



**One-day Brainstorming Symposium on National Education Policy-2020 in Transformational Reform of Curriculum Mapping”**  
organized by Department of Zoology, in association with IQAC, GGV (Hybrid)

**Date of Event** : December 17, 2022

**Venue** : Hall No 1, Rajat Jayanti Shabhagar



**Details of Event Proceedings**

Date (DD-MM-YYYY)	Details of the Session	Details of Resource Person	Number of Participants
17-12-2022	Key Note Address	Professor V S Rathore, GGV, Bilaspur, CG	44 Faculty Member 104 Research
17-12-2022	Invited lecture	Mr Ajay Bhagwat Director, Inpods, Pune	44 Faculty Member 104 Research
17-12-2022	Invited lecture	Dr. Pankaj Gupta (ME)GGV, Bilaspur	44 Faculty Member 104 Research
17-12-2022	Invited lecture	Prof. Md Muzammil Former VC, Professor of Economics Dr B R Ambedler University, Agra (UP)	44 Faculty Member 104 Research Scholar
17-12-2022	Invited lecture	Dr Payal Banerjee (Education) GGV, Bilapur, CG	44 Faculty Member 104 Research Scholar



**A Brief Abstract of the Event (Maximum 500 Words):**

One-day Brainstorming Symposium on National Education Policy – 2020 with an emphasis on curriculum mapping was organized by the Department of Zoology, GGV on 17/12/2022. The program opened with the lighting of the lamp and offering of flower garland to Goddess Saraswati and Guru Ghasidas Baba. On this occasion, Prof. Vishan Singh Rathore who represented our Honorable Vice Chancellor, IQAC Director, Prof A S Ranadive, Registrar, Prof Manish Shrivastava and Dean of Life Science, Prof Seema Rai graced the event. Along with the honorable dignitaries, Professor LVKS Bhaskar Head and Organizing Secretary, and all faculty members of the school of life science, Deans of various schools, Heads of different departments, teachers and research scholars were also present. In the welcome address Prof. Seema Rai, Dean, SoS in Life Science focused on the objectives of the symposium. She told that the purpose of the symposium is to create awareness on the perspectives of the National Education Policy 2020, to visualize a unique education system to meet the global standards of education, to identify and bridge the gaps in curriculum and attainment of future learning outcomes, to discuss the roadmap towards a holistic education. Prof. A.S. Ranadive emphasized the importance of mapping a course. In his keynote address Prof. Rathore emphasized the methodology for adapting NEP-2020 and stressed that the teachers should accept accountability. He briefly introduced ways of designing and creating new courses and accepting the change for the reform. Prof. Rathore suggested that mapping for all the public and private bodies is equally important. Evaluation criteria will help one and all.

Prof. Manish Srivastava also talked about the National Education Policy – 2020 (NEP – 2020) Implementation and National Assessment and Accreditation Council (NAAC). His example about Rome building with strategy was important and he suggested that it was the potential of Romans to live learning on the basis of culture and flexibility. The importance of a degree in employability and accountability of the teachers in the implementation of the curriculum was discussed.

**Session-I**

After inaugural session, at 11:30 am session -I was started and **Mr. Ajay Bhagwat**, Director, InPods, Pune India delivered his lecture through online mode to the participants. Mr.



Bhagwat, first introduced the teaching leaning scenario in higher education in India. After that, he also discussed about quality assurance in assessment of learners. He said that quality of higher education must need to be taken care during both the process level as well as product level. In his lecture he suggests that to design process of a product outcome design curriculum we need program template, curriculum template, instruction template and question template. He said that concept of quality in higher education is based on three factor Process-Product-Reflection. He gives more stress on programme level outcome in which we identify the elements that what students expect from higher education. similarly, the course outcome (CO) also must be aligned with the programme outcomes (PO), it must be taken care during the curriculum mapping process. Mr. Bhagwat also discussed the details of curriculum mapping process in which he explained about knowledge dimension, psychomotor dimension and affective dimension of Blooms taxonomy. He also gives some guidelines and suggestion for avoid misalignment of PO and CO in curriculum design. At last, he gives some important key points related to achieving the maximus learning outcomes from learner, in which he said that we need to prepare question and assignment to cover the higher order thinking of students. We also need to change our teaching strategy to attain the learning style of learner and incorporate application-level questions in the examination. The session is followed by question-and-answer session and at the end of session vote of thanks was given to the resource person.

## **Session II**

Session II was taken by Dr. Pankaj Gupta, Department of Mechanical Engineering, GGV, Bilaspur on the topic “Fluid mechanics and fluid Machines”. Dr. Gupta started his lecture with explaining the concept of outcome base education, in which he said that it depends on two components first is outcome of education and second is outcome of evaluation. He said that outcome of any university programme is always linked with university vision and mission. He gives the example of “Fluid mechanics and fluid Machines” course in which he discussed the detailed process of this curriculum development. he explained how PO and CO are written in which he discussed the learning curve and bloom taxonomy too. At end of lecture, he suggested some guidelines for preparation of question paper to measure the attainment of course outcome. The session ended with vote of thanks to the resource person.

## **Session III**

Session III was taken by **Prof. M. Muzammil**, Former Vice-Chancellor, B R Ambedkar University, Agra, UP. Prof. Muzammil discussed the details about the national education policy 2020 in context of curriculum mapping. He also said that holistic and multidisciplinary education in need of the hour and we need to incorporate these into our new curriculum design. He said that there is drastic change we observed in teaching and learning process of past and present context. The learner of present generation is not academically so good and they belong to heterogeneous group, as a result we have challenge of quality, quantity and equality. So, we should take care of all these elements while designing the curriculum. He also suggested that we should promote art and craft activity in modern curriculum for holistic development of learner. He also discussed the difference between science and social science



as science create some innovation and discovery through experimentation whereas social science helps to change the mind set and attitude of people to accept and adopt the scientific discovery. He gave stress to develop the aesthetic sense and love towards nature among learners through their curriculum and teaching. At the end of his lecture, he discussed the issue of local and regional language should be adopted for better learning outcome of learners. Course must be revised and modified from time to time as per feedback of stakeholders. The session ended with vote of thanks to the resource person.

**Session IV** was taken by **Dr. Payel Banerjee**, Assistant Professor, Department of Education, GGV, Bilaspur, the topic of presentation was “Cross Curriculum”. Dr. Banerjee stated her presentation with explanation of what is cross curriculum and why we need it. She said that cross curricula mean relating to or involving different courses offered by a school in single programme which helps to enhance learning more meaningful way. Cross curriculum allows students to broaden their lens of understanding and apply skills and strategies they learn in lessons to deepen their overall understanding and make authentic, real-world connections. Dr Banerjee said that in learning process role of learning environment, natural social and cultural component and learning context are very much important. We must take care all these component while designing the cross-curriculum instruction for the learner. She has given some classic examples of cross curriculum in which numeracy and mathematics skills can be integrated in biology curriculum, similarly in zoology curriculum we can integrate language and grammar, information technology and indigenous knowledge. She suggested that while designing cross curriculum the concern should be nature of content, teaching and learning process, thoughtful content selection & design and cross curriculum design. Dr. Banerjee concluded her lecture with suggested that cross curriculum design very effective to achieve the maximum learning outcomes but its mapping and execution need an expert.

The session was ended with vote of thanks.

Signature of Programme Coordinator



Fig 1: Convener of the programme Prof Seema Rai presenting her opening remarks



Fig 2: Participants interacting with the speaker



Professor Seema Rai