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Special Issue

on

IMPLEMENTATION STRATEGIES FOR NATIONAL EDUCATION POLICY –2020

Equity and Access in Higher Education including Promotion of Indian Languages, Art & Culture

on the occasion of

AIU EAST ZONE VICE CHANCELLORS' MEET–2021

hosted by

JIS UNIVERSITY, AGARPARA, KOLKATA

on

January 18-19, 2021

#Let'sBeatCoronaTogether

THEME FOR AIU ZONAL VICE CHANCELLORS' MEET—2020-21

Zone	Host University	Nodal Officer	Theme	AIU Nodal Officers
East Zone (18-19 January, 2021)	JIS University, Agarpara, Kolkata-700109 (West Bengal)	**Mr. Gaurav Majumder** Assistant Registrar E-mail:*gaurav.majumder@jisgroup.org* Tele No: 033-25636677 Mobile: 9674284771	Implementation Strategy for NEP 2020: **Equity and Access in Higher Education including Promotion of Indian Languages, Art & Culture**	**Mr. Satya Pal Singh** PS to Secretary General Association of Indian Universities New Delhi-110002 E-mail: *sgoffice@aiu.ac.in* Mobile: 09968094006
West Zone (28-29 January, 2021)	Jaipur National University, Jaipur-302017 (Rajasthan)	**Dr. Suren Shukla** Head, Centre of Excellence E-mail: *suren.shukla@jnujaipur.ac.in* Mobile: 8306100438; 7838000437	Implementation Strategy for NEP 2020:**Reimagining Teacher Education, Vocational Education and Professional Education**	**Mr. Vijendra Kumar** Assistant, Meeting Division Association of Indian Universities New Delhi-110002 E-mail: *meetings@aiu.ac.in* Mobile: 07042049614
Central Zone (8-9 February, 2021)	Sri Sri University, Cuttack-754006 (Odisha)	**Ms. Mani Goswami** E-mail: *nodalofficerssu@srisriuniversity.edu.in* Mobile: 9811569182	Implementation Strategy for NEP 2020: **Promoting Quality, Research and Internationalization in Higher Education**	
North Zone (15-16 February, 2021)	Guru Govind Singh Indraprastha University, New Delhi- 110078	**Prof. Pravin Chandra** Dean, University School of Information, Communication & Technology E-mail:-*pchandra@ipu.ac.in, chandra.pravin@gmail.com* Mobile: 9910680510, 9999790956	Implementation Strategy for NEP 2020: **Holistic and Multidisciplinary Education with Technology Integration**	**Academic Nodal Officer Dr. S Rama Devi Pani** Editor, University News Association of Indian Universities New Delhi-110002 E-mail*: rama.pani2013@gmail.com* Mobile: 09582573719
South Zone (24-25 February, 2021)	GITAM (Deemed to be University), Visakhapatnam-530045 (Andhra Pradesh)	**Prof. Narendra** E-mail: *nkaranam@gitam.edu; conferences@gitam.edu;* Mobile: 9908035979	Implementation Strategy for NEP 2020: **Governance Reforms and Financing of Higher Education**	

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JIS University, Kolkata, West Bengal: A Profile

JIS University, Kolkata, West Bengal is hosting the East Zone Vice Chancellors' Meet–2021 of the Association of Indian Universities (AIU), New Delhi being held on January 18-19, 2021.

JIS Group Educational Initiatives - the largest educational conglomerate of Eastern India with 30 Institutions, 140 programmes and 37,000 students began its journey 23 years back in 1998. The journey, though not easy, has been quite a successful one. JIS University was established through the Legislative Act of the Government of West Bengal, viz. JIS University Act, 2014 (West Bengal Act XXII of 2014) that came into force in February, 2015.

The University has a mission to be one of the top universities in India and a preferred destination for students, research scholars and faculty members alike. Students aspiring to study in JIS University can be assured of quality education as all courses are duly accredited and affiliated by University Grants Commission (UGC), New Delhi; All India Council for Technical Education (AICTE), Bar Council of India (BCI), Pharmacy Council of India (PCI), National Council for Teacher Education (NCTE) and United Nations Academic Impact (UNAI). JIS University is also a member of Association of Indian Universities (AIU) since 2017.

Education in today's world is driven by the needs of the industry, and it requires framing the curricula and teaching methodologies that suits this requirement. The Learning Management Systems (LMS) that JIS University has introduced will nurture future professionals who will be committed towards transformation in our society. JIS University contributes to the growth of higher education, research, entrepreneurship and skill development to blend traditional methods with modern technology-enabled teaching and learning practices along with focused Research & Development activities.

JIS University has an objective to provide instructions, teaching, training and research in various branches and specialized fields of Science, Engineering, Pharmacy, Oral and Dental Science, Management, Law, Education and Agriculture. Besides the traditional undergraduate and postgraduate courses, there are integrated B.Sc. courses in Physics, Chemistry, Geology, Biotechnology, Microbiology, etc. and also a strong PhD programme. Other integrated courses such as BBA-MBA and BBA-LLB are also available. An Institute of Advanced Studies and Research offers postgraduate and PhD programmes in Data Science, Health Informatics and Interdisciplinary Sciences. The University also encourages entrepreneurship and skill development among the students for promoting innovative thinking, employability and self-employment.

Unique Facilities in the University

The University thrives for excellence in academics based on a student-centric approach. It has already developed a number of innovative ideas that are in place, while a number of others are in the process of implementation. A brief summary of these initiatives is highlighted below.

The main University campus consists of a 10-storeyed building with floor area of 21,000 square meters, which houses the various departments and their well-equipped laboratories with a central facility of a PARAM Shavak high-end multiprocessor computer, the various administrative offices, a Central Library, classrooms and other facilities.

a) The various facilities in the University building are well connected using a state-of-the-art networking infrastructure, with facilities of data connectivity of up to 10 GBPS through single-mode optical fibers wherever required. Connectivity to the outside world is provided through multiple data connections through different Internet Service Providers, for the purpose of redundancy and fault tolerance. There is a plan for making the whole campus Wi-Fi enabled.

b) The Central Library of the University provides a rich collection of text and reference books for the various disciplines, with a total of 26,000 volumes. It has connectivity with the National Digital Library, and facilitates the access to a rich collection of digital materials available online to the faculty members, scholars and students.

c) The University has a Centre for Spiritual Studies, where various activities relating to Indian Culture and Spirituality are being carried out. The Centre also publishes a biannual journal where research papers in the area are published. The center has four different wings, viz. [a] Department of Gurbani Sangeet comprising Classical, Vocal and Instrumental sections, [b] Educational Initiatives, under the Department of Education, that comprises Sikh history, study of religions from perspective of life skill, Punjabi language and Fine Arts, [c] Spiritual study centre comprises library and research reading room, online value education for life skill and personality development, seminars, symposiums and lectures on divinity, publication and distribution and also celebrations of events, [d] Public domain works which are mainly associated with Museum, Mobile exhibition, Mobile health check up, etc.

d) An entrepreneurship cell has been set up in the University that conducts various programs to promote the culture of innovative thinking among faculty members and students alike, and provides support for grant of seed money from external sources, help in translation ideas to products, etc. The cell maintains close links with Department of Industrial and Scientific Research (DSIR), Government of India. The university also runs Institute Innovation Council under Minister of Education (MoE)–All India Council for Technical Education (AICTE).

e) A major effort in the reconstitution of the Board of Studies and revision of curriculum for the various academic programmes is going on, consistent with the guidelines of the various accreditation agencies. Some of the important changes that are being carried out (with some of them already being implemented) are:

   i) Introduction of courses that are driven by industry needs, with persons from the industry inducted as adjunct faculty wherever possible.

   ii) There is increased emphasis on project-based learning. In all the laboratory and tutorial courses, there is an experiment where the students have to think out-of-the-box and design and implement the solution to a specified problem.

   iii) An idea called Skill- X has been introduced in the curriculum, which promotes innovative thinking on part of the students leading to possible ideas for entrepreneurship. Under this mechanism, a student under the mentorship of a faculty member is asked to choose a design problem in the first year of study itself. The student works towards a solution to the problem during his/her years of study, and come up with a complete product at the end. There are explicit credits specified in the curriculum for this effort.

   iv) It has been recognized that a complete implementation of Choice Based Credit System (CBCS) is difficult under the constraints being faced by the University. Consequently, revisions have been suggested in the curriculum that gives additional flexibility to the students. Firstly, in some of the elective slots, a student is allowed to choose from a set of interdisciplinary courses offered by other departments. Secondly, in some of the courses like B.Tech. in CSE, students can opt for various chains of electives leading to one of several specializations. Thirdly, in the revised curriculum, one or two elective slots will be there where a student can choose courses from the pool offered by NPTEL-SWAYAM platform. All these measures will offer a much greater degree of flexibility to the students in choosing elective courses.

f) An initiative has been taken towards creating a "clean-and-green" campus. A Committee has been formed to oversee the activities. In addition, there are plans to install solar cell panels on rooftop for generation of green energy, and also for rainwater harvesting.

g) Apart from the theory classes, the faculty members are involved in conducting a good number of experiments using virtual laboratories, specifically during the pandemic period. Various such facilities that have been set up in various other institutes are also being made use of towards this effort, and indigenous developments are also being carried out.

h) The University emphasizes on research and externally funded projects, with a good number of PhD students enrolled under the different programmes. There are also a number of sponsored research projects funded by various external agencies that are going on, with a number of other proposals having being submitted for funding.

Other Academic Events

- JIS University organized their second National Conference on Multidisciplinary Research during July 10-11, 2020 in online mode. Eminent speakers from India and abroad presented their contributions on different topics. Thirty-eight contributed papers were accepted for presentation. All the presented papers published in 'JISU Journal of Multidisciplinary Research'. The total numbers of registered participants were 834.
- Under the FICCI FUTURE-X Leadership Development programme, a programme titled 'Leading through Uncertain Times: New-age Leadership' was organized during June 12-13, 2020. In this highly personalized program, participants were part of a dynamic group that included world-renowned experts in leadership development and management.

Themes for Forthcoming Special Issues of the University News

Special Numbers of the University News being brought out on the occasion of AIU Zonal Vice Chancellors' Meets during January, 2021— March, 2021 are on the following themes:

1. *Implementation Strategy for NEP-2020: Promoting Quality, Research and Internationalization in Higher Education* to be published on February 08, 2021 on the occasion of Central Zone Vice Chancellors' Meet-2021 to be held at Sri Sri University, Cuttack, Odisha. Last date for receipt of Article is January 31, 2021.
2. *Implementation Strategy for NEP- 2020: Holistic and Multidisciplinary Education with Technology Integration* to be published on February 15, 2021 on the occasion of North Zone Vice Chancellors' Meet-2021 to be held at Guru Govind Singh Indraprastha University, New Delhi. Last date for receipt of Article is February 05, 2021.
3. *Implementation Strategy for NEP- 2020: Governance Reforms and Financing of Higher Education* to be published on February 22, 2021 on the occasion of South Zone Vice Chancellors' Meet-2021 to be held at GITAM (Deemed to be University), Visakhapatnam, A.P. Last date for receipt of Article is February 12, 2021.
4. *Implementation Strategy for NEP- 2020: Reimagining Teacher Education, Vocational Education and Professional Education* to be published on the occasion of West Zone Vice Chancellors' Meet-2021 to be held at Jaipur National University, Jaipur, Rajasthan. Last date for receipt of Article is February 25, 2021.
5. Special Issue on the theme *Implementation Strategy for NEP- 2020: Equity and Access in Higher Education including Promotion of Indian Languages, Art & Culture* will be brought out. Last date for receipt of Article is February 25, 2021.
6. Special Issue on the theme *Implementing NEP-2020 to Transform Higher Education in India* will be brought out in the month of March, 2021 on the occasion of Annual General Meet of AIU. Last date for receipt of Article is February 25, 2021.

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Challenges and Solutions for Equity and Access in Higher Education: With Reference to National Education Policy—2020

S P Singh*

Education is a fundamental right to all irrespective of gender, physical, racial, economic, geographical, cultural, or linguistic disparities. Equity in education requires putting systems in place to ensure that every student gets an equal opportunity for success through knowledge. That requires understanding the unique challenges and barriers faced by individual students or by populations of students and providing additional supports to help them overcome those barriers.

The Organization for Economic Co-Operation and Development (OECD) defines two dimensions of equity in education:

- Fairness, which means confirming that personal and social conditions do not avert students from attaining their academic potential.
- Inclusion, which means establishing a bare minimum standard for education that is shared by all students irrespective of background, personal characteristics, or locality.

Equity in education can be achieved if students across the country gets equal access to education delivery systems and the educational needs of the student community is fulfilled at a uniform level. Often, we witness that students from rural areas face language barriers when they are suddenly exposed to the cities or urban areas. A solution to the same can be achieved if education is imparted in 2 languages from the initial level of primary education to all the students across the country. The migration of students from one state/locality to another will also be easy if from the very beginning the students are well versed in 2 languages out of which one is common in all state/region and the other can be a local language of education. This facilitates free flow of communication between students anywhere in the country at any level. However, at any point, regional language should be given more emphasis till a certain level post which Hindi/English or any other commonly understood language should be instilled.

For all of the above, it is the responsibility of the higher authorities to ensure that teachers are of highest standard and they have the materials, resources, and training they need to design an equitable classroom and thus provide access to programs and strategies that support the goal of equity and enable all students to succeed in every way. Access is a key challenge to improving the quality of higher education in India and enhancing social access to higher education is still important in the country. Some major issues related to the same includes poor infrastructure, inadequate resource persons, unqualified teachers, outdated curriculum, occupation, distance, disproportionate finance allocation and standard of living in rural areas.

The rural and semi-urban India is facing various challenges of accessibility due to all the factors mentioned above. However, the collective efforts of government and non-government organisations including the private sector is gradually changing the landscape of education, especially at school level in most of the states/regions of the country. The allocation of resource is also increasing every year for education. Further, the National Education Policy aims for universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030. Along with this, the Centre and the states aims to work together to increase the public investment in the education sector to reach 6% of GDP at the earliest. Under these circumstances, it is likely that the future of education system and the question of equity and access will be solved in due course of time. However, the role of philanthropic teachers and educationist is of utmost importance to reduce or eliminate the problems of education divide by making education equitable and accessible to all.

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Open University: The Missing Reference in National Education Policy—2020

Swaraj Basu*

The Open University system introduced in India in the 1980s, was envisioned as the response to the growing diversified demands for higher education in the country. The challenge at that point of time was two pronged, one how to bring in quality in the existing correspondence education and the other to provide access to quality higher education to all. Quality and access still remain major concerns of policy makers in higher education, but with the winds of change and use of digital technology in a big way transforming modern life; new thinking has emerged to make optimum use of technology in democratizing education. The National Education Policy (NEP) announced recently by the Government of India aiming at major transformation in the domain of education definitely provides much awaited trajectory to bring in the desired changes to make education value and need oriented. In the backdrop of this major policy document and the experience of the Open Universities functioning since nearly four decades, it is pertinent to look into the possible role of Open University in the coming days. More particularly the way online education is going to impact learning the revisiting of the Open University has become imperative to keep pace with the changing times. This article is an attempt to relook at the thinking behind the concept of Open University, its scope, practices, its missing link in the NEP and the way forward.

Philosophy behind Open University

Way back in 1988, Prof. G. Ram Reddy, the founder Vice Chancellor of Andhra Pradesh Open University, later renamed as Dr Bhim Rao Ambedkar Open University and Indira Gandhi National Open University (IGNOU), edited a book titled *Open Universities: The Ivory Towers Thrown Open,* which documents organization, structure and working of Open Universities in various countries. The 'Ivory Tower' symbolizes the traditional conventional university in which getting access was restricted by various rules and practices. The concept of Open University developed after prolonged deliberations and based on experiences in other countries to make quality education accessible to all aspirants of higher education and to provide them an opportunity to learn at their own place and pace. Introducing the National Open University Bill in 1985, in the floor of the Rajya Sabha on May, 1985, the then Education Minister, Government of India, Shri K C Pant said, "Despite the tremendous expansion of the formal system of Higher Education since independence, the pressure on the system is continuously increasing. Indeed the system has not been able to provide an effective means to equalize educational opportunities. The rigidities of the system requiring among others attendance in classrooms for example have been a disincentive to many learners. Moreover, the combinations of subjects are inflexible and are often not relevant to the needs of the learners. This has resulted in pronounced mismatch between the content of most of the programmes and needs of the development sectors."[1]

Elaborating nature and scope of the Open University he said, "The Open University system of distance education would, on the other hand, be vastly superior to correspondence courses and, in some cases, even to formal programmes offered by regular colleges. The multi-media delivery system that the Open University would adopt would make for greater efficiency and a package of services like counselling, guidance, summer schools, contact programmes and laboratory facilities it can offer could ensure more effective interaction between the system and the learners. Above all, the flexibility in its processes which transcends the limitation of time, of time-bound and space-bound education would provide the Open University system an advantage even over the formal programmes...

The Open University will usher in a new era in educational technology by providing not only models but also generating manpower trained in the application of such technologies."[2]

The debates in the Parliament make the idea amply clear about the vision of the Open University. The idea of the Open University system was further given prominence in the National Policy on Education in 1986 announced by the Government of India. It was stated that the Open University system will

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provide more opportunities for higher education and help in democratizing education. But proper thinking and caution were needed for its development and expansion.[3] In fact NPE, 1986 and its subsequent amendment in 1992 envisaged significant role of Open University (OU), particularly IGNOU. Establishment of IGNOU in 1985 was the outcome of prolonged discussions among policy makers at the national level and was envisaged as a major step to democratize education making quality education available to all. A national seminar was organized at Ahmedabad in 1986 by Association of Indian Universities (AIU), Gujarat University and IGNOU to deliberate on developments in distance education and deliberations of this seminar were later on published by AIU in 1988.[4] This publication having contributions from established academics provides insights about futuristic role of distance education. Different from conventional face-to-face teaching universities, Open University was envisioned as a forward looking experiment providing education through innovative use of print and emerging educational technology in a learner friendly environment. Open University strongly espoused the shift of emphasis from teacher-based education to learner-based education. The objective of an Open University was not primarily to replicate the conventional programmes but cater to diverse sections of the catchment area of education. The entire range of human resource development, not necessarily connected with conventional pedagogical concern, was expected to be the primary focus of an Open University. The Open University was expected to dismantle the walls that enclose narrow functional categories in conventional universities. It should offer programmes beyond the award of conventional Degrees or Diplomas in those areas which would meet the needs of continuing education of hitherto neglected regions and communities. 'The main objectives of the Indian OUs as laid down in the National Policy on Education 1986 were:

- to reverse the tide of admission in formal institutions;
- to offer education to people in their own homes and at their own jobs;
- to enable students to earn while they learn;
- to provide counselling and guidance to people; and
- to take education to remote villages, through radio, television and correspondence courses.'[5]

Encouraging lifelong learning using innovative approaches may be summed up as the major thrust of Open University. Let us further explain this idea of Open University and its functioning by giving the example of IGNOU. In many ways IGNOU is a success story adding new value to education over more than three decades. Let me list some of its distinct academic credentials which have given it academic accolades nationally and internationally.

- IGNOU adopted credit system for all its academic programmes from its inception, when handful of universities in India adopted the credit system;
- Curriculum planning and development was done involving best academic minds in the country to make it innovative and need based;
- Development of self-learning material (SLM) keeping in view the need and ability of learners with the help of experts well known in their field of studies at the national level;
- Flexible learning and adoption of modular approach giving choice to learners to exit at any level and accordingly getting certificate, diploma and degree;
- Credit transfer facility giving advantage to learners to get the benefits of courses s/he completed at any time;
- Flexible duration for completion of courses;
- Semester system;
- Multiple options given to choose courses and accordingly getting certification;
- Bachelor's Degree Programme students did foundation, application and elective courses and depending on maximum credits completed in particular subject major was given;
- Opportunities were made available to do certificate and diploma programmes along with degree programmes depending on choices of learners;
- Twenty-one schools of studies providing conventional degree programmes and various certificate, diploma programmes in diversified areas;
- Electronic media production centre with qualified academic professionals in media studies to produce academic programmes to supplement print course materials and also to provide radio counselling and teleconferencing facilities to learners;
- Wide network of regional centres and learner support centres to provide individual academic support to all learners; etc.

There are many more unique features that the University developed over the years to reach to diverse groups of learners and helped in providing access to more than three million learners. So, in terms of learner enrolment, learners' profile, types of programmes and pedagogy IGNOU has succeeded in creating a viable alternative of effective learning outside the 'Ivory Tower' of conventional education. A cursory glance at profiles of learners in IGNOU's degree programmes in the last five years gives an idea of effective intervention of IGNOU in reaching to diverse groups of learners who deserve to have access to quality education as stipulated in our educational philosophy.

Coming of digital technology in big way and its application in education has made it more relevant that any futuristic policy document needs to take cognizance of this reality and suggest its adoption to supplement the existing educational infrastructure. It is in this backdrop if we look at NEP, there is visible silence on Open University. This point is discussed in the following section.

Missing Reference of Open Universities in NEP

We cannot deny the fact that today we are having 16 Open Universities, one more is coming in Kerala and about 100 dual mode universities in India providing education to about 30 percent of total enrolment in higher education. In order to achieve our ambitious target of Gross Enrolment Ration (GER) strengthening Open University and Open and Distance Learning (ODL) system is as much relevant today as it used to be in the 1980s, when the last national policy on education was developed. In fact, with the adoption of Right to Education policy at the national level and the changing complexities of required knowledge the need for Open University (OU) and Open and Distance Learning has further increased. Therefore, the much awaited NEP is expected to provide a definite direction to the system of OU and ODL. NEP begins with a profound statement as follows:

> *'The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.'*[6]

The above observation makes amply clear the stated objectives behind NEP and the social and philosophical concern of providing the benefits of education to all. Making available high quality education with focus on equity and inclusion, NEP's vision includes the following key changes to the current system:

a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more Higher Education Institutions (HEIs) across India that offer medium of instruction or programmes in local/Indian languages;

b) moving towards a more multidisciplinary undergraduate education;

c) moving towards faculty and institutional autonomy; (d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;

e) reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;

f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;

h) "light but tight" regulation by a single regulator for higher education;

i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.'[7]

The above reference shows that out of proposed changes there is mention of online education and

Open Distance Learning to increase access and equity without any further elaboration. The document provides detailed vision of proposed multi-disciplinary universities, nature of research and teaching, transforming higher education institutions on the line of great Indian universities in ancient times with values and ethos, etc. It suggests that, 'In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district.'[8]

However, the role of Open Universities skips the attention of the policy makers as distinct higher education institutions. But growing concern for enhancement of GER to 50% was very visible in their thinking and prescribed the following solution.

'Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning. All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.'[9]

Reference to online education and ODL is visualized as the solution to raise GER and to fulfil the goal of inclusive education. Therefore, what is important to note is that distinct thought was not there to take stock of the functioning of OUs and to suggest corrective measures for further development and strengthening of OUs. What is suggested for ODL and online education is as follows:

'ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.' [10]

It is not expected that the policy document provides all nuances of ODL and Open University. But certainly, based on experiences of functioning of OUs there should have been specific suggestions for future role of Open Universities as has been prescribed for other higher education institutions. More particularly when many of the prescribed changes proposed in the document are very much in line with the existing practices followed in IGNOU and other OUs. Direction in NEP is more desired because the way the University Grants Commission (UGC) notified ODL Regulations fails to take cognizance of the philosophy of ODL and OU in particular. In the next section we will touch upon the broad contour of futuristic role of ODL and OUs.

The Way Forward

Let us begin with giving reference to the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. An earnest effort has been made in this regulation to provide the required framework and dos and don'ts for institutions providing ODL. But the way it prohibits offering of education in many professional areas through ODL definitely indicates that much more liberal and rational approach is needed to comprehend the philosophy of ODL as was done in the 1980s and is reflected in the Parliamentary debates of 1985 on Open University.

The UGC Regulations, 2020 talks about prohibiting programmes and state, 'Programmes which shall not be permitted to be offered in Open and Distance Learning Mode and Online Mode in Higher Education, are detailed as under:

(a) The programmes in the disciplines (including their allied domains) of Engineering, Medical, Physiotherapy, Occupational Therapy and other Para-Medical disciplines, Pharmacy, Nursing, Dental,Architecture,Law,Agriculture,Horticulture, Hotel Management, Catering Technology, Culinary Sciences, Aircraft Maintenance, Visual Arts and Sports;

(b) The research-based programmes such as MPhil and PhD;

(c) Such other Programmes not permitted to be offered through Open and Distance Learning mode and/ or Online mode by any concerned statutory or regulatory body or council, etc.'[11]

This provision may be based on experiences of misuse and limitations of ODL but this completely negates the philosophy of lifelong learning for varied groups of learners and the mandate of OU. In the past the Government of India approved the establishment of schools of studies in IGNOU in various professional areas like Agriculture, Law, Engineering, Health, Sciences, etc., with the objective to provide opportunity of learning to those who for various reasons could not have access and many of them are working professionals. Even many ministries of Government of India collaborated with IGNOU to take up the responsibility to offer skill-based training programmes for various groups of working professionals in different areas. All these academic activities are integral part of the OU. Even when one reads the NEP document, one finds the futuristic broad-based vision of education instead of putting education in rigid compartments of defined disciplinary boundaries. It suggests, 'A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines...

Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.'[12]

The way NEP looks at education as an agent of bringing major transformation in education to prepare the future generation with needed values and skills to meet the needs of future knowledge society and economy, it is very much required to give proper direction for the OUs to play a supportive role in shaping future education in our country. The unprecedented pandemic which the world has witnessed forcing learners and educators to opt for online education makes it clear that policy makers need to appreciate that along with classroom teaching, online education is going to impact education in a big way. OUs using mixed mode of learning have immense capacity to play a decisive role in the desired transformation of education. OUs and ODL system as a whole deserve special focus in national policy framework in the context of ongoing demographic and cultural changes, and proper strategies for better utilization of ODL system would be a right step in this direction. Experiences of the last nearly four decades since the coming of OUs and transformation of ODL system suggest that revisiting OUs and ODL in general is the need of the hour. If properly planned, designed and supported by the appropriate use of technology and pedagogy OUs can contribute more meaningfully to achieve our national goal in higher education. The pace of expansion of OUs has

(contd. on pg 26)

Picture of the Affiliating State Universities in Maharashtra in the Wake of National Education Policy—2020

R T Bedre* and V D Satpute**

The National Education Policy–2020 (Committee headed by Padma Vibhushan approved by Prof. K Kasturirangan) approved by the Union Cabinet and set to be implemented points to the fact that needs of the 21st century India are far different from those in the 1960s and in 1980s. The mandate of the changed times have brought a major shift in the priorities. The proliferation and structuring of higher education were the prime challenges of the Kothari Commission, whereas the Acharya Ramamoorthi Commission was set to vocationalize the higher education in the country. Of many, focus on the technology equipped education, relaxing the regulatory norms leading to autonomy and revisiting the indigenous Indian education system have been the key principles of the NEP–2020 in addition to regular objectives of focus on research and developing a conducive environment for realizing the capacities of the learners at the school and higher education. The NEP–2020 envisions India as an equitable and vibrant knowledge society rooted in the Indian ethos having respect to the fundamental duties and the constitutional values with high quality technology enabled education.

The NEP–2020 aims at ending the fragmentation of the higher education by transforming higher education institutes into large multidisciplinary universities by modelling the existing universities and colleges on the ancient universities of Takshashila, Nalanda, Vallabhi and Vikramshila which had multi-disciplinary approach to learning in contrast with the faculty bound fragmentation introduced by the British colonizers and religiously followed by the native rulers in the free India.

The NEP–2020 aims at developing and classifying universities into Research Intensive Universities and Teaching Intensive Universities. It also plans to develop a stage-wise mechanism in which the best performing colleges and institutes of higher education, both state run and privately run, in accreditation will be gradually converted into either Autonomous Degree Granting Colleges or Constituent Colleges and which, in the course of time, will be encouraged to attain the status of Research Intensive Universities and Teaching Intensive Universities (NEP-2020, P. 34-35).

The NEP–2020 proposes to replace the present nomenclatures of the institutes of higher education-deemed to be universities, affiliating universities, affiliating technical universities, unitary universities with simple universities (NEP-2020, P. 36). It further says that agricultural universities, law universities, health science universities and stand alone institutes in all fields shall aim to become multi-disciplinary institutes offering holistic and multidisciplinary education. It mentions that the preparations of professionals in agricultural and veterinary sciences through programs integrated with general education will be increased sharply (P.50). About the technical education, the NEP–2020 specifies that it aims to be offered within multidisciplinary education and program (NEP-2020, P. 51).

Regarding the language based universities, the NEP-2020 says, "in consonance with the rest of this policy, Sanskrit universities too will move towards becoming large multidisciplinary institutions of higher learning (and) the classical language institutes will aim to be merged with the universities, while maintaining their autonomy" (NEP–2020, P.55).

Despite these proposed changes in the nature of universities, it has to be seen in the light of the fact that major portion of higher education is operated and covered by the states and state universities therein. The state universities, at least so early, cannot get rid of their affiliating related works. In other words, the affiliation system is going to stay there. The proposed changes in the university nature can be used for reducing the load of affiliated colleges on the present non-technical universities.

If the newly renamed Ministry of Education decides to continue its much ambitious scheme of *Rashtriya Ucchatar Shiksha Abhiyan* (RUSA), its concept of cluster universities may be implemented to encourage the state run and private run institutes to go for the cluster university status to offer them

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academic autonomy and reduce the load of the affiliating universities.

In the light of the above recommendations and provisions made in the NEP-2020 and viewing the role the provincial states and its university education system (the state affiliating universities, its affiliated colleges and learner enrolment) play in higher education, it is mandatorily to be acknowledged that the states are the major stake holders and play the significant roles in implementing the NEP–2020 brought by the Union Government. Seeing the number of colleges in the state like Maharashtra, it goes without saying that despite the NEP's proposal to reduce affiliating system gradually, the affiliating system has come to stay for a longer time than expected.

The National Knowledge Commission (NKC) also recommends for more universities in its report submitted in 2006: The higher education system needs a massive expansion of opportunities, to around 1500 universities nationwide, that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015. The focus would have to be on new universities, but some clusters of affiliated colleges could also become universities. Such expansion would require major changes in the structure of regulation (NKC-2020, p.62). The need is for smaller universities which are responsive to change and easier to manage, and these should be created (NKC-2020, P.64).

The *Rashtriya Ucchatar Shiksha Abhiyan* (RUSA) in its report (2013) prepared with Tata Institute of Social Sciences gives primary focus for university reforms along with many more recommendations. The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

1. New Universities
2. Upgradation of existing autonomous colleges to Universities
3. Conversion of colleges to Cluster Universities (RUSA 2013, P.89).

The present article attempts at visualizing the setup of the university education in Maharashtra state in the wake of the recommendations made in the NEP–2020 under the head of Institutional Restructuring and Consolidation.

In the light of the National Knowledge Commission's recommendation for more universities, the concept of Cluster Universities provisioned in the RUSA and the recommendations of NEP-2020, the present article envisions the university education picture in Maharashtra in terms of affiliating system.

Table-1 presents the status of state universities in the state of Maharashtra along with number of colleges affiliated to them. These numbers include some of the non-functioning colleges under the gradual closure process (particularly colleges of education, computer application and engineering). The list does not include autonomous colleges, B. Voc, Community Colleges, research institutes (outside its catchment area) and schools/institutes offering diplomas at school level. Tables 2.A to 2.C depict the districts-wise distributions of colleges in Maharashtra. Some universities are having colleges more than four hundred and some are left with less than two hundred. In view of skewed distributions of colleges the author recommended re-organization of state affiliating universities and catchment area with colleges. The recommended re-organization of state affiliating universities and catchment area with colleges is present in Table-3. The author recommends that the sub-centre of Dr BAMU, Aurangabad located at Osmanabad to be turned into full fledged university.

After reorganization, delimitation of the existing districts needs to be done to bring expected uniformity in the number of the affiliating colleges. The distance of the affiliating colleges from the HQ of universities should also be taken into consideration as one of the factors. Keeping these issues in mind, the author proposes the reorganization of some districts as well. The way to reorganize districts is presented in Table-4.

Table-1: University-wise Distribution of Colleges/ Institutes in Maharashtra

Sr. No.	Name of University	Catchment Area/ Districts	No. of Colleges	Total
1	Swami Ramanand Teerth Marathwada University, Nanded	Nanded	118	342
		Parbhani	72	
		Latur	115	
		Hingoli	37	

2	Rashtrsant Tukdoji Maharaj Nagpur University, Nagpur	Nagpur	291	503
		Wardha	82	
		Bhandara	71	
		Gondiya	59	
3	Gondavana University, Gadchiroli	Gadchiroli	79	210
		Chandrapur	131	
4	Kaviyatri Bahinabai Choudhari North Maharashtra University, Jalgoan	Jalgaon	111	215
		Dhule	63	
		Nandurbar	41	
5	Sant Gadgebaba Amravati University, Amravati	Amravati	118	381
		Akola	61	
		Buldhana	84	
		Yavatmal	82	
		Washim	36	
6	Shivaji University, Kolhapur	Kolhapur	134	306
		Satara	86	
		Sangali	86	
7	Punyashlok Ahilyabai Holkar Solapur University, Solapur	Solapur	114	114
8	Savitribai Phule Pune University, Pune	Pune	583	886
		Nasik	173	
		Ahmadnagar	130	
9	University of Mumbai	Mumbai	295	762
		Thane	214	
		Palghar	54	
		Raigad	101	
		Sindhudurg	40	
		Ratnagiri	56	
		Dadara, Nagar and Haveli	02	
10	Dr BAMU, Aurangabad	Aurangabad	264	633
		Beed	187	
		Osmanabad	99	
		Jalna	183	
11	SNDTW University, Mumbai	Mumbai	18	162
		Thane	09	
		Nasik	09	
		Jalgaon	09	
		Solpaur	12	
		Aurangabad	16	
		Ahmadnagar	09	
		Dhule	04	
		Sangali	05	
		Ratnagiri	04	
		Satara	04	
		Beed	07	

		Pune	05	
		Nandurbar	07	
		Kolhapur	09	
		Nagpur	06	
		Parbhani	04	
		Sindhudurg	04	
		Buldhana	02	
		Latur	03	
		Yavatmal	03	
		Wardha	03	
		Amravati	02	
		Raigad	02	
		Jalna	03	
		Chandrapur	01	
		Palghar	01	
		Akola	01	
		Washim	01	
12	Kavi Kulaguru Kalidas Sanskrit Vidyapith, Ramtek (Nagpur)	Nagpur	17	47
		Bhandara	4	
		Amravati	4	
		Buldhana	3	
		Akola	3	
		Pune	3	
		Aurangabad	3	
		Wardha	2	
		Gondia	2	
		Yavatmal	2	
		Beed	1	
		Washim	1	
		Nasik	1	
		Chandrapur	1	
13	Vasantrao Naik Marathwada Krushi Vidyapeeth, Parbhani	Parbhani	10	55
		Aurangabad	13	
		Jalna	03	
		Hingoli	03	
		Osmanabad	02	
		Latur	08	
		Beed	09	
		Nanded	07	
14	Mahatma Phule Krushi Vidyapeeth, Ahmadnagar	Ahmadnagar	18	74
		Pune	10	
		Nashik	10	
		Solapur	09	
		Kolhapur	05	
		Sangli	03	
		Satara	08	

		Jalgaon	06	
		Dhule	03	
		Nandurbar	02	
15	Dr Panjabrao Deshmukh Krushi Vidyapeeth, Akola	Akola	07	41
		Nagpur	02	
		Amravati	09	
		Buldhana	07	
		Wardha	01	
		Bhandara	01	
		Gondia	02	
		Chandrapur	02	
		Gadchiroli	02	
		Yavatmal	06	
		Washim	02	
16	Dr Balasaheb Sawant Konkan Krushi Vidyapeeth, Dapoli, Ratnagiri	Ratnagiri	10	25
		Sindhudurg	07	
		Raigad	05	
		Thane	03	
17	Maharashtra University of Health Sciences, Nashik	Mumbai	41	314
		Thane	06	
		Nasik	20	
		Jalgaon	08	
		Solpaur	09	
		Aurangabad	19	
		Ahmadnagar	20	
		Dhule	09	
		Sangali	10	
		Ratnagiri	07	
		Satara	05	
		Beed	08	
		Pune	36	
		Nandurbar	03	
		Kolhapur	15	
		Nagpur	24	
		Parbhani	04	
		Sindhudurg	06	
		Buldhana	05	
		Latur	11	
		Nanded	06	
		Yavatmal	04	
		Wardha	02	
		Amravati	07	
		Raigad	02	
		Jalna	03	

		Osmanabad	03	
		Chandrapur	04	
		Palghar	02	
		Akola	08	
		Washim	02	
		Gondia	02	
		Gadchiroli	01	
		Bhandara	01	
		Hingoli	01	
18	Maharashtra Animal and Fishery Sciences University, Nagpur	Nagpur	03	11
		Mumbai	01	
		Latur	03	
		Akola	01	
		Satara	01	
		Parbhani	01	
		Yavatmal	01	
19	Dr Babasaheb Ambedkar Technical University, Raigad	Mumbai	01	199
		Thane	01	
		Nasik	09	
		Jalgaon	12	
		Solpaur	17	
		Aurangabad	21	
		Ahmadnagar	15	
		Dhule	05	
		Sangali	08	
		Ratnagiri	00	
		Satara	15	
		Beed	05	
		Pune	23	
		Nandurbar	03	
		Kolhapur	13	
		Nagpur	06	
		Parbhani	04	
		Sindhudurg	03	
		Buldhana	00	
		Latur	08	
		Nanded	03	
		Yavatmal	02	
		Wardha	02	
		Amravati	03	
		Raigad	02	
		Jalna	04	
		Osmanabad	05	
		Chandrapur	04	

		Palghar	00	
		Akola	00	
		Washim	02	
		Gondia	02	
		Gadchiroli	00	
		Bhandara	01	
		Hingoli	00	

Table-2.A: District-wise Distribution of Colleges and Institutes in Select Districts (Mumbai to Solapur)

Name of university	Mumbai	Thane	Palghar	Raigad	Ratna giri	Sindhu durg	Pune	Nasik	Ahmad nagar	Kolha-pur	Satara	Sangali	Solapur
University of Mumbai	295	214	54	101	56	40	00	00	00	00	00	00	00
Savitribai Phule Pune University, Pune	00	00	00	00	00	00	583	173	130	00	00	00	00
Shivaji University, Kolhapur	00	00	00	00	00	00	00	00	00	134	86	86	00
Punyashlok Ahilyabai Holkar Solapur University, Solapur	00	00	00	00	00	00	00	00	00	00	00	00	114
SNDTWU, Mumbai	19	09	01	02	04	04	05	09	09	09	04	05	12
MUHSC, Nasik	41	06	00	02	07	06	36	20	20	15	05	10	09
DBATU, Raigad	01	01	00	02	00	03	23	09	15	13	15	08	17
MAFSU, Nagpur	01	00	00	00	00	00	00	00	00	00	01	00	00
KKKSU, Nagpur	00	00	00	00	00	00	03	01	00	00	00	00	00
Dr Balasaheb Sawant Konkan Krushi Vidyapeeth, Dapoli, Ratnagiri	00	03	00	05	10	07	00						
Mahatma Phule Krushi Vidyapeeth, Ahmadnagar	00	00	00	00	00	00	10	10	18	05	08	03	09
Total	**357**	**233**	**55**	**112**	**77**	**60**	**660**	**222**	**192**	**176**	**119**	**112**	**161**

Table-2.B: Present District-wise Distribution of Colleges and Institutes in Select Districts (Amravati to Chandrapur)

Name of university	Amravati	Yavatmal	Washim	Akola	Buldhana	Nagpur	Wardha	Bhandara	Gondia	Gadchiroli	Chandrapur
Sant Gadgebaba Amravati University, Amravati	118	82	36	61	84	00	00	00	00	00	00
Rashtrsant Tukdoji Maharaj Nagpur University, Nagpur	00	00	00	00	00	291	82	71	59	00	00
Gondavana University, Gadchiroli	00	00	00	00	00	00	00	00	00	79	131
SNDTWU, Mumbai	02	03	01	01	02	06	03	00	00	00	00
MUHSC, Nasik	07	04	02	08	05	24	02	01	02	01	04
DBATU, Raigad	03	02	02	00	00	06	02	01	02	00	04
MAFSU, Nagpur	00	01	00	01	00	03	00	00	00	00	00
KKKSU, Nagpur	04	02	01	03	03	17	02	04	02	00	01
Dr Panjabrao Deshmukh Krushi Vidyapeeth, Akola	09	06	02	07	07	02	01	01	02	02	02
Total	**143**	**100**	**44**	**81**	**101**	**349**	**92**	**78**	**67**	**82**	**142**

Table-2.C: Present District-wise Distribution of Colleges and Institutes in Select Districts (Aurangabad to Nandubar)

	A'bad	Jalana	Beed	Osmanabad	Nanded	Parbhani	Hingoli	Latur	Jalgaon	Dhule	Nandurbar
Dr BAMU, Aurangabad	264	183	187	99	00	00	00	00	00	00	00
Swami Ramanand Teerth Marathwada University, Nanded	00	00	00	00	118	72	37	115	00	00	00
Kaviyatri Bahinabai Choudhari North Maharashtra University, Jalgoan	00	00	00	00	00	00	00	00	111	63	41

SNDTWU, Mumbai	16	03	07	00	00	04	00	03	09	04	07
MUHSC, Nasik	19	03	08	03	06	04	01	11	08	09	03
DBATU, Raigad	21	04	05	05	03	04	00	08	12	05	03
MAFSU, Nagpur	00	00	00	00	00	01	00	03	00	00	00
KKKSU, Nagpur	03	00	01	00	00	00	00	00	00	00	00
Mahatma Phule Krushi Vidyapeeth, Ahmadnagar	00	00	00	00	00	00	00	00	06	03	02
Vasantrao Naik Marathwada Krushi Vidyapeeth,, Parbhani	13	03	09	02	07	10	03	08	00	00	00
Total	**336**	**196**	**217**	**109**	**134**	**95**	**41**	**148**	**146**	**84**	**56**

Grand total of the colleges/institutes in the State 5377

Table-3: Recommended Re-organization of State Affiliating Universities and Catchment Area with Colleges

Sr. No.	Name of University	Districts	No of colleges	Total colleges
1	University of Mumbai	Mumbai City	357	357
2	SNDT(Women) University, Mumbai	Thane	233	288
		Palghar	55	
3	Dr Babasaheb Ambedkar (Technical) University, (Lonere) Raigad	Raigad	112	112*
		Poladpur (not available)	Not available	
4	Dr Balasaheb Sawant Konkan (Krushi) Vidyapeeth, Dapoli, Ratnagiri	Ratnagiri	77	137
		Sindhudurg	60	
5	Rashtrsant Tukdoji Maharaj Nagpur University, Nagpur	Nagpur city	171	171
6	Maharashtra Animal and Fishery Sciences University, Nagpur	Nagpur (rural)	120	212
		Wardha	92	
7	Kavi Kulaguru Kalidas (Sanskrit) Vidyapith, Ramtek	Bhandara	78	145
		Gondia	67	
8	Gondavana University, Gadchiroli	Gadchiroli	82	224
		Chandrapur	142	
9	Savitribai Phule Pune University, Pune	Pune	660	660*
10	Mahatma Phule (Krushi) Vidyapeeth, Ahmadnagar	Ahmadnagar	192	192*
11	Maharashtra University (of Health Sciences), Nashik	Nasik	222	278
		Nandurbar	56	
12	Kaviyatri Bahinabai Choudhari North Maharashtra University, Jalgoan	Jalgaon	146	200
		Dhule	84	
13	Sant Gadgebaba Amravati University, Amravati	Amravati	143	381
		Yavatmal	100	
14	Dr Panjabrao Deshmukh (Krushi) Vidyapeeth, Akola	Akola	81	226
		Buldhana	101	
		Washim	44	
15	Shivaji University, Kolhapur	Kolhapur	176	295
		Satara	119	

16	Punyashlok Ahilyabai Holkar Solapur University, Solapur	Solapur	161	273
		Sangali	112	
17	Dr BAMU, Aurangabad	Aurangabad	336	532*
		Jalna	196	
18	Swami Ramanand Teerth Marathwada University, Nanded	Nanded	134	134*
		Kinwat (proposed)	Not Available	
19	Vasantrao Naik Marathwada (Krushi) Vidyapeeth, Parbhani	Parbhani	95	135*
		Hingoli	41	
		Ambejogai (proposed)	Not Available	
20	Osmanabad**	Osmanabad	109	474*
		Beed	217	
		Latur	148	

**Sub-centre of Dr BAMU, Aurangabad located at Osmanabad need to be turned into full fledged university.

These universities will be having colleges more than four hundred and some will be left with less than two hundred after Reorganisation.

Table-4: Re-organization of Districts

Sr. No.	New District Head Quarter	Tahesils and their parent districts	University to be attached to
1	Ambajogai	Ambajogai, Dharur, Kaij, Parli and Majalgoan (Beed)	VNMKV, Parbhani
2	Shrigonda	Ashti (Beed) Jamkhed, Karjat and Shrigonda (Ahmadnagar)	MPKV, Ahmadnagar
3	Sangamner	Sangamner, Akole, Koparagon, Shirdi (Ahmadnagar) and Sinner and Igatpuri (Nasik)	MPKV, Ahmadnagar
4	Poladpur	Bhor, (Pune) Khandala (Satara), Mandagad, (Ratnagiri) and Poladpur (Raigad)	DBATU, Lonere
5	Loha	Loha and Kandhar (Nanded) Ahmadpur (Latur) Palam (Parbhani)	SRTMU, Nanded
6	Kinwat	Kinwat, Hadgaon, Himayatnagar and Mahur (Nanded) and Umerkhed and Kelapur (Yavatmal)	SRTMU, Nanded

Amendments required in the Maharashtra State Public Universities Act, 2016 as the existing universities are going to be multi-disciplinary as per the NEP-2020 is to be implemented in its existing form. The faculties in the conventional universities will not be able to accommodate and do justice with the type of courses and colleges they are going to have and non-conventional universities too (technical, health, veterinary and fisheries and agricultural universities) also need to be brought in the same type of amendment to accommodate the colleges and courses of general education.

Some private managements like Rayat Shikshan Sanstha, (Satara), Vivekanand Shikshan Sanstha, (Kolhapur), Shivaji Shikshan Sanstha, (Akola), and Marathawada Shikshan Prasarak Mandal, (Aurangabad) need to be encouraged for private university status.

Some private managements having some campuses in the same districts or cities for example Dayanand Shikshan Sanstha (Latur), Sharda Bhawan Shikshan Sanstha (Nanded) may be considered for Autonomous Degree Granting Colleges or private university status as these are the best performing colleges in terms of accreditation.

In addition to these, the government run institutes need to be awarded cluster university status and existing advanced institutes and Maharashtra Law Universities need to be considered for this purpose in those regions like Western Maharashtra, Vidarbha, North Maharashtra and Marathawada.

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(contd. from pg 15)

remained very slow, starting from 1982 as on date we are having only one national open university and 15 state open universities. Ideally speaking all states should have an Open University which should work in collaboration with higher education institutions. At present we are having about 40,000 colleges in India even if 20,000 colleges are provided with appropriate infrastructure to accommodate 500 students in collaboration with OUs, they would be able to enrol one crore learners giving huge impetus to GER. Synergy with industry is another area in which OUs may be allowed to have collaboration and this will in a big way dispel the notion of employable skills. Last but most important is that OUs have the capacity to generate its financial resources which is most important for sustained growth. Flexibility, multidisciplinary approach, use of technology, skill enhancement, aptitude of independent learning and critical thinking, etc., well defined goals of NEP are very much integral part of ODL. Therefore, we need to make serious interventions in national policy framework to suggest the futuristic role of OU, not merely as a passing reference and an appendage to conventional education but to make OU ready with appropriate strategy to contribute in nation building on equal footing.

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Shifting Paradigm in Sanskrit Learning: The National Education Policy Perspectives

Alaka Das*

Language always remains a powerful tool in the evolution and development of any culture. Sanskrit is the language which belongs to the Indo-Aryan group and is the root of many Indian languages that contains great knowledge and wisdom. Spoken since 1500 BCE, Sanskrit was the common language of the Indian subcontinent for over 3000 years. All our religious traditions, rituals and ancient Indian thoughts are recorded in Sanskrit literature. Sanskrit is one of India's 22 official languages. However, the language that is acknowledged to be a structured and scientific language is spoken as their primary language only by 14,000 people, as per census 2001, which increased to 24,821 as reported in 2011 census. It is one of the official languages in only one Indian state, Uttarakhand in the North. In schools, it is offered as an optional language, with most students' preferring to choose French, German or any other language. Here too, the only aim of the student is to secure the required marks.

Besides, due to misunderstanding, Sanskrit is sometimes wrongly associated with Hindus and viewed as a language of a particular religion, as like Urdu is wrongly associated with Muslim, in spite of 'Urdu' being originated and developed in India. From job perspective, Sanskrit as a language of study is not seen as lucrative for the students as other foreign languages. As a result of which, Sanskrit is not duly recognised and at the verge of extinction in its native land.

In Indian context, language education occupies a prominent place in the overall education policies. Right from pre independence period to post independent period, education policies that are framed and implemented in India have crucial impact on development of Sanskrit. In this study, an effort has been made to highlight the education policy recommendations and suggestions in terms of promotion of Sanskrit, with a special focus on New Education Policy, 2020. Therefore, the problem of this study is stated as 'Shifting Paradigm in Sanskrit Learning: the National Education Policy Perspectives.' The objective of the study is to analyse the education policy recommendations made for promotion of Sanskrit in Educational institutions of India.

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Significance of the Study

Language do not survive of its own, they live in the minds and hearts of people. According to UNESCO', any language spoken by less than 10,000 people is considered 'potentially endangered. The number of people speaking Sanskrit is very meagre to save it from being endangered language. In India, Sanskrit is used for various religious and ceremonial rites and rituals by Hindus, Buddhist and Jains. The psycho-social reality of 'benefit or job opportunity' from learning Sanskrit in the minds of the people makes the situation more critical. Many scholars like Sheldon Pollock, have argued that Sanskrit is indeed a classical language, a dead language and argued that Sanskrit is not growing in terms of phonology, morphology, syntax etc which are the index of living language.

Against all these odds, we need to keep in mind that Sanskrit literature is the vast repository of Indian knowledge of philosophy, science and technology, astronomy and architecture, medicine and metallurgy, agriculture and scripture, mathematics and management, economics and ecology, geography, religion and spirituality, painting and theatre, dance and music. To make a connection between the ancient and modern knowledge, to explore the ancient Indian knowledge base contained in the ancient texts, to protect our own heritage and intellectual property, to create new avenues of innovation and to lead India in progress, the need of learning 'Sanskrit' becomes more crucial than ever before. Sanskrit, need to be revived in terms of speaking, writing and learning and also as job avenues.

Right from pre independence period, different Education Committees and Commissions have been framed to formulate principles and forward suggestions for development of education in India that have impact in language learning also. Instruction in Sanskrit is also not exception from that. However, from the statement made by the National Education

Policy, 2020, (4.22.5) "*Indian languages have not received due attention and care due to which country lost over 220 languages in the last 50 years. UNESCO has declared 197 Indian languages as 'endangered'. Even those languages scheduled in eighth schedule of the constitution of India are also facing serious difficulties on different fronts."* One can realise the deplorable condition of language learning in India, particularly, the Sanskrit.

The National Education Policy recommendations on language learning particularly on Sanskrit bear significant implications. An account of the earlier policy recommendations on learning of Sanskrit will provide an insight to understand pros and cons of learning Sanskrit. It is expected that the reflections from the changing dimension of policy documents on teaching of Sanskrit will enable us to bring newer perspective towards Sanskrit language learning and policy implementation that are envisaged in the National Education Policy-2020.

Method of the Study

The study is Qualitative in its approach and content analysis method is used to explore in detail, the policy declarations and provisions reflected in educational policy initiatives of India for promotion of Sanskrit.

Source of Information

Policy documents as primary source and mostly secondary sources in the form of books, review reports, online sources are used to collect required data.

Analysis and Discussion of Education Policies of Pre-independence Period

In the pre independence period of India, initiatives for revival and promotion of Sanskrit was initiated voluntarily by the Theosophists (1891), also by '*Bharatiya Bidya Bhaban'* (1938) in India. However, such voluntary initiatives could not check adverse effects of the Government policies in education of India, particularly, the learning of Sanskrit. Many scholars blame colonization for the deplorable condition of Sanskrit. Lord Macaulay in his "Minute' (1835) introduced English and Western concepts to education in India adding that the Indian natives are interested to learn English, not Sanskrit or other language and English is richer than native Sanskrit literature. And instruction of Sanskrit for higher education in India was changed to English. *'....we ought to employ them in teaching what is worth knowing; that English is better worth knowing than Sanskrit or Arabic; that the natives are desirous to be taught English, and are not desirous to be taught Sanskrit or Arabic, that neither is the language of low, nor as language of religion, have Sanskrit and Arabic any peculiar claim to our engagement; that it is possible to make natives of this country thoroughly good English scholars, and to this end our efforts ought to be directed.*"

Lord Macaulay, who was the 'Secretary to the Board of control and looking into the affairs of India, advocated for withdrawing the financial support for publication of books in Sanskrit and support for traditional educational institutions were thus stopped. As a result of this policy decision, the indigenous educational institutions where Sanskrit was studied suffered a lot causing irreparable damage to Sanskrit instruction. Sanskrit, the language of instruction in higher education in India was changed to English. Few British scholars had taken interest in translation of ancient Sanskrit Scriptures to English that were interpreted in their own way and the top position of Sanskrit laurels were occupied by British. Even scholars of Indian origin used to study those translated literatures which were also used for future references in its twisted form (Goswami, 2012).

Post Independent Period and Education Policies

After independence, at the time of framing of the constitution, the issue of Sanskrit' as the official language of the country was debated. Pandit Jawaharlal Nehru realizing the importance of Sanskrit opined, "*if I was asked what the greatest treasure which India possesses is and what is her finest heritage, I would like to answer unhesitatingly-it is the Sanskrit language and literature, all that it contains*."

Dr. Ambedkar wanted Sanskrit as official language of India. At the time of move in Constituent assembly, signatory of the draft amendment motion to declare Sanskrit' as official language of India, Dr. Ambedkar demonstrated how the language spoken easily by actually conversing Sanskrit' and highlighted the need to accept Sanskrit as official language of India, though it was resolved that nation should wait for more time to do that. Article 351 of the Constitution also directs that wherever necessary or desirable, for development of Hindi vocabulary, it shall be expanded primarily based on Sanskrit and secondarily on other languages. Though there is

constitutional provision, in reality, due to different reasons the same was not followed.

National Education Policy, 1948

Several commissions and committees are formed in post independent India, and recommended policy provision on language along with learning of Sanskrit.

The first National Education formed in the post-independence period, the University Education Commission had recommended classical language as optional in schools from classes 9 to 12. Though the Commission emphasised the importance of Sanskrit in wider terms, but did not include Sanskrit in the school curriculum as a compulsory language of study.

Sanskrit Commission, 1956

The Sanskrit Commission of 1956-57 commissioned by Ministry of Education and Culture and headed by M. K Azad, had strongly pitched for education of Sanskrit at the school level. Sanskrit Commission formed by the Government of India, in its report states that as a classical language not only in India, but in large part of Asia, Sanskrit remains the binding force among the people of this diverse country and it specifically mentioned that intensive study of Sanskrit' need to be facilitated. The panel had strongly appealed for a strong education of Sanskrit at the school level. It stated in its report, "The aim of education–particularly of general education can never be '*thorough knowledge or nothing at all'. Provision must certainly be made even in Secondary schools for a specialized study of Sanskrit. But the compulsory General Course in Sanskrit would be intended mainly to give a pupil the necessary linking into his cultural past, to arouse in him an interest in the language and literature of his ancestors, to afford him a wholesome training of mind and character, and to inculcate in him real respect for pure learning."* The Commission also suggest that, barring certain exceptions, Sanskrit should be made compulsory subject in schools. It stated, *"One need not fight shy of the element of compulsion here. It is indeed wrong to suppose that compulsion invariably breeds distaste and unpopularity. Something has to be made compulsory, because no one would ever think of leaving the choice of subjects to the immature judgement of a child. As Dr. Radhakrishanan once said, the aim of education should be not only to teach a boy what he wants, but also to make him want what we teach him".*

The Sanskrit Commission had offered three preferences in school level especially from class seven. From class seven to eleven,

i) Mother tongue / regional language, English and Sanskrit,

ii) Mother tongue/regional language, Hindi/modern Indian Language and Sanskrit, and

iii) Modern Indian Language and Sanskrit for Hindi speaking areas.

The Commission suggested a four–language formula to accommodate Sanskrit. There was another preference in the name of combined courses of four languages:

i. Mother tongue or Regional language and Sanskrit

ii. English and

iii. Hindi and Sanskrit or Modern Indian Language and Sanskrit.

It has been stressed that Sanskrit should be learnt at least for five years and there should be a separate qualifying level for each of the composite languages. Critics opined that if the recommendations of Sanskrit Education Commission, 1956 had been implemented by the implementers in sense, Sanskrit would have not to struggle for its presence in the land of its origin.

National Education Policy, 1964-66

The three language formula is a strategy that was formulated in the chief ministers' conference in 1961 that was forwarded by the 1968 National Policy Resolution and the National Policy of Education 1986. The Kothari Commission had recommended modified Teaching and learning in the foundation subjects of Three Language Formula in its report in which the classical languages were disregarded. Its outlook was rigid towards classical language, though there was a possibility to include it in the Hindi speaking areas, in lieu of Modern Indian Language. *Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale. Development of new methods of teaching the language should be encouraged, and the possibility explored of including the study of Sanskrit in those courses (such as modern Indian languages, ancient Indian history, Indology and Indian philosophy) at the first and second degree stages, where such*

knowledge is applicable'. The commission stressed the significance of the classical languages, especially Sanskrit, in its report in Para 8.54 in chapter and but excluded it from Three Language Formula.

National Policy on Education, 1986

The National Policy on Education 1986 had underlined the importance of Sanskrit and emphasized the importance of 'Sanskrit' on the national system of education as it is still inextricably linked with the life, rituals, ceremonies and festivals of vast Indian masses. The language scheme of 1986 Education Policy was -

Scheme1-: Hindi, English and Modern Indian Language (for Hindi speaking areas).

Scheme 2-: Modern Indian Language /Regional languages, English and Hindi

But, in 3(d), the education policy accepted the importance of the classical languages in the scheme. However, in 3 (e), the policy avoided the inclusion of classical languages in the scheme that represent its casual approach to classical language. As a result of which exit of Sanskrit from the Indian school curriculum became more faster.

National Education Policy, 1992

The Programme of Action, 1992 stated that though Sanskrit should not be introduced as an independent subject under the 'Three Language Formula', it may be introduced as part of a composite course in Hindi and the regional language as mother tongue at a suitable point of the primary or the upper stage. It is to be so planned that the study of Sanskrit may not be ignored. At the secondary stage, Sanskrit may be offered as an additional option and at the higher secondary stage, suitable elective courses in Sanskrit may be made available to those students who wish to study it. Open school courses for Sanskrit may also be designed for learners at all levels. A major shift in designing Sanskrit courses and transacting curriculum in the subject is that the language is to be treated not as a 'classical language', but as a living language still relevant in Indian settings.

Indian Council for Hindi and Sanskrit Education, an autonomous body that was established for development of school education under the guidelines of National Education Policy1986, and Programme of Action, 1992. It runs secondary and senior secondary level courses on the pattern of CBSE/NCERT and follows National Curriculum Framework for the students of deprived section of people. In addition, the Council also offers Diploma in Hindi and Sanskrit language courses.

In the subsequent policies of education in India, ie the National Curriculum Framework, for school education (2000), the principle of three language formula' is followed. The central board of secondary education has made Sanskrit, a third language in the schools under CBSE, though it remains as an option for a school to adopt it or not, the other choice being the states own official language. In such schools, learning Sanskrit remains an option for grade v to viii. However, the ground realities in the field of language education are far from being conformity with the spirit of this. Ignoring the mother tongue as first language and practice of making English as the medium of instruction right from the play school stage has reach even to the remote villages, those results in gradual destruction of Indian culture.

Supreme Court Intervention, 1994, Pronouncing Sanskrit as part of Education

Though Sanskrit as language is included in the Eight Schedule of the Constitution, in Universities, Sanskrit department is not part of Modern Indian Language. In 1994, the Supreme Court of India declares Sanskrit to be part of school, college and university education. It validated the teaching of Sanskrit as an MIL. However, Sanskrit learning was affected by the non-availability of teachers and funds.

Report of India's Vision and Roadmap for Development of Sanskrit Report

A Thirteen member Sanskrit Commission headed by Satyabrat Shastri was constituted for broader promotion of classical languages by the UPA Government. Hereafter, the Ministry of Human Resource Development (Present Ministry of Education) of India constituted a committee to suggest a long term vision and roadmap for the development of Sanskrit for the next ten years. The Committee framed under the chairmanship of Prof. N Gopalswami, Chancellor, Rastriya Sanskrit Vidyapeeth, Tirupati, on 18 of November, 2015 to Assess and review the present schemes, suggest ways and means to bring qualitative changes in Sanskrit education both in secondary and higher education level. The Committee in its vision and action plan report suggest measures to integrate Sanskrit studies with different disciplines of science and laws along

with methods and pedagogies of teaching Sanskrit. Taking stock of the present Sanskrit Education scenario, the committee suggest practical suggestions on preservation, propagation and sustenance of Veda Vidya, promotion of school education, higher education, Ashtaadashi Scheme, Teacher training etc. Some of the suggestions include - revival of old Sanskrit schools and Veda Pathsalas, Sanskrit may be offered in three language formula in school education, Sanskrit may be offered in all groups in higher secondary arts, science and commerce, Teaching Sanskrit through Sanskrit, Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), National Institute of Open Schooling (NIOS), Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) may be asked to implement three languages till the last year of secondary education, Sanskrit methodology in B. Ed. And D. Ed, Inclusion of Indian knowledge, more Sanskrit Universities and Research Centres, constitution of CBSE like board for affiliation of Sanskrit medium schools, revision of Sanskrit textbooks by NCERT.

National Education Policy, 2020

The National Education Policy, 2020 is futuristic that attempts to fix the previous limitations. The policy recommends integration of teaching and learning of Indian languages in schools as well as in every level of higher education. The policy document promotes Sanskrit as an 'important, enriching option' for students in school and higher education, including the proposed three language formula'. The New Education Policy makes it mandatory to learn a native Indian language till class V. The policy gives the freedom to the state, region and child to choose three languages to be learned but at least two of the three languages should be native Indian languages providing the opportunity to know our culture and acquire communicative skill set needed. The Policy retains earlier three language formula that to be implemented from grade 3 to grade 12 instead of the previous system where it was implemented from grade 3 and grade 8. The policy also recommends hiring of teachers for implementing three language formula.

Emphasis on Sanskrit in NEP-2020

Multilingual Education and Power of Language

The National Education Policy, 2020 stress multilingualism (4.11) as a force for national integration and suggest for introduction of Sanskrit at foundation stage, from primary to university level. Teaching and learning of Indian languages are suggested to be integrated with school and higher education at every level, however, it suggest that no language will be imposed on any students.

Promotion of Indian Language

Under the 'Ek Bharat Shrestha Bharart' initiative, (4.16), Students will have to be offered opportunity of learning unity of most of the major Indian languages, starting with the common phonetic and scientifically arranged alphabets and scripts, their origins and sources of vocabularies from Sanskrit and other classical languages. The school and colleges must be providing a steady stream of high quality learning in order to keep the languages relevant and vibrant; there must be steady stream of high quality learning.

Sanskrit Language in Mainstream Curriculum

Sanskrit is recommended to be integrated into the mainstream curriculum rather than being restricted to single stream Sanskrit Pathshalas and Universities. The language will be provided to higher education in innovative and interesting ways along with other subjects such as mathematics, Philosophy, Astronomy, linguistic, Yoga, Dramatics etc.

The New Education Policy states, "Sanskrit, while also an important modern Indian languages mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasure of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more known as 'Sanskrit Knowledge System' written by people of varied religions as well as non-religious people over thousands of years. It will be taught in interesting, experiential and relevant ways'. 'Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three language formula. (4.17). It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge System, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level have to be written in Simple Standard Sanskrit to teach Sanskrit through Sanskrit for making

studying Sanskrit enjoyable. In addition to Sanskrit, other classical language and literature of India, including Tamil, Telugu, Kannada, Malayam, Odia, Pali, Prakit will also be made available for studying in schools as options for students, on online modules and through experiential - innovative ways.

The Committee also opined that Sanskrit (and Prakrit) has played a great role in the Indian tradition of the quest for knowledge, including the study of the 64 kalas or liberal arts and hence suggested the study of Sanskrit and knowledge of its extensive literature.

The policy also stated, 'Considering the special importance of Sanskrit to the growth and development of Indian languages, and its unique contribution to knowledge development in as well as the cultural unity of the country, facilities for study of Sanskrit, its scientific nature, and including samplings of diverse ancient and medieval writings in Sanskrit from a diverse set of authors, that will be made available in schools and higher educational institutions'. Students will have the option of learning at least two years of a classical language of India and its associated literature, (4.19) through experiential and innovative pedagogies.

Integration of Technology

Integration of technology i.e. through games and apps, by weaving cultural aspects of the languages, such as films, storytelling, poetry, and music and by drawing connections with various relevant subjects and real life experiences, from Grades 6 to 12 with the option to continue from the middle stage through the secondary stage and beyond.(4.21).

Language Vocabularies and Dictionaries

The policy document suggests that (4.22.6) for making language learning vibrant and relevant, there must be a steady stream of high quality learning and print materials of the languages in terms of textbooks, workbooks, videos, plays, novels, magazine etc. Languages must also have consistent official updates to their vocabularies and dictionaries that need to be widely disseminated. The policy also allows state government to hire teachers with high level language proficiency and encourage consultation to prepare language dictionary for the respective language that is to be used in education, writing, journalism, speechmaking etc. The dictionaries will be made available both in print and electronic format.

The policy suggests that learning and teaching of Indian languages i.e. Sanskrit, need to be integrated with school and higher education at every level. To make it relevant and vibrant, there must be steady stream of high quality learning and print materials these languages including textbooks, workbooks, videos, plays, poems.

Sanskrit Universities to be Multidisciplinary Universities

It is decided that Sanskrit Universities will move towards becoming large multidisciplinary institutions of higher learning including other major subjects in their education system and so other Universities include Sanskrit language..

Programmes on all classical languages including Sanskrit' and literature will have to be offered in Universities and Institutes with an effort to collect, preserve, translate and study of thousands of manuscripts. Sanskrit and other Indian language Institutes and departments across the country are to be strengthened and classical language institutes will be merged with Universities.

Four Years B. Ed Programmes

Strong departments and programmes in Indian languages, comparative literature, creative writing, Art, Music, Philosophy have to be developed across the country, and degrees including 4 years B. Ed dual degrees will be developed in these subjects. The program will emphasise on producing high quality teachers with expertise in language teaching and music, arts, philosophy and writing.

Establishing Indian Institute of Translation and Interpretation (IITI)

The New Education Policy proposes setting up of Indian Institute of Translation and Interpretation (IITI) while laying significant emphasis on Sanskrit and other Indian languages. It will hold up extensive use of technology to aid in language translation and interpretation effort. This will lay formal structure to encourage and promote learning from one Indian and take it to another. It is proposed that such initiative will be baked with required funds.

Online Portals, Web and Wiki

The policy recommends on showcasing the languages of India along with its Art and Culture

through the online portals, web and wikis to preserve the knowledge of native languages and their knowledge in the form of dictionaries, videos, recordings, and reciting poetry, telling stories, performing folk songs, plays, dance and other learning resources of knowledgeable persons. Such web portals are to be managed by the research team of the Universities and will be funded by the National Research Fund.

Scholarships and Incentives

The policy also recommends various awards and incentives to the outstanding performer in Indian language and literature. Proficiency in a language will also be considered as a major quality parameter for employment.

The recommendations of NEP–2020 will surely bring new zest and vigour to Sanskrit learning. However, emphasis on Sanskrit' learning in the policy also face criticism saying it is discriminatory to Schedule eight and other languages of India and it attempt to provide single identity to the people of a country of diverse language and culture. The language policy of NEP–2020 is also criticised on the ground that education up to class 5, preferably until class 8, is to be imparted in mother tongues of students. Classical languages like Sanskrit have been proposed at all levels, while instruction on foreign languages suggested to be offered from the secondary level.*"It is observed that when new subjects like computer, environment science, agriculture, skills are introduced at secondary level in various states, usually those subjects are offered as an option to Sanskrit and not to any other subject, and thus Sanskrit become a Scapegoat'* the Report stated. It suggests integrating the study of ancient classical language with other disciplines such as mathematics, physics, chemistry, medical science and law and teaching Sanskrit through modern tools.

Conclusion

India was once known as *Vishwaguru*, because of its world class centres of learning like *Takshashila, Pushpagiri, Nalanda* and others. India has contributed not only in philosophy and spirituality, but in science, mathematics, astronomy and other areas. Following foreign invasions and the colonial rule, India lost its preeminent position, having not a single university in global top ranking. In this critical situation, it is crucial to focus and explores our own knowledge system and enhances it with further knowledge generation and innovation. For that, our education system as well as policies must remain rooted to our culture and heritage. Though inclusion of Sanskrit as a compulsory subject may seem bit radical, the need to restore and popularise Sanskrit at this critical period of time is very crucial.

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Implementation of National Education Policy–2020: A Critical Analysis

K Kamala*

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, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The world is undergoing rapid changes in the knowledge landscape.

With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

In India, a new education policy typically comes along only once every few decades. The first education policy was in 1968, introduced by the administration under Mrs. Indira Gandhi as Prime Minister. This was replaced by the National Policy on Education in 1986, by Shri. Rajiv Gandhi who was Prime Minister at that time. A few years later in 1992, it was slightly modified again by the then Prime Minister Shri. P V Narasimha Rao. And now in 2020, approximately three decades later, a new education policy with drastic changes has been brought in by the ruling government. The details of the policy were released to the nation after cabinet approval on 29th July, 2020. It was said that this National Education Policy or NEP-2020, would be a comprehensive framework to guide the development of education in the country.

The NEP–2020, which proposes sweeping changes, has caused quite the buzz since its introduction. The policy is supposed to address seven key issues of educational development namely easy access for the students, ease of participation, quality of courses offered, equity, system efficiency, governance and management, facilities of research and development, and financial commitment involved. Does NEP–2020 truly satisfy these criteria? What are the hits and misses of the policy? These are certain points to ponder.

The new policy proffers a single regulator for higher education institutions, multiple entry and exit options in degree courses, discontinuation of MPhil programs, low stakes board exams, and common entrance exams for universities. It also aims to universalize access to school education at all levels, pre-primary to secondary level with 100 percent Gross Enrollment Ratio (GER) in school education by 2030 and proffer foundational literacy and numeracy for all.

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The school curriculum structure, which is now 10+2, will be replaced with a '5+3+3+4' structure thereby ensuring inclusion of children of all ages (3-18 years) under the ambit of formal schooling in a significant shift from the 1986 policy. This new policy also seeks to ensure that no student is at a disadvantage because they are from a Socially and Economically Disadvantaged Group (SEDG). Gender Inclusion Fund and Special Education Zones will be instituted for this purpose.

It is also suggested in the policy that the medium of education until at least grade 5 should optionally be in the regional language, mother tongue or local language. Sanskrit, an Indic language of the ancient Indian subcontinent, will now be main streamed in schools as one of the language options in the present three-language formula. Indian Sign Language (ISL) will also be standardized throughout the country and a new curriculum will be developed for deaf children. The new policy proposes a shift from an assessment that is based on the outcome of a program to a year-round assessment structure. This entails reduction of curricular content and rote learning and supplements it with conceptual learning, experimentation, and critical thinking. The aim is for this era of Indian students to receive a holistic model of learning, well equipped with cutting edge skills necessary to excel in the 21st Century. Additionally, rigid demarcation of streams or subjects will be removed. There will now be flexibility to choose from interests within arts and sciences, vocational and academic streams as well as curricular and extra-curricular activities. Vocational education will begin from grade six and include 'Bagless days' or internship. This will open a real-world understanding of their subject of interest from local experts and inculcate sundry skills at an early age.

Another new feather in the new policy is adding coding as a subject from grade 6. In this increasingly technological era, coding may become the language of the future. And being well equipped in this will ensure no hindrances to innovation and creativity whilst promoting analytical and logical thinking. This new structure will not only be beneficial to school children but also be in tune with the best global practices for the development of the mental faculties of a child.

Prime Minister Shri Narendra Modi stated that the new education policy will transform millions of lives towards making India a knowledge hub in an era where learning, research, and innovation are important. While vital reforms needed in the education sector, such as widening the availability of scholarships, strengthening infrastructure for open and distance learning, online education and increasing usage of technology are reflected in the new policy, it is also criticized for being a political document which can be apprehended from comments of political and ideological organizations.

Criticisms of NEP–2020 as Cited in Social Media

Some criticisms are also observed on the NEP-2020 on social media with #RejectNEP2020 trending on twitter. According to the Indian constitution, regulations of different sectors of society are demarcated by three different lists, namely the Union list, the State list, and Concurrent list. As these names suggest, the Union government makes laws on matters in the union list, the state government makes laws on issues under the State list and both the union and state government govern matters under the concurrent list. When laws are to be made on topics under the concurrent list, it is first put up as a draft for a threshold period. This threshold period is to encourage suggestions and discourse from the states or eminent personalities from the respective fields of the draft bill. Education is listed as a concurrent subject. Major criticism is that it was bypassed in the parliament, thereby violating the set code of conduct. A new policy introducing such substantial changes must undergo discourse in the parliament. Will this lead to centralized, communalized and commercialized education system?

The English language is not only of paramount value for global outreach, but it is also essential in connecting and communicating with people from other states within India. Career building, outsourcing technical support and skills are dominated by western conglomerates where English has utmost importance. In the new scheme, English will only be offered from the secondary level. Children from families who cannot afford to polish their children's English competence will lose out on opportunities. Discontinuing English as the main medium might make fluency in English based on whether you can afford private tutors, thus disadvantaging the population who see English as a way to escape caste hierarchy. Mainstreaming Sanskrit in India would be synonymous to the west mainstreaming Latin. Biblical Latin is a dead language; similarly, Sanskrit is used by less than 1% of the Indian population. Mainstreaming this

ancient language would only be seen as a regressive step. At the time of the 2001 census on bilingualism and trilingualism, the number of English speakers in India was at 125 million and this number ought to have increased since then. The English language is what has given India an edge over a majority of south-east Asia. Even the Chinese government, who until recently only promoted the Chinese medium, is bringing in reforms and introducing the English language in their education system.

Under the new policy, private and self-governed colleges will receive more autonomy. When these colleges hand out certifications unchecked, corporatism may follow. This will create a situation where higher studies become a privilege only for those who can afford it. A centralized education system will amount to a stepping stone to social exclusion and dilution of the Right to Education Act. The government stated that it is proposing to improve the quality and autonomy of higher education, however, in a completely backward move; it is dismantling the University Grants Commission (UGC) which was a core structural and regulatory body for higher education. This will only accelerate the commodification and centralization of education.

Organizations and institutions when vested with educational structure and financial autonomy will be enabled to create additional courses and departments. However, without funding from government bodies, institutions will naturally turn to the students. The tuition fee will substantially increase, not just for students in that particular department, but all the students attending that institution. This coupled with another feature offered by the NEP, i.e., multiple exit options at universities will increase the dropout rates. Under the multiple exit and entry option, if a student decides to leave mid-course, he/she will receive appropriate certification for credits earned until that point which will be digitally stored in an Academic Bank of Credit (ABC). A 'certificate', a 'diploma', a 'Bachelor's degree' and 'Bachelor's Degree with Research' respectively will be awarded for each year of a four-year course. With financial autonomy resulting in financial burden on students and availability of certification each year, more students will be prompted to dropout. This creates an immense disparity between financially able and disabled students. Financially better-off students will get higher chances for studies and be able to acquire better opportunities. This would again amount to dilution of the Right to Education Act.

The government has introduced vocational and polytechnic education for school students through the new policy under the title 'Reimagining vocational education', which aims to remove the hard separation between academic and vocational streams. Vocational subjects will be introduced as early as grade 6, including internship opportunities from grades 6 to 12. This however ignores the importance of ensuring basic mainstream education to all students till at least grade 10. Students opting for such courses will certainly not be from privileged backgrounds. Children who are economically backward and belonging to lower rungs of people who struggle in English, coding, etc would end up opting for these streams. Introducing this at such an early age will form a barrier for first-generation learners and those from disadvantaged backgrounds to access higher education.

While NEP–2020 aims for many much-needed positive changes. The possibility of amplifying existing fault lines in Indian society needs to be looked into. The policy will seemingly increase the economic divide in a country that is already divided by religion, caste, gender, and wealth. It may make it nearly impossible for disadvantaged classes to climb up the social ladder. Are all of these moves stepping stones to achieve saffronisation? It will take years before the policy goes into full swing and only then will these complexities become apparent. The method of implementation will determine its successes and failures. The flaws in this policy need to be addressed with deliberation through proper code of conduct to reduce the current shortfalls.

Key Recommendations of NEP–2020 in School Education

- Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
- To bring 2 crore out of school children back into the mainstream through an open schooling system.
- The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.
    - It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.
    - It will also have 12 years of schooling with three years of Anganwadi/ pre schooling.

- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
- School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
- Vocational Education to start from Class 6 with Internships.
- Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.
- Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes
- A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Key Recommendations of NEP-2020 in Higher Education

- Gross Enrolment Ratio in higher education to be raised to 50% by 2035. Also, 3.5 crore seats to be added in higher education.
- The current Gross Enrolment Ratio (GER) in higher education is 26.3 per cent.
- Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.
- Academic Bank of Credits to be established to facilitate Transfer of Credits.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,
  - National Higher Education Regulatory Council (NHERC) for regulation,
  - General Education Council (GEC) for standard setting,
  - Higher Education Grants Council (HEGC) for funding,
  - National Accreditation Council (NAC) for accreditation.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.
- Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

General Recommendations of NEP-2020

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- National Assessment Centre- 'PARAKH' has been created to assess the students.
- It also paves the way for foreign universities to set up campuses in India.
- It emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.
- National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.

- It also aims to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest.
- Currently, India spends around 4.6 per cent of its total GDP on education.

Salient Features of Education System in India

Constitutional Provisions

- Part IV of Indian Constitution, Article 45 and Article 39 (f) of Directive Principles of State Policy (DPSP), has a provision for state-funded as well as equitable and accessible education.
- The 42nd Amendment to the Constitution in 1976 moved education from the State to the Concurrent List.
    - The education policies by the Central government provides a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968.
- The 86th Amendment in 2002 made education an enforceable right under Article 21-A.

Related Laws

- Right To Education (RTE) Act, 2009 aims to provide primary education to all children aged 6 to 14 years and enforces education as a Fundamental Right.
- It also mandates 25 per cent reservation for disadvantaged sections of the society where disadvantaged groups

Government Initiatives

- Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education are a result of the NEP of 1986.

Way Forward

- A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.
- It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

The new National Education Policy has come after a 34-year gap. It is meant to provide an over arching vision and comprehensive framework for both school and higher education across the country. Implementation of its proposals depends on further regulations by both States and the Centre as education is a concurrent subject.

What is the Time-line for Implementation?

The policy is meant to transform the education system by 2040. Some proposals will be implemented immediately, starting with the change in the name of the Ministry of Human Resource Development into the Ministry of Education. "There are over 100 action points from the Policy. Implementation will be done in phases, based on time, region and types of institutions with Institutes of Eminence (IoEs) and Central Universities taking the lead," said Higher Education Secretary Shri. Amit Khare. For instance, four-year undergraduate degrees with multiple entry-exit options will be introduced in the 20 IoEs from the 2020-21 academic year, while others continue with the existing three-year degree courses. Existing M.Phil students can continue until they complete their degree, although new admissions for the programme will not be accepted.

The National Testing Agency will introduce a pilot version of the common entrance test by December, 2020, which will be used for admission to all IoEs and central universities in 2021. Some Indian Institutes of Technology are working on developing the technical structure of the Academic Credit Bank, which will also be established by December, and become applicable to all new students joining central universities next year.

Where do the Difficulties Lie?

Some of the proposals require legal changes. The draft Higher Education Commission of India Bill has been languishing in the Ministry for over a year so far there is no much development. The proposal for a Board of Governors for universities may also require amendments of the Central and State Universities Acts. A Cabinet note has already been moved to set up the National Research

Foundation as a trust under the government, but in order to make it a fully autonomous body, an Act may be required.

Others require funding. Free breakfasts can only be considered in the next academic year if a budget allocation is made to cover it. The process of converting affiliated colleges into degree granting autonomous institutions and then further into fully fledged universities is estimated to take at least 15 years, as the Centre will have to provide financial assistance for this purpose. The Ministry feels that an increase in government funding of education to 6% of GDP will be sufficient to cover the financial implications of the NEP. However, such an increase in funding has been proposed but not achieved for the last half-century, point out experts. The proposal to make the mother tongue the medium of instruction till Class 5, which has stirred up the fiercest debates, is dependent on State governments, according to the Education Minister, who would not even confirm that the policy will be implemented by centrally-run schools.

Expenditure (2017-18) and only around 10% of the total Government spending towards education (Economic Survey, 2017-18). These numbers are far smaller than most developed and developing countries. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual and technological progress and growth. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socioeconomically disadvantaged groups.

In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education. Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences. The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher

cost recovery without affecting the needy or deserving sections will also be explored.

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Implementation of National Higher Education Policy—2020: Issues, Challenges and Prospects

H V Deshpande*

Prologue

The area of the subject is very vast, full of complications and speculations, where angels fear to tread. Yet, it is imperative for all those who are concerned with it directly or indirectly. Today Higher Education (HE) has become a matter for our survival in the global knowledge imperialism and at the same time we have to protect our culture and values in the gust of Americanization of global culture. National Education Policy-2020 is based on these two very significant and urgent concerns of Indian people. The policy aims at blending Harvard with Nalanda by becoming global while retaining or reviving the 'local'. At present we have forgotten our 'real identity' (local) in the sweeping process of westernization of Indian culture and the imitative habit with our brain-drain system. Our top bureaucracy (faced with the west) has played a significant role in that process and it can be clearly seen in the continuous defeats of the recommendations of Higher Education Commissions and Committees from Radhakrishnan Commission to HRD proposal of Higher Education Commission of India (Repeal of UGC Act) 2018. Sam Pitroda's 'National Knowledge Commission recommendations are included. We have to consider the new National Education Policy-2020 (HE) against this bleak background we have experienced in the last 70 years.

I propose to discuss this topic within the following frame of reference:

1. Prologue;
2. A Brief survey of expert opinion since 30th July, 20;
3. The major issues and the challenges before the NEP-20;
4. The Prospects ;
5. The Stake-holders Responsibilities; and
6. Epilogue.

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Select Expert Opinions on NEP–2020

It is necessary to have a very brief review of the expert opinions on NEP-2020. The central cabinet declared its NEP-20 decision (an event of historical significance) on 29th July, 2020.

On the very next day (30th July, 2020) The Times of India reported, "CPM slams move to unilaterally destroy education." On the next day (31st July, 2020), Dr. Snehalata Deshmukh, the Former Vice Chancellor of the University of Mumbai said in her article that the cabinet decision did not provide the necessary details, and there were problems regarding the implementation of the policy (*Daily Lokmat* 31-7-20). On 2nd August, 2020, Dr. Aniket Sule, Dr. Bhabha Science Education Centre Mumbai, in his article says "the policy does not explain how the Higher Educational Institutions (HEIs) run by different types of educational trusts could be merged into multidisciplinary HEIs," (*Daily Loksatta,* 2-8-2020). He has raised doubts about the privatization of HE, student exchange and employment opportunities of multidisciplinary HEI graduates. Prof. Aniruddha Deshpande welcomes the provision of National Research Foundation (*Loksatta,* 2-8-2020).

On 5th August, 2020 Hon'ble Education Minister Dr. Ramesh Pokhriyal Nishank said that the document called 'EQUIP' would be published to provide guidelines for the implementation of the NEP–2020.

Dr. Amit Khare, Secretary HE, says, "The academic credit bank reform is not very difficult. Some IITs are working on developing the technical structure of the Academic Credit Bank. He said that the bank would be ready by December, 2020; (however, it is not yet announced by the MOE.) and the 'National Research Foundation will start working by January, 2021 (*Indian Express,* 18-8-20). For Ameeta Mulla Vital, "The greatest challenge for successful rollout of new education policy is teacher training," (*Indian Express* 18-8-20). Former Human Resource Development Minister Shri Kapil Sibal seems to agree with the policy but expresses doubt

about its implementation. He says, "Policies matter. But those who implement policies matter more," (20-8-20). His confession about optical fiber cables, "There were strong opposition to it both from my party and the then opposition. It was unfortunate that when people cannot look beyond their nose, they wish to oppose for the sake of opposition…(*Indian Express,* 20-8-20). For Anamika, "The first challenge will be to widen the scope of internationalization. Several world-class institutions such as the Max Planck Institute could fall through the policy's cracks because they do not participate in any world rankings, (*Indian Express,* 4-9-20). On September 8th, 2020, Hon'ble Prime Minister tells governors to spread word about NEP–2020 among stakeholders. He says, "The NEP–2020 is not the government's but the nation's policy," (*Indian Express, 8-9-20*). Jos Chathukulam says, "India's dismal score on the academic freedom index reflects the issues plaguing the country's education system…India's score in the AFI is 0.352…surprisingly, countries like Malaysia (.582), Pakistan (0.554), Brazil (0.466), Somalia (0.436) have scored better than India." He points out the unsolicited interference from governments (bureaucrats?) in both academic and non-academic issues, (*The Hindu,* Hubli 4-11-20).

The news that the Karnataka state government has decided to start immediately, six research universities, ten teaching centric universities and 34 autonomous HEIs in three years for the effective implementation of NEP–20 is very heartening. A high level task force is already constituted for that (*The Hindu,* Hubli 7-11-20).

The National Testing Agency (NTA) will conduct a Common Entrance Examination (CEE) for admissions to universities across the country (Praveena, 2020). The UGC has set up a seven member committee on December, 2023, headed by Dr. R P Tiwari, Vice Chancellor of the Central University of Panjab. The committee report is expected in January, 2021 and will be implemented in March 21, (*Indian Express,* 27-12-20). However, it will not be mandatory. This very brief review reveals the following observations:

1. The present situation is full of uncertainties, speculations and anxiety, and the MOE's 'EQUIP' document is awaited.
2. The expert opinions on NEP-2020 which are still in the process are full of mixed expressions for and against the policy issues.
3. It is said that NEP-2020 implementation process will be completed by 2040, some 20 years hence. The next 20 years will witness many changes in the proposed framework of NEP-2020 as socio-political scenario in the next 20 years is bound to be different.
4. There seems to be a general agreement and acceptance of the NEP-20; but there are doubts and worries about its implementation.
5. The government is working with a good speed to implement the NEP-20.We are now wandering between the two worlds–one that is dying and the 2nd yet to be born.

As we cannot and should not go back from the NEP-2020, we have to be very careful in giving the desired shape to it.

The Major Issues

The 10 major issues briefly mentioned below are based on the scantly information available at present. We do not know what exact changes the government has made in the Kasturirangan Committee Report.

1. The very first issue is of the formation of the central apex bodies like 'Higher Education Council of India' (HECI) 'National Higher Education Regulatory Council (NHERC), 'National Accreditation Council' (NAC), etc. The constitution of NEC (National Education Council) suggested by Dr. Kasturirangan Committee is different from the new HECI (Higher Education Council of India) the details of which are still unknown. The exact formations of these new apex bodies is an issue of great concern-their appointing agency, their selection process, their rights and duties are yet to be declared. Even the constitution of Boards of Governance of HEIs is an issue to be considered seriously. The government nominee on the BOG along with others outside the HEI will be a matter of debate. We are eagerly waiting for the details.

   The proposed, 'National Higher Education Regulatory Council' will be a key apex body that will govern all matters, disputes, appeals etc. Steering clear in the navigation of NHERC is not at all as easy as it seems to be. This can be a major issue of debate and amendments in the parliament. The lobby of the private HEIs will bring pressures on the government.

2. The proposed conversion of HEIs from affiliation to autonomy is again a very complex process. It involves the process of graded autonomy. The transition period will need high level of efficiency and accountability on the part of the stake holders. The process requires the involvement of institutional accreditation by NAC (not NAAC); and the very concept of 'NAC' inherits many hurdles. It has to face many socio-political and ethical problems. The present NAAC, Bengaluru has a wide experience of the evils of HEIs in India.

3. The management/administration of the proposed 'multidisciplinary HEIs/clusters involving Open Distance Learning (ODL) programmes and credit transfer in credit bank is in itself a huge task considering the number of students. The role of the 'National Education Technology Forum' is very significant here and much depends on its efficiency and accountability. (Today, the customers of nationalized banks cannot get their pass-books duly filled in by the banks in time.)

   The time tables of a multidisciplinary HEI/cluster and those of the other HEIs where students have to go for taking lessons of the subjects of their choice require appropriate matching. The top central bureaucracy does not understand the difficulties faced by the time table committees of present HEIs. This issue seems to be trivial but the principles know how complex is the matter. Scanty infrastructure and multidisciplinary subject options may be a circus for HEIs.

4. Credit Bank and credit transfer will function like the money transfer by electronic devices and will have the expected accuracy. It only needs accurate feeding. Our IITs are now working on it and soon we will have the process well established. The central universities may use it by 2021.

5. Granting autonomy, with 'graded' system, to all the HEIs involves merger of single faculty HEIs into multidisciplinary HEIs/clusters. The suitable mechanism for that is yet to be evolved. The process of granting autonomy to colleges is the process of relieving the affiliating universities of the burden of their colleges. That involves the problem of the placement of the excess university employees in the equivalent posts in the multidisciplinary HEIs or in the bureaucratic hierarchy of the regulatory bodies. That is a big task that involves grievances, disputes and settlements in an appropriate manner. This is an issue concerning employees in about 900+ universities in India.

6. The issue of Board of Governances (BOGs) of HEIs is also very significant and debatable. The present tug of war between IIMs and the government is a striking example of it. The Act provides full academic autonomy to the IIMs. They prepared an MBA programme of one year as it is a global norm. But the UGC rule says that any master degree program should be of two years. Hence the inquiry and action against the Board of Governors of the IIMs is going on (Editorial *Indian Express,* December, 8, 2020). The history of HE in India is the history of court cases involving government HEFs and students. The issues are fees, admissions, appointments, autonomy and control.

   The role and interference of the other representatives (other than those inside the HEI and its management) on the BOG of HEI will be a matter of dispute. Most of our private HEIs are established and developed by many veterans over a great span of time (50/100 or more years). They have created their own financial resources and have rendered significant service to the society. NEP-2020 plans to appoint government, alumni and industry representatives on the BOGs of HEIs. There will not be any problem if they have only advisory role. But the NEP-20 has given them powers of governance and that is a big issue. There are 55 central universities the crown jewels of Indian HE system. Recently, six vice-chancellors of central universities have been sacked; another 5 have been charge sheeted. In reality it is a crisis of accountability. Surprisingly, each of the 55 universities is governed by a separate act. The selection, appointments and functions of the central university authorities is a matter of research and urgent reformation (Mehta, 2020). So the autonomy and control of the BOGs is and will be a matter of debate in and outside the parliament.

7. State Centre Combination : The HECI will function with the cooperation of the state councils of HE. The present political ethos does not guarantee this cooperation. At present, Punjab, Bengal,

Kerala have disputes and differences with the centre. If the states refuse to look beyond their nose the NEP-20 will have political crisis also. Prof. Milind Sohoni, IIT Mumbai, has pointed out the issue of curriculum design. According to his view centre's model curriculum is not very relevant. In fact, it has no place at all for my regional content…HE departments of the state are nowhere in the picture…It is the elite central institutions and scientific agencies which have uniformly become the centers of mediocrity and decay. Bolstering them is a moribund bureaucracy…(Sohoni, 2020). He pleads for a more accountable and decentralized system.

8. Accreditation of HEIs is another very significant issue. The process of decentralization of NAAC authority is controlled by new NAC (National Accreditation Council of India). The possibility of corruption in decentralized NAAC power centers is greater as the HE grants council will sanction grants on the basis of institutional accreditation. However, the provision of grants on the basis of 'Institutional Development Plan' is a well-coming gesture. Hither to the UGC used to decide for which limited purpose (Library, equipments, constructions and FDP (faculty development program) the UGC used to provide grants. Now it is the HEI that will decide for which purpose it will require the grants. The change is from top bureaucracy to democracy. We must be careful that NAC should not be turned into AICTE or MCI. Accountability and honesty in the process of NAC's accreditation is a serious issue.
9. Another issue is the issue of standard evaluation mechanism for research performance of HEIs. It is necessary for the comparison of HEIs. In this context, Saket Kushwaha and Anamica Yadav say, "currently there does not exist any standardized evaluation mechanism for research performance of institutions so that they can be compared (Kushwaha and Yadav, 2020). We have to see what the developed countries have thought and practiced in this regard. No. of patents sought by way of research by the faculty in a HEI can be one of the criteria for comparison. 'From lab to land' can be another criterion for that purpose.
10. The issue of providing vocational/skill training, leading to ensure employment, is of great significance. Therefore, there is a provision of Academia-industry collaboration/linkages. The holistic education approach is meant for all sided development of students. This is the major objective of the NEP-2020 and to achieve it we need a high-level of cooperation, devotion and working with a deep sense of accountability on the part of the academia and bureaucracy. The people have now realized to what extent they have performed in the past and what is now expected from them in the context of the NEP-2020. The cost and outcome of HE should be and will be a matter of their performance evaluation. This issue is of vital significance.

In this context, the issue of 'light but tight regulation' is of great concern. To be frank, the real meaning of the new phrase is rarely understood by many stake-holders, except the top bureaucrats. It needs a 'dictionary clarification.' NEP-2020 needs to end the British bureaucratic era of 'deliberate deception.'

Surely, there is a difference between HE scenario today and that of it by 2040. It is a difference between where we stand now and where we plan to go after 20 years. The ten issues very briefly mentioned above, explain where we are. It's awareness is imperative for us in order to prepare a clear road map ahead.

The prospects of NEP-2020 have been clearly described by the government policy statements. It is very lofty, long awaited bright picture of Indian HE system. It is full of our values cherished by our cultural, moral, intellectual and academic traditions. It promises financial support, autonomy, innovations, research, employment, holistic development of our students, multidisciplinary choice-based high quality HE, revival of our moral values, impetus to our arts, languages, literatures and social sciences. It promises the development of now decaying disciplines like Sanskrit, Philosophy, Psychology and spiritual upliftment. NEP-2020 visualizes the development, glorification and internationalization of India arts like music, painting, drama, classical singing, folk arts and folk literature of cultural values. It promises to build Harvard on the solid foundation of Nalanda and Takshashila. NEP-2020 is a sincere and significant attempt to define our self-

identity lost in the long era of foreign rule over India. NEP-20 is a document of '*Atmanirbhar Bharat*' of world power, if not super power.

Stake-Holder's Responsibilities

I have briefly described above the ground realities in the form of the ten major issues and now I wish to define the task before us and the expected cooperation from each stake holder.

The Governments

i) The central government should constitute the apex bodies at the centre as early as possible. Here, caution is necessary. PMO centred system be converted into democratic participative decision making system. This is necessary in view of the opposition party's scenario in the parliament.

ii) The role of our law ministry in repealing the old laws in the HE system and making the new ones suitable to NEP-2020 is very significant. The Constitution of NHERC (National Higher Education Regulatory Council) its rights, duties, procedures of functioning are of great significance.

iii) General Education Council (GEC) along with its NHEQF and PSSB have a great responsibility of academic reforms. Their task involves curriculum reform, learning outcomes, student attributes, interdisciplinary combinations, global academic standards, in short, the very vision of the NEP-2020.

iv) The role of the President of India and the Governors of the states and union territories is very significant. Today they are controlling HE in India by supervising the university administration, statutes, ordinances Vice Chancellor appointments etc. They are directly connected with the new GEC. The coordination, communion between the two is crucial. It is for these two authorities to keep the political interference away from the apex bodies which is a very difficult task.

The Role of the State Governments

i) They have to constitute state councils for HE, define the rights, duties and qualifications of its members.

ii) Define financial matters and legal design of centre-state relations.

iii) Revise and redefine the constitution of directorates of state HE.

iv) Asign specific tasks to the boards of state university vice-chancellors.

v) Establish direct communication and meaningful dialogue with private managements of HEIs.

The Academia

i) Contribute significantly in the matters of curriculum reformation.

ii) Formation and procedures of NAC and its centers.

iii) Work for academic autonomy for HEIs.

iv) Contribute intellectually to the administrative reforms, laying down new procedures, systems, regulation and faculty development of high academic order.

v) Keep constant vigilance on world academic and scientific development.

vi) Design vocational, environmental and other types of small programs.

vii) New ways and means of evaluation of student performance with examination reforms.

viii) Combine moral human values with community development in the outreach activities of HEIs.

ix) Conduct research, incubation centers, contribute to 'start ups' and 'stand ups' and collaborations and linkages.

Students

i) Keep themselves away from evil influences of political parties, social media and irrelevant agitations.

ii) Follow the guidelines given by NAAC in the 'student charter.'

iii) Participate in the academic activities, project work, research, community development and placement efforts of the HEIs.

iv) Provide right feed back to their HEIs.

v) Develop new ICT skills.

Alumni

i) Establish constant meaningful dialogue with the parent HEI.

ii) Render academic, financial help and cooperation to the HEI.

iii) Participate in the BOG of the HEI according to NEP-2020 rules and norms.

Parents

i) Understand the pros and cons of the NEP-2020.

ii) Strengthen faculty-parents associations.

iii) Study the program/course objectives and outcomes, student attributes.

iv) Render just cooperation to HEIs.

v) Provide necessary feedback to HEIs.

vi) Make just and necessary suggestions for the implementation of NEP.

Epilogue

I have attempted to deal with this complex subject (topic), 'National Higher Education Policy-2020: Issues, challenges and prospects" with a clear frame of reference. The 'prologue' introduces the context of NEP-2020. Then a very brief survey of expert opinion is attempted to obtain further insights in the subject. In the section, 'major issues and challenges' an effort is made to reveal the wide gap between what we are at present and what we wish to be by implementation of NEP-2020. It is like standing on the ground and looking at the sky. Then an attempt is made to understand the real vision of NEP-2020, under the heading, 'The Prospects.' It is followed by the discussion of the 'stake-holders' responsibilities.

After 73 years of independence we are taking a great leap for our educational upliftment and thereby for sustainable society. It requires full sincere and active cooperation of all the sections of our society-especially that of our political parties and social media by keeping aside vote and power politics and TRP which are the deeply rooted evils of our democracy. India will not have any future if we do not perform sensibly and honestly in the next 20 years in the context of NEP-2020. Once the NEP-2020 principles and procedures are well established (up to 2040) the second half of 21st century will be ours. That will provide meaning and true sense to our sovereignty and independence, '*Atmanirbhar Bharat*'. Remember that NEP-2020 is the future of our future generations full of lofty dreams, aims ambitious and aspirations. The only formula to achieve that goal is the *mantra*, 'Reform, Perform and Transform;' because that is the only way of becoming and being a world power!

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AIU Welcomes the East Zone Vice Chancellors' Meet—2020-21 Virtually Hosted by JIS University, Agarpara, Kolkata

Implementation of National Education Policy–2020 to Transform Higher Education in India: Some Viewpoints

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Education is considered highly essential for promoting national development and creating an equitable and a just society. Undoubtedly, providing quality education to everyone is the key to India's continued growth and excellence on the world-wide stage. Still, the part played by higher education is very crucial in India's development and that is why HEIs (Higher Education Institutions) are considered as one of the decisive resources. India is expected to have the premier youth population in the world over the next few years, and so the ability to deliver superior educational opportunities to them, both in terms of learning and research, will define the future of our country.

The National Education Policy-2020, which was drafted by a panel of experts under the able guidance of the former Indian Space Research Organization (ISRO) Chief, Shri K. Kasturirangan after five years of deliberations, got approval by the Union Cabinet of India on July 29, 2020. The new policy replaces the previous National Policy on Education, 1986 (Ayyar and Vaidyanatha, 2017). The policy outlines the vision of India's new education system. It is ironical but true that India's 73rd and 74th years of independence and the new National Education Policy (NEP-2020) coincide with the pandemic-year which is responsible for refitting how we perceive and experience the world around us. The NEP-2020 aims to transform India's education system by 2030 making India a 'global knowledge superpower' by combining innovation, research, design, quality education and development and with the latest technology of 21st century (Indumathi, 2020)."The policy is aimed at bringing transformational change, and not an incremental change" according to the Secretary of Ministry of Human Resource Development (now Ministry of Education), Shri Amit Khare, It aims to develop scientific temperament and free the students from rat-race of marks and lay emphasis on their holistic development. Emphasis is also to be given on developing word class institutions of excellence in India.

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India's higher education system was placed at 26th rank in the QS Higher Education System Strength Rankings of 2018. Being the second largest education system in the world (after China), it lagged behind in multiple factors from its counterparts like focus on only cramming of information rather than understanding, developing and creating; over emphasis on examination, tests, marks, ranks and scores resulting in mugging up of the subjects without basic knowledge and understanding; theory centric education rather than enquiry centric without imparting employability skills; obsolete curriculum in most of the subjects; repetitive research on unimportant topics neglecting the priority ones; lack of better job facilities in the country resulting in brain drain; emerging trend of commercialization of higher education; high rate of teacher absenteeism in the world (second only after Uganda) and corruption on the provision of social services-including education; lack of world class universities and institutions of higher learning; craze for only few branded courses (like engineering, business management, computer applications, medical etc. (Agarwal, 2017).To address to all these major flaws, the NEP- 2020 has been designed very carefully. Undoubtedly, the NEP is a bold attempt as its vision is highly appreciable and commendable. However, the success of any educational policy surely depends upon its flawless implementation and this is going to be a big challenge in India (Kishore, *et al* ., 2020).

Before coming to the real issue of implementation of NEP-2020 to transform higher education in India, it would be pertinent to summarise briefly the fundamental principles guiding NEP-2020, the rationale behind them as well as the highlights of this new policy.

Fundamental Principles Guiding NEP-2020

The fundamental principles guiding education system under NEP-2020 are as summarised below:

- Achieving foundational literacy and numeracy.
- Recognizing, identifying and fostering unique capabilities of each student.
- Flexibility to choose learning path.

- No hard separations between different streams.
- Multidisciplinary and holistic education.
- Emphasis on conceptual understanding.
- Enhancement of creative and critical thinking.
- Fostering human and ethical values.
- Focus on life skills.
- Regular formative assessment for learning.
- Extensive use of technology.
- Respect for diversity.
- Synergy in curriculum across all levels of education.
- Light but tight regulatory framework.
- Strengthening research as a co-requisite for outstanding education.
- Teachers to be made as heart of the learning process.
- Common standards of learning in public and private schools.

Fundamental Principles Guiding NEP–2020

Table-1 depicts the rationale behind the major NEP-2020 principles.

Table-1 : Major Principles of NEP–2020 Principles

Issues faced in current educational scenario	Proposed Ramification
Fragmented educational system	Holistic and flexible curriculum to be made. No rigid separation between different streams.
Too much specialization	Multidisciplinary undergraduate education is planned.
Lack of emphasis on research in Colleges and Universities.	Creation of NRF (National Research Foundation) to actively seed up the research activities.
Lack of access of higher education to socio-economically disadvantaged people	Large number of Universities have been planned to be set.
Non-affiliated Colleges	Institutional Autonomy.
National talent leaving the country for getting education in foreign Universities.	Foreign universities to set up campuses in India.
Ineffective regulatory system	'Light' but 'tight' regulation by a single regulator system.
Inadequate mechanisms for teacher's appointments and promotions.	Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service.

Highlights of NEP-2020 for Higher Education

Main highlights of NEP–2020 for higher education are as follows:

- Gross Enrolment Ratio in higher education to be raised from 26.3 per cent to 50 per cent by 2035. Also, 3.5 crore seats to be added in higher education.
- National Testing Agency (NTA) to conduct a common college entrance exam twice a year. This will be implemented from the 2022 session.
- Holistic undergraduate education to have a flexible curriculum of 3 or 4 years with multiple exit options and appropriate certification within this period. Exit options would be a certificate if a student exits after 1 year and a diploma after 2 years. Student dropouts will be given the option to complete the degree after a break.
- All courses at undergraduate, postgraduate and Ph.D level to be interdisciplinary. No rigid separation between arts and sciences and Indian arts, languages and culture will be promoted at all levels. M.Phil degree to be discontinued.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in India.
- The National Research Foundation to be created as an apex organization for fostering a strong research culture and building research capacity across higher education.

- Higher Education Commission of India (HECI) to be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.
- Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a University.
- An autonomous body, the National Educational Technology Forum (NETF), to be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP-2020 paves the way for foreign universities to set up campuses in India.
- It emphasizes setting up of Gender Inclusion Fund and Special Education Zones for disadvantaged regions and groups.
- It also aims to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest. Currently, India spends around 4.6 per cent of its total GDP on education.
- Academic Bank of Credit to be established where academic credits received from various recognized higher educational institutions can be stored at one placeand these can be transferred and counted towards final degree earned by the student.

Though the NEP-2020 seeks to bring a holistic change in the education system of India, its success depends on the will and way in which it will be implemented. India has the same corruption-ridden bureaucracy as before responsible for faulty implementation of 10+2+3 education system of 1986 in which vocational training was to be given to the students in third year of graduation (Naik,1982). Hence, more serious commitment is needed for the implementation of NEP. Some of the major issues of implementation of NEP-2020 are discussed below.

Major Issues in Implementation of NEP- 2020

NEP-2020 has to focus on following major issues of implementation, which are pre-requisites for its success. These are as follows:

Requirement of Enormous Resources

An ambitious target of public spending at 6 per cent of GDP has been established under NEP-2020, though even it is much less than 10 per cent being demanded by educationists and experts during last few years. Mobilizing the financial resources of the country is going to be a big challenge, given the low tax-to-GDP ratio and competing claims on the national healthcare, security and other key sectors especially in post COVID scenario. The basic reason of failure of 10+2+3 education system of 1986, which envisaged vocational training to the students of third year of graduation, was undoubtedly economic crunch. The state governments had no funds for approving new posts and appointing regular teachers in colleges and universities to impart required vocational training. The central government too did not provide grants to the states. How would it be possible with only 6 per cent of GDP? It must be remembered that vocational courses are to be introduced now under NEP-2020 from class 6 onwards that would require appointment of lakhs of regular teachers in each state which is currently struggling hard to revive its economy during this unending COVID-19 global pandemic which has affected India very badly.

Mismatch between Knowledge of Students and Available Jobs

There seems to be a great mismatch between the knowledge & skills imparted through education and the jobs available in the country in the present situation. Even, NEP-2020 is silent on this issue as no mention has been made for education related to emerging technological fields like artificial intelligence, cyberspace, nanotechnology etc. which are expected to be in huge demand in the coming years of 21st Century. Though NEP- 2020 envisages 'extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management', the priority for such subjects has to be kept in mind. More institutions of excellence have to be opened in every state to facilitate students to pursue studies and do research in the emerging fields.

Unity and Integrity of All Streams

NEP-2020 seeks to reduce the course content in each subject to its core essentials in order to make space for critical thinking. This needs a complete change of the choices and division of subjects and streams at various levels to allow for inclusion of vocational skills and other co-curricular areas. This may sound simple but is a challenging task when it will come for execution because of the silo mind-set of students, parents and teachers. Their thinking is rigid and compartmentalized for decades and changing that so fast is a herculean task. So, inter-disciplinary higher education demands for a cultural shift in a country like India which would not be accepted so easily. The culture of disciplinary mooring runs very deep among scholars and professors alike, with only few exceptions, so it is not going to be an easy task. Removal of subject's boundaries (between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc.) and developing the theme-based integrated curriculum will be very difficult with the competence and ability of existing faculty which has specialization only in one discipline and is bound to follow uni-disciplinary perspective. Not only this, it would be difficult to break existing hierarchies among subjects as some are seen more important than others mostly neglecting vocational subjects and extra-curricular activities.

Creation of Experiential Learning Units (ELUs)

Benjamin Franklin said, "Tell me and I forget. Teach me and I remember. Involve me and I learn." This is absolutely true in light of education, that practical hands on training in any area are more fruitful than teaching of mere theoretical concepts. This is definitely a welcome move which was long-awaited in India and comes at a time when the nation is gearing up for Atam Nirbhar Bharat. But, the challenge of creation of ELUs is two folded: firstly, setting up facilities for experiential learning requires heavy financial support to HEI's as well as Colleges and Universities and secondly, experiential learning might not be possible for some streams like commerce and arts. So, it would not be so easy to change the country's face of education at a stroke and make it more practical-driven.

Doubling the Gross Enrolment Ratio (GER) by 2035

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 is one of the stated goals of the NEP. The policy aims on having at least one higher education institution in every district before 2030. Its implementation pre-supposes that states and the Centre must work together, but some of the states have already voiced their discordance. Hence, it is a big challenge which seems practically impossible to meet as it implies opening more then thousand Universities in coming 15 years to meet the target. It seems difficult keeping in view the present scenario. If priority is given to open private universities instead of central and state owned universities, it would create many difficulties compromising the quality of higher education defeating the very goal of NEP-2020.

Digital Divide between 'haves' and 'have-nots'

As part of its recommendations for ascending the digital technology for learning, the NEP-2020 aims to build a new autonomous body namely the National Educational Technology Forum (NETF) to promote adoption of continuously evolving technologies for digital learning nationwide. However, if technology is a force-multiplier, with unequal access it can strengthen the gap between the haves and have-nots. We must remember that only 4.4 per cent of households have computers in rural India, as against 23.4 per cent of urban households and nearly 14.9 per cent of rural households have internet facility as against 42.0 per cent of urban households as per a government survey conducted for the period July, 2017 to June, 2018 and published in November, 2019.The NEP recommends use of television and community radio broadcasts of educational programmes, but the issue is whether such programmes can replace online classes and e-learning tools, and provide the same quality of education to students who do not have access to smartphones/laptops or the internet facility or not.

Issue of Cooperation between Centre and State

Since education is a concurrent subject (both the Centre and the state governments can make laws on it), the reforms proposed in NEP-2020 can only be implemented collaboratively by the Centre and the States. The principles of federalism demands that states should be treated as equal in key decision making processes like education as this is their primary forte. With the Union Government playing the pivotal role in drafting NEP, cooperation from all

the states especially the ones which have different state government as compared to the Centre is going to be an arduous task. A report by Shri R. S. Raveendhren, published in Times of India on August 19, 2020 has already cautioned that the constitutional practitioners across the country feel most of the changes, as suggested in the NEP-2020, will require extensive amendments to various Union and state legislations notwithstanding the Constitution as well. This bargain will give the Centre an undue advantage for further swallowing of subjects from the concurrent list striking on the federal structure of India.

Issues of Regulation through HECI

The NEP-2020 has proposed to eventually slam the existing regulatory bodies to create a common entity called Higher Education Commission of India (HECI) to regulate the key aspects of education. Though it is proposed to have four verticals within HECI separating the key areas such as regulation, funding and accreditation, but still, HECI is going to be a monopolistic super power with massive intervening powers for a huge country like India. Vesting so much power in one organization could be a matter of concern in times to come. There is another billion dollar question about checking and controlling the corrupt practices prevalent in present regulatory bodies which would automatically crop in HECI also as and when it is set up because of same employees and officers as in the existing bodies. Hence, replacing bureaucracy with educators at the level of governance seems unrealistic as it would require voluntary and forced retirement for most of the employees who do not possess any quality of educators.

Conclusion

The new National Education Policy, 2020 aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st Century and the 2030 Sustainable Development Goals. The intent of policy seems to be quite ideal in many ways, but it is the implementation where lies the key to its success. Implementing the NEP will be a rather demanding and balancing act. If our country gets it right, we will hit the nail on its head. If we don't, good quantum of work will have to be done to give the education system the boost it needs. It must be emphasized that there is no mention of inter-ministerial coordination between the education, skill development and labour ministries, which is necessary to achieve desirable results from vocational training. It is high time to devise a collaborative strategy by the Union government with all the states and union territories (as education is a concurrent subject) over such controversial issues like the three-language formula. The NEP-2020 also must address the structural problems that exist in higher education today.

To conclude, it can be said that NEP offers Choice, Chance, and Change, but we have to wait for things to unfold and see how it gets implemented. The issues listed above have to be kept in mind before hand by the authorities and policy makers for successfully implementing NEP. The policies and the suggested changes according to NEP-2020 look great on paper, and they would change the face of the Indian education system in the years to come, but that would depend on how they are approached and executed by not one state but by all. Let all of us hope that the existing problems in higher education will vanish slowly by restructuring and reorganising the edifice paving the way for altogether new and creative higher education system within the stipulated period in India.

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Implications of National Education Policy—2020 on Open and Distance Learning

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After 34 years, the Union Cabinet chaired by the Prime Minister, Shri Narendra Modi approved the new National Education Policy (NEP-2020) on 29th July, 2020. This is the third education policy of the independent India. The NEP-2020 aims to ensure access, equity and quality education from pre-primary to tertiary level in line with the 4th Sustainable Development Goal of the United Nations, so it has laid down various innovative measures to reform the education suitable for the future developments. It consists of four parts: i) school education, ii) higher education, iii) other key areas of focus and iv) making it happen.

With regard to the higher education, there are nine visions to deliver high quality higher education. The ninth vision specifically focuses on "increased access, equity and inclusion through a range of measures, including greater opportunities for outstanding public education… online education and Open and Distance Learning (ODL)". Even though it plans to expand the ODL system with technology oriented teaching and learning for upholding the status equal to on-campus mode, it has not had specific plans to increase the strength of Open Universities (OUs) in the country, despite the previous education policies recommended it.

In light of this background, this article mainly attempts to analyse the educational policies and regulatory measures with respect to enhancing OUs in the country and to find out the implications of NEP-2020 on the ODL.

Educational Policies for the Development of ODL in India

In a highly populated nation like India, providing education to all those who are aspiring for it in regular mode is a constraint. So, India has chosen the ODL as an alternative mode to democratize the educational opportunities. Having realized the fact, an Expert Committee led by Dr. D.S. Kothari was constituted in 1961 on the suggestion of then Central Advisory Board of Education (CABE) to look into the possibility of correspondence courses for expanding educational opportunities. Accordingly, the Committee in its recommendations strongly emphasized the need of introduction of Correspondence Courses to expand and equalize the educational chances. Consequently, the University of Delhi became the first University in the country to establish an exclusive School of Correspondence Courses and Continuing Education as early as in 1962.

Though this mode came into being in the early 1960s, it gained momentum only in 1970s and 1980s. In between 1962 and 1982, there were 32 Distance Teaching Universities including Panjab University (1971), Madurai Kamaraj University (1971), Venkateswara University (1972), English and Foreign Language University (formerly CIEFL) (1973), Annamalai University (1979) and the University of Madras (1981).

The first National Policy on Education-1968 stated that the Part-Time and the Correspondence Courses (PT & CCs) should be developed on a large scale at the University stage and these should be given the same status as full time education. Following this, while many Universities started offering Correspondence Courses through separate departments/ schools, the Andhra Pradesh Open University (now Dr. B.R. Ambedkar Open University), Hyderabad, the first single mode Open University, was set up way back in 1982. Later on, Indira Gandhi National Open University (IGNOU) came into existence in September, 1985.

The second National Policy on Education (NPE) 1986 amended in 1992 says, "the Open Learning System has been initiated to augment opportunities for higher education, as an instrument of democratizing education and to make it a lifelong process". As per the Programme of Action (1992) of this policy, each State should establish an open university, for which the IGNOU would provide

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technical and consultancy supports. Accordingly, the IGNOU set up a Distance Education Council (DEC) in 1991 with the objectives to promote, coordinate and regulate the standards of education offered through ODL system in the country. One of the prime functions of the DEC was to advise the State Governments to create Open Universities (OUs). In 2012, the UGC formulated an exclusive Distance Education Bureau (DEB) and withdrew the DEC from the IGNOU.

Having analysed the above policies, it can be questioned whether the recommendations of the NPE and the DEC regarding the setting up OUs are implemented by all the State Governments in true spirit. Instead, the affiliating Universities have been enormously encouraged to conduct ODL Programmes. According to the report of All India Survey on Higher Education 2018-19, there are 16 Open Universities comprising 1 National Open University, 14 State Open Universities and 1 Private State Open University but there are 110 dual mode Universities/Institutions that are offering distance education programmes.

In spite of the recommendations of the policies, rest of the 14 states have not yet set up the OUs in their states. The reasons may be the poor financial condition, the lack of interest and the promotion of dual mode universities to conduct ODL programmes.

Concerns for Quality ODL

Since several HEIs started offering Distance Education programmes along with on campus programmes on its own, the quality of distance education became a major issue. In consequence of the proliferation of distance education intuitions, the Ministry of Human Resource Development (MHRD) (now Ministry of Education), Government of India formed a Distance Education Reform Committee (DERC) led by Prof. Madhava Menon in August, 2010 to suggest the regulatory mechanism for OUs and Directorates of Distance Education (DDEs). After incisive analysis, it suggested for framing certain benchmarks to maintain standards in distance education and these suggestions are massively reflected in the UGC (ODL) Regulations 2017, in which various regulatory norms, including NAAC accreditation, are strictly enforced.

In his report on 'Committee for review of existing Institutions deemed to be Universities (2009)', Prof. P N Tandon clearly pointed out that majority of the HEIs began the distance education without experience and mandate, so the quality was dubious. He further found that in many cases, the number of students enrolled in the mode is higher than the students on campuses.

In view of the above, the DEB has mandated that all the distance education institutions, including Open Universities have to get the programme approval before launching. The strict norms have somewhat restricted the HEIs from offering distance education programmes. In contrast, the NEP-2020 plans to permit the accredited HEIs to run distance education. In this context, Prof. P N Tandon's findings are to be taken into consideration when the permissions are accorded to the HEIs for conducting ODL programmes. Otherwise, the quality of distance education will be a great concern.

National Education Policy-2020: Implications on ODL

The NEP-2020 promulgates some important plans to overhaul the ODL system. Some of the imperative schemes are: ensuring quality ODL programmes equivalent to on campus programmes, encouraging accredited ODL institutions to develop quality online courses, reforming ODL towards expansion, and framing guidelines for regulations and accreditation, besides exploring possibilities for vocational courses through ODL.

Even though it deals with the expansion of ODL in general, it does not have specific schemes and plans for the OUs in particular. The contributions of OUs for the enhancement of the total Gross Enrolment Ratio (GER) in Higher Education has been immensely larger in the past four decades. For example, the total Gross Enrolment Ratio (GER) in Higher Education in India is 26.3%, of which the contribution of distance education is 10.62% (i.e., totally 40.38 %). Though the previous policies recommended the establishment of OUs in all the States, the present one does not propose any such plans to increase the strength of OUs. Instead, it allows the HEIs to conduct ODL and online programmes subject to satisfying the mandatory accreditation norms. This may stall the existence of the existing OUs that are

already suffering from the financial crisis, because they are the unitary universities in nature.

Conclusion

To summarise, it is obvious that the new NEP is planning to convert the ODL system as a powerful instrument to increase the GER in higher education and also proposing a few reliable methods to improve its quality with the immense support of the digital components. But, it has not considered the recommendations of the previous policies regarding the establishment of OUs in all the States. Opening the doors widely to the eligible HEIs for offering distance education programmes may be helpful for achieving 50% GER by 2035 but the sustainability of the promised 'high quality higher education' will be uncertain.

In addition, the Government of Karnataka has recently taken a firm decision to bring all the ODL programmes in the state under Karnataka State Open University (KSOU). In this regard, it is expected that this move shall earn fruitful results in ODL system. The State Governments who run the OUs may also plan to adopt the KSOU's plan, if it becomes success.

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Language Conundrum: English Language at Higher Education

Ramanujam Meganathan*

Metamorphosis of English language from library language to language of upward mobility (Meganathan, 2011) and the ‚political response to social demand' for the (English) language (NCERT, 2005) has resulted in language-in-education policy crisis both in school and higher education in India. The demand for the language both as a language and as a medium is huge that no system is able to cater to it fully (Graddol, 2010). With the advent of liberalisation of Indian economy in the 1990s and growth of private institutions in education, the role and place of English has been redefined. As Tickoo (1996, 2004) points out that English language education in India is an impressively large and highly complex phenomenon endowed with major strengths along with equally large failures and limitations. How English language education needs to be planned for complementing and supplementing Indian languages in a multilingual country (NCERT, 2006a) and the demand for upward mobility is seen as a challenge given the diversity in curriculum planning for school and higher education. This paper discusses English language education situation at the university in terms of typologies of teaching-learning situations, contents of English language core and communication oriented courses at the undergraduation level in general science, humanities and in technology courses, besides traversing through research on status and needs of English language education at the univeristy level. It proposes changes in the English language curriculum balancing between textbased designs to language based courses.

Typology of Schooling and Collegiate Education

There is an alingment between the typology of schooling and college education affiliated to universities in the way English language education is planned and operates in the curriculum and the ambience of the school and college. While the majority of courses in higher education are conducted in English medium, majority of schools are Indian languages (vernacular) medium schools, though there is a shift towards English medium. Typology of schooling and the quality of English language teaching could be seen from the determinants of English language environment in schools and colleges, the English language teacher and her proficiency, and (pedagogical) processes of the classroom (Kurien, 1997; Nag-Arulmani, 2000, 2005; NCERT 2006a). Adding to this is the life on campus in colleges and universities. Life in the sense both in and out side classroom interactions between peers and between learners and teachers, the happenings on the campus-academic, social and cultural events in which languages play a role. These create hierarchies in the way the schools 'deliver' English language education. Salai Selvam and Geetha (2009) trace the ‚class perspective' in English language education in schools. The English language environment is determined by the profiles of learners and thier parents, their education and socio-economic conditions, location of the schools-rural, urban, semi-urban. This creates different classes with in a locale and across the regions. Another dimension is the caste hierarchy in the access to English language and fluency of learners in English language which Ramanathan (1999, 2005) finds through the institutional education practices. Students belonging to the lower strata of society (Dalit students and students from the Other Backward Classes) have been socialized in Gujarati-medium schools in Grades K-12 and who have to contend with English at the tertiary level. Any typology of school or college one can find the English language proficiency is based on caste lines. Illaiah (2013,p.6) emphases that English language for Dalits as a right, "Within 200 years of its introduction in India it (English) has become the language of easily about 100 million people. Its expansion in future will be several folds faster than earlier. It has become a language of day-to-day use for several million upper middle classes and rich. The poor and the productive masses have a right to learn the language of administration and global communication". Disparity reflected in the typology of collegiate education both at the national level and the state levels presents an 'educational crisis'. English language is instrumental in perpetuating the crisis. Following table shows the typologies of collagiate education in terms of prevalance of English language in the classroom and in the ambience.

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Table 1: Typology of Institutions and English Language Environment

Types of Institutions	Teacher's English language proficiency	Student's English language proficiency	Prevalence English language in ambience & institutional provisions
National level institutions / universities (Located in metros and major cities- establsihed before 1990s. These include Central Universities and its affiliated colleges, ICSSR institutes, IITs, IIMS, AIIMS, NITs, State Universities and private universities like Shivan Nadar, Ashoka and Zindal, Azim Premzi.)	***	***	***
State Universities located in rural areas and some of its colleges, some affiliated colleges to state universities, private universities and autonomous colleges.	**	**	**
State universities, and affiliated colleges located in rural areas, private colleges located in rural areas.	**	*	*

Category with *** include institutions of national importance and excellence where very ‚bright' learners alone can enter and most these learners clear the national level tests through coaching or support from their home and school. Here learners themselves have good command over the English language and most of them have been through English medium, some may have studied in non-English medium. The second category of institutions with ** do have prevalance of the English language to some extent and these institutions are much more diverse in the population of learners from various socio-economic statuses. The last category of instituions could be stated as the ones which suffer the most from lack of English language proficiency in learners. These institutions amount to quite a number and accommodate learners from lower strata of society and most of them have been schooled in non-English medium instruction or low resourced English medium.

The way language education operates both in school and higher educaitoin reveals its role in the exclusion of young gradautes from moving up in their higher education and in the job market. Language-in-school education policy known as the three language formula has always been in question and discussion for its ‚unsatisfactory implementation' (NCERT, 2006b). There are reservations about the formula as the state of Tamil Nadu has not implemented it since its inception and the definitions of home language / regional language and the study of modern Indian language as the third language in the different regions has lead to the convenient implementation of the formula as per the discretion of the states. Developments after the 1990s have given an impetus to English langauge as a medium and as a language in school education. The spread of English medium with or without essential resources to learn and use the language is a concern in educational planning and implementation in the country today (NCERT, 2006a; NCERT, 2006b). It would not be a thing of surprise if all Indian or majority of Indian schools become English medium schools within a decade or two. Language of medium at the higher education has an impact on the medium of instruction in school education.

Wash Back Effect of English Medium in Higher Education on School Education

One major effort of the framers of Indian Consitution and the educational planners was to reduce the hegemony of English language from administration gradually. Hindi was accorded the status of the official language of the Indian Union, not the national language. The debates in the Constitutional Assembly on language reveal the struggles this country had undergone as there were differences of opinions among the founders of the nation. Gandhi stood for Hindustani (a combination of Hindi and Urdu) as the national langauge while some called for Hindi as the national language. Ambetkar wanted Sanskrit to be the national language. Somewhere in the south in Tamil Nadu agitations and picketting the central governemnt offices against the ‚imposition' of Hindi even as a

language in school education sent other messages. The country rightly decidced not to have a national language for the multilingual, multi cultural country with Hindi as the official language and English as the assocaite official language. However, educational thinking in this country, it could be argued today, was much more apprehensive of ‚doing away with English' policy for it advocated English as a language in school education and English as a language as well as the medium in higher education given the complex problems of availability of knowledge in Indian languages, particularly translations of modern science and social science into Indian languages. University Education Commission (1948) and the National Commision on Education (1964-66) (known as the Kothari Commision) felt the need for continuance of English as a language as well as as medium of instruction in higher education, though they advocated teaching through Indian langauges at the university. English language continued as medium of instruction higher education in majority of universities and a number of colleges and courses in universities were also ran on Indian languages as medium of instruction. This number also came down as English language is considered on all fronts as essential for the job market and development. Spread of technology education the 1980s and 1990s, particulary Engineering education and telecommunications facilities across the country placed the English language at an advantageous position. This was the beginning of rampamt privatisation of professional education in the country. English language as medium of instruction became a necessacity. One immediate impact was the washback effect on school education for the medium of instruction. Initially private schools were opened with English as medium of instruction. Tamil Nadu's Matriculation Board is an illustration. Tens of schools were opened with the affiliation to Matriculation Board and only reason was to offer instruction in English medium. Now the effect has further perculated down to government schools. States of Tamil Nadu, Kerala, Karnataka, Andhra Pradesh, Himachal Pradesh, lately Uttar Pradesh and many more states have introduced either English medium schools or one section in one school in each block in English medium. This is the development since 2005. As the postion paper of national focus group on Teaching of English (NCERT, 2006a), expresses its concern, these schools or one section have been converted into English medium without ensuring much resources. The unanswered question (unasked question too) is, „How long we will wait for the resources and facilities to be ensured to introduce the English medium?" State governments introduce English medium to check students exodus to private English medium schools. States like Tamil Nadu, Kerala and Himachal Pradesh are witnessing the increase in the number of school affiliated to Central Board of Secondary Education (CBSE) only to offer English medium education. This indicates ‚the political response to the social demand' as stated by the position paper of the national focus group on teaching of English (NCERT, 2006a).

English Language Education at the University: What is Offered?

Universities offer different kinds of courses in the general English langauge course (also known as English core) in the graduation in academic streams like History, languages, Geography, Political Science, Physics, Chemistry, Biology, B.Com and also in professional courses like Engingeering, Medicine, Pharmactical Sciencce, etc. Do these courses cater to the needs of learners who enter the unversity with or without required English language proficiency to cope with English medium of instruction and to function in the higher education scene effectively? The general English courses in the academic streams are desinged as literature or text based courses which assume that learners know English to deal with the texts and the tasks for coping with the higher order thinking and language. An analysis of the courses from the central as well as the state universities reveal these courses contain prose texts, poetry and other forms of texts through which learners are given opportunity to get an engagement with language and enhance the proficiency in the Englsih through reading, discourses in and outside the classroom. In the Engineering and other professional courses the English language education do aim at equiping the learners with communicaiton skills and competencies for work situation. Tasks like group discussion and role plays are advocated. The expected competencies for ‚language use' in contexts and demonstrating English language proficiency with ease are not realised. This places the rural and socially disadvantaged learners at a disadvantage in learning the English language. Learners who come to such courses suffer from what Amartya Sen (1992, 2000, 2009) describes as cumulative disadvantage for their English language proficiency is not to the level of using the language for purposes. The deficiency accumulated during schooling is carried forward and English language offered at the university does not seem to rectifying this disadvantage. Some learners are good at using the language in writing and reading,

not to speaking in a given context. This does not mean they do not know the language, they have not been able to use the language for purposes in any context during their twelve year schooling. This is true of those who have studied in low resourced English medium schools. Course design at the university aims to address the English language needs of such learners. But the materials and processes failed to deliver this. A kind of uneasiness and urgency in the demand for English language as a professional skill (a life skill as claimed by many) for academic and job purposes is felt and advocated by the findings of research on ELT at the university level, both for general English courses (graduation core English) needs as well as the professional courses like engineering.

Empirical evidences from the studies mentioned below, reveal learners' major constraint is acquiring communication skills as well as the advanced language proficiency to work in professional and academic settings. Constraints like large classrooms, lack of engaging time with English language, teachers with no or less knowledge of language learning aspects i.e. language pedagogy and language acquisition-learning theories to enable learners to learn the language, less or no room for promoting listening and speaking skills among learners who are 18+, adopting to 'lecture only' method are found to be causes for learners not being able to 'undertake' English language learning. Literature vs. language divide which is the result of teachers' literature based academic background makes teachers teaching the texts as literary texts rather than using them as inputs for language processing. Engineering English research expresses much more regrets than general English courses for it underscores the need for English language as an essential skill both for acquiring the technological skills of the Engineering content as also for finding a high paid jobs and mobility. (Manavalan, 2002; Bamon, 2008; Jaya, 2009; Bhattachrya, 2010; Albet P'Rayan, 2008; Ananthan, 2013; Vadivambal, 2012; Ananthan , 2013; Jayaprakash,2015) .

(English) Language Gap at the Univeristy

General English Language Course

General English langauge course at the university aims at banking on the supposed or the ideal language proficiency acquired in school i.e. Twelve years of learning the language. Since English language is introduced from class I in all the states today, every child undergoes twelve years of English language education. The courses are designed through texts and narratives from British Literature, Indian writing in English, American Literature and other genres viz. Travelogues, essays on social, cultural and other themes which the learner can connect with. Do these courses serve the purpose of enhancing the required language proficiency for the academic language skills for higher education as also of the language requirement or job market? Manavalan's (2002) investigation on comprehension and communication skills in English in the context of undergraduate classes found (i) the course is more of a theoretical pattern – lack of workshops, discussions, paper readings and such creative activities, (ii) large classes disable the teacher to give personal attention as teachers resort to lectures only, (iii) emphasis on by rote learning destroys creativity, (iv) lack of opportunities for developing the speaking skills, (v) absence of internal assessment, (vi) careless framing of questions and the lack of proper testing of comprehension skills, (vii) purely exam-oriented course and teaching, (viii) ill-edited, badly compiled textbooks, (ix) absence of hand books for teachers. (ix) lack of proper evaluation methods and (x) emphasis on testing only the writing skills as major causes of learning inability to develop comprehension and communication skills.

Effectiveness study of teaching prose through communicative language teaching to science and arts undergraduate in their core English through an action research mode by Kalanithi (2006) reveals the effectiveness of use of vocabulary games and communicative games through guessing, word grid, puzzles, mime, etc., as individual work, pair work or group work, contextualized grammar employing the pre-task, task and feedback design over the traditional way of teaching of English language language. Bamon's (2008) investigation on the perceptions and attitude of teachers and students of undergraduate courses towards purpose, the course materials, methods and examination processes of teaching of English in the colleges of Shillong with 600 students from arts, science and commerce stream and about 100 teachers found that the contact with English language play a very important role in the linguistic repertoire of the undergraduate students. Interestingly however much of the English learnt was not through formal instructions but from out-of-class experiences – interactions with peers, reading of magazines, journals and of course the media. Students irrespective of gender and course of study believe that the methods of teaching of English at the university level are not supporting to acquire required proficiency to function academically and professionally. Teachers underscore the need for developing communication skills and were defensive

of expressing any opinion about their students. Surprisingly, teachers too do not have much interaction in English with their colleagues and students in college. The perspective that ELT as a discipline separate from literature in English is an unknown concept to a majority of teachers of English in this region.

Jaya's (2009) exploratory study on teaching-learning of English as a second language at the graduation level in arts and science colleges affiliated to Manonmanium Sundaranar University in Tamil Nadu with the perceptions of teachers and learners found that the teachers and learners perceive the English language curriculum does not promote communication skills, objectives of the curriculum is not defined well and the curriculum needs revision in order to meet the academic and professional needs of learners. An analysis of syllabi and perceptions and opinions of teachers and students at the Assam university by Bhattachrya (2010) brings out the divide created between language and literature in the general English language course at the under graduation level. The existing course does not meet the need for developing communication skills of learners and equipping them to be employable. The suggested general English language course for under graduation course includes a balance between language to promote skills of listening, speaking, reading and writing and literature. Another study on the same lines by Pandya (2015) recommends the need for design, planning and execution of effective ELT programme at the higher education stage in India. He stresses that the curriculum design should be a bit more proffessional by suggesting needs assessment at the curriculum and classroom level, creating a learning culture in colleges and universities and professional growth of teachers.

English for Engineering

English in professional courses like Engineering do attempt to equip learners with the communication skills and preparing them for work place. Here is where one could notice the gap between the intentions of the course and the implementation in the classroom by teachers and the institutions. Albet P'Rayan's (2008) study illustrates the gap between the intended curriculum and the implemented curriculum. *Engineering English* course offered by the Anna University in Tamil Nadu was very much examination oriented and there is a wide gap between students final examination scores in English and their proficiency in the target language for the course did not meet the current and future language needs of the students. The reasons for this gap are absence of effective syllabus, methodology, course organization, assessment and learning outcome. Bringing in a synergy between syllabus, materials and classroom, he advocates Engineering English course as a life skills with global understanding of professional needs and social needs. Similarly, Kainth's (2014) study in the context of engineering English in Panjab finds that the difference between what the teachers and learners perceive to be Communicative Language Teaching (CLT) and what actually get translated into the classroom. Teachers resort to traditional ways of teaching due to large class size, faulty syllabus, lack of resources, flawed evaluation system and low proficiency of learner in English.

Another study on the course design, innovative practrices and testing of English in engineering education informs that goals and objectives of the present syllabus are only partially fulfilled as there is deficient acquisition of English language skills among students for proper application in the workplace context and also in real-life situations, and hence necessary measures need to be taken. Most teachers are basically from English literature background and are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than an exception. There is a need to incorporate technical communication, interpersonal skills and general English language proficiency elements in the course for engineers (Solanki, 2014).

Mayavan (2014) in an investigation of Communicative Language Teaching (CLT) as a tool for enhancing English language proficiency of first year engineering students in Chennai district engineering colleges found that teachers' intercultural competence and critical thinking ability play a key role in the implementation and the development of context-sensitive methodology in I year B.E. /B.Tech students' EFL context at Engineering College Level. These two aspects are very important facets of professional development for second language EFL teachers as well as the key criteria for a good English language speaker.

Jayaprakash (2015) found the teaching in technical courses need communication skills and teachers' communication skills –oral, written and visual skills along with pedagogical skills would realize the conceptual as well as the communication skills of under graduates in engineering faculty. Content knowledge, experience and qualifications, personal characters and professional achievements add to the strength of the

faculty. Communication skills of teachers result in students' learning what the faculty intends to teach. Another investigation by Ananthan (2013) **of** the technological competency of teachers and students on experimental use of technology for improving communication skills of engineering undergraduates found that students' as well as teachers' technological competency is insufficient in their communication in professional and social settings. Students proved to be improving their communication skills after undergoing the technological use for communication skills.

Education today, both school and higher education is experiencing Englishisation fast. Lack of resources for teaching-learning of the language impacts on the delivery of the language. Language teaching at the university level suffers from two major constrains. First is the teachers and the other being teaching i.e. Teaching methodology and the materials for teaching. Learners's language proficiency and their socio-economic status which are ofdten cited as as a major constraint should be seen from perspective of accepting that learners from rural pockets and lower streta of society will not bring great English language proficiency. This remains and remains forever. Why teachers and teaching? Most teachers, as the research studies discussed above and others reveal, have studied English literature courses and have been oriented to teach text and narrative based teaching so as to enable learners to become ‚scholarly' people. This is, in a way, classical humanist view of curriculum design. Learners master major texts and concepts of the faculty to become scholars. This becomes a constraint when learners do not possess required proficiency in the language and knowledge about language (KAL). KAL is the basic proficiency (including grammatical knowlege) to comprehend and perform in the language and have grammatical knowlege to function in the langauge. Another major constraint is the teaching-learning methodology adopted by the teachers. Language learning takes places when language-in-use situation is created in the classroom by the teacher and learners together. Most English language courses, even the ones designed to be communication oriented or communicative language teaching based, are not delivered as indended. Teachers either have not been oriented in the newer methods of teaching-learning the language or they do not get the environment to adopt to such methods.

Learners who enter university with less or no English language proficiency needs support from the institutions. These are the learners with less English language proficiency or no proficiency at all. These learners are at a disadvantage for reasons many. Firstly, there is not much scope for using the language for purposes during their schooling; there was no necessity except in the classroom and writing the examination. Socialisation in the university do happens which might help learners acquiring the language further. How for this is supported by the institutions matters. There is an urgent need for supporting these learners with English language proficieny to cope with the teaching in the classroom. Institutions / universities may think of equiping the learners with skills of the English language through an additional provision outside the regular classrooms. This is offered to non-native speakers (say Chinese, Indian, Africans, Russians and others) in European, Australian and American universities so as to enable them to function well in English. Will this work? This needs to be done by teachers with expertise in language pedagogy and ways and means of engaging learners with language-in-use context for learning the language. National Knowledge Commission (2009) recommends such a mechanism even for learners in school. Enhancing the basic language proficiency will equip the learner to use language as an instrument of learning the content subjects through the medium of English. This contraint is not faced when one's learn in her mother tongue. Learners need to develop over a period of time during the early years of learning a second or foreign langauge the basic interpersonal communication skills (BICS) and Cognitively advanced language proficiency (CALP) (Cummins, 1984; Cummins & Swain, 1986). BICS, as we know, is the langauge for day-to-day (here and now) purposes and CALP is using the language for coveying abstract ideas and higher order thinking and arguments. Since learners have not been able to acquire BICS during the schooling, universities / colleges have to take care of supporting the learners with additional inputs when they enter the institutions. How could this be done?

1. General English language courses be designed to cater to immediate as well as long term of needs of learners. Immediate need is to equip them with the basic language proficiency and in the long terms is to enable them to use English for academic purposes, interpratation of text and creative writing and so on. Text and narratives as materials are essential as inputs for engagement with the language. They need to enhance the engaging time in the language. The input text, variety of texts should be ‚exploited' in such a way that the tasks and activities are so designed that the texts serve as an intrument for learning

the langauge. Here is where the pedagogical understanding of the teacher comes into questions. University teaching mostly relies on lecture, lecture-cum-demonstration, discussion, workshop as procsses of teaching-learning in the classroom. Since most learners are adults in the unversity these processes have been accepted the ones to teach or impart knowlege for these are the places and time for debates on ideas, creation of knowledge. This needs a rethinking. Methods like task based langauge teaching (TBLT) which focusses more on language use in real life purposes would support learners' engagement with language. Time spent in the langauge is a factor in learning the language well.

2. Whatever has not been taught or learnt in school needs to be learnt or relearnt at the university. Knowledge of the language (KAL) aspects-grammatical knowledge for langauge-in-use is an important component for acquiring the advanced language proficency. The course design at the university should take into consideration the needs of learners for futher academic and job purposes. A balance of good amount of texts and narratives for exposure to natural langauge along with the language components like grammatical aspects, pronunciation should be included in the general English language course.

3. Reading serves the purpose. How can a langauge course promote reading for pleasure and reading for academic purposes? Krahsen (1985) argues that reading is a major language acquisition activity. Besides the texts for reading in the course, there needs to be scope for reading beyond the course work. Maximum time should be spent in reading the primary texts for subject content knowledege and language learning. How far our curriculum in the content subjects (otherwise known as majors) give scope for promotion of reading, critical reading and interpretation of texts and ideas in and out the classroom of universties.

4. English for specific purposes, English for academic purposes are advocated. This needs to be instrospected from various angles. If the purpose is to learn the langauge well and use it for purposes. Any course design would serve the purpose. There needs to be a balance between what research call it as ‚text / literature based' courses and ‚language based courses'. It would appear to be trivial, this needs to be considered as the young adult who leaves the university needs to posses the English language skills in order to function in the job place and also develop skills to read for pleasure and other purposes.

Englishisation of higher education in India has become a reality for long. The way it moves promoting disparity has its implications for curriculum design and the classroom operation. Ensuring provision of learning of esssnetial skills of the language for day-to-day operations as well as the higther order skills will be an isntrument for learners to move ahead in their academic pursuite and their professional (job) aspirations.

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Promoting and Regulating Equitable Access to Higher Education in India: Assessing the Role of the University Grants Commission

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The role of higher education in the socio-economic development of a country is well established. Empirical evidence further suggests that the role of higher education goes beyond its contribution in growth of a country. Higher education makes an important part of the strategies striving to achieve the goals of sustainable development. UNESCO in its report titled, 'Reinventing Higher Education: Toward Participatory and Sustainable Development', 2008 rightly acknowledged the relationship between higher education and sustainable development as the declaration states, "higher education has a catalyst role vis-à-vis education for sustainable development and the building of a Learning Society. It has a special responsibility to conduct the scholarship and scientific research necessary to generate the new knowledge needed and train the leaders and teachers of tomorrow, as well as communicate this knowledge to decision makers and the public-at-large." The report further opined that equal access to higher education remains a pre-requisite for higher education to be trusted source promoting sustainable development.

The recently adopted Sustainable Development Goals (SDGs) by United Nations has reignited the strategies aiming to make access to education inclusive and equitable. SDG 4.3 states, "by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university". Thus, making access to education including higher education equitable has been once again reiterated as one of the priorities of the governments across the globe.

It is desirable to discuss why equitable access to higher education has been debated at length in academic discourses. Equitable access to higher education does have an economic angle and is also very important from the viewpoint of forming a socially just and democratically robust society. While most of the countries across the globe including India are suffering on account of unequal distribution of economic means and inequalities in opportunities of employment, higher education plays a pivotal role in reducing these inequalities as access to higher education opens up avenues for better income and employment opportunities for all (Varghese, Sabharwal and Malish, 2018). Ensuring that the doors of colleges and universities are as open for disadvantaged sections of the society as for their counterparts helps a long way in making the former equal partners in the process of socio-economic development. This is the reason why the equity concerns are of immense importance especially in case of India. As Tilak opines, "needless to add that a higher rate of growth in the enrolment of under-represented groups than that of the general population is a necessary condition to level off social inequalities in access to higher education. In other words, an expanding system with higher rates of growth of the deprived groups is a necessary condition to promote equity in access to higher education" (Tilak, 2018, p. xxiii).

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Organization of the Paper

The paper is organized into five parts. Part I deals with objectives and methodology. Part II discusses the status of access to higher education in India. A detailed assessment of the role of the UGC on the prescribed indicators in regulating and promoting equitable access to higher education is carried out in Part III. A brief description of the policies and programmes through which UGC promotes and regulate equitable access to higher education is also given in Part III. Part IV comprises policy prescriptions for improving the role of the UGC in promoting and regulating equitable access to higher education. Concluding observation are discussed in Part V.

I

Objectives and Methodology

The objective of the paper is to assess the role of University Grants Commission in promoting and regulating equitable access to higher education. The paper is primarily based on primary data. Primary data

has been collected from 427 research students enrolled in MPhil/PhD programmes in three public universities, namely, Panjab University, Chandigarh (PU), Punjabi University, Patiala (PUP) and Guru Nanak Dev University (GNDU), Amritsar. The brief profile of the sample is presented in **Table 1**.

The assessment of the UGC's role in promoting and regulating equitable access to higher education has been undertaken on the indicators such as (i) awareness of the target group about the UGC' schemes promoting and regulating equitable access to higher education; (ii) adequacy of the number of the UGC schemes promoting and regulating equitable access to higher education of disadvantaged sections of the society; (iii) sufficiency of the amount offered under the UGC schemes promoting and regulating equitable access to higher education of disadvantaged sections of the society; and (iv) efficacy of reservation policy in admission in improving the access of disadvantaged section of society to higher education.

The primary data has been processed by editing, coding and tabulation and further analyzed quantitatively and qualitatively. The quantitative analysis includes calculation of frequencies and percentages. The variation across institution, gender, caste, religion, location, and income group regarding the perceptions of the respondents are also taken into consideration.

II

Access to Higher Education in India: An Overview

Access to higher education in India is measured in the form of Gross Enrolment Ratio (GER). GER describes the percentage of population aged between 18-23 years enrolled in higher education institutes across India. All India Survey on Higher Education 2015-16 reveals GER at 24.5% (Government of India, 2016). Indian GER is not very impressive when compared with other countries. An estimate suggests that GER of developed countries is at 75.6% against developing countries at 25.6%. The world average is estimated to be at 32.2%. In case of low income, lower middle income, middle income, upper middle income and high income countries, the GER figures respectively are 9.18%, 22.8%, 28.1%, 33.9%, and 75.1%. Thus, India lags behind developing, developed, middle income, upper middle income and high income countries in term of GER and is also unable to meet the world average. It is not only that Indian GER in higher education is low; it varies across gender, caste, location, religion and income groups. The National Sample Survey Office (NSSO) data from 1983-84 to

Table 1: Brief Profile of Respondents

Institution Wise Break-up							
PU			PUP			GNDU	
186			111			130	
Gender Wise Breakup							
Male			Female				
189			238				
Social Group Wise Break-up							
General		BC/OBC		SC		ST	
291		46		68		22	
Religious Group Wise Break-up							
Hindu		Muslim		Sikh		Others	
239		30		145		13	
Location Wise Break-up							
Urban			Rural				
287			140				
Family Income Wise break-up							
Q1		Q2		Q3		Q4	
178		149		75		25	
Academic Programme Wise Break-up							
MPhil			PhD			Post-Dotoral	
33			391			03	
Stream Wise Break-up							
Science	Arts	Laws	Business	Engineering	Language	Education	Pharmacy
204	112	08	22	06	32	33	10

2009-10 suggests that India has a history of having variation on GER amongst different strata of society. The NSSO 2009-10 estimates indicates GER at 23.05%. While male GER is 27%, the GER of female is 18.7%. For Scheduled Caste (SC), Scheduled Tribe (ST) and Other Backward Class (OBC), GER figures are 14.8%, 11.8% and 22.1%, respectively. Muslims have GER of around 13.8% as compared to Hindus (24.2%), Christians (36.9%) and others (28%). Urban GER (38.48%) is more than double of rural GER (16.52%). For exhibiting disparities in GER amongst different income households, groups are classified in five quintiles from Quintile 1 (Q1) or the bottom quintile (0-20 per cent population) being the poorest to Q5, the top quintile (80-100 per cent) referring to the richest 20 per cent of population. The data suggests that the highest GER is of Q5 (61.71%) followed by Q4 (24.92%), Q3 (15.64%), Q2 (8.05%) and Q1 (5.22%). Thus, disadvantaged sections of the society namely, women; caste groups such as SC, ST and OBC; Muslims; rural population and poor have lower GER percentages as compared to their counterparts (Tilak, 2015).

III

Promoting and Regulating Equitable Access to Higher Education of Disadvantaged Sections of the Society: Assessment of the UGC's Role

The UGC has been a major agency introducing and implementing various schemes for improving access to higher education of disadvantaged sections of society. Major schemes of UGC include:

(i) Reservation Policy in Admissions to various Courses in Institutes of Higher Learning;

(ii) Schemes for Promoting Access of Disadvantaged Sections of Society in Various Programmes: UGC has a number of schemes for students belonging to disadvantaged sections of society for pursuing higher education leading to Post-Graduate, M.Phil/Ph.D., and Post-Doctoral Degrees. Each year UGC invites application under these schemes from eligible students and selects a given number of students on the basis of merit. The selected students get financial assistance in the form of fellowships to pursue the desired degree programmes. Schemes include: (a) For Post-Graduate courses: Post-Graduate Indira Gandhi Scholarship for Single Girl Child and Post Graduate Scholarships for Professional Courses for SC/ST Candidates; (b) For Doctoral Programmes: Maulana Azad National Fellowship For Minority Students; Rajiv Gandhi National Fellowship for SC Candidates; Rajiv Gandhi National Fellowship for Students with Disabilities; Swami Vivekananda Single Girl Child Scholarship for Research in Social Sciences; National Fellowship for OBC Candidate; National Fellowship for Higher Education of ST Students; and (c) For Post-Doctoral Studies: Post Doctoral Fellowship to SC/ ST Candidates and Post Doctoral Fellowship to Women Candidates;

(iii) 'Ishan Uday' for North Eastern Region: Improving access to higher education of students belonging to weaker sections of the society in the North-Eastern states of India;

(iv) Development of Women's Studies in Indian Universities and Colleges: To provide financial assistance to Women Studies Centres for expansion of Women Studies through teaching, research and field action;

(v) Capacity Building of Women Managers in Higher Education: To increase the participation of women in higher education management for better gender balance;

(vi) Establishment of Centres in Universities for Study of Social Exclusion and Inclusive Policy: To undertake teaching and research in areas relating to social exclusion;

(vii) Establishment of Special Cells for Scheduled Castes and Scheduled Tribes;

(viii) Coaching for SC/ST/OBC (Non-Creamy Layer) & Minority Community Students: Schemes include remedial coaching, coaching for NET/ SET, Coaching Centre for Entry in Services and Residential Coaching Schemes for various services;

(ix) Equal Opportunity Cells in Universities/Colleges: To oversee the effective implementation of policies and programmers for the disadvantaged groups and to provide guidance and counseling in academic, financial, social and other matters; and

(x) Facilities for Persons with Disabilities: Schemes include Higher Education for Persons with Special Needs (HEPSN) for enriching learning experience of students with disabilities through creating awareness about the capabilities of differently-abled persons, infrastructure development aimed at improving accessibility, purchase of equipment to enrich learning; and

Teacher Preparation in Special Education (TEPSE) to prepare special teachers to teach children with disabilities.

All these schemes aim to make access to higher education equitable across different strata of society, the first two schemes namely the reservation policy and provision of financial assistance for pursuing studies at post-graduate, doctoral and post-doctoral directly influence access to higher education at the entry level. Thus, these two schemes constitute the scope of this study.

Awareness about the Schemes

Awareness about the UGC schemes plays a pivotal role in improving access of disadvantaged sections of society. In almost all the schemes, the students are required to apply for the concerned scheme. It is true that only after one is aware about such scheme, he/she can think of applying for the same. The UGC has been initiating efforts to make the target groups aware about such scheme. The UGC regularly publishes information regarding schemes offering financial support. The UGC also advises the institutions of higher learning to publish and display the same on requisite places to make the target group aware about the schemes. The survey hasfound that most of the students (around 80%) are aware about the UGC schemes. It was further revealed that students enrolled in MPhil./PhD programmes in GNDU are more aware about the schemes as compared to their counterparts in PU and PUP (See **Table** 2).

Table 2: Awareness about Schemes Across Institutions

	PU	GNDU	PUP	Total
Yes	145	110	87	342
	(78.0)	(84.6)	(78.4)	(80.1)
No	41	20	24	85
	(22.0)	(15.4)	(21.6)	(19.9)
Total	186	130	111	427
	(100.0)	(100.0)	(26.0)	(100.0)

Figures in parentheses are percentages

As mentioned earlier awareness about the UGC schemes increases chances of students having better access to the UGC schemes, the analysis of the data has validated this observation. Amongst the total number of respondents i.e. 427, 299 (around 70%) are receiving fellowships under various UGC schemes. Amongst the beneficiaries, majority of respondents (83.6%) are found to be aware about the UGC schemes. However, the similar figure for non-beneficiaries (i.e. 71.9%) is not very discouraging but awareness does impact the chances of students having access to the UGC schemes. The analysis of the data shows high percentages in terms of awareness about UGC schemes across gender. Majority of male (81.0%) and female (79.4%) respondents were aware about the UGC schemes. Variations across social groups are also calculated to analyse whether the disadvantaged sections amongst the social groups lack awareness about UGC scheme. The analysis has suggested that majority amongst the different social groups possess information regarding the UGC schemes, however, minor fluctuations have been noticed across social groups. Similar trends were found in case of variation amongst respondents belonging to different religious groups. While respondents affiliated to Muslim and others groups have attained higher percentages, remaining groups namely Hindu and Sikh are not far behind in terms of awareness regarding UGC schemes. Respondents coming from rural as well as urban areas have also recorded percentages as high as 79.3% and 80.5% respectively regarding their awareness about the UGC schemes. Thus, there exists only negligible extent of variations across locations. For ascertaining variation amongst different income groups with regard to awareness about the UGC schemes, the research students have been classified under four income quintiles as Q1 covering respondents having annual family income less than Rs 2,50,000; Q2 including respondents having annual family income between Rs 2,50,000 and less than 5,00,000; Q3 comprising respondents having annual family income between more than Rs 5,00,000 but less than Rs 10,000,00; and finally Q4 having students falling under the annual family income slab of more than Rs 10,000,00. Respondents belonging to high income strata namely; and Q4 (96%) are more aware about the UGC schemes. Amongst the four income groups, respondents belonging to low income group experience high incidences (25.8%) of lack of awareness about UGC Schemes as compared to their counterparts.

Adequacy of Number of UGC's Schemes

As mentioned earlier every year the UGC awards fellowships to students aspiring to enrol or after enrolment at post-graduate, M.Phil/Ph.D. and post-doctoral level. Majority of the schemes are targeted towards improving access of disadvantaged sections of society to higher education. The UGC follows two-prolonged strategy in this regard. Either the schemes

are limited to particular strata of society or certain numbers of seats under the schemes are thereto reserved for the disadvantaged sections of the society. In case of M.Phil/Ph.D. programme, the UGC provides around 15000 slots every year. For pursuing post-doctoral studies, the UGC has the provision of around 500 fellowships annually offered under various schemes.

The coverage of these schemes is very minimal if the numbers of students selected under the schemes are compared with number of students joining the concerned programmes in the same year. However, during the survey majority of the respondents (around 70%) were beneficiaries of various UGC schemes. This is expected to be the reason for high percentage of students (68.1%) adhering to the view that the number of the UGC schemes is adequate. Only 31.9% opined that the number of UGC schemes is inadequate. Amongst the universities, maximum numbers of respondents from Panjab University opined that the numbers of fellowships provided under the UGC schemes are adequate followed by Guru Nanak Dev University (69.2%) and Punjabi University (59.5)(See **Table** 3).

Table 3: Adequacy of Number of Schemes across Institutions

	PU	GNDU	PUP	Total
Yes	135	90	66	291
	(72.6)	(69.2)	(59.5)	(68.1)
No	51	40	45	136
	(27.4)	(30.8)	(40.5)	(31.9)
Total	186	130	111	427
	(100.0)	(100.0)	(100.0)	(100.0)

Figures in parentheses are percentages

The reason behind maximum respondents feeling that the number of schemes is adequate is due to the fact that during the survey majority of the respondents were beneficiaries of the UGC schemes but findings of further data analysis suggests otherwise. The beneficiaries as well as non-beneficiaries have reported similar percentage in terms of adequacy of the number of the UGC schemes. The analysis has found variation across gender on account of adequacy of number of the UGC schemes. While amongst male respondents, 71.4% of the respondents opined that the numbers of the UGC schemes are sufficient, similar percentage for female respondents comes out to be 65.5%.

The analysis also shows that respondents belonging to general category are more satisfied with the numbers of the UGC schemes than their counterparts. While respondents from general category registered highest percentage (73.5) in terms of being satisfactory with the numbers of the UGC schemes, students with ST category recorded the lowest percentage (45.5). Analysis of the data reveals almost similar percentage (around 59%) in case of OBC and SC category.

The analysis of data reveals that there exists a variation regarding adequacy of number of the UGC schemes amongst religious groups. While respondents belonging to Hindu religion are highly satisfied with the number of the UGC schemes; Muslims, Sikhs and students from other religious background are less satisfied. It is relevant to mention here that amongst the social groups, respondents from Hindu religion have higher incidences of beneficiaries of the UGC schemes than their counterparts. Respondents coming from urban areas are more satisfied with the number of the UGC schemes than students having rural background. While 71.8% of the respondents from urban areas opined that the numbers of the UGC schemes are adequate, only 60.7% in case of rural areas affirms the same view. Higher the income group, higher is the satisfaction level of respondents about the adequacy of the number of the UGC schemes. Around 92% from highest income group are found to be satisfied with the number of the UGC schemes against only 61.8% in case of lowest income group.

Sufficiency of Amount Offered under the UGC's Schemes

The UGC fixes the amount of fellowship to be given to students receiving grants under various schemes. Students pursuing M.Phil/PhD programmes and receiving fellowship under any of the UGC schemes are entitled to get Rs 25000 per month for the initial two years and Rs 28000 per month for the next three years. Besides this, house rent allowance is also provided on monthly basis which ranges from 10-20% of the fellowship amount depending upon the location of the institutions where the candidate is enrolled. A contingency grant of Rs 10000 is given annually for initial two years for expenditure incurred on stationary items which is increased to 25000 annually for the remaining three years. A special allowance of Rs 2,000 per month is also provided to physically and visually challenged candidates to avail the facilities such as escorts and reader assistances.

Similarly in case of post-doctoral studies, the candidates are provided the grant of Rs. 38,800 per month for first year, Rs 40300 per month in the second year and Rs 41, 900 in the third year. The contingency grant amounting Rs 50000 annually is given for three years. House rent allowance on monthly basis is provided as per the rules of Government of India. The provision regarding special allowance of Rs 2,000 per month for physically and visually challenged candidates is also available.

Majority of the respondents (72.8%) are found to be satisfied with the amount offered by the UGC under its various schemes. While respondents from PU have recorded highest percentage in this regard, GNDU and PUP are also not far behind (See **Table** 4).

Table 4: Sufficiency of Amount Offered under Schemes across Institutions

	PU	GNDU	PUP	Total
Yes	144	91	76	311
	(77.4)	(70.0)	(68.5)	(72.8)
No	42	39	35	116
	(22.6)	(30.0)	(31.5)	(27.2)
Total	186	130	111	427
	(100.0)	(100.0)	(100.0)	(100.0)

Figures in parentheses are percentages

The survey findings have not found out any wide variations amongst those receiving grants (beneficiary) under the UGC schemes and not receiving grants (non-beneficiary). Both kinds of respondents have registered similar percentages. While 71.6% of the beneficiaries felt satisfied with the amount offered under the UGC schemes, a slightly higher percentage i.e. 75.8 is recorded by non-beneficiaries

Variations across gender are not vital as the satisfaction of the respondents on account of amount offered under the UGC schemes is concerned. Male respondents have registered a slightly higher percentage (74.1) against female respondents (71.8%).

The analysis of the data has suggested significant variation amongst various social groups regarding amount offered under the UGC schemes. While respondents belonging to general category are more satisfied with the amount, all three weaker social groups namely OBC, SC and ST have recorded lower percentages than the general category students. Religion-wise the survey has found out notable variation. While Muslims (60%) and respondents from other religions (46.2%) are less satisfied with the amount offered under the UGC schemes, respondents belonging to religious groups namely Hindu (75.7) and Sikh (73.1) have recorded higher percentages.

The analysis of data also reveals that in terms of location students coming from urban areas (75.3%) are more satisfied with the amount offered under the UGC schemes as compared to students from rural background (67.9%). Lower income groups namely Q1 (72.5%) and Q2 (67.1) are least satisfied with the amount offered under the UGC schemes while as respondents associated with higher income groups such as Q3 (81.3%) and Q4 (84%) are found to be more satisfied.

Efficacy of Reservation Policy

In order to improve access to higher education of disadvantaged sections of the society, the Government of India through the UGC implements reservation policy in admissions to institutions of higher learning. The reservation policy in higher education works in the form of reserving seats during admission for students belonging to disadvantaged sections of society. The reservation policy primarily deals with students belonging to categories such as SC, ST, and OBC but institutions of higher learning have expanded the scope of the reservation policy by including more categories such as single-girl child, rural areas, backward areas, migrants, victims of terrorists' activity, wards of defence personnel, student with disabilities, fixing quota for state and non-state students etc. It is also relevant to mention that institutions run by the central government and state governments follow the reservation policy as per the rules of the respective governments. For example the central government institutes adhere to reserve 27%, 15% and 7.5% of the seats for student belonging to OBC, SC and ST categories respectively. In case of selected universities (-which are primarily following the state reservation policy) the reservation policy is shown in **Table** 5.

The majority of respondents (71.7%) have favoured the reservation policy as an effective tool to improve access to higher education of disadvantaged sections of the society. The responses regarding the affirmative action have drawn almost similar extent of support from respondents in all the three institutions (See **Table** 6).

Table 5: Reservation Policy in Selected Universities

Nature	PU	GNDU	PUP	
Scheduled Caste	15%	25%	25%	
Scheduled Tribe	7.5%			
Backward Class	5%	5%	5%	
Physically Handicapped	3%	3%	3%	
Achievement in Sports	5%	2%	3%	
Wards of Defence Personnel	5%	4%	2%	
Wards of Persons Killed in Riots and Terrorist Violence		2%	2%	2%
Wards of Freedom Fighters	2%	2%	—	
Border Area	Additional Seats are Created as per Rules	4% (including backward area)	3%	
Rural Areas	Additional Seats are Created as per Rules	Additional Seats are Created as per Rules	7%	
Widow/Divorced Women	—	—	2%	

Table 6: Reservation Policy as a Tool to Improve Access of Disadvantaged Sections of Society across Institutions

	PU	GNDU	PUP	Total
Yes	135	90	81	306
	(72.6)	(69.2)	(73.0)	(71.7)
No	51	40	30	121
	(27.4)	(30.8)	(27.0)	(28.3)
Total	186	130	111	427
	(100.0)	(100.0)	(100.0)	(100.0)

Figures in parentheses are percentages

The analysis of the data suggests that across gender the reservation policy has drawn notable support. While 73% of the male respondents have acceded to the view that reservation policy has been effective in enhancing enrolment of students belonging to disadvantaged section of society in institutions of higher learning, the corresponding figure in case of female respondents stands at around 71%. Social groups belonging to disadvantaged sections of society namely BC/OBC, SC and ST are more in favour of reservation policy. The analysis of data explains that while around 66% of the respondents belonging to general category favoured reservation policy, the percentages are higher in case of OBC (78.3%), SC (85.3%), and ST (86.4%) respondents. Majority of the respondents across religious groups have favoured the reservation policy as an effective tool for improving access to higher education of students belonging to disadvantaged sections of the society. Amongst Sikhs, however majority of the respondents (63.4%) have supported the reservation policy but percentages of the other religious groups such as Hindu (75.3%), Muslims (76.7%), and Others (84.6%) are on the higher side. Location does play an important role as far as perceptions of respondents regarding reservation policy as a tool to improve the access to higher education of disadvantaged sections of the society are concerned. Data suggests that respondents belonging to rural area (77.9%) are more in favour of reservation policy than their counterparts (68.6%). Similar trends have been found in case of respondents belonging to all the four income groups regarding reservation policy as an effective measure to make access to higher education more equitable in terms of different strata of society. The lowest income group namely Q1 has recorded the highest percentage followed by Q3 (72%), Q4 (72%) and Q2 (69.8%).

Factors Responsible for Perceptions against the Reservation Policy as a Tool to Improve Access of Disadvantaged Sections of the Society

In case of above three parameters relating to the UGC schemes namely awareness, adequacy of number and sufficiency of amount offered, the reasons for those responding in 'no' while filling the questionnaire are self-explanatory. For example if 31.9% of the

respondents have said 'no' in case of number of the UGC scheme being adequate, it means that they have shown dissatisfaction with the number of schemes initiated by the UGC to promote and regulate equitable access to higher education. However in case of reservation policy, the similar norm is not followed due to the non-explanatory nature of a respondent choosing to say no. To understand what were the factors due to which the respondents have felt that the reservation policy has not helped in promoting and regulating equitable access to higher education, a subsequent open-ended question was added.

Five major trends were noticed in terms of responses. Each respondent has provided multiple views in regards to factors affecting the effectiveness of the UGC schemes. Some views have drawn major support in the form of higher percentages, the remaining have found few takers. Firstly, majority of the respondents (42.97%) who have not favoured reservation policy as a measure to improve equitable access to higher education have not provided any justification and have left the answer space blank. Secondly, around 31% of the respondents have argued that caste as a basis of reservation policy sometimes fails to accrue its benefits to most-deserving candidates. Amongst this category of respondents, many shared that elite classes are existing even under these disadvantaged groups and students from these classes mostly avail the benefits of the reservation policy while weaker sections among certain castes are yet to avail benefits of the reservation policy. Economically weaker sections belonging to general category are also part of disadvantaged section of the society but lack of reservation for the same has also irked many of the respondents. Thirdly, 25.61% of the respondents have shared that reservation policy should not be implemented in admissions to MPhil/PhD programmes as the candidates have already utilized the benefits of reservation policy till their post-graduate courses. Fourthly, around 22% of the respondents shared their apprehension that reservation policy helps students not having good research aptitude to make entry into the M.Phil/PhD programmes. The view has got the support of 22.31% of the respondents. Lastly, the survey finds out that the respondents (14.87%) also feel that implementing reservation policy puts students from general category on receiving end as it reduces their chances in taking admission in M.Phil/PhD programmes.

IV

Policy Prescriptions for Promotion and Regulation of Equitable Access to Higher Education

For improving the performance of the UGC in regards to promotion and regulation of equitable access to higher education, the following policy prescriptions are suggested:

Making Aware the Target Group about the UGC Schemes

Only an aware student can avail benefits of the UGC scheme. In this regard, the UGC must evolve mechanism to make aware the disadvantaged section of the society about the schemes aiming to improve equitable access to higher education. The view is put forth by as high as 86.2% of the research students. Around 82% of the research students further suggested that to improve awareness of the target group about the UGC scheme, publishing information about the same on institutions' websites and updating it regularly can be of immense help.

Establishing Special Cells in Universities/Colleges to Provide Assistance to Students for Applying under the UGC Scheme

Establishing special cells in the universities/ colleges to provide assistance to students for applying under the UGC schemes can also help in a long way for target group to make maximum benefit out of the UGC scheme. Around 79% of the research students supported this view. Many students found the application process difficult and require assistance. The institutions of Equal Opportunity Cell (EOC) for students belonging to disadvantaged sections of the society are already in place. The EOCs can be used to provide necessary assistance to students for applying under the UGC scheme.

Increasing the Number of Fellowships/Schemes

Around 66% of the research students suggested that the UGC in order to increase the coverage of scheme should increase the number of fellowships/ scheme so that more research students can be benefitted from the UGC scheme. The UGC should take into consideration the increase in number of students enrolled in Mphil/PhD programme every year and should revise the number of fellowships/schemes accordingly.

Evolving Periodic Review System to Increase the Amount Offered in Fellowships/Schemes

Around 39% of the research students have suggested that the UGC should ensure that the amount offered under the UGC scheme is adequate and sufficient. For this, the UGC should conduct periodic review of the amount offered under the fellowships/ schemes and decide on the increase accordingly. However, the research students differed on time period for periodic reviews, but majority suggested that it should be done after every two years.

Introducing Schemes for Economically Weaker Section of the Society

Students belonging to economically weaker section of the society felt left out due to lack of specific schemes. In various UGC schemes, there is an inherent mechanism to ensure that fellowships are awarded to candidates belonging to economically weaker sections. For example, in case of Maulana Azad National Fellowship and National Fellowship for Other Backward Classes, only those candidates whose family income is less than around 6 lakhs can apply. But still introducing schemes especially for students belonging to economically weaker section of the society can help to improve further their access to higher education. Around 31% of the research students have recommended this policy measure.

Revisiting the Reservation Policy in Higher Education Institutions

Around 4.3% of the research students recommended that the UGC should revisit the reservation policy in higher education institutions as they have felt that the benefits of the reservation policy are not percolating down to the deserving candidates.

V

Concluding Observations

Equitable access to higher education plays an important role in reducing unequal distribution of economic means and providing equal opportunities of employment for all. In India there are wide variations across gender, location, income and socio-religious groups in terms of access to higher education (measured in the form of gross enrolment ratio). The UGC being a major regulatory body and funding agency in higher education, plays an important role in promoting and regulating equitable access to higher education. The paper assesses the role of the UGC in promoting and regulating equitable access to higher education. For assessing the role of the UGC, the paper takes into consideration four indicators namely awareness about the UGC schemes, adequacy of the number of the UGC schemes, sufficiency of the amount offered under the UGC schemes and efficacy of the reservation policy. The analysis of the data suggests that majority of the respondents are aware about the UGC schemes. The similar trend has been found regarding the adequacy of number of the UGC scheme. Majority of the respondents are satisfied with the amount offered under the UGC schemes. Reservation policy has also got the support of largest segment of respondents.

For further improving the role of the UGC in promoting and regulating equitable access to higher education, the paper has suggested few policy prescriptions. The policy prescriptions recommend that the UGC should make aware the target group about concerned schemes by asking institutions to disseminate information through regular workshops or issuing circulars and by publishing information about the schemes on the institute's website. The UGC must ensure that the institutions set up special cells to provide assistance to students for applying these schemes. Increasing the number of fellowships/schemes, ensuring full compliance of the reservation policy, and evolving periodic review system to increase the amount offered in fellowships/schemes, introducing schemes for economically weaker section of the society are other major policy prescriptions.

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Value of Education is Not the Learning of Facts but Training of Mind to Think

K K Aggarwal, Chairman, National Board of Accreditation, New Delhi delivered the Convocation Address at the first Convocation of Bodoland University, Kokrajhar, Assam on March 03, 2020, He said, "How people work will change soon. Organisations in about 5 years will have employees who are scattered across physical locations but are connected by Computers, Smart phones and other devices via internet. The future of the work is going to be a collaborative effort as people get to work with others sitting in different parts of the globe. Also, the work more & more will migrate to smaller clusters given the humongous growth in cities. The work will no longer be structured as at present. The pressure is on what is going to happen, What do we indeed produce and how do we train the freshmen." Excerpts.

I consider it a great honor for me to be amongst you all today on the auspicious occasion of your First Convocation and deliver the Convocation address. Every convocation is a mile stone in the history of any University, on its perpetual academic journey. I am so happy to be the writing on one such milestone today, which will always be first in the series of such milestones.

The Bodoland University was established in 2009 as a state university located in Kokrajhar. It is the First and only University in the Bodoland Territorial Area Districts (BTAD) region. The University is serving four districts of the region, namely Kokrajhar, Chirang, Baksa and Udalguri with a population of above 40 lakhs in a vast area spread over approximately 9000 sq km. So, I feel doubly honoured to deliver the First Convocation address to the First University in Bodoland Territorial Area. I am so grateful to the University and particularly to the Hon'ble Chancellor. Also, I feel so good to be part of such a great event just after about a month of the historical Bodo Accord by the Government of India under the dynamic leadership of most beloved Prime Minister, Shri Narendra Modi Ji.

Although the University is now more than 10 years' old, it will still be called an infant university as a decade is too short a period for the growth of a University. This reminds me of my own assignment as the Founder Vice Chancellor of Indraprastha University in Delhi more than two decades ago and the challenges to be faced by a new University. Incidentally, while writing my experiences for a book brought out by Association of Indian Universities and released by the Hon'ble President at the Rashtrapati Bhavan, I had described my University as "greenest field" University in the Country as at the time of my joining the University, there was no Land earmarked for the University; not even Temporary Campus for the University. There were no posts created in the University at all and no Office/ Residence/ Vehicle/ Phone for the Vice Chancellor and there was no Employee, whatsoever. Although Vice Chancellor is considered as the FIRST person on the University campus out of respect, I am NOT aware of any University, where he is chronologically also the First Person. Incidentally, the seed of that University was sown by someone occupying the most coveted position of the Governor of your state, Prof Jagdish Mukhi, the then Higher Education Minister of NCT of Delhi.

This, today also reminds me of the First Convocation of my University which was addressed by Dr A P J Abdul Kalam, the then President of India. Your University has travelled much longer already and is offering 16 programs in its beautiful & picturesque campus. Also, 32 Colleges are already affiliated to the University. The basket of Courses is a good mix covering Sciences, Social Sciences, Commerce, Arts, Languages, Engineering and Technology. I, however do feel that the Governments will be able to find resources for postgraduate studies in all the subjects supervised by the University in its affiliated colleges for a proper academic governance. I am particularly impressed by your course in Bamboo Technology. By proper focused Research and Technology Transfer, such courses can lead to a large development in the region and improve the quality of life significantly of the habitats of the

area. I believe University will give due attention to this aspect as I feel Universities, particularly like this should follow the motto of "Think Global, Act Local". I am sure the local population will work hand in hand with the University to meet the intended objectives of the University. My very best wishes for the same!

I am extremely happy that the University has already obtained recognition by UGC, under clause 12(B). I hope in the coming years, you will and you should soon be ready for accreditation by NAAC & NBA which will confer on the University a Quality bench mark for standing out in the Educational Domain of the Country. For that, I would suggest attention to quality and diversity, along with proper documentation. The University should try to attract students from outside the region, without compromising the interests of the region. Similarly, local students should be encouraged for internship & training in other parts of the State, outside the State and even abroad. Faculty is always the real back bone of any University and I am sure University will get all support from local & state governments to recruit the best of the faculty in a timely & transparent manner. Also, we need the faculty to interact more & more with the outside world by way of participation in National & International Conferences, Seminars & Workshops.

Dear graduates, I would now like to share some of my views and experiences with you as you are stepping forward in the outside world having been nurtured in the academic environment so far. Please remember that graduation is only the beginning and the process of learning goes all your life. Please remember the famous teaching of Dr A P J Abdul Kalam, "Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great."

I would also like to mention Albert Einstein who said, "The value of Education is not the learning of many facts but the training of the mind to think." I urge you to start today by quoting a famous writer:

"This day is a fine day to begin anew.

The past has served you well.

The future is yours to produce.

This moment is where you begin".

When I read about the University, I learn a few unique facts about the University. This is probably the only University in the country, which serves an area which is having more than 50% population of scheduled Tribes. That should guide the University about an area of knowledge to be explored. The University should develop adequate good quality literature for Tribal Arts & cultures, Languages (including dialects), medicinal practices, medicinal plants, fauna & flora, ancient sciences practiced by tribes (even without formally knowing the Science behind), ancient practices of sustainable development, etc.

I also find the University is already into quite a few postgraduate courses and is having a significant number of research students. More than 50 students have already qualified for Ph D Degrees. I am particularly impressed by the fact that the University is enrolling more than 50 per cent female students at these highest education levels. This will have a great effect on the peaceful and harmonious development of this region. Swami Vivekananda had very aptly said that when you educate a girl, you make it to educating the whole family. I visualise a great silent positive revolution in this phenomenon.

A vibrant and progressive society is characterised by creativity and innovation in every sphere of life, be it arts, crafts, engineering, science or any other scholastic activity. Without creativity and innovation, societies tend to stagnate and start degrading slowly. They become dependent on other societies for new ideas. Creative energies of individuals in society are free and formless. These need to be given expression and direction with respect. In the Indian context, examples of classical music and poetry are instructive. These disciplines require years of hard training and honing of skills. Though pursued by a small percentage of people, our society has recognised these as important activities, and has evolved a system to impart necessary training and developed and created a competitive environment for showcasing and rewarding talent. It is remarkable that these activities have survived various historical upheavals, types of rulers and forms of government. There has been constant development and innovation, shaped by socio-historic forces. As a result, Indian classical music and Indian poetry have a unique place in the world of

art and literature. In spite of ups and downs, they are self-sustaining, robust traditions that do not require any outside support. However, the same cannot be said for science and technology in India. The answer to this lies in the current state of affairs in STEM (Science, Technology, Engineering & Mathematics) education itself. We need an out-of-the box approach to address our problems. STEM education is the foundation for such a high degree of creativity and a culture of innovation. Therefore, a comprehensive re-evaluation of our higher education system is the need of the hour. There seem to be many reasons, often complex, for the education system's inability to foster creativity and innovation.

The world has gone through what the American writer Alvin Toffler called, the three waves. The agrarian economy was the 'First', the industrial revolution the 'Second', and the Information Age the "Third". We are now set to step into the fourth, the giant sandstorm of innovation.

The agricultural revolution brought dramatic changes in plowing, sowing, and harvesting. The critical aspects of the industrial revolution were the rise of the nuclear family, an onset of a factory type education model, and the emergence of the corporation. Mass production, mass consumption and mass education were the defining parameters. In the Information Age, 'services' came to the forefront and manufacturing took the back seat. Knowledge became the primary power. Information processing became the most dominant activity. The arrival of smaller inexpensive personal computers meant most people could access information more efficiently.

The Fourth Wave, the wave of innovation is set to sweep us off our feet. It will be very unlike the first three waves: namely agriculture, industry, and service. Powered by big data, the fourth wave will unleash Industrial Revolution 4.0.

Automation, artificial intelligence, and micro innovation will be the three mega-trends that will drive the world of tomorrow. A lot of old jobs will go up in smoke and new ones of which we do not know today will emerge. Micro innovation which involves not reinventing the wheel, will be the new global norm. It will bring in winners whose names we don't know today. Together, the three trends will change the landscape of life and business.

In such an environment, what are the skills you need? Well you can enjoy a claim to fame if you have 'creative thinking' and a great passion for 'lifelong learning'. Be an 'all rounder' with the 'industry orientation'. Most important, you are required to have 'management skills' and a 'can-do-syndrome'. Skills that helped you win so far are likely to become redundant. We are going to step into unchartered territory. Welcome to the world of Volatility, Uncertainty, Complexity, and Ambiguity; the world when science will meet reality.

How people work will change soon. Organisations in about 5 years will have employees who are scattered across physical locations but are connected by Computers, Smart phones and other devices via internet. The future of the work is going to be a collaborative effort as people get to work with others sitting in different parts of the globe. Also, the work more & more will migrate to smaller clusters given the humongous growth in cities. The work will no longer be structured as at present. The pressure is on what is going to happen, What do we indeed produce & how do we train the freshmen.

The world has never been more dynamic than what is today. The future may be uncertain, as it always is. We stand on the threshold of one of the most happening periods in world history. Scientific Fiction is finally getting real, and for once nothing appears impossible. I see it as a one of the greatest opportunity for the youth in a region like this as now you have all the possibilities to leapfrog and jump the queue easily for the much faster development of your region.

I am an ardent follower of *Bhagwat Geeta*, which consists of 700 *slokas* which appear in Chapter 23 to 40 of *Bheeshma Parva* of our epic poetic story "*Maha Bharatham*." I hasten to remind you *Bhagwat Geeta* is not just a religious text. It is an administrative gospel – a treatise which gives clarity and guidance for a meaningful and successful life. Three golden rules laid down in *Bhagwat Geeta* in regard to performing one's duties are - (1) Whatever duties you perform, do them with utmost dedication, commitment and competence. (2) Duties should be performed without aiming for personal gains, recognition or rewards. (3) All duties should be performed as an offering to the Supreme reality - meaning for the good of the people and the country.

If you can keep these three principles in mind and practice them in your future carrier, success is inevitable.

Please permit me to share a story which is told in ancient Buddhist literature of a pampered princess who was walking barefoot in her father's kingdom when she stepped on a thorn. In pain, she demanded of her father's advisers that the entire kingdom be carpeted. One adviser made her a pair of sandals and kindly encouraged her to wear them instead of carpeting the kingdom.

This simple story reveals a mentality that we all engage in to one extent or another. We yearn for a world of soft carpet and no thorns. We operate under the unexamined belief that our conditions need to be okay for us to be okay. And in this belief, our mindfulness and our happiness become as fragile as a princess's feet.

This mindset is also at odds with the accountability needed for great leadership. Our 'carpet' becomes our team, our customers, our boss, the economy, and we avoid facing ourselves. We fail to put on the sandals of accountability. Ralph Waldo Emerson said," As long as a man stands in his own way, every thing seems to be in his way."

Also, on the eve of your graduation, let me have the privilege of expressing a few expectations from you in your life:

1. I wish you to understand that discomfort is the price of legendary.
2. I wish you to understand that life is short. So, today is the time to do big things.
3. I wish you to understand that success is measured neither by what we take nor by what we get; just by what we give; and who we become.
4. I wish you to understand that your "I Can" is exponentially more important than your IQ.
5. I wish you to understand that leadership is less about a title and the size of your position; and so much more about your mindset.
6. I wish you to have much less ego and much more humility; less being busy, more productivity; less entertainment, more education; Less selfies, more selflessness.
7. I wish you to help create a world of victors versus victims, encouragers versus deniers and dreamers versus destroyers; because how high you fly is derived from how big you think; and how iconic you become is caused by how deeply you love.
8. I wish you to remember that every giant leap for mankind resulting from a technological advance requires a commensurate step in the opposite direction - a counterweight to ground us in humanity.

I, being a part of this occasion wish you a grand success in your personal and professional life. However, let me reiterate what a famous industrialist had said:

"Life has many challenges. You win some and lose some.

You must enjoy winning. But do not let it go to your head.

The moment it does, you are already on your way to failure".

I am sure you will not allow this to happen to you. I congratulate all the graduates once again and convey my very best wishes to you all. Thanking the hon'ble Governor and the University administration again for giving me this great opportunity to address you,

Jai Hind

Article Review

GER *V/S* EER: Need for Course Correction in NEP — 2020

S C Sharma*

Pankaj Mittal and Bhushan Patwardhan (2020). ***Reaching GER of 50% by 2030 as Envisaged in NEP–2020 Needs a Course Correction,*** Government News, ET Government.Com. December, 28, 2020.

The article bearing the title '*Reaching GER of 50 per cent by 2030 as Envisaged in NEP 2020 Needs a Course Correction'* by Pankaj Mittal# and Bhushan Patwardhan # # published in the Government News is an eye opener for many to comprehend the relationship between Gross Enrolment Ratio (GER) and Eligible Enrolment Ratio (EER).

While referring the unprecedented expansion in higher education sector in the past three decades, they quote that at present there are 37.4 million students studying across 993 universities and 39,931 colleges and there are 10,725 stand alone institutions as compared to 0.2 million students in 20 universities and 500 colleges during 1950-51. Further, the article highlights that the Gross Enrolment Ratio (GER) in India is 26.3, which is lower than the world average and much lower when compared to most of the developed countries. At present the global average of GER is 29.0, and GER of USA is 88.2, Germany is 70.3 and UK is 60.0.

The National Education Policy 2020 aims to facilitate an inclusive, participatory and holistic approach and if implemented in its true vision, the new structure can bring India on par with the leading countries of the world. While referring to the NEP-2020's emphasis on the need for increasing the GER to 50 per cent by 2030, two aspects are significant. Firstly, the probability of achieving 50 per cent GER by 2030; and secondly, the rationale for considering GER as the correct indicator for measuring access in higher education.

The GER is much higher in India among boys in comparison to girls. There is also the rural-urban difference in the GER. It is much higher among the children of business class, salaried and self-employed categories, whereas, it is lowest among the casual laborers working in the unorganized sector. The GER in the ST category is one-fourth of the general category, less than half in the SC category. In continuation of this, they suggest the relevance of using the term Eligible Enrolment Ratio (EER) and argue that there is a need to consider EER along with GER, while fixing the target of GER at 50% by 2030. As used in the western context, the EER is a ratio of number of students enrolled in higher education to the number of students who have successfully completed 12th grade in the age group of 18-23 years. The EER computed in this manner be considered as eligibility parameter, which in turn improves the precision of the indicator.

The basic eligibility to go for higher education in India is the completion of 12th grade at higher secondary school. The authors are of the opinion that, the relatively low GER in India can be attributed mainly to shortage of educationally eligible population. This in turn depends on many factors like; high dropout rates at the higher secondary level and certain percentage of eligible students taking up jobs. In addition to this, the gender, language of instruction and socio economic compulsions are also the causal factors for gradual decrease in the number of students at the higher secondary level. The authors are right in referring to the various factors contributing to the decrease in number of students entering into higher education. There are states in India having the dropout rate of more than 25-30 per cent.

As per their discussion, difference between GER and EER for the developed nations is less than 10 percentage points with values USA (GER 88.6, EER 95.2), Germany (66.9, 84.6), France (62.9, 72.8) and UK (57.7, 64.2). This shows the existence of relatively stable and matured education system

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in those countries. India on the other hand, has the largest difference between GER and EER (GER 26.3, EER 63.7). This larger difference between GER and EER indicates a larger gap between the 'population eligible' (estimation) and 'eligible population' (group of people, described demographically who are qualified to pursue higher education).

To meet the target of 50 per cent GER, India will need 3.3 million more teachers in higher education by 2035 based on a teacher student ratio of 1:15 which is a 235 per cent increase from the current availability of 1.4 million. This is really a huge challenge for India, considering that teaching is not among the coveted professions and hence not many young people are willing to opt for it.

The problem of lower percentage of students entering higher education cannot be resolved by increasing the number of colleges or universities or by promoting degrees via distance or online mode. India needs to focus more on increasing the number of students completing higher secondary level education to increase the number of students eligible to enroll for higher education. The extension of Right to Education till 18 years in NEP 2020 will lead to an increase in School pass-outs which will automatically increase the GER in higher education and bridge the gap between GER and EER (in support of the earlier mentioned views of the authors).

Hence, to achieve the target of 50 per cent GER in 2030, the authors feel that it is high time to do the '*Course Correction*' in the NEP document 2020 by giving emphasis on the EER while projecting the GER. In this direction the following suggestions can also be considered: i) Involvement of stake holders results in better placements, ii) Introduction of carrier-oriented curriculum and ensuring quality in higher education.

The author of this review article is fully convinced with the scientific analysis and the logical view expressed by Pankaj Mittal and Bhushan Patwardhan who have proposed the need for the 'revisit of the above aspects' in the document. This can be looked into by other experts in the field of higher education and if they are convinced with this idea of *'Course Correction'*, a concerted effort can be made to approach Government in this regard.

Finally, it is the concern and real challenge of all those who are involved in the process of higher education to focus on making education accessible, equitable and inclusive and make India a global knowledge super power.

[#] Dr. Pankaj Mittal is Secretary General, Association of Indian Universities, New Delhi

[##] Prof Bhushan Patwardhan is Vice Chairman, University Grants Commission, New Delhi. ❑

Weekly E- Essay Series of Scholarly Articles on Reimagining Indian Universities

A 'Weekly E-Essay Series of Scholarly Articles on 'Reimagining Indian Universities' was launched on AIU Website on 15th May, 2020 as a part of the change which AIU seeks to bring about in the academics in this day and age of COVID-19. The essays scheduled for release in this series are in a broad range of fields covering a variety of topics pertinent to 'Reimagining Indian Universities' received from distinguished experts and authorities in the area of Indian higher education included in the Book 'Reimagining Indian Universities' edited by Dr. Ms.Pankaj Mittal and Dr Sistla Rama Devi Pani. In the series, every week one scholarly article written by an erudite scholar of Indian academia is being released on the AIU Website. The series was initiated with the essay of Prof Bhushan Patwardhan, Vice Chairman, University Grants Commission, India on 15th May, 2020.

The essays are unique, enlightening and inspirational. Those who are interested in reading these essays may browse AIU Website: www.aiu. ac.in. ❑

Webinar on Rethinking and Recreating the Academic Library

A four-day Webinar on 'Rethinking and Recreating the Academic Library: Lessons from the Pandemic' was jointly organized by the Institute of Chemical Technology, Mumbai and VES College of Arts, Science and Commerce, Mumbai, recently. The webinar was designed keeping in mind the need of the hour for Library and Information Science Professionals serving the academic institutes to help them to build e-collections and to serve their users. The library professionals working at universities, colleges, research institutions and schools at various levels participated in the webinar.

The inaugural session began with invocation of Goddess Saraswati and paying the tribute to the Father of Library Science in India Dr S R Ranganathan. During the Session, Prof A B Pandit, Vice Chancellor, Institute of Chemical Technology, Mumbai and Dr Anita Kanwar, Principal, VES College of Arts Science and Commerce, Mumbai who emphasized on the modern day roles of the libraries and urged to find ways to enhance the use of resources during their welcome address. Dr Meghana Sanjeeva, Librarian, VES College of Arts, Science and Commerce welcomed the participants, introduced the theme of the webinar and thanked the heads of the institutes for not only permitting to organise the webinar jointly but also for being extremely supportive. In her introduction, she emphasised that the objectives of the webinar is to help the academic libraries to transcend from just serving with a physical space and collection to e-library with digital space and e-collections. Ms. Madhavi Wadkar, Sr. Librarian, ICT Mumbai introduced the Chief Guest, Prof. Ramesh Gaur and welcomed him to deliver his Keynote Address.

The Chief Guest for the session was Prof Ramesh Gaur, Dean, Director (Library and information) and Head, Kalanidhi Division, Indira Gandhi National Centre for the Arts (IGNCA), New Delhi, Ministry of Culture, Government of India. In his Keynote Address, Prof Gaur presented a plan to recreate an academic library on the basis of his work of transformation of Jawaharlal Nehru University (JNU) Library. Prof Gaur's leadership ability and skills were evident from the work at JNU library which was quite inspiring and motivating for participants and LIS professionals.

The session on 'e-Collection development: e-books and e-journals was conducted by Ms Madhavi Wadkar, Sr. Librarian, ICT Mumbai who spoke about the e-collection development with the integration of subscribed and curated open educational resources. She emphasised on a short term and long-term strategy to develop the e-collection considering the focus of the parent institute and also guided how to choose among various models available for e-content. Her presentation was based on the practical experience of two major libraries where she successfully initiated and set up e-libraries.

Dr Medha Joshi handled the session on 'e-Resources Licensing: What We Need to Know'. Dr Joshi explained the points to be careful about before signing the agreements and emphasised on negotiations based on the requirements of the institutes. The presentation was appreciated by all the participants who now felt confident to go ahead and add e-resources to their collection and serve the users in the best possible ways in the Information age.

The Session on 'E-Services for Academic Libraries' was handled by Dr. Shamprasad Pujar. Dr. Pujar elaborately explained the various e-services which can be introduced to connect to the users in these times like blogs, connecting through e-chat service, linking resources through website, remote access and so on. He also mentioned about using simple open resources which are available at hand to serve the users.

Dr. Umeshareddy Kachekeri outlined the various research support services based on the research life cycle and highlighted the services extended by Srinivas Ramanujan Library at IISER Pune which gave many new insights to the participants about the importance library's involvement for specific services required to boost the productivity of the researchers.

Dr. Miteshkumar Pandya spoke on the 'Role of INFLIBNET in Development of Academic Libraries' who described the various services and products of INFLIBNET. The INFLIBNET has been a boon for the higher education sector connecting and providing

access to e-resources through various programs. In the Q and A session, Dr. Pandya clarified many points which participants had about services, which can be availed by the academic libraries.

Dr. Anjlai Bandiwadekar delivered her talk on 'Skills and Competencies for Academic Librarians'. In her presentation, she pointed out the various difficulties faced by libraries in the VUCA world and also the present situation and further outlined specific skills and competencies required by librarians. She also discussed about the recent technologies like AI and Big Data and Block chain which have their applications in libraries too. She reiterated the need for lifelong learning for librarians.

On the concluding day, two sessions were conducted. A session on 'Raising User Experience in Academic Libraries' was headed by Mr. Giridhar Kunkur where he described the experience of the library of BITS Pilani. In the another presentation, Mr Kunkur very elaborately shared the efforts taken to redesign the BITS Pilani Library into collaborative learning spaces and to extensively engage with the users. He also highlighted the importance of qualitatively assessing the user interaction with library.

The Panel Discussion was on 'Near Future of the Academic Libraries' which was moderated by Dr. Medha Joshi having four panelists namely Dr. Shivanand Sadlapur, Dr. Durga Murari, Dr. Sunita Barve, and Dr. Parul Zaveri focusing on vital dimension i.e. collection, users, services and training to LIS professionals at SHPT School of Library Science. Dr Shivanand emphasized on scrutinizing e-collections before acquisition depending on the requirements of the parent institutions. He also reiterated the need for negotiations with vendors for e-content. He urged the college librarians to use the NLIST content extended by INFLIBNET as it had many resources to meet the requirements of colleges. Dr Durga Murari elucidated the changing user needs coupled with the physical closure of libraries. She emphasised on the need to curate more e-resources for undergraduate students in regional languages. She also highlighted the use of NDLI which served as a very important resource for all. Dr Sunita Barve shaped the session with her focused inputs on services in academic libraries with emphasis on open access tools. Dr Parul Zaveri explicated the consistent revisions of LIS curriculum and focused efforts taken by SHPT School of Library Science with changes in the field and inputs from practicing librarians.

The Question and Answer session led to the discussions among the panelists. Dr Medha Joshi summed up the panel discussion with pin-pointed concluding remarks. The feedback too was overwhelming with positive response for all the sessions. The certificate of participation was issued only to those who attended all the sessions on all four days of the webinar.

Virtual National Science Exhibition-Anveshan-2020

A two-day Virtual National Science Exhibition-'Anveshan-2020' was organized by Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, recently. Around 100 students from various schools from Indore and nearby Indore locations and cities had participated in this event to exhibit their models and take part in various competitions. Categories for the various competitions in the event were Corona Warriors, Digital India, Green India and General Category. Quiz round was also conducted for the students. Winners will be facilitated with prizes worth Rs.10000/-. On the first day quiz competition and idea presentation activity was conducted by the students. The event started with the virtual lamp lighting ceremony. In the inaugural session, Convener of the event, Dr. Saurabh Jain briefed about 'Anveshan-2020' and explained how science is related to our life and makes the life easier. Anveshan is a platform for developing team work and managerial skill.

Dr. Upinder Dhar, Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore delivered the welcome address and started his speech by giving a brief about the history of Vaishnav Trust and how Vaishnav university was established in 2015. The objective of Anveshan is to bridge the gap between school education and higher education and to give platform to school students so that they can showcase their talent through projects and models making. The students will learn to build a strong network and will gain knowledge to think in a better manner in terms of model making and translating the concepts into reality based on real life situation like pollution and hydro thermal project. Further, he said that these activities help the students in preparing themselves in competing with the students of not only their own but other schools as well. He emphasized the importance of Team work to the students. With this, Dr. Upinder Dhar welcomed the students and wished them happy learning.

Shri Radheshyam Julaniya (IAS), Chairman, MP Board of Secondary Education, Bhopal was the Chief Guest for the event. He enlightened the students

about how Vaishnav College has been an emblem of quality services right from the time when he was a student of Guajarati College, Indore. Respect to the society through their social work is an appreciated principle he spoke about Vaishnav trust. Quality education was one important aspect we should think about as according to a recent survey conducted by Government body, students of primary and middle class level were not able to read properly and were not able to do simple math calculations so here he stressed the importance of quality education and how it is the need of the hour.

Mr. Julaniya appreciated us for continuing the tradition of the event for the 6th consecutive year. He wished Vaishnav to become the best university in central India. Further, he gave important tips to students and said that learning is important than academics as it helps in growth and it is one of the important life skills. He explained that Anveshan is an important tool and event as it makes the participants to learn and think and put their knowledge and information into action. He gave information about Smart city and Digital India and emphasized that those who will command and demand will move further. Face book, Instagram and Uber are ideas not academics centric and here we can see the relevance of learning. He asked the students not to be afraid and not to get demotivated while trying and faltering at the start. He fostered the students to take challenges and look at the bigger opportunity. Sir spoke to develop scientific temper and asked students to ask questions and gave the example of Gautama Buddha as he too used to ask questions till the time he was satisfied. Prof. Anil Kumar Jain, Co-convener of the event proposed the Vote of Thanks in the end.

Thereafter, competitions included poster making and model presentation were conducted. Over 100 students took part in the competition from various schools. The themes for the competition were–corona warriors, digital India, green India and general category. Students took part in both the competitions very actively and presented very good and creative posters and models. The event proved to be a very good platform for the students to show their creativity and talent from home during the time of pandemic.

International Conference on Language Ideologies

A three-day Online International Conference on 'Language Ideologies and the Vernacular in South Asian Colonial and Post-colonial Literature(s) and Public Spheres' is being organised by the Department of English, Jamia Millia Islamia, New Delhi during March 15-17, 2021.

The vernacular as a category commands a whole range of ambivalent meanings and has been a contested term ever since the colonial age. Implying a hierarchical set-up and the subjugation of 'lower' languages under the 'high variety' of English with its cosmopolitan positioning, the vernacular has also received empowering impulses and has been invested with qualities like groundedness and expressive strength. Thus, in the thoroughly multilingual literary and public spheres of South Asia, a recalibration of the notion of vernacularity *vis-a-vis* language ideologies in the context of the ongoing rise of literary Anglo-phonia in South Asia and post-liberalization India seems relevant. Multilingualism covers up a host of hierarchical relationships, contact scenarios, historical and ongoing entanglements. Our focus on language ideology proceeds from the contention that languages rarely exist in an unmarked state of just being there. Various perceptions, narratives, stereotypes add up to a thick conundrum of attributes that get attached to a language and its community of speakers. The forms of language ideologies vary greatly.

One of the concerns of the event is to explore what happens to '*bhasha* literatures' during the colonial and post-colonial periods, and how to position them by the side of Indian English and international literature. Another focus is on critically discussing and gauging the impact of indigenist theories like those of Bhalchandra Nemande, G N Devy and others, our guideline being the question whether such indigenism can help keeping a linguistic culture intact without unduly essentialising the (sub-) nation and cutting off the larger world. A third idea is to use the umbrella of the 'vernacular' to explore cultural spaces and their specific positionalities, locating anew such divides as the one between high and folk culture, etc. Finally, moving away from literature into public and political spaces, the event may look into the ways vernacular publics and political rhetoric are intertwined with Anglophone (national or global) positionalities, and their role in claiming stakes in the political process. The Themes of the event are:

- Language Ideologies of South Asian Vernaculars.
- Vernacular and the Colonial Context.
- Trajectories of Vernacularity in Postcolonial Context in South Asia.

- Globalisation and Vernacularity.
- South Asian Public Sphere and Vernacularity.
- Ideologies of English in South Asia and its Vernacularisation.
- Vernacularity in Pedagogy.
- Global Cultures, Transnational Spaces and Vernacular Resistance.

For further details contact Conference National Chair, Prof. Nishat Zaidi, Department of English, Jamia Millia Islamia-110025 (New Delhi), and Conference International Chair, Prof. Hans Harder, Roprecht-Karls-Universitat Heidelberg, University of Heidelberg, E-mail: *vernacularconference2020@gmail.com.* For updates, log on to*: www.jmi.ac.in/*

Online Faculty Development Programme on Deep Learning

A two-day Online Faculty Development Programme on 'Deep Learning: Emerging Trends and Research Challenges' is being organized by the Department of Information Technology, PSG College of Technology Coimbatore during January 29-30, 2021. The Faculty members, research scholars and industry participants may participate in the event. The FDP introduces fundamentals of Machine Learning, different Deep Learning Models, applications and research outcomes addressing the theoretical and practical aspects on Deep Learning.

For further details, contact, Coordinator, Dr. R Rekha, Assistant Professor, Department of Information Technology, PSG College of Technology Peelamedu, Coimbatore- 641 004, Phone: 0422-2572177, Mobile : +91 98421 63683, E-mail: *deepfdppsgct@gmail.com.* For updates, log on to: *http://www.psgtech.edu.*

Online Programme on Interpersonal Effectiveness and Team Building

A twenty-three day Online Programme on 'Interpersonal Effectiveness and Team Building' is being organized by the Indian Institute of Management, Ahmedabad during January 22-February 13, 2021. The middle and senior level managers belonging to public and private sector organizations, services sector, and public utilities may find the programme useful. Especially, managers from organizations and corporations with high emphasis on people/ group driven activities will find this programme very useful.

Organizations are essentially groups of individuals constructed to strive for specific goals. The success and growth of organizations depend significantly on the individual's ability to work well at interpersonal level as well as in and with groups. Even the individual's success and growth in organizations depend significantly on his/ her ability to work well with others. The importance of teamwork has been recognised since long. However, the challenges faced by organizations in recent times have made it imperative to understand the conditions that make interactions between individuals and groups effective and to develop teams which are extremely important and critical. The Highlights of the Programme are:

- Identification of and Ways to Work through Personal Obstacles.
- Assertiveness.
- Trust Building.
- Confrontation.
- Effective Leadership and Subordinacy.
- Building Effective Teams.
- Building a Team Culture.
- Organizational Success through Personal Effectiveness and Teamwork.

For further details, contact organizing Secretary, Indian Institute of Management, Ahmedabad, Vastrapur, Ahmedabad-380015, Phone: +91-79-7152 6400; E-mail: *exed@iima.ac.in*. For updates, log on to: *www.iima.ac.in/exed.*

International Conference on Equality, Diversity and Inclusivity

A One-day International Conference on 'Equality, Diversity and Inclusivity: Issues and Concerns' is being organized by the Lovely Professional University, Phagwara, Punjab on February 20, 2021.

The prevailing intransigent global system and the left-over scars of the history has necessitated to address a person from being the just same or different to being an insider, an outsider or deviant in the prevailing multicultural society. This led to certain individuals and social groups becoming deprived or prevented from participating fully and meaningfully by virtue of their poverty, the lack of competencies, and lack of lifelong learning opportunities because of discrimination. To create opportunities and remove the barriers to reach humans to enjoy their life in its fullest is the ultimate goal of any society. Given this context of social diversity and social inequality, the most important challenge the world face today is how to assure the equality in diversity through inclusiveness and make this world a better place to live in. The equality, diversity, and inclusivity have

various dimensions and this conference is intended to address the same through its various themes. The Themes and Subthemes of the event are:

I . Social and Psychological Dimensions of Equality, Diversity and Inclusivity

- Social inclusion: The Way Forward.
- Journey from Marginalization to Social Equality and Inclusivity.
- Caste Discrimination and Social Change in India.
- Bridging the Rural and Urban Divide.
- Social Struggle for Equality, Diversity and Inclusivity
- Role of Mass Media in Promoting Equality, Diversity and Inclusivity
- Minority Perceptions and Contributions
- Issues in Regionalism and Development in India
- Issues in Multiculturalism, Diversity and Nationalism
- Social and Psychological Dimensions of Gender equality
- Emerging Dimensions of Population and Human Geography

II. Political Dimensions of Equality, Diversity and Inclusivity

- Promoting Equality, Diversity and Inclusivity: Political and Legal Perspectives.
- Tribal Empowerment in India: Issues and Challenges.
- Inclusive Approach for Good Governance.
- Refugees, Asylum seekers, Displaced and People of nowhere.
- Human Rights in Contemporary World.
- Policy Evaluation and Decision-Making Framework for Equality, Diversity and Inclusivity.
- Role of Legislature, Executive and Judiciary for Equality, Diversity and Inclusivity in Democracy.
- Politics of Migration, Multiculturalism and Nationalism.
- Second Wave of Arab Spring and Issues of Inclusiveness.

III. Economic Dimensions of Equality, Diversity and Inclusivity

- Globalization: Economic Exclusion to Economic Inclusion.
- Equality, Diversity and Inclusivity and Its Growth Implications.
- International Migration, Ethnic Rights and Economic Development.
- Socio-economic Inclusion in 21st Century.
- Human Resource Development and Human Capital Formation.
- Cross National Economic Inequality and Groupings.
- Role of Globalization and International Trade in Bridging Inequalities.

IV. Educational Dimensions of Equality, Diversity and Inclusivity

- School Education: Equality, Diversity and Inclusivity.
- Higher Education: Awareness and Debates on Equality, Diversity and Inclusivity Issues.
- Inclusive Education for Educational Equality as Capability Equality.
- Role of Educational Technology in Equality, Diversity and Inclusivity.
- Promoting Ethics and Morality in Education for Equality, Diversity and Inclusivity.
- Role of Physical Education, Yoga and Sports in Promotion of Equality, Diversity, Inclusivity and Peace.

V. Arts, Cultural and Linguistic Dimensions of Equality, Diversity and Inclusivity

- Ethnic Assertions in Globalized World.
- Linguistic Diversity and Language Rights.
- Role of Literature and Art in Promoting Equality, Diversity, Inclusivity.
- Recent trends in language and Literature.
- Plurilingualism and Multicultural Society.
- Journey of Literature from Diversity to Inclusiveness.
- Language Notions of Equality and Diversity.
- Equality, Diversity and representation of Women in Arts.
- Representation of Women in Media and Arts : Equality, Diversity , Inclusivity Perspectives.
- Evolving Artistic Representation of Equality, Diversity and Inclusivity.

For further details, contact Organizing Secretary, Dr. Pavitar Parkash Singh, Associate Dean, School of Humanities, Lovely Professional University, Phagwara-144411, Punjab, Contact-+91-7508144487, E-mail- *pavitar.19476@lpu.co.in* and *ediic@lpu.co.in.* For updates, log on to: *www.lpu.in.* ❑

THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of November-December, 2020)

AGRICULTURAL & VETERINARY SCIENCES

Plant Pathology

1. Mallannavara, Annudeepa B. **Studies on virulence and host resistance in oat Blumeria graminis f. sp. avenae pathosystem**. (Dr. D K Banyal), Department of Plant Pathology, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Bioinformatics

1. Seethalakshmi, S. **Potential biocontrol targets identification & inhibitors against cotton bug oxycarenus laetus (Hemiptera: Lygaeidae) and development of NGS based microrna prediction and validation pipeline**. (Dr. S.K.M. Habeed), Department of Bioinformatics, SRM University, Kattankulathur, Chennai.

Biotechnology

1. Anbazahan, S. **Design and characterization of short peptides derived from spirulina antioxidant proteins through transcriptome database and its therapeutic roles in oxidative stress associated diseases**. (Dr. A. Jesu Arockia Raj), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

2. Balagangadharan, K. **Polycaprolactone fibers containing sinapic acid-loaded chitosan nanoparticles for bone tissue engineering**. (Dr. N. Selvamurugan), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

3. Priscilla, Mercy Anitha D. **Microencapsulation of potential probiotic strain isolated from the traditionally fermented finger millet and incorporation into millet chocolate**. (Dr. Periyar Selvam S), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

4. Priya, Tanu. **Role of a herbal formulation in the prevention and management of metabolic syndrome**. (Dr. Dubey G P), Department of Biotechnology, SRM University, Kattankulathur, Chennai.

Botany

1. Donga, Savankumar Bavanjibhai. **Evaluation of therapeutic potential of some medicinal plants seeds**. (Dr. Sumitra Chanda), Department of Botany, Saurashtra University, Rajkot.

Life Sciences

1. Shaikh, Sadiya Bi. **Role of curcumin and micro RNA-200c in inflammatory cytokine mediated epithelial mesenchymal transition during lung injury and pulmonary fibrosis**. (Dr. Yashodhar P Bhandary), Faculty of Allied Health and Basic Sciences, Yenepoya (Deemed to be University), Mangaluru.

Zoology

1. Bhavsar, Shruti Jayprakash. **Genotoxicity study of some medicinal plants used for antiurolithiatic activity**. (Dr. Divya Chandel), Department of Zoology, Gujarat University, Ahmedabad.

2. Vyas, Nisarg Jayeshkumar. **Assessment of agents for their anti-cancer properties- *in silico* and *in vitro* approach**. (Dr. R J Verma), Department of Zoology, Gujarat University, Ahmedabad.

ENGINEERING SCIENCES

Chemical Engineering

1. Dutta, Supritam. **Development of forward osmosis system for effluent treatment**. (Dr. Kaushik Nath), Department of Chemical Engineering, Gujarat Technological University, Ahmedabad.

2. Joshi, Jigar Shashankbhai. **Evaluation of petroleum fractions and their blends with special reference to adulteration**. (Dr. S A Puranik), Department of Chemical Engineering, Gujarat Technological University, Ahmedabad.

3. Krithiga, S. **Struvite recovery from human urine and its application as fertilizer**. (Dr. M. P. Rajesh), Department of Chemical Engineering, SRM University, Kattankulathur, Chennai.

Civil Engineering

1. Khuman, Sanjenbam Nirmala. **Fate of pesticidal persistent organic pollutants in lower stretch of river Ganga and Sunderban wetland in India**. (Dr. Paromita Chakraborthy), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

2. Nachair, Sindhu. **Feasibility studies on development of efficient structural systems through biomimics**. (Dr. K.S. Satyanaraanan and Dr. M. Lakshmipathy), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

3. Reddy, B M Ramalinga. **Feasibility studies on use of gold mine tailings as partial replacement for natural sand in sustainable mortar and concrete**. (Dr. K.S. Satyanaraanan and Dr. H.N. Jagannatha Reddy), Department of Civil Engineering, SRM University, Kattankulathur, Chennai.

Computer Science & Engineering

1. Anisha, P R. **A study on the design and development of data analytic model to prognosticate breast cancer on EBPS approach**. (Dr. B Vijaya Babu), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

2. Chakravarthy, V Deeban. **Elasdicon-design of a resilient scalable distributed controller architecture for software defined data centers**. (Dr.Amutha B), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

3. Dhara, Hitarth Buch. **Security in cloud virtualization layer**. (Dr. Haresh S Bhatt), Department of Computer Science, Gujarat Technological University, Ahmedabad.

4. Elizabath, Jesi V. **Enhancement of content based image retrieval algorithms for digital images**. (Dr. S. Govindarajan), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

5. Gandhi, Rashmi A. **Design and development of audio encryption algorithm with high energy efficiency for secure communication**. (Dr. Atul M Gosai), Department of Computer Science, Gujarat Technological University, Ahmedabad.

6. Mohandas, R. **An enhanced dynamic bandwidth allocation method to improve quality of service in internet of things**. Department of Computer Science & Engineering, Hindustan Institute of Technology and Science, Chennai.

7. Nimala, K. **An integrated sentiment topic mixture models for short text in identification of user preference, emotion and sarcasm**. (Dr. Jebakumar), Department of Computer Science & Engineering, SRM University, Kattankulathur,Chennai.

8. Ningombam, Dhruba. **A cloud computing architecture for robots**. (Dr. C T Singh and Dr. M K Ghose), Department of Computer Science & Engineering, Sikkim Manipal University, Gangtok.

9. Parmar, Jasmin Bhupatbhai. **Credit card fraud detection: A realistic modeling and a novel learning strategy**. (Dr. Achyut C Patel), Department of Computer Science & Engineering, Saurashtra University, Rajkot.

10. Saravanan, S. **Enhancement of EEG signal feature extraction and classification using machine learning techniques**. (Dr. S. Govindarajan), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

11. Sen, Biswaraj. **Effect of security breaches in the behaviour of reactive routing protocols for MANETs**. (Dr. Kalpana Sharma and Dr. M K Ghose), Department of Computer Science & Engineering, Sikkim Manipal University, Gangtok.

12. Verma, Nidhi Nigam. **An empirical study of factors influencing adoption of internet banking service in India (M P)**. (Dr. Deepika Pathak), Faculty of Computer Science and Application, Dr. A.P.J Abdul Kalam University, Indore.

13. Visalakshi, P. **Design and development of a new intrusion detection and response system for MANET**. (Dr. S. Prabakaran), Department of Computer Science & Engineering, SRM University, Kattankulathur, Chennai.

Electrical & Electronics Engineering

1. Aggarwal, Akanksha. **Time frequency based pattern analysis and its applications**. (Dr. Manish Kumar Saini), Department of Electrical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

2. Joshi, Pooja Pankajkumar. **Design & implementation of hybrid wind-solar energy conversion systems**. (Dr. K C Roy), Department of Electrical Engineering, Rai University, Ahmedabad.

3. Patel, Krishnaben Ishvarbhai. **Prediction & monitoring of leakage current & its significance to optimize design of composite insulator**. (Dr. Bhupendra R Parekh), Department of Electrical Engineering, Gujarat Technological University, Ahmedabad.

4. Raval, Pranav Dhirendrabhai. **Comparison of various machine learning algorithms for protection of series compensated transmission lines**. (Dr. Ashit S. Pandya), Department of Electrical & Engineering, Gujarat Technological University, Ahmedabad.

Electronics & Communication Engineering

1. Brahmbhatt, Pinky Jayprakash. **Investigations on speaker recognition system**. (Dr. K G Maradia), Department of Electronics & Communication Engineering, Gujarat Technological University, Ahmedabad.

2. Jaglan, Poonam. **Tumor detection through magnetic resonance image processing**. (Dr. Rajeshwar Dass and Dr. Manoj Duhan), Department of Electronics & Communication Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

3. Katti, Rohan. **Design and analysis of microring resonator based photonic systems for microwave, millimeter wave and terahertz signal generation**. (Dr. Shanthi Prince), Department of Electronics & Communication Engineering, SRM University, Kattankulathur, Chennai.

4. Nigam, Rahul. **Design and development of NOR type ternary content addressable memory using improved OR-type match-line**. (Dr. Santosh Pawar), Department of Electronics & Communication Engineering, Dr. A.P.J Abdul Kalam University, Indore.

5. Prajapati, Jayeshkumar Chelabhai. **Analysis and performance enhancement of radio over fiber link system**. (Dr. K G Maradia), Faculty of Engineering and Technology, Ganpat University, Mehsana.

6. Sahany, Siddharth. **Selection of optimal operation regime for resonant wireless power transfer system**. (Dr. Satyanaryan Bhuyan), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

7. Sayed, Hashim Ali. **Design and simulation of smart cognitive-evolved nodeB in LTE uplink using neural network reinforcement learning through actor-critic architecture**. (Dr. Santosh Pawar and Dr. Manish Sharma), Faculty of Engineering and Technology, Dr. A.P.J Abdul Kalam University, Indore.

Mechanical Engineering

1. Bholanda, Jaiprakash Vasudev. **Experimental analysis of vacuum pyrolysis and yield product analysis of lignocellulosic waste**. (Dr. Rajesh C Iyer), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

2. Jani, Rita Kishorkumar. **Sustainability in manufacturing process in steel re-rolling mills**. (Dr. Jeetendra A Vadher), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

3. Joshipura, Dhaivatkumar Manojkumar. **Critical analysis and investigation of variants of fused deposition modelling process**. (Dr. Mitesh A Popat), Department of Mechanical Engineering, Rai University, Ahmedabad.

4. Karuppudaiyan, S. **Modelling of longitudinal elastic modulus of bovine femur and design of scaffold structures**. (Dr. Kingsly Jeba Singh D), Department of Mechanical Engineering, SRM University, Kattankulathur, Chennai.

5. Lakhmangar, Ramdatti Jayantigar. **Experimental Investigations on electro discharge surface modification of die steel P20+Ni**. (Dr. Ashishkumar Vitthaldas Gohil), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

6. Parikh, Vinay Ashokbhai. **Development of supply chain model for improved productivity in capital and industrial goods manufacturing industry**. (Prof. Mangal G Bhatt), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

7. Penugonda, Suresh Babu. **Development and characterization of stir casted AZ31 magnesium alloy-$CaSiO_3$ composites**. (Dr. K L Narayana), Department of Mechanical Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

8. Rohilla, Punit Kumar. **Performance characteristics of multi-lobe flexible Hydrodyanamics journal bearing operating with couple stress lubricant**. (Dr. Suresh Verma and Dr. Rajiv Verma), Department of Mechanical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

9. Upadhyay, Bhargav Harshadray. **Design optimization and performance analysis of solar parabolic trough collector**. (Dr. P. V. Ramana), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

10. Venkata, Deepthi T. **Seru system for productivity enhancement and sustainable planning**. (Dr. K Rama Kotaiah), Department of Mechanical Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

11. Vinod. **Modelling, simulation and analysis of solar energy use in thermal power plant**. (Dr. Raj Kumar and Dr. S K Singh), Department of Mechanical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

Metallurgical Engineering

1. Dani, Minal Sanjay. **To study corrosion and mechanical behavior of friction stir processed AZ91 MG alloy**. (Dr. Indravadan B Dave), Department of Metallurgy Engineering, Gujarat Technological University, Ahmedabad.

2. Sharma, Daulat Kumar. **Surface composite manufacturing through friction stir processing**. (Dr. Gautam H. Upadhyay), Metallurgy Engineering, Gujarat Technological University, Ahmedabad.

Nanotechnology

1. Amutha, S. **Investigation and analysis of spin-polarized quantum transport in magnetic molecular nanoelectronic devices**. (Dr.U.Snekhalatha), Department of Nanotechnology, SRM University, Kattankulathur, Chennai.

Textile & Apparel Design

1. Thakor, Unnati Suryakant. **Studies on influence of introduction of textile materials on performance of various civil construction applications**. (Dr. Prakash A. Khatwani), Department of Textile Engineering, Gujarat Technological University, Ahmedabad.

MATHEMATICAL SCIENCES

Mathematics

1. Acharya, Ankit Sharadchandra. **Mathematical analysis of some problems in lubrication**. (Dr. Rakesh M Patel), Department of Mathematics, Gujarat Technological University, Ahmedabad.

2. Kakulapati, Murali Krishna. **Forecasting models with hybrid time series modeling**. (Dr. N Konda Reddy), Department of Mathematics, Koneru Lakshmaiah Education Foundation, Guntur.

3. Nagarathinam, R. **A study of chromatic parameters of various graphs**. (Dr.N.Parvathi), Department of Mathematics, SRM University, Kattankulathur, Chennai.

4. Patel, Komalben Rameshbhai. **Solution of higher order differential equations with fuzzy initial & boundary conditions**. (Dr. Narendrasinh Bhagwansinh Desai), Department of Mathematics, Gujarat Technological University, Ahmedabad.

5. Patel, Nileshkumar Arvindbhai. **Application of spline collocation method to partial differential equations**. (Dr. Jigisha U Pandya), Department of Mathematics, Gujarat Technological University, Ahmedabad.

6. Shukla, Hemangini Sharadchandra. **Similarity and nonsimilarity analysis for engineering boundary value problems**. (Dr. Hema Champaklal Surati), Department of Mathematics, Gujarat Technological University, Ahmedabad.

7. Tailor, Megha Kamlesh. **Modeling the problem of multifluid flow in porous media and their solution by computational methods**. (Dr. Shailesh S Patel), Department of Mathematics, Gujarat Technological University, Ahmedabad.

Statistics

1. Shah, Nirali Vikramkumar. **Some statistical techniques in drug development**. (Dr. R G Bhatt), Department of Statistics, Gujarat University, Ahmedabad.

MEDICAL SCIENCES

Biotechnology

1. Ariya, S S. **Anticancer effect of 1-tetradecanoic acid against OSCC master regulator matrix metallopeptidase: An insilico and invitro study**. Department of Biotechnology, Hindustan Institute of Technology and Science, Chennai.

Microbiology

1. Kachhadia, Minaxi Nagjibhai. **A study of hepatitis C virus infection with quantification and genotype detection in chronic kidney disease patients and its correlation with clinical outcome after antiviral therapy**. (Dr. Pranay Shah), Department of Microbiology, Gujarat University, Ahmedabad.

Neurology

1. Pruthvi, S G. **Influence of dysregulated metabolism on genes associated with immune-evasion and cellular circadian rhythm in glioma**. (Prof.Shiv Kumar Sharma), NBRC, National Brain Centre, Manesar.

Pharmaceutical Science

1. Avvaru, Stephen Paul. **Design and synthesis of small molecule non-steroidal aromatase inhibitors as potential anticancer agents**. (Dr. Malleshappa Noolvi), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

2. Jatav, Rakesh Kumar. **Design, synthesis and investigation of nitro aryl/nitro heteroaryl analogs against leishmaniasis**. (Dr. Revathi A Gupta and Dr. Arun Kumar Gupta), Faculty of Pharmacy, Dr. A.P.J Abdul Kalam University, Indore.

3. Mandhanya, Mayank. **Method development validation and standardization of some herbal formulations using phytoconstituents with immunomodulatory activity**. (Dr. Raju Choukse and Dr Rakesh Patel), Faculty of Pharmacy, Dr. A.P.J Abdul Kalam University, Indore.

4. Poovi, G. **Surface-modified long-circulating biocompatible nanostructured lipid carrier for the poorly water-soluble drug**. (Dr. N. Damodharan), Department of Pharmacy, SRM University, Kattankulathur, Chennai.

5. Shah, Krishna Mahendrabhai. **Psychopharmacological evaluation of herbal formulation: An experimental study**. (Dr. Sunita Goswami), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

6. Shriwas, Shweta. **Formulation and evaluation of herbal dosage form for the treatment of gynecological disorders**. (Dr. Raju Choukse and Dr. Sumeet Dwivedi), Faculty of Pharmacy, Dr. A.P.J Abdul Kalam University, Indore.

7. Surya Teja, S P. **Design and optimization of tumor targeted pH responsive chitosan nanocarriers using quality by design approach**. (Dr. N. Damodharan), Department of Pharmacy, SRM University, Kattankulathur, Chennai.

8. Vora, Roshni Siddharth. **Preparation and evaluation of micro and nano cellulose for the development of solid oral drug delivery systems**. (Dr. Yamini D Shah), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

Physiology

1. Behera, Anugya Aparajita. **Echocardiographic assessment of left ventricular hypertrophy among hypertensive with different categories of body mass index**. (Dr. Arati Mohanty), Department of Physiology, Siksha O Anusandhan University, Bhubaneswar.

Radiology

1. Jadhav, Vikas Balasaheb. **Ultrasonographic classification of an ulcer in the gastro-intestinal tract**. (Dr. S G Gandage), Department of Radiodiagnosis, Dr D Y Patil Vidyapeeth, Pune.

PHYSICAL SCIENCES

Chemistry

1. Bhalu, Ankitaben Ashokbhai. **Synthesis and physiochemical properties of some compounds of pharmaceutical interest**. (Dr Shipra Baluja), Department of Chemistry, Saurashtra University, Rajkot.

2. Bhatt, Tejal Dayaram. **A green syenthetic approach and biological studies of some heterocycles**. (Dr. H S Joshi), Department of Chemistry, Saurashtra University, Rajkot.

3. Bolla, Ratnasekharareddy. **Design, synthesis and characterization of site specific deuterim labelled drug entities: A selective deuterium labelling**. (Dr. I V Kasi Viswanath), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

4. Chauhan, Mamtaben Harajbhai. **Studies on heterocyclic compounds of medicinal interest**. (Dr. V H Shah), Department of Chemistry, Saurashtra University, Rajkot.

5. Kalavadiya, Prakash Laljibhai. **Synthesis characterization and biological study of some new nitrogen containing heterocyclic compounds**. (Dr. H S Joshi), Department of Chemistry, Saurashtra University, Rajkot.

6. Kandula, Venu. **Synthetic approaches to chromones and novel chromone hybrid derivatives such as chromone unnatural amino acid derivatives, 3-flourochromones and 3,4,5 trisubstituted isoxazoles**. (Dr. Anindita Chatterjee), Department of Chemistry, Koneru Lakshmaiah Education Foundation, Guntur.

7. Rajkumar, S. **Studies on multi-functional nanocarriers based on iron oxide, gold and silica nanoparticles for cancer theranostics**. Department of Chemistry, Hindustan Institute of Technology and Science, Chennai.

8. Sharma, Sapna. **A study on miceliization behaviour of pharmaceutical drugs in aqueous electrolytic solutions**. (Dr. Kuldeep Kumar and Dr. Suvarcha Chauhan), Department of Chemistry, Career Point University, Hamirpur.

9. Sharma, Saurabh. **Synthesis, characterization and applications of zinc, copper and silver nanoparticles: A green approach**. (Dr. Kuldeep Kumar), Department of Chemistry, Career Point University, Hamirpur.

Physics

1. Bhimajiyani, Pooja Pravinbhai. **Aerosol characteristics over the semiarid urban region-Rajkot using multi-technique observations**. (Dr. H P Joshi), Department of Physics, Saurashtra University, Rajkot.

2. Nagarjuna, Ayachithula. **Studies of intermolecular interactions in certain benzoate liquid mixtures**. (Dr. Shaik Babu), Department of Physics, Koneru Lakshmaiah Education Foundation, Guntur.

3. Patel, Tarika Kirtikumar. **Thermal transport in low dimensional graded structure**. (Dr. P N Gajjar), Department of Physics, Gujarat University, Ahmedabad.

4. Selvi, J. **Investigation on metal oxide nanoparticles doped polyvinyl alcohol nanocomposite films**. (Dr. Selvi J), Department of Physics, Hindustan Institute of Technology and Science, Chennai.

5. Shanthi, S. **Design and fabrication of integrated electrode materials on flexible carbon cloth substrate for supercapacitor applications**. (Dr. Muthamizhchelvan C), Department of Physics and Nanotechnology, SRM University, Kattankulathur, Chennai.

6. Sharma, Suman. **Characterisation of high-k dielectric MOS with NBTI modelling**. (Dr. Rajnai Shukla and Dr. M R Tripathi), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

7. Takur, Manoj Kumar. **Characteristics of rainfall data sets from satellites and exploring their role in studying rainfall induced landslides over India**. (Dr. T.V. Lakshmi Kumar), Department of Physics, SRM University, Kattankulathur, Chennai.

8. Thangellamudi, Kamakshi. **Photocatalytic activity of Ni^{2+} and Co^{2+} doped magnetite decorated on carbonaceous materials towards degradation of methylene blue**. (Dr. G Sunitha Sundari), Department of Physics, Koneru Lakshmaiah Education Foundation, Guntur.

9. Umarani, P. **Synthesis, growth and characterization of nonlinear optical single crystals: Pristine, doped L-arginine acetate and potassium hexachloro cadmate (IV)**. (Dr.Jagannathan K), Department of Physics and Nanotechnology, SRM University, Kattankulathur, Chennai. ❑

NITIE Mumbai
NATIONAL INSTITUTE OF INDUSTRIAL ENGINEERING
(An autonomous Institute under the Ministry of Education, Govt. of India)

ADMISSION ANNOUNCEMENT FOR 2021

1. POST GRADUATE DIPLOMA IN INDUSTRIAL ENGINEERING (PGDIE) - 51st batch

PGDIE is a flagship program that develops professionals with cross functional skills. NITIE for over five decades has been systematically training PGDIE students in providing solutions to complex industrial and business problems. The program covers subjects from areas like Industrial Engineering & Manufacturing Systems, Operations and Supply Chain Management, Decision Sciences, Project Management, Environmental Engineering, Marketing Management, Finance, Economics & Strategy, and so on.

2. POST GRADUATE DIPLOMA IN INDUSTRIAL MANAGEMENT (PGDIM) - 28th batch

PGDIM program aims to transform budding engineers into world-class techno-managers capable of leading and innovating in ever-changing business environments. The program features a dynamic curriculum tailored towards fulfilling present-day industry requirements. PGDIM offers a holistic approach to management and equips graduates to take up roles across a variety of functional domains like Marketing, Finance, Consulting, and Supply Chain Management.

3. POST GRADUATE DIPLOMA IN SUSTAINABILITY MANAGEMENT (PGDSM) - 21st batch

NITIE's PGDSM provides the students with the skills and knowledge necessary in a new business paradigm of sustainable value creation. It integrates the areas of operations, supply chain management, and business strategy with aspects of environmental management, safety management, and corporate social responsibility. The program equips future managers with an understanding of the world and the context in which they operate before implementing viable solutions.

4. FELLOW (DOCTORAL) PROGRAMME - 2021

The program aims to admit individuals with sound academic background, strong motivation, and potential to become excellent researchers at national and international level. Areas: Operations & Supply Chain Management, Analytics & Decision Science, Finance & Economics, Marketing, Organizational Behavior & Human Resource Management, Strategy, and Sustainability Management.

ELIGIBLITY CRITERIA (QUALIFYING DEGREE)

- **For PGDIE/PGDIM/PGDSM:** Engineering / Technology graduates in any branch with aggregate* 60% marks (relaxation of 5% in case of SC/ST/PwD (persons with disabilities) candidates). Final year Engineering/Technology candidates can also apply, provided they qualify the above criteria and submit their result by September 30, 2021. Their admission will stand cancelled in case they fail to meet the aforementioned requirements.
- **For Fellow Program:** Candidates with Master's degree or equivalent in Engineering/Technology, Management, Economics, Commerce, Social Sciences, Life Sciences and Pure Sciences with 60% aggregate* marks (55% in case of SC/ST/PwD (Person with Disability) candidates) from recognized University/Institution can apply. Candidates appearing for their final examination in the respective disciplines can also apply, provided they qualify the above criteria and submit their result by September 30, 2021. Projects/Work Experience/Research Publication in the above mentioned areas would be preferred.

ELIGIBILITY CRITERIA : ENTRANCE EXAM

- **PGDIE:** Valid **GATE** (Graduate Aptitude Test in Engineering) score.
- **PGDIM:** Valid **CAT** (Common Aptitude Test) score.
- **PGDSM:** Valid **CAT/GATE/GRE/GMAT** scores.

IMPORTANT DATES

Registration portal opens :	**First week of January 2021**
Registration portal closes :	**1st March 2021 5:00 PM**
Online PI Process (PGDIM/PGDSM) :	**29th March 2021- 3rd April 2021**
Online PI Process (PGDIE) :	**5th April 2021 - 8th April 2021**
Online Written/PI Process (Fellow) :	**8th April 2021 - 10th April 2021**
Session commencement :	**June 2021**

APPLICATION PROCESS & ADMISSION PROCEDURE

APPLICATION PROCESS

- Interested candidates should apply through ONLINE mode only.
- Application Fee: -
  - Applicants from India and SAARC countries: **Rs.1000**/- (**Rs.500**/- in case of SC/ST/PwD candidates).
  - International Applicants: **USD 50**.
  - The fee has to be paid through online mode ONLY.
- For Fellow program, applicants are required to submit the research proposal along with application form.
- Mere fulfilment of minimum eligibility criteria is not an automatic claim for interview and/or selection.

ADMISSION PROCEDURE

- Admission will be based on online Personal Interview (PI) with appropriate weightage to GATE/CAT/GRE/GMAT scores (as applicable), academic performance and relevant experience of reputed Industrial Organization/Academic institution. Shortlisted international candidates should attend PIs along with Indian students.
- Seats are reserved for SC/ST/OBC-NC (non-creamy) and PwD candidates as per Government of India rules.
- Teaching Assistantships are available to eligible candidates as per rules.

INTERNATIONAL STUDENTS

15% of the approved intake (in supernumerary quota) will be reserved for international students in the above PG programs offered by NITIE. Entry level qualification shall be at par with that of Indian students as specified above and candidates should have a valid GRE/GMAT score. Foreign candidates of non-English speaking countries should have a valid TOEFL/IELTS score also. TOEFL/IELTS score more than two years old will not be considered**. All international candidates will have to submit an SOP (Statement of Purpose) and two LORs (Letter of Recommendation).

SPONSORED SEATS

- Few seats in PGDIE/PGDSM/Fellow are available for sponsored candidates. Sponsored candidates must be from reputed industrial organizations/academic institutions. PGDIE/PGDSM candidates must have aggregate* 60% marks at graduation in Engineering/Technology with two years of full-time work experience as on the last date of submission of application. For Fellow, candidates must have Master's degree or equivalent in Engineering/Technology, Management, Economics, Commerce, Social Sciences, Life Sciences and Pure Sciences with 60% aggregate* marks (55% in case of SC/ST/PwD (Person with Disability) candidates) from recognized University/Institution. GATE/CAT/GRE/GMAT scores are not required for sponsored candidates. However, they are required to attend a written test and PI conducted by the institute. Sponsored candidates should also fill up the Sponsorship Form available on the NITIE website.
- **Only for Fellow program:** Candidates, if selected, have to stay in the campus for one year of regular course work. No financial assistance is available for sponsored candidates. Candidates need to produce sponsorship certificate (at the time of submission of application) and relieving certificate from the employer as per the pro-forma available on the NITIE website at the time of admission.
- No teaching assistantship is available for sponsored candidates.
- 5 Sponsored Seats available for candidates with defense background in PGDIE program.

FINANCIAL ASSISTANCE (FELLOW PROGRAM) : Details available on website.

- SC/ST candidates are granted Central Sector Scholarship as per the scheme of Govt. of India vide letters No.11016/19/2005-SCD-1 dated 21.06.2007 and No.19012/36/- 5- Education dated 27.06.2007 subject to the satisfactory fulfillment of terms and conditions mentioned therein.
- ***For calculating the aggregate, all semesters' marks/SGPA/percentage shall be averaged.**
- ****All the international candidates are required to have a minimum of 18 (eighteen) months of stay at the overseas countries as on the last date of submission of application as prescribed in the advertisement.**

For all other details visit **https://www.nitie.ac.in/admission-2021**
All communications should be addressed to:
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Tel.No:+91-22-28573371 Ext: 5651 Fax: (022) 28573251,
E-mail: **admission.imsm@nitie.ac.in, admission.ie@nitie.ac.in,**
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W A N T E D

(Permanent Non-grantable)

Applications are invited from eligible candidates for the following **Permanent Non-grantable post.**

Sr. No.	Subject/ Designation	Total Vacant Post	Open Post	Reserved Category Posts
1	**Principal**	**01 Full Time**	**01 Open**	**Open to all**

Note-

1) Apply giving full particulars **within 30 days** from the date of publication on this advertisement to the undersigned.
2) For detailed information about post, qualifications and other terms and conditions, please visit college **website : www.anmvelapur.com.**

Jaysinh Shankarrao Mohite-Patil
Place - Akluj **President**
Date - 06/01/2021 **Shikshan Prasarak Mandal, Akluj**

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TAL. SANGAMESHWAR, DIST. RATNAGIRI -415 804
APPLICATIONS ARE INVITED FOR THE FOLLOWING
CLOCK HOUR BASIS POSTS
FOR THE ACADEMIC YEAR 2020-21

AIDED

Sr. No.	Cadre	Subjects	Total No. of CHB Post	Post Reserved for
1	**Assistant Professor**	English	12	02-SC 01-ST 01-DT/NT 02-OBC 01- EWS 05- Open
2	**Assistant Professor**	Chemistry		
3	**Assistant Professor**	Mathematics		
4	**Assistant Professor**	Economics		

The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of state of Maharashtra) belonging to that particular category only.

Reservation for the women will be as per **University Circular number BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the person with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 5th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scale and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No.Misc-2018/C.R. 56/18/UNI-I dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 and revised from time to time."

Remuneration of the above post will be as per University Circular No. TASS (CT)/01/2019-2020, dated 2nd April, 2019.

The Government Resolution and Circular are available on the **website : mu.ac.in**

Application with full details should reach the **PRINCIPAL,** Devrukh Shikshan Prasarak Mandal's **NYA. TATYASAHEB ATHALYE ARTS, VED. S. R. SAPRE COMMERCE & VID. DADASAHEB PITRE SCIENCE COLLEGE, DEVRUKH, (AUTONOMOUS), TAL. SANGAMESHWAR, DIST. RATNAGIRI–415 804 within 15** days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
PRINCIPAL

JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI – 110067

Advt. No. 12/RC (NT)/2021

Online applications are invited in the prescribed Application Form from eligible candidates for appointment to the post of **Registrar**. The post of Registrar carries Scale of Pay Level-14 (Rs.144200-218200) with rationalized Entry Pay of Rs. 1,44,200 as per 7th CPC Pay Matrix.

Essential Qualification & Experience:

(a) Master's degree with at least 55% of the marks or an equivalent grade in a point scale wherever grading system is followed.

(b) At least 15 years of experience as Assistant Professor in the Academic Level-11 and above or with 8 years of service in the Academic Level-12 and above including as Associate Professor along with experience in educational administration,

OR

(c) Comparable experience in research establishment and/ or other institutions of higher education,

OR

(d) 15 years of administrative experience, of which 8 years shall be as Deputy Registrar or an equivalent post.

Note: 5% relaxation in percentage of marks at Master's level from 55% to 50% will be extended to SC/ST/PwD categories and to the existing incumbents who are already in the University system as provided under UGC guidelines issued from time to time.

Desirable: Published work on University Administration.

Note: The appointment shall be made for a tenure of 5 years which can be renewed for similar term by the Executive Council of the University. For candidates applying on deputation basis from Govt. or any other organization/institution, the terms and conditions of his/her service shall be governed by the Deputation Rules of the Government of India. However, the age of retirement would be 62 years and the post does not carry the facility for re-employment.

Job Description : The Registrar should have wide-ranging experience in all aspects of University management. Registrar will be the head of the Administrative office of the University, besides ex-officio Secretary to the University Court, Executive Council and Academic Council, the Statutory Bodies of the University. Further, Registrar will also perform such of the duties as have been specified in the University Act, Statutes, Ordinances, Rules and Regulations as may be required by the Statutory Bodies, Vice-Chancellor and Rectors.

Age Limit: Preferably below 57 years of age on the closing date of the advertisement.

The eligible and interested persons may apply online through the University website **www.jnu.ac.in. Applications through any other mode, except online, will not be accepted.** The applicants shall upload photograph, signature, copies of essential qualifications, experience, date of birth, caste/PwD certificate, NOC from the present employer etc. **within one month of the publication** of this advertisement in the Employment News.

Any addendum/corrigendum shall be posted only on the University website.

DEPUTY REGISTRAR (ADMN.)
JNU

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