



NATIONAL LEVEL SEMINAR



On

**TRANSFORMATIVE HIGHER EDUCATION: RESTRUCTURING AND
BREAKING BARRIERS UNDER NEP 2020.**

**IN COLLABORATION WITH SUNITI EDUCATIONAL TRUST
AND RANAGHAT COLLEGE ON 04.05.2023**

EVENT REPORT



**ORGANIZED BY: JOURNAL OF EDUCATION AND
CULTURE**

ISSN-2229-4287

**One Day National Level Seminar in Collaboration with
Suniti Educational Trust B.Ed. & D.El.Ed. College and
Ranaghat College**

ON

**Transformative Higher Education: Restructuring and
Breaking Barriers Under NEP 2020.**



Organized

By

JOURNAL OF EDUCATION & CULTURE

(ISSN 2229-4287)

Venue:

**Suniti Educational Trust B.Ed.
& D.El.Ed. College
Kalyani, Nadia, W.B.**

Date: 04.05.2023

**Selected papers will be
publish through Journal of
Education & Culture
(ISSN: 2229-4287)**

**Editor: Prof. Dibyendu
Bhattacharyya**

Our Resource Persons



Prof. Mita Banerjee
Hon'ble Vice Chancellor of Kanyashree University,
Krishnagar, Nadia.



Prof. Renu Nanda
Head & Dean, Department of Education
Faculty of Education, University of Jammu.



Prof. Asheesh Srivastava
Head & Dean, School of Education
Department of Educational Studies
Mahatma Gandhi Central University, Bihar



**Prof. Gopal Chandra Bhattacharya,
Banaras Hindu University, Varanasi,
Uttar Pradesh.**



**Prof. (Dr.) Jayanti Das
Department of Education
University of Calcutta**



**Prof. Avijit Kumar Paul
Department of Education,
West Bengal State University
West Bengal**

One Day National Level Seminar
on
**Transformative Higher Education: Restructuring and Breaking Barriers
Under NEP 2020.**

Sub Topic

1. A Critical Analysis of the NEP 2020 for exploring the Potentiality of Higher Education:
2. Reimagining Higher Education in India for Holistic Development.
3. Breaking Barriers and Redefining Higher Education through NEP 2020
4. Empowering Assessment under NEP 2020.
5. Transforming Higher Education Management: Implications of NEP 2020 for quality Education.
6. Addressing Challenges in the Implementation of NEP 2020: Autonomy vs Existence.
7. Opportunities and Challenges under NEP 2020
8. Beyond the Classroom: Exploring the Role of Extracurricular Activities in Higher Education Transformation under NEP 2020.
9. Restructuring Curriculum for Transformative Higher Education.
10. Research and Knowledge base of Education for Transformative Higher education.
11. Restructuring and Breaking Barriers under NEP2020 for Transformative Higher Education in India.

Abstract and Paper Submission Procedure

Last date of Abstract Submission : 26.04.2023 within 5 pm.

Registration Fees to be given after abstract selection

For only Participation in the seminar Spot Registration will be opened as on
04.05.2023.

Abstract and Full Paper to be Submitted in the following email Id

e-mail: joeac2012@gmail.com

For More Information Phone No. – 8820196419, 7001270610, 8509050659

Registration Fees

Students: - 500.00

Teachers and Scholars: - 700.00

Registration fees to be Submitted through: PhonePe or Gpay : 9051463132

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JOURNAL OF EDUCATION & CULTURE



Special Issue on NEP 2020: Implementation Phase

In Collaboration with:

- 1. Suniti Educational Trust B.Ed. & D.El.Ed. College*
- 2. Ranaghat College*
- 3. Shimurali Sachinandan College of Education*

**Biannually Referred
Journal In Education**

April 2023

Chairpersons in Technical Session



Dr. Nandini Banerjee
Department of Education,
Kazi Nazrul University, Asansol.



Dr. Parimal Sarkar
Department of Education,
Netaji Subhas Open University.



Dr. Kalyani Mitra
Department of Education,
JIS University.



Dr. Sumit Paroi
Department of Education,
Kazi Nazrul University, Asansol.

Our Collaborator



Dr. Dilip Kumar Biswas
Chairman of Suniti Educational Trust B.Ed & D.El.Ed College
Block-A, Phase -III, Kalyani, Nadia.
Ph.-9433853012



Dr. Arup Kumar Maiti
Principal of Ranaghat College
Ranaghat, Nadia, West Bengal



Dr. Jyotiprakash Ghosh
Shiksha Ratna Award, Ranaghat, Nadia

REGISTRATION DETAILS



Suniti

One Day National Level Seminar on Transformative Higher Education: Restructuring and Breaking Barriers Under NEP 2020

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2	Mrs sujata Mondal ✓	Paid	Teaching Staff	Suniti E.T.	9888504123		
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✓81.	Moumi Kemdal	700/-	Ph.D student	Kaz Nazmul University	9477971555	Moumi	Moumi
82.	Siaktipada Mahato	700	Ph.D. Scholar	S.K.B.U	9800916746	S.mahato	
83.	D. SW SHWETA SMRITA SOY	700/-	Asst. Professor	The University of Burdwan	9434579013	Shweta	Shweta ✓
84.	SARAL DUTTA	500/-	student	S.S.C.E	8918809248		
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Abstract

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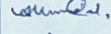

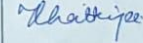
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✓4.	Apurba Roy	700/-	Scholar	K.V.	88720196919	Apurba	Apurba
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✓7.	Debasish Sarkar	700/-	Teacher	Ankurhati Kibria Gazi School (H.S)	8100289783	Sarkar	Debasish Sarkar
8.	Dr. Ranita Banerjee	700/-					
✓9.	Shrabana Adhikari	500/- Sign	M.Ed Student	Institute of Education for Women, Hooghly	7076785088	Shrabana Adhikari	Shrabana Adhikari

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✓ 11.	Dr. Gokul Ch Patra	700/-	Asst. Prof.	Midnapore College	9935613779	G. Patra	
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✓ 15.	Dr. Sudhindra Roy	700/-	Asst. Prof.	Krishna Chandra College, Bhubaneswar	9734581497	S. Roy	
✓ 16.	Ananya Nandi	700/-	Research Scholar	K.U.	7908262402	A. Nandi	delivered.
✓ 17.	Brindaban Adhikary & Mahendra Ojha	500/-	M.Ed B.Ed B.Ed	Shubho Chandroday Basu Institute of Education	7407132232	B. Adhikary	B. Adhikary
✓ 18.	Humayun Kabir Biswas	700/-	Scholar	Kalyani	8509050659	H. Biswas	✓
✓ 19.	Biswajit Biswas	700/-	SACT	SEBE College	9163810606	B. Biswas	
✓ 20.	Sri Sukhendu Patra	700/-	A.T	Maharaja High School	7980190173	S. Patra	

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✓22	Anindita Mazumder	700/-	Scholar	K.U	7679250880	Anindita Mazumder	
✓23	Prasenjit Das, Mithun Rishi 2, Dr. Pranab Barman 3	700/-	student	NSOU	9933662188	Mithun Rishi	Mithun Rishi For, Prasenjit Das
✓24	Md Farjulsk	700/-	Scholar	Kalyani University	9333335029	Farjulsk	
✓25	Dr. Debdulal Sarkar	700/-					
✓26	Sajal Chintapatra	700/-	Assistant prof	DDU	9093107298	Sajal Chintapatra	
✓27	Dr. Khayrul Kabid Biswas	700/-	Research Scholar	University of Kalyani	9046469110	Biswas	
28	Nipa Sarkar 1, Palash Roy 2	700/-	A. professor	Du. Du. Mohi Sheel college	9563020680	Nipa Sarkar	
✓29	Krishnendu Majumdar	700/-	Assistant prof	Chandernagore College	9836660634	Krishnendu Majumdar	
30	Beauty Sarkar	700/-					
✓31	Mr. Kalyan Senapati, Dr. Sumit Paroi	700/-	Professor (Asst)	Sarvagyan Mahavidyalaya	7519907701	Kalyan Senapati	

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✓32.	Dr. Kamallesh Sarkar	700/-	Asst. Prof.	Banspur Mahila Mahavidyalaya	9647028510		
✓33.	Dr. Kalyani Mitra 1, Samragini Sadhu 2, Dr. Nirmal Kumar Mitra 3	500/-	Student	JIS University	8617755707		
34.	Saifulla Sardar						
35.	Mid Ammarul	500/-	Student	Kalyani	8918764100		
✓36.	Bikram Tikader	500/-	Student	Government Training College, Hooghly	8617545582		
37.	Sanjoy Malik						
✓38.	Supriyo Biswas	500/-	student	Visva-Bharati	7478510408	Supriyo Biswas	
✓39.	Soumyabrata Bhar	700/-	Scholar	K.U.	7003778310		
✓40.	Afsari Khatoun	700/-	Asst. Teacher	Shri Shanti Niketan Vidyalaya	9883473546	Akhatoun	
✓41.	Tamalika Bhowmick & Shuvankar Madhu	700/-	Guest Teacher	D.L College	6295101797	T. Bhowmick	
(42)	Jayedilqubal						
✓43.	Sunipa Samadder Nandi	700/-	Ph.D Scholar	University of Kalyani	8240482040		

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44.	Binoy Roy						
✓ 45.	Bittu Mandal	₹700/-			8256892231		
✓ 46.	Siddhartha Chakraborty	₹700/-	Asst. Teacher	Rajballabpur Kanyasulkal Kendal Memorial High School (K.S.)	8016339302	Siddhartha Chakraborty	
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48.	Mr. Amit Adhikari & Prof. (Dr.) Asis Kumar Dandapat						
✓ 49.	Anowar Hossain Mondal	₹700/-	Asst. Teacher	Pratibha Bhayalok Smiti Vidya Peeth (HS)	8017432522		
✓ 50.	Santu Biswas	₹700/-	Research Scholar Dept. of Edu.	Kalyani University	6290015754		
51.	Dr. Arun Maity & Dr. Asis Kumar Dandapat	₹700/-					
(52.)	Dr. Swastika Dhar	paid					
✓ 53.	Tinny Mitra (Chattopadhyay) & Dr. Kalyani Mitra & Dr. Nirmal Kumar Mitra	₹700/-	Guest Asst. Lecturer JIS University Research Scholar	JIS University	9433907559		

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54.	Sofiqul Islam	500/-	Student	University Kalyani	9800639257	For Altaf	
55.	Dr.Prodip Das	700/-	Asstt. Professor	Hinalal Mazumdar Memorial College for Women	8335970739	[Signature]	
56.	Mehajibin Yunus	700/-	Research Scholar	Seacom Skill University	9088448689	M. Yunus	M. Yunus
57.	Biplab Sarkar	700/-					
58.	Altaf Hossain	700/-	M. Phil Student	University of Kalyani	9200839257	[Signature]	
59.	Susmita Mondal 1 and Jugantar Mishra 2	700/- 700/-	Asst. Prof. Asst. Prof.	Rajni B. Ed. Collg No.	9051453246 7001705871	Susmita Dey	
60.	Susmita Banerjee & Sri. Shuvankar Madhu 2	500/-	Student	The University of Burdwan	8967953181	Susmita Banerjee	
61.	Surajit Mondal 1 & Sri. Shuvankar Madhu 2	500/- 700/-	Student	The University of Burdwan	7318666583	Surajit Mondal	
62.	Meskat Kamal Molla						
63.	Dr. Souvik Nayek & Biswajit Panda	700/-	SACT	A. S. S. M. Gotam	9681291109	[Signature]	
64.	Masud Alam Sarkar	700/-	Asst. Scholar	Kalyani University	8759554581	[Signature]	

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✓65	Chinmay Ghosh & Dr. Amalendu Paul	700/-	Assistant Professor	GGIDC, Narayanpore	7003117023		
✓66	Megha Das & Sri. Shuvankar Madhu	500/-	Student	The University of Burdwan	7679305721	Megha Das	
✓67	Madhurima Mukherjee	700/-	SACT	Dumdum Motihari College	96741040024	Mukherjee	
✓68	Dr. Jinal Haque	700/-	Teacher	JNV, Udanpur	9679100457		
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✓77.	Priya Barui	300/-	B.Ed student	Institute of Education for Women	9004659942	Priya Barui	Priya Barui
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✓79.	Poojita Kumar Singh	500/-	Assistant prof.	Midnapore college			
80.	Arupam Mahato		Assistant Prof.	Sunithi B.Ed Coll.	7930048653	Arupam	→ suniti list for Entry 87
✓81.	Mousumi Kemidal	700/-	Ph.D student	Kaa Nazmul University	9477971535	Mousumi	Mousumi
82.	Siaktipada Mahato	700	Ph.D. Scholar	S.K.B.U	9800916746	S.mahato	
83.	D. SW SHWETA SMRITA SOY	700/-	Asst. Professor	The University of Andaman	9434579013	Shweta	Shweta ✓
84.	SAJAL DUTTA	500/-	student	S.S.C.E	8918809248		
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Ranaghat College

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2	Dr. BIKRAM BANERJEE	Paid	Associate Professor	R.C.	9769031102	Bikram Banerjee	
3	Dr. AMLAN KUMAR MITRA	Paid	Associate Professor	R.C.			
4	Dr. HABIBUR RAHAMAN	Paid	Associate Professor	R.C.	7980201580	Habibur Rahman	
5	Dr. SUKHENDU BISWAS	Paid	Associate Professor	R.C.			
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11	Mr. TUHIN ROY CHAUDHURY	Paid	Librarian	R.C.	9433875609	Tuhin Roy Choudhury	
12	Dr. ANINDYA BISWAS	Paid	Assistant Professor	R.C.	7044190727	Dr. Anindya Biswas	

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13	Prof. Puspendu Roy	Paid	Assistant Professor	R.C.	7001345381	P. Roy	
14	Dr. Dhruva Das	Paid	SACT	R.C.	9434218841	<i>[Signature]</i>	
15	Smt. PINKI TIKADAR	Paid	Assistant Professor	R.C.		✓	
16	Dr Jyoti Prakash Ghosh	Paid	President	R.C.	9434105160		
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Shimurati College

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1	Dr. Ahana Chakraborty	Paid	Principal	S.S.C.E.			Certificate Issue Signature 4/5/23
2	Dr. Sarmila Das	Paid	Associate Professor	S.S.C.E.		4/5/23	
3	Dr. Trishna Goswami (Kundu)	Paid	Associate Professor	S.S.C.E.		04/5/2023	
4	Dr. Sambhu Nath Halder	Paid	Librarian	S.S.C.E.			
5	Tirtha Pratim Mal	Paid	Assistant professor	S.S.C.E.		4/5/2023	
6	Sharmistha Pramanik	Paid	Assistant professor	S.S.C.E.			
7	Sohom Roy Chowdhury	Paid	Assistant Professor	S.S.C.E.		4/5/23	
8	Koushik Halder	Paid	SACT 2	S.S.C.E.			
9	Tanima Roy	Paid	SACT 2	S.S.C.E.		4/5/23	
10	Parasar Gangopadhyay	Paid	SACT 2	S.S.C.E.		4/5/23	
11	Rabindra Nath Kundu	Paid	Director Of P.E.	S.S.C.E.		4/5/23	
12	Lipika Saha	Paid	Assistant Professor	S.S.C.E.			

Sl No	Name	Amount	Designation	Institution	Phone No	Signature	Certificate Issue Signature
13	Dr. Santanu Sen	Paid	SACT 1	S.S.C.E.	9433178606	<i>Santanu</i>	
14	<i>Sujal Dutta</i>	<i>300</i>	<i>Student</i>	<i>SSCE</i>	<i>8918809278</i>	<i>Sujal</i>	
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Seminar: Plenary Session at a Glance

Prof Renu Nanda: Professor, Department of Education, Jammu University

The National Education Policy (NEP) 2020 is a comprehensive framework for the development of education in India, aimed at transforming the sector in line with the needs of the 21st century. The policy recognizes the crucial role that higher education plays in developing skilled human resources, promoting research and innovation, and contributing to the economic and social development of the nation. The NEP proposes several measures to restructure higher education in India, with the objective of making it more inclusive, flexible, and relevant to the needs of students, society, and industry.

One of the key proposals of the NEP is the establishment of a single regulator for higher education, called the Higher Education Commission of India (HECI), which will replace the existing regulatory bodies such as the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE). The HECI will have the mandate to oversee all aspects of higher education, including accreditation, funding, quality assurance, and academic standards. This will help in promoting a more uniform and transparent regulatory framework, and reduce the burden of compliance for higher education institutions.

Another important proposal of the NEP is the creation of multi-disciplinary universities and colleges, which will offer a wide range of courses across different disciplines, and promote interdisciplinary research and innovation. This will help in breaking down the silos that exist between different disciplines, and encourage students to develop a holistic perspective on various issues. The NEP also proposes the establishment of autonomous degree-granting institutions, which will have the freedom to design their own curriculum, assessment methods, and governance structures, and promote innovation and excellence.

Prof Mita Banerjee: Vice Chancellor, Kanyashree University

The NEP emphasizes the importance of promoting research and innovation in higher education, and proposes several measures to achieve this objective. These include the establishment of research clusters, the creation of a National Research Foundation, the promotion of industry-academia partnerships, and the setting up of innovation hubs and start-up incubators. The NEP also proposes the introduction of a credit-based system for academic programs, which will allow students to choose courses based on their interests and career aspirations, and earn credits for their learning.

Prof G.C. Bhattacharyya: Former Head and Dean BHU

The NEP recognizes the need to promote the holistic development of students, and proposes several reforms in assessment, teacher training, and curriculum design to achieve this objective. The NEP proposes a shift away from rote learning and standardized testing, and towards more innovative and flexible assessment methods that take into account the diverse needs and abilities of students. The NEP also proposes the creation of a National Professional Standards for Teachers, which will set high-quality standards for teacher education and training, and ensure that teachers are equipped with the skills and knowledge required to provide quality education to students. The NEP also proposes the inclusion of vocational education and skills training in the higher education curriculum, to prepare students for the job market and promote entrepreneurship.

Prof Dibyendu Bhattacharyya: Editor Journal of Education and Culture

The implementation of the NEP will require significant changes in the way higher education is governed, funded, and delivered, and will require the active participation of all stakeholders, including the government, academia, industry, and civil society. The NEP provides a comprehensive roadmap for the transformation of higher education in India, and has the potential to make India a global hub for innovation, research, and higher education.



Felicitation to IQAC Coordinator Ranaghat College



Deliberation on NEP 2020 BY President Ranaghat College Dr. Jyoti Prakash Ghosh



Addressed by Prof Mita Banerjee: Honourable Vice Chancellor, Kanyashree University.



Addressed by Prof Renu Nanda: Professor, Department of Education, Jammu University



Prof Panigrahi, Honourable Pro-VC of Bardhaman University



Prof G.C. Bhattacharya, Former HOD and Dean, BHU.



Prof Dibyendu Bhattacharyya, Editor, Journal of Education and Culture

Valedictory Sessions:

Valedictory Session Chaired by: Prof Dibyendu Bhattacharyya

Valedictory Address:

Transformative Higher Education is an approach to learning that focuses on empowering students to become active agents of change in their communities and beyond. It is based on the belief that education can be a powerful tool for social and political transformation, and that universities and colleges have a responsibility to prepare students to address the complex challenges facing society today.

The reality of transformative higher education is that it requires a fundamental shift in the way we think about education. Rather than viewing education as a means to acquire skills and knowledge that will lead to individual success, it requires us to see education as a means to empower students to become agents of change who can use their knowledge and skills to create a more just and equitable society. This requires a focus on social justice, equity, and inclusion, and a commitment to addressing the systemic inequalities and injustices that exist in society.

In practice, transformative higher education involves a number of key elements. These include:

- **A focus on experiential learning:** Transformative higher education emphasizes the importance of experiential learning, which involves engaging with real-world issues and problems in a meaningful way. This can take many forms, including internships, community-based learning, and service-learning projects.
- **A commitment to social justice:** Transformative higher education requires a commitment to social justice and a willingness to address issues of inequality, discrimination, and oppression. This involves creating a learning environment that is inclusive and welcoming to students from diverse backgrounds, and that values diversity and cultural competency.
- **A focus on critical thinking:** Transformative higher education emphasizes the importance of critical thinking, which involves questioning assumptions, challenging dominant narratives, and examining multiple perspectives. This requires a willingness to engage in difficult conversations and to confront uncomfortable truths.
- **A commitment to action:** Transformative higher education is not just about learning; it is also about taking action. This involves empowering students to use their knowledge and skills to create positive change in their communities and beyond. This may involve advocacy, activism, or social entrepreneurship.
- **A collaborative approach:** Transformative higher education emphasizes the importance of collaboration and partnership. This involves working with community organizations, government agencies, and other stakeholders to address complex social problems and create positive change.

That is why, transformative higher education is an approach to learning that emphasizes the importance of social justice, equity, and inclusion. It requires a fundamental shift in the way we think about education, and a commitment to preparing students to become active agents of change in their communities and beyond. While this approach to education may not be easy, it has the potential to create a more just and equitable society, and to empower students to make a positive difference in the world.

What is transformative higher education:

Transformative higher education is an approach to education that goes beyond traditional academic learning to promote critical thinking, problem-solving, and social and political engagement. It is an approach to education that aims to transform students into active and engaged citizens who are capable of driving social and political change.

Transformative higher education emphasizes the importance of equity, social justice, and community engagement in education. It recognizes that education is not only about acquiring knowledge and skills but also about developing a sense of responsibility towards the larger society.

Transformative higher education involves the use of innovative pedagogies, such as project-based learning, service learning, and experiential learning, to promote active learning and engagement. It encourages students to become critical thinkers and problem-solvers who are capable of addressing complex social and political issues.

Transformative higher education is also concerned with the personal and intellectual development of students. It emphasizes the importance of self-reflection, self-awareness, and self-directed learning in the educational process. It encourages students to develop a sense of purpose and agency, and to become lifelong learners who are capable of adapting to changing circumstances.

Overall, transformative higher education is an approach to education that goes beyond traditional academic learning to promote social and political engagement, equity, and social justice. It is an approach that recognizes the importance of developing students as active and engaged citizens who are capable of driving social and political change.

Componential flexible Curriculum for Transformative Higher Education:

The Componential Flexible Curriculum (CFC) is a model of curriculum design that has been developed for transformative higher education. It is based on the idea that in order to prepare students for social and political transformation, higher education must go beyond the traditional disciplinary silos and provide a more flexible and integrative approach to learning.

The CFC is comprised of four main components:

- **Core Component:** This component includes foundational knowledge and skills that are essential for transformative higher education. This may include critical thinking, cultural competency, and social justice principles.

- **Disciplinary Component:** This component includes disciplinary knowledge and skills that are relevant to the student's area of study. However, rather than being taught in isolation, the disciplinary component is integrated with the other components of the CFC to ensure that students are able to see the connections between different fields of study.
- **Transdisciplinary Component:** This component includes knowledge and skills that cut across multiple disciplines and are relevant to a wide range of social and political issues. This may include topics such as sustainability, globalization, and human rights.
- **Flexible Component:** This component allows students to customize their learning experience based on their interests and career goals. This may include options for internships, service learning, research projects, or other experiential learning opportunities.

The CFC is designed to be flexible and adaptable to the needs and interests of individual students. It allows for a personalized learning experience that integrates disciplinary knowledge with transdisciplinary and core knowledge and skills, and provides opportunities for hands-on learning experiences that connect theory to practice. The CFC approach also encourages collaboration and dialogue across disciplinary boundaries, and promotes a more holistic understanding of the complex social and political challenges facing society today.

Overall, the Componential Flexible Curriculum is a model of curriculum design that is well-suited to transformative higher education. It provides a comprehensive and integrated approach to learning that prepares students to become active agents of change in their communities and beyond.

Feature of Componential flexible Curriculum for Transformative Higher Education:

The Componential Flexible Curriculum (CFC) for transformative higher education is designed to incorporate several key features that are aimed at preparing students to become agents of change in their communities and beyond. These features include:

- **Integration of disciplinary and transdisciplinary knowledge:** The CFC is designed to go beyond traditional disciplinary boundaries and provide a more integrative approach to learning. It combines disciplinary knowledge with transdisciplinary knowledge and skills that are relevant to a wide range of social and political issues, in order to give students a more holistic understanding of complex challenges facing society.
- **Customization and flexibility:** The CFC is designed to be flexible and adaptable to the needs and interests of individual students. It allows students to customize their learning experience based on their interests and career goals, and provides opportunities for hands-on learning experiences such as internships, service learning, research projects, or other experiential learning opportunities.
- **Focus on social justice and equity:** The CFC places a strong emphasis on social justice and equity, and aims to prepare students to address systemic inequalities and injustices that exist in society. It provides students with the knowledge, skills, and values necessary to become agents of change who can create a more just and equitable society.

- **Critical thinking and inquiry:** The CFC emphasizes the importance of critical thinking and inquiry, encouraging students to question assumptions, challenge dominant narratives, and examine multiple perspectives. This prepares students to think critically and creatively about complex social and political issues, and to develop innovative solutions to address these challenges.
- **Collaboration and dialogue:** The CFC encourages collaboration and dialogue across disciplinary boundaries, and promotes a more holistic understanding of the complex social and political challenges facing society today. This helps students to develop a more nuanced understanding of these challenges and to work collaboratively with others to develop effective solutions.

The Componential Flexible Curriculum is designed to provide students with a comprehensive and integrated approach to learning that prepares them to become active agents of change in their communities and beyond. It incorporates several key features that are essential for transformative higher education, including integration of disciplinary and transdisciplinary knowledge, customization and flexibility, focus on social justice and equity, critical thinking and inquiry, and collaboration and dialogue.

Innovative pedagogy for Transformative Higher Education:

Innovative pedagogy for transformative higher education refers to a range of teaching and learning practices that are designed to support the development of students as agents of social and political transformation. These pedagogical approaches are characterized by their focus on critical reflection, inquiry-based learning, and active engagement with complex social and political issues.

Some key features of innovative pedagogy for transformative higher education include:

- **Experiential learning:** This approach emphasizes hands-on learning experiences that connect theory to practice. It includes opportunities for internships, service learning, research projects, and other experiential learning activities that enable students to apply their learning in real-world contexts.
- **Collaborative learning:** Collaborative learning emphasizes the importance of dialogue, teamwork, and shared responsibility in the learning process. This approach encourages students to work together to develop solutions to complex social and political challenges.
- **Problem-based learning:** Problem-based learning emphasizes the importance of inquiry-based learning and critical thinking. This approach involves presenting students with real-world problems and challenges, and guiding them through the process of researching and developing solutions to these problems.
- **Interdisciplinary learning:** Interdisciplinary learning involves integrating multiple disciplines and perspectives in the learning process. This approach recognizes that many of the most pressing social and political issues facing society today are complex and

multifaceted, and require interdisciplinary approaches to understanding and addressing them.

- **Social justice and equity:** Innovative pedagogy for transformative higher education places a strong emphasis on social justice and equity. This involves examining the ways in which social and political systems contribute to inequality and injustice, and developing strategies for addressing these issues.

There for we can say innovative pedagogy for transformative higher education is designed to prepare students to become agents of social and political transformation. It emphasizes the importance of hands-on learning experiences, collaborative learning, inquiry-based learning, interdisciplinary learning, and a focus on social justice and equity. These pedagogical approaches provide students with the knowledge, skills, and values necessary to address complex social and political challenges, and to create more just and equitable communities.

Research innovation for Transformative Higher Education:

Research innovation is a critical component of transformative higher education, as it supports the development of new knowledge, practices, and technologies that can be used to address complex social and political challenges. Research innovation involves the development and application of new approaches to research that are designed to produce meaningful and transformative outcomes.

One key area of research innovation in transformative higher education is community-based participatory research (CBPR). CBPR is an approach to research that involves working collaboratively with community members to develop research questions, methods, and outcomes. This approach recognizes that communities are the experts on their own experiences and needs, and that meaningful and transformative research requires a collaborative and participatory approach.

Another important area of research innovation in transformative higher education is the development of new technologies and tools that can be used to support learning and engagement. For example, digital technologies can be used to create online learning platforms, interactive simulations, and other tools that enable students to engage with complex social and political issues in new and innovative ways.

In addition to these areas of research innovation, there are several other key trends that are shaping transformative higher education research. These include:

- **Interdisciplinary research:** Interdisciplinary research involves integrating multiple disciplines and perspectives in the research process. This approach recognizes that many of the most pressing social and political issues facing society today are complex and multifaceted, and require interdisciplinary approaches to understanding and addressing them.
- **Action research:** Action research is a participatory approach to research that involves working with stakeholders to identify and address practical problems in real-world

contexts. This approach emphasizes the importance of collaboration, reflection, and iterative learning.

- **Critical research:** Critical research involves critically examining power dynamics and social hierarchies, and examining the ways in which social and political systems contribute to inequality and injustice. This approach is particularly important for transformative higher education, as it encourages students and researchers to challenge existing power structures and work towards more just and equitable outcomes.
- **Global research:** Global research involves examining complex social and political issues from a global perspective, and recognizing the ways in which global forces shape local experiences and outcomes. This approach emphasizes the importance of cross-cultural understanding and engagement, and encourages researchers to develop solutions that are relevant across multiple contexts and communities.

Overall, research innovation is a critical component of transformative higher education, as it supports the development of new knowledge, practices, and technologies that can be used to address complex social and political challenges. Community-based participatory research, the development of new technologies and tools, interdisciplinary research, action research, critical research, and global research are all important trends in transformative higher education research, and are helping to shape the future of higher education.

Evaluation system for Transformative Higher Education:

Evaluation is a critical component of transformative higher education, as it enables educators, administrators, and policymakers to assess the effectiveness of educational programs, policies, and practices. An effective evaluation system for transformative higher education should be designed to assess both the outcomes and the process of education, and should be grounded in principles of equity, social justice, and community engagement and with some innovative strategies:

1. **Academic Bank Credit(ABC):** Evaluation system is well networked by this means. All students have to registrar them to this National Level Portal and students' Educational status will be available to this Network system to the competent authority. Students in this system can transfer their course credit.
2. **Proctored Evaluation System:** It is the online controlled Evaluation system by means of applying Artificial Intelligence (A.I)
3. **Port Folio:** A portfolio assessment is a collection of student works that are associated with standards you are required to learn.
4. **Rubrics as Innovative Parameters:** It is a learning tool based on learning objectives, students psychological wellbeing, receiving feed back and different corrective measures for learners assessment.

There are several key components of an effective evaluation system for transformative higher education, including:

- **Clear goals and objectives:** An effective evaluation system should be grounded in clear goals and objectives that are aligned with the mission and values of the institution. These goals and objectives should be developed in collaboration with stakeholders, including students, faculty, staff, and community members.
- **Multiple measures of success:** An effective evaluation system should use multiple measures of success to assess the effectiveness of educational programs, policies, and practices. These measures may include quantitative data, such as graduation rates and test scores, as well as qualitative data, such as student surveys and community feedback.
- **Equity and social justice:** An effective evaluation system for transformative higher education should be grounded in principles of equity and social justice. This means that the evaluation system should take into account the ways in which social and political systems contribute to inequality and injustice, and should be designed to address these issues through education and other interventions.
- **Community engagement:** An effective evaluation system for transformative higher education should involve community members in the evaluation process. This may involve gathering feedback from community members through surveys or focus groups, or involving community members in the design and implementation of evaluation activities.
- **Ongoing evaluation:** An effective evaluation system for transformative higher education should be ongoing, rather than a one-time event. This means that evaluation should be integrated into the ongoing operations of the institution, and should be used to inform continuous improvement and innovation.

There for effective evaluation system for transformative higher education should be designed to assess the effectiveness of educational programs, policies, and practices, while also promoting principles of equity, social justice, and community engagement. By using multiple measures of success, involving community members in the evaluation process, and promoting ongoing evaluation and continuous improvement, institutions can ensure that they are providing high-quality, transformative education that prepares students to become agents of social and political transformation.

Some challenges of transformative higher education: reality and practice:

Transformative higher education faces several challenges in India that need to be addressed to ensure its effective implementation and practice. Some of these challenges are:

- I. **Access and equity:** One of the key challenges of transformative higher education in India is ensuring access and equity. India has a large population, and a significant portion of the population, especially those from marginalized communities, do not have access to higher

education. Ensuring equitable access to transformative higher education for all students, regardless of their background, is crucial.

- II. Curriculum design: The design of the curriculum is another challenge in the implementation of transformative higher education in India. The current education system in India is heavily focused on rote learning, and there is a need to reform the curriculum to promote critical thinking, problem-solving, and social and political engagement.
- III. Faculty development: Transformative higher education requires faculty who are trained to implement innovative and transformative pedagogies. However, there is a shortage of faculty in India who are trained in these approaches. Faculty development programs need to be implemented to train faculty in transformative pedagogies.
- IV. Assessment and evaluation: The current assessment and evaluation system in India is focused on grades and scores, and there is a need to develop alternative methods of assessment and evaluation that are aligned with the goals of transformative higher education.
- V. Funding: Funding is a critical challenge in the implementation of transformative higher education in India. The cost of implementing transformative higher education can be high, and there is a need for increased investment in higher education to support its effective implementation.
- VI. Institutional resistance: There may be institutional resistance to the implementation of transformative higher education in India, especially from those who are invested in maintaining the status quo. Addressing this resistance will require advocacy and awareness-raising efforts to demonstrate the benefits of transformative higher education.

Transformative higher education faces several challenges in India that need to be addressed to ensure its effective implementation and practice. Addressing these challenges will require significant investments in faculty development, curriculum design, assessment and evaluation, and advocacy efforts to build support for transformative higher education among stakeholders.

Findings:

The findings of studies on transformative higher education highlight the importance of this approach to education and its potential for promoting social and political engagement, equity, and social justice.

- I. Positive impact on students: Studies have found that transformative higher education has a positive impact on students' personal and intellectual development, including increased self-reflection, critical thinking, and problem-solving skills. It also leads to increased social and political engagement, a greater sense of purpose and agency, and a commitment to social justice.

- II. Importance of innovative pedagogies: Transformative higher education emphasizes the use of innovative pedagogies, such as project-based learning, service learning, and experiential learning, to promote active learning and engagement. Studies have found that these pedagogies are effective in promoting critical thinking, problem-solving, and social and political engagement.
- III. Need for faculty development: Faculty development is essential for the effective implementation of transformative higher education. Studies have found that faculty training in innovative pedagogies, such as project-based learning and service learning, is crucial for the successful implementation of transformative higher education.
- IV. Challenges of implementation: Studies have also identified challenges in the implementation of transformative higher education, including resistance from faculty and institutional barriers. Addressing these challenges requires advocacy and awareness-raising efforts to demonstrate the benefits of transformative higher education and to build support for its implementation.

Overall, the findings of studies on transformative higher education highlight its potential for promoting personal and intellectual development, social and political engagement, equity, and social justice. However, addressing the challenges of implementation requires significant investments in faculty development, curriculum design, assessment and evaluation, and advocacy efforts to build support among stakeholders.

Conclusions:

In conclusion, transformative higher education is an approach to education that goes beyond traditional academic learning to promote critical thinking, problem-solving, and social and political engagement. It emphasizes the importance of equity, social justice, and community engagement in education and aims to transform students into active and engaged citizens who are capable of driving social and political change.

Studies have found that transformative higher education has a positive impact on students' personal and intellectual development, including increased self-reflection, critical thinking, and problem-solving skills. It also leads to increased social and political engagement, a greater sense of purpose and agency, and a commitment to social justice. Innovative pedagogies, such as project-based learning, service learning, and experiential learning, are effective in promoting critical thinking, problem-solving, and social and political engagement.

However, the implementation of transformative higher education faces challenges such as resistance from faculty and institutional barriers. Addressing these challenges requires significant investments in faculty development, curriculum design, assessment and evaluation, and advocacy efforts to build support among stakeholders.

In conclusion, transformative higher education is a crucial approach to education that prepares students to become active and engaged citizens who are capable of driving social and political

change. It is a powerful tool for promoting equity, social justice, and community engagement in education, and its implementation requires a sustained commitment from educational institutions and stakeholders to overcome the challenges that it faces.

Thanking Address by IQAC Coordinator Ranaghat College:

