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# UNIVERSITY NEWS

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## Special Issue

on

**IMPLEMENTATION STRATEGIES FOR NATIONAL  
EDUCATION POLICY--2020**

*Promoting Quality, Research and Internationalization in  
Higher Education*

on the occasion of

**AIU CENTRAL ZONE VICE CHANCELLORS' MEET—2021**

at

**SRI SRI UNIVERSITY, CUTTAK, ODISHA  
(JANUARY 08-09, 2021)**

And

**XXIX New Delhi World Book Fair-2021  
(February 12-15, 2021)**

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

<b>Zone</b>	<b>Host University</b>	<b>Nodal Officer</b>	<b>Theme</b>	<b>AIU Nodal Officers</b>
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<b>Central Zone (8-9 February, 2021)</b>	Sri Sri University, Cuttack-754006 (Odisha)	<b>Ms. Mani Goswami</b> E-mail: <i>nodalofficerssu@srissriuniversity.edu.in</i> Mobile: 9811569182	Implementation Strategy for NEP 2020: <b>Promoting Quality, Research and Internationalization in Higher Education</b>	
<b>North Zone (15-16 February, 2021)</b>	Guru Govind Singh Indraprastha University, New Delhi- 110078	<b>Prof. Pravin Chandra</b> Dean, University School of Information, Communication & Technology E-mail: <i>pchandra@ipu.ac.in, chandra.pravin@gmail.com</i> Mobile: 9910680510, 9999790956	Implementation Strategy for NEP 2020: <b>Holistic and Multidisciplinary Education with Technology Integration</b>	
<b>South Zone (24-25 February, 2021)</b>	GITAM (Deemed to be University), Visakhapatnam-530045 (Andhra Pradesh)	<b>Prof. Narendra</b> E-mail: <i>nkaranam@gitam.edu; conferences@gitam.edu;</i> Mobile: 9908035979	Implementation Strategy for NEP 2020: <b>Governance Reforms and Financing of Higher Education</b>	

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Editorial Committee Chairperson : Dr (Ms) Pankaj Mittal

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# Sri Sri University, Cuttack : A Profile

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**Sri Sri University, Cuttack, Odisha** is hosting the Central Zone Vice Chancellors' Meet–2020-21 of the Association of Indian Universities (AIU), New Delhi on February 08-09, 2021.

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Envisioned by Poojya Sri Sri Ravi Shankar Ji, Sri Sri University (SSU) was established in 2009 as a center for world-class education in India. The University offers a range of pivotal, unique, and cutting-edge undergraduate, postgraduate degree programs under seven faculties/schools, short-term, diploma and certificate courses, Doctoral studies (PhD), that seek to preserve the ancient wisdom of the East and offer the best of Western innovation.

The impressive list of undergraduate programmes offered at SSU includes BSc (Data Science), B Sc (Osteopathy), B Sc (Psychology & Contemplative Studies), B Sc (Food, Nutrition, and Dietetics), B. Sc. (Agri-business), Bachelor in Interior Design, etc., and that of post graduate programmes offered includes MSc Osteopathy (first time in Asia), MBA (Entrepreneurship), MBA (General Management), MBA (Agri-Business Management), M.Com., M.A./MSc in Psychology and Contemplative and Behavioural Sciences, M.Sc. Environment Studies, etc.

The University takes pride in offering a curriculum that enriches both domain expertise and life skills. It provides a unique social culture that nurtures a rich learning environment and aids excellence in students through its virtually smoke-free, alcohol-free, drug-free, and completely vegetarian campus.

The Art of Living Program (Happiness Program) is an integral part of the curriculum. The program provides participants with practical tools and techniques, including yoga, meditation, and *pranayama*, to effectively handle stress.

The University is located in a sprawling 188-acre campus between Bhubaneswar and Cuttack cities of Odisha, India.

## Recognitions

Sri Sri University is bestowed with the following accolades and awards:

1. Ranked 6<sup>th</sup> in the list of Top 25 Universities in India by Higher Education Review, 2020;

2. Global Powerhouse of Peace by Non-Violence & Peace Foundation, Geneva, 2018;
3. India's Best University East India Region– India Education Excellence Award, 2018;
4. Second Best Institution in Agri-Business Management Award at the 7<sup>th</sup> National Conference and Game Changer Awards, 2017 at Mumbai under the Excellence in Agri Education (Agri-Business Management) category;
5. Best University – Trendsetting Synthesizer of Traditional and Global Outlook Award presented by Dr. Prakash Javdekar, Hon'ble Minister for Human Resource Development, Govt. of India at the 10<sup>th</sup> ASSOCHAM Higher Education Summit, 2017.

## Initiatives on the Lines of New National Education Policy, 2020

### *Integrated System of Medicine*

Sri Sri University has conceived from the very beginning the various aspects of holistic and integrative system of medicine by setting first in Asia, Osteopathy Department, Yogic Sciences, Naturopathy under the Faculty of Health & Wellness, Sri Sri College of Ayurvedic Science and Research Hospital. In the next phase of development, Allopathic Hospital and Medical College is planned to be established by 2022.

### *Faculty of Contemplative and Behavioural Sciences*

SSU is pioneer in creating the Department of Contemplative and Behavioural Sciences (DCBS) under the Faculty of Contemplative and Behavioural Sciences which is one of its kind in the world. In consonance with the New Education Policy 2020, DCBS is all about upholding, nurturing and integrating (research in) the rich multi-disciplinary global heritage of 'contemplative paradigms' and 'ancient Indian Knowledge traditions' with 'modern approaches' in order to build a critical mass of practitioners, through scholarship, training and



field practice, embarking on a journey towards Self-realization.

### ***Faculty of Emerging Technologies (FET)***

As technological innovation and advancements have brought about massive societal change, so to groom the student as per the guidelines of National Education Policy 2020 along with the needs of ongoing Industry 4.0 and the incoming Industry 5.0, SSU is establishing Faculty of Emerging Technologies (FET) in collaboration with IBM, CDAC, CYBERPEACE FOUNDATION, and NASSCOM. Under FET the student will not only develop professional skills but also will be groomed with human values under a spiritual platform of Art of Living and social ethics which can help them to be healthy, happy, and socially responsible citizen of the country.

Atmanirbhar Bharat: Innovation and Startup Ecosystem at Sri Sri University

### ***Entrepreneurship Development Cell***

To inculcate the entrepreneurial spirit among the students, SSU has started a center for Entrepreneurship and Innovation namely 'SRINOVATION' with all required infrastructure.

The center regularly organizes meetings and seminars with various industry officials and successful entrepreneurs.

The University has a tie-up with the National Innovation Foundation (Wadwani Group) to create awareness among the students on entrepreneurship. The University has also tied up with the Ministry of Corporate Affairs, Government of India to offer courses on Corporate Social Responsibility and Social Entrepreneurship.

These collaborations and workshops have been significant in uplifting the entrepreneurial zeal among the vast diverse set of students. The Srinovation has been able to attract students from premier colleges including IIT Kharagpur, IIT Delhi, IIT Indore, Thapar University, St. Xavier's, and Manchester University. This unique pool of talents has made the University proud by participating in various competitive events of premier B Schools like IIM-Calcutta, IIFT - Kolkata, Start Weekend at XIMB University, IMIS and ASBM, and Bhubaneswar.

### ***Incubation Centre***

Sri Sri Innovation Pvt. Ltd. is the Incubation center of SSU which has been recognized by the

Government of Odisha. It provides free incubator support to all MBA (Entrepreneurship) students upto 6 months even after completion of work. The center is proud of its alumni network which is a large network of budding entrepreneurs. Many of our alumni have started their ventures in the areas of solar energy, IT, agriculture, organic trading, skill development, education and have achieved noble turnover within a period of 3-4 years of time.

The central incubation center holds incubates who have graduated from our University and currently, the University has eleven incubates in the areas of agriculture, food processing, fitness, and healthcare. SSU is recognized as a Nodal agency for registering, evaluating, and recommending funding for startups registered in Odisha in the areas of Agriculture, Food Processing, and Social Entrepreneurship.

### ***Innovation and Startup Initiatives***

The startup activities have always been inspired since the inception of the University under the brand Srinovation Incubation Center, i.e. SSU Innovation Pvt. Ltd., incorporated in the year 2018. Startups from SSU has access to more than 20 mentors in India, the University incubation center is shortlisted as a nodal point that has tied up with a wide range of startup ecosystem partners such as; Ambuja Neotia, Samunnati Financial Services Private Limited, Google Business Group Europe, Lexmantra, etc for Startup mentoring, networking, legal, and funding. So far 24 patents have been filed by the Faculty members, students, and start ups.

SSU was bestowed with the Best Boot Camp Startup Award by the Government of Odisha, 2018 and The best Innovative University Campus in Odisha Award presented by Smt. Mridula Sinha, Her Excellency Governor of Goa at the 2<sup>nd</sup> National Education Summit and Educational Excellence Awards, 2017. Also, some of the achievements in this regard are listed below:

- Leaf Era: recognized by Government e-Marketplace as upcoming startup in presence of Minister of Commerce and Industry, Mr. Suresh Prabhu, 2019 and under "10 Most Promising Tea & Coffee brands-2019" by Silicon India magazine, 2019;
- Krusha: selected as top 5 Startups of 2018 by National Entrepreneurship Network;



- Ezibeets: winner of Hackathon in 2018 in Odisha and recognized in the top 10 startups under Startup Odisha Mission and filed a Patent.

### **Centres of Excellence at Sri Sri University**

The Global Resource Centre in Sri Sri University has been established to emerge as a center of excellence in the innovative fields of studies and relevant societal and environmental issues. This has been mandated that the Global Resource Centre would be responsible for providing out-of-the-box solutions for real-time issues, affecting the multilayered structure of our country. Under this banner, following are the centres, which are independent in nature in terms of their functioning and operations:

#### ***Sri Sri University Resource Centre for Climate Change and Sustainability Education and Practices***

This Resource Centre is a result of long felt need to create a think-and-do tank platform to engage with policy makers, industry leaders, businesses, NGOs, media, students and academic scholars to find and implement collaborative solutions and innovations to deal with climate change and hence work towards a sustainable world order. The Centre has been developed in collaboration with The India Office of Nobel Peace Laureate Vice President of USA Al Gore's The Climate Reality Project (TCRP), USA and Sparsh Foundation, JK Paper Mills Ltd, Odisha.

#### ***Sri Sri Advanced Global Centre for Conflict Resolution and Peace Studies (SSAGC-CRPS)***

This dedicated centre on conflict resolution and peace studies focus on issues of conflict and peace building around the world. Built on the global experience of our Founder President and inspiration, Sri Sri Ravi Shankar Ji, this pluridisciplinary centre is dedicated to study, analyse, publish, and advocate on innovative methods of conflict resolution and peace building.

#### ***Sri Sri Centre for Advanced Research in Kathak (SSCARK)***

The centre has been conceived by Padma Shri, Dr. Puru Dadheech, Founding Director of SSCARK, which is instrumental in bridging Shastra (Theory) and Prayoga (Praxis), through a multi-pronged and layered approach to Kathak combining Parampara

(Tradition) and Anusandhaan (Research). SSCARK works to fuse together academic thought and performance of Kathak through the creation of a number of research based choreographies. Extensive work is being undertaken to bring to light a number of hitherto unknown treatises in relation to the evolution of Kathak. SSCARK offers Ph. D. and Integrated Ph. D. courses in Kathak via the Faculty of Arts, Communication, and Indic Studies.

### **Elevating the Educational Landscape at Sri Sri University**

The biggest step in creating a value-based learning system comes with equipping the students with an environment that motivates them, challenges them to think out-of-the-box, and makes them seek unique ideas. To create such an enhanced and unparalleled learning ground for our students, the University offers the services of renowned academicians from all parts of the world who are not only experts in their individual fields but also able supervisors to these fresh young talents. The class structure and breakup are coordinated in such a manner as to keep a healthy student-teacher ratio as well as ensure personal and individual attention to each student. The University is committed to encouraging and developing the enquiring minds of tomorrow. The classes are a concoction of Whiteboard, Class Discussion, Lecture Method, Group Discussion, Practical Work, Simulation tools, Presentation Method, Laboratory, and Library time, a typical day also has club activities as mandatory co-curricular participation.

Along with this, the University faculty or departments methodically organize regular guest lectures, seminars, workshops, and practical works/ field-trips. Sri Sri University is constantly driven towards fostering a learning ecosystem wherein each learner is equipped to unleash his/her potential and excel which is reflected through overall blossoming of his/her personality let alone the academic achievement. The structure of various programmes offered at the University is planned in such a manner that it inculcates among the learners the ability to perform hands-on knowledge application in different work settings. The core values of Learn, Lead, and Serve rests at the heart of the University and the same are nurtured in every learner by embedding them in the teaching learning process in the following ways:

## ***Curriculum and Pedagogical Structure***

In Academic Session 2019-20, SSU has undertaken the initiative of designing a vibrant and rigorous curriculum based on Learning Outcome-based Curriculum Framework (LOCF) that is engaging, relevant, and clearly articulates a vision for the desired outcomes and how to attain them. Such transformation in curriculum and pedagogy ensures movement from rote memorisation of facts and mechanical procedures to experiential learning or application of Learning by Doing approach. Key features of the Curriculum and Pedagogy at SSU are Flexibility, Activity-based Teaching, Discovery-based Learning, Cognitive and Emotional Stimulation, Experiential Learning, Explorations of Relations among Different Subjects.

## ***Holistic Development of Learners***

The Board of Studies at SSU works towards the aim of developing the structure of emparing disciplinary knowledge which resonates with the core value system of our society and world at large. The Teaching Learning Process at SSU is oriented to develop their social-consciousness and other higher order skills related to critical thinking, creativity, logical deduction, collaboration/teamwork, social responsibility, entrepreneurial skills, lifelong learning, moral and ethical awareness.

SSU was bestowed with the Best University for Contribution in the field of Culture, Higher Education, and Spiritual Institution by Odisha Journalists Association during Odisha-Pres-Media Television Awards, 2018; Best University in *Holistic Education Awards* presented at the Jharkhand Education Excellence Awards, 2015.

The University provides a vibrant array of extracurricular activities organised by 40+ students driven clubs and committees. These clubs often serve as an important adjunct to academics wherein the learners can apply their disciplinary knowledge into practice. The aim of each club is to mentor the learners and transform Youth of today into Leaders of tomorrow. The details of few of the events organized by students are mentioned below:

## ***Orion***

Orion is SSU's annual cultural fest. It redefines the perception of celebration, and the campus culture strongly reverberates with the same. It is recognized as

one of the biggest youth cultural festivals of Odisha. The year-round fest brings forth a combination of ESR Activities, Personality development Workshops, and an incredible 3-day extravaganza at the end of it all. Orion houses several fun activities of Sports, B-Fest, Agri-fest, Banjara Camp, and a lot more.

## ***Model United Nations***

Students organize Model United Nations (MUN), every year to boost public speaking, oration, and diplomacy at an early stage. The three days of MUN is a simulation of UN diplomacy, to make students conscious about public policy, world affairs, etc. Over the years, there has been an overwhelming response from students all over the country, who come to participate in the event.

## ***Collympics***

Collympics is an annual sports event, which aims to inspire sportsmanship and holistic development of students. It covers inter-college competition for a wide array of sports activities. The week-long annual sports fest of the University is conducted by students under the mentorship of the Faculty members. The University has an active and vibrant sports wing in cricket, basketball, football, table tennis, badminton, volleyball, lawn tennis on one hand, and Indian sports such as the kabaddi, etc. on the other hand. There is a structured program for sports-activities and the University has signed a memorandum with the Centre of Sports & Management Studies (CS & MS)-a Kolkata-based academy to inculcate sportsmanship among students.

## ***Transformational Assessment for Student Development***

The newly designed curriculum at the University is accompanied by parallel changes in the procedures and mechanisms of learner's assessment. The University follows the policy of formative assessment of learners on a continuous basis. The outcomes expected from the learners undergoing a particular course or programme is clearly mentioned in the syllabus and in the lesson plans. The assessment is based on the ability of the learners in meeting those outcomes and the same is measured in quantifiable terms. The Institution conducts a spectrum of extension activities to enrich teaching learning process which are listed here.

## ***Happiness Connect***

It is a credit based program for the students

designed on the specific parameters of Learning By Doing. The students get hands-on experience of tools and techniques of self development including the practices of world renowned and scientifically proven Sudarshan Kriya Yoga (SKY) which helps them to develop holistically.

### ***Workshop of Art of Living***

Every weekend in the campus group meditation sessions are organised for the students, faculty, and other staff members. Art of Living's Youth Empowerment & Skills Workshop (YES!+) is taught to the learners as a part of their Induction Program. The workshop provides opportunities to the learners to accelerate their physical, emotional, and intellectual quotient. The programs create passion for excellence and instill a spirit of volunteerism in the learners, creating a strong foundation for nation building. The workshop provides experiential learning with an integrated framework for the young minds to excel in various aspects of life and lead a life with a higher sense of responsibility.

### ***Community Empowerment Initiative***

The students, faculty and staff members have initiated a large number of social outreach programs for the upliftment of society. Such programs include imparting vocational and skill development training to underprivileged youths, building homes for the homeless, Campaign against Open Defecation, Solar Electrification of villages, Women Empowerment, Free Health Check-ups, Free Yoga Camps, distribution of relief kits to Fani Cyclone affected villagers, etc.

### ***Research Methodology Workshop in Collaboration with AIU***

The University organised a week-long National Workshop on Research Methodology in collaboration with AIU comprised of sessions, presentations and deliberations by renowned experts and experienced resource persons hailing from different universities on different topics spread over different aspects of research such as Scientific Method of Literature Review, Types of Research and Research Designs, Sampling, Measurement and Scaling Techniques and Questionnaire Designing, Correlation, Regression, Structural Equation Modelling (SEM), SSCI and Scopes Indexed Journals, etc. The effort was to

comprehensively and rigorously cover all the dimensions of research for the sake of providing the most updated information and abreast the participants with the latest trend in the domain of social science research.

### ***Placements and Careers***

The Placement Department has successfully engaged companies like KPMG, Adani Ports and SEZ, Byju's, Home Town, ICICI Bank, Federal Bank, Reliance Jio, Decathlon, Broad vision, Curefit, Jaro Education, Sri Sri Tattva, Sumeru Software Solutions, Home First Finance Company, Ramco cement, Adani, Inference Labs, X Cubes Labs, and Simplotel. Students of the University performed distinctively in various prestigious academically inclined events with incredible performances in premier B-Schools like IIM-C, IIFT-Kolkata, Google start up Weekend at XIMB, KIIT University.

Over the years we have multi-faceted home grown events where we have brought together candidates from prestigious B-Schools and industry experts to explore ideas and pioneer changes in existing business trends. Some prominent examples are Department-wise Research Conclaves are Start-up Forerunner (E-Cell), Orion (Annual fest), and Agribition (Agribusiness event) to name a few.

### ***Central Library and Digital Resource Centre***

The University has an extensively rich and resourceful library located in *Shruti Academic Complex*. The extensive reading materials in the library can be accessed virtually as well as in print. The extent of diversified reading material available in the Library stands at 13,908.

It is well-designed and it has a spacious and eco-friendly interior. It has an air-conditioned reading hall and is fully-equipped with modern amenities which provide the right ambiance for studies.

The staff at the Library is committed to providing high-quality service to nurture and evoke the truest potential among the students. It generally issues relevant text materials and reference books using the barcode method.

The library also offers access to thousands of electronic books and journals. The staff members

of the Library work in close cooperation with the faculty members to ensure that students get adequate access to key course material. On average, the number of daily visitors in the digital library or in the physical library stands at 140. The Central Library of the Sri Sri University has over 22,000 digitized e-books and 30,000 offline books.

### ***Green Campus***

Sri Sri University has devoted its commitment to a sustainable future, that is equal and resource abundant for everyone. Being endowed with the power to create a positive impact in society, we believe the projects and the initiatives that we undertake would also enlighten our students, who would carry forward the practices of sustainability from their individual capacity. SSU was ranked 7<sup>th</sup> in India & 1<sup>st</sup> in Odishain UI Green Metric World University Rankings, 2020 which is a quantum jump from its previous year's ranking which was 12<sup>th</sup> in India & 416<sup>th</sup> in the World. SSU was also bestowed with the Inspiring Green Mentor Award 2019 at the 3<sup>rd</sup> NYC Green School Conference, 2019; Green U Award and Inspiring Climate Educator Award 2019 for bringing Nature into Higher Education at the National Green Mentors Conference, Ahmedabad, 2019; IGBC Green Champion National Award by Indian Green Building Council, 2018; Odisha Inc Award for Green Campus and Peace' from Odisha Diary presented by Hon. Health Minister Shri Pratap Jena; Prakruti Mitra Award, 2016 presented by Minister – Forest & Environment at the Environment Day Event in Odisha Secretariat organised by the Department of Forests & Environment, to name a few.

### **Institutional Social Responsibility (ISR)**

For the educated youth to become the flag bearers of important societal changes, it's necessary that they grow in an environment witnessing social responsibility at the core of individual and organizational development. Keeping that same tone of faith, Institutional Social Responsibility (ISR) in Sri Sri University is of topmost priority. The University believes that key changes occur through community participation and societal transformation. This is why the authority has been on its toes to provide a platform to the students and its faculty members to participate in various social outreach projects.

The University has tied-up with various renowned institutions and organizations of the public and private sector and has organized a large number of projects towards inclusive development of underprivileged sections of the society. A brief outlook of some of the eminent steps of ISR as undertaken by the University is presented here.

### ***Sri Sri Gurukul***

With the vision and mission of reviving and sustaining the ancient Indian tradition of Vedic wisdom, Sri Sri Gurukul has been established in the premises of Sri Sri University wherein, 39 students from Odisha, Bihar, Chhattisgarh, and North East are learning *Samveda*, *Atharveda*, and *Yajurveda*. The students are mainly from economically lower Brahmin families. Alongside the Vedas, they also impart education from the general curriculum. Students of SSU play a great role in teaching general subjects to the students of Gurukul. It's a beautiful amalgamation of the values and cultures of the east and the west. The University aids in providing accommodation, meals, education, stationery, clothes, and other basic requirements for the students of Gurukul.

### ***VIDYA***

A training and skill development center under the name VIDYA (Construction and Skill Training Centre) was formed under the PMKVY Project of the Government of India and SSRDP. It focuses on providing vocational skill development training like Masonry and Bar bending and Steel fixing for the underprivileged and school drop-out youths. In due course, a MoU was signed between SSU and Larsen & Toubro Limited wherein over 1000 youths received training and got placed under this project.

### ***Sri Sri Koushal Vikas Kendra***

Schneider Solar Electrician Training Center was set up under the Sri Sri Koushal Vikas Kendra (SSKVK) at the premises of Sri Sri University in association with Schneider Electric on the 21st Dec 2015. Over 900 trainees have been imparted skill development training in different sectors like solar electrification, security guard training, hospitality, housekeeping, to name a few. It not only provides vocational skills, but also provides the life skills techniques of Art of Living to help in their character building, mental development, and good health along



with the domain expertise on the construction trade, and further shaping them as respectable citizens.

### ***Community Development***

In June 2019, the University tied up with NALCO Foundation, the CSR wing of National Aluminium Company (NALCO) to provide training in Leadership, Women Empowerment, Agriculture, Entrepreneurship, Environment Protection among others. This aims at channelizing the energy of youth and women in a series of social engagements for the purpose of strengthening the efforts of Rural Development by focusing on socio-cultural-economic activities for the benefit of the tribal community.

### ***Awareness and Training Camps on Health and Hygiene***

A number of programs have been carried out, namely, Nav Chetana Shivar, Bal Chetana Shivar, and Swachhata Chetana Shivar in the Ramdaspur Gram Panchayat in Cuttack, in collaboration with the International Women's Conference (IWC) and Youth Leadership Training Programme (YLTP) to make the Panchayat, open defecation free. These awareness camps made people realize the importance of using a toilet and catalyzed the construction of IHHL (Individual Household & Latrine) under Swachh Bharat Abhiyan, Government of India.

### ***Nav Chetna Shivirs***

Nav Chetna Shivar (NCS) is a dynamic program

that consists of Yoga & Meditation techniques that are specially designed for socially, economically, physically, or emotionally challenged sections of society.

### ***Bal Chetna Shivirs***

Bal Chetna Shivirs (BCS) is a dynamic program that aims to empower underprivileged children of society and helps them rise to their full potential. Processes like interactive games, group discussions, creative assignments, and stress elimination techniques like breathing, pranayama ensure nurturing and focus on their strengths and work on it.

### ***Vastradan***

The initiative of cloth donation was organized in collaboration with NGO – Zindagi, where the students teamed up to donate their old and new clothes to the poor villagers in the nearby villages of Godisahi, Arilo, Sandhapur, Bidyadharpur, and many more. Over 100 kgs of clothes were gathered and the volunteers went to each of the villages to distribute warm clothes during winter.

### ***Livelihood Training***

To provide employment for women, training camps for sewing were organized by Sri Sri University in 19 villages. This went a long way in benefitting more than 700 rural women.

□

# National Education Policy–2020: Innovations in Higher Education and Quality Assurance

Sanjay Gupta\* and Suresh Garg\*\*

The National Education Policy (NEP–2020) is in place after 34 years as an outcome of country-wide discussions of more than four years by leading academics in our universities. It has been hailed as a policy document with infinite transformational potential due to profundity of its recommendations such as creation of research universities, use of technology to enhance access to quality education, single regulator for “light but tight” regulation of Higher Education (HE), vocationalisation of education to promote entrepreneurship and creativity and creation of large multidisciplinary institutions. It is well recognized now that education is an organic entity which evolves to meet emerging societal needs and a resource that augments itself. Moreover, one innovates in necessity and adversity. With faith in this expression, the NEP–2020 puts faith in the capabilities of our researchers and academia to contribute to the global knowledge pool, win international acclaim and put India in the front row of academic powers.

On the other hand, it is also true that NEP–2020 has not made detailed analysis of the maladies faced by the HE sector. Some of these include ‘under performance syndrome’ non-inculcation of 21<sup>st</sup> Century skills in learners due emphasis on examination-centric education which promotes rote learning and lack of ‘teachers and researchers by choice’ (Garg and Panda, 2019). Some intellectuals argue that the Policy should have considered why some recommendations made by earlier Commissions (GoI, 1966; GoI, 1986, NKC, 2009) could not be implemented and suggested a way forward. It is therefore an ambitious document. Moreover, implementation of the wide ranging recommendations of NPE–2020 is bound to pose serious resource and technological challenges in an economy shattered by COVID-19 and for a country

of the size and diversity of India, though the policy has reposed immense faith in the creativity of teachers and student entrepreneurs. Optimistically speaking, it should be hoped that NEP–2020 will pave way for massification and Indianisation of education, though there are loud voices on both sides of the divide.

The NEP 2020 has devoted a lot of space to address challenges of nationalism. It “envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower” (p.6, Introduction). The Policy further recommends that “the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, national bonding and a conscious awareness of one’s roles and responsibilities in a changing world.....”(p.6). It believes in the dictum that pygmies do not build pyramids.

Making reference to SDG4, which seeks to “ensure inclusive and equitable quality for all” by 2030 (p.3), balance out the non-equilibrium between wisdom and knowledge and arrest growing dehumanization of soul, NEP–2020 also emphasizes value-based education for development of humanistic, ethical, cultural, Constitutional and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship (national and global) values, and life-skills. (Section11). It is extremely important for us as a nation to create sensitivity towards gender issues, non-violence, religious tolerance and the poor, among others so as to seek enjoyment in sharing and giving. The Education Commission (GoI, 1966) provided a lot of space on how educational institutions could go about inculcation of such values but unfortunately not much was done by HE institutions to implement its suggestions.

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The title of this paper highlights three key issues: NEP–2020, Innovations and quality assurance in Higher Education (HE). On July 29, 2020, the Federal Government of India took landmark decision of accepting National Education Policy, which seeks to provide a new and forward looking vision. In particular, it highlights the need to re-engineer Indian education from school level to PhD degree to face new realities and challenges for the country to emerge as an academic power. NEP–2020 is based on the premise that only knowledge can transform our society from stagnation and poverty to dynamism and prosperity, from marginalization and deprivation to empowerment and recognition, from ignorance and delusion to enlightenment and liberation and from conflict and intolerance to peaceful co-existence and non-violence. Among others, the NEP–2020 has made the following profound recommendations:

- Restructuring of 10+2 system of school education in favor of 5+3+3+4 pedagogical and curricular system covering ages 3 -18 years.
- Creation of multidisciplinary universities and colleges by 2030 to offer education to large numbers in local/Indian languages and minimize fragmentation of higher education.
- Revision of curriculum, pedagogy, assessment schemes, and student support services periodically to include latest developments and be at par with the best in the world.
- Creation of 100 new or out of the existing universities for world class research in front-ended fields.
- Minimization of external influences and observance of transparency while appointing enlightened individuals with pragmatic vision as institutional leaders.
- Implementation of merit based faculty appointments and nurturing talent by practicing career progression based on teaching, research, and service rather than “connections” (Author’s emphasis).
- “Light but tight” regulation, phasing out the system of ‘affiliation’ over a period of fifteen years and grant of performance based graded autonomy.
- Promote blended learning and technology to be the important intermediary of teaching-learning.

## NEP and Innovations

Innovation is successful implementation of creative ideas within an organization or system. From this perspective, creativity of an individual is the starting point for innovation. Management *Guru* Peter Drucker referred to innovation as a change that creates a new dimension of performance. Steve Jobs argued that innovation differentiated a leader from the laggard. But conventional understanding about innovation is commercialization of invention, which refers to new concepts or products that derive from individual’s ideas or from scientific research. To be called an innovation, an idea must be replicable, economic and respond to a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different value from resources, and encompasses all processes by which new ideas are generated and converted into useful products. In short, an action can be identified as innovation if it is new and useful to the system, increases efficiency, is cost-effective and compatible with or adaptable by other similar systems.

In education, innovation lies in continuous march toward excellence and devising improvement in pedagogy and teaching-learning processes for improving learner’s progression curve. In short, innovation is successful implementation of creative ideas for affirmative change in the lives of the people. In the context of higher education, innovation implies systemic improvement in processes of teaching-learning, learner support and knowledge management to conserve national heritage and value systems. National Education Policy seeks to:

- Use innovative teaching-learning strategies to universalize access to education and achieve 50% GER in HE by 2030;
- Integrate all streams, including professional and vocational education, leading to emergence of one coherent HE eco-system and accord them parity of esteem;
- Technology to be the major intermediary for transaction of education to enhance access equity and inclusion of all sections of society living in isolation for centuries due to gender, location and religion;



- Promote online and digital education to reach the last mile in a stratified society and innovatively use OERs and MOOCs courses and materials to save resources (financial, human and physical);
- Parity of all educational systems, practice credit exemption and promote learner mobility; and
- Design credit based flexible and innovative curricula in conventional as well as contemporary subjects of study. For instance, environment education could include study of climate change, pollution control, waste management, biological diversity, and sustainable development and living, among other topics.

### NEP and Quality

Quality in common parlance refers to “degree of excellence” of a product. It is one of the most important issues in present-day higher education ecosystem in the country; in the past it was masked by our overdrive for enhancing access and providing equitable opportunities to HE to all. The perceptions of leading educators about quality vary considerably; some consider it as fitness of purpose and conformance to standards while others look at it as value for money, relevance to world of work and perfection, and consistency in performance (Ahmed and Garg, 2015). We believe that quality is continuing march toward excellence transparently for social cause. Assessment of quality deficit and devising ways to improve quality at various stages necessary for improving the outcomes defines quality control.

Quality assurance aims to identify and address gaps which affect learner performance adversely and hinder realization of institutional vision and mission as also self-actualization of learners. Quality assurance comprises evaluation of policies and procedures for their efficiency, applicability, suitability and efficacy so as to guide the institution and each stakeholder. Through quality assurance, we intend to ensure that prescribed quality specifications and standards are maintained in each activity chain and try to raise the bar gradually. In the context of HE, NEP views quality assurance as an instrument for:

- review of offerings to reflect on pedagogy, improve procedures for continuous (formative) and term-end (summative) evaluation for

satisfactory learner progression and reposition these to include skills needed to be globally competitive;

- cultivation of culture of ownership of the institution by every stakeholder in the system;
- development of well rounded individuals through paradigm shift towards value based education; and
- incremental improvement in institutional performance standards through continuous professional development of all category of employees and academics at all levels.

The policy’s vision for quality assurance also includes:

- grant of graded autonomy, with accountability, to an institution, its leader as well as teachers and office staff since creativity blooms with fragrance of academic freedom;
- improvement in institutional leadership by minimizing external influences and appointing enlightened deserving individuals with pragmatic vision and impeccable integrity; and
- creation of self-reliant (Atamirbhar) institutions by making (interactive) learning materials accessible and available to all learners.

As such some of the recommendations of NEP–2020 are highly cost-intensive. Moreover, all stakeholders of university fraternity would be required to be dedicated, unlearn past practices and relearn new ones through Continuous Professional Development programmes conducted by experts. Therefore, it would be advisable that the efforts on finding ways for addressing quality concerns are driven by the wisdom of practitioners and based on solid research evidence.

COVID-19 pandemic has made it amply clear that ‘disruptive innovations’ and collaborative partnerships are inevitable for quality assurance in every field of human endeavor, including education, research and training. The private institutions, which have been largely responsible for expansion of professional higher education in India since 1991, which marked the beginning of liberalization era, cater to about 80 per cent learners in professional programmes. Unlike leading foreign universities like

Cambridge, Harvard, Oxford, and Stanford, Indian private universities, but for a few, tend to be small in size and scope, with little emphasis on R&D. These are invariably guided by “for-profit” rather than for philanthropic considerations (though justifiable returns would be in order to sustain further growth). This is a catch-22 situation: government regulators tend to control rather than facilitate development and private providers like ambiguity (Kulandai Swamy, 2006). The National Education Policy accords parity of esteem to all types of HE providers by recommending acceptability and credibility for the qualifications conferred or certifications made by them.

It is now well documented that Indian Higher Education is producing unemployable graduates who pass their examinations without being deep learners. They are not trained to develop intellectual creativity needed for problem solving, independent thinking, asking probing questions and digital skills suited to 21<sup>st</sup> Century (Das et al, 2019). Moreover, conventional teachers have traditionally refrained from using technology in curricular transactions either due to their ignorance about its capabilities for value addition or they view it as an agent that would marginalize their role and adversely affect their importance (Panda and Garg, 2019). However, such impressions are misplaced; technology enhances the reach of the word of mouth as also the effectiveness of a teacher in spatial as well as temporal dimensions (Garg, 2015.) It facilitates interaction in a number of ways. And it would be no exaggeration to remark that growth in education and technological developments have direct correlation with the growth in education. It is despite the fact that technology could not replace, simulate or even imitate ‘the teacher’ in the classroom truly and completely. But the point we wish to make is that technology improves quality by creating a rich learning environment for individualized instruction and unleash the entrepreneurial energy of our youth.

In so far as availability of technology for education is concerned, India has kept pace with developments and applications of ICTs for education and training. But the major problem has been that all these ICTs and related pedagogies/andragogies of teaching-learning have remained at the periphery, sporadically used as supplementary, and operate

in a context where there is lack of a holistic and innovative use for teaching-learning. The government initiated reformative schemes such as choice-based credit system (CBCS), B. Voc degrees, Deen Dayal Upadhyay Skill Centers and UGC Regulation 2016 for SWAYAM are bound to improve quality of education for learners living in isolated and far flung areas. In parallel, there have also been developments in technologies and networks to support quality teaching-learning in information highway (Ahmed and Garg, 2015)

### **Assessment, Accreditation and Quality**

Experience shows that quality enhancement is facilitated by unbiased assessment and accreditation of an institution without preconceived ideas. Assessment and accreditation are viewed as complementary to quality, innovation, and autonomy by some practitioners, while these are considered voluntary and self-regulatory by many educationists (Garg and Kaushik, 2020). Assessment is essentially evaluation of institutional vision, mission, core values, objectives, plans, input processes, infrastructure, and outcomes by an external agency based on certain pre-decided performance indicators with the sole purpose of improving it further. It gives an idea of the quality of the outcomes. But evaluation of quality of these aspects to qualify an institution for some status or recognition is known as accreditation (Ahmed and Garg, 2015). It serves mainly three purposes: (i) formulation of educational norms and institutional recognition, (ii) quality assurance and improvement in standards; and (iii) creation of awareness among stakeholders about the quality of education imparted by an institution.

The accreditation process can lead to a win-win situation for all stakeholders: learners get confidence that the programme being pursued by them and offered by their institution enjoys acceptability in the system; the public, including the employer groups, get satisfaction that the institution is conforming to certain standard of expectation; and the institution concerned gets a boost in its reputation and legitimacy. Moreover, by reengineering its offerings strategically with appropriate inbuilt checks and balances, an institution can boast of being trending. Also, accreditation process generates healthy competition with other institutions (Das et al., 2019).

The purpose of quality in India would be served better only if knowledgeable and reputed professors are associated in assessment and accreditation exercise because only they would be equipped with appropriate skills to guide and suggest ways for improvement. (Experience shows that those with natural tendency to bend forward find access to corridors of power and do little to justify their presence.) This highlights the need to take holistic view while framing guidelines for regulation of infrastructure, human capital, fee to be charged, and admissions, etc. so that society can get access to quality higher education at affordable cost.

It is a well accepted fact that certain institutions of higher education enjoy definite preferences of students, parents, and employers. In India, the IITs and IIMs are institutions of choice in higher education. Of late, the process of accreditation by NAAC has undergone gradual change, so as to comply with the National Institutional Ranking Framework (NIRF) – institutional ranking by government (besides assessment and accreditation by UGC) – a decision which was an outcome of disenchantment with India’s showing in the world ranking of higher education institutions.

## Conclusion

In knowledge era, higher education provides tools to drive economy and quality assurance is the catalyst that powers it. In order to help develop a critical mass of intellectuals and researchers who can contribute to global knowledge pool, NEP–2020 has made several path breaking recommendations to take cost-effective HE till the last mile. It highlights need for complete overhaul and re-configuring the education system by creating (i) multidisciplinary autonomous universities/colleges headed by dedicated academic leaders with impeccable integrity, (ii) about 100 world class research universities with greater focus on quality research,

(iii) modularity with multiple entry and exit points, (iv) use of technology as major intermediary for transaction of education to enhance access equity and inclusion of all, (v) promotion of online and digital education and (vi) light but tight regulation through single regulator—Higher Education Commission of India.

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# Implementing NEP–2020 to transform Higher Education in India Critical analysis and strategizing in pursuit of excellence for implementation of NEP 2020

Ashwani K Jhingan\*

## Critical analysis and strategizing in pursuit of excellence for implementation of NEP–2020

At the outset, let me take this opportunity to congratulate “Association of Indian Universities” having made sincere efforts in supporting the cause of the government in implementing National Education Policy (NEP) 2020 to transform and metamorphose the Education system in India. It is a highly challenging and a herculean task but can be overcome by grit and determination of everyone. All the citizens need to fulfill their “social” responsibilities and fulfill the roles of ‘corporate citizens’ of India.

The Union Cabinet approved a new NEP–2020 on July, 29, 2020 after a 34-year gap. The proposed objectives are expected to be completed by 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The present generation owes it to the future generation.

The NEP–2020 is a policy formulated by the Govt of India to promote education amongst India’s people. Making ‘India a global knowledge superpower’ is the ultimate objective of the NEP–2020. The NEP–2020 is meant to provide an enlightening vision and compendious framework for both school and higher education across the country.

The present NEP–2020 policy focuses more on national development by creating citizens with knowledge, skills, and individual development. Specifically, the aim of education as defined by NEP-2020 is to achieve full human potential, development of a just and equitable society, and promoting national development. The curriculum in the new policy is more inclined to allow for critical thinking, discussion, and analytical learning, which aims to enrich India’s talent and human resource pool. Thus, Indian education system is poised to become closer to international standards.

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Post-Independence, India has had three education policies. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986 which was modified in 1992 and the third by Prime Minister Narendra Modi in 2020.

Based on the report and recommendations of the Kothari Commission (1964 -1966), the government led by the Prime Minister Indira Gandhi announced the first NEP in 1968, which called for a ‘radical restructuring’ and proposed ‘equal’ educational opportunities in order to achieve national integration and greater ‘cultural and economic’ development.

The NEP 1986 focused on the removal of disparities between various social groups and to equalize educational opportunity, especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985.

The NEP, 1986 was modified in 1992 by the P. V. Narasimha Rao government. Programme of Action (PoA) 1992, under the NPE, 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country.

## Salient features of the National Education Policy 2020

### *Universalization of Education*

The NEP 2020 aims at universalization of education in India with a 100% Gross Enrolment Ratio (GER) by 2030 for school education. The policy has a target of 50% Gross Enrolment Ratio in higher education by 2035 which is currently at 26.3%. At school level, this will assist in bringing approximately 2 crore children which are currently out of school, back into the mainstream. 3.5 crore seats will be added in higher education.

### *Doing away with ‘Rote-learning’*

The NEP intends to integrate the Indian



education system with global patterns, do away with “rote-learning” and instill confidence and nationalistic pride among students.

- The document emphasizes interventions in early childhood education; foundational literacy and numeracy; rearrangement of curricular and pedagogical structure of school education; reorganization of teacher education; and a new institutional architecture for higher education.
- The document mentions that the existing ministry of “Human Resource Development” will be named subsequently as the “Ministry of Education”.
- The document promotes Indian ethnic culture and unity in diversity.

### At School Level

New pedagogical and curricular structure of school education:

The old education system follows the 10+2 structure. The new system will have 5+3+3+4 curricular structure. This system will have 12 years of schooling with three years of Anganwadi / pre-schooling.

**This change in structure does not change the years that a child spends in formal education. They remain the same as before.**

### New Examination Structure

**The new structure brings changes to the examination structure too.** As per existing norms, a child gives an exam after every academic year. But once the NEP is implemented **children will give examinations only in class 3,5 and 8.** Appropriate authorities will conduct the school examinations for grades 3, 5 and 8.

The NEP does away with annual examinations and has proposed board examinations in Grades 10 and 12, and will be focused more on core competencies rather than memorized facts & rote learning.

### Free Education up to 12<sup>th</sup> Standard

Earlier, schooling was mandatory for children aged between six and 14 years. Now education will be compulsory for children aged between the three and 18 years. Now children can get educated up to 12<sup>th</sup> grade free of charges at any government educational establishment.

### Mother Tongue as the Medium of Instruction

It is obvious that the mother tongue is the first language that a child understands. Hence understanding newer concepts will be much easier when if done in the mother tongue itself. Due to this, children are able to grasp trivial concepts easily. This will be made compulsory until 5<sup>th</sup> grade at least or preferably until the 8<sup>th</sup>.

**The NEP also includes the three-language policy. It is mandatory that at least two of the three languages should be native to India.**

### Bagless days and Informal Internship

According to this, students will participate in a 10-day bagless period. During this period students from Grades 6-8 will intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. A provision of Vocational education with internship from Class 6<sup>th</sup> has been made, which will help students to be job-ready & more skill-oriented.

### Coding for Children

Children will now be able to learn to code from class 6 as coding will be included as a part of their curriculum.

**Coding, in simpler terms, is the language used by computers to understand our commands and, therefore, process our requests.**

Programming is a list of codes arranged in a sequence that results in the completion of work.

### Multi-Stream Flexibility

The compartmentalization of students, after 10<sup>th</sup> standard, into Arts, Science and Commerce will be blurred. Now students will be allowed to take up courses from varied streams depending on their interests. There will not be any rigid separation between academic streams, extracurricular activities & vocational streams in schools. Furthermore, Bachelor’s programs too will be multidisciplinary in nature with no rigid separation between arts and sciences.

### Accreditation framework

A new accreditation framework will be set up along with an independent authority to regulate public and private schools.

### Teachers’ Education.

A ‘National Curriculum Framework for Teacher

Education (NCFTE)' will be programmed by the National Council for Teacher Education (NCTE) in consultation with NCERT. A 4-years integrated B.Ed. degree course will be the minimum degree qualification for teaching by 2030.

### **Special Daytime Boarding Schools**

Special daytime boarding school '*Bal Bhavans*' to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art etc.

### **At Higher Education Level (College Students)**

#### ***Common Entrance Tests for Colleges***

Students now will be judged by common SAT (present in the US) like tests that will decide the eligibility of students for different colleges.

#### ***4-year Bachelor Degree with Entry/ Exit Options***

A student will have the right and ability to go back at a later time to complete his education and graduate with a 4-year degree. He is allowed to transfer the credits he earned in the previous degree into the degree he chooses.

'Academic Bank of Credits' will be established which will facilitate Credit transfers. A student who decides to drop out after completing 2 years can do so and will be provided with a diploma certificate associated with that degree. Students who drop out after 3 years will receive a bachelors missing out only on research opportunities present in the final year.

#### ***Fee Cap for Private Institutions***

The New policy suggests a cap on the fee charged by private institutions in the higher education space.

#### ***Opening up Higher Education to Foreign Players***

Every year 750,000 Indian students go abroad in pursuit of higher education. There might be an increasing interest from foreign universities to invest in India. This move will not only go a long way in reducing brain drain but also help in making global education more accessible.

#### ***Establishment of Higher Education Commission of India' (HECI)***

'Higher Education Commission of India' (HECI)' will be established for entire higher education,

excluding medical and legal education. Both the public and private higher education institutions will be governed by the same set of norms.

**The affiliation system of colleges will be wiped out in 15 years and a mechanism to be implemented for granting graded autonomy to colleges.** In near future, every college is expected to develop as an autonomous degree-granting College or a constituent college of a university.

#### ***Multidisciplinary Education and Research Universities (MERUs) and The National Research Foundation***

'Multidisciplinary Education and Research Universities (MERUs)' will be established at par with IITs, IIMs as per the matching global standards.

**All the courses at undergraduate, postgraduate, and Ph.D. levels will be made interdisciplinary. M.Phil. courses will be discontinued.**

An apex body for fostering strong research culture namely '**The National Research Foundation**' will be established, which will serve the purpose of creating a strong research culture and building research capacity in higher education.

The NEP offers students the ability to have a broad-based education through multidisciplinary institutions. At the moment, the students tend to focus on engineering or medicine or law streams. They miss out on exposure to other aspects of life like humanities, music and arts etc.

#### **Shift on Focus from 'Local' to 'Global' Cognition**

While the 1986 policy emphasised on achieving uniformity of education across social groups, it did not consider the competitive global landscape, which became important with the beginning of the globalisation of the Indian economy post 1991 reforms. NEP-2020 is an attempt to balance local and global human resource needs of growing India economy.

In the 1980s, world economies were largely local, and some were in the transient phase. Comparatively, the world economies today are operating as complex global entities. Given that in 2020, most of the organisations have reached maturity and NEP 2020 focuses on augmenting individual aspirations

and achieving excellence in the field of choice by providing customisable options for education.

### **Existing Legislative Measures for Education in India**

- (a) Part IV, Article 45 and 39 (f) of the Directive Principles of State Policy (DPSP) of the Indian Constitution, has a provision for state-funded & an equitable and accessible education to all.
- (b) Education has been moved from the state list to the Concurrent List by the 42<sup>nd</sup> Constitutional Amendment Act of 1976.
- (c) The 86th Constitutional Amendment in 2002 made education an enforceable right under Article 21-A of the Fundamental Rights.
- (d) Right to Education (RTE) Act, 2009 is enacted to provide primary education to all children in the age group 6 to 14 years. This act also mandates a 25% reservation for the disadvantaged sections of the society in Government Initiatives such as Sarva Shiksha Abhiyan, Mid-Day Meal Scheme, Navodaya Vidyalayas, Kendriya Vidyalayas.

### **Imperfections and the Possible Strategies for Solutions for an Effective Implementation of the NEP 2020**

#### **Imperfection No. 1. Little Correlation with the Existing Legislation**

The Right to Education Act, 2009, established the ‘duty of the state’ to provide elementary education for all children of India. As a result, the number of out-of-school children (aged 6-14) fell from 13 million in 2006 to six million in 2014, according to UNICEF.

The NEP-2020 was expected to extend the “Right to Education” to include children from preschool years to the age of 18, as was stated in the 2019 draft NEP.

NEP-2020, however, is silent on the “Right to Education” and its relation to Article 21 A of the Indian Constitution which provide free and compulsory education of all children in the age group of six to 14 as a Fundamental Right. Barring once, the RTE has not been mentioned even once in the NEP-2020.

#### **Strategy for the Imperfection No. 1**

The final policy talks about universalisation of

school education from 3-18 years, without making it a **legal right**. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be very difficult to implement. A linkage of NEP 2020 needs to be established with:

Right to Education Act 2009.

Article 21 A of the Constitution of India.

#### **Imperfection No. 2: Possible Violation of Legal Rights of Constitutional Categories such as SC/ ST/ OBC**

The Constitution of India established the categories of Scheduled Castes, Scheduled Tribes and later Other Backward Classes with the aim of providing social justice for the most disadvantaged.

#### **NEP-2020 mixes all these Categories of Disadvantaged and Deprived**

**Groups into a Single Category:** Socio-Economically Disadvantaged Groups.

Institutionalising this could accelerate the Indian state’s abdication of responsibility and accountability towards its most vulnerable and socially disadvantaged and thus undermine the foundational principles of social justice on which the Indian Republic was founded in 1950.

#### **Strategy for the Imperfection No. 2**

The NEP-2020 effectively camouflages the idea that SC/ ST/ OBC are separate Constitutionally-mandated categories. There are several sections of society, including women, minorities, people with disabilities and the poor, whose needs require policy redressal.

NEP-2020 may be amended to take care of this anomaly and linkage be provided to the Constitution of India.

#### **Imperfection No. 3: Inadequate Allocation of Resources to the Education Sector**

Shutting down schools in disadvantaged areas has led to limiting access for girls, a setback for gender justice. NEP- 2020 legitimises the practice of school mergers by recommending the rationalisation of small schools that are considered “economically suboptimal and operationally complex to run”.



The NEP–2020 says that the central and state governments will strive to increase expenditure on education sector to reach 6% of the GDP. In the previous financial year 2019-20, the country spent less than 3% of its total GDP on education. This has been the stated goal since the 1960s since the Kothari Commission’s report, but is yet to be achieved. Moreover, the government has been cutting the funding constantly. “It is just that since May 2014, spend to GDP ratio has been falling. Six years ago, in 2012-13, education expenditure was 3.1% of the GDP. It fell in 2014-15 to 2.8% and registered a further drop to 2.4% in 2015-16”.

### **Strategy for the Imperfection No. 3**

Minimum Budgetary allocation of 6% of GDP has to be earmarked for the education sector and the same has to be spent also on the stated objectives. A suitable mechanism or machinery must be created within NEP 2020 so as to monitor and ensure the utilization and expenditure in the education sector.

### **Imperfection No. 4: Creation of ‘Special Education Zones’ for Socio-Economically Disadvantaged Groups**

NEP–2020 effectively proposes to establish a segregated national school and teacher education system. One educational system for the ‘privileged’ (20%) population and another for the “general” majority (80%) of members of Socio-Economically Disadvantaged Groups. This institutionalisation of a segregated education system, if implemented, could lead to a deep retrogression in Indian education system.

### **Strategy for the Imperfection No. 4**

The concept of “Special Education Zones” for Socio-Economically Disadvantaged Groups can lead to disastrous social inequalities and should be avoided. There should be no segregation between the ‘privileged’ group and the ‘general’ group in the NEP 2020.

### **Imperfection No. 5. Imbalance of Centre-State Powers for the Education**

The primary Constitutional mandate to deliver education lies with both the States and the Centre, as education is a concurrent subject, like health. Hence, the Centre’s proposals can be implemented only with the help, collaboration and co-operation of the states.

NEP-2020 effectively abrogates this by proposing a heavily centralised system of regulation, funding, accreditation, curriculum and course design. NEP– 2020’s proposed single model of teacher education disregards the specific needs and concerns of diverse states and of different levels of education. It imposes a homogenised and standardised system of preparing teachers and an over-centralised regulatory structure that is sure to exacerbate centre-state conflict.

### **Strategy for the Imperfection No. 5**

NEP–2020 should clearly define the apportionment and division of the responsibilities and authorities between the “centre” and the “state” for the education sector, including teacher’s education. This can be a flash point.

### **Imperfection No. 6: Privatisation of Elementary Education**

The policy, in the name of philanthropy, graded autonomy, HECI and PPP, is laying the roadmap for entry of private players in education, which will further commercialise education and the existing inequalities will be exacerbated.

### **Strategy for the Imperfection No. 6**

- (a) A uniform and rational “Common School System (CSS)” could remove the discrimination in the school education system and ensure quality education to all children. However, the NEP does not talk about the CSS at all.
- (b) Privatisation in the education sector will have to be monitored carefully.
- (c) Fees cap will be an absolutely must.

### **Imperfection No. 7: The Languages**

Introducing mother languages in academic institutions for each subject is a problem. This is simply because finding a competent teacher in a particular language is challenge.

Even when it comes to providing study material to students in regional languages or mother tongues the NEP–2020 mentions that textbooks should be available in regional languages. It fails to address that less than 30% of Indians have smartphones.

India has 22 active languages and not one national language like in the other countries.

Given the diversity of languages and dialects in India, and growing internal migration, it will be very difficult to implement a mother tongue-based learning.

The other problems that have already been raised with respect to language associates with the three-language policy. States like Tamil Nadu have already begun calling out the center and have associated the NEP as a tactic simply to implement Hindi in the state.

Regional and local languages will be promoted but somehow, English may take a back seat. English is the language of the World. Indian local & regional languages will not help that much at International level. Imposing English in class 6<sup>th</sup> onwards will not give proper confidence & command in the English language to students.

Implementing so many regional or local languages in different states will be difficult to assess whether they all are on the same platform or syllabus.

#### **Strategy for the Imperfection No. 7**

English is deemed to be a foreign language in India. Hindi is not acceptable to Tamil Nadu. But Hindi is spoken by more people than any other language. Three language formula appears to be acceptable to most of the Indians and an exception can be continued for Tamil Nadu, as done in the past for peaceful resolution.

#### **Imperfection No. 8: Inequality in command of English Language in Private Schools vis-à-vis Public Schools**

The students in the government schools will be taught in their respective regional language whereas the students in private institutions will be introduced to English from the early classes. This will further increase students who will not be comfortable with English as they will be introduced to the subject about seven years later than the students in private schools.

#### **Strategy for the Imperfection No. 8**

An English language option can be offered to

the students in government schools, as in the private schools, so that they are not in a disadvantageous position afterwards.

#### **Imperfection No. 9: Deficiency in IT Infrastructure:**

Over emphasis on digital education can lead to further segregation as India currently doesn't have adequate infrastructure to support it. More than 70% children from marginalised backgrounds missed online classes during COVID-19 pandemic because of the digital divide in the country.

#### **Strategy for the Imperfection No. 9**

- (a) The full budget utilization of 6% of GDP can possibly help the village and small-town students. Budgetary allocation can be increased for education sector, if required.
- (b) Big corporate houses can be requested/ appealed for the sponsorship/ patronage.

#### **Imperfection No. 10. Students, with Marginalised Backgrounds, may Dropout Because of Special Focus on Vocational Training**

One will have to study for four years to complete his graduation. The students, with marginalised background, may quit after diploma in two years or may even drop out early due to stress on vocational training to take up jobs.

Disproportionate thrust on vocationalisation of education at an early stage may come at the cost of more rounded, holistic learning.

#### **Strategy for the Imperfection No. 10**

Scholarships/ bank loans and Counseling can be arranged for the under-privileged students.

#### **Imperfection No. 11. Multi-discipline:**

Learner is allowed to opt-in and opt-out of a particular stream. NEP 2020 is attractive and flexible at the same time. Learner is allowed to explore his interest in other options. Some of the important missing areas are environmental studies, women's studies and cultural studies etc.

#### **Strategy for the Imperfection No. 11**

Additional options viz, environmental studies,

women's studies and cultural studies etc. can be explored and included in NEP.

### **Imperfection No. 12. Teachers Education and Training**

Proposed 4-years of integrated B.Ed. degree course for teaching, to be in force by 2030, may not be enough. The teachers may not update and upgrade their knowledge.

### **Strategy for the Imperfection No. 12**

There must be refresher training for the teachers' every 5 years or so. There is no mention about the funding for teachers training which is the need of the hour.

### **Concluding Remarks**

The NEP-2020 is meant to transform the education system by 2040. Although there may be a few shortcomings in the new NEP-2020, nevertheless, it is revolutionary and deserves appreciation. NEP 2020 has more positives than negatives. Hopefully, the negative concerns can be addressed. There is no need to have any apprehensions about the intentions of the Government. Final judgment on the extent of

its effectiveness and success can only be made on its execution.

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# Quality Improvement Programmes in Indian Higher Education

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In India, there is an immense demand for quality higher education institutions for producing employable, efficacious graduates well equipped with crucial skills, knowledge, values and ethics needed for leading a rewarding professional life. The major challenges that retracted the higher education system in the country from the advanced global mainstream comprise upholding state-of-the-art curriculum, upgrading and maintenance of quality teaching, maintaining academic standards in research and services, national level accreditation of HEIs and assimilation of latest technologies that can revolutionize the way of learning.

It is with the objective of unraveling these challenges and setting in motion a process of in-depth reforms in higher education in the country, University Grants Commission has adopted Quality Mandate and its objectives for refining the quality in Higher Education Institutions.

Quality of Higher Education is the most crucial element that decides the future of any country and it necessitates utmost attention and constant assessment to foresee prospective outcomes especially in a developing nation. In global rankings and research metrics of Higher Educational Institutions (HEIs), Indian HEIs are persistently found to be far behind compared to other World Universities. In the latest Quacquarelli Symonds (QS) Graduate Employability Ranking 2020, only four Indian Higher Education Institutions made a place in first 200, among that three are IITs. Though Indian Higher Education is the third-largest education system in the World after the United States and China, its Gross Enrolment Ratio (GER) is currently at 26.4 per cent significantly lags the world average as well as the GER of foremost western countries.

India's standing for the high quality of its educated workforce is made on the few hundred thousand graduates of its elite institutions who have excelled in India and abroad. A substantial part of this reputation

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is ensued from the transparent competitive screening procedure used to select a small number of the brightest entrants in the leading HEIs (Sunder, 2012). It is a fact that, leading HEIs like IITs, NITs and IIMs at the top end of the quality ladder provide almost immediate employment to their pass out students. Critically, it is the 40,000 plus general degree colleges, particularly in Government sector, producing BA, B.Sc. & B.Com graduates covering the major portion of the student base, are facing the problem of unemployability caused by absence of requisite skills looked for by industries (MHRD, 2019). Public funded HEIs being viewed as torchbearers for altogether growth of the country, these institutions should guarantee, quality Higher Education, accessible to all particularly learners from rural deprived upbringings and the quality of education imparted justifies value for the public money spent on and guarantee this education boosts the rapid buildout of the skills that we need as a developing nation.

Out of the annual estimated 26 million children born in India, a thin top layer of about 0.1 per cent which set foot in few top HEIs is no longer adequate for India's budding economy. To boost overall progress, India has to find a prompt way to impart quality higher education to an additional few million through public funded HEIs (Sunder, 2012).

Accomplishment of strategic objectives by HEIs in the country is influenced by numerous existing factors such as shortage of well qualified teaching faculty, inefficacies of policies/reforms made by government and regulatory authorities from time to time, inadequate fiscal support from government and other agencies, lack of decision making capacity of leadership, sporadic revision of curriculum etc. Imagine, graduates from India if trained in a different way from the very beginning, educators might have taught them the right method of living, thinking, analyzing, prioritizing, planning, decision making – their life would have been different in a better way, definitely more rewarding than the present one.

Amid major number of graduates in India, the ability to think out-of-the-box and self-confidence level for taking risks for chasing innovative ideas is absolutely missing. By 2030, India will be amongst the youngest nations in the world with nearly 140

million people in the college-going age group, one in every four graduates in the world will be the product of the Indian Higher Education system. We should read this along with the Aspiring Minds National Employability Report, based on a study of more than 150,000 engineering students who graduated in 2015 from over 650 colleges, 80 per cent of the engineering graduates are not employable for core engineering jobs and it also revealed only 1 per cent engineering students undergo credible training or internship during their graduation years (Times of India, 2016).

Keeping in view the alarming condition of deteriorating quality in Higher Education in the country, and with the aim of enhancing employability and prepare the graduates for a rewarding career by setting in motion a process of in-depth reforms in higher education in India to transform it in par with global standards, University Grants Commission in its 532<sup>nd</sup> Meeting held on 24.05.2018 approved Quality Mandate and its objectives set for improving the quality in Higher Education Institutions in the country.

### **The Quality Mandate of UGC**

University Grants Commission has adopted Quality Mandate with five objectives and 10 verticals for improving the quality in Higher Education Institutions (HEIs) in the country ([ugc.ac.in](http://ugc.ac.in)). The objects and verticals are enumerated here.

#### ***Quality Mandate Objectives***

All HEIs shall strive to fulfill the following Objectives by 2022:

- i. Improve the graduate outcomes for the students, so that at least 50 per cent of them get access to employment/self-employment or engage themselves in aim of higher education.
- ii. Encourage link of the students with the society/ industry such that at least 2/3rd of the students involve in socially productive activities during their period of study in the HEIs.
- iii. Educate the students in crucial professional and life skills such as effective communication skills, leadership skills, social skills etc; instill professional ethics, universal human values and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.

- iv. Ascertain that teacher vacancies at any point of time does not exceed 10 per cent of the sanctioned strength; and 100 per cent of the teachers are trained in the latest and emerging trends in their respective subject domains, and the pedagogies that translate their knowledge to the students.
- v. Every HEI shall get NAAC accreditation with a minimum score of 2.5 by 2022.

#### ***Quality Mandate Verticals***

The following initiatives shall be undertaken by HEIs to achieve the objectives of Quality Mandate:

- i. Induction Programme for students.
- ii. Learning Outcome-based Curriculum Framework (LOCF)-revision of curriculum in regular intervals.
- iii. Adoption of ICT based learning tools for effective teaching-learning process.
- iv. Impart Life Skills for students.
- v. Social and Industry connect for every HEI: Every HEI shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities.
- vi. Examination Reforms-test the concept and application; exit examinations.
- vii. Tracking of the student progress after completion of course.
- viii. Induction training for all new teaching faculty, and annual refresher training for all teachers - role of the NRCs; and mandatory leadership/management training for all Educational Administrators.
- ix. Foster quality research by faculty and creation of new knowledge.
- x. Mentoring of non-accredited institutions, so that every institution can get accreditation by 2022 ([ugc.ac.in](http://ugc.ac.in)).

In the past, the Government and Regulatory establishments in the country have predominantly focused on the expansion of Higher Education for benefitting a larger population that ensued in colossal growth in the number of Higher Education Institutions in the country compromising the value and quality of the system. To immediately address the declining quality and fading values of higher education system in the country and upturn the employability of graduates, the initiatives to be undertaken by the HEIs as part of the UGC Quality Mandate are to be implemented in a tight rein.



## **Initiatives under Quality Mandate Verticals**

Each of the Quality Mandate Vertical is elaborated in this sub section.

### ***Vertical-1: Induction Programme for Students***

Worldwide, Higher Education system is transforming from teacher centric to learner /student centric style. A Higher Education Institution's soul persists in the impact it leaves on the life of its learners. With the deep intention to strengthen the new entrants in Higher Education during their transition from School to University/College and make their assimilation in new academic life tranquil, University Grants Commission has initiated conduct of Student Induction Programme (SIP) in Institutions of Higher Learning. Sincere implementation of induction programmes by HEIs at the commencement of undergraduate days will reassure both the students and teachers setting the pace for fruitful teaching learning experience. UGC has formulated, '*Deeksharambh - A Guide to Student Induction Programme*', available on UGC official website ([www.ugc.ac.in](http://www.ugc.ac.in)) to provide strategies to the faculty for organizing Student Induction Programmes in their institution, that offers the new entrant a brief sketch of the complete realm of University life.

#### *Goal*

Develop the inherent competencies and kindle positive attitude in new entrants of higher education, by inculcating in them the soul and values of the HEI and making the change from school to College/University visibly pleasant by cultivating a sense of intimacy and an awareness of their privileges and responsibilities.

#### *Prologue*

Experience in a Higher Education Institution must be an enlightening expedition for the student, which will make the individual realize their best self and unveil all the inherent talents/skills within them. '*Deeksharambh - Student Induction Programme*' is meant for the new entrants of higher learning, to make them adjust with the new institution, draw their interest towards scholastic awareness, slowly lessening competition and enable them work for the best in everything, promote bonding within them to build intimacy between educators and fellow learners, open new horizons of life leading to character building.

Mentoring sessions blended in the SIP sessions based on Universal Human Values such as Truth,

Righteous conduct, Love, Non-violence and Peace can act as a source of the high-order inspiration towards this nation's traditional values and culture and instill in them self-awareness and sensitivity, feeling of equality, compassion and oneness towards the society in large. Empower the incoming students to better reflect their bond with families, which can be extended to the Institution of Higher learning as a family, unite students among themselves and with teachers, so that they can share any difficulty they might be facing and make them confident enough to seek help if needed without shy.

In order to guide the students and make them better equipped for the challenges of collegiate academics, the guidelines cover a number of different facets including Socializing, Associating, Governing & Experiencing (SAGE) [ugc.ac.in](http://ugc.ac.in):

*Socializing*: Meeting classmates, senior students, Lectures by renowned persons etc.

*Associating*: Visits to the Dept./Branch/Programme of study, other Departments & important places on campus, local area, city and so on.

*Governing*: familiarization of HEI rules and regulations, student support etc;

*Experiencing*: Subject specific lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc. [ugc.ac.in](http://ugc.ac.in).

### ***Vertical-2: Learning Outcomes Based Curriculum Framework***

Higher Education curriculum can be viewed as an enlightening material reflecting diverse knowledge that is incessantly framed by the necessities and demands of society. The initiative is intended to revise the curriculum, in par with global trends in higher education, by adopting Learning outcome based curriculum framework (LOCF) that comprise graduate attributes, the expected learning outcomes, that a learner must master on the fruitful accomplishment of the undergraduate Programme.

Incessant endeavors are essential for institutionalizing an outcome-based higher education system and boosting employability of graduates through curriculum reforms, upgrading academic resources and learning environment, raising the quality of teaching and research across all institutions of higher learning. Decide on course objectives which promote high order

thinking skills such as Analysis, Synthesis, Evaluation and Creativity, UGC has framed subject-wise documents on Learning Outcomes-based Curriculum Framework (LOCF) for Undergraduate Education, available on UGC website ([www.ugc.ac.in](http://www.ugc.ac.in)). Higher education qualifications are awarded on the rationale of demonstrated attainment of outcomes (that define specific knowledge, understanding, skills, attitudes and values) and academic standards anticipated of graduates of a programme of study. Revolutionizing the curricula by preparing it more responsive to societal and learner needs, guarantees laying the foundation for lifelong learning for each learner ([ugc.ac.in](http://ugc.ac.in)).

### *Goal*

Facilitate HEIs to devise graduate characteristics, qualification descriptors, programme learning outcomes and course learning outcomes that are projected to be attained by a graduate and uphold national standards and international comparability of learning outcomes and academic standards to guarantee global competitiveness and to enable graduate mobility. LOCF offer HEIs an essential point of reference for planning teaching-learning strategies, assessing student learning levels and regular review of programmes and academic standards.

### *Prologue*

The basic premise of LOCF approach is to align the traits to be attained by a graduate, with Programme Learning Outcomes and Assessment process. i.e. learners realizes what is anticipated of them and educators know what they are likely to teach. It clearly enumerates what learners finishing a particular programme of study are expected to perceive and be able to do at the end of their undergraduate programme of study.

Imparting LOCF methodology traits like cross-cutting competencies such as Effective Communication, critical & Creative Thinking, sustainable development, social justice, Effective Problem solving, Analytical Reasoning, Research-related Skills, Cooperation, Scientific reasoning, Reflective thinking, Computer Literacy, Self-directed learning, Multicultural competence, Moral and Ethical Awareness, Leadership Qualities, Lifelong Learning be instilled in graduates in addition to domain specific proficiencies ([ugc.ac.in](http://ugc.ac.in)). Even though every learner is treated as unique, the graduate attributes reveal the set of qualities a learner is expected to possess including the understanding of

domain, competencies and attitudes attained through undergraduate education at the HEI. Institutions when devising the graduate attributes should keep in mind to ensure the demonstrated attributes reflects globally viable development practices, teach the learners to reverence diversity and instill incessant strive for excellence with a deep passion for emancipation and empowerment of humanity. UGC with the help of subject specific Expert Committees framed templates of competency-based, context-dependent experiential curriculum that focus on learners elucidate mastery of efficacious professional life.

The framing and implementation of curricula based on expected learning outcome is a go-ahead cyclic process that requires reassessment and adaptation over time. Some learning goals may be globally appropriate, there are also specific national, regional or locally relevant concerns that the curriculum needs to be addressed from time to time. Specific plans shall be laid for the dissemination of new curricula and anticipated learning outcomes, in order to make educators aware of their existence and of the time demanding change in traditional teaching practices. The execution of the devised curriculum framework is a multifaceted process which occurs over time and be accomplished through sharing ideas and expertise amongst educators in the country.

### ***Vertical-3: Adoption of ICT Based Learning Tools for Effective Teaching-learning Process***

Hi-end technology has been globally recognized to augment efficacy of Higher Education, its present form being the Massive Open Online Courses (MOOCs) ([www.thegoardia.com](http://www.thegoardia.com)). In this digital era with rapidly changing employment patterns, workforces need to be reskilled and upskilled, that demands lifelong learning through online courses. Owing to rapid advancements in Information and Communication Technology (ICT) and Global Interconnections, Higher Education System has grown exponentially in the past few years to meet the demands of talented youngsters, curbing digital gap and to cultivate a knowledge society. Extensive ICT and Massive Open Online Courses (MOOCs) offer exposure to learners, especially in Higher Education Institutions in underdeveloped and remote areas to learn online, get online certification and getting guidance by access to high quality information, economically viable and accessible higher education resources. MOOCs provide a flexible learning platform which is perhaps a valued add-on to class room learning.



## Goal

Train the graduates for the futuristic professional scenario, by blending ICT based teaching learning tools and add-on online MOOCs courses from SWAYAM Platform as part of the curriculum and thereby make learners to get acquainted to lifelong learning and enable academic faculty adapt to state-of-the-art practices in the delivery of the curriculum.

## Prologue

Demand for skilled and competent professionals is ever escalating in the current globalized society. To intensify the quality of Higher Education, ICT play a key role in concocting course material, delivering and dispensing content, communication amongst learners and educators, creation, delivery and presentation of lectures and academic research. Advanced ICT tools that is utmost relevant to effectual education like teleconferencing, audio conferencing, broadcasts, interactive counseling, and interactive voice response system etc. be efficaciously brought into the higher learning scenario to achieve expected denouement. ICT tools certainly offers the requisite revolutionizing in the learning conditions in a higher education institution.

Government of India's SWAYAM platform is designed to achieve the three fundamental values of Education Policy - access, equity and quality. Its prime aim is to provide the best teaching learning resources to all, especially the most disadvantaged. MOOCs through SWAYAM pursue to bridge the digital gap for learners who have previously lingered untouched by the mainstream digital uprising. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the HEIs to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM (ugc.ac.in). MHRD supported, National Programme on Technology Enhanced Learning (NPTEL) initiated by seven IITs along with the Indian Institute of Science, Bangalore in 2003, to provide quality education to everyone, is already conducting Advance and Basic Level courses through MOOCs. NPTEL aims to create web and video courses in all main streams of engineering and physical sciences at the UG and PG levels and management courses at the PG level.

For best use of ICT for teaching learning process, other initiatives UGC has undertaken, comprises Online learning through E-PG Pathshala, National Digital Library (NDL) and University Grants Commission (Online Courses or Programmes) Regulations, 2018- for the grant of Certificate or Diploma or Degree, through online mode, delivered through interactive technology using internet.

## ***Vertical-4: Life Skills (Jeevan Kaushal) for Students***

According to Cardinal Newman the key role of an HEI was to provide its learners a "perfection of the intellect... the clear, calm, accurate vision and comprehension of all things" that facilitates the individual to make good judgments<sup>5</sup>. Life Skills (Jeevan Kaushal) comprising effective communication, social skill, time management, problem solving ability, decision making capacity, leadership ability and integrity play a crucial role in boosting the employability of Graduates and enrich personal growth and concoct them to be active participants in a democratic society. Life Skills will empower graduates with requisite self-confidence that will enable them to offer constructive, out-of-the-box yet sustainable solutions to the problems they face in their professional as well as personal life. Graduates shall need to apply learnt knowledge in unaccustomed and advanced circumstances. The usage of their extensive knowledge and skills will be arbitrated by their attitudes and acquired human values like respect for fellow humans, environment etc.

Ideally, Higher Education System in the country should assimilate sustainable life style education with successful professional life skills. Development of successful educational responses requires transformation of the extant system by making it more attuned to societal challenges and evolving skills relevant for the global scenario<sup>2</sup>. Produce aptly skilled workforce, Life skills cover the set of aptitudes acquired by an individual via classroom learning or life experience that can help them to effectually deal with problems met in contemporary career life. This embraces the core skills each individual must own internally as well as externally for the betterment of self and the society as a whole. Adoption of life skills is the key factor to achievement and quality in a rewarding professional and personal life. By learning these skills each learner be able to cultivate critical and creative thinking, be able to co-operate instead to compete with fellow beings and learn to be unbiased by gender, age,

caste, religion or nationality by being an empowered graduate.

### Goal

Empower the graduates by embedding the vital skills essential for global employment and leading an efficacious professional life, by strengthening the knowledge, skills and dispositions believed to be the best requisites of the current Industry and by offering ample addendums in the curriculum that enhance the dispositions inherent in each learner, thereby making them realize 'What he/she can do to make the system work for them' and educate them socially responsive and humane.

### Prologue

Life Skills that portrays a globally competent professional comprise etiquette, ethics, attitude, common sense, decision making capacity, problem solving ability and perceived reality for promoting social progress. To impart Life Skills (Jeevan Kaushal) in aspiring learners we can make use of the treasure tradition of this great land, where master minds lived, and set values for others to look up to.

UGC with Experts in the field developed Curriculum on Life Skills (Jeevan Kaushal) for Under Graduate Programme available on UGC website ([www.ugc.ac.in](http://www.ugc.ac.in)).

The Life Skills (*Jeevan Kaushal*) curriculum comprises of four modules:

- a) Communication skills
- b) Professional skills comprise career skills and team skills
- c) Leadership and Management including Entrepreneurial skills
- d) Universal Human Values including Yoga and Service

The Life skill curriculum necessitates the active participation of the learners and the faculty. The objectives of the course are:

- To develop one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
- To increase ones knowledge and awareness of emotional competency and emotional intelligence at place of study/work.

- To provide opportunity for realizing ones' potential through practical experience.
- To enhance interpersonal skills and adopt good leadership behavior for empowerment of self and others.
- To set appropriate goals, manage stress and time effectively.

At the end of the programme learners will be able to:

1. Gain Self Competency and Confidence
2. Practice Emotional Competency
3. Gain Intellectual Competency
4. Gain an edge through Professional Competency
5. Aim for high sense of Social Competency
6. Be an integral Human Being ([ugc.ac.in](http://ugc.ac.in))

### **Vertical-5: Social and Industry Connect for Every Institution**

Innovation originates not from individual intelligence and working alone, but through joint effort and solidarity with others to extract existing knowledge to create new knowledge (OECD 2018).

"India is home to among the biggest start-up eco-systems in the world. This is indeed a great time to innovate in India! These and many other transformations have the dreams and aspirations of the youth of India at their core. For every challenge, we have young minds to find innovative solutions to over-come them. The world today offers more opportunities than ever before. You have the power and potential to do extra-ordinary things, which will impact generations to come," said Shri Narendra Modi, Hon'ble Prime Minister of India.

Having profited immensely from India's prevailing educational capacity, industry has backed little to the creation of additional higher-education capacity or to the improvement of its quality (Shyam Sunder 2012). The crucial goal of any Education Institution of higher learning is to create skilled, highly sought after, globally competent professionals through quality education. To prepare its graduates for immediate employment Higher Education Institutions should seek expectations of Industry from fresh graduates and exploit the fiscal/resource support of Industries to engross its knowledgeable professionals.

## Goal

Intensify University-Industry interactions to identify the core knowledge/skills expected from graduates to enhance employability, to strengthen laboratories and research facilities in HEIs and to encourage faculty to take up innovative R&D related to social needs thereby creating an entrepreneurial eco-system in the campuses.

## Prologue

Framing the curriculum social and Industry pertinent would only be the authentic way to ensure a highly employable and skilled talent pool. UGC has taken initiatives for revisiting the guidelines framed in 2015 for the scheme of “Establishing University Industry Inter Linkage centers” in the universities and with the support of an Expert Committee developed a concept note on ‘Enabling and Enhancing University Industry Linkages’, available on UGC official website ([www.ugc.ac.in](http://www.ugc.ac.in)).

University-Industry (U-I) collaborations promote far reaching and enduring socio-economic impact that cannot be achieved by working in silos. Active rendezvous of industry personnel in academic activities along with exposure to students/research scholars to industrial settings through internships help in development of the anticipated skill-set for the industry. To develop futuristic system focus should be on latest development in the industry and imparting advanced teaching learning tools in content delivery. Sustainability can be achieved only through Innovation by adapting different teaching methods and by providing flexibility for students, but the existing higher education system in the country lacks the facilities requisite for innovation.

Accomplish a dynamic learning system integrating latest facets in industry, transformation is literally required in the traditional mind-set of existing faculty especially in public sector HEIs. To accomplish this Industry or entrepreneurial training can be introduced for academic faculty. Concept note developed by UGC recommends , multi-layered policy interventions to U-I synergism, entrepreneurial eco-system, industrial reorientation of university programmes and curricula, developing university-industry connect, exploiting reciprocal knowledge through mobility between university and industry, establishing technology innovation centres in frontier areas and incentivization in academia. The document

also recommends HEIs to set-up a dedicated Technology Innovation Entrepreneurship (TIE) Cell that will perform the following functions ([ugc.ac.in](http://ugc.ac.in)):

- To act as a hub of innovation that nurtures and supports creativity, Intellectual Property (IP) and entrepreneurship in the campus;
- To act as a ‘knowledge repository’ for technology and innovations in HEIs and be the industry-liaison office to facilitate technology transfer to enterprise;
- To catalyze entrepreneurial activities in the campus through creation of Incubation Centers, Growth Phase Centers and Technology/Research Parks;
- To organise entrepreneurship development programmes to encourage and nurture entrepreneurial skills of students and academic faculty;
- To facilitate training programmes for development of Human Resource ;
- To facilitate and develop inter-departmental collaborative projects for sourcing financial resources from various government departments;
- To conduct studies in the areas of technology, innovation and entrepreneurship and to document case studies of start-ups for using them as study material and learning aids, etc.

HEIs should be fortified to form pre-incubation facilities to nurture entrepreneurial ecosystems and link these to other universities to form hubs and may adopt a cluster approach and create ‘Knowledge Cluster’ by linkage with local industries. HEIs should think of setting up technologically advanced Incubators with the financial and resource support of the Industry/ Professional Organizations. HEIs shall introduce Programmes in which students get opportunity to have industry internship to improve their skills and knowledge in multi disciplines. Universities can set up a distinct cell solely for research evaluation purpose and ‘Pre-Incubation centres’ in departments and even think about setting up Research parks for R&D in collaboration with industries in HEIs.

UGC has finalized a course on, ‘Fostering Social Responsibility Community Engagement of HEIs in India’. It also suggests amendments in the curriculum of existing courses to reorient them towards community engagement. It is a 2 credit course of duration of 30 hours and it has been mentioned that at least 50 per cent of the curriculum transaction take place in-field.

### ***Vertical-6: Evaluation Reforms***

Evaluation plays a decisive role in improving the quality of Higher Education system. To make evaluation further meaningful, it should be connected to 'Learning Outcomes' and Institutional goals. It is with this intention UGC prepared the report on 'Evaluation Reforms in Higher Educational Institutions in India', available on UGC official website ([www.ugc.ac.in](http://www.ugc.ac.in)). The report focuses on the evaluation of students based on continuous assessment modes, the grading system, question bank system as a collaborative efforts of many experts for setting of good quality question papers and effective usage of technology for the conduct of examination.

#### *Goal*

Transform the extant evaluation system by promoting assessment thru 'continuous evaluation' of students' performance by linking it with learning outcomes, not just in terms of a student's knowledge, but based on his/her proficiency of concepts, employability, life-long learning skills, life skills, attitudes, ethics and values that ensure deep meaningful learning.

#### *Prologue*

Learning Outcome Based Education accentuates the value of establishing a 'clear picture of what is significant for learners and an assessment method that guarantees that learning ultimately happens'. The assessment must be designed with learner attributes in mind, which has clear linkage to Program Education Objectives and Outcomes.

A wide range of assessment methods, having distinct utility advantage and limitations for evaluating students comprise:

- Written mode comprise exams/dissertations/Article review/Journal writing/Case studies etc
- Oral mode comprises viva/Group discussion/Role play/Rapid Fire Questions etc.
- Practical mode encompasses Lab work/Computer simulation/ Craft work etc.
- Integrated mode like Paper presentation/seminars/field assignment/poster presentation etc. Tools like rubric or scoring guide for assessment can be utilized to interpret and grade students on any kind of work against criteria and standards and thereby

increase objectivity in assessment and reduce subjectivity.

In essence the assessment should test the learning outcome, knowledge gained and, attitude developed and skills mastered during graduation. The report recommends, at least 40 per cent evaluation should be through internal and continuous assessment and the rest 60 per cent be through terminal examination.

To achieve the evaluation objectives, the Higher Education Institutions must make use of available technology, automation in various examination stages, ICT based learning etc. A National Board shall be established for conduct of Examination 'On-Demand'. Result declaration process should be strengthened and Higher Education Institutions should blend in advanced features for timely declaration of results, clarity of interpretation of the result card, its comprehensive format, verifiability etc.

### ***Vertical-7: Student Career Progression and Alumni Network***

Tracking student career progress after Higher Education and utilizing the tracked information to assess the impact of Higher Education reforms and to make improvements, UGC has framed policy document with Experts in the field for implementation and available on UGC official website ([www.ugc.ac.in](http://www.ugc.ac.in)). For tracking student progress after Undergraduate / Postgraduate degree, Higher Education Institution can strengthen alumni network in order to find more about graduate development paths. Under this initiative of Quality Mandate, HEIs have to monitor student career progression at every stage, in this age of 'Student centric learning'.

#### *Goal*

Observe the tendencies in student progress after obtaining degree from a Higher Education Institution, by strengthening alumni network, to facilitate 'evidence based policymaking/designing new Programmes' by institutions & to support Regulatory bodies to masterly implement higher education reforms.

#### *Prologue*

Computer based administrative data congregated in administrative procedures in HEIs, if effectively used and updated, can be exploited as a rich source of potential student progress tracking information. Alumni networks should be established in all HEIs that



can nurture long-term relationship with its graduates. The alumni networks can outspread beyond student career progression, and can be leveraged for mutually beneficial engagement with the alumni and the Institutions of higher learning (ugc.ac.in).

Until proper data policies are devised by the concerned regulatory authority on various aspects of collection, maintenance and use of student and alumni data by HEIs, institutions may use professional alumni database management platforms that can offer them with the requisite functionality with high security and can later be migrated with the central platform, once it is ready. Policy document prepared on the initiative available on UGC official website (www.ugc.ac.in) recommends development of a centralize database platform for the use by the HEIs. Access to HEI database should be restricted with full history-saving and post-access audit trail. Access is typically provided only after entering into appropriate non-disclosure agreement. Policy document also recommends establishment of a suitable cell to sensitise and support the HEIs to establish the alumni database and initiate further activities.

The HEI alumni database can be well utilized to identify and communicate with the alumni and thereby they can be further involved with various beneficial endeavours in the institution. Creating and maintaining updated alumni database may be the prime responsibility of the alumni-engagement wing of the HEI.

University leadership should take initiatives for obtaining robust response rates from alumni, by convincing alumni this data collection is for the sole purpose of enhancing the quality of the institution, its teaching and learning & its strategic development and also for the research/improvement in existing Higher Education system in the country and not for fundraising/ retention, and thereby make it essential for alumna to provide information. The alumni-relations wing of the University, typically headed by a senior official of the HEI, should take initiatives to cultivate the bond with Alumni thereby promote lifecycle alumni engagement by focusing on continuous alumni involvement beginning as soon as student enrolls and extending throughout life. Moreover they can be in close contact with Academic affairs wing that design new academic programs, by providing forecast on high placement rate and thereby helping devising innovative academic courses that

will create better job prospects for the graduates of the institution.

### ***Vertical-8: Faculty Induction Programme (FIP)***

The key ingredient to Quality Higher Education is the availability of high-quality intellects to teach-educate, expose, explore, innovate and inspire – the students. To achieve this Higher Education System in the country must be able to attract thoughtful, creative and fearless minds to teaching Profession<sup>1</sup>. Few outstanding academicians with own efforts improved their subject competence along with awareness of policies, governance and administrative structures. However in reality shortage of passionate educators and lack of measures to retain and attract well qualified wonderful people to teaching profession is one of the main impediments in transformation of Higher Education in the country. Teaching in Higher Education is ethically and intellectually demanding exercise. Fresh teaching faculty needs conscientious training and opportunities for continuous professional development along with academic and professional exposure. Contrasting teachers in school education, faculty in higher education usually taken up the profession without any formal preparation in teaching, assessment or in latest trends.

One of the mandates set by the University Grants Commission is the development and implementation of a high quality Faculty Induction Programme for newly recruited faculty in higher education institutions. This aims to support new teachers to advance their teaching and management skills, fine-tune to the culture of the HEI, and better realize their professional responsibilities. The Commission has designed a formal, systematic Faculty Induction Programme for transition of new teachers into well-equipped academicians.

#### *Goal*

To improve the value and efficacy of academic and administrative process of institutions of higher learning, train teaching & non-teaching faculty for a healthier morale and to equip them with state-of-the-art tools and resources, thereby enable them to produce exceptional output within the limits established by the present higher education system.

#### *Prologue*

The Faculty Induction Programme aims to expedite fresh academic faculty:



- a. Recognize their roles and responsibilities as efficient academicians
- b. Acquaint themselves with the functioning, governance, rules, regulations and professional expectations in HEIs
- c. Realize the importance of self-development, socio-emotional development of students and the importance of nurturing professional ethics and human values in higher education

Another initiative of MHRD, Annual Refresher Programme in Teaching (ARPIT) is an ongoing exercise for career advancement of faculty. It is a major and unique programme for online professional development of 15 lakhs higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, discipline-specific National Resource Centres (NRCs) have been identified, which has to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. The training materials will be uploaded and made available through SWAYAM. NRC will publish the list of the faculty who has been certified. The NRCs will revolutionize professional development of faculty by catering to massive numbers by leveraging ICT and online technology platform of SWAYAM (MHRD, 2019).

Leadership for Academicians Programme (LEAP) is a three weeks flagship Leadership Development training programme (2 weeks domestic and one week foreign training) to fulfill a long perceived need of preparing senior faculty, such as Deans, Head of Departments for future governance roles as leaders in academic institutions.

### ***Vertical-9: Foster Quality Research***

#### ***A. Scheme for Trans-disciplinary Research through Higher Education Institutes for National Development and Entrepreneurship (STRIDE) and Consortium for Academic & Research Ethics (CARE)***

A gentle contrast amongst India's R&I investments vis-à-vis international standards, shows that India's R&I investments are far below the par. Our nation persistently lags behind in the number of patents and quality publications generated. One of the fundamental duties of an HEI is to address the complex problems of society by its curriculum transformation by engaging

its academic faculty and students in borderless trans-disciplinary and trans-cultural research. There is a persistent need for thought-provoking multi-disciplinary research for creation of new knowledge eco-systems in the country.

Trans-disciplinarily approach is for harmony of knowledge beyond disciplines and it entails far-reaching interaction amid and beyond disciplines from a real life problem based perspective to conquer artificial boundaries among disciplines. Its idea encompasses trans-cultural values, mysticism and creativity. Infusion of the concept into the curriculum demands borderless discourse on the campus and results in reinforcing single disciplinary scientific knowledge deepened by the individual by reconstructing it in correlation with other disciplines practically reflecting realness of human living and its phenomena.

#### *Goal*

Promote Quality trans-disciplinary Research pertinent to national development by faculty and students, to inculcate innovative thinking for creation of ground-breaking knowledge and thereby inspire academic faculty to evolve as eminent academicians and to fund high impact national network projects in the identified thrust areas in humanities, human sciences and Indian knowledge systems.

#### *Prologue*

With the aim of transforming Higher Education research with the revolutionary idea of trans-disciplinary research, University Grants Commission introduced a new scheme to promote quality research by faculty and students, which would promote creation of new knowledge, inculcate innovative and cognitive thinking and improve quality of doctoral research 'Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE)'. The scheme is envisioned to reinforce the research culture and innovation in HEIs and inspire students and faculty to contribute meaningfully to the national progress with trans-disciplinary study. The MHRD has already publicized vivid schemes including IMPRINT (Impacting Research Innovation and Technology), IMPRESS (Impactful Policy Research in Social Science), SPARC (Scheme for Promotion of Academic and Research Collaboration) and STARS (Scheme for Transformational and Advanced Research in Fundamental Sciences).

The scheme STRIDE setting thrust on research capacity building, trans-disciplinary study facilitating national growth and high impact research in the thrust areas of humanities, arts and Indian languages and knowledge systems.

In Trans-disciplinary research, researchers from varied disciplines conjointly craft new conceptual, theoretical, methodological innovations that excel beyond discipline-specific methodologies to address socially pertinent issues. The scheme will provide assistance to research projects that are socially relevant, locally need based, nationally important and globally significant. In spirit, it speaks the societal impact of knowledge as the main aim of research. It produces harmony of intellectual frameworks beyond the disciplinary viewpoints and elucidates problems by going beyond disciplinary angle to involve various stakeholders. Trans-disciplinary research creates knowledge through use of multi and inter-disciplinary notions and integrates new philosophies among science and society.

The scheme STRIDE support comprehensive innovations relate to conception, development and assimilation of new ideas, inceptions and practices for public good and supporting civil society. Trans-disciplinary research for national development will be focused on solution driven efforts addressing requirements of local/ regional communities and national primacies.

STRIDE shall support basic, applied and transformational action research for national progress to attain Sustainable Development Goals (SDG) which emphasizes on overall human advancement.

Research grant support through STRIDE Scheme consists of three components:

1. Research Capacity Building
2. Trans-Disciplinary Research and Social Innovation for National Development
3. High Impact Trans-Disciplinary Research in Humanities and Human Sciences (ugc.ac.in)

#### ***B. Consortium for Academic and Research Ethics (CARE)***

To compete with global criteria of high quality research, in all academic disciplines under its purview, the University Grants Commission (UGC) established a devoted Consortium for Academic and Research Ethics (CARE).

Goals of Consortium for Academic and Research Ethics (CARE) comprise the following

- To promote quality research, academic integrity and publication ethics in HEIs
- To promote high quality publications in reputed journals
- To develop a methodology for identification of good quality journals.
- To prevent publications in predatory/dubious /sub-standard journals.
- To create and maintain a “UGC-CARE Reference List of Quality Journals” (UGC-CARE List) for all academic purposes.

#### ***Vertical-10: Mentoring of Non-Accredited Institutions (PARAMARSH)***

As the number of HEIs in the country increased exponentially, to address the concern of its stakeholders about quality, the only yardstick existing to decide on institutional value is NAAC accreditation. Total Number of HEIs accredited by NAAC is merely 8396, covering 358 Universities and 8038 colleges (Status as on 09/09/2019) (naac.gov.in). UGC launches a scheme of ‘Paramarsh’ for increasing the number of accredited HEIs in the country with an aim to enhance the overall quality of education system, by supporting HEIs to get accredited by NAAC. The scheme is designed to inspire those HEIs who are not well performed in NAAC accreditation and assessment process. With an aim to ensure that every higher learning institute in India shall get NAAC accreditation with a minimum score of 2.5 out of 4 by 2022, UGC unveils the scheme ‘Paramarsh’. The new scheme is projected to achieve the target by 2022.

#### *Goal*

Support Universities/institutions of higher learning which have not fulfilled the requirements of the National Assessment and Accreditation Council (NAAC)’s quality standards, by sharing the expertise and resources of few top HEIs by making them Mentor institutions with an aim to achieve, every institution get NAAC accredited with a minimum score of 2.5 by 2022.

#### *Prologue*

Under the University Grants Commission (UGC)’s ‘Paramarsh’ scheme, the topmost universities

and colleges already attained highest NAAC CGPA are invited to share their expertise and resources with HEIs, which have not fulfilled to meet the National Assessment and Accreditation Council (NAAC)'s quality standards, thereby make their accreditation process prompt. The scheme aims to endorse well performing accredited institutions to mentor the NAAC accreditation aspiring institutions to improve their academic performance and get accredited. A well-crafted scheme of Mentor-Mentee correlation will not only benefit the institutions involved, it shall lead to quality education to the 3.6 crore students who are joining to Indian Higher Education system presently.

The mentor HEI shall be provided with financial support for mentoring under the scheme. The financial assistance can be used for the fellowship for Accreditation Ambassador, guest lectures, organizing workshops/trainings, honorarium to experts/resource persons etc. The Mentee institutions get support from the Mentor institution throughout in order to prepare them for the actual NAAC assessment procedure.

## Conclusion

For realizing Quality Mandate initiatives by UGC, Higher Educational Institutions in the country are expected to take sincere efforts. By implementing Quality initiatives that aid the learners to reach their full potential, with intensive use of hi-end technology, our country would align its different facets of education to Global Standards and that shall gradually result in more number of accredited HEIs. Actual operationalization of the quality initiatives would transform Higher Education Sector in the country for Innovation/new thinking and naturally quality research publications will come out. Indian Higher Education should become proficient of making each learner a thinker by incorporating ethics, morale,

righteousness and many more Universal Human Values in the Curriculum.

Every HEI shall aim to create think-tanks with a clear vision of future career, by imparting meaningful reforms in assessment. Education should ignite young minds and intellect in such a way that it will be reflected/ visible in every stage of their life that can be well monitored with active alumni network in HEIs. Imparting Trans-disciplinary research shall add new dimension to their views on learning and shall create need based, locally relevant research projects. Curriculum should be competent enough to inculcate confidence in students to contribute to nation building, by inspiring them to launch new start-ups and embolden them to become job creators rather than job seekers.

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# National Education Policy–2020: Proposed Implementation Strategy for Accreditation of HEIs

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## The Origins of Accreditation

Accreditation was introduced in India by the National Policy on Education (NPE) (1986) and reiterated in the Programme of Action (POA) (1992). The NPE (1986) recommendations resulted in the establishment of the National Assessment and Accreditation Council by the University Grants Commission (UGC). The UGC under Section 12 of the UGC Act of 1956 has the following mandate: “the determination and maintenance of standards of teaching, examinations, and research in universities” (UGC, 1956: p.10). The National Assessment and Accreditation Council (NAAC) was established under this provision of the UGC Act of 1956. 2004: p.21).

## Apex Bodies for Assessment and Accreditation of HEIs

Currently, there are two bodies involved in the assessment and accreditation of HEIs namely: The National Assessment and Accreditation Council for all universities and colleges and HEIs offering general and professional programmes other than technical and medical science programmes. The National Board of Accreditation set up by the All India Council for Technical Education is responsible for the assessment and accreditation of all HEIs offering technical programmes.

The National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution by the University Grants Commission (UGC) and was entrusted with the major responsibility of assessment and accreditation of

HEIs. The NAAC has adopted the same methodology as other international agencies, namely that of self-evaluation combined with peer review based on predetermined criteria for the assessment of the HEI. It was a four-step process that commenced in 1998: (i) Identifying pre-determined criteria for assessment; (ii) Preparation and submission of Self- Study Report by the HEI; (iii) Site visit by peer team to validate the Report and submit its recommendations to the NAAC; and (iv) Final decision of the Executive Committee of the NAAC and declaration of the grade awarded to the HEI. At that time the major role of the peer team was not only to prepare the Report but also to finalize the scores and recommend the grade which was based on a total score of 100 points and on a five-point scale; which was subsequently revised to 1000 points (NAAC, 2004). However, with the increase in demand, and to bring in more objectivity in the process, the NAAC completely overhauled the system of assessment and accreditation which was launched in July in 2017. The NAAC process of assessment and accreditation today is ICT based and formulated on the principle of self- disclosure, and transparency (NAAC,2020a).

The current process is as follows (NAAC, 2020; Srivastava et al, 2020a): Step 1: Submission of Institutional Information for Quality Assessment (IIQA); Step 2: Submission of Self Study Report (SSR); Step 3: Assessment of Quantitative metrics; Step 4: Student Satisfaction Survey (SSS) by NAAC; Step 5: Assessment of Qualitative metrics through onsite peer team visit; Step 6: Declaration of NAAC Accreditation outcome; and Step 7: Appeal (if any) (NAAC, 2020a).

The NAAC has developed manuals for filling up the SSR by different types of HEIs as given above in Table-1.

Although the NAAC is accrediting Higher Education Institutions (HEIs) of different categories yet the process followed is the same for every HEI. There are specific eligibility criteria for every type of HEI who can apply for assessment and accreditation from the NAAC. The assessment and accreditation

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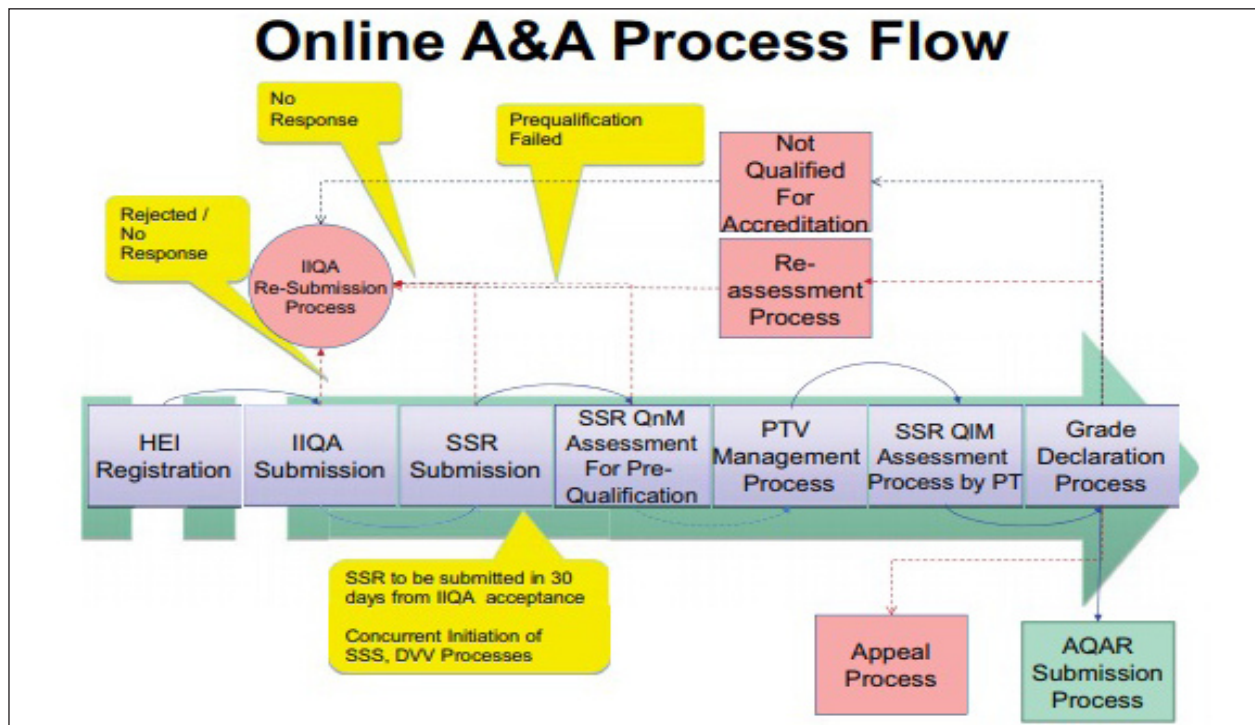
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process are online and the NAAC does not demand any document in offline mode or hard copy (NAAC, 2020a; Srivastava, et al, 2020a; Srivastava, et al, 2020b):

National Board of Accreditation (NBA) was established in 1994 by AICTE to accredit diplomas, undergraduate and postgraduate programmes in the fields of engineering & technology, management,

**Fig 1: Online Assessment and Accreditation Process of NAAC**



Source: NAAC website. (<http://naac.gov.in/images/docs/Flowcharts-of-A-and-A-process.pdf>)

**Table-1 Type of HEIs Accredited by NAAC**

S No	Type of Institutions	Criteria	Key Indicators	Metric			Total Weightage points	Update on NAAC website
				Q <sub>i</sub> M	Q <sub>n</sub> M	Total		
1.	<b>General Institutions</b>	7	34	36	79	115	1000	04/02/2020
	a) University							
	b) Autonomous Colleges							
	c) Affiliated/ Constituent							
	i) UG Colleges	7	31	35	58	93	1000	04/02/2020
	ii) PG Colleges							
2.	<b>Health Science Institutions</b>	7	35	44	81	125	1000	01/01/2020
	a) Health Science University							
	b) Health Science Colleges	7	33	41	68	109	1000	01/01/2020
3.	Sanskrit Universities	7	34	63	88	151	1000	13/02/2020
4.	Open Universities	7	34	40	90	130	1000	11/12/2019
5.	Dual Mode Universities	7	34	43	97	140	1000	07/02/2020
6.	Teacher Education Institutions	7	32	45	82	127	1000	04/03/2020

Source: NAAC(2020a)



pharmacy, architecture, applied arts and crafts, computer applications, and hospitality and tourism management. While the NAAC accredits general colleges and universities, the NBA accredits programmes and not institutes. The NBA has been operating as an autonomous body since 2010. With India signing an agreement in 2014, the NBA became a full-fledged member of the Washington Accord in 2014. The Washington accord requires that member nations set up suitable accreditation standards which would ensure a minimum quality of attainment for their engineering graduates. This membership meant global recognition of Indian degrees was likely to increase the mobility of engineers to the USA and other countries for jobs. The accord was significant for ensuring the highest quality assurance standards in the technical and engineering programmes and also to provide global mobility to engineering graduates of India (AICTE, 2020).

The process of Accreditation by the NBA involves the following four sequential stages as follows: i) Initial Stage; ii) Pre-Assessment Stage; iii) Assessment Stage; and iv) Post Assessment Stage Decision-Making). The process followed is depicted in Figure 2 (AICTE, 2020).

### **Existing Practice Governed by Regulations**

**The University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions), Regulations, 2012** apply to all universities, all institutions, other than technical institutions, declared by notification under Section 3 of the University Grants Commission (UGC) Act to be deemed to be universities; and all colleges, other than technical institutions, including autonomous colleges, notified in the Official Gazette on 19<sup>th</sup> January, 2013.

The Regulations defined ‘Accreditation’, “as the process of quality control in higher education, whereby, as a result of evaluation or assessment or by any other scientific method followed by Accreditation Agencies, a Higher Educational Institution or any programme conducted therein recognized as conforming to parameters of academic quality and benchmarking of such academic quality determined by the University Grants Commission”. Assessment “means the process involved in ascertaining or verifying the capabilities of a Higher Educational Institution in terms of its physical infrastructure and

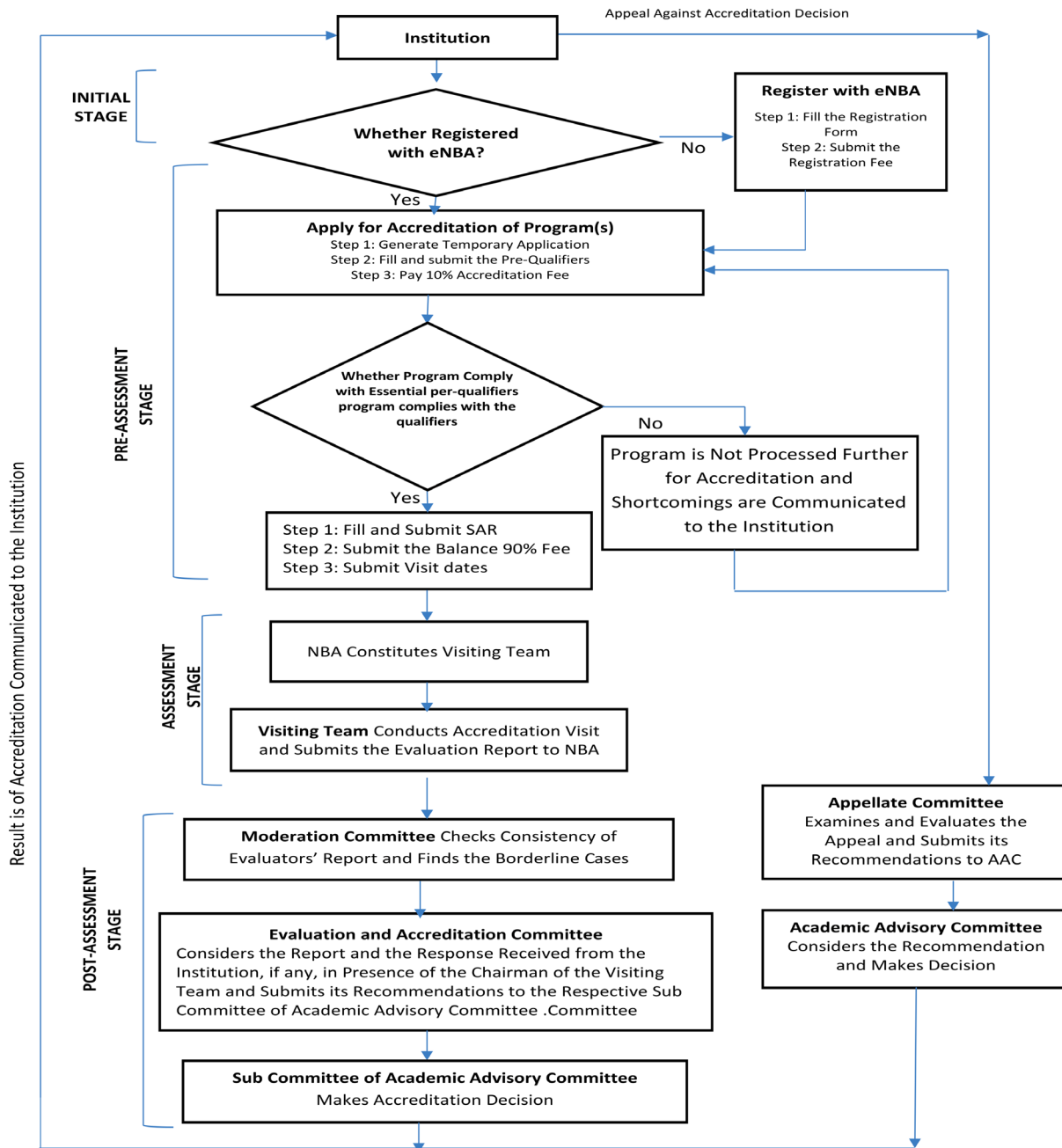
human resources before the commencement of its academic programmes. Thus, the aforementioned Gazette notification has made it mandatory for all HEIs to get accredited by the Accreditation Agency after passing out of two batches or six years, whichever is earlier, following the norms and methodology prescribed by such agency. The accreditation will be valid for five years and that it shall be mandatory for the accredited HEI to apply for reaccreditation six months before the expiry of the five years following the norms and procedures prescribed by the relevant Accreditation Agency. The Regulations further stated that no HEI or its Faculties, Schools, Departments, Centres or any other units therein, shall be eligible for applying or receiving financial assistance from UGC under any of its schemes without having undergone assessment and accreditation within the stipulated period. Failing to get themselves accredited would invite penal action by the UGC against the HEI as deemed fit (Government of India, 2013).

Before this Gazette notification, the assessment and accreditation were not mandatory for HEIs and even NAAC had made it voluntary for universities and colleges to apply to NAAC for accreditation. The process to be followed by accreditation agencies has also been spelled out in the Regulations.

**The UGC (Open and Distance Learning) Regulations 2017** is a watershed in the journey of Distance Education in the country in more than one way, the most distinct being the concept of self-regulation integrated through disclosure, declarations, and reports. As per the new norms, a HEIs offering programmes in Open and Distance Learning mode shall make a self-declaration regarding the following information, authenticated by the Registrar of the University and get all the information/documents uploaded on the HEI’s website (Government of India, 2017).

The establishment of CIQA was provisioned as a mandatory requirement of UGC (ODL) Regulation, 2017 to put in place a comprehensive and dynamic internal quality assurance system to provide high-quality programmes of higher education through the Open and Distance Learning mode. The CIQA under the Regulations is mandated to maintain quality in the services provided to the learners; ensure continuous improvement in the entire operations of

**Fig 2: Accreditation Process of NBA**



the Higher Educational Institution; identify the key areas in which the Higher Educational Institution should maintain quality; disseminate information on quality assurance; devise mechanisms for interaction and obtaining feedback from various Departments or Centres or Schools in the Higher Educational Institution; suggest to the authorities of the Higher Educational Institution, measures for qualitative improvement; ensure the implementation

of its recommendations through regular monitoring; ensure participation of all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government in quality improvement processes; prepare Programme Project Report and ensure another launch of programme(s); collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s) (Government of India, 2017).

As per the UGC (ODL) Regulations, it is mandatory for all HEIs offering programmes through ODL mode to get themselves accredited by NAAC. NAAC has developed a Scheme of accreditation of Open Universities that was launched in April 2019 (NAAC, 2019) The Open Universities were given a window since the process was new to them and they were required to get NAAC accreditation within one year of their becoming eligible for the same. The Accreditation process for HEIs offering ODL programmes developed by NAAC is the same as its conventional counterpart, only metrics have been tweaked to represent the ODL system. This has brought credibility to the system by making the accreditation mandatory, bringing it at par with conventional universities (Srivastava et al, 2020b).

The NAAC has also launched a Scheme of accreditation of Dual Mode Universities that are providing programmes through classroom-based face to face mode (conventional mode) as well as ODL mode through Directorates of Distance Education (NAAC, 2020b). The 3rd Amendment to the UGC (ODL) Regulations, 2017, notified on 6th September 2018, states that the HEIs in dual mode or Dual Mode Universities (DMUs) shall submit an undertaking to the effect that it will attain a NAAC score of 3.26 on a 4-point scale before the end of academic session July 2019-June 2020, failing which, the Commission shall not accord any approval to the ODL Programmes of the HEIs (Government of India, 2019; Srivastava et al, 2020b).

**UGC (ODL and Online) Regulations, 2020** has changed this clause and the requirement for DMUs is now having a NAAC minimum score of 3.01 on a 4-point scale to be eligible to offer programmes through ODL mode or a DMU having rank in top-100 in University category of National Institutional Ranking Framework, at least once in two preceding cycles. It also states that “Higher Educational Institutions having NAAC score 3.26 and above or having rank in Top-100 in University category of National Institutional Ranking Framework, at least twice in three preceding cycles (at the time of application), shall be permitted to start full-fledged Online programmes without prior approval of the UGC” (Government of India, 2020a; Srivastava et al, 2020b).

### **National Education Policy (2020) on Accreditation**

The National Education Policy (NEP) 2020 is

the first education policy of this century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, including Sustainable Development Goal 4 (SDG 4), while building upon India’s traditions and value systems (Government of India, 2020b: p.3).

*While talking about the fundamental principles that will guide both the educational system at large, as well as the individual institutions within it, the NEP 2020 indicates “light but tight” regulation by a single regulator for higher education. This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion (Government of India, 2020b: p.34).*

### **Institutional Restructuring and Consolidation**

According to the Policy-

*“10.3 The definition of the university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.*

*10.4A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-*

*granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire...*

*10.10 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 (SDG 4) ”. (Government of India, 2020b: p. 34-35).*

## **Transforming the Regulatory System of Higher Education**

*“18.1 Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive, hence, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI)...*

*18.3 The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). The second vertical of HECI will, therefore, be a ‘meta-accrediting body’, called the National Accreditation Council (NAC). The third vertical of HECI will be the Higher Education Grants Council (HEGC) and The fourth vertical of HECI will be the General Education Council (GEC).*

*18.4 Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of*

*accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice ...*

*18.10 Strict compliance measures with stringent action, including penalties for false disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. There will be transparent public disclosure of all the financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complimentary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective...*

*18.14 Transparent mechanisms for fixing fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adversely affected. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence” (Government of India, 2020b:p. 46-49).*

## **Salient Points on Accreditation in NEP (2020)**

1. National Accreditation Council (NAC), envisioned as the second vertical of HECI will be a ‘meta-accrediting body’.
2. The accreditation system developed by NAC will provide a complimentary check on the regulatory system, and NHERC will consider this as one of the key dimensions of its regulatory objective.
3. Through a suitable system of graded accreditation



and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.

4. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC.
5. Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC.
6. Every HEI will aim, through its Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice
7. Transparent Public Disclosure system: The underlying principle will be that of a faceless and transparent regulatory intervention using technology. There will be transparent public disclosure of financial matters with recourse to grievance-handling mechanisms to the general public.
8. Accreditation System would strive towards ensuring uniformity in high quality of education, and teaching-learning, across all HEIs
9. Fostering the culture of autonomy to innovate and empowerment by gradually phasing out the system of 'affiliated colleges' over fifteen years through a system of graded autonomy.
10. Four Year integrated B.Ed. the degree to be minimum degree qualification for teaching by 2030: The 4- year Degree course shall have a strong practical component for student-teaching at local schools.
11. B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes.
12. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum training and student-teaching components of the programme.
13. All colleges currently affiliated to a university shall attain the required benchmarks overtime to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges.
14. ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available.
15. A framework for quality of ODL that will be recommendatory for all HEIs to be developed.
16. A Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of the head of the institution, and make all governance decisions.
17. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous

## **Strategy for Implementation**

### **Constitution of NAC and Graded Accreditation**

As the first step in this direction, it is proposed that the NAAC should be upgraded to the 'meta-accrediting body' and renamed as the 'National Accreditation Council' (NAC), considered to be one of the verticals of the Higher Education Commission of India (HECI).

Presently, the existing HEIs namely colleges functioning under Universities and different types of Universities having various disciplines are being accredited by NAAC. The NAAC has developed various parameters for the assessment and accreditation of different types of Universities and Colleges offering programmes in specific disciplines and specializations. With its long experience and knowledge base NAAC is most suited to perform this major role in the future.



The NEP proposes (Government of India, 2020b): three broad types of HEIs namely (i) Colleges; (ii) Autonomous Degree-granting Colleges; and (iii) Research/Teaching Intensive Universities. HEIs will be categorized under these three categories and placed in this proposed continuum. HEIs will have the autonomy and freedom to move gradually from one category to another as depicted below in Figure 3. The vision of NEP is that in the next 15 years all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.

**Figure 3: Stage-wise Graded autonomy through the process of Graded Accreditation**



The role of NAC shall be:

- Identification and empanelment of Recognized Accreditors;
- The orientation of Recognized Accreditors;
- Development of benchmarks for the proposed range of HEIs to facilitate their upgradation and movement from one category to the next;
- Allocation of HEIs to Recognized Accreditors;
- Overseeing the functioning of Recognized Accreditors;
- Renewal of contract of Recognized Accreditors;
- The final assessment of Reports of HEIs submitted by the Recognized Accreditors;
- Award of grades to HEIs valid for three years; and
- Attending appeals received from HEIs and resolving the disputes that may arise.

As far as graded accreditation as proposed in NEP 2020 (Government of India, 2020b) is concerned, there is a need for a robust system that not only works as an accrediting body but also plays a key role as a mentor to encourage, support, and incentivize the HEIs to gradually attain the minimum benchmarks. To gradually phase out the system of 'affiliated colleges' over fifteen years through a system of graded autonomy, the digital form of the Annual Quality

Assessment Report of each HEI may be submitted to the NAC every year within a stipulated time frame and the same may be evaluated by the Recognized Accreditors empaneled by the NAC. A year-wise evaluation report of each HEI may be maintained at the NAC level. NAC would also develop and decide on the qualifying scores to be achieved to move from one category to the next level. After every three years, a consolidated report of each HEI may be shared with these Recognized Accreditors to evaluate the incremental growth of the HEI towards attaining autonomy over the years. In this way, the consolidated progress of every HEI during 15 years would additionally be monitored and if required, these Recognized Accreditors may work as mentors for the HEIs to guide them on how to achieve the benchmark quality parameters. Accordingly, the HEIs would be assessed for graded autonomy (Government of India, 2020b).

### Appointment of Recognized Accreditors

Since it is proposed in the NEP (2020) to develop multidisciplinary HEIs and various facets of HEIs will need to be assessed such as the curricular aspects; human resources and capacity building; learning resources; infrastructure particularly IT infrastructure, teaching-learning processes particularly the use of ICT; learner support mechanisms including grievance redressal; equity and inclusion in higher education; learner assessment and evaluation; learner performance and learning outcomes; linkages with industry/NGOs/communities/etc. and extension activities; promotion of research and development; institutional leadership; e-governance; innovation ecosystem; mobilization of funds and utilization; institutional values including human values; green practices; engagement with alumni and placement services; quality protocols and quality assurance system; and any other area/s of distinctiveness.

There is a need to identify people who are pioneers in their field and the proposed NAC may empanel groups of experts. Each group mandatorily should have one environmentalist, one IT expert, one person having sound experience of University administration and finance, even a social worker; besides discipline-based subject experts to form a team, largely multidisciplinary. Several such groups may be formed and selected as empaneled accrediting teams/ agencies by NAC. These agencies so formed must cater to the federal fabric of the country. These persons so selected to work as a team are to be digitally connected.

## Faceless and Transparent Accreditation

The Government of India had brought a completely electronic assessment scheme for transparent taxation for honoring the honest taxpayers claiming to be 'Painless, Seamless, and Faceless' by establishing a National e-Assessment Centre (NeAC) as the main gateway for communication between the taxpayers and the tax authorities. On similar lines, to eliminate all human interfaces during the process of accreditation of HEIs, a faceless model is being proposed. It is a new model proposed to make the system "faceless" and to make the accreditation process "painless and seamless", making the process objective, swift and beyond the cumbrances of organization of an onsite visit (as is being done today). It is hoped that the proposed process will bring in more self-accountability through self-regulation in HEIs. The proposed model will have the following features:

1. A complete electronic assessment mechanism eliminating all human interfaces to save time and effort. All communications between the NAC, a single-window system, and the applicant Institution may be exchanged exclusively by electronic mode without any physical intervention.
2. Establishment of specialized hubs across the country, with dynamic jurisdiction and objective to work seamlessly and have a panel of Recognized Accreditors to assess, review, and verify the documents.
3. Shifting towards rationalization, simplification, greater transparency, ease of managing the accreditation process, and creating an overall Institution-friendly ecosystem.
4. The system should have an Institution Charter, defining the rights and obligations of the applicant institution as well as the Recognized Accreditors and the meta Accreditation Agency i.e. NAC.

**Table 2: Self-Regulation through Self- Disclosures by HEIs**

S. No.	Criteria	Self-Disclosure Documents/ Links
1	<b>Curricular Aspects</b>	<p>Details of Statutory bodies (compositions, minutes of the meetings)</p> <p>Need Assessment Reports</p> <p>Feedback Reports of stakeholders</p> <p>Report on Revision of Programme(s)</p> <p>Report on Launch of New Programme(s)</p> <p>Programme curriculum details including programme guides and brochures</p> <p>Degree Programmes under Choice Based Credit System CBCS/ Elective Course System (ECS)</p> <p>Programme structure with credit points, programme-wise faculty details</p> <p>Curricular details of new programmes, programmes under revision and programmes in the pipeline</p>
2	<b>Human Resources and Capacity Building</b>	<p>Details of Teaching/ Academics/Non-Teaching staff members (Sanctioned posts/ positions filled/ vacant)</p> <p>Qualification Details of Faculty Members (Teachers/ Academics and Non-Teaching including Technical staff)</p> <p>Additional credentials of Faculty Members (Teachers/ Academics) and Non-Teaching</p> <p>Future projections of positions (Teachers, Academics, and Non-Teaching)</p> <p>Details of FDPs/ Refreshers/ Workshops/Seminars: Teachers, Academics, and Non-Teaching (Reports/ Proceedings, List of Participants)</p> <p>Publications of proceedings</p> <p>Career Advancement Scheme for Faculty and Non-Teaching staff</p> <p>Achievements/Recognition of faculty members outside the university</p>
3	<b>Equity and Inclusion in Higher Education</b>	<p>Student enrollment at HEI</p> <p>Demographic details of learner diversity</p> <p>Affirmative actions for learners belonging to socially, and economically weaker sections of society</p> <p>Advocacy programmes for an inclusive approach</p> <p>Institutional Concessions/relaxations</p>

4	<b>Teaching Learning processes particularly use of ICT</b>	<p>Academic calendar</p> <p>Details of curriculum transaction through various modes: classroom-based; online; ODL; blended</p> <p>Courses being offered as MOOCs or using OERs</p> <p>Details of Programmes incorporating electronic media and other digital components</p> <p>Details of the use of ICT in teaching-learning</p> <p>Details of laboratories, skill development centres, etc.</p> <p>Detailed strategy plan related to On-line course delivery and ODL course delivery</p> <p>Schedules of various teaching-learning activities</p>
5	<b>Learning Resources specially e-Resources</b>	<p>Repository of e-resources: e-SLMs; MOOCs; OERs; audio and video programmes; etc.</p> <p>Learning Resources adopted by other institutions</p> <p>Automation of library</p> <p>Annual procurement of Books/ journals</p> <p>Remote access to e-resources of the library</p>
6	<b>Learner Assessment and Evaluation</b>	<p>Details of ICT facilities available for the conduct of examination in a fair and transparent manner</p> <p>Evaluation Manual</p> <p>Examination management system/software</p> <p>Innovative examination practices</p> <p>Date sheets and schedules of continuous and term-end evaluation</p>
7	<b>Promotion of Research and Development</b>	<p>Research policy</p> <p>Anti-plagiarism measures</p> <p>Publications of Faculty members</p> <p>Projects understudy</p> <p>Project reports of completed projects</p> <p>Research Ethics Committee</p> <p>Citation index H index of faculty</p> <p>Systemic Research studies undertaken/completed/ implemented</p> <p>Framework for Good Academic Research practices</p> <p>M Phil/Ph.D. awarded</p> <p>Number of research supervisors</p> <p>Research Grants received for research projects and Chairs sponsored by the government and non-government sources</p> <p>Research Fellowship and scholarships</p> <p>Schemes to encourage research amongst faculty</p> <p>Initiatives are undertaken for system-based research</p>
8	<b>Learner Performance and Learning Outcomes</b>	<p>Details of LOCF: Programme wise concept maps</p> <p>Aggregate student achievement across groups of students in terms of employability</p> <p>Student pass-out (Convocation) records of HEI</p> <p>Competency and Skill Development mechanisms</p>
9	<b>Innovation ecosystem</b>	<p>Innovative programmes developed</p> <p>Innovative teaching-learning practices</p> <p>Awards received for innovation</p> <p>Awards instituted for innovation for Teachers and students</p> <p>Workshops/ Programmes conducted to promote the innovation ecosystem</p>
10	<b>Infrastructure particularly IT infrastructure</b>	<p>Physical Infrastructure of the HEI</p> <p>Available bandwidth and IT infrastructure</p> <p>Server rooms and back-end facilities</p> <p>Availability of Technical staff</p>
11	<b>Linkages with industry/ NGOs/ Communities/ etc and Extension Activities</b>	<p>Collaboration with Government/ Non-Government agencies for research, faculty exchange and sharing of resources, field trips, student exchange, apprentice-ship and development of infrastructure, etc.</p> <p>Linkages with industry/ NGOs/ Communities/ etc for curriculum design, development, and delivery of programmes</p>

12	<b>Learner Support Mechanisms including Grievance Redressal</b>	Modes employed by the Institution to attend to learner's queries Modes employed to provide academic counselling and mentoring support Enabling provision for lateral entry for learners List of programmes having modular approach with flexible exit options for the learners Remedial teaching/coaching for the slow-learners from the weaker socio-economic groups
13	<b>E-Governance</b>	Annual Report of the HEI Office automation, ERP Professional development programmes Areas of operations where e-governance has been implemented
14	<b>Institutional Leadership</b>	Act and Statutes or the Memorandum of Association, empowering HEI to offer programmes Letters of recognition from statutory bodies Organogram of HEI Transparency and decentralization in operations Evidence of participative management Strategic planning and monitoring of deliverables
15	<b>Mobilization of Funds and optimum Utilization</b>	Annual Budget of the HEI Consultancy policy Revenue generated through consultancy Revenue generation measures other than consultancy Policy for mobilization of funds Policy for optimum utilization of resources Annual Audit Reports Audited utilization certificates
16	<b>Institutional Values including Human Values</b>	Amenities for PwD Number of Awareness/ soft skills/life skills/value-added courses on offer Initiatives taken to inculcate Human values and Professional ethics Programmes conducted for promoting Institutional values and best practices
17	<b>Green Practices</b>	Geotagged photos of Green Campus Green Initiatives Recognition for green initiatives Energy conservation measures/practices Awards for green practices Awareness programmes conducted
18	<b>Alumni engagement and placement services</b>	Details of the registered Alumni association Directory of Alumni Platform for networking Placement policy Details of Student placement Reports of Campus placement activities Career Counselling services
19	<b>Quality protocols and Quality Assurance system</b>	Initiatives for the development of Quality protocols Number of Programme Project Reports (PPRs) prepared Number of workshops/ seminars organized on quality related themes Quality audit and Self-Assessment activities undertaken Feedback studies were undertaken Activities are undertaken for recognition and accreditation of the Institution
20	<b>Any Other Area of Distinctiveness</b>	HEI specific

NB- The list of documents/ links is only suggestive.

5. Besides this, the HEI is expected to be honest and compliant, disclose complete information, post and update it from time to time on its official website, be informed about accreditation rules/procedures and compliance requirements, and maintain accurate records and documentation as specified below in Table 2.

The methodology to be adopted will be faceless and transparent. Therefore, the HEI will be expected to follow the principle of self-disclosure through self-regulation and self-evaluation through its Centre for Internal Quality Assurance as mandated in all HEIs as per the Regulations and Guidelines prescribed by NAAC.

### Conclusion

The NEP-2020 owes its foundation to the earlier Education Policies in India which stood on *Access, Equity, Quality, Affordability, and Accountability*. However, NEP 2020 is more aligned to the 2030 Agenda for Sustainable Development Goals (United Nations, 2015). One of these goals is to bring flexibility in the higher education scenario, by opening the door for foreign universities to set up their campuses in India. Before this, India remained indecisive concerning Transnational Education (TNE). A proper foreign policy for higher education continues to be the Achilles' heel for Indian policymakers. Almost up to the '90s, India operated virtually as a closed economy, and understandably has been reluctant about the entry of international providers in the education sector (Chakraborty, 2020). However, with the opening of Campuses of foreign universities in India, our own higher education implementation strategies are going to be watched keenly by other countries. Therefore, Accreditation policy and practices in India will be significant for our Universities to prove their mettle.

The NEP-2020 provides a framework for a new layered accreditation system that will differentiate between a degree-granting stand-alone college and a full-fledged multidisciplinary University. The earlier Affiliation system of the University has to be discontinued and a University needs to concentrate on teaching and research. It is therefore essential that the process of Accreditation needs effective implementation strategies to set standards in

quality of infrastructure, faculty, technology, GER, and research facilities.

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# National Education Policy – 2020: A Learner’s Paradigm

B S Madhukar\*

During the course of my work in Nationally Assessment and Accreditation Council (NAAC) as a part of the Accreditation process, I had the opportunity to visit hundreds of institutions (universities and colleges) across the country (urban, semi-urban and rural) as part of an assessment team and had opportunity to interact with faculty members and student in each of these institutions. In many interactions, I have expressed to students that myself and the peer team may not be able to converse with them in the language of their choice but try to converse using simple mix of languages, for which they have responded that we can speak in English and they have the capacity and ingenuity to understand what is being said even though they may not be able to express well in English.

Most of the students particularly girls have expressed their eagerness to be fluent in English and indicated that adequate opportunities were not available to them to acquire fluency. In many cases they have expressed in their opinion that the faculty members themselves have difficulty to converse in English and that acts as an hinderance to them. This is true across all States including Urban Centre’s. None of the students expressed dislike for any other languages. In one are two professional colleges in southern India, I witnessed creation of Hindi cell to facilitate their students to imbibe basic vocabulary in Hindi to converse with migrant work force in the State/region in their professional life.

In an interesting informal conversation in North-East India the students of a college shared with us (team) that they felt left out from main stream of the country and not comfortable in main land India during their visits. When asked for suggestions to improve the situation, one girl remarked it is time that Bollywood includes actor and actresses from the region and the film world superstars romance girls from the region. This comment was received with boisterous approval from other students. It seems to be a very insightful observation.

Hundreds of peer team visits were undertaken by NAAC selecting members from different states across

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the county and hardly an issue was raised that language is a barrier for evaluation of institutions.

This article is penned based on the field experience as paraphrased above and vital observation with regard to early childhood education in the National Education Policy-2020 juxtaposed with few sector-wise observations in relation to language dynamics per se.

## Some Highlights of NEP-2020

Some Highlights of NEP-2020 Drawn from the Report ‘Early Childhood Education and Basic Principle’ are presented here.

### *Principles of the Policy*

The foundational pillar of this policy are access, equity, quality, affordability and accountability and principle of this policy is based on flexibility.

Early Childhood Care Education (ECCE) consists of flexible, multi-faceted, multi-level, play-based, activity-based and discovery based learning. E.g., alphabets, languages, numbers, counting etc.

### *Foundational Literacy and Numeracy*

The ability to read and write and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all school and life-long learning (various governmental and non-governmental surveys indicate that a large proportion of students currently in elementary school estimated to be over five crores have not obtained foundational literacy and numeracy).

### *Multilingualism and Power of Language*

It is understood that young children learn and grasp non-trivial concepts more quickly in their home language/mother tongue.

Research clearly shows children pickup languages extremely quickly between the ages of two and eight and that multilingualism has great cognitive benefits to young students.

Students whose medium of instruction is the local/home language will begin to learn science and mathematics, bilingually in grade six so that by the end

of grade nine they can speak about science and other subjects both in their home language and English.

### **Teachers**

Teachers truly shape the future of our children, to ensure the truly excellent students enter the teaching profession especially from rural areas – a large number of merit based scholarships shall be instituted across the country for study at outstanding four year integrated B.Ed. programs.

Teachers must be grounded in Indian values, languages, knowledge, ethos and traditions while also being well versed in latest advances in education and pedagogy.

### **Few Sector-wise Observation in Relation to Language Dynamics Per Se**

#### **International**

- When you look at the top ranked universities in the world or even in India, you can undoubtedly recognize student and faculty diversity in the institution and this is one of the core strengths of these universities. Obviously the diversity comes from different cultural/linguistic/racial background of students/faculty.
- Non English speaking countries in Europe increasingly offer graduate and post graduate courses in English medium in their respective universities, a policy shift seen in the last few years.
- Students go to China or other Asian countries from India to study medicine not because it is taught in Mandarin etc., or to appreciate the countries language policies, but in spite of it, due to possible lack of opportunities in the home country. They overcome the language barrier.

#### **Indian Context**

##### **Historical**

- Human settlements have been in place before carving of linguistic states in the country and the residents of a state speak different language as mother tongue particularly in southern India. Movement of people across southern states happens routinely and communication has evolved its own language mix.
- The bigger states in the country like UP and Bihar has the largest representation in the Parliament and

a single widely spoken language, but they are not the most prosperous states of the country as on date

- Andhra Pradesh which was the first linguistic State to be formed based on language today is bifurcated into two States.

##### **Industry/Economy**

- The busiest airports in the country like Delhi, Mumbai, Kolkata, Hyderabad, Bengaluru and Chennai are located in different states. The language of administration in these states are one of the languages recognized under the Eight Schedule of the constitution enumerated in alphabetical order.
- Our flagship Organizations like ISRO, DRDO, BARC etc., are operated from different locations across the country and draw best talent bringing in diversity thereby excellence to the organization.
- Infosys and other such new age organizations have not succeeded because of any particular language affinity

##### **Cultural**

- The TV serials of Ramayana/Ramayan and Mahabharat/Mahabharata has been popular all across India not necessarily because of the language it was made in, but the emotional connect with our culture. Language as a barrier cease to be important
- Devotees from across India visit holy places like Tirupati, Varanasi, Char-dham, Jagannath Puri, Rameswaram, Kamakhya etc. not because of the languages spoken in the respective places but they identify with the God and Goddesses and pray for peace and prosperity in the languages of their choice.
- Kannada language writers have bagged eight Jnanpith awards. It may be noted that in case of two of awardees, their mother tongue was not Kannada and another was also a Professor in English.
- It has been observed over the years in Bangalore that children even when the mother tongue of each parent is different and not the local language, easily pick up the language spoken by the parents and in addition to the regional /local language and English. Exception has been noticed in few cases and a small chat with the child exposes the reservation of parents on the matter (unfortunate prejudice)

In my considered opinion the corner stone of this policy in case of school education in particular is not about any languages but about making learning in schools joyful and achieve strong foundational literacy and numeracy among children. Given the research finding presented in the report saying that teaching in mother tongue ensures strong foundational learning and children between 2-8 years pick languages very fast, it seems language as an issue is an adults problem.

The policy clearly brings out that crux of the matter that lies at the bottom of the pyramid of poor learning outcomes (of about 5 crore) children in foundational literacy and numeracy. It is a case of immense unpolluted talent lost before it can even get an opportunity to bloom. If this issue is not comprehensively addressed without any bias, any changes in other levels of educational pyramid will fall short to achieve the vision of Atmanirbhar Bharat.

As Education is in the concurrent list, States needs to Suo motto evolve strategies and operate in mission mode to attract best talent from across the country (diversity) and create world class teachers for school education with multilanguage skills ( pay them more than the salary of a professor) in their respective states.

Ground level interactions during assessment exercise with university and college students ( the next Generation teachers) indicate that it is eminently doable. All we need is to work in unison to create those extraordinary teachers. The new policy has dealt in detail on all aspect of teacher training which may be further fine- tuned as necessary. If the learner centric education has to be a reality as envisaged in the policy, it is in the hands of those new generation teachers and they are the key to make learning students centric.

In case of Higher Education a series of observation and changes has been made in the policy. One factor in my opinion which needs immediate attention is to bring student and faculty diversity into our campuses particularly in State Universities

and its colleges as much as possible and as early as possible and this act in itself will create a positive vitality in the system. Hope and trust the authorities will act in this direction.

Considering that New Educational Policy– 2020 has been adopted after thirty four years and the world has changed enormously during this period, and likely to change more rapidly in post covid era. It is time that we as stake holders drop our baggage/ prejudice of the past and desist from passing it to our next generation. The language issue will be handled by the coming generation fairly and appropriately and will also carry with them the roots of our culture which seems to have been lost over a period of time. It is important that education and in particular elementary education is insulated by unnecessary external influences.

Limiting the learning experience of students by any State on the grounds of short term considerations will end up against the interest of the very State and its overall prosperity in the long run. Lop-sided development hurts all states and the country as a whole.

The sector-wise observation made in the text of the article makes it obvious that many factors play a role in development of a region and language in itself may not be the prime mover. This in no way suggests that we should give up on pride of our language, heritage and culture, but create a balance in such a way that we do not deviate from the larger vision. Fortunately or unfortunately historical event leaves imprint in evolution of human kind.

As the Honorable Prime Minister pointed out in a webinar hosted by Ministry of Education, implementation of the policy in letter and spirit is the key. So educationists in particular should leave no stone unturned to achieve it. During implementation, experiences will bring in course corrections and further strengthen the vision of the policy.

It is a great paradox that simplicity comes from passing through many complex stages of learning.

□

# Seven Cardinal Unethical Practices in Research

A Joseph Dorairaj \*

## Preamble

Good research, both in the domain of humanities and sciences, possesses the following qualities. It is original in the sense it attempts to traverse uncharted territory, thereby pushing the frontiers of knowledge. It is not only original but is committed to societal growth and development and aims at improving the lives of people, even if only marginally. Good research is rigorous, responsible, transparent, ecologically sensitive and non-discriminatory. Importantly, good research is ethical in the sense that the researcher does not resort to any unfair or illegitimate practices, knowingly or unknowingly, to arrive at 'favourable' results.

## Research Ethics

Ethics or Moral Philosophy, a branch of philosophy, is the philosophical study of morality. It is conceived in terms of right and wrong conduct or good and bad behaviour. "Ethics' . . . can be thought of as a subset of morality, being that aspect of morality concerned with the moral obligations pertaining to the practice of a profession" (*The Oxford Companion to Philosophy* 271). Ethics or Moral Philosophy is anchored on universal principles though the given context plays a role in deciding if something is right or wrong for it takes into consideration the grey areas as well. Just as we talk of business ethics, medical ethics, environmental ethics and sports ethics, research ethics is a branch of ethics that articulates what is acceptable and legitimate in research and underlines the need for fairness and integrity in conducting research. The *Publication Manual of the APA* stresses the following three points in the context of research ethics:

- "to ensure the accuracy of scientific knowledge,
- to protect the rights and welfare of research participants, and
- to protect intellectual property rights" (11).

## Plagiarism

The most blatant unethical practice is

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plagiarizing someone's thesis or ideas either *in toto* or in parts. Either way it is a crime and should be condemned even if it is done unintentionally. Today, hundreds of full-length PhD theses on all subjects are available in *Shodganga*, a digital repository of PhD theses submitted to Indian higher educational institutions, and quite a few researchers without any qualms copy/paste chunks of the material available on *Shodganga* platform and produce a thesis and get away with it. University and college libraries are stacked with hard copies of PhD theses submitted to them. It is easy to access and copy them. Cut/Copy and Paste is a convenient formula to many researchers and quite a few PhD theses in many Indian universities have been produced in this fashion. "Plagiarists are often seen as incompetent—incapable of developing and expressing their own thoughts—worse, dishonest, willing to deceive others for personal gain" (*MLA Handbook* 53). Only recently did universities make plagiarism-check mandatory for PhD thesis submission. Here too there is a loophole, for some universities have generously allowed up to 30% similarity index, thereby turning a blind eye to plagiarism.

Unless stringent measures are taken to discourage plagiarism, research in India will be plagued by this virus. Plagiarism-check should be made mandatory for all research submissions—right from assignments to MPhil and PhD theses submissions. The similarity index should be on par with international standards. Punishment indulging in blatant plagiarism should be stringent to the point of even cancelling the candidate's PhD registration.

As long as plagiarism is rampant, our universities and colleges cannot produce original research papers and theses. Therefore, researchers should be made aware of plagiarism and its consequences, and should be sensitized to observe research protocols scrupulously. Courses in Research Methodology should educate research students on the need for originality and honesty in research and underline the dangers of plagiarism, both intentional and unintentional, and the need for citing and acknowledging their sources meticulously. They should also be trained to use *Turnitin* or *Urkund* on their own.



## Data Fabrication and Manipulation

In Social Sciences, many researchers resort to data fabrication and in pure Sciences researchers manipulate data to achieve the ‘desired’ results. Research in social sciences is largely empirical and is based on numerical data. Quite a few researchers fabricate data. For instance, in a research project meant to survey the rate of unemployment among the engineering graduates in a particular state that consisted of 38 districts, the primary investigator collected data from 100 men and 100 women engineering graduates randomly chosen from two districts and extrapolated that data to the other districts with a slight modification. Put differently, data was cooked up for the remaining 36 districts.

In pure sciences, there is the tendency to manipulate data. Researchers falsify data so that ‘desired’ results are arrived at. NMR and other readings are tampered with to achieve ‘expected’ results. The number of papers retracted in *Science* and *Nature*, two of the world’s most prestigious journals, would testify to this. In fact, Frances Arnold, Chemistry Nobel prize winner in 2018 for her pioneering work on enzymes, retracted one of her papers published in *Science* in 2019 because data could not be replicated. She tweeted: “For my first work-related tweet of 2020, I am totally bummed to announce that we have retracted last year’s paper on enzymatic synthesis of beta-lactams. The work has not been reproducible”. Original research is founded on actual and authentic data, There is neither fabrication nor manipulation of data to achieve the ‘desired’ and ‘publishable’ results. Unless there is rigorous punishment for those who fabricate and/or manipulate data, such malpractices will go unchecked.

## Disregard for Research Participants’ Privacy

Another glaring unethical practice especially in social science research projects is the lack of regard and respect for research participants’ privacy. This can happen in three ways. Firstly, their informed consent is not obtained for studying them—their myths, rites and rituals, superstitions, lifestyle, diseases prevalent among their community, etc. In social science research, both emic and etic perspectives are adopted. In projects that involve the etic perspective in particular, researchers should be unobtrusive and should not invade the

privacy of the research participants. Photographing or videographing them without their knowledge and consent and spying on them are unethical and unlawful. Secondly, the collected data should be used only for research purposes. On no account should this data be made public and should be preserved for at least five years (as recommended by *APA*) so that any potential issue regarding replicability could be addressed. Thirdly, when papers and books are published based on the data gathered, it should be declared that the research participants’ consent had been obtained. Researchers who breach anonymity and confidentiality and invade the privacy of the research participants should be prosecuted and their research publications taken down. A declaration that research protocols were observed during the collection of data should be insisted upon.

## Animal Care in Research

There are clear protocols with regard to using animals in research. David B. Resink in “Glossary of Commonly Used Terms in Research” points to three healthy practices in this domain. Firstly, there is the call for reduction which reduces the number of animals being used in experiments. Secondly, the call for replacement advocates both *in vitro* studies and computer models and simulations and talks about “replacing higher species with lower ones or animals with cells or computer models”. Thirdly, the call for refinement attempts to refine research methods with a view to minimizing the suffering of animals.

## Salami Slicing

It is the unhealthy practice of piecemeal publication of data and findings with a view to padding up the publication profile of the researcher. For instance, in the domain of English Language Teaching, especially in Error Analysis, errors are classified into four categories, namely, Errors of Omission, Errors of Addition, Errors of Substitution, and Errors of Ordering. These four types of errors are not to be treated as discrete entities but as one composite unit, for the objective is to examine the errors committed by students and analyse them with a view to finding out the causal factors so as to strategize appropriate intervention. But if a researcher were to publish data and findings under each of the four categories separately and comes up with four different publications based on the data collected for a single project, he/she has indulged in an unfair practice. What is actually a single and comprehensive paper has been sliced into four different papers just to

spruce up the publication profile of the researcher. Such unhealthy research practices should be avoided.

### **Publishing the Same Data in Different Forms**

Some researchers publish the same data and findings in different journals with slight modifications. For instance, a researcher has written a paper on Chitra Banerjee Divakaruni's novel *The Palace of Illusions* where the author has re-told the story of Karna in *The Mahabharat* from a feminist perspective, especially from Draupadi's standpoint. The original paper was titled: "Demythologization in Chitra Banerjee Divakaruni's *The Palace of Illusions*". The author tried to publish the same paper with some minor changes under different headings: "Myth in Chitra Banerjee Divakaruni's *The Palace of Illusions*"; "A Re-Reading of Chitra Banerjee Divakaruni's *The Palace of Illusions*"; "Retelling of Myth in Chitra Banerjee Divakaruni's *The Palace of Illusions*"; and "A Feminist Reading of Chitra Banerjee Divakaruni's *The Palace of Illusions*". But for some cosmetic changes, the core of these five papers was identical. Presenting identical data and findings in different versions in different journals is an unethical practice and should be frowned upon.

### **Publishing in Predatory Journals**

All universities have notified that a minimum of two/three research publications is mandatory for submission of PhD theses and have declared that without satisfying this clause no research scholar can submit his/her PhD thesis. Quite a few research scholars have short-circuited this norm by getting their papers published in predatory journals. Paying for your publication is an unacceptable practice and research scholars should stay away from predatory journals. In recent times, many institutions insist on publications in refereed/indexed/UGC-CARE journals to put an end to this unethical practice. Concomitantly, predatory journals should be weeded out.

### **Conclusion**

Research should be original, intellectually stimulating, personally satisfying and socially relevant. Good research should be based on sound ethical norms. Against this backdrop, UGC has introduced a two-credit course titled "Research and Publication Ethics" for MPhil and PhD students. This course will not only sensitize students to sound ethical research practices and protocols, but will also highlight the ramifications of unethical research practices. In addition to sensitization of research scholars to sound research practices and protocols, they should also be made aware of the downside of unethical and dishonest research practices. Stringent punishment, including cancellation of registration in extreme cases, will deter research scholars from adopting unethical practices. Indian universities should raise the bar by promoting genuine, productive and socially relevant research founded on sound ethical principles and should deal with any research misconduct sternly.

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# Significance of Strategic Planning for Quality Management of Higher Education Institutions

Ganesh A Hegde\* and A V Prasad\*\*, Ravi Kumar\*\*\*

“A leader’s job in an Institution is to see the University not as it is . . . but as it can become.”

Education has always been recognized as a major instrument to achieve the objectives of social, economic and political development of any nation. Higher education provides leadership by supplying a well developed human resource which ultimately takes the responsibility of operating the systemic developments in India. In the present Indian scenario the need for quality higher education is on constant increase. Colleges and Universities are the places to provide such higher education and shape the future students of our country. The Kothari Commission set up by the Govt. of India to frame the policies for the development of education in India constituted in 1969 very rightly mentioned in its final report that “*India’s destiny is being shaped in the classrooms: Development of any country is based on the development of human beings and human beings are developed by the educational institutions*”. Colleges are at the core of higher education wherein graduation is the beginning of the students’ career. Young students after graduation thus join the society as an employee, employer, entrepreneurs, engineers, lawyers, scientist, researchers, social workers, politicians and in various forms. Colleges are the key places of higher education wherein it transforms the knowledge of students and in turn, it will have socio-economic changes in society. Colleges are the feeder level as well as the base level for the transformation of students. Higher education adds value to the socio-economic behaviour of human beings.

In recent times while governing the Higher Education institutions the management feels that there is a need for strategies to achieve agreed goals and objectives. It provides the organisation with a sense of purpose and direction. It also has several

dimensions of their operations which include students’ admission to placement in the institutions. The recent technological and social changes and competition from neighbouring institutions compel these institutions to think differently and act accordingly.

Institutions always look for a long term and short term plan. If the strategies the activities in the institution and execute accordingly as per the activities undertaken. Institutions are making their best to see that these plans are designed appropriately and executed succinctly. If the institutions do not plan well in advance they will fail to achieve the desired goals and accordingly the activities will happen. Institutional Strategies make them carry out the vision and mission statement of the institution to the activity level and further it enhances the beauty of the functioning of the institution. Each institution makes efforts from the curriculum, teaching-learning, research, infrastructure and governance to assure that students should be regularly tested and improved over the years.

## Why Strategy?

In ancient Greek, ‘stratos’ was the term for the army and so in military terms, ‘strategy’ referred to ‘the’ act of the general’. So, the origins of ‘strategy’- the ‘art of the general’- comes from military arena –from China came ‘The Art of War’ by Sun Tzu, from Prussia came ‘On War’ by Carl von Clausewitz.

Strategy nowadays is ‘big stuff’- the top levels of the organization are generally involved in preparing plans for the future –for finance, and growth by acquisitions, innovation in products, developing new markets and increasing internal efficiency. There is a need in modern times for strategies to achieve agreed goals and objectives, giving a sense of purpose and direction to the organization (*Cristina Bolcas*).

In the present era many institutions are striving to adopt strategies to achieve agreed goals and objectives. It provides the purpose and direction of the institutions. Changes in the technological innovation, social context, increase and decrease of student strength and competition from neighbouring institutes consolidate them to have a proper strategy. A strategy is some sort of plan of action for future,

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being embarked upon by senior management level to achieve the desired results. A strategic plan allows the institution to be more proactive rather than reactive. It creates a proactive ambience which enables the people to work and generate in the same wave length. Being strategic through its vision and mission makes higher education institution to be proactive, positive and practical and it keeps one step ahead compared to other institutions. A strategic plan makes the institution establishing realistic objectives and goals. It evaluates the institution in its success, achievements and also performance. Strategic plan reviews operational efficiency and also helps to establish the resources. Further, it helps to have budget requirements for future processes and procedures. Higher Education institutions look for such leaders, who can think beyond the boundaries, knows how to focus and has a foresight. HEI is also searching for such a leader who can bring changes in the system so that nearest competitors are not looking and doing.

### **National Assessment and Accreditation Council: A Pathway for Quality**

The University Grants Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 at Bangalore. The vision and mission statements of NAAC clearly specify its functioning, highlighting quality assurance mechanism in higher education institutions with the combination of self and external quality evaluation, promotion and sustenance activities and initiatives. The prime agenda of NAAC is to Assess and Accredite institutions of higher learning with the objective of helping them to work continuously to improve the quality of education. Assessment is a performance evaluation of an institution or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of Five Years. The process of Assessment followed by NAAC is in accordance with internationally accepted practice but with certain modifications to suit the Indian context. The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities.

### **NAAC Accreditation so far:**

National Assessment and Accreditation Council (NAAC) has done more than 13,500 onsite visits (including first cycle: 364 Universities and 8159

Colleges; Second Cycle: 166 Universities and 3532 Colleges; Third Cycle: 76 Universities and 1055 Colleges and 03 Universities and 44 Colleges in Fourth cycle) in the country as on 11 March 2020 (Cycle means – Accreditation validity of Five years).

NAAC as a premier National Agency for Assessment and Accreditation carries the responsibility to make the institutions aware of quality assurance issues, mentor them to undergo the Assessment and Accreditation process, disseminate the benefits of Assessment and Accreditation and train a large number of assessors, peers for this purpose. NAAC has taken several steps to stimulate the academic environment for the promotion of quality in teaching-learning and research in higher education institutions and encourage self-evaluation, accountability, autonomy and innovations in higher education. Some of these include quality awareness programmes, promotion of Internal Quality Assurance Cells (IQACs), dissemination of best practices, state-level reviews as an input to the state governments etc.

### **The total metrics wise distribution:**

Type of HEIs	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators (KIs)	34	34	31	32
Qualitative Metrics (Q <sub>i</sub> M)	36	35	35	36
Quantitative Metrics (Q <sub>n</sub> M)	79	72	58	60
Total Metrics (Q <sub>i</sub> M + Q <sub>n</sub> M)	115	107	93	96

### **Strategy Development and Deployment**

The NAAC assessment criteria six is Governance, Leadership and Management. Under this criterion, a key indicator Strategy Development and Deployment deal with strategic management of the institutions. It looks for information such as the policies and strategies for adequate technology deployment and maintenance adopted by the institution, whether the ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes, the staff and students



have access to technology and information retrieval on current and relevant issues, the institution deploys and employs ICTs for a range of activities, the faculty and students are motivated to develop software and gadgets for the advancement of knowledge and skills.

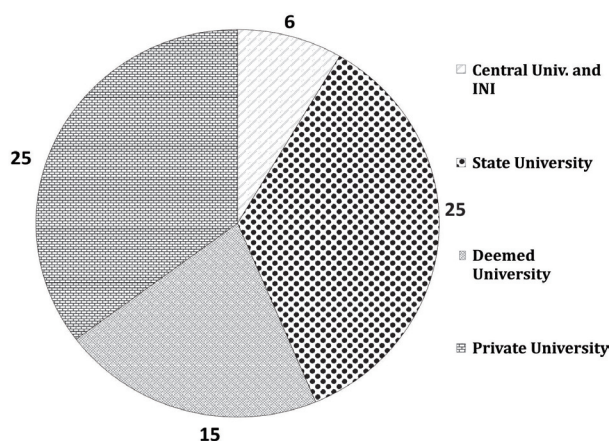
Key indicator	Weightage			
	Univ.	Auto	Colleg. UG	Colleg. PG
6.2 Strategy Development and Deployment	10	10	10	10

Criteria	University	Autonomous	Affiliated UG and PG
	6.2 Strategy Development and Deployment		
6. Governance, Leadership and Management	2 QIm (3; 2) + 1 Qnm (5)	2 QIm(2; 4) + 1 Qnm(4)	2 QIm(2; 4) + 1 Qnm(4)

(bracket value weightage for the metrics)

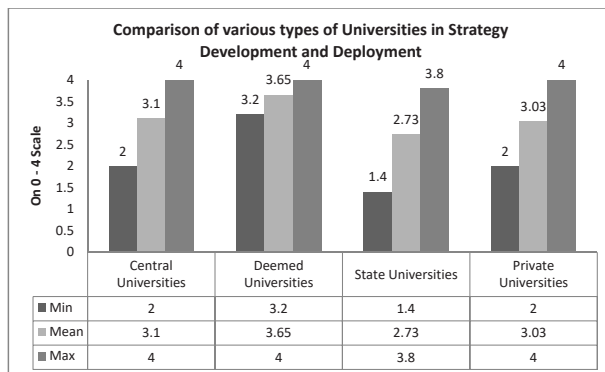
After the introduction of the Revised Accreditation Framework around 71 Universities have been accredited by NAAC. An analysis of the 6<sup>th</sup> criteria 6.2 Strategy Development and Deployment has been taken for analysis purpose.

Figure:



Name of the University	No. of Institutions Accredited
Central University and Institute of National Importance (INI)	6
State University	25
Deemed University	15
Private University	25
Total	71

Figure:

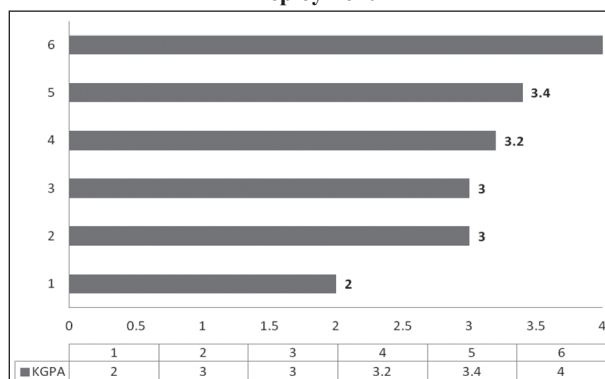


### Central Universities:

1. Since the launch of Revised Accreditation Framework in July 2017 to Feb 2018, Six (6) Central Universities are accredited by NAAC. Out of these six Universities, one from Eastern Region, one from North Eastern Region, two are from Northern Region and two are from Southern Region.
2. The average of Key Indicator Score of all these Six Central Universities in Key Indicator 6.2 Strategy Development and Deployment is 3.1 out of 4. It may be interpreted that Central Universities are performing well in Strategy Development and Deployment.
3. The Key Indicator Score ranges from 2 to 4 in which the Minimum 2 is secured by One University and Maximum 4 secured by another University.

The final Grades of these Six Universities are also matched with Key Indicator Scores secured by them

### Central Universities-Strategy Development and Deployment



### State Universities:

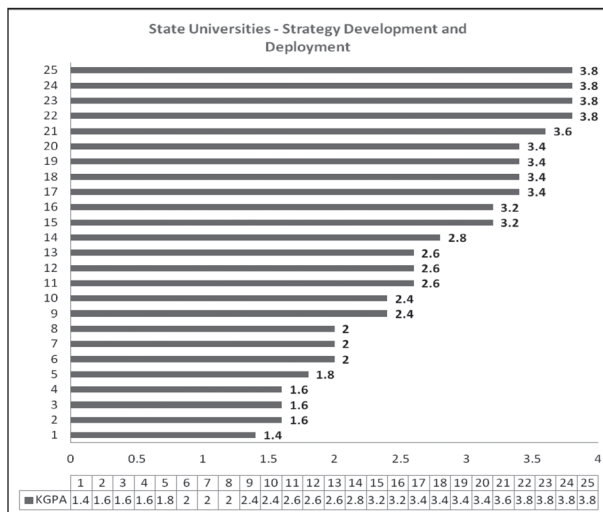
1. Since the launch of Revised Accreditation Framework in July 2017 to Feb 2018, Twenty Five



(25) State Universities are accredited by NAAC. Out of these 25 Universities, Four are from Eastern Region, Seven are from Northern Region, One from North Eastern Region, Ten are from Southern Region and Three are from Western Region.

- The average of Key Indicator Score of all these 25 State Universities in Key Indicator 6.2 Strategy Development and Deployment is 2.73 out of 4. It may be interpreted that State Universities are performing moderately well in Strategy Development and Deployment.
- The Key Indicator Score ranges from 1.4 to 3.8 in which the Minimum Key Indicator Score 1.4 is secured by one University and maximum 3.8 is secured by four State Universities.
- One B, One A and Three A+ Grade Universities scored very high Key Indicator Score i.e., between 3.51 and 4 in Strategy Development and Deployment.
- Majority of state universities are in lower middle range and it needs more attention.

**State Universities-Strategy Development and Deployment**



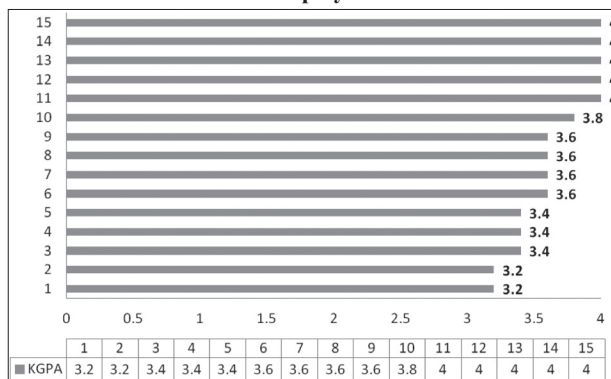
**Deemed Universities:**

- Since the launch of Revised Accreditation Framework in July 2017 to Feb 2018, Fifteen (15) Deemed Universities are accredited by NAAC. Out of these 15 Universities, one from Eastern Region, six are from Northern Region, six are from Southern Region and two are from Western Region.
- The average of Key Indicator Score of all these 15 Deemed Universities in Key Indicator 6.2 Strategy

Development and Deployment is 3.65 out of 4. It may be interpreted that Deemed Universities are performing very well in Strategy Development and Deployment.

- The Key Indicator Score ranges from 3.2 to 4 in which the Minimum Key Indicator Score 3.2 is secured by two Deemed Universities and more than five Deemed Universities have score 4 out of 4.
- One A+ and Four A++ Grade Universities scored relatively high in Key Indicator 6.2 Strategy Development and Deployment Score i.e., 4

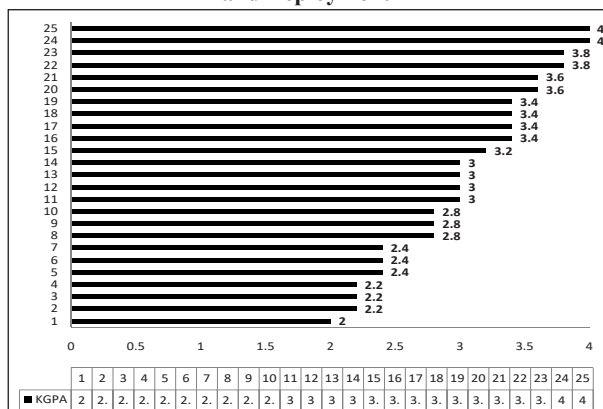
**Deemed Universities-Strategy Development and Deployment**



**Private Universities:**

- Since the launch of Revised Accreditation Framework in July 2017 to Feb 2018, Twenty Five (25) Private Universities are accredited by NAAC. Out of these 25 Universities, two are from Eastern Region, twelve are from Northern Region, Five are from North Eastern Region and six are from Western Region.
- The average of Key Indicator Score of all these 25 Private Universities in Key Indicator 6.2 Strategy

**Private Universities-Strategy Development and Deployment**



Development and Deployment is 3.03 out of 4. It may be interpreted that Private Universities are performing well in Strategy Development and Deployment.

3. The Key Indicator Score ranges from 2 to 4 in which the Minimum Key Indicator Score 2 is secured by one University and maximum 4 is secured by two Universities.

By the analysis of the 71 Universities in Key indicator Strategy Development and Deployment states universities need to strategize the strategy for improving the overall improvement in the university system. Those who scored less than 3.0 is a notable discussion point for Universities and particularly to IQAC of the Universities why they have not got good grade. Quality improvement and Quality sustenance is a continuous process in the journey of excellence.

### **The Leadership and Vision of HEIs:**

The leadership provides clear Vision and Mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions.

Under the Faculty Empowerment Strategies, it looks for the process of planning human resources including recruitment, performance appraisal and planning professional development programmes. It also seeks appropriate feedback, analysis of responses and ensures that they form the basis for planning. Institutions are making efforts to upgrade the professional competence of the staff and have few mechanisms evolved for regular performance appraisal of staff. Under the Financial Management and Resource Mobilization the assessment agency looks for strategies adopted for budgeting and optimum utilization of finance, as well as mobilization of resources. The institution has established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in the financial management of the institution. The institution has a regular internal and external audit and also looks for efforts made for corpus funds and financial resources. It elicits information and strategies by the Internal Quality Assurance cells for

continuous improvement of quality and achieving academic excellence.

### **Strategizing Higher Education for Quality Improvements**

Many institutions who have undergone the accreditation process have realized that the process of accreditation has helped them to understand the institution in a better manner.

For example curriculum planning and implementation, annual calendar, different strategy for teaching practices, research guidelines and ethics, fund raising, infrastructure development, maintenance, budget allocation, e-governance, ERP, ICT integration and above all it has triggered institutional integrity, amicableness, power of unity, image building. The guidelines of NAAC have helped the Institutions to realize their potential and act accordingly.

Institutions states that effectiveness of Institution leadership is evident in developing all areas of its activities as mentioned in its vision. Some of the noteworthy practices are mentioned here. For promoting the excellence in research 'Institutional Centre for Research' was created and has resulted in international, Scopus, indexed publications. Further, it has created an environment for the development of innovation and entrepreneurship cell. The Institution has also made efforts for setting up an Intellectual Propriety Right (IPR) cell which has made faculty to file more patents. Auxiliary to the initiatives Institution has created an Entrepreneurship Development Cell (EDC) under the academic leadership of the Principal. The dedicated, attentive and sincere faculty with the help few Entrepreneurs and have established few start-ups.

Facilities such as labs have been created in collaboration with industry. To fulfil the vision of creating professional leaders, Faculty Development Centre (FDC) has been established. Over the years it has created many leaders in different strata of life. Awareness programs were started which included interaction of students with renowned entrepreneurs, business idea competitions etc.

Perspective and Deployment plans are prepared taking into consideration the set objectives and goals aligned with the Vision and Mission of the institution. The Institution creates perspective plans for a period of 5 years. The First strategic plan was adopted five years back. The Five Year Strategic Plan was prepared and ensures that the set targets are

achieved through accountability process comprising of review, evaluation, reporting and where necessary, re-planning. The perspective plan is developed at three levels: Departmental Level, Institutional Level; Internal Quality Assurance Cell (IQAC) level. These levels are approved by the Board of Management. The areas considered for the plan include - Academic & Teaching-Learning Infrastructure Resources Faculty, Staff Resources, Industry interface, Research and Innovation, Placements, Entrepreneurship, Internationalization Student Support and Activities.

### **Strategic Information Systems**

Robert D. Galliers and Dorothy E. Leidner in their paper state that “The concept of ‘strategic information management’ conveys manifold images, such as the strategic use of information systems, strategic information systems planning, strategic information systems . . .”

Information system strategy is an essential feature in the world of corporate and information technology (IT). It helps firms and companies to allocate, store, process data and move the data and information they develop and receive. It also enables and provides various tools and services for aiding the firms to apply metrics and analytical tools. In simple way it enhances the operations and efficiency. Thus, a better data management along with more effective data presentation and analysis is done.

A strategic information system provides a connection between demands of organization and latest information technology. This tactic helps an organization to get hold of the market by utilizing Information technology to meet its challenging requirements to the continuous variation in the corporate environment.

Information system is associated with computer related software development. Institutions are making the strategic plan to survive in the market. Strategic plans are prepared and their implementation is monitored. Few strategies adopted by the institutions are like all departments have regular reviews and audits for quality assurance; faculty empowerment; sponsorship for attending national or international conferences; seed money for pilot projects, awards for research paper publications; fee concession for faculty to pursue Ph.D.; Medical cover for employees; accidental claim; transport facility; gratuity; children fee concession policy, maternity benefits; salary advances etc.

In addition to the above Internal Quality Assurance Cell suggesting improvements in teaching learning strategies; formulation of regulations and curriculum mapping for educational assessment; regular review of the processes and systems; evaluation reforms Internal, external Academic Audit; helping to design and update feedback documents. The documents prepared, designed and implemented are documented properly in the institution which will ensure the systemic environment for Information system management. A good software takes care of such requirements in the institution. Document retrieval, usage of data mining, data integration are weaved through software which enables the institution at a higher level. Many institutions have developed Enterprise Resource Planning (ERP) to cope up the academic and administrative functions related to technology and human resources.

### **Strategize the HEIs for knowing the weakness**

There is no alternative to the word strategy. Strategy is a strategy to adopt for a situation and work out for achieving the desired results. One has to make strategic planning and work accordingly to reach to the destination. Higher Education Institutions are planning to make best efforts to become the topmost institute in the country.

There are several ranking and ratings available in the media, which function at national and international level, for example The *Times Higher Education* World University Rankings, Shanghai Ranking's, and Academic Ranking of World Universities. Institutions are striving to achieve a place in these rankings. As a country, India needs to strategize some of the institutions that should be in some good position in the ranking. Government of India and University Grants Commission (UGC) has taken several initiatives such as Universities with Potential for Excellence (UPE), College with Potential for Excellence (CPE), Centres with Potential for Excellence in Particular Areas (CPEPA); Scheme of Special Assistance Programme (SAP) for achieving excellence in research and for improving the quality of post-graduate teaching programme; Major Research Projects; Research Awards for permanent teachers of eligible Universities and Institutions for independent research; Basic Science Research by talented Science and Technology teachers who are nearing superannuation in state universities; UGC-BSR Faculty Fellowship; Emeritus Fellowship Scheme for superannuated teachers; Junior Research Fellowships

(JRF) who qualify UGC NET conducted by either UGC or CSIR; Promotion of Higher Education in North Eastern Region (NER) Scheme Ishan Uday; Start-up Grant for newly recruited faculty; research on the issue of social exclusion and inclusion; Centre for Study of Social Exclusion and Inclusion Policy.

### **Institutions want to know the weaknesses as it would help them to improve**

Many institutions projects that short comings of student exchange programs with less number of activities; decrease of funding from agencies for research projects; less faculty attending Workshops, Seminars for Intellectual Property Rights (IPR), filing of patents, Less interest in Industry-Academia Innovative practices; language proficiency of staff and students; less efforts by faculty for application for various agencies, industry and other organizations for research grants etc. Non budgetary provision for maintenance of building is also a type of weakness which many institutions does not write.

### **Conclusion**

Institutions need to have good strategy to achieve the quality improvement of the institution. Higher Education Institutions are making their best efforts to allocate, store, process data and also move the data and information. Better data management is need of the hour to have effective data presentation. Many of the funding agencies have linked their grants with the outcome of the accreditation which has made the institutions to undergo the process of self evaluation and self assessment. The UGC is also linked to funding of several schemes to the accreditation so that each institution undergoes the process of quality checks. Hope that in a few years down the line few institutions are figured in the international ranking. India can shine in ranking, only if the efforts are made by Higher Education institutions strategically. Let Indian Institutions will soon figure in the International Ranking.

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# Why University Degrees are Losing Relevance to Jobs?

Dhrubash Karan\*

University Degree is a certificate to acknowledge the knowledge acquired by the student to the extent prescribed in the syllabus for study. The amount of learning is indicated in the form of percentage of marks/grades/credits obtained in the examinations conducted for its evaluation. How far the award of such degrees on a mass scale by about 1000 Indian universities are useful to majority of the students in seeking jobs relevant to their degrees or to the Government in utilizing the knowledge gained by them in the developmental activities of the nation or even to entrepreneurs without proper training? At the same time the fact cannot be denied that lakhs and lakhs of degree holders in different fields of specializations are waiting desperately to grab any job, relevant or irrelevant, to their degrees. The ambitious aim of the Government to increase the percentage (26%) of enrolment in higher education to a considerably high level of 50% by 2050 as indicated in the recently released National Education Policy–2020 (NEP-2020) perhaps require a critical review. Even otherwise not to make this aim a futile attempt, of course, in a long term programme, the enrolment seekers may be assured of suitable settlement opportunities. The assurance may possibly be helpful in achieving the target even earlier. At present need of the hour is to get settled those who have used their enrolment successfully to obtain degrees but are unable to take its advantage in the absence /shortage of suitable jobs or settlement opportunities to lead a dignified life.

Realizing the gravity of the situation and urgency to solve the unending problem of unemployment, to a possible extent, and simultaneously upgrading the quality of higher education and its relevance to jobs, prospective steps are proposed to be taken under NEP-2020. One of the important one is the proposal to introduce vocational courses in the curriculum of degree colleges on a large scale. However, this scheme does not seem to be altogether a new one. A similar scheme introduced by University Grants Commission (UGC) dating back to early 90s of

1990 is continuing with the addition of B.Voc. degree course introduced in 2013 and is assured to continue. The feedback of 12<sup>th</sup> five-year plan (2012-2017) estimated that less than 5% in the age group of 19-24 years received formal vocational education. According to earlier scheme students are given the choice of selecting one of the three optional from 35 vocational subjects to be studied at the undergraduate (U.G.) level. The success of it is understood to have been below expectation for many reasons. They included shortage of well experienced trained faculty, insufficient time allotted for in-depth study of the subject, lack of proper facilities for practical training and disinterest of prospective employers to give training to gain required knowledge and skills on an elaborate scale. Now the proposal to introduce a full-fledged vocational degree course in a re-oriented form appears to be a positive step to encourage enrollment in the course. To ensure its success appointment of well-trained experienced teachers, ensuring provision of necessary requirements and co-operation, preferably involvement, of future prospective employers is a well-planned approach. Enough indications are given in the new policy to establish incubation centers in Higher Education Institutions (HEI) in partnership with selected industries.

It is relevant to mention here that properly planned, reorientation in higher education with emphasis on professional, technical and vocational education dates back to 1986 when education commission, headed by Dr. D.S. Kothari stressed the need of 20 years education reform programme. It resulted in the establishment of a huge number of degree colleges getting affiliation to different types of mostly newly opened universities, designated as central, state, private, technical, deemed to be, many with single faculty/subject giving a death blow to the age old concept of university with multiple faculties and research. The proposal in NEP-2020 to replace the present nomenclature like ‘Deemed to be university’, ‘Affiliating university’, ‘Affiliating technical university’, ‘Unitary university with ‘UNIVERSITY’ only appears to be a good move to recognize the world wide concept of University as a multidisciplinary institution of higher learning that offers under-graduate (U.G.), graduate (=Post-

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graduate) and Ph.D. programs and engage in high quality teaching and research.

There is a move to phase out gradually the prevailing system of 'affiliated colleges' over a period of 15 years through a system of graded autonomy. The policy envisages 'All colleges currently affiliated to a university shall attain the required benchmark over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. Further, they are defined as a large multidisciplinary institution of higher learning that grants under-graduate degrees and is primarily focused on undergraduate teaching .....and would be smaller than a typical university. It is again relevant to mention here that the scheme of establishing autonomous degree colleges and deemed to be universities to save them from the deteriorating standards in higher education, was introduced by UGC and dates back to somewhere in late 80s of last century. When the scheme of granting partial autonomy to selected good performing reputed colleges was introduced with a target of 500 colleges in the 7<sup>th</sup> plan period, only a handful colleges came forward to opt it due to multiple reasons, ignoring even the possibility of getting the tag of 'deemed to be university'. The hesitation to opt for autonomous colleges, especially by Government managed and constituent colleges of universities, was due to non-workable autonomy in respect of academic, administrative and financial matters. Using academic autonomy and available faculty syllabus framed by autonomous colleges could not be much different from the existing core syllabus at state level; otherwise disadvantageous to students seeking admission for P.G. courses through competitive tests or even for state level jobs through tests based on core syllabus. Frequent transfers of teachers by Government/ University hampers continuity of the syllabus framed by autonomous colleges. Similarly, the budget fixed by college controlling authorities and the financial assistance given by UGC may restrict the use of

autonomy freely. Added to this no power is vested to award degrees. The maximum advantage of this scheme seems to have been taken by private institutions in getting them declared as deemed to be universities through constant struggle to meet the prescribed conditions.

The loopholes in the earlier schemes seems to have been plugged in the new policy by incorporating certain relevant clauses. Apart from disaffiliating colleges from universities and elevating them into degree awarding colleges or universities and redesignating them as Higher Education Institutions (HEI) to be governed by high qualified independent Boards vested with academic and administrative autonomy appear to be a new experiment. In addition, the proposals like "Faculty will be appointed to individual institutions and generally not be transferable across institutions", "All HEI will be equipped with basic infrastructure and facilities", "access to latest educational technology" & "the autonomy of public institutions will be backed by adequate public financial support and stability" indicate well planned approach to strengthen autonomy of the colleges. Similarly, creating Ministry of Education and a single regulator with four verticals, including Higher Education Grants Council appears to be a plausible step to monitor all aspects of education without any scope for criticism and favoritism.

The main aim of imparting purposeful, need based high quality higher education and to make the university degrees valuable and relevant, not only to jobs but for individuals who opt for self employment after pursuing successfully suitable vocational/entrepreneurial/other courses of their choice, with appropriate training, is anticipated to be achieved in phases. Not to forget that higher education being costly, costs the exchequer heavily and its misuse is to be considered as a national loss.

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# Internationalization of Higher Education in India: Some Challenges

R T Bedre\*

Higher Education in India once enjoyed the international status. The Asian countries. The travelogues of the Chinese travellers about the universities at Nalanda, Takshashila and Ujjaini are the evidences to this claim. The fall of the ancient empires- those of the Mouryas, the Guptas and that of Harshavardhan and the foreign invasions in the centuries followed led to the loss of the international glory of these seats of learning. The internal enmities and conflicts weakened the political and military powers in India, which finally, led to the establishment of the British power in India.

One of the first things that East India Company did was it initiated the deliberate process of the cultural domination by terming the native cultural and educational system as inferior and outdated. Negligence of the Company towards the education system in India, and then the introduction of the UK based English education (liberal arts) was the part of the colonial policy. As the result, the Indians almost for 200 hundred years of colonization suffered from the cultural amnesia and education deprivation. The front role the British educated socio-political leaders played in the Indian freedom struggle and their upper hand in the next five decades of the independence could free the Indian education system in general and the higher education in particular. This cultural and educational hold of the colonization loomed large, even prevails today.

Some visionaries thought of and tried to Indianize (nativize) the education system, but those efforts could not bear fruits due to the stronghold of the colonial framework of mindset. The Committees and Commissions in the free India, of and then, made some indicators to this need, but did not yield any result.

The turn of the century made the Indian policy makers realize the need to revise the education system, but education did never enjoy the first priority.

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The National Knowledge Commission in its Report to the Nation (2009) made many observations and recommendations to revamp the education system. Someway, this report of the NKC served as an eye opener to the facts of Indian education system. It observes:

There is clear, utmost unanimous, view that higher education needs a systematic overhaul, so that India can educate much larger numbers without diluting the academic standards. It detailed the status of the Indian education – in medical and health, law, technical, and so on. Indeed, this is essential because the transformation of economy and society in the 21<sup>st</sup> Century would depend, in significant part, on the spread and the quality of education among our people, particularly in the sphere of the higher education (NKC P. 62).

National Scholarship Portal, mechanism for the appointments to the posts of Vice Chancellors of the universities, openings of the new central universities and the ambitious schemes like *Rashtriya Ucchatar Shiksha Abhiyan* (RUSA) are some of the offshoots of the NKC recommendations.

In a way, it provided a foundation, (set of the facts) to prepare the National Educational Policy which got approval of the Union Cabinet in July, 2020 and set to be implemented in a phased manner. Apart from the various revolutionary changes, in school, college, university education system in terms structure, content, and mode, internationalization of the higher education forms as a prominent goal and target of the NEP–2020.

Here again, NEP–2020 seems to be based on the observations of the NKC, 2009 report. The report of the latter observes:

India is not an attractive destination for international students, not even as much as it used to be 30 years ago. It is time for us to make a conscious attempt to attract foreign students to India for higher education. This enhances quality. This would be a significant source of finance. This is an enormous

potential as a source of fiancé for higher education in India, if only we could create more opportunities for students with increased places and enhanced qualities in our system. (P.73-74)

The AISHE Report for 2018-19 records the statistics of the foreign students: The total number of foreign students enrolled in higher education is 47,427. The foreign students come from 164 different countries from across the globe. The top 10 countries constitute 63.7% of the total foreign students enrolled (P. 9). Also there are 1518 of Foreign Students from United States of which 53.3% are female students (P.32). PWD

Even the RUSA documents launched in 2013 by the then Ministry of Human Resource Development of the Government of India, in its rationale , gives a detailed account for the decline of poor enrolment of the foreign students in the Indian universities:

Outdated and cumbersome administrative and governance policies have meant that there has been a steady exodus of Indian students to foreign universities (P 130).

The lack of transparency in processes, unclear, unhelpful administrative policies and the lack of any central information dissemination or assistance rendering mechanism for foreign students, all form a massive block to the internationalization of higher education. Further, it will be very important to develop appropriate infrastructure in terms of hostels, support staff etc.(134)

One of the biggest hurdles to internationalization of higher education is the lack of clarity in the administrative policies governing the mobility of foreign students in India. There needs to be a serious evaluation of the policies governing the issue of Visas to students and faculty who are desirous of taking admission/teaching and doing research in Indian universities. It is very often the opaqueness of the policies regarding issue of Visas, the documents required for the process and long delays in granting the same that discourage a greater number of students from enrolling in our Universities (P.136).

The NKC Report further records the consequences of absence of international approach of higher education in India: Failure to attract foreign

students and collaborate with foreign universities and researchers has led to an absence of multi-cultural and international exposure for both Indian students and faculty. (P.127).

The NKC Report, 2009 underlines the need for developing and nurturing quality in the research activities of higher education in India by nurturing and ensuring standards internationally accepted.

NKC recommendations focus on the need for strengthening research through concerted higher investments and more rigorous methodologies, ensuring internationally acceptable standardisation and documentation of herbal medications, promoting clinical trials, along with adhering to a world class certification process. (NKC, P. 16)

The NKC Report, 2009 makes following recommendations for:

Suggested initiatives to promote such international perspectives include building collaborations and partnerships with noted foreign universities for award of joint/dual degrees; finding ways of evolving transnational curricula to be taught jointly by a global faculty through video conferencing and internet modes; as well as creating international faculty international courses and international exchange opportunities among students. (P.81)

The post of Academic attaches in various consulates should be created and filled. They can play an important role in facilitating scientific exchanges between countries. In addition, this will also provide an alternative employment avenue for people with a research background. Multiple entry provision for foreign researchers would also benefit frequent collaboration by considerable reduction in the hassles of obtaining visas (P. 127).

The RUSA document in its detailed operational guidelines 2013 emphasizes the benefits of internationalization of higher education of India.

Internationalization will mean an up-gradation of research and teaching facilities as well as the governance models which will assist in the creation of this workforce. Opening up access to higher education in specific institutions in India is to enable an enriched relationship with both international students and faculty. It is Imperative for our institutions to rise to the occasion and evolve

strategies that will allow them to retain gifted Indian students as well as attract international students. (P130-31)

Unlike the NKC, RUSA scheme counts the USPs of the geo-economical location of India that may prove quite beneficial if it is tapped in the proper way.

It is also true that a globalized economic scenario offers us a unique opportunity to establish India as an education destination for international students as we offer certain unique advantages, including affordable, quality education in a supportive atmosphere strengthened by historic cultural and political ties (P 130).**out**

It should also be noted that we can offer not just high quality education but also offer in more accessible way in terms of economics than Western universities. Both in terms of what students have to pay the Universities in tuition fees and the day to day cost-of-living, India offers a much more accessible package to prospective students. This is a very vital economic aspect that cannot be overlooked. Indeed it should be an important part of any policy formulation when talking about pushing for greater Internationalization in Higher Education as it is one of our strongest trump cards. (P.132)

It is important to be aware of the new economic realities that will affect any initiatives in this direction. Given India's much more powerful economic status, it is unlikely that foreign institutions will fund higher institutions of learning in the country. But conversely our economic strength will mean that we will find more countries wanting to partner with us in these endeavors. (P.133)

Like the NKC, the RUSA scheme enlists the corrective measures to be undertaken to exploit these opportunities in the interest of the nation:

It is of vital importance that Embassies be equipped with clear cut policy guidelines as well as exhaustive information regarding various courses offered by Indian Universities so that they may guide interested students in the best possible manner. More regional scholarship schemes may also be drafted to encourage mobility, especially targeted at the SAARC and African nations. (P.135)

While the current scenario concerning the Internationalization of higher education in India

shows it to be an area ripe with opportunity, it is also clear that without a speedy, yet properly thought out policy formulation and implementation, India may yet miss out on capitalizing on it.(P.136)

If one looks at the NEP-2020 document, one is to acknowledge the fact the policy makers have set the highest goals in terms of internationalizing the higher education in India. One may categorize the measures proposed in the NEP 2020 for internationalization of higher education in India into following ways:

1. Signing MoUs with the Foreign Higher Education Universities for collaborations in teaching, research and curriculum development at par with the international standards
2. Inviting Foreign Students and Universities by establishing an International Students Office at every HEI in India and by inviting some select few foreign universities to set up their campuses / operate in India and also by developing mechanism for credit transferring abroad and vice versa
3. Tapping the USPs of India by developing courses in modern and Indian arts, sciences, culture, Indian languages, history and some skills /vidyas and by encouraging some Indian universities to set up the campuses abroad

To achieve this proposed target of internationalizing the higher education of India, the NEP-2020 minutes its steps as given below:

A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India....

Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

Courses and programs in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality



residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India (P.39).

In nutshell, by offering courses in the subjects cited above, the NEP-2020 envisions of attaining its lost glory of the status of Vishwaguru and by 'internationalization at home', it attempts to retain the flow of Indian students going abroad by inviting the foreign universities and developing the whole mechanism of education as per the international standards. This vision is highly ambitious but needs a high amount of efforts behind to make it happen as it appears on the paper effortless. It has a large number of hurdles at the administrative level, social level and in the foreign policy as well.

As stated earlier, the NEP seems to have largely relied upon the factual observations of the NKC, 2009 for internationalization and upon the RUSA documents for the reasons of poor presence of international students and for identifying the areas and situation where India can tap, though it does not acknowledge it. It seems that the on field recommendations of the RUSA scheme need to be implemented for the greater degree of internationalization of the higher education of India.

In addition to the RUSA recommendations, the governments at the centre and the state level need to address following issues too.

- Integrated mechanism be set up for entrance, admission, counselling, Visa etc

Mere establishing an International Students Office at each university will neither ease the process nor will invite the foreign students in the Indian universities. Rather the country needs to develop an integrated mechanism and set up a bureau to advertise the courses available in the Indian universities, to conduct a common entrance test for the foreign students, to offer counselling for admissions and for easing the visa related matters. AIU (Association of Indian Universities) be entrusted

with this responsibility as it deals with the function of awarding equivalence to the foreign degrees.

- Foreign teachers be recruited in employment at Indian HEIs

The NEP 2020 proposes to invite the select few foreign universities to set up their campuses and to operate in India. In addition to this initiative, the foreign teachers need be recruited in the Indian universities. It is to be seen how the Indian universities accommodate this shift in policy.

- Inviting more sponsorships from foreign and MNCs for foreign students

As hinted at in the NKC Report, India needs to offer more scholarships and fellowships to the foreign students, particularly the students from the Asian countries. In case of non-Asian students, the multinational companies should be encouraged to sponsor the needy students from the respective countries.

- Awarding equivalence for teacher trainings for foreign teachers and vice versa

As the NEP-2020 proposes the credit transfer for foreign and Indian students, it should also explore the possibility of offering training to the foreign teachers in the Indian universities as Indian universities do in case of research and degrees by transferring credits. The existing HRDCs, TLCs and few IITs can be the potential sources of revenue generation.

- Secure and Healthy Environment for the International Students

In the global market economy, the era of growing interdependence among countries is the order of the hour. Every country, however, rich in financial, military and political terms may be powerful, it is dependent on other countries. The idea of Atmnirbhar becomes out of place today. Every country has become a place of residence for the citizens of the world. The major cities of the world have become the centre of world culture due to habitation from the different corners of the world. Inter-cultural interactions need to be nurtured and encouraged and the state should play a significant and responsible role in developing such environment.

But unfortunately, in the recent years, there appears that movements like native first are getting momentum on the part of the religious groups,



political parties and social groups and getting response from the masses as well. Even the countries like USA, known as the land of migrated people, have inclination towards the right wing political parties. Incidents of attack on the Indian students in the recent years were seen in the otherwise peaceful country like Australia. Societies within the state are divided on the region basis, district basis, within the country on the state basis and religious, racial, color, and food habit basis. One comes across a number of events in media where the members of the other groups (caste, color, religion, and regions) are getting attacked by the local or majority groups. One finds that North- East Indians are maltreated in Delhi, UP and Bihar residents are targeted in Maharashtra, Bengalis are attacked in Assam, so on and so forth. The feeling of encroachment from others is occupying the space among the locales. Such religious-regional disharmony is detrimental to the multicultural image of India in the world.

Even there are incidents where the foreign tourists and students are harassed and targeted, attacked and sometime murdered by the locales. Such events defame the image of India in the world community, which may adversely affect the inflow

of the foreign students to the Indian universities. They should feel India as a safe place to pursue their studies in India. Every university should have a proper representation of the foreign students in student councils and authorities where the issues of their security must be addressed. Native students should be entrusted with the responsibility of caring them.

If the issues of internationalization enlisted in the RUSA and NKC Reports are addressed properly, India may have the largest number of foreign students at least from the Asian and African countries as the Indian universities offer quality education at the affordable cost and may generate revenue for improvement of quality of higher education.

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# Creation of Specific Cells for Implementation of NEP–2020 in Higher Education Institutions

B L Gupta\*

The innovation and major change in the approach of imparting education, conducting research studies, and offering services to a wide range of stakeholders is ensured through proactive planning and effective implementation of the institution development plan (IDP). The board of governors provides the strategic direction and approves the IDP of the institute which is holistic, integrated, and takes care of academic, managerial, administrative, and financial aspects of functioning of the institute. It becomes imperative to professionally and effectively implement the IDP by trained and committed educational leaders, faculty members, and staff members of the institute along with internal and external stakeholders of the institute. In the context of NEP–2020, four cells (teams) are essentially required to take the institution in a strategic direction aligned to the missions and vision of the institute. The innovations, change, holistic development of the institute, quality of product and services, synergy, accountability, and learning as an organization is achieved through teams' structure and effective working in a teams' structure in the institute (Gupta, 2007). The structure of the institute may comprise many teams to implement the IDP but at the functional level, four teams (Figure 1) may play a lead quality, accreditation, autonomy, and excellence.

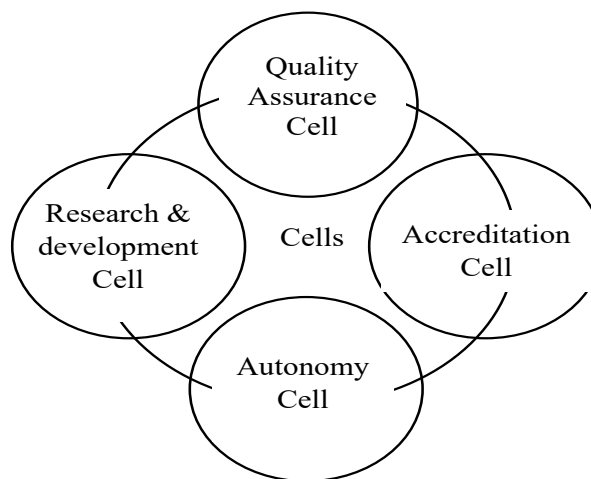
## Role of Quality Assurance Cell

The quality assurance cell is constituted by representatives of all the departments of the institute to have different and creative views related to quality. It has representatives of external stakeholders like alumni, employers, professional bodies and sister institutions. It enjoys full autonomy to set standards in measurable (quantitative, qualitative, and time) and observable terms.

The quality assurance cell sets quality standards and benchmarks and strong and direct indicators to assess the quality at the institute level with reference to IDP and national norms of quality set by statutory

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Figure 1: Four cells in HEIs in the Context of NEP–2020



bodies like UGC, AICTE, NAAC, NBA. In the context of NEP 2020 the standards will be set by new regulatory system.

The cell sets quality norms and standards for academic activities, research, publication, training, continuing education programmes, professional development activities, industrial internship, organizing co-curricular and extracurricular events, national and international competitions, and the like. It is said that 'quality is responsibility of all'. Therefore, the cell will function involving all the stakeholders in its activities. Manish Sharma, (2017), explained quality assurance from different points of view citing the examples of developed countries. He defined the effective quality assurance system in the context of education and stated that 'it should directly benefit the students, achieve purposes, be cyclic process, conducted at programme level, and conducted by national and international peers and reported effectively'. Minimum level of quality at national level is set by the statutory bodies through national consultation process. The first stage of achieving quality at institute level is to strive for achieving the national level quality standards.

The cell designs systems and processes at the institute level using scientific tools and techniques, latest models of curriculum development, education

technology, assessment of learning, research methodology, and education management (NAAC, 2020). The cell updates the system and processes using the guidelines issued by NAAC in this regard. The cell strives to achieve the set benchmarks and follows the process.

- The cell designs formats to be used for the implementation of different processes to ensure efficiency and effectiveness and remove duplication and redundancy.
- The cell designs the documentation system for recording the information, compiling the information, and preparing reports.
- The cell creates awareness on quality assurance systems and processes among stakeholders by conducting meetings, discussions, workshops, creativity sessions, and presentations and puts all the systems, processes, and formats in the public domain (Sawant, 2016).
- The cell invites suggestions for improving the overall mechanism of quality assurance at the institute level in all dimensions of the functioning of the institute in general and educational programmes and research in particular.
- The cell imparts training on the use of quality systems and processes, provides guidance, and motivates teams and individuals to effectively implement the systems and processes.
- The cell guides the process of implementation of systems and processes removing bottlenecks providing resource support and solving problems.
- The cell coordinates with internal and external stakeholders to achieve the quality goals and resolves issues related to quality of education and research.

### ***Academic Monitoring and Audit***

The cell develops academic monitoring and audit system at the institute level to conduct the regular periodic audit say every semester or every year. The cell conducts in-depth academic audit every sixth year to add values to the systems and processes using latest development in the field of education (Gupta, 2011).

The cell selects the internal and external auditors, make them aware, train them, motivate them and ask them to conduct academic audit following the norms and ethics of audit.

The cell collects the audit reports, compiles, analyse, and prepare academic monitoring and audit report at institute level in the context of IDP.

### ***Corrective and Preventive Actions***

The cell ensures corrective and preventive actions at system and process levels, department and programme level, and team and individual level. The cell brings improvement in the systems and processes and adds value to the design of systems and processes.

The cell organizes experience sharing sessions on quality systems and processes and academic audit for improving the system design to make it simple, effective, and efficient.

### ***Role of Accreditation Cell***

The accreditation cell analyses the statutory requirements of accreditations and provides inputs to the quality assurance cell for incorporating the quantitative and qualitative benchmarks to be achieved for obtaining accreditation.

The cell prepares an action plan using cradle to grave approach to get accreditation of all the programmes of the institute and implement it to ensure that all the programmes are accredited.

The cell conducts several meetings, discussions, creativity sessions, presentations, and workshops for preparing all constituents of the institute to satisfy the requirements of accreditation.

The cell encourages the head of the departments, coordinators of the programmes, and other key position holders to incorporate and ensure the accomplishment of quality goals which are essential for obtaining accreditation for their programme.

The cell creates awareness, motivate teams and individuals, guides the process of preparing for accreditation, keeps evidence of achievement, and make it presentable form from an accreditation point of view.

The cell liaison with the stakeholders for providing data and information which is required for the accreditation process. The cell organizes the interaction with them during the visit of the expert team in the institute.

The cell completes the process of accreditation awarding body for submitting the application, facilitating accreditation on-site evaluation process, and provide evidence of achievements through documents.

The cell publicizes the status of accreditation on web site of the institute and among stakeholders for admission of the meritorious top-ranked students, collaboration, and getting funds from funding agencies.

The cell acts on the suggestions of accreditation report given by the accreditation agency to remove the concerns, weaknesses, deficiencies and at the same time use the strengths for further improving the quality of education, research, publication, and services.

The cell prepares the institute, departments, and programmes for the next cycle of accreditation.

The cell publicises achievements related to quality of education, research and services through reports on its website.

### **Role of Autonomy Cell**

The autonomy cell ensures that appropriate preparation is done to apply for the autonomous status and facilitates the process of obtaining autonomy. The cell ensures to get autonomy for the institute for academic, managerial, administrative, and financial dimensions.

The cell ensures that the autonomy percolates down the line where the role is performed. Over a period, it ensures that individuals and teams are empowered to take decisions with responsibility.

The cell ensures to implement provisions of autonomy within the framework prescribed by the regulatory authority. It ensures that the full potential of autonomy is harnessed without any fear of being punished.

The cell ensures that the institute, departments, teams, and individuals use the autonomy for a better cause to satisfy the needs of the internal and external stakeholders. It monitors the use of autonomy and enforces accountability at institute, department, programme, faculty and student levels.

The cell encourages educational research studies related to different themes of autonomy to improve the use of autonomy. The cell records experiences related to autonomy in the form of anecdotes, case studies and reports.

The cell does documentation of autonomy-related decisions and achievements and prepares a report on the use and impact of autonomy.

### **Role of Research and Innovation Cell**

The cell analyses the statutory requirements related to research and innovation in the context of NEP-2020 and prepares action plan to achieve the goals of research and innovation as set in the IDP.

The cell prepares a policy and guideline document for students and teachers to undertake

different types of research studies, procedures and standards to be followed during conducting the study, research ethics, penalties for violation of ethics, formats of reports, broader assessment rubrics for formative and summative evaluation of research activities and research outcomes.

The cell organizes training programmes, workshops, discussions, case studies, and motivational sessions for faculty members and students to have deeper understanding of research in domain specific and multidisciplinary areas. The cell arranges mentors for the faculty members to develop inner capability and capacity to undertake research studies on sustained basis.

The cell ensures that new and novel topics or complex problems of interdisciplinary nature are selected for the research work which is directly contributing to solve real life problems. The research topics are strongly and directly contributing to the programme outcomes and programme specific outcomes.

The cell creates research culture in which everyone is motivated to undertake the research studies individually, and in a team, (Ana, 2014). The cell provides or organizes resources for conducting the study in best possible environment in an unbiased manner.

The cell encourages the faculty members and researchers to follow the provisions of good academic research practices stated in the UGC guidance document (Patwardhan, et.al., 2020)

The cell organizes self-review, peer review, and expert review and evaluation of research studies completed by the faculty members. It organizes experience sharing workshops to improve the quality of research study.

The cell creates adequate opportunities for recognition, appreciation, and rewards for accomplishments in research.

The cell ensures publication of the research outcomes in national and international Journals and conferences.

The innovative practices in the institute may be based on the sound footings of the educational research studies. The cell ensures that systemic improvement researches are undertaken by faculty members especially action researches, need analysis, tracer study, impact study, feedback study, and experimental studies in newer areas of functioning of the institute.

## **Constitution of Cells**

The cells should be constituted by drawing faculty members who have aptitude and interest in institution building for growth, quality, sustenance, and excellence. The members in the cell have diverse personalities and heterogeneity to contribute creatively and constructively for improving the quality of education, research, and services. The members in the cell should be changed on regular basis say after two years of contribution to provide opportunity to others for learning, developing, and contributing. The goals (challenging, innovative, measurable, and achievable) of the cells are set in line with the provisions of the NEP-2020, the vision of the institute, strengths of the institute, and IDP. The terms of reference and authority are defined to avoid confusion and conflict.

## **Effective Functioning of the Cells in the Context of NEP-2020**

The cells ensure that the objective of quality education, accreditation, autonomy, and excellence is achieved. These cells follow the norms set by regulatory bodies and international standards in discharging their functions. These cells facilitate the formal structure and various teams of the institute to set their goals and achieve them in an effective and efficient manner.

The cells ensure that provisions of NEP-2020 such as outcome-based education is imparted incorporating multidisciplinary skills, creative skills, critical thinking skills, entrepreneurship skills, information technology skills, life skills, self-learning skills, vocational skills, and professional skills (NEP, 2020). To develop these skills in students, provision should be made in the curriculum having flexibility in course offering and earning a degree. The cells should facilitate the implementation of a learning outcome-based curriculum with adequate flexibility, learner-centric approaches, innovativeness, experimentation, use of information technology, blended learning, collaborative and cooperative learning. The cells should ensure the effective use of problem and project-based learning followed by internship and training in the industry. The cells should ensure that the whole approach of educational programmes is close to the world of the work situation.

The cells ensure that a wide spectrum of domain-specific and educational researches are conducted by faculty members which are peer-reviewed and published for wider application. The research study problems are drawn from the world of work situation

considering the level of the programme viz diploma, undergraduate and postgraduate. The cell ensures that all types of research studies viz fundamental, experimental, and applied are conducted to develop the research abilities in students, especially at undergraduate and post-graduate level. The research problem or theme for the students' project work results in students' publications, student and teacher publications, and students and industry publications. The research results/outcomes result in patents and copyrights. Research reports become the base for developing new learning resources and case studies. The cell creates a research culture among teachers and students providing all types of training, coaching, mentoring, guidance, and counselling support. The cell organizes various activities for sharing experiences related to all types of researches and empowers teachers and students for managing research projects. The cells evolve an objective, transparent, comprehensive, and unbiased approach to evaluate the quality of the research at the institute level. The research function in HEIs promotes and sustains the quality of research studies.

The cells prepare policies and guidelines related to the quality of education and research, academic monitoring and audit of the quality, evaluating the quality, and analysing the impact of the quality education and research (Ana Paula Cabral, Isabel Huet, 2014).

The cells use scientific tools, techniques, models, and approaches to design the systems and processes and facilitate implementation of them effectively and efficiently using information technology.

The cells ensure that the institute gets consultancy projects, grants, sponsorship, continuing education programmes, from the industry and organizations in the form of assignments, projects, collaboration, and cooperation.

The cells ensure that a wide spectrum of national and international level events such as competitions, exhibitions, presentations are organized by all the departments of the institute for students and teachers.

The cells ensure that the students and teachers contribute to improving the quality of life of people conducting a wide variety of events and activities for society. They ensure that the institute contributes to achieving national missions.

The cells ensure that vocational and informational communication technology are an



integral part of curricular processes. The students are equipped with vocational, information technology skills, and entrepreneurship abilities.

The cells ensure that they use the authority granted to them for taking long-term and short-term decisions. The cells take a moderate risk in decision making as in the context of NEP–2020 they need to work in uncertain and newer areas where success is not guaranteed.

The cells provide incentives and encouragement to individuals and teams to accept the challenging goals and roles and achieve them. The cells give recognition, appreciation, and rewards for commendable work done by individuals and teams in different core areas of the functioning of the institute.

The cells ensure participation and active involvement of industry representatives, mentors and experts for assuring quality and achieving goals set in IDP.

### **Impact of Professional Functioning of the Cells**

The four cells in the context of NEP–2020 will have significant and direct impact on following aspects of HEIs:

- The professionalism at institute level will develop in accordance to the developments taking place at national and international levels in the areas of educational programmes, academic systems and processes, academic achievements, researches and services.
- The institute will have scientifically designed systems and processes which will result in improved efficiency, effectiveness, relevance, quality, and acceptability among stakeholders.

The cyclic implementation of systems and processes, their continuous improvement based on the experiences and feedback from stakeholders will result in optimization of systems and processes.

The institute will move in tune with the developments taking place at national level and international level. The institute will create best practices which will be followed by other institutes.

There will be saving of time, money and physical resources resulting in satisfaction of students and stakeholders.

The systematic achievement of goals will result in the sense of accomplishment resulting to motivation for accepting challenging goals.

There will be appropriate documentation of systems, processes, reports, experiences which

may be used for reporting and sharing purpose. There will be adequate pool of learning resources for the educational leaders and faculty members of next generation. The learning cycle time for next generation of educational leaders and faculty members will reduce drastically.

The academic and research image of the HEIs and country will raise over a period of time at international level.

There will be evidence-based decision making (policy, long term and short term, innovations and reforms) based on the own experiences and in the institutional context.

The institutional communication written as well as oral will become effective related to functioning of the institute.

The owning of institute by internal stakeholders will increase which will result in enhanced motivation and commitment for institutional goals.

The process of accreditation and re-accreditation will become easy for the institutes as the reporting is linked with the statutory requirements.

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# International Scenario of Indian Higher Education

Chhaya Goel\* and Devraj Goel\*\*

Takshshila, the first university of ancient India was established in 700 BC at Takshshila. Other ancient universities of India were Nalanda, Vikramshila, Vallabhi, Odantpuri, Jagdalpur, Kashi, Kashmir, Mithila, Nadia, Dhara and Kanyakubj. These ancient Indian Universities have been centers of learning for the entire universe. The ultimate aim of education is self realization establishing networks with the creator and the created. The ancient Indian Universities have contributed significantly in realizing this vision through eternal missionary spirit. How to learn to live together peacefully transcending time-space-mind-caste-creed- region and communal fundamentalism could be very well learnt through these ancient Indian universities. Wish we could emulate the profiles of the governors, administrators, teachers, learners, DVAR-PANDITS, curricula, modes of transaction, the body and soul of these universities.

## World Class Ancient Universities of India

### *Takshshila (TAKK+SHILA, that is, TRKSHILA)*

The mention of Takshshila Nagri is there in Ramayana and Mahabhart. The Greek Travellers, namely, Arian and Stravo have narrated the prosperity of Takshshila. Havensang, a Chinese Traveller has described Takshshila as a Center of Higher Education. Marshal and Kanhingam through Archelological Excavation of Takshshila found 55 Satoop, 28 Vihar and 9 temples. In 1924 A.D. a Mudra-Kosh and Aabhooshan-Kosh were found from Takshshila. These are some of the evidences of the historicity of Takshshila. Students from Varanasi, Patliputra, Rajgrah, Mithila and Ujjani came to study in Takshshila University. A famous student of Takshshila from Patliputra, who was contemporary of Buddha studied Medical Sciences here, and emerged as super most Medical Scientist then. Kaushal Raja Persenjit, Maurya King Chandra Gupta, Experts of Grammar Panini, great economist Kautilaya and Patanjali were the products of Takshshila University. Various Courses, namely, Vedtra, Ashtadadh Shilp, Grammar

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and Philosophy were offered at Takshshila University. The Higher Education of Allopathic, Surgery, War Education, Astrology, Agriculture, Chariot Driving and Trade was offered here. Takshshila was well known for Art Education in Eighteen areas, such as, Art, Trade, Music, Dance, Chitrkala, Takshan Kala, Astadash Shilp, Indrajal, Nag Vashikaran, Guptnidhi Anveshan Vidya. Takshshila University was managed by Teachers and Students. There was an extremely large number of Naisthik Berhamcharis during the Jatak Yug here. Each Acharya was taking care of the Education of five Students. There was no discrimination among students on the basis of caste, creed. Brahman, Kshtriya and Vaishya all were treated at par. There was a tradition of Guru Dakshina. Gifted Students, but with economically poor background were taken care of by the State and Society.

*Nalanda ( NA+ALAND+DADATI ITI Nalanda, that is, JO KM NAHIN DETI VAH Nalanda)*

Nalanda University was a center of learning for knowledge seekers. They not only studied here, but transcreated the knowledge. Situated at 55 miles south of Patna (Patliputra) and 7 miles north of Rajgrah, the ancient Nalanda has its remains (Khandhar). The foundation stone of the Nalanda University was laid by Gupt Samrat Kumar Gupt-I. Students from Middle Asia, China, Tibbat, Korea used to come to seek admissions here. The Entrance Examination was very tough. The candidates had to dialogue with the Dwarpal (Dwarpandit) first. On the basis of successful dialogue, this Gate Keeper would permit only 1 to 2 candidates out of 10 to enter. It was a honour to get admitted and being the Student of Nalanda. These students were respected throughout the country. Only gifted students could get admission in Nalanda University. Even then the strength of students in Nalanda was greater than that of any other university in the world. During the visit of Itsingh (675 A.D.) the student strength of Nalanda was 3000, whereas, during the visit of Shavan- Chang it went up to 10,000. There were students from Tibbat, Korea, Tushar and Central Asia also in this University. Yuvan-Chang, Itsingh, Thanmi, Havenchiu, Tau-Hi-Havi-Niah, Aryavaman have been some of the well known students of this university. Kulpati Sheelbhadra (635

A.D.), during the visit of Yuvan- Chang was found to have assimilated the Sutras and Shastras available at that time. Yuvan-Chang has made a mention of the Intelligentsia of that time, Dhhrampal earlier VC; expert on the Teachings of Buddha, Chandrapal; highly gifted and popular Gunmati and Sathirmati; Logician on his subject Prabhamitra; Communication expert Jinmitra and Ideal character Gyanachandra. The Teaching methods used were Oral, Explanation of books, Lecture, Shashtrarth and Dialogue. In addition to these many other approaches, namely, Bhikshatan, Shram, Parishad, Gosthi Charan and Agar- Shisha approaches were used. There was a grand library to take care of the studies of 1500 teachers and 10,000 students. The three buildings, namely, Ratansagar, Rastnodhi and Ratanranjak constituted the Library. Vidya Parishad was taking care of the academics of the university, whereas, finance and administration were taken care of by another Committee. The university was mainly meant for Bhikshu students. There was no fees. Even the boarding and lodging were also borne by the University.

### ***Vikramshila***

Vikramshila University was located in 10 miles south of the present Bihar Tehsil of Bihar State. Ancient Vikramshila was a Bodh Vihar located on the Southern banks of Ganga. Very learned people were appointed for examination on the main gates of the University. Vikramshila can be identified through the Khnandhars on the Southern banks of Ganga of the present Sultangunj, District Bhagalpur. The foundation stone of Vikramshila was laid by king Dhhrampal of Pal Density. Big Halls were built for lectures. Up to 1300.

A.D. the University was under the care of the successors of Dhhrampal. A Guest House was built for learned people from Tibbat. Up to 1200 A.D. the student strength was 3000. Up to 400 years students kept coming here for studies from Tibbat and other States. Specially, there was provision for Physical Sciences in this university. There was teaching-learning of Kramkand, Grammar, Logic, Tatvagyan and Tantra here, specially. The certification was done and degrees conferred by the Kings of Bengal here.

There were valuable books in the library. Different functions were distributed against different committees. The academic administration was done by a committee of six Dwar Padits, whereas, the

general administration of the university was done by another Committee. The ancient Vikramshila University was intended to complement the existing world class universities at Nalanda and Taksshila. It lasted four centuries before being destroyed during an attack by Bakhtiyar Khilji. Vikramshila produced eminent scholars who were often invited by foreign countries to spread Buddhist learning culture and religion. The most eminent amongst all was Atisha Dhipankara a founder of the Sarma traditions of Tibbetion Budhdhism. Subjects like philosophy, grammar, meta physics and Indian logic were taught here. But, the most important branch of learning was Buddhist Tantara.

### ***Vallabhi University***

The worshiper of Sun Maitrya Kings established their capital in the eastern Gujarat of Bay of Cambay. These kings were believer of Brahaman-Shaiv dharma. The Vallabhi University developed during the period of Maitrya Kings (490 A.D. to 775 A.D.). It is learnt through the Chinese sources that during 640 A.D. there were Vihars here, where about 6000 students were staying. In addition to Bauddh Shiksha Kendra it was Brahmin Shiksha Kendra also. Courses on Law, Economics, Political Science, Medicine, Accountancy and Literature were offered here. Experts of the international repute, namely, Sthirmati and Gunmati were here. During Ancient period Vallabhi was known for Medical Sciences. The expenditure of the Vallabhi was met by Matraik kings and hundreds of capitalists. Up to 1200 A.D. Vallabhi University was the Center of attraction for students continuously up to Bengal.

### ***Odantpuri University***

Gopal, a brave Nayak established a new kingdom in Eastern India by the name "Palvansh of Bengal. Odantpuri was made the capital by Gopal (750 A.D to 770 A.D.). Odantpuri MATTH was established here, which was later known as Shikshapeeth. Palvanshi king Dhhrampal established a library here having valuable books on Baudh and Brahmin literature. 1000 Bhikshu used to study here. Odantpuri University was a Center of Tantrik Adhyyan and Research. In addition to these, subjects, namely, Mimansa, Philosophy, Logic were also offered. Odantpuri University is known for the Intellectuals Deepankar Sri Gyan and Prabhakar. The Indian culture was deployed through the Odantpuri University.

### ***Jagdalpur University***

King Rampal established Ramavati Nagar as his capital. A grand Vihar was built here called Jagdal Vihar, which was a famous Center for Bengal then. The Jagdalpur University was a Center for Tantrik and Tarkik studies. Many students from India and Tibbat studied here. Jagdalpur University is known for the learned, namely, Vibhutichandra, Dansheel, Shubankar Gupta, Mokshkar Gupta and Dhramkar.

### ***Kashi***

Kashi developed as a Center of Education during Upanishad period. The king of Kashi Ajatshatru was known for his wisdom. Varanasi was a Center of Education in Eastern India during Buddh period. Lord Buddha started his preaching from Sarnath of Varanasi. 1500 Baudh Bhikshu used to study at Sarnath. It is evident through medieval reports that studies of Vedas was done at Varanasi. Shankracharya laid the foundation stone of Advaitya-Vedant at Varanasi. Women used to study Sanskrit here.

### ***Kashmir University***

Kashmir was a Center of Education during Pre- Mediveal period. Many volumes on Sanskrit and literature were published here. The author of Naishadcharit, namely, Shri Harsh was from Kashmir. A History book Rajatarangini is well known which is a rich learning resource on Indian History.

### ***Mithila***

The Upanishdik name of Mithila was Videh. It was a center of learning for Brahmins. It was having importance during Baudhkal also. Vidyapati Maithil Kokil was born here. Jagdhar of Videh made critical comments on Meghdoot, Devi Mahatamya, Geet Govind and Malatimadhav. New Law has been the unique contribution of Mithila. Gangesh Upadhyaya gave a new direction to law. Verdhman Upadhyaya, the son of Gangesh Upadhyaya authored Tatva Chintamani Prakash, Nayayanibandh Prakash, Nayayaprishisht Prakash, Kirnavali Prakash, Nayayakusumanjali Prakash, Nayayaleelavati Prakash and Khandakhadya Prakash. Mithila was known for Shalaka-Pareeksha. Mithila was very popular for its wisdom for about 300 years.

### ***Nadia***

Nadia or Navdaveep was created by Sen kings of Bengal on the Sangam of Ganga and Jalangi in

1100 A.D. It was the capital of Raja Laxman Sen. It was famous for Trade and Nayaya Shastra. There were many Achrayas in the Law Section, namely, Gangadhar Bhattacharya, Rambhadra, Mathuranath. There was provision for Smriti Shiksha also. Jyotish Vibhag was created by Acharya Rambhadra. The appointment of Teaching staff was done on the bases of Knowledge base and expertise in dialogue.

### ***Dhara***

Dhara was the capital of Permars in Malva. It was known for Vidya, Gyan, Shiksha and Kla. Dhara Naresh Munj was known for his wisdom. Raja Bhoj served for the cause of Education. He used to distribute lakhs of Mudras amongst the learned. Rameshwar Kavi was given one lakh mudras on each word of his Poem. Raja Bhoj was called 'Kavirai' in Udaipur Prashasti. He was expert in Kavya, Dharma, Jyotish, Medical Sciences, Kla, Grammar and Polity.

### ***Kanyakubj***

Kanyakubj (Kannauj) was ruled by Harshverdhan during 700 A.D. Chinese Yavan Chvang visited during that period. It was not only the capital, but also a Center of Education. Kannauj people were very curious knowledge seekers. Hershverdhan was a Poet and Dramatist. King Hershverdhan used to encourage and exhilarate the meritorious. Brahmins used to learn all the four Vedas. Kannauj continued to be the Center of learning even during the periods of Pratihars. Rajshekhar, one of the well known writers of that period authored Kavya Meemansa, and Karpur Munjari.

It is an eye opener to find how the present Higher Education System globe over has failed to sustain and integrate the values the Ancient Indian Universities lived by. All these universities were true to their brands. The modern higher education system should learn a lot from the profiles of the Ancient Indian Universities.

### **Status of Higher Education in India Today**

#### ***Higher Education Scenario***

The Gross Enrolment Ratio (GER) in higher education of Indian has registered an increase from 24.5% in 2015-16 to 25.2% in 2016-17 according to latest All India Higher Education Survey (AIHES) released by HRD Ministry.

The survey findings were based on responses of 795 universities, 34,193 colleges and 7,496 standalone



institutions. There are total of 864 universities, 40,026 colleges and 11,669 standalone institutions in the country.

## Key Highlights of AIHES

### **Gross Enrolment Ratio (GER)**

GER is statistical measure for determining number of students enrolled in undergraduate, postgraduate and research-level studies within country and expressed as a percentage of population. India is aiming to attain GER of 30% by 2020, but it is still far behind countries like China with GER of 43.39% and US with 85.8%.

The proportion of students pursuing higher education in India hasn't increased dramatically from 2015-16 to 2016-17. It was in range of 23% to 25% since 2013-14. Tamil Nadu has highest GER in India at 46.9%.

Six states have registered GER higher than national average (25.2%), with their share of students entering higher education is growing twice as fast as overall rate. These states are Tamil Nadu (46.9%), Himachal Pradesh (36.7%), Kerala (34.2%), Andhra Pradesh (32.4%), Haryana (29%) and Punjab (28.6%).

However, eight states UP (24.9%), Madhya Pradesh (20%), Odisha (21%), Bihar (14.4%), Gujarat (20.2%), Rajasthan (20.5%), Mizoram (24.5%) and West Bengal (18.5%) had GER ratio far less than the national average. Bihar has lowest GER with just 14.4% of its eligible population (in age group of 18 to 23 years) pursuing higher education.

### **Gender Parity Index (GPI)**

India registered its best performance on the GPI in last seven years — 0.94 in 2016-17 from 0.86 in 2010-11. GPI is calculated as quotient of number of females by number of males enrolled. GPI equal to 1 indicates 1, value less than 1 indicated disparity in favour of males. In Seven states — Goa, Himachal Pradesh, Meghalaya, J&K, Nagaland, Sikkim and Kerala — women in higher education have outnumbered men.

### **College Density**

States in south India have higher college density. It is defined as number of colleges per lakh eligible population. The college density in top three states/

UTs is Puducherry (49), Telangana (59) and Karnataka (53). Bihar (7 colleges/1lakh population), Jharkhand (8) and West Bengal (11) on the other hand, are at the bottom in terms college density.

### **Number of Foreign Students**

There hasn't been much improvement in the inter- nationalization of education in the country. There is marginal improvement in number of foreign students—47,575 in 2016-17 from 45,424 in 2015-16— with 31,779 men and 15,796 women. The highest share comes from the neighbours Nepal (23.6%), Afghanistan (9.3%) and Bhutan (4.8%).

### **Indian Students Studying abroad (Source UNESCO Institute for Statistics 2016)**

A total number of 181,872 Indian students are currently studying abroad for a higher education degree. The most popular study abroad destinations among students from India are:

USA	92,597 students
UK	22,155 students
Australia	16,150 students
Canada	9,582 students
UAE	9273 students
New Zealand	6,845 students
Germany	5,645 students
Ukraine	3,587 students
France	1,828 students
Saudi Arabia	1,817 students

### **World Class Higher Education Institutions in India**

#### **Times Higher Education World University Ranking 2020**

The Times Higher Education World University Ranking 2020 released on September 11 features six Indian institutes among the top 500 in the world, an increase from last year's five institutes. IIT Ropar made a surprise entry and takes the number 1 spot among Indian varsities alongside IISc Bangalore.

However, we need to note that this is for the first time since 2012 that not a single Indian institute featured among the top 300 educational institutes in the world.

After the first 200 ranks, the World University Ranking puts institutes into rank groups rather than individual ranks.



## Here are the top 10 Indian universities ranked in World University Rankings 2020

### *IISc Bengaluru*

**World University Rankings 2020 position:** Grouped among the top 301-350 universities of the world.

Overall score: 44.5-46.8

IISc Bengaluru shares the top spot among Indian universities along with IIT Ropar.

### *IIT Ropar*

**World University Rankings 2020 position:** Grouped among the top 301-350 universities of the world.

Overall score: 44.5-46.8

IIT Ropar shares the top spot among Indian universities with IISc Bengaluru.

### *IIT Indore*

**World University Rankings 2020 position:** Grouped among the top 351-400 universities of the world.

Overall score: 42.4-44.4

IIT Indore is the second-best university in India after IIT Ropar and IISc Bengaluru.

### *IIT Bombay*

**World University Rankings 2020 position:** Grouped among the top 401-500 universities of the world.

Overall score: 38.8-42.3

IIT Bombay is the third-best university in India alongside IIT Delhi and IIT Kharagpur.

### *IIT Delhi*

**World University Rankings 2020 position:** Grouped among the top 401-500 universities of the world.

Overall score: 38.8-42.3

IIT Delhi is the third-best university in India alongside IIT Kharagpur and IIT Bombay.

### *IIT Kharagpur*

**World University Rankings 2020 position:** Grouped among the top 401-500 universities of the world.

Overall score: 38.8-42.3

IIT Kharagpur is the third-best university in India alongside IIT Delhi and IIT Bombay.

### *Institute of Chemical Technology*

**World University Rankings 2020 position:** Grouped among the top 301-350 universities of the world.

Overall score: 35.3-38.7

Institute of Chemical Technology is the fourth-best university in India alongside IIT Gandhinagar and IIT Roorkee.

### *IIT Gandhinagar*

**World University Rankings 2020 position:** Grouped among the top 301-350 universities of the world.

Overall score: 35.3-38.7

IIT Gandhinagar is the fourth-best university in India alongside Institute of Chemical Technology and IIT Roorkee.

### *IIT Roorkee*

**World University Rankings 2020 position:** Grouped among the top 301-350 universities of the world.

Overall score: 35.3-38.7

IIT Roorkee is the fourth-best university in India alongside Institute of Chemical Technology and IIT Gandhinagar.

### *Amrita Vishwa Vidyapeetham*

**World University Rankings 2020 position:** Grouped among the top 601-800 universities of the world.

Overall score: 28.3-35.2

Amrita Vishwa Vidyapeetham is the fifth-best university in India.

## World Ranking of the Universities 2020

India has jumped significantly in the Times Higher Education World University Rankings 2020, with 56 Higher Education Institutions making it to the list, up from 49 previously. However, for the first time since 2012, not a single Indian University made it to the top 300 list.

The Indian Institute of Science, Bengaluru still ranks the highest but now shares this position, after dropping into the 301-350 bracket (from 251-300), due to a significant fall in its citation impact score, negating improvements in research and teaching environment and industry income. New comer IIT Ropar shares the joint top spot with IISc, Bengaluru, pushing IIT Indore, which remains in the 351-400 band, into the third spot.

The older IITs, Bombay, Delhi and Khragpur— are in the 401-500 bracket, IIT Roorkee is in the 501-600 and IIT Guwahati, IIT Kanpur and IIT Madras in the 601-800 category. So why do the much younger IITs one set up in 2008 and the other set up in 2009— outperform their older, much more established counterparts on the ranking front.

“IIT Ropar and IIT Indore performed very well in the citation score, the best in India, in fact. As this measure is heavily weighted, performing well here helps ranking performance greatly,” a Times Higher Education spokesperson told ET to an emailed query. IIT Ropar and IIT Indore are also smaller institutions, which mean that they have a better student/staff ratio which also helps improve their ranking tally.

“Despite this, both IIT Indore and IIT Ropar are behind other Indian institutions in industry income, teaching reputation and research reputation” said the spokesperson.

Overall, seven Indian universities fall in the lower band this year, while the bulk of the country’s institutions remains stable. But there are a few institutions that have moved up in the ranking table, including IIT Delhi, IIT Kharagpur and Jamia Millia Islamia.

The best Indian Institutions are generally characterized by relatively strong scores for teaching environment and industry income, but perform poorly when it comes to international outlook compared with both regional and international counterparts.

“India has a huge amount of potential in global higher education, given its rapidly growing youth population and economy and use of English language instruction. The Indian Government has strong ambitions to boost the global standing of its top universities and attract foreign students, academics and research collaboration. It now needs to back up these aspirations with high level of investment—

or risk declining further amid increasing global competition, especially from other parts of Asia,” said Ellie Bothwell, THE ranking Editor.

Now in 16<sup>th</sup> year, the ranking includes over 1300 universities from 92 countries. Rankings are done across 13 performance indicators grouped into five areas: teaching (the learning environment), research (volume, income, reputation), citation (research influence), international outlook (staff, students and research) and industry outcome (knowledge transfer).

University of Oxford took the first place in the overall rankings, followed by California Institute of Technology, University of Cambridge, Stanford University and Massachusetts Institute of Technology.

### **Institutions recommended for status of ‘Institutions of Eminence’**

The UGC, in its 542<sup>nd</sup> meeting held on 02nd August, 2019 has considered the reports of the Empowered Expert Committee (EEC) appointed by Government under the Chairmanship of Shri N Gopalaswami recommending (15) Public institutions and (15) Private institutions for considering to give status of Institutions of Eminence.

Since the scheme has only provided for (10) Public and (10) Private Institutions, the UGC has examined the list of (15) Public and (15) Private Institutions using transparent and verifiable criteria.

The following were the principles used for identifying the (10) Public and (10) Private Institutions, from the list of (15) Public and (15) Private Institutions recommended by the EEC:

- a. Since the thrust of the scheme is to prepare institutions for the global rankings, no existing institution which has NOT figured in any of the global/national ranks shall be recommended for the IoE status.
- b. Only after exhausting the above criterion, if any slot remains vacant, consideration shall be given to ‘yet to be established (Greenfield)’ proposals.

### **Public Institutions**

In accordance with the above principles, the UGC has ranked the list of (15) recommendations as per the QS-2020 World Rankings. Wherever there is a tie, used the QS-2019 India Rankings as a tie-breaker.

Accordingly, the recommended for grant of IoE status has been shown in Table 1.

### The State Universities

Jadavpur University and Anna University can be considered for issue of the IoE status only after the respective State Governments have issued an official communication allocating their share of the funds (up to 50%).

### Private Institutions

UGC has ranked the list of the (15) private institutions recommended by the EEC by taking their ranking in the QS India or NIRF rankings, and NIRF ranking has been used as tie-breaker. In case there is any vacant slot after considering all the ranked institutions, the same was used for 'yet to be set up (greenfield)' institution.

In case of the private institutions proposed as Institutions of Eminence, there will be no financial support, but they will be entitled for more autonomy as a special category Deemed University.

The Greenfield Institutions would get 3 year period to establish and operationalise the institution, and thereafter, EEC will consider giving IoE status to such institutions.

Reality is out there and it is independent of the investigators who investigate it. Then why should there be significant differences amongst the ratings of higher education institutions by various agencies. There ought to be congruence in the criteria of ratings and competencies of the rating agencies. IIT, Indore was at second position in India after IISc, Bangaluru as per THE World University rating 2019, whereas, it is at third position now after IISc, Bangaluru and IIT Ropar as per the Times Higher education World University rating 2010. But, it finds no place in the institutions recommended for status of Institutions of Eminence as per the recommendations of the EEC. Also IIT Ropar is no where as per the recommendations of the EEC. Jio Institute (Reliance Foundation, Maharashtra) which is yet to be established has already been selected and given letter of intent. Also Bharti (Satya Bharti

**Table 1**

S No	Institution	World Rankings (QS 2020)	India Rankings (QS 2019)	Recommendation of UGC
1	IIT Bombay (INI)	152	1	Already declared IoE
2	IIT Delhi (INI)	182	4	Already declared IoE
3	IISC Bangalore (Deemed Univ)	184	2	Already declared IoE
4	IIT Madras (INI)	271	3	Recommended for declaring as IoE
5	IIT Kharagpur (INI)	281	5	Recommended for declaring as IoE
6	Delhi University (Central Univ)	474	8	Recommended for declaring as IoE
7	University of Hyderabad, Hyderabad (Central Univ)	601-650	7	Recommended for declaring as IoE
8	Jadavpur University, Kolkata (State Univ)	651-700	12	Needs consultation with State Govt. prior to consideration
9	Anna University, Chennai (State Univ)	751-800	13	Needs consultation with State Govt. prior to consideration
10	BHU, Varanasi (Central Univ)	801-1000	15	Recommended for declaring as IoE
11	Savitribai Phule Pune University, Pune (State Univ)	801-1000	19	
12	AMU, Aligarh (Central Univ)	801-1000	33	
13	Tezpur University (Central Univ)	Not ranked	36	
14	Panjab University, Chandigarh (State/Central Univ)	Not ranked	49	
15	Andhra University, Visakhapatnam (State Univ)	Not ranked	46	

**Table 2**

S No	Institute	India Rankings (QS 2019)	India Ranking NIRF		UGC recommendation
			2019	2018	
1	BITS Pilani, Rajasthan	17	23	17	Already selected and given Letter of Intent
2	Manipal Academy of Higher Education	26	09	11	Already selected and given Letter of Intent
3	Jio Institute (Reliance Foundation, Maharashtra)	Green Field (yet to be established)			Already selected and given Letter of Intent
4	Amrita Vishwa Vidyapeetham, Bangalore	40	8	8	Recommended for issue of LoI
5	VIT Vellore, Tami Nadu	44	19	16	Recommended for issue of LoI
6	Jamia Hamdard, New Delhi	51-55	18	23	Recommended for issue of LoI
7	Kalinga Instt. of Industrial Technology, Bhubaneswar	61-65	31	42	Recommended for issue of LoI
8	O.P JINDAL University, Haryana	66-70	-	-	Recommended for issue of LoI
9	Shiv Nadar University, Uttar Pradesh	-	52	48	Recommended for issue of LoI
10	Bharti (Satya Bharti Foundation), Delhi	Greenfield (yet to be established)			Recommended for issue of LoI in the vacant slot
11	Azim Premji University, Bangalore	Not ranked, not considered			
12	Ashoka University, Sonapat, Haryana	Not ranked, not considered			
13	KREA University (IFMR), Chennai, Tamil Nadu	Not ranked, not considered			
14	IIHS (Indian Institute for Human Settlements), Bangalore	Not ranked, not considered			
15	Indian Institute of Public Health, Gandhinagar	Not ranked, not considered			

Foundation), Delhi, which is yet to be established has been recommended for issue of LoI in the vacant slot. Earlier the society was governing the society. Then the state started governing the society. Now the economy is overarching, both, the state and the society and promising higher education.

**Ethos of some selected Indian Universities**  
**Banaras Hindu University (BHU)**

1. Mahamana Madan Mohan Malaviya realized his vision as a philosopher and practitioner that the emphasis on the process of education was the sole solution to prevailing personal, social and national

problems of Indian people. Therefore, in the year 1904 he visualized to establish a national university in Kashi.

2. The philosophy and the ideas of Malaviya Ji which were the foundation of this new university and its scheme of education were based on the Gurukul System of Education in India.
3. The philosophy states that the Parmatma is the sole creator of the Universe and its beings; and Sanatana Dharma practices are most ancient and best ever practices of Dharma.
4. On the other hand for worldly growth the skills

related to modern science, technological and industrial growth are the need of the hour which can be best learnt by integration of the Western education with the ideals and values of the Sanatana Dharma. Therefore the new university should revive the best traditions of the ancient gurukuls of India- like those of Takshasila and Nalanda where Hindu sages taught and fed ten thousand students at a time – and which should at the same time combine with them the best traditions of the modern Universities of the West where the highest instruction is imparted in Arts, Science and Technology. Further such a scheme will integrate religion and ethics as an integral part of education of the youth so that they come out as the persons of invincible moral character. Hence, such an attempt of amalgamation of best thoughts and practices of Oriental - Western and Traditional - Modern was unique owing to its newness in the contemporary world history of higher education institutions. Malaviya Ji sacrificed his life ambitions and made it as the only ambition to establish such an unique university as a mark of his patriotism and the love for the motherland.

5. His sole purpose was to regain lost faith in the heritage of India and to excel skillfully through technological growth in the modern world. Since 1904 till 1916 Malaviya Ji made a herculean attempt and succeeded in mobilizations of common masses, contemporary royal personalities, foreign appreciators of Indian culture and Hindu thought, people of all religious communities in aggregating mind, spirit and money altogether to achieve the goal by construction of this truly national university being developed by Indians themselves. Lala Lajpat Rai said, charter or no charter the university will exist. Malaviya Ji said, charter and charter and university will exist. Malaviya Ji was so confident that the Government will have to support his move. He with all other likeminded personalities moved to all corners of India including today's Pakistan and Burma. Hence the people of 'Akhand Bharat' truly supported the move and contributed funds. The university finally came into existence on 4<sup>th</sup> February, 1916 but it did not end the task of the founder.
6. Malaviya Ji worked incessantly for construction of student hostels, institutional buildings, residential quarters, marvelous grassy

playgrounds, production units of electricity, other daily products and search for scientists, engineers and knowledgeable scholars of repute from all corners of India and abroad. Today's Institutes of Technology, Medical Science, Agricultural Science, Science, Sustainable Development, Management and the Faculties of Law, Education and Performing Arts with hundreds of Departments are living testimony to the realization and continuance of his memorable vision.

7. Since 1916 more than hundred years have led to production of thousands of patriotic Engineers, Doctors, Managers, Social Scientists, Politicians, Educational Administrators, Educationists, School and University Teachers, Agriculturalists, Lawyers, Judges and enlightened citizens who are continuously contributing to the development of the nation.
8. The different fields of study in the curriculum and their integration with a variety of co-curricular activities related to religious festivals, religious discourses, foundation day celebration, JANAMASTHAMI Celebration have excellent achievement through his unique educational endeavor. This is all due to the vision of the great founder who could visualize the need of the big human resource for the modern India for all material development. The contemporary problems of corruption, violence, inefficiency of educated degree holders, political bankruptcy, endless sensual pleasure, emotional deviation were also visualized by him. As a solution he expected the students of this great centre of 'life and light' to be persons of invincible moral character by developing their mind and spirit through devotion of their time to it. He never wanted students on campus to take part in active politics and expected that they will strengthen themselves holistically keeping away from politics, so that, in their later real life they turn out to be more effective and efficient to handle challenges.
9. Mahamana expected that all students devote at least one and half hour per week for the study of Dharma. This was his Guru-Dakshina. He wanted all to excel in life through self study (SWADHAYAY). He also expected the alumni to contribute generously to the institution monetarily and to the society through their honest services. Owing to his thought and acts this new



university (centre of life and light) of Mahamana has produced Bharat Ratna, Padma Awardees, National awardees and several Vice Chancellors and Teachers of repute which is evident through contribution of alumni in national reconstruction.

There is an immediate need to renew and renovate the Banaras Hindu University converging on its vision as envisaged by MAHAMANA MADAN MOHAN MALVIYA, so that, the globe as a whole emulates it as a university with universal ethos. Along with opening new universities there is a need to strengthen the already established universities.

### **Banasthali Vidyapith**

Banasthali Vidyapith is World's largest fully residential university for women. It is now recognized by the Times Higher Education World University Rankings 2020 as the second best women's university in the world. It was on October 6, 1935 that Smt. Ratan Shashtri and Pandit Hiralal Shashtri founded Banasthali to fill up the vacuum caused by the sudden death of their highly talented and promising daughter Shantabai. They had high expectations that she would work for women's cause when she would grow up. But destiny ordained otherwise. The Banasthali owes its existence neither to the zeal of an educationist, nor to that of a social reformer. It is also not the creation of a Philanthropist's purse. It has arisen like the fabled phoenix from the ashes of a blossoming flower Shantabai. Banasthali is one of the five higher education institutes in India meant exclusively for Women. Over these about 85 years Banasthali has developed into a National centre for women's education. Banasthali educational programme aims at an all round development of the student's personality. It has evolved Five-fold educational programme (Panchmukhi Shiksha) comprising of physical, practical, aesthetic, moral and intellectual aspects. *Banasthali Vidyapith has thousands of students from abroad.*

### **VISVA- BHARATI**

According to Sabujkoli Sen, Director of Studies, Educational Innovations and Rural Reconstruction and Principal, Vinay Bhavana " There could be none in India parallel to Rabindranath Tagore who dared to discontinue his school education as a rebel child against colonial education and later founded Visva-Bharati to practically experiment and demonstrate that an indigenous method of education in the spirit and

culture of Tapovan of India is not only possible but quite potential and promising without being ever obsolete and outdated. He strongly believed that 'education, devoid of one's soil, people, climate and culture suffers from infirmity and impermanence affecting the very vitality of life and spirit'. He has been second to none being a staunch nationalist and vouching for a nationalistic education on the eve of Swadesi movement in India. At the same time he has never imagined a system of education confined to the narrow domestic walls. He, being a lofty visionary and lover of mankind, has always gone beyond the geographical and territorial boundaries of the nation being always enamoured by the open invitation of the people of the world. In fact his grand vision of 'Universal Man' is over and above all kinds of short-sighted nationalism, narrow nationalistic fundamentalism and extreme sentimentalism. Unlike others, he wanted to make Visva Bharati a cultural hotspot where two streams of knowledge from east and west can merge and people from all over the world can make their home in a single nest.

### **Gujarat Vidyapith**

In August 1920, Gandhiji started non-cooperation movement. Gandhiji asked everybody to boycott the Honours and Awards of the British empire; schools and colleges imparting English education, Courts and Legislative Assemblies. One of the most important issues of this non-cooperation movement was to boycott all schools and colleges under British Government's control and to liberate the Indian youths from the shackles of British colonial education system, propounded by Macaulay, that produced human resources for the oppressive British empire. There was a great response to Gandhiji's command to vacate the English teaching schools and colleges. Now, in order to see that the students who left their education half way are not deprived of the education, it was decided to establish national vidyapith. Out of those five Vidyapiths established during that period, Gujarat Vidyapith was the one, established by Gandhiji himself on October 18, 1920. Gandhi wanted his vidyapith to prepare the youths for the task of national reconstruction and usher in 'Hind Swaraj', the India of his dream. Today, it is one of the national universities with a charter from the Government of India and seeks to promote Gandhiji's ideals of service oriented education. Higher Education along with knowledge seeking ought to emanate into entrepreneurship with service motive.

## **Scenario of Indian Institutes of Higher Education**

Indian Higher Education has a mixed scenario. The scenario of ancient Indian Universities and some of the apex institutions of higher education has already been presented above. But, as a whole the Indian Higher Education has a mixed scenario. Rather than having universal distinction most of the universities have distinction discipline-wise. Some are known for Faculty of Fine Arts, whereas, some for School of Economics. Some of the universities have focus on the east, whereas, some have focus on the west, whereas, there are some which focus on both the east and the west. Some of the universities are excelling in liberal arts, whereas, others are excelling in science and technology. Some of the institutions focus on Indian Languages, whereas, others focus on English and Foreign languages. There are public universities, private universities and public-cum-private universities. There are IIMs, IITs, IIITs, AIIMS, CDRI, HBCSE, TIFR, Azim Premji University. There is Association of Indian Universities (AIU). Indian graduates find significant expression globally in various fields. Indians have been contributing significantly in many a international companies. We are very good at problem solving. We have significant places in almost all the domains- germination, incubation, creation, construction and connection. The ultimate aim of Indian education is development of universal beings having interrelation, interdependence and healthy co-existence with all the entities. We are transcending from Human Development Index (HDI) to Universe Development Index (UDI). Indian Higher Education has healthy global scenario.

### **Pioneer Research Competencies**

Pioneer is Quintessential Innovator, that is, Unique Top Excellent Innovator, who tends to be close to the creator on the Object of Quest. Germination, Incubation, Innovation, Creation, Construction and Connection are the essential attributes of a Pioneer, who is lost in the quest round the clock, with positive attitude despite all discomforts.

### **Nobel Laureates of Indian**

#### ***Rabindranath Tagore***

Rabindranath Tagore, India's popular poet and writer was awarded Nobel Prize for Literature in 1913 for his "Geetanjali" a collection of his poems.

#### ***C.V. Raman***

Chandra Shekar Venkata Raman, Indian Scientist was awarded Nobel Prize of Physics in 1930 for his "Raman Effect" related to light.

#### ***Hargobind Khorana***

Dr. Hargobind Khorana, India's Doctorate in Chemistry was awarded Nobel Prize for Medicine in 1968 for his study of the Human Genetic Code and its role in Protein Synthesis.

#### ***Mother Teresa***

Mother Teresa, a Yugoslavian nun who became an Indian citizen was awarded Nobel Prize for Peace in 1979 for her service through her Charitable Mission "Nirmal Hriday" at Calcutta to people suffering from Leprosy and to those people dying in destitute.

#### ***Subramanian Chandrashekar***

Dr. Subramanian Chandrashekar, an Indian Astro- Physicist was awarded Nobel Prize for Physics in 1983 for his theory on white dwarf stars' limitation known as 'Chandrasekhar Limit'.

#### ***Amartya Sen***

Dr. Amartya Sen, an Indian Professor in Economics was awarded Nobel Prize for Economics in 1998 for his work in Economic Theory related to Poverty, Democracy, Development and Social Welfare.

#### ***Venkataraman Ramkrishnan***

Venkataraman Ramakrishnan, an Indo-American has shared Nobel Prize for Chemistry along with a co-American Thomas Steitz and Ada Yonath of Israel in 2009 for studies of the structure and functions of the ribosome.

#### ***Kailash Satyarthi***

Kailash Satyarthi, along with Malala Yousafzai, received the Nobel Peace Prize in 2014 for their struggle against the suppression of children and young people, and for the right of all children to education.

#### ***Abhijit Vinayak Banerjee***

Mumbai born economist Abhijit Vinayak Banerjee made the country proud as he became the 10<sup>th</sup> Indian,

to win a Nobel Prize in Economic Sciences. He shared the prestigious global award with his economist wife, Esther Duflo, and another US-based economist, Michael Kremer. The Swedish academy announced 2019 Sveriges Riksbank Prize in Economic Sciences in memory of Alfred Nobel for the economists' experimental approach to alleviating global poverty.

### **Indians on Top Positions**

#### ***Laxman Narasimhan***

British consumer goods major RB (Reckitt Benckiser) has appointed PepsiCo's Laxman Narasimhan its global CEO, effective September 1. Narasimhan is the second Indian to be appointed to the position at the firm, and will succeed incumbent Rakesh Kapoor, who will leave the company at the end of 2019. A Pune university graduate, with an MA in German and International Studies and an MBA in Finance, both from the University of Pennsylvania, was named chief commercial officer at PepsiCo in March.

#### ***Sundar Pichai***

Sundar Pichai, who hails from Tamil Nadu, is the CEO of Google. He earned his degree in metallurgical engineering from Indian Institute of Technology Kharagpur. Pichai, who joined Google in 2004, led product management and innovation for tech giant's client software products, such as Google Chrome and Chrome OS, and oversaw the development of Gmail and Google Maps.

#### ***Indra Nooyi***

Indra Nooyi is serving on the board of directors of Amazon and is the second high-profile addition from India to the company's board. Nooyi was born into a Tamil-speaking family in Chennai and received a Post Graduate Programme Diploma from Indian Institute of Management, Calcutta. She had stepped down as PepsiCo's CEO in October 2018 after a 24-year tenure at the snack and beverage company. She had served as the company's CEO from 2006 to 2018.

#### ***Rajeev Suri***

Rajeev Suri was born in Delhi, but is a Singaporean citizen based in Espoo, Finland. He has a Bachelor's degree in Engineering from Manipal Institute of Technology and worked for MNCs in India and Nigeria before joining Nokia. He became

the CEO of Nokia after it sold its ailing mobile phone unit to Microsoft.

### **Vision of International Higher Education**

1. Every Higher Education Institution should aim at development of universal beings comparatively higher than before.
2. The Higher Education should offer Choice Based Credit System, not out of the given only, but also out of the desired and aspired.
3. The Universities world-wide should have Complete Networking amongst themselves for mutual sharing of thoughts.
4. Ideas ought not to have labels. There are no limits for knowledge generation and sharing. Universities should provide congenial environment for all these.
5. Innovative Research and Development should be the essential features of all the Universities.
6. There should be deployment of all the innovations irrespective of their origin.
7. A sense of equality among all students from various countries should be acculturated in the Higher Education Campuses.
8. The Universities should own their own products. There should be adequate focus on Input Norms, Process Norms and Output Norms. If the input and process norms are perfected and observed honestly, then, the output quality and yield are almost ascertained.
9. Every Higher Education Institution should integrate Taxonomy of all the Education Skills.
10. Our universities should be a blend of the Orient and the Modern.
11. Universities should be centers of germination, incubation, creation, construction and connection.
12. Universities should abstain from becoming Political Hubs.
13. Every Higher education institution should realize autonomy.
14. University campus should be peaceful with healthy ambience.
15. Every Individual and Institution of India should observe the Pre-Amble of Indian Constitution,

that, India is a Sovereign, Socialist, Secular, Democratic, Republic.

16. Developing Caring, Sensible, Responsible, Honest and Humble Citizens ought to be the objective of the Universities.
17. Universities should be centers of Higher Learning Every Moment to sustain their identity.
18. Internal Quality Assurance Cells (IQAC) of the universities should assure and ensure quality.
19. The Curricula and modes of Transaction need to be perfected.
20. Convocations without invocation are useless. Let us really mean graduation.
21. The doctors of Philosophy in various disciplines should realize balancing of mind speech and deeds, that is, MN VACHAN KARMA (VIDYAVACHASPATI).
22. The doctors of letters (VIDYA VARIDHI) ought to have testimony of their text in every context (AAPTA VAKYAM).
23. We are rich in engineering, but, poor in social engineering. We ought to be equally rich in social engineering.
24. We are rich in experimentation, but poor in patenting and marketing. We ought to be efficient in patenting and marketing.
25. There are so many unsung pioneers of research, innovation and skill oriented virtues in India.
26. We rarely celebrate our celebrities. Let us learn to celebrate our celebrities.
27. Higher Education ought to have added focus on research, innovation and entrepreneurship.
28. We have MOUs with some countries in various areas, such as, vocational education, curricula, health and physical education, teacher education, and ICT in Education. There ought to be more of MOUs and cultural exchange programs with many countries.

29. Convocation without invocation are useless. We ought to learn to invest in education for desirable returns. Our Higher Education can be higher only when our nurseries are carefully nurtured.

### **Concluding Remarks**

Reality is out there and it is independent of the investigators who investigate it. Then why should there be significant differences amongst the ratings of higher education institutions by various agencies. There ought to be congruence in the criteria of ratings and competencies of the rating agencies. Let us have Quality Control in our Educational Institutions, so as to have Knowledgeable, Humanistic, Competent Graduates, not merely wearing Scarf and Holding Degree, but resonating with the universe with complete invocation. More than external controls let us learn to observe inner quality. There are Pioneers and Pioneers in India. World Class Universities ought to be universal in character. What use are colourful citations, unless there is expression at the field level? What use is the International Outlook unless there is emancipation and liberation of the universal constituents and entities of the miserable painful states? World class universities are where ideas germinate and spring, feelings flow, motor creates, the soul reins, and the self resonates within and with the universe, where the Human Beings Transcend from Human Development Index (HDI) to Universal Development Index (UDI) and Human Beings tend to be Universal Beings. Let all the convocations be with full invocation. Our graduates ought to be knowledgeable and skillful entrepreneurs. Our doctors of philosophy in various disciplines ought to have entrainment of body, mind, soul and speech. Our doctors of letters ought to have testimony of every bit of their text. India is a unique land with universal in-look and outlook. The ultimate aim of Indian Education is development of universal beings having healthy interrelation, interdependence and coexistence with all the entities of the universes. □



# Transformation in Research

Vandana Suhag\*, and Dr Tanmoy Chakraborty\*\*

In All India Survey on Higher Education 2015-2016, conducted by the Ministry of Human Resource Development, it is mentioned that only 1.7 per cent of the educational institutions in India run a Ph.D programme and yet our country is ranked 3rd with respect to the Global Research Output (As per the statistics compiled by the US National Science Foundation, India accounts for 5.31 per cent of the global publications in Science & Engineering). While this can be credited to the double digit growth in the number of publications between 2008 & 2018, the increase in the quantity of publications has not contributed to the adequacy of quality.

“I’m not worried about the quantity [of Indian publications] but quality is important...”, said Bharat Ratna, Dr CNR Rao, an eminent Indian chemist-author of 1,600 research publications & 51 books, who has been vocal about the inadequate quality & quantity of research publications coming out of India. Several studies have stated trends indicating that the iterative citation of Indian publications is at a mere 2 per cent, thereby, substantiating with evidence the substandard quality of research in our country. This can be attributed to the inept prioritisation of skill development in the field of education. The senior professors and invaluable educators of our country, for unfortunate reasons, do not receive the imperative support of institutions and the government a like, to further development & innovation in the field of their prowess. In fact, the emphasis placed in research by the educational institutions in India is second-rate, to say the least. As reported in the R&D Data Release by UNESCO Institute for Statistics, 2018, a minuscule 0.62 per cent of the GDP is allotted to research. There isn’t enough incentive for scholars to be motivated and aspirational about research and innovation.

The inconsistency between the industry and the higher education institutions is a gap that needs to be bridged for research outcomes to transfigure. At present, due to the mismatch of industrial needs

and the education system that riddles scholars with unfamiliarity of the challenges or problems due to reprehensible focus in theory, leaves little to no room for enthusiastic collaborative effort. The amalgamation of industrial and educational fields to a certain extent, if not entirely, is crucial.

Broadening the scope of research outside the fields of science and technology will allow more room for fruition. Various other domains receive much lesser attention which detracts from the possibility of creating fresh information or discovering new findings. The formation of strategic alliances for the identification of industry specific areas of exploration in addition to reallocation of funds for aiding research & development across industries is an appropriate means to open new avenues for making a difference through research, at the ground level. Such efforts will help mitigate social problems.

Educational institutions are indispensable with regards to stitching an environment for researchers with strong ties to the industry, thereby, associating the experts with the domains reflecting their present needs. This way, the focal point of research becomes the anticipatory demand of the industry or a current problem that requires to be addressed. The end result of the research then becomes applicable due to its relevance as the need of the hour.

For partnerships between industry players and educational institutions to be deemed fruitful at the onset, a framework should be designed for the approval of research projects by industry players in order to assess the applicability and practicality of the same. Such a process would ensure mutual beneficiaries to seek each other out and join forces.

The pragmatic focus being placed in the teaching abilities of academicians takes away the importance of research and stagnates the metamorphic transformation of faculty into scholars. Good Universities are mindful of dynamism i.e. cognisant that relying on past laurels only gets one so far, and for this reason stations importance in the constant growth of its staff.

Only by assuring that the faculty has the resources

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to grow can any institution ensure the delivery of world class education. The heritage of an educational institution is only as rich as the innovation and research that occurs on its grounds; a research driven environment for the faculty translates into research-oriented learning for students and the tradition of new discoveries becomes its culture. Striking the right balance between the trainer training & training the trainer is essential & can be done by aiding the trainer with ample support to realise possibilities for growth & innovation through research publications and skill development. Even beyond industry allied projects, HEIs should encourage the alleviation of community issues, resolving social and humanitarian crisis through research.

The centre for teaching, learning and development at Universities to focus on rendering its faculty with opportunities to connect with international researchers & faculty, presenting them with opportunities to attend international summits besides hosting a variety of faculty empowerment workshops on the basis of the requirement of the industry and the faculty. The remarkable coordination between the network of scholars, globally, provides ample elbow room for our faculty to augment their

research work. Additionally, the culture at any University to reward and appreciate excellence in research (top peer reviewed & high impact factor journals) is desirable.

At top class HEIs, a conscious effort are made to inculcate research skills amongst the student body through the curriculum design. The atmosphere is congenial to research and innovation. The university corroborates all efforts made by faculty and student body alike to encourage experimentation and testing with the provision of amenities and making accessible all the resources such as high performance computing facilities, design laboratories essential for the conduction of high-quality research.

Evidently, over the last decade, with an increase in the quantity of research the transition to quality research has been an oversight. However, by adopting a strategy that consciously pushes the conduction of research relevant to the industry, society and academia at large, the quality of research in India can emulate the quality of the research output that makes the findings of, Chinese or American reports credible.

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# Pursue the Path of Excellence

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**Padma Vibhushan Dr. Anil Kakodkar, Former Chairman, Atomic Energy Commission of India delivered the Convocation Address at the Third Convocation of Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, Madhya Pradesh on October 27, 2020. He said that “we cannot put education, research, technology, entrepreneurship and marketing into separate silos”. Excerpts**

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Namaskar. Shri Purushottamdas Pasari, Hon’ble Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Dr. Upinder Dhar, Hon’ble Vice Chancellor, Trustees, Members of Governing Body, other Faculty Bodies, Deans, Directors of Institutes, other members of faculty, distinguished invitees, dear students, especially those graduating today, ladies and gentlemen. Let me at the outset express my gratitude to Shri Vaishnav Vidyapeeth Vishwavidyalaya, Shri Purushottamdas ji Pasari, Dr. Upinder Dhar and indeed all of you for providing me this opportunity to be amongst you on this important day i.e., the convocation day of Shri Vaishnav Vidyapeeth Vishwavidyalaya.

I have been associated with this University for some years now, so I am personally familiar with the progress that the university is making. I must acknowledge my deepest appreciation for the efforts and the results that all of you are realizing. Convocation day is a special day in the calendar of an institution of learning. It marks the culmination of a phase of learning and after having satisfied that the student is now ready to face and contribute to the world at large in the chosen domain of learning and training as a worthy individual. The elders give the final advice and blessings for further journey that the student is embarking upon. It is a solemn occasion for students and also for the teachers.

The bond between teachers and students that is supposed to have been built through years of mentoring brings in an emotional content to the convocation day. I think that emotions run specially high when you conduct such a convocation during a pandemic which we are witnessing. You are all doing it in an excellent way, a very organized way. I wish to use this occasion to thank the teachers who in their own way have contributed to shaping the young minds while they are with the university. My congratulations to all students graduating today. Some of you who have been specially recognized

deserve our highest appreciation. All of you have gone through your respective courses of studies and have been adjudged to be worthy of the degrees that have been awarded to you.

You are now ready to face the exciting world. As educated individuals, you have to be an important part of the nation building process through your respective capabilities that you have acquired here. Today, there is ample scope for innovation and entrepreneurship. The way our country is evolving, the opportunities for the capable ones will continuously expand. I wish all of you graduating today a very successful career ahead. May all your dreams be realized.

Dear friends and colleagues, all of you would realize that we are today standing at crossroads in the history of this world. On one side, individuals and societies have built capacities and capabilities unprecedented. At the same time, there is a crisis with respect to sustainability of the earth, with respect to the global warming and resultant threat of climate change and several issues related to sustainability and environmental balance. Now, it is in this situation, when on one side we have a short segment of the humanity which is probably enjoying the fruits of development and the wealth generation that has taken place, there is a much larger segment of humanity which is still aspiring to reach a reasonable level of quality of life and they are now threatened by severe limitation of the depleting earth resources.

I think education is the key to find solutions to such problems in a sustainable way. H.G. Wells has famously said, “Civilization is a race between education and catastrophe.” And how true is that statement in today’s context. I think it is clear that for the world to go forward we must ensure that education wins and that is what is we are all here about or we are all in the education space there to realize.

Importance of universities is much higher today than any time before. Societies, economy and knowledge according to me are three very important pillars of a three-legged stool. If you want to maintain stability, all the three legs must be stable, strong and give support to the overall society and the overall framework. Interaction between society and economy invariably takes place because all of us have to earn for our living. So there is a strong link between economy and society. The question is what is the shape of that link. For the most of the members of the society, that link could be transactional, or that link could be knowledge oriented and that is what makes the difference in terms of the overall quality of life in the society.

A transactional mindset or the transactional linkage will lead to a trader mindset and so it is kind of normal thing which happens, which has to happen, which will continue to happen. But when knowledge does not remain at a pedestal and starts deeply engaging with both the society, the human beings in the society, and the society at large, as well as when knowledge starts engaging with the economy, brings in knowledge technologies, brings in value addition on the basis of knowledge, then the relationship between the society and the economy transcends, it shifts from the transactional mindset to a more entrepreneurial mind set and that is what creates new things in the society.

New things in this world make the world a richer place and there is a joy of new creation. And to my mind, it is this coexistence and deep interaction between the society, the economy and knowledge that makes this world a better place, that improves the ethics in the society. It is no longer necessary to feel guilty and lose our sleep during the night. And society moves forward in a sustainable manner very much mindful about all other members of the society particularly those who are at the bottom of this pyramid, the people at the grassroots.

Now as the members of university or members engaged in knowledge, related activities, we must recognize that all activities that we conduct they must be holistic. We cannot put education, research, technology, entrepreneurship and marketing into separate silos. Because that is what actually creates problem in terms of being competitive. We must put them as a holistic ecosystem, which moves forward

overcoming several valleys of deaths that exist during translation of research to technology market, technology products to the marketplace. And it is this ecosystem that is very important and that is what we should nurture.

I am very happy to note that our university Shri Vaishnav Vidyapeeth Vishwavidyalaya has been adjudged to be one of the best among the top 50 in terms of the Atal Innovation Rankings. I think this is the scale that we must move forward. The country of the size of India needs many universities, which are of the level of excellence, which are similar in scale, scope and level of excellence as the big universities, the top ranking universities like Stanford, Massachusetts Institute of Technology, Harvard or for that matter the one that was existing in ancient India, the Nalanda University of ancient India. That was also similar university. So we need many such universities here in India to take our country forward.

As an example just to highlight this point, I would like to state the case of Stanford University as a case study. The university consistently ranks in the top five of the global rankings, many times it is ranking number one. Its 2000 + award winning faculty members which include 17 Nobel laureates, and spans multiple disciplines, such as Engineering, Law, Business, Science, Arts, Humanities and Medicine. Its faculty, alumni and students have launched more than 40,000 startups. Since 1940, they have created more than five and half million jobs and have created businesses, which have annual turnover in revenue of greater than 2.7 trillion dollars. So, this is the contribution of a single university.

I think we should aim at making our universities to that level. We should aim taking our Shri Vaishnav Vidyapeeth Vishwavidyalaya to that level. And that is where India would become the number one country in the world. So, I think all of us whether we are teachers in the university, whether we are students in the university or whether we are university as institution we must keep this in mind and pursue the path of excellence. They often say excellence is a way of life, excellence is a path and not a destination, because there is always something better to do.

We must realize this excellence in human resource, the students who leave this university after

graduation. We must realize this excellence in our research, in our technology, in our innovation and in the impact that we make in the marketplace. I think that is what the current times as described current time, as cross road situation we will be able to overcome this even with limited resources because we can innovate, achieve our requirements with limited resources, and do that in a sustainable way.

Dear friends, I wish that all of you would give some serious thought to what I have said just now and decide your respective course of action. It should be our collective efforts to progressively move towards making the world a better place to live through a lifelong learning process and maintaining knowledge institutions, industry and society interconnected with each other. Each one of us regardless of the career we decide to pursue can meaningfully contribute to

this objective. After all, we are all here in this world to play our respective roles. Our happiness and joy of life depends on how well we play our roles.

Dear students, I once again wish all of you well in your respective further pursuits. I am certain you will rise progressively in your respective careers. I do hope that as you rise you will retain in you a spirit of trusteeship and contribute sustainably to your roots, the society around, the institutions that brought you up and to the nation at large. It is the spirit of trusteeship and the desire to support others who were not as fortunate or as successful as us, that makes this world a better place. We must remember that our happiness depends on happiness all around us. Once again, my best wishes to all of you. Thank you.

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### **AIAER and IFORE International Webinar Lecture Series on Reforms in Teacher Education and Higher Education**

A four-day International Webinar Lecture Series on 'Reforms in Teacher Education and Higher Education around the World' was organized by the All India Association for Educational Research (AIAER) and International Forum of Researchers in Education (IFORE) in collaboration with the Institute of Professional Studies College of Education, Gwalior, Madhya Pradesh, recently. The event was inaugurated by Dr. Aran Kumar Tyagi, Director, IPS Groups of Institutions. Dr. (Ms) Rama Tyagi, Principal of the College and Co-host introduced the guests. Dr. Briju Thankachan, Ohio University Heritage College of Osteopathic Medicine, Athens, Ohio, United States spoke on 'Instructional Decisions Model: A Backward Design Approach to Train Teachers for the Future'. He cited examples from day-to-day life to explain the concepts. His instructional decision module template covered aspects such as: introduction and overview, objectives, list of instructional materials, reading guide, instructional strategies, in class event sequence, facilitator guide, readiness assurance test questions and application/final test questions.

Ms Sue Cronin and Dr (Ms.) Namrata Rao of School of Education, Liverpool Hope University, United Kingdom spoke on 'Teacher Education in United Kingdom'. They reported about three models of Initial Teacher Education.

Prof. (Ms) Basanti Dey Chakraborty, Department of Early Childhood Education, New Jersey City University, United States delivered the next talk of the day. She spoke on 'Perspectives on Becoming an Effective Teacher of Young Children in U.S. Schools'. According to her, the some of the groups and organizations recognized for taking reform initiatives in teacher preparation programs are: National Network of Education Renewal; Holmes Partnership; The Renaissance Group; Project 30 Alliance; Standard Based Teacher Education Project; National Council for the Accreditation of Teacher Education (NCATE); American Association of Colleges of Teacher Education (AACTE); and National Commission on Teaching and America's Future.

Dr. (Ms) Sylvia Christine Almeida, Faculty of Education, Monash University, Frankston, VIC, Australia

delivered a talk on 'Climate Change as well as Teacher Education in Australia'. She picturised the devastating situation both in India and Australia with respect to the floods in Chennai and the Bushfire in Australia. She reasoned out the need for teacher education to give stress on the role of teachers in developing a secure world. Referring to Australian teacher education, she referred to four types of programmes i.e. Bachelor of Education- Primary or Secondary (4 years); Double Degree-Bachelor of Arts or Science and Bachelor of Education- Primary or Secondary (4/5 years); Master of Teaching-Primary or Secondary (2 years) and Master of Teaching Secondary only (2 years). She said that the school teaching practical in Australia is known as 'professional experience' and its duration is at least 80 days for undergraduate programmes and of 60 days for Postgraduate programmes.

Prof. (Ms) Roza Valeeva, Institute of Psychology and Education, Kazan Federal University, Kazan, Tartan, Russia spoke on 'Teacher Education in Russia'. She started her delivery with the history of teacher education in Russia which had its origin in the beginning of the nineteenth century in the form of pedagogic institutes, autonomous teacher education institutes, and teacher training universities, which got merged with non-pedagogical universities. There are four levels of teacher education- i) Secondary Vocational Education; ii) Bachelor's Level; iii) Master's Level; and iv) High Quality Professionals. She pointed out that her university-Kazan Federal University is one of the biggest teacher education centers in Russia; is the only classical (non-pedagogical) university with a high percentage of teacher education programs; has extremely high quality of incoming students (one of the highest in the country in the field of education); prepares teachers for all school subjects; and offers teacher education programs in all subject areas and at all levels of training.

Prof. (Ms.) G Dayalatha Lekamge, Faculty of Education, Open University of Sri Lanka, Sri Lanka gave a presentation on 'Teacher Education in Sri Lanka'. She said that pre-service teacher education is provided by universities through their 4-year B.Ed. programmes and postgraduate diploma programmes for teaching senior secondary and by National Colleges for Teacher Education through their Two-year diploma programmes meant for teaching grades 1-5 primary



and grades 6-8 Junior secondary. In these two-year diploma programmes school internship is for one year. She further said that although state sector plays the key role in educating teachers /prospective teachers, no systematic plans were found for continuous professional development; ODL methods have been incorporated to expedite training and encompass large number of trained teachers to the system and limited collaboration and partnership among education providers.

Dr. (Ms.) Liu Woon Chia, National Institute of Education, Singapore spoke on 'Singapore's Approach to Developing Teachers'. Transforming Teacher Education in Singapore had four aspects: Deepening Professionalism; Strengthening Practice; Broadening Pedagogies, and Developing Perspectives. She listed 'Attributes of the 21<sup>st</sup> Century Teaching Professional'.

Prof. Chris Reddy, Faculty of Education, Stellenbosch University, South Africa delivered a lecture on 'Teacher Education in Post-apartheid South Africa: A Brief Historical Overview'. Prof. Reddy said that South Africa provides two routes for Initial Professional Education of Teachers (IPET) teacher training: Four-year Bachelor of Education degree (B.Ed.) 480 Credits; and 360 Credits first degree (BA/ BSc/BCom/BTech) plus 120 Credit Advance Diploma in Education. The four-year B. Ed. degree includes the equivalent of one full-time year of supervised practical teaching experience in schools.

Dr. Sunil Behari Mohanty presented an overall picture of Higher Education on 'Training of Higher Education Teachers- An International Overview'. Nations differed regarding provision for training teachers of higher education in teaching skills. Such training was not part of career development in nations like UK and US which have 5 top ranking universities as reported in QS as well as Times World University rankings 2021. However, some universities in these countries have teacher training courses for higher education teachers that one may join by paying prescribed fees. In many nations each university has its own teacher professional development centres which guide new teachers. He pointed out the problems in higher education teacher training such as availability of high-quality resource persons possessing recent knowledge and availability of in appropriately scrutinized materials in various platforms maintained by various agencies of the higher education. For instance, E Pathshala has a document 'History of Education Policy in India'. It has been written for Sociology subject paper 'Society and Education'. The document mentions a professor as paper coordinator and another as subject coordinator.

The pressure of work has not made them to verify the content by going to original documents mentioned in it.

Ms. Ene-Silvia Sarv, Estonia spoke on 'Teacher Education in Estonia: Future perspectives'. School-obligation covered 7-17 years of age. A preschool teacher may be B.A. / M.A. Other teachers must be M.A. degree holders. Initial teacher education is provided by universities and professional higher education institutions. She discussed that the every school must create its own school-curriculum (based on state-curriculum), teacher is the curriculum-creator in the subject area, general competencies area, etc.

Dr. Rama Devi Pani, Editor, University News, Association of Indian Universities (AIU), New Delhi presented an overview of 'Higher Education in India'. She started her discussion by giving the history of growth and development of the Indian higher education. Her history commenced with the Charter Act of 1813, establishment of colleges in Kolkata, West Bengal and in Kottayam in Kerala in 1817. She discussed the reasons for which Ministry of Human Resource Development (MHRD) was renamed as Ministry of Education (MoE). According to her, some of the common functions of Professional Councils were: maintaining uniform standards of that particular field of education; regulating the curriculum in the training of professionals; regulating the level of examinations and qualifications; funding in priority areas, monitoring, and evaluation; bringing standardization of training courses for professionals; prescribing minimum standards of education and training of various categories of professionals; maintaining parity of certification and awards; aiding in development, training and research; and conducting various entrance tests. A few responsibilities of state councils of higher education are: promoting academic excellence and social justice by obtaining academic inputs for policy formulation and perspective planning; ensuring the autonomy and accountability of all higher education institutions of higher education in the state as well as coordination between them; and guiding harmonious growth of higher education in accordance with the socioeconomic requirements of the state. At the end, Dr. Pani discussed about the governance structure of universities.

Prof. (Ms.) Rosemary Papa, Founder, Educational Leaders Without Borders, Emeritus Professor Educational Leadership and Endowed Chair in Learning Centered Leadership, Northern Arizona University spoke on '2021 Reforms in Higher Education in the

United States'. She referred to economic realities- Neoliberal For-Profit Colleges flourished the last four years leading to higher and higher student debt.

According to her, the next four years, as during the Obama presidency, will tie For-Profits to gainful employment requirements. Public universities may focus on the common good as the public social engine. 2021 reforms may see Investment in Community Colleges and training for improved student success and to grow a stronger, more prosperous, and more inclusive middle class; and strengthening of college as the reliable pathway to the middle class, not an investment that provides limited returns and leaves graduates with mountains of debt they can't afford.

Welcome addresses for Guests were delivered by Dr. (Ms) Rama Tyagi, Principal of IPS College of Education and Dr. Sunil Behari Mohanty, President, AIAER. Concluding remarks and vote of thanks were given by Prof. (Ms) K Chellamani on teacher education and Dr. Sunil Behari Mohanty on higher education. Dr. (Ms) Seema Kushwah was the Coordinator and Ms. Neha Yadav, Assistant Professor was the Moderator of the event.

### **In-service Teachers' Training Programme**

A five-day In-service Teachers' Training Programme on 'Developing Critical Skills for Effective Functioning in the School Environment' was organised by Anjuman-I-Islam's Akbar Peerbhoy College of Education, Vashi, Navi Mumbai through ZoomApp. Dr. Asma Shaikh, Principal, AIAPCE was the Programme Coordinator and Dr. Supriya Deka, Faculty, AIAPCE was the Programme Incharge. It was attended by 93 participants from In-service Teachers from schools run by the Anjuman-I-Islam Trust. The event began with the words of Chairperson and Keynote Speaker, Ms Salma Lokhandwala, Director, School Education, Anjuman-I-Islam. She emphasized on 'Reasoning Skills, Analytic Skills, and Critical Thinking. She said that it is part of human nature and capacity to reason and reflect upon the decision and problems, we encounter. Thus, the cognitive process that often direct our behaviour is also critical to our success. She concluded her talk by stating that critical skills will enable us to tackle problems across multiple and varied context.

Ms A F Qamar Saleem spoke on 'Strengthening Team Building Skills'. She focused on the importance of team building by focusing upon qualities like perseverance, cooperation, collaboration and self-acceptance along with other acceptance. The session was very interactive, conducted through participant presentation, activities and videos.

Dr. Asma Shaikh spoke on 'Improving Decision Making Skills'. She explained that in the past, decision making was thought of as management function by itself. But now a days, researchers and management authority relate decision-making with a collaborative work. This is because the changes in the educational system call for rethinking, reformulating and restructuring of educational policies both at national and school levels. The concept of the policy is the evolution of a decentralized, efficient and professionals, coordinated participatory system with respect to administration and management of the education system. Dr Shaikh discussed and shared the information on Meaning of decision making, area of decision making as a Teacher (based on Survey from Anjuman-I-Islam Group of Schools, and 5 other Schools), improving decision making skills, decision making process, characteristics of good decision makers, why teacher should take decision?

Ms Hoorjahan Hasan spoke on 'Refining Negotiation Skills'. She focused on the importance of negotiation skills for teachers with reference to students, peers, superiors, parents and other stakeholders. Negotiation skills are often soft skills and include ability such as: Communication, Persuasion, Planning, Strategizing and Co-operating. The focus of the presentation was on areas of negotiation, preparation for negotiation, stages of negotiation, negotiation styles, principles of negotiation and the phases of negotiation.

Ms Rehana Salamat spoke on 'Learning to be Flexible'. The presentation introduced: meaning; flexibility and adaptability in the classroom as two of the most important qualities that every teacher must possess. Flexibility is the idea that your plans can change very quickly, sometimes with notice and sometimes without. If you are prepared to move with the minds of your classroom, yet still provide a loose structure to their education? You can guide them, while still indulging their curiosity at the same time. The more flexible a teacher's approach, the better they are able to adapt to the room and the higher the chances are of increased student participation and engagement—ensuring that no child gets left behind under your watch. How lesson plan helps teacher as an Important Part of Teaching-learning.

Dr. Razak Honnutagi spoke on 'Fostering Service Orientation and Commitment'. He discussed and explained the 'Dunning-Kruger Effect' which is a cognitive bias in which people wrongly overestimate their knowledge or ability in a specific area. This tends

to occur because of a lack of self-awareness which prevents them from accurately assessing their own skills. The focus was on: SWOC analysis, continuous quality improvement, positive attitude, thinking, performance development character and moral development, professional skills and commitment of modern teacher, human development paradigm.

Mr Burhan Harris, Executive Chairman of Board of Institution was the Chief Guest of the Valedictory Ceremony. He motivated through justifying the selected thrust area: Enabling Dynamic Human Resource Management in his valedictory address. The webinar ended with a vote of thanks given by Dr. Supriya Deka–Programme Incharge and Associate Professor of Anjuman-I-Islam’s Akbar Peerbhoy College of Education.

The Question and Answer session conducted at the last at the end of each session. The training programme evaluated the participants at the end of every session through a structured Questionnaire via google form. The participants gave feedback at the end of every session using the feedback Performa. In the concluding session, the participants were awarded online certificate.

#### International Conference on Sustainable Advanced Computing for Current Society

A two-day International Conference on ‘Sustainable Advanced Computing for Current Society’ is being organized by CHRIST (Deemed to be University), Bangalore (Karnataka) during March 05-06, 2021. The aim of the conference is to allow participants an opportunity to discuss the recent developments in the field of computer science and challenges faced by the community in the 21<sup>st</sup> Century. To ensure an intense interaction amongst the researchers present at the conference, only a single session will be in progress at any given time. The themes of the event are:

- AI and Robotics.
- Block chain Technology.
- Cloud Computing and Visualization.
- Cyber Security.
- Data Science.
- E-Commerce.
- High-Performance Computing Architectures.
- Image and Video Processing.
- Pandemic Preparedness and Digital Technology Pattern Recognition and Classification.

- Natural Language Processing.
- Software Engineering.
- The Internet of Things (IoT).
- Wireless Communications.

For further details, contact, Dr. Kirubanand V B, Department of Computer Science, CHRIST (Deemed to be University), Hosur Road, Bangalore-560029.(Karnataka), Mobile : +91 9443551331, E-mail:[kirubanand.vb@christuniversity.in](mailto:kirubanand.vb@christuniversity.in). For updates, log on to: [www.christuniversity.in](http://www.christuniversity.in).

#### International Conference on Contemporary Issues and Challenges in Business Management

A three-day International Conference on ‘Contemporary Issues and Challenges in Business Management: Post COVID-19’ is being organized by the Management Development Institute Murshidabad (West Bengal) during March 19-21, 2021.

The event aims at capturing role of innovations in management practices. It seeks to deliberate upon the emerging theories, concepts and models in general, practical challenges encountered and solutions adopted in particular in the field of innovations in management practices keeping in view current pandemic situation too. The academician, researchers, practicing managers and students may participate in the event to share their ideas and research findings, and address contemporary issues and challenges in business and industry. The tracks of the event are:

- Track-1: Contemporary Issues and Challenges in Marketing.
- Track-3: Contemporary Issues and Challenges in OB and HRM.
- Track-5: Contemporary Issues and Challenges in IT.
- Track-2: Contemporary Issues and Challenges in Finance and Accounting.
- Track-4: Contemporary Issues and Challenges in Operations and SCM.
- Track-6: Contemporary Issues and Challenges in Business Policy, Strategy and Entrepreneurship.
- Track -7: Case Studies.

For further details, contact Convenor, Dr. Yukti Sharma, Assistant Professor, Management Development Institute, Kulori, PO: Uttar Ramna, Raghunathganj, Murshidabad-742235 (West Bengal), Mobile: +91 9674727164 / +91 9674757164, E-mail: [ticcbbp@mdim.ac.in](mailto:ticcbbp@mdim.ac.in). For updates, log on to: [www.mdim.ac.in/iccbp](http://www.mdim.ac.in/iccbp) □

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# THESES OF THE MONTH

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## SCIENCE & TECHNOLOGY

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of December 2020-Jan 2021)

#### AGRICULTURAL & VETERINARY SCIENCES

##### Agricultural Extension

1. Raviya, Pranavkumar Bipinbhai. **Knowledge, attitude and utilization of information and communication technology services by farmers of Saurashtra Region of Gujarat State.** (Dr. V J Savaliya), Department of Agricultural Extension, Junagadh Agricultural University, Junagadh.

##### Agronomy

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