. This is a stage where we look for learning outcome, this is a stage we have to extend experiential learning. When we consider secondary stage the age 14-18 years are considered. Critical thinking has to be enhanced.

Learning skills should be developed very well-teaching integrated, content proficiency, enquiry based, discovery based. So separation among co-curricular activities brought in. Multidisciplinary approach is Suggested-Physics, pedagogy, philosophy can be the combination.

Teacher education approaches-more importance to four-year integrated B.Ed. program. They have to qualify national aptitude test for teachers. He suggested development of modules on teacher education and advised school of pedagogical sciences can be a model for that. Shorter teacher educator programmes to be available at BIETs, DIETs. Either in blended or online mode.

Improving teacher education can be made by -all teacher education programmes to be conducted within composite multidisciplinary institutions.

New and comprehensive national curricular framework for teacher education by 2021 is suggested. They are very particular about standalone teacher education institutions i.e. Stringent action against substandard standard alone teacher education institutions. There will be a council for that and they have to maintain the standards.

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National higher education regulatory council[NHERC] to function as single point regulator for higher education sector including teacher education. Only educationally sound, multidisciplinary and integrated teacher education programmes to be made available. Setting up Of National Mission for mentoring with large pool of outstanding senior retired faculty.

Empowering teachers can be done by technology based comprehensive teacher requirement planning forecasting exercise to be conducted by each state. Career growth to be available for teachers within a single school stage i.e. Foundational, preparatory, middle or secondary. National professional standards for teachers by 2022. Teachers can also go for leadership courses if you want to go principal like posts. If administration is planned, a teacher can also go for that. Teachers to have more autonomy in choosing aspects of pedagogy in classroom teaching.

Academic leadership positions to be made available for teachers. teacher professional development-merit based tenure track system, min 50 hrs of continuous professional development[CPD]. Teachers to have more autonomy in choosing aspects of pedagogy in classroom teaching. Academic leadership positions to be made available for teachers. Teacher professional development.

With regard to Recruitment and deployment it can be said that wherever you go for teaching you have to qualify CTET or TET .once you qualify the test it is for lifetime. Certificate courses can be pursued for developing specializations or generalist teachers.

We will have a transparent transfer system that is online computerised system for teacher transfers to ensure transparency

The NCTE will be restructured as Professional standard setting body (PSSB)under general education council. (GEC)

As a summary we can say that Teacher recruitment based on TET, NTA test, and teacher education would face drastic changes with development of more resourceful, creative educators.

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## **DAY 4 OPEN FORUM**

Dr. Ismail Thamrassery, Assistant Professor, SPS, Mahatma Gandhi University raised a query that what will be the future of the existing 3 year integrated BEd & MEd course after the implementation of NEP 2020 and the query was answered in this manner, in fact it is a matter of serious concern. Now teacher education has modified into 2 years. It itself received many disputes and debates. And more over we are winding up MPhil programme. When it comes to 2 year course very less children are pursuing the degree since it takes so many years for completion. When four year integrated B.Ed programme come to existence other B.Ed courses will not get so much importance.

Dr. Muhammed K.V, Assistant professor SPS, Mahatma Gandhi University had a query that whether the ITEP, proposed 2 years back and four year integrated B.Ed programmes are same. The query was answered in this manner that NEP 2020 clarifies importance of four year integrated B.Ed programme and with formation of NCF 2021 only it will become very clear about the norms and regulations. Dr. K.V Muhammed also shared a concern about the future of private teacher education colleges and the reply was that if they are satisfying the standards and norms then there will be no problem of its existence.

Prof. Sahoo raised a query about the role of universities after the implementation of NEP 2020 and he pointed out that the after the formation of NCTE the functions to be performed in connection with teacher education by the universities comes down. The reply about his query was that universities can focus more on research work in the field of education relating to development new practices. Mass production of teacher can be done with the help of autonomous colleges.

The future of stand-alone B.Ed colleges was a matter of discussion and the participant query was like this whether stand-alone B.Ed colleges can follow up with changes and survive. The question was answered like this there will be enough time allocated for gradual transformation.



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Prof. Asha J.V, SPS, Mahatma Gandhi University raised a concern about the enrolment of financially backward students in private institutions. and the answer was that those will grant scholarship or fellowship by Govt. and in experience certain private institutions are charging less fees from meritorious students. The another interrogation was about the multidisciplinary of teacher education department in universities and college. The answer was multi disciplinary nature can be made by integrating with other departments, forming research association, teacher training associations etc.

Mr Noufal raised a question raised a question about the whether there is any enhancement of opportunity in teacher education and the was that NPE 2020 does not say much about teacher educators but there is need of multidisciplinary nature. This can be achieved by introducing certain courses nutrition education, management education , technology education etc.

Dr Benny Jose raised a question about the challenges that have to be faced when universities or colleges transformed in to multidisciplinary institutions. The answer is that integration is required among the faculties of subject teachers and pedagogical teachers.

Dr. Sajna Jaleel, Associate Professor, SPS, Mahatma Gandhi University asked a query about academic autonomy, which is suggested by NPE 2020. the answer for the query is that NPE 2020 suggests academic autonomy in the sense that there will be more autonomy in pedagogy in class room teaching. Each one should develop a pedagogical competence and uses their own pedagogy because all of them are trained in the pedagogical area.

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## **School of Pedagogical Sciences**

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**Day 5**

**06/11/2020**

<b>Session Chair</b>	<b>Prof. T. V. Thulasidharan, SPS, Mahatma Gandhi University</b>
<b>Special Lecture</b>	<b>School Education &amp; NEP 2020</b>
<b>Resource Person</b>	<b>Prof. Jasim Ahmed, IASE, Jamia Millia Islamia, New Delhi</b>
<b>Valedictory Address &amp; Release of Webinar Report</b>	<b>Prof. C.T. Aravindakumar, Pro-Vice Chancellor, Mahatma Gandhi University</b>
<b>Vote of Thanks</b>	<b>Prof. Minikutty A., HoD, SPS, Mahatma Gandhi University</b>
<b>Youtube link for day 5 programme</b>	<b><a href="https://youtu.be/-vdSvAPjpNY">https://youtu.be/-vdSvAPjpNY</a></b>

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## Special Lecture



**Prof. Jasim Ahmed**

**IASE, Jamia Millia Islamia, New Delhi**

### **School Education & NEP 2020**

Prof. Dr. Jasim Ahammed, resource person addressed the gathering at 10.30 AM and expressed gratitude to organising team for arranging such a relevant webinar and the topic of discussion was NEP 2020 and school education. The plan of discussion included new structure of secondary education, early child care, universal education to all level, curricular and pedagogical aspects., transforming assessment, teacher education transformation, equitable and inclusive education.

The first concern was given to PISA and it was pathetic that when India took participation was ranked second from bottom among 73 countries. So country is in urgent need of up gradation of school education quality. ASER report was also analysed graphically. Graphical representation of comparing school education from rural and urban at gender basis was discussed. Boys were lagging behind. And the presenter appreciated the country to come up with NEP on this context.

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In the years before 30 there was a time when community regarded school as own. The presenter reflected on his own childhood memories in which his father and team involved in renovation of their school building.

For the last 8 months all universities are following online classes and projects which involved requirement of smart phones, electronic devices and internet facilities.

Equitable valuable education is to be met as early as possible. If a child is finding differently something in classroom it is the duty of teacher to find solution for it. But reality is tough. For example, we say honesty is best policy but reality is that very few follows it.

In the 9<sup>th</sup> para, revival for dignity is considered. Level of autonomy is very high. For a level we have to give attention to drop outs of teachers too as for same position some are salaried with lakhs and some with ten thousand. so the dignity of teacher is questioned. There needs a clear appreciation for valuing dignity of teacher.

Multi culturalism, power of language and textbooks are matter of concern in NEP 2020. The medium of instruction can be regional languages, bilingual text books would be encouraged, preservation and development of foreign languages meanwhile offering foreign languages at secondary languages. He mentioned importance of Arabic too as almost Indians are working in Arabian countries. Introduction of contemporary subjects, talk on mathematical conceptual thinking, doing what's right and children's literature towards value development, NCFSE in every 5-10 years, text books with local content and flavour, challenging task and possible measures were also told.

Text books are to be contextualised based on locality. 'How to reduce weight of textbook and school bags can be reduced' is a challenge and the suggestion is to use e textbooks and techno-friendly environment.

There needs a focus shift in transforming assessment for students as holistic evaluation is to be reported with 360-degree assessment. The multidimensional progress card can be encouraged. AI based software should be developed and board exams can be redesigned. NAC PARAKH to be set up -

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set norms for all boards and NTA is already functional for progress in assessment.

Support for gifted students was discussed. Best guidelines are needed for betterment of education of gifted students. BEd education may also incorporate system for gifted children. AI and smart classrooms can be made excellent use of.

Restoring dignity of teachers is also discussed-merit based scholarship, special merit based scholarship, preferential employment in rural areas with incentive and local housing, checking irrational teacher transfer etc. will be strengthened and extended to cover all stages. For subject teachers suitable TET or NTA test scored in relevant subject will provide more privilege. Hiring and training of Master instructors would be appreciable. Teacher engagement in nonteaching activities/admin work, developing care and inclusive culture, CPD of teachers and principals, CMP [Career management progression], NPST [National Professional Standards for teachers] are also emphasised.

Equitable and inclusive education are aspects of serious concern-taking care of SEDGS, SEZ, GENDER INCLUSION FUND. KGBVs upgradation, Appointment of special educators for Divyang/CWSN, Inclusive classroom, inclusive schools, inclusive teaching-learning would be promoted.

Efficient resourcing and effective governance through school complexes are great suggestions in which school complex was first suggested by Kothari commission 1964-66 which is concept of twining one public school with one private school. A Bal Bhavan in the school complex, Smajik Chetna Kendra, building culture of reading school library in villages are associated with the aim of utilising In non-school hours habit of reading has to be promoted. Standard setting and accreditation for school education was also emphasised.

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## **Day 5 OPEN FORUM**

Mr.Mahendra, participant expressed high level of appreciation to organisers for such a relevant webinar. Prof.Asha J.V appreciated the organisers as the webinar is a landmark in educational field. And she expressed a doubt if a child took carpentry as a skill and by age of 14 he may go on with entrepreneurship on carpentry. Will he be able to join back to school after leading a time span of self-reliance? Whether this will affect homogeneity. The resource person expressed the modalities are not finalised now.

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## Valedictory address



**Prof. C.T. Aravindakumar**

Pro-Vice Chancellor

Mahatma Gandhi University

### **The words of Pro-Vice Chancellor..**

Very good morning to all, Dear director of the school Prof. Minikutty, my dear friend and convener of the webinar Prof. Dr. T.V Thulasidharan, Dr. Sajna Jaleel, Dr. Thamarassery and other faculty members of the school and the most respected speaker Prof. Jasim ahammad, participants and my dear friends.

I have a high appreciation for this program since the first and foremost requirement of the analysis of a new policy is to understand the policy in its right spirit, in its real sense, educational policy or any other policy. So so this is what you have done now in fact it is a responsibility of any institution as well as educationalist to clearly understand the policy first and then analyse it. In this context I have understand that you have invited the very same people, who were part of design the draft, which is highly appreciable and

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you get first hand information of the concept. The extreme relevance of the topic is about our concern of countries education policy. This is very important our country is going through to a new phase of development. In fact it is started with economic development we are in a situation that education is now global. This has several facets. It is not very simple. On the other hand education system in India very different it is connected with the great diversity of our country.

Our gross enrolment ratio in higher education is about some 28 or 29 percentage... In developed countries this is more than 80 percentage in certain countries it is more than 90 %. So the first and foremost issue that we cannot bring bring to 50 percentage that is government wanted. Again we have to realise the fact the cities and villages are different. These two are far different. I would say that educate education in cities are different from villages. In certain areas GER is far less than 20 percentage in different corners of India. My point is that any policy we design it should bring value 50 % or more then it is welcomed. The policies welcomed. So any policy which can bring up the socially and economically backward communities in our country it should be welcomed. In policy which can bring the the intellectual challenge physically or mentally challenged people it should be welcomed So we have to welcome that. So my point is that the success of education policy in our country which is diversified society in many respect lies in the upliftment of all sections of the society.

As you know that this is the first time we we are trying to make a radical shift in our education policy after 1986. This involves both school education and higher education. I am not going to merit or demerit of the policy.

You are now at 2020 where technology is advanced to a new horizon. The online education is is very popular in the world. How accessible this for large population of people in our country like India, in remote places including the tribal areas, this is another side of it. On the one hand become high technology with us on the other hand this is not accessible to a section of people. So this is the in consistency in our country. This is only one side of the issue there are other contradictions.. So the policy must carefully address all this issues..

Now another question is related to states right on the design of various methodologies and the involvement of private participation....Now how far we



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are prepared to face system of the de linking of affiliated colleges and universities system... Then what will be the system of quality control... Implementation of the policy is real challenge. So I am sure this can be addressed carefully after...complete academic and economic understanding of the policy. This is what you have done now... We have completely understand the policy when it come to stage of implementation. I again highlight that we have high degree of appreciation for organising such an elaborate programme... With this few word I conclude I wish well to all , all participants. Thank you.

## YOUTUBE LINKS OF NATIONAL WEBINAR ON NATIONAL EDUCATION POLICY

Day	Name & Designation of the Speaker	Title of the talk	YouTube Link
Day 1 Monday 2 <sup>nd</sup> November 2020	Prof. N.V. Varghese, Hon. Vice Chancellor, NIEPA, New Delhi	Key Note Address on NEP 2020: Broader Linking Issues related to Governance	<a href="https://youtu.be/adrPmRweAqA">https://youtu.be/adrPmRweAqA</a>
	Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, Former Vice Chancellor, SNT Women's University	Special Address on Restructuring of Higher Education Institutions for Holistic and Multidisciplinary Education	
Day 2 Tuesday 3 <sup>rd</sup> November 2020	Prof. Ramachandran, Advisor, India-Africa Institute of Educational Planning & Administration	Special Lecture on NEP 2020: Proposed Curricular, Pedagogical & Assessment reforms	<a href="https://youtu.be/tNTIOH3I21w">https://youtu.be/tNTIOH3I21w</a>
	Prof. P.K. Sahoo, Former Vice Chancellor, University of Allahabad & Dean, Faculty of Arts, Dept. of Education, University of Allahabad	Invited Lecture on NEP 2020 & Digital Learning	
Day 3 Wednesday 4 <sup>th</sup> November 2020	Prof. Chandra Bushan Sharma School of Education, IGNOU, New Delhi	Special Lecture on Making of NEP 2020	Part 1: <a href="https://youtu.be/Bp81kqpUhnc">https://youtu.be/Bp81kqpUhnc</a> Part 2: <a href="https://youtu.be/5aUVnVvVuwM">https://youtu.be/5aUVnVvVuwM</a>
Day 4 Thursday 5 <sup>th</sup> November 2020	Prof. M.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute-Deemed to be University	Special Lecture on NEP 2020: Reflections on Teacher Education	<a href="https://youtu.be/ZlrxccptwJ0">https://youtu.be/ZlrxccptwJ0</a>
Day 5 Friday 6 <sup>th</sup> November 2020	Prof. Jasim Ahmed, IASE, Jamia Millia Islamia, New Delhi	Special Lecture: School Education & NEP 2020	<a href="https://youtu.be/-vdSvAPjpNY">https://youtu.be/-vdSvAPjpNY</a>

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## School of Pedagogical Sciences

**Mahatma Gandhi University, Kerala, India**

**National Webinar on National Education Policy 2020**

**Monday to Friday, 2 - 6 November 2020, 10.15 to 12.15 Hours IST**

### LIST OF PARTICIPANTS

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186.	Ms. Aswita G Gawas	Teacher Educator	Gvm'S College Of Education Farmagudi Ponda	Goa India
187.	Ms. Pooja Gautam	M.Phil. Student	Mahalakshmi College For Girls Ghaziabad	Uttar Pradesh, India
188.	Ninoschka Helina Pinto	Student Researcher	Gvm's Dr. Dada Vaidya College Of Education, Farmagudi, Ponda	Goa, India
189.	Nisar Ahmad Malik	Research Scholar	Bundlekhand University Jhansi Up	Jammu And Kashmir
190.	Noufal P	Assistant Professor	School Of Pedagogical Sciences, Kannur University	Kerala
191.	Pushpalatha C	Hsst Commerce	Chattanchal Higher Secondary School, Thekkil, Kasargod	Kerala, India
192.	Pushpanjali B S	Vice Principal	Goutham College Of Education Bengaluru City Unvierty Bengaluru	Karnataka State... India
193.	Rajshekar Madival	Assistant Professor	Govt First Grade College Shorapur Dist Yadgir Karnataka India	Karnataka India
194.	Renimole.k.j	Assistant Professor	Cpas,Cte,Erattupetta	Kerala,India
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201.	Sheena Karim	Assistant Professor	Cpas Cte Paippad	Kerala
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205.	Siji Jose	Student	Marthoma Teachers Training College Pathanamthitta	Kerala
206.	Sk Waseem Akram	Ph.D. Scholar	Andhra University	Andhra Pradesh India
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219.	Abinash Chandra Padhy	Lecturer In Botany	Khemundi College Digapahandi	Odisha, India
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229.	Dorji Wangmo	Teacher	Dewathang Primary School, Samdrup Jongkhar Thromde	Bhutan
230.	Dr Benny Jose	Educatio n	Jamia Millia Islamia	Delhi, India.
231.	Dr Kumud	Principal	Gdr College Of Education Panipat	Haryana
232.	Dr Neha Malhotra	Lecturer	Diet Daryaganj	Delhi India
233.	Dr Tania Gupta	Principal	Army Institute Of Education	Uttar Pradesh, India
234.	Dr Tarulata Devi	Associat e Professor In Educatio n	P. P College Nischintakoili Cuttack	Odisha India
235.	Dr. A. Malleswari Devi	Associat e Professor	Spw Degree & Pg College, Tirupati.	Andhra Pradesh, India

236.	Dr. Chithralekha K.G.	Assistant Professor	Buddha College Of Teacher Education Muthukulam Alappuzha Kerala India	Kerala
237.	Dr. Hazarat Ali Seikh	Assistant Professor	Lalgola College	Wb India
238.	Dr. K. Yasmin	Assistant Professor	The Quaide Milleth College For Men	Tamilnadu, India
239.	Dr. Mini Mathai	Assistant Professor	S.A.M. College Of Education, Poothotta	Kerala, India
240.	Dr. Mona Sedwal	Assistant Professor	National Institute Of Educational Planning And Administration (Niepa), New Delhi	Delhi
241.	Dr. P. Srinivasa Rao	Sr. Assistant Professor	Gayatri Vidya Parishad College For Degree And P. G. Courses(A)	Andhra Pradesh, India
242.	Dr. Poonam Devi	Assistant Professor (Hod, M. Ed. Department)	Dronacharya Pg College Of Education, Rait, Kangra, H. P., India	Himachal Pradesh, India
243.	Dr. Shazia Amani	Assistant Professor	Al-Barkaat Institute Of Education, Aligarh	Uttar Pradesh, India
244.	Dr. Suneethi A. S.	Assistant Professor	Snm Training College, Moothakunnam	Kerala
245.	Dr. Tuhina Begum	Assistant Professor	Bijoy Krishna Girls' College, Howrah	West Bengal, India
246.	Dr. Apurb Sen Raj	Associate Professor -P.G Department Of Hindi	Mahatma Gandhi Post Graduate College, Fatehpur, Fatehpur-U.P	Uttar Pradesh/India

247.	Dr.H.M.Ramakrishnegowda	Associate Professor	Maharaja's College, University Of Mysore.Mysuru.05	Karnataka.India
248.	Dr.Neetu Malhotra	Hod & Iqac Coordinator	Satyam Fashion Institute, Noida	Uttar Pradesh ,India
249.	Dr.Saurabh Chandra	Assistant Professor	Symbiosis Law School Noida, Symbiosis International (Deemed University)	Uttar Pradesh
250.	Dr.Sherly Philip	Assistant Professor	Mount Tabor Training College, Pathanapuram	Kerala,India
251.	Dr.Shimna Suresh	Assistant Professor	Mahe Cooperative College Of Teacher Education	Kerala, India
252.	Dr.Vyjayanthi. R	Asst Professor	K.S.E.F.College Of Education,Tumakuru	Karnataka, India
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255.	Harminder Kaur	Pgt Teacher	Drishti Dr. R. C. Jain Innovative Public School	Punjab, India
256.	Hazeema Hamza Mk	Hst Natural Science	Calicut Girls Vhss	Kerala
257.	Ishwar Lal	Lecture History	Adarsh College Ghatol Banswara	Rajasthan India
258.	Jessy Vargeese	Principal	B.I Teacher Traing Institute Pallom Kottayam,	Kerala
259.	Juliyas Meckwan	Research Scholar	Sardar Patel University	Gujarat

260.	Kabita Kumari Chaturvedi	Research Scholar	Amity Business School	Lucknow
261.	Kishan Chandra Nagar	Sr. Teacher	Govt. Sec. School Hapahedi Baran Rajasthan	Rajasthan. India
262.	Lucy Pimenta	Assistant Teacher	Aim English Medium High School	Goa / India
263.	Mehraj Ud Din Sheikh	Assistant Professor	Government Degree College Tral	Jammu & Kashmir
264.	Mohammed A. E. Shaibah	Research Scholar	University Of Mysore	Karnataka, India
265.	Mohammed Jaynal Abedin	Research Consultant	Hrrd International	Country : Bangladesh
266.	Mr Indrajit Sau	Research Scholar	Netaji Subhas Open University- Kolkata	West Bengal- India
267.	Ms Kabita Sahoo	Lecturer In English	Chatrapur Women's Degree College	Odisha, India
268.	Ms. Priya V S	Assistant Professor	Sri Kanyaka Parameswari Arts And Science College For Women	Tamil Nadu
269.	Naseerali Mk	Assistant Professor	Amu Centre, Malappuram	Kerala, India
270.	Nilankar Pranith Chandra	Intermediate 2Nd Year	Keshav Memorial Junior College (Kmjcc) - Narayanaguda Himayatnagar Hyderabad Telangana	Telangana And India
271.	Nishita	Student	Delhi University	New Delhi, India
272.	Pema Wangchuk	Lecturer	Jigme Namgyel Engineering College	Bhutan
273.	Ranimol Thomas	Assistant Professor	Mangalam College Of Education	Kerala



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276.	Seelaboyina Radha	Assistant Professor	Geethanjali College Of Engineering And Technology	Telangana, India
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280.	Subas Chandra Sahoo	Block Resource Teacher	Block Education Office, Aul	Odisha, India
281.	Syed Khurram Shahabuddin	Research Scholar	Jamia Millia Islamia University	Delhi India
282.	Venkata Narasimha Raju Jampana	Asst.Professor	Shri Vishnu Engineering College For Women(A)	Ap& India
283.	Virendra Kumar	Scholar	Dr.Ram Manohar Lohia Avdh University	Uttar Pradesh,India
284.	Adari Aditya	Student Of 1st Year B. Sc(M.S.C s)	M. R(A) College, Vizianagaram, Andhrapradesh	Andhrapradesh, India

285.	Adil Kamal	Industrial Faculty Bfsi Sector	Mapping Minds Venture	Haryana India
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289.	Babu John	Teacher	Ghss Kottathara	Kerala, India
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292.	Christine Moni Olaybal	Teacher Ii	Cabuyao Integrated National High School	City Of Cabuyao, Laguna, Philippines
293.	Dechen Lhamo	Teacher	Dewathang Ps. Samdrupjongkhar Thromde, Bhutan.	Bhutan
294.	Desmond Onyemechi Okocha	Senior Lecturer	Bingham University	Nasarawa, Nigeria
295.	Dorji Zangmo	Teacher Ii	Dewathang Primary School, Samdrup Jongkhar Thromde	Bhutan
296.	Dr Balamurugan J	Assistant Professor	Vellore Institute Of Technology	Tamilnadu, India
297.	Dr. Mariamma Mathew	Principal	Peet Memorial Training College, Mavelikara	Kerala, India

298.	Dr. Nidhu Neena Varghese	Post Doctoral Fellow	School Of Pedagogical Sciences, Mahatma Gandhi University	Kerala
299.	Dr. Pradipkumar S. Shah	Assistant Professor	Dr. D. Y. Patil Acs College Pimpri Pune	Maharashtra, India
300.	Dr. Sarah Razack	Assistant Professor Of Economics	Maharani's Arts College For Women, Mysore	Karnataka And India
301.	Dr. Yogesh Rao	Dr. Yogesh Rao	University Of Lucknow, Lucknow, Uttar Pradesh	Uttar Pradesh & India
302.	Dr.Sanjeev Kumar	Ap	Govt Pg College Tigaon	Haryana,India
303.	Dr.Seema Sharma	Assistant Professor	D.A.V P.G, College, Karnal	Haryana, India
304.	Gayathri V	Student	N S S College Nemmara Palakkad	Kerala
305.	Jinsu Elsa Raj	Assistant Professor	John Paul Memorial B.Ed College, Labbakkada, Idukki	Kerala, India
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308.	Mahroof M	Hst &Research Scholar	Chmhss Pookolathur	Kerala &India
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311.	Mohammad Shahbaz Mallah	Ex Student	Central University Of Kashmir	J&K India
312.	Mr. S. M. Tariq	Chief Operating Officer	Aziseen Consultants Private Limited	Maharashtra, India
313.	Mrs.Thu Zar Khine	This Is Good For Education Implementation.	Education Degree College	Myanmar
314.	Parvathy Menon Pr	Student	Sree Narayana Guru College	Tamilnadu, India
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323.	Sangram Keshari Panda	Student (Integrated B.Ed.- M.Ed.)	North Orissa University, Baripada, Odisha	Odisha, India
324.	Sanjeeb Limbu	Research Scholar	North Eastern Hill University, Shillong	Meghalaya, India
325.	Sheeba E	Special Educator	Ssk Kottayam	Kerala, India
326.	Shruti Khaitan	Assistant Professor	St. Paul's College, Ranchi	Jharkhand, India
327.	Sonam Choden	Teacher	Dewathang Primary School	Samdrup Jongkhar, Thromde
328.	Sonam Zangpo	Teacher	Dewathang Primary School	Samdrup Jongkhar, Bhutan
329.	Tashi Wangmo	Teacher	Dewathang Primary School, Samdrup Jongkhar Thromde	Bhutan
330.	Tshogay Wangmo	Teacher	Dewathang Primary School	Samdrup Jongkhar, Bhutan
331.	Ugyen Bida	Teacher	Dewathang Primary School	Samdrupjongkhar Thromde, Bhutan
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333.	Alby Alex	Upst	Infant Jesus Bchs Manarcad	Kerala , Lndia

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338.	Danien D	Guest Lecturer In Economics	Aralam Ghss	Kerala India
339.	Derek Puthenpeedikayil Sam	Student	Musliar Institute Of Management	Kerala,India
340.	Dorina Dishnica	Teacher	Kopshti Nr 2 Korçë	Albania
341.	Dr Daisy J Koshy	Associate Professor	Mangalam College Of Education	Kerala
342.	Dr Mamata Kumari Padhy	Assistant Professor	Mahamayee Mahila Mahavidyalaya Berhampur Ganjam Odisha	Indian
343.	Dr Mohammed Haneefa P	Associate Professor	University Of Calicut	Kerala India
344.	Dr Parveen Kumar Sharma	Associate Professor	Dronacharya College Of Education Rait	Hp India
345.	Dr. Arsheed Ahmad Malik	Assistant Professor	Government Degree College Tral	Jammu And Kashmir, India

346.	Dr. Jayakrishna.K	Assistant Professor	Govt. College Of Teacher Education, Kozhikode	Kerala, India
347.	Dr. Kiran Panjabrao Jumde	Assistant Professor	Nilkanthrao Shinde Science And Arts College Bhadrawati	Maharashtra, India
348.	Dr. Pinkie Cherian	Assistant Professor (Guest)	Bharatamata College	Kerala India
349.	Dr. Priyanka Sharma	Research Scholar	Allahabad University	India
350.	Dr. Ravikumar Assistant Professor In Zoology	Associate Ncc Officer	Lvd College, Raichur, Karnataka, India	Karnataka, India
351.	Dr.Sajeer.S	Assistant Professor	Iqbal College	Kerala India
352.	Dr.Shivakumar .G.Nayak	Assistant Professor	Shivaji College Of Education	Karnataka, India
353.	Dr.Swati Ashok Mahajan	Assistant Professor	Smt.Dankunwar Mahila Mahavidyalaya,Jalna	Maharashtra /India
354.	Gaurav Sarkar	Research Scholar	Tezpur University	Assam, India
355.	Gh Jeelani Bhat	Ph.D Research Scholar	Central University Of Kashmir Ganderbal	Jammu And Kashmir, India
356.	Indumathi.N	Assisant Professor	Ifet College Of Engineering	Tamil Nadu, India
357.	Khushnuda Bano	Research Scholar	Jamia Millia Islamia	New Delhi, India
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362.	Lorrd Hidalgo Lena	Consultant/ Teacher	Shiv Shankar Public School	Punjab/ Philippines
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364.	Manisha Gawas	Student Teacher	Gvm's Dr. Dada Vaidya College Of Education	Goa India
365.	Mr Sher Singh	Teacher	St Paul's School Baran	Rajasthan India
366.	Mr. Arvind Upadhyay	M.Com., Ll.M.	Delhi	Delhi
367.	Mr. Birendra Kumar	Brp	Beo	Odisha, India
368.	Mr. Chittaranjan Das	Assistant Teacher	Gomakpota Gunadhar Vidyamandir (H.S)	West Bengal, India
369.	Mr. Girraj Prasad Prajapati	Senior Librarian	Delhi Public School, Ajmer (Rajasthan)	Rajasthan And India
370.	Mr. Nongmaithem Brojendro Singh	Assistant Professor	S. Kula Women'S College	Manipur & India
371.	Mr. Vijay Gander	Lecturer (Education)	Mahila Teachers' Training College, Jodhpur (Rajasthan)	Rajasthan , India



372.	Mrs. Amrita	Student	Radha Govind University, Ramgarh, Jharkhand	Jharkhand , India
373.	Mrs. Preethy K. Kumar	Asst. Prof.	Mangalam College Of Education, Ettumanoor	Kerala India
374.	Narendra Kumar	Research Scholar Departm ent Of Geograp hy	Govind Guru Tribal University Banswara Rajasthan India	Rajasthan India
375.	Phuntsho Choden	Teacher	Wangduechhoeling Lower Secondary School	Bumthang, Bhutan
376.	Prasad R	Senior Lecturer	Diet Kottayam.Velloor P. O	Kerala .India
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379.	Sheeja K.G	Assistant Professor	S.A.M College Of Education, Poothotta	Kerala, India
380.	Shila Jasmine L .S	Research Officer	Scert Kerala	India
381.	Showkat Ahmad Dar	Research Scholar	Central University Of Kashmir	Jammu And Kashmir
382.	Siddharth Arora	Assistant Professor	Guru Nanak Institute	Haryana, India
383.	Sneharani Patra	Block Resource s Person	Samagra Sikhaya	Orissa & India
384.	Sr.Jancy V A	Headmis tress	Infant Jesus Bethany Convent Highschool Manarcad	Kerala

385.	Sweta Desai	Student Teacher	Gvms Ponda Goa	Goa-India
386.	Vallabh Digambar Barve	Student	Gvm's Dr Dada Vaidya College Of Education	Goa
387.	Yaduprabha Yadav	Teacher Educator	Dada Vaidya College Of Education	Goa, Bharat

## School of Pedagogical Sciences

### Mahatma Gandhi University, Kerala, India

#### National Webinar on National Education Policy 2020

**Monday to Friday, 2 - 6 November 2020, 10.15 to 12.15 Hours IST**

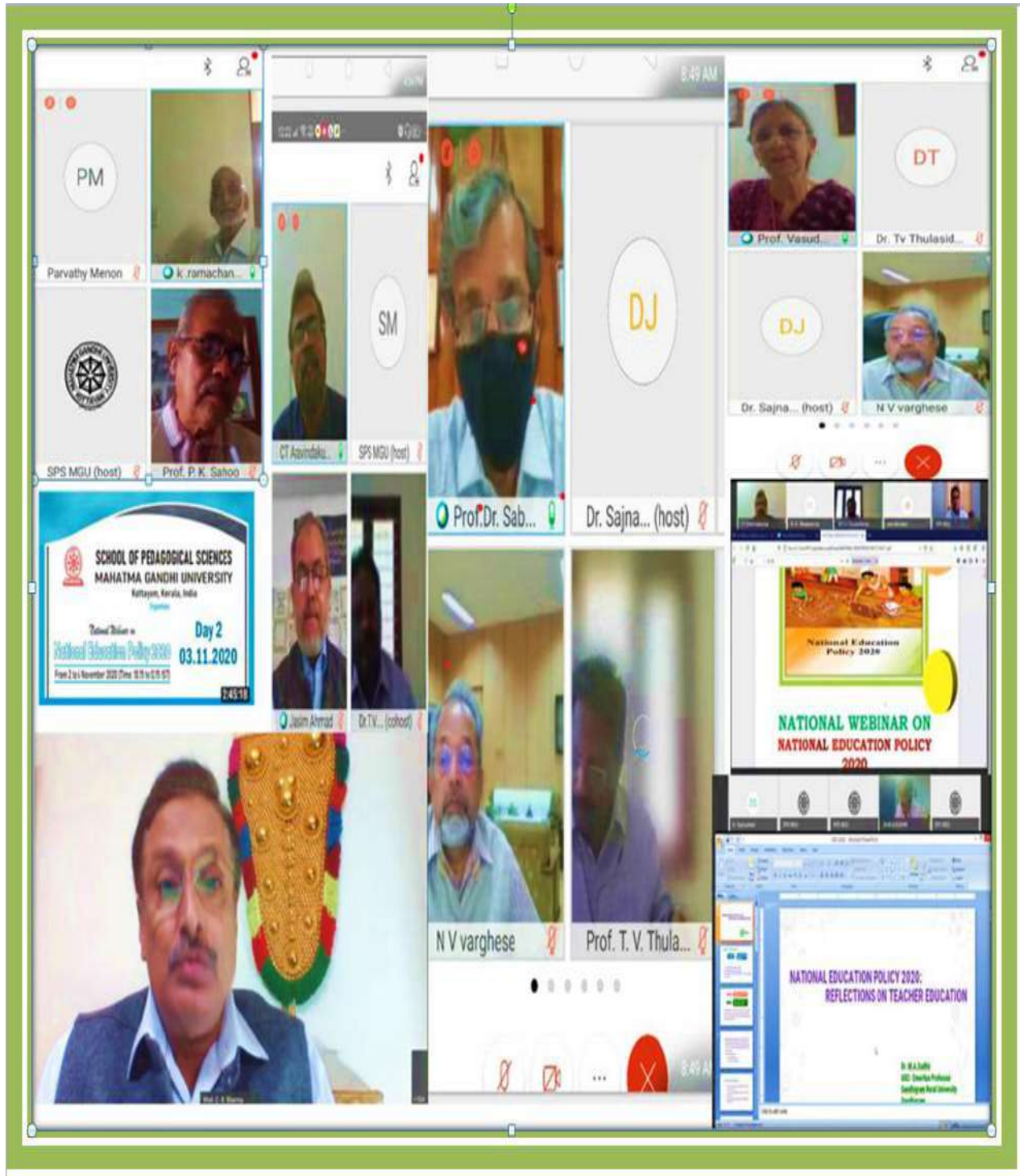
### PROGRAMME SCHEDULE

PROGRAMME SCHEDULE			
Day & Date	Time	Event	Speaker
Day 1 Monday 2 <sup>nd</sup> November 2020	10.15-10.20 Hours IST	Welcome Address and Session Chair	Prof. Minikutty A., HoD, SPS, Mahatma Gandhi University
	10.20- 10.30Hours IST	Inaugural Address	Prof. Sabu Thomas, Hon. Vice Chancellor, Mahatma Gandhi University
	10.30-11.15 Hours IST	Key Note Address: <i>NEP 2020: Broader Linking Issues related to Governance</i>	Prof. N.V. Varghese, Hon. Vice Chancellor, NIEPA, New Delhi
	11.15-12.00 Hours IST	Special Address: <i>Restructuring of Higher Education Institutions for Holistic and Multidisciplinary Education</i>	Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, Former Vice Chancellor, SNDT Women's University
	12.00-12.10 Hours IST		Open Forum
	12.10-12.15 Hours IST	Vote of Thanks	Prof. T. V. Thulasidharan, SPS, Mahatma Gandhi University
Day 2 Tuesday 3 <sup>rd</sup> November 2020	10.15-10.20 Hours IST	Welcome Address and Session Chair	Prof. Jaya Jaise, Dean, Faculty of Education, Mahatma Gandhi University
	10.20-11.10 Hours IST	Special Lecture: <i>NEP 2020: Proposed Curricular, Pedagogical &amp; Assessment reforms</i>	Prof. Rama Chandran, Advisor, India-Africa Institute of Educational Planning & Administration
	11.10-12.00 Hours IST	Invited Lecture: <i>NEP 2020 &amp; Digital Learning</i>	Prof. P.K. Sahoo, Former Vice Chancellor, University of Allahabad & Dean, Faculty of Arts, Dept. of Education, University of Allahabad
	12.00-12.10 Hours IST		Open Forum
	12.10-12.15 Hours IST	Vote of Thanks	Dr. Ismail Thamarssery Assistant Professor, SPS, MG University
Day 3 Wednesday 4 <sup>th</sup> November 2020	10.15-10.20 Hours IST	Welcome Address and Session Chair	Prof. Asha J. V., SPS, Mahatma Gandhi University
	10.20-12.00 Hours IST	Special Lecture: <i>Making of NEP 2020</i>	Prof. Chandra Bushan Sharma, School of Education, IGNOU, New Delhi
	12.00-12.10 Hours IST		Open Forum

	12.10-12.15 Hours IST	Vote of Thanks	Dr. Sibu G. Netto, Assistant Professor, SPS, Mahatma Gandhi University
<b>Day 4 Thursday 5<sup>th</sup> November 2020</b>	10.15-10.20 Hours IST	Welcome Address and Session Chair	Dr. Sajna Jaleel, Associate Professor, SPS, Mahatma Gandhi University
	10.20-12.00 Hours IST	Special Lecture: <i>NEP 2020: Reflections on Teacher Education</i>	Prof. M.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute-Deemed to be University
	12.00-12.10 Hours IST		Open Forum
	12.10-12.15 Hours IST	Vote of Thanks	Dr. Muhammed K. V., Assistant Professor, SPS, MG University
<b>Day 5 Friday 6<sup>th</sup> November 2020</b>	10.15-10.20 Hours IST	Welcome Address and Session Chair	Prof. T. V. Thulasidharan, SPS, Mahatma Gandhi University
	10.20-11.40 Hours IST	Special Lecture: <i>School Education &amp; NEP 2020</i>	Prof. Jasim Ahmed, IASE, Jamia Millia Islamia, New Delhi
	11.40-11.50 Hours IST		Open Forum & Feedback
	11.50-12.05 Hours IST	Valedictory Address & Release of Webinar Report	Prof. C.T. Aravindakumar, Pro Vice Chancellor, Mahatma Gandhi University
	12.05-12.15 Hours IST	Vote of Thanks	Prof. Minikutty A., HoD, SPS, Mahatma Gandhi University



# MEMORIES NATIONAL WEBINAR NATIONAL EDUCATION POLICY 2020



**Report of the National Webinar on *National Education Policy 2020***  
**dated 2-6 November 2020 organised by**  
**School of Pedagogical Sciences, Mahatma Gandhi University, Kerala**

School of Pedagogical Sciences, Mahatma Gandhi University Kerala organized a one-week national webinar on '*National Education Policy 2020*' (NEP 2020) from 2<sup>nd</sup> to 6<sup>th</sup> November 2020. Hon. Vice Chancellor of Mahatma Gandhi University Prof. Sabu Thomas inaugurated the webinar and has mentioned some of the recommendations of NEP 2020, that make drastic changes in the education sector. He observed that NEP 2020 have a great impact on Gross enrolment Ratio (GER), academic reforms, credit transfer and establishment of National Research Foundation (NRF). He said that, the 4-years Bachelor's programme having a lots of research elements embedded into it. The four years UG programme will provide many opportunities for the students' horizontal and vertical growth as western model. Another positive aspect of NEP is credit banks it provides chances for credit transfer. What all credits students achieved will be in the bank and they can use it at any time. Govt has planned transfer all over. Higher Educational Institutions need to be transformed into multidisciplinary institutions. He also appreciated the proposed appointment of Senior Professors as mentors. He added that, these changes will lead to further channelization of funds.

In the Key note address on *NEP 2020: Broader Linking Issues related to Governance* by Prof. N.V. Varghese, Hon. Vice Chancellor, NIEPA New Delhi, gave a detailed explanation about the different dimensions of the NEP 2020 like massification and difference in condition of states with respect to previous policies, multidisciplinary approach and new approach to internationalization. Prof. N.V. Varghese commented about Universalisation of higher education. The keynote address wave light into as third educational policy and the first policy that we feel that a policy talking about an expanding higher education system. The earlier policies were not so much keen about expansion of higher education system. In fact, 1986 policy talked about the jobs which was indirectly an indication that we have expanded too much. Therefore, we should consolidate and reduce the rush to students to come to higher education and enrol that is not the case in this policy. The NEP 2020 puts a target of expansion which would continue later. The earlier policies were framed at a time when State was under dominant forces both in directing, managing and financing the higher education in the country. But that is not the case now. From the turn of the century that trend back very significantly in India is that the fast expansion of the sector is new to private institutions in India for example in the century. We started with low enrolment ratio of around 0.2 or 0.3 and around 8.4 million students in these universities and colleges and we find that it was the expansion that taken place more than 50 years. However, in 17 years, the expansion was much faster. It was on exponential rate at two-digit levels beginning the total enrolment to 37 and gross enrolment ratio 26 and this is a great achievement but this achievement is possible mostly because of the proliferations of private higher educations. So, this was not a situation that we were talking about.

Prof. Vasudha Kamat, Member, NEP 2020 Draft Committee, and Former Vice Chancellor, SNDT Women's University in her invited lecture focused mainly on the instilling of values, skills, respecting constitution, making a global citizen, transformation of HEI, multidisciplinary institution, phasing out of affiliation system and change in the assessment pattern. An education system that contributes to an equitable and vibrant knowledge society, by providing high quality education to all. We all know that 21<sup>st</sup> century learners have very different aspirations and are special generation and it is a happy situation that the policy addresses the aspirations of young generation. The NEP 2020 develops a deep sense of respect towards the fundamental rights, duties and constitutional values, bonding with one's country and a conscious awareness of one's role and responsibilities in a changing world. What am I doing for my country is also important? It has a foundation of access, equity, quality, affordability and accountability the five pillars of national education policy. The policy instils skills, values and dispositions that support responsible commitment to human rights, sustainable development and living and global wellbeing, thereby reflecting a truly global citizen. Key principles of NEP 2020 are emphasis on conceptual understanding, critical thinking and creativity, fostering the unique capabilities of each student, respect for diversity and local context, equity and inclusion, continuous review, community participation, extensive use of technology. The first day of the webinar was ended with the vibrant discussions in the open forum.

Second day there were two sessions. Special Lecture on *NEP2020: Proposed Curricular, Pedagogical & Assessment reforms* by Prof. Ramachandran, Advisor, India-Africa Institute of Educational Planning and Administration (IAIEPA). Prof. Ramachandran spoke about need for holistic development, development of complex problem-solving skills, other skill such as creative thinking, team spirit, skilled communication, and cognitive flexibility. Prof. Ramachandran started his session by sharing the experience and happiness of working as a member of two educational policy, NEP 1986 and NEP 2020 and remarked that the situations and government are different indifferent policy making. Prof. Ramachandran observed that, NEP 2020 is the transformative nature that is transform all under graduate institutions into multidisciplinary institution. All undergraduate programmes are aimed at holistic development that is development of intellectual, aesthetic, physical, social, moral, ethical and soon and all must be done in an integrated manner. He remarked that the *kalamandalam* in Kerala and *kalashethra* are prominently dealing art education. Those who are achieved 64 art forms are said to be holistically developed. So, the idea of holistic development is not from other countries it is from our own country. Multidisciplinary education is for providing development of all human capacity to all students. By sharing an interesting story of a mechanic in America who solved the problem of machine by hitting with a hammer in proper place with proper manner. In such a way every student must be able to diagnose problem and make solutions to the problem.

In the second session, Prof. PK Sahoo, Former Vice Chancellor, University of Allahabad and Dean, Faculty of Arts, University of Allahabad, gave detailed description about technological context and application in education, curricular reforms, holistic development, development of cognitive process, value development and assessment. Prof. P.K. Sahoo observed that, when we are considering technological context focus is mainly on curricular reformat schools at higher secondary education. Improvement in teaching, learning process and learning outcome are essential at different stages of education. The exact essence of education is in holistic development which includes cognitive progress, skill and value development. We



would be emphasising play and activity-based learning. Multidisciplinary subjects would gain attention apart from isolated studies. Learning and discussions on abstract concepts, across science, maths, arts as multidisciplinary subjects in greater depth while dealing with critical thinking as main area. *Padsaala* like technological advancements would be a boon. The technology plays crucial role by emphasising frequent formative assessment. Assessments for learning can be in these levels-self-evaluations. Peer-revaluation, tutor evaluation and evaluation by experts. In each stage there would be provision for improvements. Guidance shall be in individual and group level. Every stage of assessment is characterised by individual task. The curricular goals are to develop whole potentials of individuals with 21st century skills, to make space for critical thinking and more. Holistic, discussion based, analysis-based learning are key features. Regarding integration of technology and multilingualism, NEP 2020 suggests 3 language formula with more projection on mother tongue education. The regional languages are to be with due place. National language, classical language is to be followed. In the higher secondary level introduction of foreign language is also entertained. Indigenous knowledge and science lay more vivid areas. contemporary knowledge and skills may be encouraged to peep into wide horizon of educational growth. The 21<sup>st</sup> century visions need of the hour is artificial intelligence. The institutional reform needs curricular innovations which are very imaginative while the structure should be creative. The disciplines are with many options especially with multi entry and exit points. The 2<sup>nd</sup> day of the webinar was ended with the exciting discussions in the open forum.

The third day of the webinar, Prof. Chandra Bushan Sharma, School of Education, IGNOU, New Delhi, delivered Special Lecture on *Making of NEP 2020*. Prof. Sharma spoke about comparison of previous policies and NEP 2020, consideration for less privileged and disabled, private participation in education, importance of mother tongue, transformation of pre-schools and teacher education. Prof. Sharma observed that, in education no decision is taken in a hurry. Every decision has long term irreversible impact. On a critical view we can say that in fact there was no facility in school. So, children could not join. But act said you have to be in school. Especially from weaker session. Prof Sharma added that, Private participation in education is the backbone of India. India if you look as a nation we spent as much as any other countries. Education is completely free. Invariably we have different types of school system. Regarding mother tongue, there are 55 mother tongues and just think about the quantum of commitment needed for making text books and materials. Prof Sharma observed that, Teacher education will face a drastic change with the launch of 4-year integrated B.Ed. programme and more over teacher education will not be provided in isolation. The third day of the webinar was ended with the lively discussions in the open forum.

The fourth day of the webinar Prof. M.A. Sudhir, UGC Emeritus Professor, Gandhigram Rural Institute-Deemed to be University made a special lecture on *NEP 2020, Reflections on Teacher Education*. Prof. Sudhir gave clear understanding about the teacher education programme on the basis of NPE2020 especially about reforms at school education and teacher education. He gave detailed description about four-year integrated B.Ed. programme, multidisciplinary institutions, academic autonomy, career advancement programmes for teachers, NHERC and NPST 2022. When Prof. Sudhir entered the topic, it was told that NEP 2020 is a landmark in Indian Education and it took a long span of 34 years for next NEP and needs next two decades for next transformation. And it envisions India to become a global

superpower. Policy is holistic, comprehensive, futuristic and learner centric and transforms school level, higher education institutes, teacher education sectors etc. Coming to reforms in teacher education, the quality, competency and characters of teachers are most important. Crucial role of teachers has also highlighted. An empowered teacher with high competent, deeply resourceful, highly energised and encouraged for teaching and research is to be moulded out. Because teachers shape future of nation. New curricular pedagogical structure for teacher education. Teacher education programme need to be organised and equipped. we need transformation in four levels of Teaching-Foundation, Preparatory, Middle and secondary. At the foundation stage teacher education progresses are very unorganised now. This is kinaesthetic stage of learning, the Stage where tremendous growth takes place otherwise detrimental for natural development of children. The extension of parental care and need of basic skills are projected out. The 4<sup>th</sup> day of the webinar was ended with the lively discussions in the open forum.

The fifth and last day of the webinar Prof. Jasim Ahmed, IASE, Jamia Millia Islamia, New Delhi delivered a special Lecture on *School Education & NEP2020*. The main points of the invited lecture were long lasting changes in education according to NEP 2020, educational issues and concerns, changes that will brought by NEP2020, ECCE, foundational literacy and numeracy, curtailing drop outs and developing skills. The first concern was given to PISA and it was pathetic that when India took participation was ranked second from bottom among 73 countries. So country is in urgent need of up gradation of school education quality. ASER report was also analysed graphically. Graphical representation of comparing school education from rural and urban at gender basis was discussed. Boys were lagging behind. And the Prof. Jasim Ahmed appreciated the country to come up with NEP 2020 on this context. Prof. Jasim Ahmed reflected on his own childhood memories in which his father and team involved in renovation of their school building. Multi culturalism, power of language and textbooks are matter of concern in NEP 2020. The medium of instruction can be regional languages, bilingual text books would be encouraged, preservation and development of foreign languages meanwhile offering foreign languages at secondary languages. He mentioned importance of Arabic too as many Indians are working in West Asian countries. Introduction of contemporary subjects, talk on mathematical conceptual thinking, doing what's right and children's literature towards value development, NCFSE in every 5-10 years, text books with local content and flavour, challenging task and possible measures were also discussed in detail.

Prof. C.T Aravindakumar, Pro-Vice Chancellor, Mahatma Gandhi University gave a valedictory address after the special lecture of Prof. Jasim Ahmed. In the valedictory address Prof. C.T Aravindakumar gave appreciation for conducting the webinar in an excellent manner. He also remarked about the need of understanding the policy before implementation, need of enhancement GER, accessibility of technology for online education of financially backward students, states right after NEP 2020 and quality control of education system. Prof C.T Aravindakumar in his valedictory address observed that, any policy which can bring up the socially and economically backward communities in our country it should be welcomed. The success of education policy in our country which is diversified society in many respects lies in the upliftment of all sections of the society. He further added that, we are trying to make a radical shift in our education policy after 1986. This involves both school education and higher education. We are in 2020 where technology is advanced to a new horizon. The online education is very popular in the world. How accessible this for large population of

people in our country like India, in remote places including the tribal areas, this is another side of it. He concluded that, NPE 2020 need to be addressed these dimensions too. After the valedictory address Prof. C.T Aravindakumar officially released the report the webinar.

The participants expressed their observations and feed back in the valedictory session. The participants of the workshop included teachers, research scholars, and students from across the world. The vibrant open forum in each day was the major attraction of the webinar. Organising Committee of the programme constituted with Prof. Sabu Thomas, Hon. Vice Chancellor of Mahatma Gandhi University as chief Patron and Prof. Minikutty as Patron, Prof. T.V. Thulasidharan as General Convenor, Dr. Sajna Jaleel as Convenor, Dr. Ismail Thamarasseri, organising secretary, Dr. Muhammed K.V and Dr. Sibu G. Netto as coordinators, Prof. Jaya Jaise, and Prof. Asha J.V as organising committee members and Mr. Styne George, and Ms. Anu Cleetus, Research Scholars of School of Pedagogical Sciences, as Rapporteur of the webinar.