

Report of the National Conference



Centre for Educational and Social Studies

In Collaboration With

National Assessment and Accreditation Council, Bengaluru

Karnataka State Higher Education Council, Bengaluru

Association of Indian Universities, New Delhi

Ramaiah Institute of Management, Bengaluru

A Two-day National Conference on **NEP** **READINESS** Scope & Challenges for Transforming Higher Education

29 & 30, Sep 2022
Bengaluru

This is a Report of the Two-Day National Conference on “NEP Readiness: Scope & Challenges for Transforming Higher Education” held on September 29 and 30, 2022 by Centre for Educational and Social Studies (CESS) in collaboration with NAAC, KSHEC, AIU and RIM

About the Organizers

Centre for Educational and Social Studies is a full-fledged not-for-profit society driven by the vision to bring about "Social Transformation through and with Education". We engage in Research, Capacity Building and Policy Advocacy in the domain of Education and allied areas. CESS has undertaken projects and research studies, both in-house and in collaboration with premier institutions. CESS is deeply engaged in the capacity building of various stakeholders at both school education and higher education in its endeavour to facilitate the implementation of NEP 2020.

National Assessment and Accreditation Council was established in the year 1994 as an autonomous institution of UGC for conducting assessment and accreditation of Higher Educational Institutions (HEI) in the country. Since then, NAAC is contributing bring quality as a culture and making quality assurance, an integral part of functioning of HEIs.

Karnataka State Higher Education Council was established as a collective of the Government, Universities, Academics and Experts with a view to forge a synergic relationship between them. The Council promotes academic excellence and social justice by obtaining academic input for policy formulation and perspective planning; ensures autonomy and better accountability of all institutions of Higher Education in the State of Karnataka.

Association of Indian Universities was established in the year 1925 as an Inter-University Board (IUB) of India. It was rechristened as Association of Indian Universities (AIU) in the year 1973. The main objective of the AIU is to protect and promote the interest of universities and facilitate their activities especially by way of sharing information and increasing cooperation in the field of culture, sports, and allied areas, and help universities in mutual recognition of degrees.

Ramaiah Institute of Management is one of the most preferred Business schools in Bengaluru. Being located in the heart of the city, the institute is acclaimed as one of the best Business schools providing quality management education through its PGDM program. It has been consistently ranked as one among the Best 100 Business schools in India by several ranking partners. The program is NBA accredited and approved by AIU as MBA equivalent. The aim is to offer the nation with vision driven leaders who are globally competent to meet the challenges of a future world.

About the National Conference

The 2-Day National Conference was convened on September 29 and 30, 2022, by Centre for Educational Social Studies (CESS) in collaboration with National Assessment and Accreditation Council (NAAC), GoI, Karnataka State Higher Education Council (KSHEC), GoK, Association of Indian Universities (AIU), a Pan India association of Indian universities and Ramaiah Institute of Management, Bengaluru. The Conference aimed at providing a larger platform for all the stakeholders of higher education institutions in the country to deliberate on the strategic way forward for effective implementation of NEP 2020. This was a Conference BY, OF and FOR the stakeholders of higher education.



The Conference witnessed coming together of heads of higher education institution, faculty, policy makers, bureaucrats, industrialist, educationist, domain experts and heads of regulatory agencies of both Central and State Governments. Over 20 eminent speakers from across the country representing wide category of higher education institutions, industry, government and regulatory bodies shared their insights on how to take the policy forward during the conference.

The Conference was attended by 322 delegates who are Vice Chancellors, Professors, Principals, Directors, NEP and IQAC Coordinators, Registrars, Faculty members, Research Scholars, Policy Makers etc of which 264 were from various parts of Karnataka and rest were from across the country. An Edu-Leaders' Summit was also held to have deliberations on "Strategic Way Forward to Implement NEP" which brought in together the key policy implementors, including Vice-Chancellors, Deans, Directors and representatives of the regulatory agencies.

Day-1: 29 September, 2022

Inaugural Session

The Inaugural Address was delivered by Sri T R Parasuraman, Executive Advisor, Toyota Group. The Keynote Address was by Dr. T G Sitharam, Director & Professor, Indian Institute of Technology, Guwahati. Dr. S C Sharma, Director, NAAC and Sri B S Ramaprasad (IAS Retd), Chief Executive, Gokula Foundation, graced function as Guests of Honour. Prof. K V Raju, Dean Research, Chanakya University Presided over the session. Dr. Rajendra Kumar V Joshi, Senior Consultant, CESS, set the context of the Conference.



Dr. Gowrish, Director, CESS formally welcomed all the dignitaries, heads of collaborating institutes and delegates to the Conference.

Subsequently, Dr. Rajendra Joshi, Senior Consultant, CESS, in his Introductory Note, set the context for the 2-Day conference. In his note he stated that the NEP 2020 is an aspirational policy which seeks to leverage country's demographic dividend to emerge as a knowledge power. It is a public policy which is a result of largest stakeholders' consultations. Higher education is expected to play a key role in equipping young people with knowledge, skills, attitude, and values necessary to transform them into highly skilled, well-rounded humans to

thrive in the 21st century. The NEP is rightly called a ‘transformative’ for its overhauling recommendations across the education sector. However, the challenge lies in its implementation. The implementation of NEP 2020 depends to a large extent on how successfully different stakeholders can overcome the practical challenges of implementing without compromising the policy vision. Changing the mindset of the stakeholders towards holistic multidisciplinary institutions and education, adopting to learner centred pedagogy, rethinking assessment, empowering teachers, and scaling the new NEP model are the key concerns. Transformation must take place at the people, structure, and process levels to ensure smooth transition towards the NEP vision.

Further, Dr Joshi highlighted the key objectives of the Conference as: to explore transformation readiness of Higher Education Institutions and of implementation strategies; to identify the Challenges for NEP 2020; key strategies, strengths, and resources to resolve the impediments in implementing NEP 2020 and more importantly to bring the key experts, education leaders, and practitioners and stakeholders on one platform to facilitate dialogue and share experiences in implementing NEP.

He also presented the following sub themes, with brief description and challenges, that were to be covered in the deliberations during the conference:

1. Holistic and Multidisciplinary Education:

National education policy aims to create broad based multidisciplinary education with a focus on 21st century skills. Multidisciplinary education will prepare graduates for a situation where single-skill or single-discipline based jobs are likely to get disrupted. Multidisciplinary education is sought to be operationalized through imaginative and flexible curricular structures which will provide creative combinations of disciplines going beyond the existing siloed and rigid system of undergraduate education. Disciplines are not mere collection of facts, data, or formulae but a lens or a framework through which they try to understand a phenomenon- “an epistemic form”. Thus, when a student studies a discipline (or a stream of study) she not only learns a theory/concept but learns a certain way of looking at reality.

Being exposed to different disciplines helps learners to acquire multiple perspectives and different cognitive orientation and make them ‘cognitively agile’. Multidisciplinary

education proposed in the policy envisages combining a focus on disciplinary orientation along with exposure to many other disciplines.

Multidisciplinary education is much more than providing creative combinations of disciplines across streams. It is equally important ‘how we teach’ or ‘how we learn’. Inculcating 21st century skill requires integrating more interactive, engaging, and dialogical pedagogies. Changing pedagogy is needed both to serve the larger purpose of higher education and to cater to the changing needs of the world of work. Purpose of education is not only about preparing young people for the future careers but educate the whole person- socially, emotionally, culturally, and spiritually. It seeks to provide holistic education, which is inclusive, balanced and connected. Holistic education makes it imperative to integrate intellectual, vocational, and emotional dimensions of education.

This transition requires us to address many issues and challenges, and some are listed here

- Faculty in higher education largely come from disciplinary scholarship and located in academic institutional structure where research funding and career progression are all strongly linked to disciplines. Multidisciplinarity creates an anxiety in faculty members;
- Institutional policies, funding and appraisal system are factors that influences interdisciplinary/multidisciplinary approach in faculty teaching and research;
- There is a need to create opportunities for conversations between faculty of different disciplines on different themes to build multidisciplinary among faculty;
- Faculty need to move to a more ‘engaging pedagogy’ to capture the spirit of multidisciplinary and there is a need to explore ways of faculty capacity building in pedagogy.

2. Building Research Innovation System in HEIs

Research and innovation are critical for nations progress and standing in the knowledge age. In a fast-changing world with the complex problems faced by societies it is imperative to pursue research at cutting edge technologies across disciplines. As an aspiring knowledge superpower, encouraging and developing research productivity is essential. India, especially, higher education as a sector have/has a long way to go. Apart from funding, enabling research environment and research capability are biggest

hurdles for building research and innovation culture among higher education institutions.

The policy recommendation has resulted in creation of NRF to fund and facilitate research across institutions and disciplines. In order to leverage the funding opportunities there is a need to encourage students and teachers to take up research and build research capability for research. This includes evaluating a research idea, productising, and patent filing process. There is a need to train and build research capability at the college and university level to overcome the disconnect between teaching and research on one hand and research and industrial and societal needs on the other. Integrating research component with undergraduate and post graduate level will ensure steady supply research talent.

Changing into more innovative and engaging pedagogies will facilitate building research capability in students and provide much required research talent pipeline. We also need to explore scholarship of teaching-learning/research into teaching as component of professional requirement of teachers to build research capability of faculty and integrate teaching and research.

3. Integration of Technology

India has emerged as a leader in the area of technology, and it is transforming various facets of our social, economic, and cultural life. Education has played an important role in building country's technological capability. Given its power and prevalence technology is influencing education both in increasing access and in enhancing quality of education.

National Education Policy has recognised the need and possibility of technology changing the various dimensions of education. The new education policy has taken several initiatives to integrate technology in HEI ecosystem. National Educational Technology Forum as a platform is expected to facilitate induction and integration of technology into higher education. The new education policy has taken several initiatives to integrate technology in HEI ecosystem, like, development of online teaching platforms and tools, digital infrastructures like creating digital repository, content creation and dissemination, online assessments, innovative technological solutions to address digital divide and capacity building for faculty.

It is important to recognise the role of technology in overcoming geographical, social and economic boundaries. Technology needs to go beyond the obvious possibility of merely replacing the traditional ways of teaching-learning and move towards augmenting and transforming learning experience. Given the student diversity, technology can contribute in personalising learning. Technology can make assessment authentic, relevant and help in assessing 21st century skills.

Any attempt to integrate technology will have to respond to the issues like:

- Appreciating the role of technology as a tool in augmenting learning and transforming pedagogy and assessment;
- Addressing the issue of digital divide and find ways of providing access to digital devices and larger related infrastructure;
- Training and enabling faculty in deploying technology in teaching-learning process. This calls for extensive technological capability building of teachers.

The conference looks forward from the industry experts and academic researchers to bring their ground level experience in strengthening their digital infrastructure and share their Ed teach solutions towards reducing digital gaps, enhance learning and teaching experience.

4. Institutional Development Plan

The new regulatory system envisioned by the Policy will foster a culture of empowerment and autonomy to innovate, including gradually phasing out the system of ‘affiliated colleges’ through a system of graded autonomy. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges.

The policy has indicated that every HEI’s need to chalk out its blueprint to implement recommendations of NEP through institutional development plan. Institutional development plan prepared by the institution in consultation with all the stakeholder envisions its institutional future, a SWOC (strength, weakness, opportunity, and

challenges) analysis of the institution and the kind of measures that needs to be taken to realise the institutional goal. IDP is a comprehensive document which looks at different dimensions of the institutional development- curricular, teaching-learning process, assessment process, student support services, teachers' professional development, finance, administration. This will also spell out the kind of steps the institution has to take.

Institutions will need help and assistance in developing the institutional development plan. The conference will deliberate on how to go about preparing the plan and share experiences of those who are already in the process of preparing a plan. There is a need to work with leadership and management of the institutions to enable them to take the process of preparing IDP. Conference aspires to deliberate on how we build this capacity in the institutions.

5. Restructuring of Assessment and Accreditation:

The policy recognises the critical role played by higher education in human wellbeing and economic development of the nation. Towards this end NEP seeks to produce well-rounded creative individuals by revamping the system for establishing multidisciplinary higher education institutions. This needs an effective enabling responsive regulatory system which is function based, minimalistic – a light but tight system.

Accreditation is a primary mechanism of regulation, and an autonomous agency will oversee the process of accreditation for all disciplines and fields. Given the size and complexity of higher education system this agency may enable other institutions to conduct the process of accreditation. The policy also envisions journey of affiliated colleges towards fully autonomous degree awarding colleges through a process of graded autonomy.

There is a need to clearly lay down criteria of evaluation and rubrics for assessment and accreditation to evolve a robust and transparent system of accreditation. It is a movement towards outcome based formative approach with evidence for learning outcomes being clearly stated. Training and preparing peer team members is very critical as they need to balance between their roles of being assessors of institutions and at the same time be facilitators and enablers of the institutions.

There is a need to examine the link between systems and processes mandated by assessment and accreditation process and the attainment of intended learning outcomes.

6. Equity in Higher Education

The NEP-2020 is grounded on the guiding goals of access, equity, quality, affordability, and accountability. The policy clearly states that "education is the single greatest tool for achieving social justice and equality for inclusive and equitable education."

The NEP-2020 acknowledges the fact that there exist myriad barriers in higher education for aspiring minds belonging to marginalized communities. The NEP aspires to increase the GER to 50 per cent by 2035, a two-fold increase, to fulfil the aspirations of our youth and to form the basis for a vibrant knowledge society and economy.

To facilitate interventions beyond access, the NEP recommends administrative, financial, and academic autonomy to HEIs, to develop and sustain an inclusive ecosystem for underrepresented groups entering the portals of HEIs. Given the rise of private sector participation in higher education and the perceived anxiety regarding affordability, equity, accessibility, and accountability, the policy recommends encouragement of 'public-spirited' private philanthropic contributions.

NEP suggests that the ODL programmes will be reimaged to ensure that their quality is equivalent to the best-in-class programmes. Ensuring accessibility, "disadvantaged geographies will acquire priority with at least one Type 1 - 3 institution for every district". The policy aims to streamline institutional priorities to harness quality while appreciating equity in higher education. The policy acknowledges the need for engaging and supporting a learning environment for all students to succeed, irrespective of any discrimination. The NEP recommends earmarking suitable government funds for the education of Social Economically Disadvantaged Groups (SEDGs) while establishing high-quality HEIs in aspirational districts and Special Education Zones (SEZs). At the institutional level more inclusive admission process, making the curriculum more inclusive, ensuring sensitization of faculty, and developing Institutional Development Plans (IDPs) that contain specific plans for action on increasing participation from SEDGs are envisaged.

The Conference is an attempt by CESS to address the challenges of transforming higher education institutions in the light of the NEP 2020.

Inaugural Address

Sri. T R Parasuraman, Executive Advisor, Toyota Group delivered the Inaugural Address. In his address, he highlighted the nuances of NEP 2020 from the perspective of an industry veteran. He compared the cultures of different countries and explained the complexities involved in the drafting and implementation of the policy. Nevertheless, he expressed hope in the strong approaches in various institutions that will pave way for effective implementation. He highlighted the young workforce of the country which is driving the transformational thought of “What is the future of India” to “India is the Future”. He noted that having a macro perspective is very critical for implementation of NEP 2020.

Keynote Address

The keynote address was delivered by **Prof. T G Sitaram, Director & Professor, Indian Institute of Technology, Guwahati**. In his address, Prof. Sitaram spoke of the measures taken at different institutions in the country specifically in the premier institutes such as IIT Guwahati and other institutes in North Eastern states to implement NEP. Speaking of the bold new measures taken at different institutes he elaborated on several strategies of implementation of the NEP 2020. He called on for thinking deeply before implementing the policy.

Guests of Honour Speech

Dr. S C Sharma, Director of NAAC in his Guest of Honour speech, noted the importance of the teaching learning process, critical thinking and pedagogies which form the central idea of the policy. **Sri. B S Ramaprasad, Chief Executive of Gokula Foundation**, in his address as Guest of Honour mentioned the need for institutions to collaborate and effectively create an educational ecosystem which fosters analytical thinking and emphasises on application-oriented learning. Highlighting the initiatives at Ramaiah Group of Institutions, he indicated that the implementation of the NEP is already started and newer possibilities are being explored (message was read out in his absentia).

Presidential Address

The Inaugural session ended with Presidential Address by **Prof. K V Raju, Dean of Research at Chanakya University**. Summarizing the insights of the earlier speakers and shared his insights to the theme of the conference. He urged the session chairs and delegates to probe on areas related to strategies of implementation, efforts by specific institutions, application of digital methods in implementation.

PLENARY SESSIONS

The Conference had 4 Plenary Sessions in which deliberations on developing Holistic Multidisciplinary Education, on Building Research and Innovation Culture in HEIs, on Re-imagining the Assessment and Accreditation and on Ensuring Equity and Inclusion were held.

Plenary Session 1: Holistic & Multidisciplinary Education

Chair: Prof. K Ramachandran, Advisor and Professor, NIEPA, New Delhi

Key Speakers:

Dr. W G Prasanna Kumar, Chairman, Mahatma Gandhi National Council of Rural Education, Hyderabad

Prof. Yugank Goyal, Associate Professor, Public Policy, FLAME University, Pune

Session Convenor: Dr. S. Muralidhar, Associate Professor and Head, Commerce Department, GFGC, Kolar.

Dr. S Muralidhar, the Convenor of the Plenary Session-1 introduced the speakers of the session. He highlighted that the core theme of this session is to focus on the road ahead for NEP implementation through a holistic and multidisciplinary education. The session experts were invited to speak of best strategies to transform our mono-disciplinary higher education institutions into holistic multidisciplinary institutions as envisaged in the NEP and as proposed by UGC guidelines. They



were also asked to throw light on how to approach faculty empowerment for multidisciplinary pedagogy/andragogy which is central to the success of the holistic multidisciplinary education.

Prof. K Ramachandran, as the Chair of the session noted in his opening remarks that it is important to recognise and nurture the unique talent of each individual to promote holistic

development. Students must have the flexibility in choosing the trajectories of education and choice of programs to study. Honouring student diversity needs to be the crux of the educational system.

Dr. Prasanna Kumar as a Key Speaker focussed on the flexibility aspect of the NEP - multiple exit and entry. He highlighted that 'Education' is not a noun, it is rather a verb. Education is meant to be action-oriented. He mentioned that the current system of education is not skill-oriented. The role of the faculty is to create the 'verb part of education.' Faculty need to learn to unlearn and get rid of traditional teaching and learning styles. The shift is on making the student 'a continuous learner.' The method/pedagogical shift is the need of the hour- transcending to context books from traditional textbooks should be the core focus. Students should have flexibility to choose the curriculum. Faculty must look at education being 'skill-oriented' so that education is society-centred, benefitting the society at large and not teacher-centric or learner-centric. He further highlighted that skill comes with repeatedly doing things and students must be provided with this opportunity in the day-to-day classroom session. The first year's education should provide skill. Today, the competency of 'doing' is called for, and not writing the exam. Faculty development programs should orient faculty in this direction. Teachers must think on how lessons taught in the classroom can benefit the society. The engaged learning is imperative and students need to be active doers in the classroom. The focus will be to ensure that students get competent to be employable by the end of their first year of under graduation. Dr. Kumar concluded his talk by iterating that the first year of learning should signify the 'karma yoga' i.e., the verb, the second year- 'bhakti yoga' i.e., the adjective and the third year- the dhyaan yoga- noun to make the students be prepared to face the global challenges.

Prof. Yugank Goyal, speaking on holistic and multidisciplinary education, quoted from David Graeber's book - "Bullshit Jobs" and said that society created thousands of jobs that the society doesn't probably need, which may also be the most paid ones. He said that the way we design the societies is the way in which disciplines are organised in universities. Industrialisation demanded Discipline orientation and the demand for Specialisations grew. Nevertheless, the human mind does not think of a single discipline. With a background of Engineering and Law, Prof. Goyal highlighted the need for multidisciplinary education. He cited the story of Nokia on how the company in the early 2008-09 studied the buying behaviour of consumers to decide whether to invest in smartphone technology or not. The qualitative data or the 'thick data' of interviews showed low-income consumers were heavily inclined to buy smartphones. While,

their quantitative big data analysis with millions of data points reflected otherwise. He stated that Nokia's downfall was partly attributed to their decisions being based on big data analysis. The need of the hour is focus on the diverse sources of data to make decisions and teams with diversity tend to perform better. Emphasising on 'Cognitive diversity', he suggested that research points to the fact that people coming from different perspectives of thinking lead to much better outcomes. Referring to the book titled the 'Engineers of Jihaad', he mentioned that there is a certain way in which a discipline fosters the mindset and interlinking of the mindset is very crucial. An engineer needs to be exposed to how an economist thinks and vice versa. Prof. Goyal threw light on the importance of Institutional Development Plan, mapping of types of colleges and universities, segregation according to capacities and picking up those which are close to NEP compliance which should become mentor institutions to the institutes in their vicinity. For example, the IITs could mentor the non-IIT institutes and create inspiration within the mentee institution. Continuous meetings of the mentor-mentee institutions could sow the seeds of multi-disciplinarity. He said that in FLAME University, all students are to take one subject in each course universe/ disciplines to build diversity. Prof. Goyal closed his session by mentioning that the transcend of the STEM disciplines to becoming the STEAM, integrating the Arts is essential.

Prof. K. Ramachandran in his concluding remarks as the session chair mentioned that students must be the problem solvers. They need to augment skills in different capacities-aesthetic, physical, emotional, social, ethical and moral in an integrated form. In order to aid this, a multidisciplinary approach is required. He gave the analogy of 'salad' which is a mix of several ingredients but retains its individual boundaries. He cited the success story of Apple mentioning that it was possible because of working of a multidisciplinary team. He added that the concept of 'interdisciplinary' is like dal, blended together that gives a unified taste. The Trans-disciplinary concept was compared to a cake which is completely immersed and indistinguishable. The road ahead for students would be to use technology not invented so far, take up jobs in future that do not exist today. In such a context, the role of the faculty will have to be that of a 'designer,' embracing and adapting to the changes. With respect to the course composition, 25% of courses must have field-based learning. Environmental education and community engagement must be embedded into the program. The four-year under-graduation program should be multidisciplinary and comprise of specialisations, minors, language learning and vocational courses that ensures that students coming out of educational institutions are 'skilled.' The Graduate attributes must be problem solving, critical thinking, creative

thinking and becoming a team player who is digitally empowered and has ethical and moral conscience. He closed the session by highlighting the importance of a coherent approach to learning, procedural knowledge, skills related to analysis and of application-based learning.

The plenary session witnessed enthusiastic participation by the audience in the Q&A session.

EDU-LEADERS' SUMMIT

The true spirit of the NEP and its recommendations are caught between the aspirations and the ground realities. Leadership is the key factor in enabling a conducive ecosystem for bridging such gaps. Recent interventions proposed by the Central and State government to reform governance and leadership in higher education viz., Institutional Development Plan (IDP);



Internationalization of higher education; Research and development cell; National Education Technology Forum; Academic Bank of Credits; National Higher Education Qualification Framework; Transforming HEIs into multidisciplinary institutions and so on. It is

pertinent to deliberate on the role and relevance of leadership in effectively and efficiently implementing these reforms to achieve the NEP mandate.

The stakeholders of higher education have accepted the Policy but with apprehension about realising the true spirit of the NEP. The Heads of the higher education institutions are now looking for the best strategies for way forward. Nonetheless, the Central Guidelines talk about the necessary frameworks, the challenge perceived by the higher education institutions is about **‘how to translate these guidelines into action.** Some of the questions for which they seek collective answer are:

- Can Institutional Development Plan be used as a strategic tool to visualise the comprehensive plan of action?
- Can there be a mentoring mechanism to help institutions for the smooth transition?

- How can higher education institutions, individually and collectively move forward?
- And more critically how to strengthen the governance and leadership elements of the stakeholders, especially the heads the higher education institutions as they have the onus of implementing the Policy.

Answers to these questions are not only critical for the current transition but also for the future growth and quality sustenance as envisaged in the NEP 2020.

To this end, the CESS Edu-Leaders' Summit proposes to discuss following themes:

- Developing and implementing Institutional Development Plan (IDP)
 - Developing research capacity in HEIs
 - Academic Program Design and Implementation (including ODL and online learning and Multiple Exit and Entry)
- Ensuring access, equity, and diversity in higher education
- Operationalizing Excellence (quality, accreditation, and ranking)
- Financing options and strategies for resource mobilization
- Continuous professional development of the teaching and non-teaching staff

The Summit revolved around the above themes amongst the leadership of HEIs. In particular, the summit aimed at soliciting inputs, case studies and practices from the leaders to understand barriers and drivers in enabling a transformative higher education ecosystem.

The Edu Leaders' Summit saw the keynote address by Honourable Chairman, UGC Prof. Jagadesh Kumar. The Summit witnessed coming together of over 40 key policy implementors, including Vice-Chancellors, Deans, Directors and representatives of the regulatory agencies. Intense deliberations were held on Strategic Way Forward under Lead Expert contributors - Prof. B J Rao and Dr. Gopalkrishna Joshi. Prof. M K Sridhar gave concluding remarks. Some of the key points and suggestions that emerged from the Summit are that the IDP should be highly contextual to the local practices and expectations; the capacity and issues related to workload for implementing NEP in HEIs are critical; the Summit also took note of the importance of identifying the mechanisms for reviewing the implementation of NEP in each HEIs.

The Summit begun with Dr. Gowrisha welcoming the UGC Chairman Prof. M. Jagadesh Kumar and all the Vice-Chancellors; the Directors, Deans and the Heads of higher education

institutions from across the country. Briefing on the Summit, he mentioned that the deliberations will aim to develop a strategic way forward for NEP implementation and the role it plays for transforming the higher education. He, then, requested the Chairman to brief about the future plans of the UGC in this direction.

Keynote Address

Prof. M Jagadesh Kumar in his keynote address noted that the bottom line of the NEP is to empower the students by providing flexibility and diversity so that they will become future ready. Diversity here is in terms of the disciplines in which they can study. With the recent announcement, there are possibilities of student pursuing dual or joint degrees simultaneously. He mentioned that UGC had consulted experts across the country and received positive response about the National Credit Framework which gives details of providing mobility to

students to move from Institutes to Institutes and from discipline to discipline enabling the students to have multi exit and entry opportunities. The National Credit Framework is the foundation for three verticals-national school qualification frameworks;



national skill framework and; the national higher education framework. He mentioned that there will be seamless transition from the school level to skill level and higher education.

Further, he mentioned that the new scheme in the school will be that of 5+3+3+4 and the students will acquire the credits from the school and also acquire credits from the skills acquired. There will be recognition of the peer learning as credits will be assigned to the peer learning process also and will be counted from school level onwards. There will also be the introduction of internship at the undergraduate level of education as this gives them an experiential learning. The students may work in industry as well as also in a panchayat raj office or any Government offices to learn better. The other major changes that is underway is to provide higher quality education through the digital university which facilitates students to complete their course in two and half years or three years based on the number of credits that

they complete and provide unconventional approach and help the students to achieve their aspirations by offering multiple opportunities. The introduction of the 5G technology will support the digital university in a big way. He also referred to the higher education system as a pyramid and the students at the top of the pyramid we will have two types of students, type one are those who have every resources to pursue their education and the other type are those who can crack any examinations and can join the best Institutions. The bottom of the pyramid will have highly talented students but due to the elimination process they are not able to join the good Institutions, we need to focus on this large section of students. Hence, we are introducing the digital university which will facilitate the learning for all.

Speaking on multidisciplinary and holistic education, he noted that the universities with fewer disciplines can now expand and collaborate. The multidisciplinary education gives the opportunity for multidisciplinary or transdisciplinary research which will help in solving some of the challenges that we are facing. The holistic education is what we need today with more student centric approach. The teaching should move away from teaching to mentoring. The learning must happen through critical thinking process and be enhanced through experiential learning with lesser role for the teacher. Students should learn to work in teams is the modern context of experiential learning.

Prof. Kumar, quoted a shloka from Mahabharat which highlighted that the learning of student is put into 4 parts where the first part talks about the learning from the teacher; the second part comes from the critical thinking of the students; the third part comes from the students work and interaction with each other and; the fourth part comes from the experiential learning. The Indian civilisation had thought of this way back, but we were following the English system. Now we are building our education based on the Indian Ethos. We are also introducing the Indian Knowledge System in the Higher Education.

In conclusion he stated that the Higher education is given autonomy and therefore, you are free enough to work on your action points in implementing NEP. Lastly, he congratulated the team for organising this session.

The Edu-Leaders' deliberations were facilitated by Dr. Chetan Singhai, Convenor of the Summit. He proposed four major points around which discussions were held.

Dr. Gopalkrishna Joshi, Executive Director, Karnataka State Higher Education Council, initiated the discussion.

The first theme was *developing and implementing the Institutional Development Plan*

Following views emerged from the deliberations:

- The delegates unanimously opined that they need training on preparing a strategic development plan as they are not aware of it and they added that;
- There is also a need to define the major parameters for framing the IDP;
- The activities of higher education institutions are largely driven by central which triggers a lot of action but are not being taken forward;
- More inputs are needed on student flexibility and approaches to interdisciplinarity education;

The second theme was *ensuring access, diversity, and equality*

- The second theme on which delegates deliberated was on increasing the gross enrolment ratio to bring in diversity. They all opined that the institutions should work in partnership with each other to increase gross enrolment ratio and also to understand diversity better. The delegates also put forth the concern of the university regarding the shortfall of faculty to meet the requirements of multidisciplinary teaching which is perceived to increase in the GER. They further added that to bring in equity, the Government should support students from backward class and encourage them to enrol for higher education. It was also suggested that universities should conduct a work study to understand the workload and the capacities of the Institutions. The higher education institutions-colleges and universities- should now move out from top-down approach to bottom-up approach. The delegates agreed that the conventional thinking should be eliminated, and noted that the Government alone is not responsible for increasing the GER. The Universities and Institutions should initiate measures on their own to increase the GER through connecting to corporates who may fund the economically disadvantaged students thereby leading to increase in GER.

The Third theme was on *Operationalising Excellence-Policy, Accreditation, Ranking and Rating*

The Ranking and Rating is being linked with funding, which is a challenge for higher education institutions. The IDP should be made a mandate of IQAC. The Quality department must be made mandatory for all the universities and they should be made responsible and accountable for the quality enhancement. The Institutional Development Plan should be a part of the IQAC.

The student and teacher ratio in all universities has a bearing on quality of the Institution. The University should take note of the badly performing colleges based on the student enrolment and shut down institutions which have less enrolments resulting in unfeasible operational costs and poor-quality education. The Universities should no longer be confined to four walls. They must be aware of and explore the digital university that are coming up in the future.

The Fourth theme deliberated about was on ***Financing and Strategies for Mobilising Resources***

The delegates agreed that the education is the most important sector but however the government and society are not giving due importance to it. They suggested government to subsidise educational loan interest. The higher education institutions have limited access to resources. Therefore, the universities should strategically utilise the funding. For efficient use of financial resource, the professors must also be involved in evolving financial strategy and not just by Government.

The Summit ended with **Prof. M K Sridhar sharing his concluding remarks**. He mentioned that summits of this kind often discuss on the problems regarding implementation of NEP. But it was very heartening that the delegates didn't dwell too deep on the problems instead deliberated on strategies to move forward. This is an indication that if all the universities work together, we could implement the NEP in a better way. He also mentioned that the schools have put in serious efforts to implement NEP, which is again an indication that if all of us work together, we will be able to achieve better tomorrow.

Plenary Session 2: Building Research and Innovation Culture in Higher Education Institutions

Key Speakers:

Dr. B J Rao, Vice-Chancellor, University of Hyderabad

Prof. Rishiksha T Krishnan, Director, IIM-Bangalore

Dr. Parvathi R, Principal, VET College, as convenor of the session, welcomed the speakers. Introducing the speakers of the session, she put across the concerns of the stakeholders of the higher education institutions. She drew the attention of the speakers to the fact that there are a

few countable HEIs in India that have excelled in research and innovation but research as a ‘culture’ among HEIs is absent among a large number of institutions. How do we replicate/scale up the success of centres of excellence to build the research culture among these large number of institutions? And secondly, industry, academia and government collaboration is critical for building research and innovation culture among HEIs. This connect/network is seemingly lacking in our system. How do we build an ecosystem that would enable continuous interaction among these? More importantly, how do we expand the scope of government from research funder to academia client?

Dr. B J Rao highlighted the importance of research, without which innovation can’t move on. He mentioned these two as inseparable twins. He alarmed on the fact that 99.9% of people in India focus on routine work and prefer to maintain the status quo, which leads to no innovation. Citing the example of the life of Noble Laureate CV Raman, Ramanujan, and others alike, he mentioned that only 0.1% of people push the boundaries in their respective work, which leads to innovation. He

further added that the key characteristics of being an innovator are restless minds and creativity. He gave the example of Bill Gates, who dropped out of Harvard, highlighting that Higher education



institutions have not been producing innovators. This needs to be changed. HEIs in India should be able to produce innovators by developing an ecosystem which promotes research and innovation.

To start the engine of implementation, Dr. Rao called for innovative teaching with scope for developing student driven contextual courses, which aims at solving specific real-world problems. He emphasized on the importance of merging science with social science, highlighting the need for analytics courses in social science and humanities. He called for developing innovative courses like chemistry of (Indian) cooking, physics of Indian classical music and quantum computing which are need of the hour. Some of the courses being offered now may be phased out gradually. Since NEP gives students mobility both in terms of courses

and institutions, a computer science engineering student may pursue a music course from an arts College. After learning few skills from the courses, a student can take a break, can work for few years and resume the learnings when he/she wants to further upgrade the knowledge base. Pedagogy needs to be focused on Do-It-Yourself method and should encourage students on 'Asking Questions' fearlessly. Teachers to encourage inquisitive mindset in the class which is a prerequisite to innovation.

Dr. Rao mentioned that our per Rupee output in terms of research and innovation is higher than the rest of the world. He also highlighted on the optimum utilization of limited resources which has led our country to become the 5th largest economy in the world today. He expressed optimism as this will result in more funding for research and innovation in the near future. However, he clearly mentioned that research and innovation are mind process and not always depends on resource availability.

Dr. Rao talked about the importance of teachers in research and innovation. He noted that having a contextually designed course and funding support itself doesn't lead to any outcome. The outcome depends only on the good passionate teachers.

Towards the end of his presentation, Dr. Rao emphasized on developing an ecosystem in the higher education institutions wherein NEP is not viewed as yet another National education policy but is considered as a Nation Building Policy. We must leverage on this Amrutkal which is real for strategic thinkers. We need to position our country as knowledge power, which also has material power accompanied by power of young population.

Prof. Rishiksha T Krishnan categorically highlighted the role of individuals and institutions in building Research and Innovation Culture. Giving the examples of prominent Indian researchers like Prof. Anil Gupta, Dr. Mashelkar, Prof. Neena Gupta and many others, and their remarkable achievement in their respective field, he highlighted that the researchers and innovators need not necessarily come from the Premier institutions of the world. They can come from any institutions in India. Prof. Krishnan mentioned that it is high time we start taking pride in our Scientists, Researchers and Innovators and bring awareness about their work to masses. Knowledge of such Indian achievers will create a burning desire among individual researchers to strive to become an expert in their chosen field. He added that to be a distinguished researcher one should select the research topic carefully that will have relevance for the next 20-30 years.

Talking about the role of Institutions in building the research and innovation culture, Prof. Krishnan referred to the IIT Madras Research Park and their policies to build industry-academia relationships. He emphasized that all the institutions can work in this direction and create R&D centers to contribute to local economy. He further emphasized on a strong doctoral program, mentoring young faculty members and advised to save young faculty from administrative workload. He recommended creating Institutional platforms for thought leadership. Prof. Krishnan concluded his session by suggesting that only funding support is not enough to build the research culture; the focus must equally be on developing faculty and institutional capabilities to utilize the resources.

The session ended with Q & A, followed by the vote of thanks by the Session Convenor.

Cultural Evening

One of the highlights of the conference was the cultural evening where the young and energetic teams from RIM and Sparsha Trust performed various art forms – Bharatanatyam, Dollukunita, Djembe etc.



Plenary Session 3: Re-imagining the Assessment and Accreditation

Key Speakers:

Prof. Vishnukant S Chatpalli, Vice-Chancellor, Karnataka State Rural Development and Panchayat Raj University, Gadag

Prof. Yashavantha Dongre, Vice-Chancellor, Chanakya University, Bengaluru

The session convenor **Dr. P.V. Padmaja, Principal, MLA College,** welcomed and introduced the speakers of the session. Inviting the session speakers, the Convenor put across the issues relating to assessment and accreditation as it is



visualised as enabler for graded autonomy for degree granting colleges. How do we ensure that a large number of colleges attain autonomy within a stipulated time? What systemic and systematic changes are required to do so. More so what would be responsibilities of universities in helping colleges attain autonomy? are questions that were posed to the speakers.

Prof. Vishnukant S Chatpalli, in his talk mentioned that nothing major was being done for quality of education till the introduction of National Policy of Education in 1986. Subsequently NAAC, NBA and later Quality council of India were established. Focusing on general education, he noted that the Institutions prefer NAAC over NBA. These are the issues prevailing in the higher education system since last 30 years. The measurement of quality has changed but process remains the same. Accreditation process is based on basic knowledge of public and self-disclosure, which is in alignment with global practices. In India benchmarking

quality system in NAAC and NBA started just around 4 to 5 years back. Till then benchmarking in quality process was not a very regular practice. Further, there was a reservation about whether benchmark should be or should not be revealed. However, by practice people understand what is a benchmark and try to work towards it but not really towards quality. Till now NAAC has not revealed the benchmarks. Referring to Prof. Bhushan Patwardhan's report, Prof. Chatpalli noted his suggestion on Institutional Development Plan in phased manner in 15 years. He also highlighted on binary process as a global practice. He mentioned that the binary process was practiced by NAAC in 90s but later it was discontinued. Prof. Chatpalli ended his presentation stating that quality is not a static phenomenon and it can't be achieved overnight. It is an incremental process.

Prof. Yashavantha Dongre opened his presentation mentioning about how some Universities can be adventurous with respect to assessment and accreditation. He stressed on the need for robust system of assessment and accreditation which is based on the principles of transparency and self-disclosure. A common framework for assessment of higher education institutions may be challenging. Focus must be on creating an enabling environment for higher education system to go through the assessment and accreditation process. If one starts ranking them, stress should be laid on benchmarking. Higher education institutions must be provided with the opportunity to select accreditation agency depending on what they want. He stressed on the Binary process, calling it as the best way and smooth way to facilitate the unknown land.

The session ended with Q & A, followed by the vote of thanks by the Session Convenor.

Plenary Session 4: Ensuring Equity and Inclusion in HEIs

Key Speakers:

Dr. Sharath Ananthamurthy, Professor, University of Hyderabad

Smt. Suparna Diwakar, Education Consultant & Co-founder, ISDM, New Delhi

Convenor of the session **Dr. Bhargavi V R, Professor and Director, Seshadripuram College**, welcomed and introduced the speakers. Sharing the concerns of the stakeholders with regard to ensuring equity and inclusion in higher education institutions, she put across the questions as what are the best institutional measures to bring about equity and inclusion among

HEIs? And how can institutions ensure inclusive curriculum, apart from inclusive infrastructure?

Dr. Sharath Ananthamurthy, pointing towards diversity, Dr. Ananthamurthy, mentioned that it creates and ensures “robustness” and stability in higher education. To ensure inclusive curriculum, there is a need for knowledge creation in Indian Languages with focus on translanguaging in the context of higher education. Citing the example of how Chinese developed science resources in their language, Dr. Ananthamurthy, stressed for undertaking massive translation efforts to bring in equity and inclusivity in higher education. He emphasised on the need for inclusion in knowledge and pedagogy; on differences between shastras and scientific system and also highlighted on STEM education (science, technology, engineering, and mathematics). He concluded his presentation mentioning that by its very nature STEM education is universal, secular, and scientific. But, however, these subjects are largely indifferent to the alternative cosmologies, indigenous knowledge paradigms.

Smt. Suparna Diwakar called for providing more friendly infrastructure to divyang and showing substantive concerns towards socially and economically disadvantaged groups. She pointed at the cost of higher education and of opportunity cost. She noted that the current system is not being responsive to contemporary needs.



Panel Discussion on Implementation of NEP-Road Ahead

The Panel Discussion on *Implementation of NEP-Road Ahead* saw academician, industrialist,



policy maker and representative of regulatory body sharing their thoughts on effective implementation of the NEP 2020. We had **Prof. N R Bhanumurthy** Vice-Chancellor, Dr. B R Ambedkar School of Economics University,

Bengaluru; **Sri. Pradeep P**, Commissioner, Department of Collegiate Education, GOK; **Sri. Rabindra Sah**, Chief Engineer-Strategic Projects, Tata Technologies; and **Dr. B S Ponmudiraj**, Advisor, NAAC as the Panellists. The Panel was moderated by **Dr. Chetan Singai**, Special Officer to KSHEC. The Panel discussed on 10 key challenges in higher education to initiate the discussion amongst the Panellist.

TECHNICAL SESSIONS



For the conference, papers were called from the Faculty Members, Research Scholars, Policy Makers, Educational Practitioners etc on the identified themes and subthemes related to NEP 2020. After a blind review of the 50+ papers received from across the country, 40 papers were selected for the conference on 4 identified themes. Accordingly, there were 9 Technical Sessions during the conference, and out of 40 papers selected, 33 papers were presented during the conference. Of these 22 papers were from various parts of Karnataka and rest 11 papers were from across the country. The sessions were chaired by the expert faculty and educationists. Out of the 33 papers presented and based on the blind review of these, 3 papers were selected for ‘Best Paper Award’.

VALEDICTORY SESSION

The 2-Day National Conference came to an end with the Valedictory session on September 30. Sri. Indushekar B, Vice-President and General Manager, Volvo



India Pvt Ltd., graced the session as the Chief Guest; Prof. B. Thimme Gowda, Vice-Chairman, Karnataka State Higher Education Council made his gracious presence as the Guest of Honour. Dr. T.V. Raju, Vice-President, CESS and Dr. Manasa Nagabhushanam received the honour of representing the host institutions.

Ms. Dharani S, Senior Associate at CESS welcomed the dignitaries and delegates to the closing ceremony. Prof. Megha B, introduced all the dignitaries and requested them to address the delegates.

Dr. Padmavathi B.S. Professor and Head, Education Unit of CESS, presented a brief report of the Conference. In her report she highlighted the 2-Day National Conference Dr. Padmavathi highlighted the major outcome of all the sessions-Plenary; Technical; Panel; and Edu-Leaders' Summit. Concluding the report, she mentioned about the overall take away from the Conference as-NEP has good intention, but what is important is not just implementation but also thinking through its philosophical foundations. The experts called for deep thinking prior to coming up with implementation plan. She ended the report by committing on behalf of CESS to further the dialogue on NEP.

Sri. Indushekar, in his Chief Guest address shared his experience of a “perform & transfer”. He discussed about the ICE engine undergoing a change from petrol to electrical. He spoke on the concept of “Partnership is the new leadership”, where in we need to tie up with all sorts of manufacturers / supply chain people in order to ensure customer delight. Further, he stressed the need for the industry to cope up and be relevant in today's times. He also spoke about trust, time and other parts of the management.

Prof. B Thimme Gowda in his Guest of Honour address called for focusing on the implementation of the NEP at the ground level, both in terms of the faculty and the Institution. He went on to emphasize the importance of the Academic and the Industry working together, in order to bring out the best for the society.

Dr. T V Raju said the key ideas proposed in NEP will transform the higher educational institutions into a different orbit. He spoke about the importance and impact of the Gurukula system and felt that NEP would be doing the same in the days to come. He also spoke about challenges of implementation of NEP. At the end he congratulated the organizing team and collaborators of the conference.

Dr. Manasa Nagabhushanam in her speech elaborated on the drafting of the NEP and how it evolved into final document. She mentioned that all the statements in the NEP can be internalized and worked on from an individual basis. She invoked Goddess Saraswati, by

saying that she is doing multi-tasking with the Veena, the book, the japa mala and other activities; and that we all should be doing multi-tasking kind of work in our lives too. She also congratulated the organising team and volunteers.

Best Paper Award

Dr. Padmavathi B S, Professor and Head, Education Unit, CESS, briefed on the process of paper review and announced the winners. The award was bestowed for the best three papers -

Sl. No.	Name of Authors	Title of the Paper
1	<p>Dr. KA. Venkatesh Professor & Dean, School of Mathematics & Natural Sciences, Chanakya University, Bengaluru</p> <p>Dr. Calvin Sophistus King Senior Professor of Automobile Engineering, Dr. Mahalingam College of Engineering and Technology, Pollachi</p>	Outcome Based Education for Effective Implementation of NEP 2020
2	<p>Ms. Shweta Avdhani Research Scholar, Centre for Education and Social Studies (CESS), Bangalore</p> <p>Dr. Poornima Anil Kumar Research Guide, Centre for Educational and Social Studies, Bangalore</p>	Two-fold Perceptive of Fostering Research and Innovation Culture in Higher Education Institutions - with Reference to the NEP Framework
3	<p>Muneet Dhiman Kulapati, VidyaKshetra</p> <p>Manu Tayal Acharya, VidyaKshetra</p>	Vidyakshetra: A Case Study for NEP 2020 Implementation Strategies and Challenges

Dr. Gowrisha, Director, CESS delivered the concluding remarks. He mentioned about joint efforts of all the collaborators in organising the conference. He narrated the making of NEP from its inception to final stage. He announced three initiatives as NEP Ready – way forward which are really important from the faculty and institutions point of view –

- Building clarity and convergence on understanding important themes of NEP – organising round table discussions for bringing clarity for HEI’s on important themes of NEP
- Understanding the documents released by UGC and their interconnections - study all the documents and create one document /poster/infographics to share with all the HEI’s

- Develop a training programme and support material for IDP process in collaboration with industry and academia

He said, the CESS is committed to take these initiatives as conference way forward to contribute towards effective implementation of NEP.

Towards to end, Dr. Gowrisha rendered the Vote of Thanks. He thanked all the collaborators, speakers, chairpersons of the technical sessions, special invitees, delegates and student volunteers for all the support and cooperation.

The 2-Day Conference was given a final closure with the National Anthem.

Photo Gallery





VCs point out challenges in rolling out NEP regime

Cite staff shortage, lack of funds as hurdles

BENGALURU, DHNS

Academicians, especially vice-chancellors, chose the platform of a weighty conference to share their difficulties and concerns in the implementation of the National Education Policy (NEP) on Thursday.

The two-day conference on NEP Readiness organised by the Centre for Educational and Social Studies (CESS) was attended by vice-chancellors representing public and private universities.

According to them, the challenges include curriculum design, shortage of staff, lack of funding and so on.

"The real challenge is to frame the syllabus," University of Hyderabad vice-chancellor

BJ Rao said. "NEP speaks of inter-disciplinary and multi-disciplinary programmes. We need to think out of the box. We need to teach just enough so that the students can teach themselves the rest. Teachers have to become students and students teachers," he said.

Academicians pointed out that the faculty members feel burdened. "The faculty in universities say they are overburdened. Until and unless we do capacity-building within the institutions, we will not be able to drive the NEP home," B S Madhukar, a former adviser with the National Assessment and Accreditation Council (NAAC), said.

According to one vice-chancellor of a state university, the majority of the state-run uni-



Some academicians feel that state universities are not getting enough funding compared with central universities.

versities have less than 10% permanent staff. "How could we ensure quality education," he asked.

Some academics frowned about lack of funding. They felt that state universities are not getting enough funding compared with central universities. Vice-chancellors also demanded more autonomy while highlighting the issue of ineligible candidates being appointed at key positions.

University Grants Commission (UGC) chairperson M Jagadesh Kumar, who joined the conference virtu-

ally, stressed on the need for good leadership.

"Higher educational institutions have to harness autonomy to the maximum to enable curriculum reformations," he said. "In universities, there are academic councils that can bring changes and a strong leadership is important to align the universities with NEP," he said.

CESS has organised the conference in collaboration with NAAC, Karnataka State Higher Education Council, the Association of Indian Universities and Ramaiah Institute of Management.

KEND Classifieds

Syllabus, motivating teachers could be big NEP challenges: VCs

TIMES NEWS NETWORK

Bengaluru: Framing the appropriate curriculum, taking teachers into confidence and taking ownership of rolling out the new initiative are the biggest challenges to implementing the National Education Policy (NEP) 2020, vice-chancellors of various universities said on Thursday.

They were speaking at an education summit organised by the Centre for Educational and Social Studies at MS Ramaiah University of Applied Sciences.

"The real challenge is to frame the syllabus. NEP speaks of inter-disciplinary and multidisciplinary programmes. We need to think outside the box. We need to teach just enough so that students can teach themselves the rest. Teachers have to become students and students, teachers," said B.J. Rao, VC, University of Hyderabad.

"The first resistance point (to implementing NEP) will come from the faculty. The faculty in universities say they are overloaded. Until and unless we do capacity building within institutions, we will not be able to drive the policy home," said Dr. Madhukar, who formerly worked with the National Assessment and Accreditation Council. The VCs also expressed the need to identify leaders who will take up the responsibility of implementing the policy in universities.

University Grants Commission chairman Jagadesh Kumar, who joined the session online, also emphasised the need for good leadership.

Higher educational institutions have to harness autonomy to the maximum to enable curriculum reformations, he said, adding that at universities, there are academic councils that can herald changes and strong leadership is important to align universities with NEP.

Finance continues to be a major point of concern. The VCs agreed that alternative sources of funding have to be found as fund shortage will remain a perennial problem.

THE Times OF India 30/09/2022

ವಿಚಾರ ಸಂಕಿರಣ ಶಿಕ್ಷಣ ನೀಡಿ ಜಾರಿಯಾಗಿ 2 ವರ್ಷ ಕಳೆದರೂ ಮುಗಿಯದ ಗೊಂದಲ: ಐಟಿಐ ನಿರ್ದೇಶಕ

‘ಹಂತ ಹಂತವಾಗಿ ಎನ್‌ಇಪಿ ಜಾರಿಗೊಳಿಸಿ’

• ಕೇಂದ್ರ ಪ್ರಜೆ ವಾರ್ತೆ

ಬೆಂಗಳೂರಿನಲ್ಲಿ ಶುಕ್ರವಾರ ಏರ್ಪಡಿಸಿದ ಇಂಟೆನ್ಸಿವ್ ಸೆಷನ್‌ನಲ್ಲಿ ಇಂಟೆನ್ಸಿವ್ ಸೆಷನ್‌ನಲ್ಲಿ ವೀಡಿಯೋ ಸಂವಾದಿಸಿ, 2020 ರ ನಿಯಮ ಮತ್ತು ನಿಯಮಗಳನ್ನು ಹಂತ ಹಂತವಾಗಿ ಜಾರಿಗೊಳಿಸುವ ಬಗ್ಗೆ ನಿರ್ದೇಶಕರು ಸೂಚನೆ ನೀಡಿದರು.

ವಿಚಾರಣೆ ಪ್ರತಿ ಸೆಷನ್‌ನಲ್ಲಿ ಈಗಾಗಲೇ ಬಹು ಸಂಖ್ಯೆಯ ವಿದ್ಯಾರ್ಥಿಗಳು, ಹಾಗೂ ಅಧಿಕಾರಿಗಳು ಈ ಕುರಿತು ಸಂವಾದಿಸಿ, 2020 ರ ನಿಯಮ ಮತ್ತು ನಿಯಮಗಳನ್ನು ಹಂತ ಹಂತವಾಗಿ ಜಾರಿಗೊಳಿಸುವ ಬಗ್ಗೆ ನಿರ್ದೇಶಕರು ಸೂಚನೆ ನೀಡಿದರು.

ಕೇಂದ್ರ ಪ್ರಜೆ ವಾರ್ತೆ

30/09/2022

NEP ಸನ್ನದ್ಧತೆ- ಉನ್ನತ ಶಿಕ್ಷಣವನ್ನು ಪರಿವರ್ತಿಸಲು ಸ್ಕೋಪ್ ಸವಾಲುಗಳು

ಬೆಂಗಳೂರು: ಶೈಕ್ಷಣಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ಅಭಿವೃದ್ಧಿಯ ಕೇಂದ್ರ, ರಾಷ್ಟ್ರೀಯ ಮೌಲ್ಯಮಾಪನ ಮತ್ತು ಮಾನ್ಯತೆ, ಭಾರತ ಸರ್ಕಾರ, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಮಂಡಳಿ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಭಾರತೀಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಸಂಘ ಮತ್ತು ರಾಮಯ್ಯ ಇನ್‌ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್‌ಮೆಂಟ್ ಈ ರಾಷ್ಟ್ರೀಯ ಸಮ್ಮೇಳನವನ್ನು, ಸೆಪ್ಟೆಂಬರ್ 29 ಮತ್ತು 30, 2022 ರಂದು ನಡೆಸುತ್ತಿದೆ.

ದೇಶದ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಎಲ್ಲಾ ಪಾಲುದಾರರಿಗೆ ಮುಂದಿನ ಕಾರ್ಯತಂತ್ರದ ಮಾರ್ಗವನ್ನು ಚರ್ಚಿಸಲು ದೊಡ್ಡ ವೇದಿಕೆಯನ್ನು ಒದಗಿಸುವ ಗುರಿಯನ್ನು ಈ ಸಮ್ಮೇಳನ ಹೊಂದಿದೆ.

ಇದು ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಮುಖ್ಯಸ್ಥರು, ಅಧ್ಯಾಪಕರು, ನೀತಿ ನಿರೂಪಕರು, ಅಧಿಕಾರಿಗಳು, ಕೈಗಾರಿಕೋದ್ಯಮಿಗಳು, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಡೊಮೇನ್ ತಜ್ಞರು ಮತ್ತು ಕೇಂದ್ರ ಮತ್ತು ರಾಜ್ಯ ಸರ್ಕಾರಗಳ ನಿಯಂತ್ರಣ ಏಜೆನ್ಸಿಗಳ ಮುಖ್ಯಸ್ಥರು ಒಟ್ಟುಗೂಡುವಿಕೆಗೆ ಸಾಕ್ಷಿಯಾಗಲಿದೆ. ಡೌನ್‌ಸೈಡ್‌ನಲ್ಲಿ ಡಾ. ಗೌರಿಷಾ, ಡಾ. ರಾಜೇಂದ್ರ ಕುಮಾರ್ ಜೋಶಿ, ಡಾ. ಎಸ್. ಸಿ. ಶರ್ಮಾ, ಟಿ. ಆರ್. ಪರಶುರಾಮನ್, ಡಾ. ಟಿ. ಜಿ. ಸೀತಾರಾಮ್, ಬಿ. ಎಸ್. ರಾಮಪ್ರಸಾದ್ ಉಪಸ್ಥಿತರಿದ್ದರು.

ಕೇಂದ್ರ ಪ್ರಜೆ 30/09/2022



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