

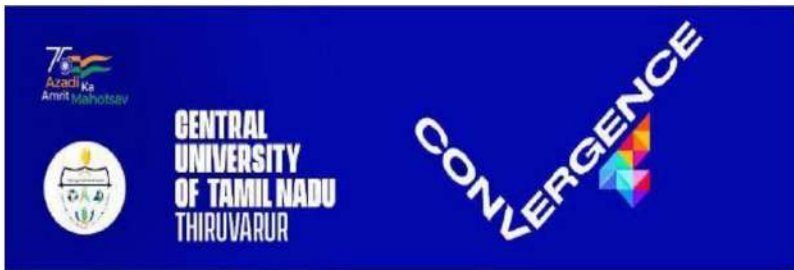
# CONVERGENCE

MAY 17 & 18 2022

CENTRAL UNIVERSITY OF  
TAMIL NADU THIRUVARUR

## PROCEEDINGS OF THE TWO-DAY NATIONAL CONFERENCE OF CENTRAL UNIVERSITY VICE-CHANCELLORS ON DEVISING ACTION PLAN FOR FASTER AND SMOOTHER IMPLEMENTATION OF NEP 2020

EDITORS  
Prof. S. Nagarajan  
Dr. Velmurugan P.S.



**TWO-DAY NATIONAL CONFERENCE OF  
CENTRAL UNIVERSITY VICE-CHANCELLORS  
ON DEVISING ACTION PLAN FOR  
FASTER AND SMOOTHER  
IMPLEMENTATION OF NEP 2020**



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**Prof. S. Nagarajan**, Controller of Examinations (in-charge)

**Dr. Velmurugan P.S.**, Dean, School of Legal Studies

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EDITORS  
**Prof. S. Nagarajan**  
**Dr. Velmurugan P.S.**





**Prof. M. Krishnan**  
Hon'ble Vice-Chancellor



**Prof. Sulochana Shekhar**  
Registrar (in-charge)



**Prof. S. Nagarajan**  
Controller of Examinations  
(in-charge) and  
Conference Convener



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**Dr. Velmurugan P S**  
Dean, School of Legal Studies  
and Conference Convener

# Foreword



After the introduction of the National Education Policy in the year 2020, which aims for a complete revision and revamping of all aspects of the existing education structure, the implementation of its novel features in higher education institutions has gained momentum in areas, for instance, the Academic Bank of Credits and the Four-year undergraduate program, one of the cornerstones of NEP 2020 to provide holistic and multidisciplinary education or liberal education. However, the provisions of NEP 2020 were not implemented with the expected speed and time in many of the higher education institutions in the country.

The Department of Higher Education and the University Grants Commission had taken many welcoming steps for the implementation of various other features of the NEP 2020 as per their responsibilities and as envisaged by NEP 2020, in terms of setting up a new framework for the regulation and maintenance of standards in higher education as per its constitutional mandate.

Though policy recommendations are well documented and communicated to Higher Education Institutions, there were some inherent issues at the individual institution level with respect to the implementation of the provisions of the NEP 2020. To bridge this gap, the Central University of Tamil Nadu which is one of the frontrunners in the implementation of the important features of NEP 2020 such as the NAD, ABC, Five-year integrated programs with exit options, vocational programs etc has felt the need for bringing together the leaders of the Higher Educational Institutions to discuss, deliberate and suggest ways and means for faster and smoother implementation of the provisions of the NEP 2020.

In this context, a two-day national conference on NEP 2020 was organized at the Central University of Tamil Nadu, in which Directors and Vice-Chancellors of several Central institutions such as IITs, IIMs, NITs, CUs, and Private Universities participated and placed their views and suggestions for faster implementation of NEP 2020. To take forward the views and suggestions of the leaders of academic institutions, CUTN decided to bring out the essence of the proceedings of the conference in the form of an edited volume. The responsibility of the same was vested in committed academicians of our university Prof. S. Nagarajan and Dr. Velmurugan.PS, who were coordinators of the conference. They, along with a team of other stakeholders of the University, had done a meticulous job to bring out this volume, which is in your hands now.

I am overwhelmed that the Central University of Tamil Nadu, under my leadership and guidance, had organized this conference in the interest of our nation and brought out this edited volume of the Proceedings. I am confident that this volume will make a significant contribution to the policymakers and academic leaders in devising policies and strategies for faster and smoother implementation of the National Education Policy 2020.

Overall, 2021 saw HEIs and all other stakeholders trying and understanding the spirit of the policy and making their implementation plans in the policy's intended spirit. The year ends on an exciting note as we look forward to many of the transformative changes that will be on the anvil in 2022.

**Prof. M. Krishnan**

Vice-Chancellor  
Central University of Tamil Nadu



## TWO-DAY NATIONAL CONFERENCE OF CENTRAL UNIVERSITY VICE-CHANCELLORS ON DEVISING ACTION PLAN FOR FASTER AND SMOOTHER IMPLEMENTATION OF NEP 2020



### ABOUT THE CONFERENCE

#### Greetings from the Central University of Tamil Nadu!

Our country has the highest number of higher educational institutions. The National Education Policy (NEP) 2020 has been framed to bring out significant transformation in our higher educational system, thanks to the visionary leadership of the Prime Minister of India. We are confident that the NEP, if implemented as envisioned, will pitch our country as the guiding light in the world arena of education. Successful implementation of NEP, however, is in the hands of academic administrators who understand the nuances of its implementation and take suitable steps to swiftly implement the policy. As Central Universities and institutions are front runners in implementing the NEP, inputs from educational leaders will be of great help to stake holders working towards the upliftment of higher education in our country. To devise strategies for faster and smoother implementation of the NEP, the Central University of Tamil Nadu had organised this Two-Day Conference of Central University Vice-Chancellors on 'Devising Action Plan for Faster and Smoother Implementation of NEP 2020' on May 27-28, 2022. We are confident that the deliberations in this conference would support and facilitate proactive measures taken by the Ministry of Education, Government of India. Being the Vice-Chancellors and Directors of a reputed higher education institution in India, expertise shared by the Resource Persons will enormously help other universities and institutions participating in the conference in implementing NEP 2020, considering the significant transformational changes happening in India's Higher Education System by the National Education Policy 2020.

The convergence of a galaxy of academic administrators of various Universities and the institutions in this conference had helped in understanding the nuances in implementing the provisions of NEP 2020 at Higher Education Institutions.

We are highly confident that the deliberations in the conference would support and facilitate the proactive measures taken by the Ministry of Education, Govt. of India.



**The Key Areas of deliberations in the conference are:**

1. NEP-2020: Academic Bank of Credit and challenges relating to MEES
2. NEP-2020: Creating shared responsibility and ownership amongst the Stakeholders
3. NEP-2020 : From rote learning system to experiential learning
4. NEP-2020 : Experience in the operational as part of implementing NEP
5. NEP-2020 : Hurdles in translating the vision of NEP
6. NEP-2020 : Need for creating workable institutional mechanisms for faster implementation
7. NEP-2020: National Research Foundation and the thrust for Research and Development in Higher Education Institutions.
8. Need for restructuring of HEIs as per NEP-2020
9. Strategizing Faster and wholesome implementation of NEP-2020: The way forward
10. NEP-2020 and the changing face of Indian education system: Key challenges and solutions
11. NEP-2020: Emphasis on skills for mental, intellectual and social development for India's 21st century aspirations
12. Transforming India into the world's largest skilled workforce: Atmanirbhar perspective
13. NEP-2020: Online and digital education for employability, entrepreneurship and career growth
14. NEP-2020: Equity, inclusion and universal access to Higher Education.

To disseminate the deliberations in the two day conference to the stakeholders, the organising committee has decided to bring out this conference report which is an abstract of the thought process of the learned resource persons.

We believe this report will be useful in advancing the purpose of the conference ie 'for faster and smoother implementation of NEP 2020'

# CONVERGENCE

MAY  
27 &  
28  
2022

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VICE-CHANCELLORS  
ON DEVISING ACTION  
PLAN FOR FASTER  
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OF NEP 2020

 CENTRAL UNIVERSITY OF  
TAMIL NADU THIRUVARUR

CONFERENCE INVITATION

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SOUTH  
INDIA

## ABOUT THIRUVARUR

Historically, Thiruvavarur has been a spindle of artistic-cultural tradition and religious landmark. It was one of the five traditional capitals of the Chola empire, with one of the emperors of the dynasty having it as his capital. The town is believed to be of significant antiquity and known for the Thyagaraja temple and the annual chariot festival. Perhaps, the about 90-foot-tall temple chariot of the Thyagaraja temple weighs some 300 tonnes and turns out to be the largest temple chariot in the whole of Tamil Nadu. Thiruvavarur is the birthplace of Thyagaraja, Muthuswami Dikshitar and Syama Sastri, popularly known as the Trinity of Carnatic music. What more? Thiruvavarur is surrounded by world-renowned artistic, cultural and religious sites such as the Velankanni Church and Nagore Dargah. It is in this landmark temple town that the Central University of Tamil Nadu (CUTN) has been established through an Act of Parliament in 2009. ●

## ABOUT CUTN

Established in 2009, the surge and success of the Central University of Tamil Nadu in Thiruvavarur thus far has been both momentous and monumental, charting a success story for itself and setting a decisive growth animus for this institution of higher education. Starting with just one programme and eight students, CUTN can now boast of phenomenal development with over 60 programmes and over 2000 students in such a short spell. From the introduction of new programmes and curricular innovation to research infrastructure development and faculty capacity building, the university has trained its focus in the right areas, and as a result, it has witnessed a huge rise in popularity across the nation drawing the best of minds from the far corners. CUTN represents over 23 Indian states apart from attracting foreign students. ●

தமிழ்நாடு மத்தியப்  
பல்கலைக்கழகம்



CENTRAL  
UNIVERSITY OF  
TAMIL NADU

தமிழ்நாடு கெந்திரிய  
விஸ்வவித்யாலய

ESTABLISHED BY AN ACT OF PARLIAMENT IN 2009





TWO-DAY NATIONAL  
CONFERENCE OF  
CENTRAL UNIVERSITY  
VICE-CHANCELLORS  
ON **DEVISING ACTION  
PLAN FOR FASTER  
AND SMOOTHER  
IMPLEMENTATION  
OF NEP 2020**

## INAUGURAL FUNCTION **INVITATION**

Venue: **Multipurpose Auditorium, CUTN**

Date: **27 May 2022**

Time of commencement: **11:30 am**

Chief Guest

**Thiru. R. N. Ravi**

Hon'ble Governor of Tamil Nadu

Keynote Address by

**Dr. Subhas Sarkar**

Hon'ble Minister of State for Education  
Ministry of Education, Govt. of India

Guest of Honour

**Shri Atul Kothari**

National Secretary, Shiksha Sanskriti Utthan Nyas

Felicitation

**Dr. Aseervatham Achary**

Founder Director,  
Corporate Governance Research Centre, New Delhi

**Prof. M. Krishnan**

Vice-Chancellor, Central University of Tamil Nadu

**Prof. Sulochana Shekhar**

Registrar (in-charge), CUTN



### CONFERENCE CONVENERS

**Prof. S. Nagarajan**

Controller of Examinations (in-charge)

**Dr. Velmurugan P. S.**

Dean, School of Legal Studies

YOUR GRACIOUS PRESENCE IS SOLICITED

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 **CENTRAL UNIVERSITY OF  
TAMIL NADU THIRUVARUR**

MAY  
**27 &  
28**  
2022



**CHIEF GUEST**

**Thiru. R. N. Ravi**  
Hon'ble Governor of Tamil Nadu



**KEYNOTE ADDRESS**

**Dr. Subhas Sarkar**  
Hon'ble Minister of State for Education,  
Ministry of Education, Govt. of India



**Shri Atul Kothari**  
National Secretary, Shiksha  
Sanskriti Utthan Nyas

**GUEST OF HONOUR**



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OF NEP 2020**



CONFERENCE VENUE: MULTIPURPOSE AUDITORIUM, CUTN



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Azadi Ka  
Amrit Mahotsav

MAY 27 & 28  
2022

# CONVERGENCE

TWO-DAY NATIONAL  
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VICE-CHANCELLORS  
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**CENTRAL  
UNIVERSITY OF  
TAMIL NADU THIRUVARUR**

## INAUGURATION



Hon'ble Governor of Tamil Nadu **Thiru. R. N. Ravi** received by Hon'ble Vice-Chancellor **Prof. M. Krishnan** on Friday, 27 May 2022 at CUTN Multipurpose Auditorium




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**CENTRAL UNIVERSITY OF TAMIL NADU THIRUVARUR**

## INAUGURATION



**Invocation** (Thamizh Thaaai Vaazhthu) followed by National Anthem

INAUGURATION



Lighting of Kuthuvilakku by **Thiru. R. N. Ravi**, Hon'ble Governor of Tamil Nadu and other dignitaries







**Keynote address: Dr. Subhas Sarkar, Hon'ble Minister of State for Education**

**Addressed the gathering** <https://www.youtube.com/watch?v=Ww7TEl8pmfQ>

The quote of Dr. APJ Abdul Kalam, “The purpose of Education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers for the development of a Nation”.

The National Education Policy-2020 aims to strengthen the new learning paradigm, through the adoption of New Education Technologies or the development of available in-house skills.

The National Education Policy 2020 is the outcome of an Extensive, high participatory and inclusive consultation process anything aims at meeting existing challenges in education and building the foundation of India’s promising future. The policy covers education from the school level to higher education, with the focus on providing students with options to gain knowledge and skills that will help them in their chosen professions and also make them better citizens.

The National Education Policy facilitates the holistic development of learners equipping them with the key 21<sup>st</sup> century skills enhancing essential learning and critical thinking and placing greater focus on experiential learning, thereby providing it holistic approach to the learning process.

The special emphasis of NEP 2020 is on value-based approach to education and at the same time it provides students with skills that will equip them to become leaders in a socially and economically dynamic world.





Higher Education plays, an extremely important role in the development of a Nation. The salient features of the NEP, clearly states that the Higher Education Institutes will focus on Research and Innovation by setting up Startup Incubation Centers, Technology Development Centers, Centers in Frontier Areas of Research, Greater Industry Academia Linkage and Inter-disciplinary Research including Humanities and Social Sciences Research.

The National Education Policy 2020, enables flexible entry and exit and gives students' freedom to choose the subjects and languages of their choice. This will democratize our education system. The thrust on vocational content, carrier-oriented syllabi, flexible and credit-based system, etc. will allow our students to experience learning as an engaging and serious activity. Implementation of NEP will help our Institutions to impart knowledge and enable our students to actively participate in the process of nation building.

The CUTN, a premier Higher Education Institution in the Country has initiated implementation of NEP by constituting a higher-level Committee and I believe it will make a remarkable stride in the enhancement and promotion of knowledge and promote Innovation, Research and Entrepreneurship.

**Dr. Subhas Sarkar**  
Hon'ble Minister of State for Education  
Minister of Education  
Govt. of India



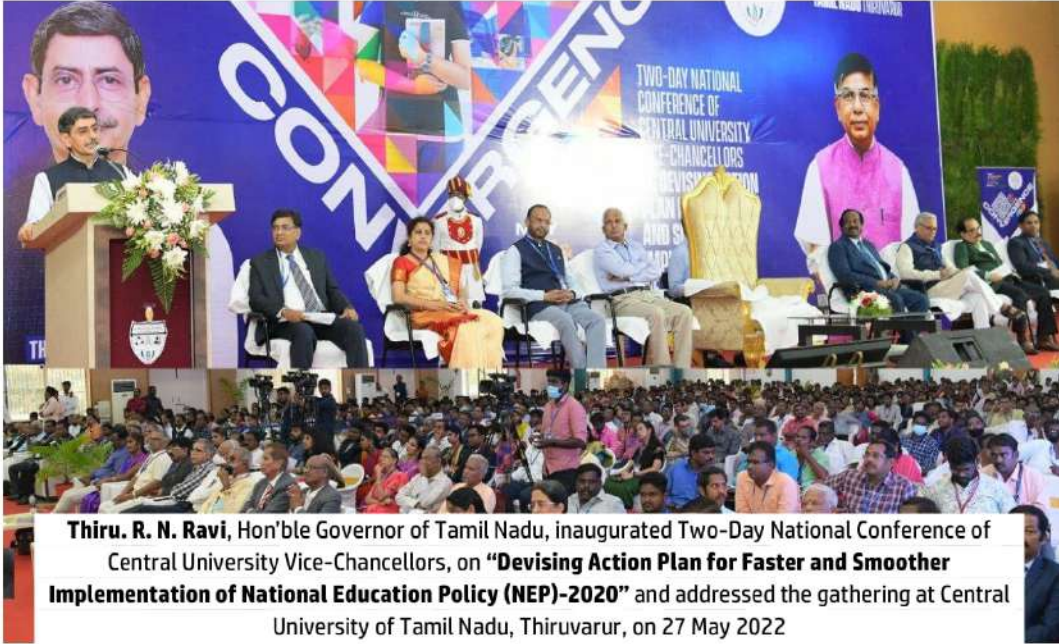
**Chief Guest: Thiru. R. N. Ravi, Hon'ble Governor of Tamil Nadu**

I am happy to welcome all the members present for the Conference. The two-day conclave organized by the Central University of Tamil Nadu is needless to say it's very relevant and timely at present for implementing the New Education Policy. It is happy to note that the galaxy of Academicians here will bring lot of good ideas and will be very helpful in moving ahead the implementing of policy in the right spirit. Like, fishes need not be taught to swim, the academicians present here will take the implementation of NEP in right spirit and see that the essence of the policy is not lost in letters.

We should understand why New Education Policy 2020 is introduced in our country when there were several policies before. The reason is that the Global view of India changed from the year 2014. Under the visionary and dynamic leadership of our country, the History of India changed, the way we look our country changed, the way we see the problem changed. NEP 2020 is not just an educational reform; it is a revolutionary transformation in our education system.

Being the Chancellor of Universities, by and large I see people comment on the NEP based on writings here and there. But I suggested to analyze the NEP document at length and come up with an Action Plan for its implementation. Recently, a three-day Conference of the Vice Chancellors of Tamil Nadu State Universities was held in Ooty and lot of action plans were devised and several ideas were explored for implementation of NEP 2020.

Prior to 2014, our country was looked as diverse geography like, different castes, different tribes, different community, different languages, etc. The diversities were looked as differences which continued to multiply and the caste and communities increased. India is not an aggregate of different geography. Several 1000 years ago, Bharat is all over from Tamil Nadu to Kashmir, Kutch to Assam. After 2014, India has been looked as Bharat and the Geography is not a piece of land. Today, there is a fundamental change in the way the world looks at Bharat.



**Thiru. R. N. Ravi**, Hon'ble Governor of Tamil Nadu, inaugurated Two-Day National Conference of Central University Vice-Chancellors, on **"Devising Action Plan for Faster and Smoother Implementation of National Education Policy (NEP)-2020"** and addressed the gathering at Central University of Tamil Nadu, Thiruvarur, on 27 May 2022

There were Five Year Plans which tried to bring down poverty and sickness, build infrastructure, etc. But even after 70 years, the poor and sick have increased. The problems were viewed in segment and not as a whole. After the 2014 leadership change, the health of our Nation is viewed in totality and its wellbeing is considered as a whole package. Problems were not seen in segments, but a holistic approach has given a revolutionary outlook by Looking at



**Thiru. R. N. Ravi**, Hon'ble Governor of Tamil Nadu, honoured by Hon'ble Vice-Chancellor **Prof. M. Krishnan**, Central University of Tamil Nadu

the country as one entity. By the time we celebrate 100 years of Independence, India should be changed holistically as Ek Bharat Shrestha Bharat. The colonial system destroyed our sense of pride and made us victim of education. Anything about India is Inferior and anything about the West is superior of ancient Bharat. Every citizen should move forward and bear in mind the pride of our Bharat. History and pride of our past. To conclude, Tamil Nadu is the land of spirituality

*"செப்பு மொழி பதினெட்டு உடையாள்  
எனிற சிந்தை ஒன்றுடையாள்" - பாரதி*

Though India was looked with diverse geography with different religions and languages, it is the land of Unity as "Bharat".

**Thiru. R. N. Ravi**  
Hon'ble Governor of Tamil Nadu





**Presidential address: Prof. M. Krishnan, Vice-Chancellor, CUTN**

Prof. M. Krishnan, Vice Chancellor of Central University of Tamil Nadu welcomed the Honourable His Excellency Governor of Tamil Nadu, Honourable Minister of State for Education, Shri. Atul Kothari ji, Prof. P. Kanagasabapathi, Dr. Aseervatham Achary, Prof. A.P. Dash, Vice-Chancellors and Directors of various higher education institutes from all over the country, students and media friends.

This is a very important day as **Two-Day National Conference of Central University Vice Chancellors on “Devising Action Plan for Faster and Smoother Implementation of NEP 2020”** being organized by Central University of Tamil Nadu. Thiruvavarur is very famous for Car festival and Tank festival called Theppam Thiruvizha and today, since such a huge academic gathering is going through this Conference, it is felt that Higher Education festival is happening in Thiruvavarur in the presence of His Excellency.

While thanking the Excellency and other dignitaries for gracing this academic festival, he told that Central University of Tamil Nadu is little ahead of other Universities because CUTN had already implemented certain provisions of NEP 2020 such as Academic Bank of Credit, Exit options in the Five Year Integrated programmes, which is part of NEP 2020.

The CUTN is currently offering 64 programmes in 27 departments. Apart from this, he placed on record that Central University of Tamil Nadu is one among the leading Universities which has a lot of opportunity to do research and inter-disciplinary interaction.

Thiruvavarur being a delta region where agriculture is a prominent occupation, CUTN has proposed to start courses in biotechnology and food technology, to disseminate relevant knowledge to the society. With the presence of a long coastal area, CUTN has proposed to start marine research centre near Nagapattinam, Kodiakarai birds’ sanctuary where more than 10000 birds are coming from different parts of the country every year. In this respect CUTN





Presidential address by **Prof. M. Krishnan, Vice-Chancellor, CUTN**

has signed a MoU with Salim Ali Centre for Ornithology and Natural History, Coimbatore, to start academic and research work related to study of birds. As Thiruvavarur is also prone to natural disaster, CUTN in collaboration with National Institute of Disaster Management (NIDM) is planning to start centre for disaster management. As suggested by Honourable His Excellency, CUTN has plans to establish a centre for the pre-colonial studies through which we can bring back the glory of Bharat by adopting our traditional Indigenous Knowledge Systems.

Hon'ble Vice-Chancellor expressed his gratitude to the MoE for providing grants for constructing one girl's hostel, one men's hostel and one academic building and for permitting students to write the CUET entrance examination in Tamil language which is first of its kind.

The Central University of Tamil Nadu is unique for its social outreach and extension activities. CUTN had adopted nearby villages and provided portable drinking water facility, proper road, solar street lights and teaching aids for the upliftment of Govt. Schools. CUTN is also giving continuous training to the underprivileged women through Coir Board with financial assistance under the flagship Unnat Bharat Abhiyan programme.

He ended with a thanking note and appreciated the faculty and staff members for their efforts in organizing this wonderful event.

**Prof. M. Krishnan**  
Vice-Chancellor  
Central University of Tamil Nadu



**Guest of Honour: Shri Atul Kothari, National Secretary, SSUN**

The NEP-2020 is the 3rd Education Policy followed by 1968 (1st Education policy) and 1986 (2nd Education policy) and it is the first Nation Centric Policy after the independence. He highlighted that NEP-2020 is Bharath Centric, Tamil Nadu Centric and Student Centric Policy.

He remembered an incident that a person from abroad has praised about the standard of NEP policy and also expressed that it is an opportunity for the current generation which the earlier generation didn't get. The NEP policy doesn't force the education but it will be fruitful for everyone. Previous Education policy gave importance to separate subjects due to which the learners did not get the knowledge of all the subjects. But this NEP policy allows to learn all the subjects and allows them to change/switchover the stream. Further, NEP supports to learn extracurricular activities, leadership qualities in a holistic approach exploring much challenges and opportunities.

Though 1948-Radhakrishnan Commission, 1952-Mudhaliyar Commission and 1964 - Kothari Commissions were implemented, the NEP-2020 allows technology-based education, Multiple-entry and Multiple-exit. For step-by-step implementation of NEP 2020, he suggested that all the Educationists need to understand the policy and device to evolve suitable action plan for its smooth implementation. The Maharaja Sayajirao University of Baroda, Gujarat Technical University, Gujarat offered a course on temple management and the students from US enrolled for this course. He concluded that if we want to change the Nation, we need to change the education system.



**Shri Atul Kothari, National Secretary, SSUN honoured by Dr. Velmurugan P S, by the Conference Convener**

**Shri. Atul Kothari**

National Secretary, Shiksha Sanskriti Utthan Nyas





**Felicitations by Dr. Aseervatham Achary, Founder Director, CGRC, New Delhi**

### “Gnanam Paramam Dhyeyam”

The ultimate goal of a human being is knowledge and to achieve the goal of imparting knowledge to a student in a more meaningful way, the Government of India undertook a rigorous and wider consultation process in formulating the Policy. Statistically, over 2 lakh suggestions received from 2.5 lakh Gram Panchayats, 6,600 Blocks, 6,000 Urban Local Bodies, 676 Districts were embedded into this policy. Suggestions from all the stakeholders such as Teachers of Schools, Colleges and Universities, Students and their Parents were listened by the Policy Makers for the first time. It may be noted that 9.13 lakh students have registered for Central University Entrance Test [CUET –UG] 2022 which has become the second biggest entrance exam in the country with the enrolment of 16,590 students from Tamil Nadu alone.

Further he insisted that NEP provides a multi-lingual education, giving importance to one’s mother tongue. No particular language is being imposed on the students and they are free to choose any language of their choice.

The famous Tamil emperor Rajendra Chola set up a Vedic College. He made the Vedic sound of Vedas constantly reverberating from the temple. Later, that has become an educational institute with 340 scholars doing advanced research on Bhartiya Knowledge Tradition, thousands of years back.

Pandya Kings were in the forefront in spreading Tamil literature across the kingdom by setting up Tamil Sangams. The Sangam Period produced a number of classical literatures like Silappathikaram, Manimekalai, Seevaka Chinthamani, Valayapathi, Kundalakesi, Tholkappiyam, etc. which are the treasures being kept and preserved in libraries world over.







**Dr. Aseervatham Achary**, Founder Director, CGRC, New Delhi, honoured by the Conference Convener **Prof. S. Nagarajan**, COE (in-charge), CUTN

Kanthalloor Shala has been called the Nalanda of the South. A Prakrit work titled Kunalaya Mala written by a travelling Jain monk from Rajasthan in the eighth century mentions that a wide range of subjects were taught in this University – vedas, grammar, philosophy, martial arts, music and painting, etc.

Kanchipuram, the capital of Pallava Kingdom, was the hub of schools of Tamil literature, where some of the brightest went on to teach in famous Universities in other parts of India. India was the land of knowledge tradition where Universities of Nalanda, Vikramsheela, Takshashila were in unison with Ghatikas of Pallava, Tamil Sangams of Pandyas, Pallis of Chozha, Dalavais of Vijayanagar Kingdom, and Kanthalloor Shalas of Cheras who were instrumental in quenching the thirst of knowledge of our earlier generations.

**Hon'ble Prime Minister Modi ji insists that**

**“Sa Vidya Ya Vimuktaye”**  
**(“Knowledge is one that liberates”)**

Hon'ble Prime Minister has then consciously and concisely brought out in his introductory remarks that the policy focuses on 'how to think' rather than 'what to think' and assured that the NEP will set the foundation for the empowered 21<sup>st</sup> century India.

**Dr. Aseervatham Achary**

Founder Director  
Corporate Governance Research Centre, New Delhi





**Felicitations by Prof. P. Kanagasabapathi, Former Chairman, ICSSR**

NEP 2020 is a boon to the country and the education community. In Tamil, we say வாராது வந்த மாமணி, whatever we were expecting has come as a boon, which will change the entire education system.

This is the land of Raja Raja Cholan and our students need to know the history of the land. In 2022, India has become a potential nation in the whole world as Fastest Growing Economy and Third largest Economy in the world. There is a huge gap in whatever we study in our classroom and whatever is happening in the society. In order to fill the gap, the NEP is an opportunity to take India far ahead. Already many foreign Universities have established their Centers in India.

Few years ago, Wharton Business School, Pennsylvania surveyed 98 Public Sector Leaders and reported in an Article in the Harvard Business Journal under the topic "Leadership lesson in India". Now Indian system has been accepted in the Global Level. The US President Biden has mentioned India's success in Covid War through democracy.

Implementation of the NEP would benefit beyond the boundaries. Those who have studied the NEP document will understand that the Tamil Language will be the largest beneficiary. A specific institute for Translation is going to be established under NEP 2020, through this translation Institute, our ancient texts can be translated to any language.

The Department of Science and Technology has mentioned that 30% of research are being done by illiterate persons which are not known to other language people. Also, through this translation institute, the innovations will be made known to the local community.





**Prof. P. Kanagasabapathi, Former Chairman, ICSSR, honoured by Prof. Sulochana Shekhar, Registrar (in-charge), CUTN**

The NEP 2020 has proposed an Academia for Indian Languages where Tamil can also be promoted to any part of the country. Quick steps should be taken for implementing the NEP 2020 as India is progressing in global level enormously. The syllabus and course contents need to be changed according to Bharatiya Knowledge System.

India has the longest living culture and civilization in the world. Whatever knowledge in economy and technology we have today is because of the strong cultural and civilization structure we have which partners the progress of our Country to develop India as a global power by Indianizing the Education System.

**Prof. P. Kanagasabapathi**

Former Director, ICSSR



**Snapshots of Discussions among  
the respected dignitaries**





**Snapshots of delegates and  
student participants**





**Hon'ble Vice-Chancellor Prof. M. Krishnan with faculty, staff and student volunteers**





**TWO-DAY NATIONAL CONFERENCE OF  
CENTRAL UNIVERSITY VICE-CHANCELLORS  
ON DEVISING ACTION PLAN FOR  
FASTER AND SMOOTHER  
IMPLEMENTATION OF NEP 2020**

## NATIONAL ANTHEM









**CENTRAL  
UNIVERSITY  
OF TAMIL NADU  
THIRUVARUR**

**CONVERGENCE**

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# SESSION - 1

BROAD AREA OF DELIBERATION

**BREAKING THE BOUNDARIES OF CURRICULUM: IMPARTING  
SKILLS AND COMPETENCIES REQUIRED FOR INDIA'S  
21<sup>ST</sup> CENTURY ASPIRATIONS**

**CHAIRPERSON**

**Sr. Prof. R. Karpaga Kumaravel**, Dean, School of Behavioural Sciences

**CO-CHAIRPERSON**

**Prof. T. Sengadir**, Dean, School of Mathematics and Computer Sciences

**RESOURCE PERSONS:**

**Prof. Pawan Kumar Singh**, Director, IIM Tiruchirappalli

**Prof. S. A. Kori**, VC, CU Andhra Pradesh, Anantapur (**online**)

**Prof. G. Kannabiran**, Director, IIIT (Sri City), Chittoor

**Prof. P. Kanagasabapathi**, Former Chairman, ICSSR





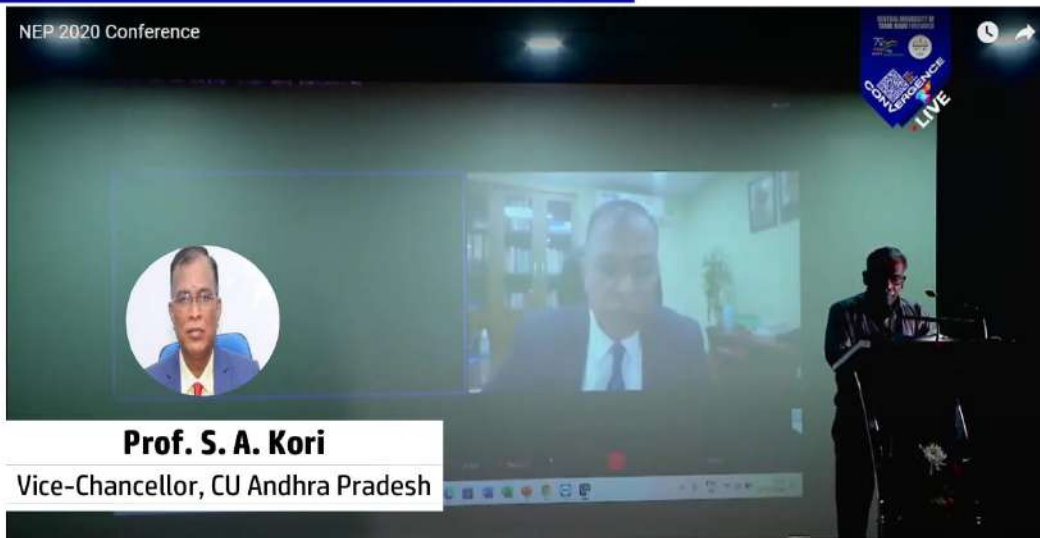
**Prof. Pawan Kumar Singh**  
Director, IIM, Tiruchirappalli

The vivacious session on “Breaking the Boundaries of Curriculum” emphasized the fact that reading from syllabus cannot promise everything to the students as said by ancient sastras. The learning in our educational institutions transpires in four quarters, of which 25% of learning come from the teaching and classroom interactions, 25% of learning occurs from the peer group learning, 25% from the self-study (Swadha) and the last 25% from the pathsala of life, where life teaches various lessons. Among them, the pandemic had affected the 25% of learning from the peer group. However, the other learning was still possible as it was based on individual’s discretion. Human skills needed for employability, written and oral communication skills and voice on the internal equilibrium signifies the importance of learning going beyond the boundaries. At middle level management, skills for living, learning, good health and vigour becomes prime. Nevertheless, at top level management a formal interaction, courage, learning from experience, skills of living such as emotional quotient, social quotient, spiritual quotient adds to one’s existence. Also, adversities in life teaches us lessons to overcome challenges. In order to be successful in life, skills and knowledge of an individual should complement each other. The success of implementation of the new education policy relies on key considerations like, what an expert should do in the process of implementation which includes not imposing one’s expertise in the curriculum framing, empathizing with the students and fulfilling their needs and carrying out background integration based on visualizing the final product.

The skill development necessary for the required employment and to overcome the life challenges has to be the primary focus of learning which can be fulfilled through the implementation of the New Education Policy.

**Prof. Pawan Kumar Singh**  
Director, IIM, Tiruchirappalli



**Prof. S. A. Kori**

Vice-Chancellor, CU Andhra Pradesh

The transformation of Indian Education System starting from Ancient India to medieval India and 21<sup>st</sup> Century Education.

The Ancient Education being authoritarian and teacher-centered system where teacher gives knowledge as the absolute leader in the classroom and later the education system evolved with growth of communication and collaboration. Later came the exam based approach and memorization of knowledge with an underestimated student-centric approach.

Then the Education System changed to student-centric approach and the teacher transformed into a co-ordinator / facilitator, advisor, learner and practice guide. More technology enabled self-learning of students and classical style classrooms no longer exists and ultimately all the lesson plans transformed to the learning plans.

The 21<sup>st</sup> Century Education system prioritized Innovation, developing skills, personalized teaching and learning. Due to the increased use of virtual reality, continuous evolution and innovation, a need for continuous training and development of new knowledge and skills by all is required.

The Education Sector faces many challenges like heavy emphasis on the course completion, exam as burden and increasing the stress of students. The emotional intelligence has been eroded, the children commit suicide for failures in exam, the humor is lost among students. The introduction of flexible choices like Diploma/ Certificate/ Degree and introduction of transferable credit system shall reduce the burden of students.



In India, only 1/10 students holding a degree in Humanities are employable while only 1/4 engineering graduates are capable of getting suitable employment. Hence, with just 12.3% of skilled labour, India has a huge need and necessity to act quickly to cope with and compete with global markets.

The world is shifting from an industrial economy to a knowledge economy and there is a dire need for transforming Education. The rising generation brought up on the Internet is very differently motivated to learn. The celebrated Tamil Poet and Philosopher Thiruvalluvar on education has said, the deeper we dig the well, the more water we get. The more we learn, the more wisdom we acquire.

Five common challenges identified by Organization for Economic Co-operation and Development (OECD) Report on Education 2030 are Curriculum overload, Curricula reforms suffer time lags between recognition, decision making, implementation and impact, high quality content, curriculum equity while innovating, Careful planning and alignment is critically important for effective implementation of reforms such as NEP 2020.

Teacher and the Leader of the institute play an important role in the Transformation of Education and Empowerment of students. One has to build the capacity in teaching methodology as well as in content, empower students by teaching them how to learn and impart skills and make them entrepreneurs or employable. Digital transformation process and re-engineering is a must and technology such as Artificial Intelligence (AI), Machine Learning etc. should be popularized. To summarise, as the world changes, so does the future of our students. Hence, to conclude broadly transformation may be introduced in the following areas:

There is a need for transforming the pedagogy, culture and approach to technology embedded education. Transformation makes the people to change as much as digital. Leaders are responsible for the culture, strategies, structures and politics involved in change. Teachers are responsible for the Professional development of the students and training for the teachers is the best way to overcome the knowledge gap between 20<sup>th</sup> and 21<sup>st</sup> century teaching. Students should be trained with suitable skills so that they can enter a drastically shifting employment market, confidently.

**Prof. S. A. Kori**

Vice-Chancellor, CU Andhra Pradesh



**Prof. G. Kannabiran**

Director, IIIT Sri City, Chittoor

The NEP 2020 is the silver bullet as it primarily focuses on developing skills required for employability. More than 50% of the graduates in India are unemployed. The basic problem in getting employment is lack of learning. We assume that the students are taught in the classroom but learning can happen anywhere and everywhere. An example of this could be noticed in the impact media can create in one's life. Providing essential skills for the students in the current scenario is very important. In Institutions like NIT, IIIT, the top rank holders above 9 CGPA are employed in reputed organizations with exciting pay offers and the percentage below this becomes immaterial of graduating from such reputed institutions.

In such circumstances, the essential requirement is the skills an individual possess needed for employment. Up-Skilling is needed for people with 0-5years of experience which includes basic communication and listening; cross-skills are needed for people above 5 to 10 years including functional jobs and manufacturing skills; Re-skilling is needed for 10 years and above experience based on their role demand. The primary skills focused includes professional skills, life skills and social skills, research skills in carrying out projects, communication skills, and industry-based workshops. The courses should be tracked to obtain essential skills including co-curricular engagement. Also, emphasis was given to the faculty training and development and the performance incentives for faculty members can ensure active teaching learning process.

The importance of planned initiatives on skills can be achieved through offering courses like B.Tech & M.Tech in blended learning mode for working professionals with multiple entry and exit, certificate and diploma programmes in smart manufacturing, Integrated programmes in courses with other universities. Course designing and curriculum framing with employable skills will ensure the success of implementing of the NEP 2020.

**Prof. G. Kannabiran**

Director, IIIT Sri City, Chittoor





**Prof. P. Kanagasabapathi**  
Former Chairman, ICSSR

Dr. Kanagasababathi set off his lecture with briefing the present day education system remain colonised and not transformed. The subjects of Economics based on 1950 data shows India as poor underdeveloped country with 18% literacy rate, average life expectancy being 32 years and more than 80% of the people living below poverty line. India in 1950 was after the exploitation and looting worth 45 trillion dollar in a period of 180 years which is the 55% of global GDP. In the last 30 – 35 years India and China were the two top global economies with India leading most of the time. Few hundred years back, India's contribution to global GDP was 32.9% ie., 1/3<sup>rd</sup> of the global economy, followed by China 26.2%. India is always leading the globe and the most sustainable economic power in the Global history which is not taught to our students. The problem with the present day education system, for example in Management is that the failed western theories are still taught to the students. Eg., Black and Scholes theory in Finances. The Education system is becoming irrelevant and we are not teaching what is required and what is happening today. India is perhaps the most vibrant society in the world. 70 years ago India was poor country, but today India is the most potential and vibrant nation in the world. India has more than 85 million entrepreneurs which is largest in the world. India is moving forward because of these vibrant entrepreneurs. Our GDP exceeds more than 10 trillion dollars in terms of purchase power in global economy. No other country in the world has made a U-turn from being a poor country 70 years back and being the third largest economy in the world. The agricultural and industrial sectors run by the common people of our society are taking the country to move forward and no education system supports their success. Like Tamil Nadu, there are many states which is dominating the global market and taking the Economy of our country ahead. The Women in Indian Economy play a very important role which were inherited by them from our culture and





civilisation. India is ancient and longest living civilisation. Hence, our curriculum should have the historical background of that subject because India had contributed something to our society. We have to involve contemporary aspect in our education and this was not done so far because our system was influenced largely by colonial mind-set. As a result, we teach based on western theories which is largely failed in all aspects in their birthplaces itself. The enormous positive aspects of our history have been ignored for a long time and this is the time where we have to see that the University education system is aligned to the realities. We have about 9000 years of economic history and we have contributed to diverse fields whether, it is Chemistry, Physics, Metallurgy or Mathematics. The National Education Policy 2020 is a boon for us to take a review of our work and look for the actual functioning systems.

**Prof. P. Kanagasabapathy**  
Former Chairman, ICSSR







**CENTRAL  
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IMPLEMENTATION OF NEP 2020**

# SESSION - 2

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BROAD AREA OF DELIBERATION

**RESTRUCTURING HIGHER EDUCATION SYSTEM TO BE  
COMPATIBLE WITH NEP-2020**

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**CHAIRPERSON**

**Prof. A. Selvam**, Dean, Student's Welfare

**CO-CHAIRPERSON**

**Prof. T. Mohandas**, Dean, School of Basic and Applied Sciences

**RESOURCE PERSONS**

**Prof. Rajasree M S**, VC, APJ AK Technological University, Trivandrum

**Prof. D V L N Somayajulu**, Director, IIITDM, Kancheepuram

**Dr. Shroshimohan Dan**, VC, DBHPS, Chennai

**Prof. K. Sankaranarayanan**, Director, NITPY, Karaikal



**Prof. Rajasree M. S.**VC, APJ AK Technological University  
Trivandram

Prof. Rajasree highlighted the ways to move forward in implementing NEP and its resultant impact on stakeholders in the next 10-15 years. There are three types of colleges that NEP seeks to divide based on their academic performances. It was elucidated that how the affiliating university can improve the large number of colleges that fall under third category to reach first two levels so that to grant degrees and get better financial grant from UGC and other government bodies.

Implementing NEP will benefit a large number of students who study in colleges and do not often have access to quality education. Also, it was expounded the opportunity provided by NEP in re-structuring curriculum in keeping in line with the requirement of the particular program. This sort of autonomy is a welcoming one in the NEP 2020 and it is a great advantage for the higher-educational institutions. It also explained how her university devised the road-map to implement the policy in conducting exams to test the students. From 2023 onwards objective type questions will be introduced and wherever it is possible an attempt will be made to check the skill and language competencies of students. The NEP demands re-structuring of academic and research framework that are already at work at the university level and though it seems a challenging one at the outset, it can be achieved by establishing multi-disciplinary research centre like the one that is operative. There is a need to connect academia and industry in terms of collaboration for students to experience new inventions and update their skills to make themselves more employable.





In this type of collaborative model with industry, the university acts as a mere facilitator. Further, this model is useful one for getting funded projects and other purpose. Through this model, the university will be providing all possible support to the affiliated colleges to get the equal access of better education and research facilities through industry university partnership.

To conclude, it was pointed out that one need to move from marks based approach to competency based one as envisaged in NEP. We need to create more industry and university collaborative opportunities for students.

**Prof. Rajasree M. S.**

Vice-Chancellor

APJ Abdul Kalam Technological University

Trivandrum





**Prof. D V L N Somayajulu**  
Director, IIITDM, Kancheepuram

India will be emerging as knowledge superpower, slowly materializing the dream of being a developed country in 21<sup>st</sup> century. Hence, there is a strong need to transfer the human resources into knowledge power. One need to focus on improving human resources rather focusing on improving rupees and dollars. The major aim of NEP is to increase the gross enrolment ratio into 80 percent from its current percent of 26. This can be achieved by increasing the infrastructure of higher-educational institutions by appointing additional faculty members, establishing more quality higher-educational institutions and creating a regulation to monitor the proposed financial grant for private universities, and ensuring the admission of students coming from all sections of the society including those who hail from lower socio-economic background.

The NEP policy allows only those Universities which have NAAC rank of more than three percent to offer Open Distant Learning (ODL) and deprives the universities that have the NAAC rank of less than three percent to offer courses in ODL mode. It is the need of the hour to improve the infrastructure of the universities that have less than three percent of rank to offer ODL courses as more than 10 percent of students complete their higher-education in ODL mode. The higher-educational courses should be employable, otherwise students will not be attracted to higher-education. Hence, it would be difficult to achieve the gross enrolment ratio in higher-education within the stipulated time of 2035. The main recommendations of NEP are to make higher-educational institutions into more Holistic and multi-disciplinary ones, not merely focussing on completing syllabi and awarding degrees.





This holistic aspect of higher-education will improve physical, intellectual and emotional qualities of students to make them as committed, sincere, goal-oriented and competitive. The idea of outcome based education entailed in the NEP is aimed to create such strong graduates. To summarize, NEP has a lot of benefits and one need to take into considerations of its merit and implement it effectively.

**Prof. D V L N Somayajulu**  
Director, IIITDM, Kancheepuram





**Prof. Shroshimohan Dan**  
Vice-Chancellor, DBHPS, Chennai

Prof. Dan reiterated the vision of the National Education Policy to sustainably transform India into an equitable knowledge society and global knowledge superpower. This is possible in transforming the human resources to generate wealth by implementing the recommendations of NEP 2020: such as increasing the Gross Enrolment Ratio to 80 % by 2035, opening higher educational institutions, opening privately funded higher educational institutions; ODL and online mode of learning.

He pointed out that, the opening of privately funded institutions and ODL offer a few challenges and easy grants from the Government to those institutions may help them to tackle the challenge a bit. The recent notification states that institutions with NAAC score 3.01 and above are only entitled to run distance education programs online. Rather, those institutions should be monitored properly for adequate infrastructure e.g., faculty, self-learning study materials, IT infrastructure, conducting examinations in time, assessing assignments properly among others. Even after taking all the above mentioned steps it would be very difficult to get the target of NEP unless there is an adequate employment opportunity.

Another important recommendation of NEP is holistic and multi-disciplinary education. Higher educational institutions should not only award degrees and they should be holistic in their strategic outlook and approach to enable the young leaders to grow physically, mentally, intellectually with a high sense of honesty, sincerity, dignity, capability and ability to be a team builder-cum-team player which is called outcome based education to improve experiential learning instead of rote learning.

**Prof. Shroshimohan Dan**  
Vice-Chancellor, DBHPS, Chennai





**Prof. Sankaranarayananasamy**  
Director, NITPY, Karaikal

Prof. Sankaranarayananasamy emphasized that the major responsibility of implementing NEP 2020 lies on the faculty members. They have to be fully motivated and empowered to take full control of their syllabus: to keep the syllabus updated, relevant, mentoring students among others. He pointed out how the multi-modal, multi-disciplinary and multilingual aspects of Education is being promoted in NIT Puducherry, Karaikal.

He explained about the strategy they had adopted and action plan designed for the implementation of NEP 2020 in NITPY, Karaikal as a case study in great detail with semester-year-credit wise distribution of subjects and other aspects of curricula are discussed in detail. He said that the NITPY had made the provisions for multiple entries and exits with finishing schools for students. He emphasized that the greatest challenge is to devise the action plan for the implementation of the NEP 2020 in the 'mind-set of stakeholders'.

**Prof. K. Sankaranarayananasamy**  
Directory, NIT Puducherry, Karaikal





**GLIMPSES FROM THE SESSION - 2**







**CENTRAL  
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IMPLEMENTATION OF NEP 2020**

# SESSION - 3

BROAD AREA OF DELIBERATION

## INDIGENOUS KNOWLEDGE SYSTEM (IKS) AND NEP-2020

### CHAIRPERSON

**Prof. Sulochana Shekhar**, Dean, School of Earth Sciences

### CO-CHAIRPERSON

**Prof. P. Velmurugan**, Dean, School of Social Sciences & Humanities

### RESOURCE PERSONS

**Prof. H. Venkateshwarlu**, VC, CU Kerala

**Dr. G. Aghila**, Director, NIT, Tiruchy

**Prof. T. T. Ranganathan**, VC (in-charge), GRI University, Dindigul

**Prof. R. Thirumalaisamy**, Former VC, TNPESU

### RAPPORTEUR

**Dr. C. K. Ranjan**, VC, Dhanalakshmi Srinivasan University, Trichy





**Prof. H. Venkateshwarlu**  
Vice-Chancellor, CU Kerala

There are major apprehensions, perceptions and misperceptions on the ideology of NEP 2020 without making insightful comprehension. The impetrative seems to be inviting requisite perception for the quick and practical implementation. He validated that NEP 2020 was conceptualised by urging a partnership between human beings and the vertex of the NEP to make students suitable and capable to face the global challenges. The implementation is possible as the guidelines of the NEP have been floated by the UGC on all frontiers like interdisciplinary, multidisciplinary and time-table guidelines for better utilisation of the policy. This could be possible by making efforts to understand it and put it with expected perception because there is an urge for international flows –like human flow, capital flow, technology flow, knowledge flow, etc which need to be addressed by rowing towards consistent work as it focuses on enhancement of human capacity. The Indian knowledge system has been existing orally, deplorably, only in the Indian minds especially with Indian older people which has been transferred and inherited orally from the older to younger generation without documenting on such knowledge repository. Bagavad Gita has stated that knowledge is a liberator and the Indian knowledge system flows out from Vedas and Upanishads across the globe.

The greatest challenge has been, as already stated, that the Indian traditional knowledge system is transmitted orally and such orally stored knowledge is basically rich in content, bearing the cultural and territorial knowledge of Indian minds which should be transferred into practical discourse.





There are 18 major vidyas available in the Indian knowledge system like - 4 vedas Ayurveda, Dhanurveda, Kandarwaveda, Slipavedas, 6 Sciences, 64 Life sciences which provides the fundamental knowledge about day-to-day affairs. Such repository of Indian knowledge should be applied in the present educational system. He reiterated that such transformation is the need of the hour in the educational system.

This rich source of Indian knowledge system has to be made available and employed in the present educational system to wipe out the binary conceptualisation like man vs women or nature vs man which was imposed by the European canonical educational system which is infused with hegemonic power calculation. On the contrary Indian knowledge system instils the art of empowering oneself, knowledge about self and liberation and freedom of individuality as epitomised by Swami Sankara Charya and Swami Vivekananda.

Mind acquires critical acumen only by integrating other knowledge system with the Indian traditional knowledge system like Indian knowledge on health, for instance, internalising home remedy and food therapy prevention of disease through medicinal food consumption should come to Indian Universities. The pivotal need to create and mould good citizens of India by such inheritance of traditional knowledge mandates documentation of oral sources available in Indian society and families

**Prof. H. Venkateswarlu**

Vice-Chancellor  
Central University of Kerala





The essence of the Indian Indigenous knowledge system to be included in the NEP, which is available as the actual intelligence, could exert school and college students' undivided engagement with learning acquiring skills. There is requirement of orienting of the NEP for immediate implementation by revamping and incorporating the components of Indian indigenous knowledge system to make it holistic. There is a need to bridge the Indian educational system with vedic knowledge like Dharshanas perspectives (6 astika 6 mastika) and Shastras by cementing Intrinsic medicine with wellness, Indian psychology, yoga and consciousness studies, and Mathematics with astronomy of India.

Thus, the fundamental principles of the NEP 2020 have included respect for Indian diversity and respect for the local context in all curriculum, pedagogy, and policy, by keeping in mind that education is a concurrent subject which instils rootedness and sense of pride in Indian minds due to its rich, diverse, ancient and modern cultures and traditional knowledge system. Indian knowledge system may include knowledge from ancient India and its contributions to modern India lies in the incorporation of those components in the school curriculum system. For instances the knowledge systems include tribal knowledge, Indigenous and traditional ways of learning, to be incorporated and included in mathematics, astronomy, philosophy, yoga, architecture, sports games as well as in governance, polity conservation for better enhancement of knowledge.

The Indianised specific courses like Tribal ethno medicinal practices, Forest management, traditional (organic) crop cultivation, natural farming should be made available to secondary school education as elective papers. The NEP 2020 in Indian Indigenous





educational system for instance Mimamsa astika and Nyaya Shastra could be used for building knowledge system by incorporating Artificial Intelligence.

New technological learning involving artificial intelligence, machine learning, block chain smart boards, hand held computing devices, adaptative computer testing for students development, and other forms of educational software's and hardware's could bring out the skills required to prepare the students to meet the global challenges by making learning imperatives as how to learn beyond these key frontier educational areas by engaging with extensive researches , and exposing students to the cutting-edge professional education system to be interwoven at the undergraduate curriculum for instances.

The curriculum of 'Indian knowledge based on Artificial Intelligence system' was designed by the NIT Trichy as a special elective course for increasing the employability of the youth. To conclude, on integrating Gurukula system with formal school education within the current cultural context seems to be the fitting accomplishment for the millennial students.

**Prof. G. Aghila**  
Director, NIT Trichy







**Prof. T. T. Ranganathan**

Vice-Chancellor (in-charge), GRI University

Prof. Ranganathan highlighted how the existing curriculum and course structure of Gandhigram Rural Institute is already integrated with some of the key thrust areas of NEP 2020. The university's curriculum makes an inclusive approach to cater to the needs of rural development and the social requirement of the rural surroundings. The university has established many centres and departments focussing on rural and indigenous knowledge that are embedded in the local social system.

The curriculum of Tamil literature includes tribal literature studies, Fine arts syllabus reflects the texture of local culture, and biological courses syllabi include the local flora and fauna into its mainstream focus. Agricultural studies have incorporated the 'ethnovedic' medicine as part of the curriculum which practically involves students in the documentation process by conducting research on the natural resources available in the region. The university has also envisaged by introducing B.Voc programmes on organic farming focussing on the major areas like nature farming, indigenous farming, and zero-budget farming being a trend-setter for the implementation of the NEP-2020

**Prof. T. T. Ranganathan**

Vice-Chancellor (in-charge), GRI University

Dindigul





Prof. Thirumalaisamy emphasize the importance of physical fitness by identifying the sports talents of students and they are necessarily to be fine-tuned in the specialised field to excel in the national and international sports. Students' talent in sports need to be figured out at the early stage for better equipping them and preparing them to meet the international challenges. This requires special care to be showered on them .Physical fitness and mental vigilance are the two components that would shape the sports personality.

He reiterated on the point that proper identification of the right sports talent is the sole responsibility of the teachers and such responsibility becomes a crucial requirement in building a strong nation representing India in the international games. Introducing yoga and sports courses in the curriculum enhances the knowledge about fitness among the stakeholders and which will enable them to be physically fit and hence healthy.

He concluded that NEP 2020 has a lot of valuable inputs for identifying and nurturing sports talents among Indian students.

**Prof. R. Thirumalaisamy**  
Former Vice-Chancellor, TNPESU  
Chennai

**Dr. C. K. Ranjan**

Vice-Chancellor, DSU, Trichy

Dr. Rajan summarized the presentations of all the speakers starting from the inaugural session in general and on the speakers of the third session in particular. He highlighted a particular fact about Indian history on how Indian wealth was looted and the people were subjected as slaves by hegemonic power by referring to the inaugural speech of Honourable Governor of Tamilnadu Thiru. R. N. Ravi. The old glories of India have to be resituated by transmitting traditional knowledge to the younger generations by documenting them through NEP-2020 implementation. He appreciated Dr. Aghila's speech on indigenous knowledge system which is the holistic and student perspective integrated knowledge system. Such a research can encourage as a model to bring back Algorithm for incorporating Artificial intelligence also.

He pointed out that the tribal knowledge is very sparsely used in India and he emphasised the therapeutic fruits and vegetables need to be incorporated into Indian medical field for holistic treatment given to patients along with other Forest Management studies. He further hailed the contribution of yoga by Indians for the wellbeing of the entire world.

**Dr. C. K. Ranjan**

Vice-Chancellor

Dhanalakshmi Srinivasan University, Trichy



**GLIMPSES FROM THE SESSION - 3**





**CENTRAL  
UNIVERSITY  
OF TAMIL NADU  
THIRUVARUR**

**CONVERGENCE**

**TWO-DAY NATIONAL CONFERENCE OF  
CENTRAL UNIVERSITY VICE-CHANCELLORS  
ON DEVISING ACTION PLAN FOR  
FASTER AND SMOOTHER  
IMPLEMENTATION OF NEP 2020**

# SESSION - 4

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BROAD AREA OF DELIBERATION

**NEP-2020 KEY CHALLENGES AND OPPORTUNITIES**

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**CHAIRPERSON**

**Prof. G. Ravindran**, Dean, School of Communication

**CO-CHAIRPERSON**

**Prof. P. Srinivasan**, Dean, School of Education & Training

**RESOURCE PERSONS**

**Prof. Kamokoti Veezhinathan**, Director, IITM, Chennai

**Dr. B. S. Ponmudiraj**, Advisor, NAAC

**Prof. Gurmeet Singh**, VC, Pondicherry University (**Online**)

**Prof. M. G. Sethuraman**, Registrar (In-Charge), GRI, Dindigul



**Prof. Kamakoti Veezhinathan**

Director, IITM, Chennai

It is a delight to be a part of the Convergence 2022. “It is an important journey as academic leaders for all who have gathered here in bringing out the key aspects of implementing the NEP-2020”.

Synergizing the unique and convergence plan should be the prime focus. The NEP 2020 includes many aspects of teaching and learning from School education to University education. However, the focus on higher education is considered pivotal in implementing the NEP 2020. One of the inevitable aspects of the NEP 2020 is Academic Bank of Credits (ABC). One has to possess a good understanding of ABC and its nuances. Currently, Indian education system voids in providing opportunity for a student to revert back to any other field once the decision is taken and students are forced to continue the field of study forever. For e.g. among computer science and biology, the student has to choose any one subject during their higher secondary and there is no way to opt out, in spite of the students disinterest to continue the course.

Many students are not happy with their initial choices made and they may be interested to do something else but the education system prohibits this change of stream in the current scenario. The NEP 2020 will cater to the needs of such students who wants to make a shift in their field of study based on their interest and abilities. At international level, students are sent for higher education with equivalent credit and students are encouraged to be back to the country by verifying the credits necessary for their employability and further academic progress. Further, In India, around 2010, MOU was signed between IIT’s and NIT to provide



opportunity for the top 10% students to do their course from different branches from other institution. However, in the transition from one institution to another institution, Academic Bank of Credits existed in limited form. If the students need to discontinue the course, it shows withdrawn – 'w'. The student face enormous pressure due to unforeseen circumstances to complete the course successfully. 30% to 40% of students face this issue due to time pressure to complete the course, type of course and age restrictions etc. Currently, in India the NPTEL offers more than 12,000 courses, during the COVID Pandemic 30,000 students accessed the courses. The NPTEL examinations are proctored through online examinations in different centres which recognize the course as a part of the curriculum with dedicated amount of credit. The problem arises only in the credit transfer with existing curriculum.



The New Education Policy 2020 directs that the ABC account can be created and students can take any course anywhere with digilocker and certificates can be provided. As the first step to implement NEP the Universities should come up with a plan. The credit completion should be from a basket of courses, these courses have to be identified from the NPTEL courses. This can be achieved through the Board of Studies collecting the stock of courses. The institutes and the courses offered should be identified to ensure multiple entry and exit. It needs a broader deliberation. The academic leaders of different institutions, through the board of studies can create a map of studies, find out the equivalent set of courses and mapping had to be done to form basket of courses and then enable providing degree. This will enable the smoother implementation of the NEP-2020 and should be considered as the focus point for the successful implementation of the NEP-2020.

**Prof. Kamakoti Veezhinathan**  
Director, IITM, Chennai







**Dr. B. S. Ponmudiraj**  
Advisor, NAAC

Dr. Ponmudiraj handled the session on “Contemplate on Quality Assurance in line with NEP 2020” by highlighting the quote of Swami Vivekanandha, “A nation is advanced in proportion to education and intelligence spread among masses”. He emphasize the need for one single regulatory body for the Higher education Institutions in India. Currently there are several regulatory councils like National Higher Educational Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC), and General Education Council (GEC) which includes National Higher Education Qualifications Framework (NHEQF), National Skills Qualifications Framework (NSQF), and Professional Standard setting Bodies (PSSBs) to cater to the needs of higher education system in India. Broadly, the Universities can be classified into two categories, one Research-intensive Universities which will have equal emphasis on teaching and research; and another Teaching-intensive Universities will have more emphasis on teaching but still conduct research.

In addition to the above, Multidisciplinary Education and Research Universities (MERU) will be set up at par with IITs, IIMs, etc. in order to take Indian higher education to the global level. Each HEI will have an international students office, which will facilitate foreign students in order to coordinate all matters in addition to Internationalize Ideology, Indian Languages, Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homeopathy – AYUSH system of medicine, arts, history, culture, etc. By 2040, all Higher Education Institutions (HEIs) shall aim to become multidisciplinary institutions with larger student’s enrollment preferably in





thousands and by 2030, one large multidisciplinary institution in every district or near every district. The NEP enables deeper and experiential learning through holistic, integrated, enjoyable, engaging, play, games and puzzles, activity based, inquiry based, discovery based, discussion based, analysis based, light textbooks, cognitive development, character building, 21<sup>st</sup> century skills, interactive and fun classrooms, creative, collaborative, exploratory, problem solving and logical reasoning, sports integrated, design thinking, organic living, group work, portfolios, drama, debate, etc. Three important values such as traditional Indian values, all basic human values and constitutional values are highlighted in the NEP-2020. The values included in the New Education Policy includes sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and inherent, capabilities regardless to background, respect of environment, helpfulness, courtesy, patient, forgiveness, empathy, compassion and patriotism, etc. need to be imparted in the course curriculum. The Institutional Development Plan (IDP) which are reflected through curricula, teaching-learning, evaluation, research, extension, publication, sports and cultural components and its outcomes forms the strength of the New Education policy.

**Dr. B. S. Ponmudiraj**  
Advisor, NAAC



**Prof. Gurmeet Singh**

Vice-Chancellor, Pondicherry University

The NEP-2020 is one of the best for academic sectors. The New Education Policy highlights the importance of learning through different languages. Expertise in languages guarantees supreme learning. The policy teaches three things, “learning to liberate, educate to empower and transform”. There should be an opportunity provided for students to explore their interest and learn. Students should start their education for a variety of reasons based on their interest, curiosity, abilities etc. which is deficient in the present scenario. Restricting the brilliant minds to an academic set up where they cannot perform exists now, and this drawback is fulfilled in the New Education Policy 2020. The major highlight of the policy is that any student who joins the University, the degree will be given based on credit completion. Also, the NEP 2020 signifies the need for introducing skill-based resources. The potential and skills of the students enrolled for the programme should be enhanced to empower students. The outcome of education should transform oneself into brilliant professional.

The success of the policy lies in sharing the resources available between the higher education institutions. Sharing resources such as e-books, e-journals, and other primary resources among the institutions provide a prodigious learning opportunity to the students. Working alone will restrict the development. Working together and by sharing the resources, the NEP 2020 policy can be implemented successfully. Students through the NEP are provided with multiple choices of their interest, a student who studies mathematics can also study music making a student versatile in enhancing their skill based on their interest, need and potentials. The New Education Policy highlights that; “Liberty to Learn is the best possible way to Learn”.

**Prof. Gurmeet Singh**

Vice-Chancellor, Pondicherry University





Prof. Sethuraman said that the Philosophy of human existence emphasizes the truth that an 'individual' must grow into a 'person' and the individuality must grow into "personality". The United Nations sustainable development goal to ensure inclusive and equitable quality education and promote lifelong learning opportunity for all by 2030 can be achieved by suitable reforms in the education system. The higher education system in India at present includes 1040 Universities, 38,204 colleges, 11,443 stand-alone institutions with 74% literacy rate as per 2011 census and as per the 2018- 2019 reports gross enrolment ratio in HEIs 26.3%; and according to 2019 Shanghai Ranking, only one Indian institute figured in top 400 institutions. With enormous investment and enormous attempts, we still face stern challenges in achieving outstanding outcomes. Drawing reference from India's heritage through the words of Swami Vivekananda, "education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by-hearted a whole library. If education is identical with information, the libraries are the greatest sages of the world and encyclopaedia are the greatest Rishis". The existing scenario of the higher education outcomes reflects that, "80% of engineers are unemployed as they lack skills; 93% of MBA graduates are unemployed as result of failure of management education in India; 61% of Indian



education system is antiquated as per a IBM research survey; According to AISHE Report (2016), current curriculum is found to be incentivize in rote learning and replicability of content knowledge without addressing the needs of employability and workplace success”. At global level, the World Class Universities, like, MIT has produced 74 Nobel Laureates, Harvard has produced 46 Nobel Laureates, MIT & Harvard have endowments with several billion dollars, Oxford University has students from 140 countries, Oxford University runs 10 companies, Oxford applies for 1 patent every week, Universities have international profile, dual degree programme, Joint certification programmes, Multinational projects, Faculty exchange, Publications, Multiracial, Multi-religious, Multicultural and Multidisciplinary academic milieu”, which are lacking in Indian Universities. To be on par with the world class Universities, reformation and revamping of our education system becomes the primary need.



The world class Universities are not created but evolved. Education is a fundamental right of a citizen and the State is obliged to provide it. Provision of relevant education which empowers the population to increase their capabilities and employability is the need of the hour. The role of education is to be from encouraging the development of well-rounded individuals to training for marketable skills and practice-based approach. At the same time, education without contribution to National development is not what is needed. NEP 2020 rightly addresses the concerns of the nation and prepare the nation for a glorious tomorrow with the backdrop of ancient educational advancements.

**Prof. M. G. Sethuraman**  
Registrar (in-charge), GRI, Dindigul





Implementation of the provisions of the New Education Policy 2020 for Higher Education has witnessed some progress compared to that of School Education. He stated that the ultimate goal of the New Education Policy 2020 is to benefit the last student of the society who are poor, living in the remotest corner of the country and deprived of various benefits due to them. Commenting on some criticisms to the policy he stated that any policy will have initial hiccups but will be sorted out in due course of time of its implementation.

Dr. Acharya urged the Vice-Chancellors to create an appropriate environment in their respective institutes so that learning becomes an enjoyable exercise. Teachers should consider themselves as students first. They should give them knowledge and freedom that will create creativity in the minds of students.

Dr. Acharya went on to caution teachers that very soon a group of students who can afford higher fees for education will migrate to foreign universities that are eager to start campuses in India. And public universities will be left with students who are poor, may be from rural and remote areas of the country. Teachers need to prepare themselves to teach them; make them skilful, fulfil their aspirations and above all make them good citizens. This would be the greatest service to the nation called *Bharat Mata*.



**Dr. Aseervatham Achary**  
Founder Director, CGRC, New Delhi





**GLIMPSES FROM THE SESSION - 4**









**CENTRAL  
UNIVERSITY  
OF TAMIL NADU  
THIRUVARUR**

**CONVERGENCE**

**TWO-DAY NATIONAL CONFERENCE OF  
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ON DEVISING ACTION PLAN FOR  
FASTER AND SMOOTHER  
IMPLEMENTATION OF NEP 2020**

# SESSION - 5

BROAD AREA OF DELIBERATION

## NEP-2020 CREATING SHARED RESPONSIBILITY AND OWNERSHIP AMONGST THE STAKEHOLDERS

**CHAIRPERSON**

**Prof. Ram Rajasekharan**, Dean, School of Life Sciences

**CO-CHAIRPERSON**

**Dr. V. Premalatha**, Dean, School of Performing Arts and Fine Arts

**RESOURCE PERSONS**

**Prof. Vijoy Kant Dash**, Member, B S University Service Commission

**Dr. Timir Tripathi**, Regional Director, IGNOU, Kohima

**Prof. Battu Satyanarayana**, VC, CU Karnataka (**Online**)

**RAPPORTEUR**

**Dr. Alli Rani**, Director, SVPITM, Coimbatore



**Prof. Vijoy Kant Dash**

Member, B S University State Commission

Prof. Dash insisted that the skill development at graduate courses is key for improving the employability and employment of students. Considering the fact that only 5% of Bharaitya workforce receive formal vocational education as compared to 96%, 75% and 52% in Korea, Germany and US respectively, it is imperative to strengthen job-oriented courses. However, the generic mind-set of our society is to go for an academic bachelor's degree because vocational courses are held in low esteem. A pragmatic approach in this backdrop will be to integrate vocational education with general education in colleges. The NEP also wishes to overcome the social status hierarchy associated with vocational education by gradually integrating it into the mainstream education. Some region-specific courses should be introduced after studying the data on demand and supply by Labour Market Information System (LMIS). It is pertinent to add that Ministry of Skill Development and Entrepreneurship and Ministry of Education need to act in perfect coordination in this respect.

Each and every college of the university should open Community College on its campus to run B.VOC courses which aim at skilling, re-skilling and up-skilling. The programs need to be popularized and linked to the skilling authorities of the government. The courses to be chosen must be relevant to the job market. The community colleges should evolve a system of Recognition of Prior Learning (RPL) and develop competency based on modular courses for smooth transferability of recognized learning at the very start of the course.



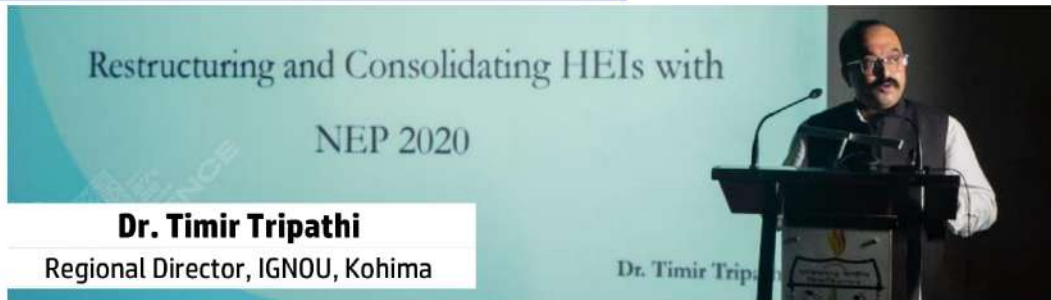


79% of the youth in the 18-23 age group, who are not enrolled in higher education, can be attracted to it if employability of graduation courses is improved. If 'massification' of higher education is to be achieved by pushing the GER above 50% by 2030, as envisaged by the NEP-2020, skill development of learners at graduate level becomes the *sine qua non*. The higher education system of Bharat is a sleeping giant which needs to be made a proactive, dynamic and responsive sector capable of churning out good quality human resources by galvanizing it into action on the measures proposed hereinabove.

**Prof. Vijoy Kant Dash**

Member, Bihar State University Service Commission





**Dr. Timir Tripathi**

Regional Director, IGNOU, Kohima

The objectives of the NEP 2020 for *Restructuring and Consolidating HEIs with the NEP 2020* such as Transforming all HEIs to Multidisciplinary Universities (MU) / becoming a part of an MU by 2030, Capacity building of the extant HEIs which aim to become a part of an MU to begin this year and end by 2030, Phasing out of the affiliation system in the next 15 years, i.e., by 2035, Equitable access to higher education by ensuring an MU in each district and increasing enrolment by 2030. In order to restructure the institutions NHERC/UGC should define the precise criterion of MU including MU-R, MU-T, MU-AC and HEI clusters. The HEIs to carry out self-assessment to come up with SWOT and gap analysis to become MUs. Prepare Institutional Development Plan (i.e., University-specific implementation plan) to become an MU. NAC/NAAC set up a framework for accrediting the HEIs aiming to become MUs. Mechanisms for granting graded autonomy to HEIs aiming to evolve into MUs has to be established. NHERC/UGC should revamp the existing UGC-PARAMARSH scheme for capacity building of the mentee HEIs by the mentor HEIs. The HEIs that do not fulfil the criterion of an MU should send a letter of intent and application to the NHERC/UGC to join a revamped PARAMARSH programme offered by the mentor HEIs.

To summarize, commencing the transition the HEIs completing the implementation of transition into a MUs the HEIs should accomplish: i) Locally relevant disciplines (including the vocational degrees), ii) Multiple disciplines, iii) Minimum 3000 students. This can be achieved by standalone expansion, mergers, or the HEI cluster consolidation. The HEIs which have decided that they will not be able to make the transition, should commence the phase out process by stopping fresh admissions to any programme. Especially, the HEIs with less than 100 students and who do not find any prospective cluster partners.

**Dr. Timir Tripathi**

Regional Director, IGNOU, Kohima





**Prof. Battu Satyanarayana**  
Vice-Chancellor, CU Karnataka

Prof. Satyanarayana opined that the successful implementation of NEP 2020 depends on the successful coordination among all the stakeholders. He emphasized the role of teachers as the most important stakeholders of the NEP implementation process. He highlighted the importance of skill development and underlined the fact of ownership both on the part of Vice-chancellors and faculty members. The attitude of implementers should be that of rising to the occasion, be available all the time in the process of implementation. He concluded by saying that a successful implementation of the NEP will make India a developed nation and a *viswa guru*.

**Prof. Battu Satyanarayana**  
Vice-Chancellor, CU Karnataka





The rapporteur of the session Dr. Alli Rani started with the address of Prof. Vijay Kumar Dash, who had highlighted skill development as the vital goal of the NEP 2020 underlining various targets that was very informative. Prof. Dash had emphasised vocational courses for skill development need to be popularized and linked to the skilling authorities of the government. He had also stated that if implemented properly it would help increasing student employability.

Opining on the next speaker Dr. Rani said that Dr. Timir Tripathi had opened the discussion by highlighting the gap between policy and implementation which required restructuring the landscape of the HEIs. He had clearly wanted separation of the mentor HEIs and mentee the HEIs. He had emphasized the need to make higher education accessible to all. He had further emphasized the need for developing a precise criteria and setting up academic audit in each HEI and work on a multi-disciplinary approach in place of an institution development plan with clearly stated objectives and its prerequisites. Thus, Dr. Tripathi had highlighted the importance of the HEIs to be mutually helpful. He had emphasised that only quality programs are rolled out by the HEIs.

The last speaker of the session Prof. Battu Satyanarayana, according to Dr. Rani, had mentioned the need for successful coordination among all the stakeholders to make the NEP 2020 a grand success. With the help of a beautiful analogy of a farmer he had suggested the role of implementers to be that of farmers who do not work by schedule but rise to the occasion. He had highlighted the importance of skill development and underlined the fact of ownership both on the part of Vice-chancellors and faculty members.

**Prof. P. Alli Rani**  
Director, SVPITM, Coimbatore



**GLIMPSES FROM THE SESSION - 5**







**CENTRAL  
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THIRUVARUR**

**CONVERGENCE**

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FASTER AND SMOOTHER  
IMPLEMENTATION OF NEP 2020**

# SESSION - 6

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BROAD AREA OF DELIBERATION

**EXPERIENCES IN IMPLEMENTING NEP 2020  
IN HIGHER EDUCATION INSTITUTIONS**

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**CHAIRPERSON**

**Prof. S. Nagarajan, Dean (Academics)**

**CO-CHAIRPERSON**

**Prof. Annavarapu Chandra Mohan**

Dean, School of Commerce & Business Mngmt.

**RESOURCE PERSONS:**

**Prof. Sharat Kumar Palita**

Vice-Chancellor (in-charge), CU Odisha





**Prof. Sharat Kumar Palita**  
Vice-Chancellor (in-charge), CU Odisha

Prof. Palita told that India has emerged as the third largest economy in the world and also developed in military, agriculture and other fields in the world level. This NEP 2020 is an important one as it was enacted at the right time. This policy came to the reality after almost 36 years of gap since the enactment of last educational policy. The success of this policy solely lies in the hands of educational institutions.

Over the past 25 years, India's economic expansion has placed it among the top of the world's emerging major powers. India occupying the global power has led to speculation and expectations about how it will change the global order. The NEP is aimed at bringing effective and sustainable change to become better prepared for a modern world, which is majorly driven by intellect and skills. The policy strives to increase the employability of the youth of India. For instance, the National Skill Development Corporation (NSDC) trained 5.5 lakh workers (2016), only 12% trainers qualified for jobs. As per India Skill Report (2020), only 46% of students are employable. When compared to the percentage of students receiving vocational education in foreign countries, I.E: 52% USA, 75% Germany and 96% in South Korea, only five percent of students receive in India. In order to bring more innovations, Universities should be provided with more funding and all higher-educational institutions need to be treated equally.

In India, 38% of 993 universities and 78% of 39931 colleges are privately managed. This often leads to the disparity of education being imparted. Funding for research is not given by State governments. It is entirely funded by the Central government. This leads to lack of funding in HEIs for research. Interestingly, NEP 2020 outlines the vision of India's new education system and focuses on five pillars: Affordability, Accessibility, Quality, Equity, and



Accountability – to ensure continual learning. Further, the policy calls for a need to acquire new skills on a regular basis in accordance with the needs of the citizens as a demand for knowledge in society and economy. The important thrust of the NEP 2020 are providing quality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in SDG, by 2030. Further, it forms a comprehensive framework to transform both elementary and higher education in India by 2040.

NEP is aimed to address the following issues in the existing higher-educational system: A severely fragmented higher educational ecosystem; less emphasis on the development of cognitive skills and learning outcomes; a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;

The following are the major advantages of the NEP 2020: Encouraging Creativity and Critical thinking; Multi-Dimensional Learning; Liberal Arts; Multi-Disciplinary & Inter Disciplinary Education; Achieve Goal 4 of SDG: Quality Education; giving Importance to Research and Promoting multilingualism and the power of language.

He concluded that the introduction of NEP 2020 can be considered as an historic step by the government, to transform India into a knowledge superpower in the 21<sup>st</sup> century. For proper implementation, there is an urgent need for convergence of ideas and actions with a clear road map to make it a reality.

**Prof. Sharat Kumar Palita**  
Vice-Chancellor (in-charge), CU Odisha





**GLIMPSES FROM THE SESSION - 6**







**CENTRAL  
UNIVERSITY  
OF TAMIL NADU  
THIRUVARUR**

**CONVERGENCE**

**TWO-DAY NATIONAL CONFERENCE OF  
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FASTER AND SMOOTHER  
IMPLEMENTATION OF NEP 2020**

# SESSION - 7

BROAD AREA OF DELIBERATION

**STRATEGIZING FASTER AND WHOLESOME  
IMPLEMENTATION OF NEP-2020  
THE WAY FORWARD FOR TRANSFORMING INDIA  
INTO A KNOWLEDGE SUPERPOWER**

**CHAIRPERSON**

**Dr. Velmurugan P. S.**, Dean, School of Legal Studies

**CO-CHAIRPERSON**

**Dr. K. Sethuraman**, Dean, School of Technology

**RESOURCE PERSONS:**

**Prof. P. S. Aithal**, VC, Srinivas University, Mangalore

**Dr. Ramakrishnan K. Sundaram**, Dr. Somaiya Vidyavihar University, Mumbai

**Prof. V. Bharathi Harishankar**, VC, AIHS & HE, Coimbatore

**Prof. Prabha Shankar Shukla**, VC, Nehu, Shillong

**Prof. B. P. Veerabhadrapa**, VC, Kuvempu University, Shankaraghatta

**RAPPORTEUR**

**Prof. Vajja Sambasiva Rao**, VC, SRM University, Andhra Pradesh





**Prof. P. S. Aithal**

Vice-Chancellor, Srinivas University, Mangalore

Prof. Aithal stated that already many Universities have started implementing NEP and the Srinivas University has introduced the NEP based curriculum in 2021-22 as a challenging academic endeavour. He mentioned that the process of introducing NEP from the top instead from the bottom as a means to reverse the process for better result. Humanities and Social Sciences have prioritised to engulf NEP matrix before Engineering programmes have gone for such transformation. He insisted at NEP policies need to be utilised to improve the quality of life in the society before it becomes obsolete and irrelevant. He highlighted one of the objectives of NEP -2020 is to provide high-quality, low-cost education to everyone with an expectation of holistic & research-oriented progress. There is an urge to formulize strategies by involving technology in implementing NEP at school and university levels. He stated that transformation in Indian HE could be conceived by indianising the educational system by internalizing it by wording out 'zero' as 'zero' replacing the westernized 'o'. The methodology adopted would call on the transformation from the teacher centered learning into student-centric class-room learning which involves the following paradigm shifts

From Traditional Classroom to Experiential learning

From Subject oriented to Industry oriented

From Knowledge driven to Skill driven and new knowledge creation

From Theory based syllabus to Project based Syllabus

From Lesson driven to Research driven



From Mono-disciplinary to Multi-disciplinary  
From STEM to STEAM (Art, culture & design), STEAM is the crux of NEP  
From Memorization based evaluation to Competency based evaluation  
From Degree Completion focus to Employability & Entrepreneur ability focus  
From Campus Based to Ubiquitous  
From Monopoly Closed System to Competitive Open System



The objective of higher education is to enhance the confidence by identifying problems and making productive participation in solving them which would ensure comfortable life for all. The challenges ahead are in creating and nurturing innovators not wealth creators. The quality of life may be improved by getting the basic needs for living, attaining the comfortable life style, fulfilling all the desires through maximum utilization of indianised technology 4.0 seems to be the ideal resolution to optimize the use of time and other resources.

The highlights of NEP are to enrich the school system with 15 years of enhanced learning which is subdivided into 5 (Foundation) + 3 (Preparatory) + 3 (Middle S) + 4 (Secondary S) which leads to holistic education by creating strong foundation grounded on super- specialization, while college education is structured as 4 (UG) + 1 (PG) + 3/4 (R) focusing on Multi-disciplinary and Super-specialty (5 to 8 years) domains of learning by incorporating Student Centric Flexible ABC through Digital University. To increase the GER percentage, it strategically requires the formulation of Higher Education Commission of India to bring out the expected changes from the bottom to the top. When it comes to the future of





NEP, it is integral that it would undergo changes along with technological forecasting and predictions for upgrading to meet future changes. Prof. Aithal categorised the future into different stages reflecting the expected changes in the educational system as Gen Z till 2028, Gen A till 2035, Gen B till 2050, and the fourth stage which would evolve into extreme levels of changes and consumptions like artificial food, artificial water, fusion based renewable energy, health for everyone with organ regeneration and anti-aging technologies, life-span expansion, technology singularity stage, self-assembling buildings, automated homes, pico-technology, space elevators, decarbonized electricity, super/hyper intelligent machines, and finally Super Intelligent Humans.

He concluded with the remark that the future supported by technology would possibly connect brain with brain or brain with computers reaching for creating ubiquitous existence, omni-potent renewable power sources, omni-science comprising infinite borderless knowledge and immortal life-span expansion utilizing Bio-nanotechnology.

**Prof. P. S. Aithal**

Vice-Chancellor, Srinivas University, Mangalore





Prof. Sundaram mentioned that the concept of wholesome education can be achieved through cross credit system clubbed with faster implementation of the NEP 2020. He said that Health Science studies do not refer to MBBS alone but should make an inclusion of other supportive paraphernal health related medical professional courses by demolishing the wall constructed between them. The holistic approach in higher education can be realised by bridging these courses along with the generic courses is to be initiated by adopting as swapping mechanism of cross-credit banking without fragmentation of them into branches of studies. The list of courses on Health Sciences or Allied Health Sciences, and Paramedical Sciences are the core domains that the NEP has referred to health, health care as an integral part of it.

He also suggested a model for qualification with credit requirements at different levels of programmes starting from under graduate, certificate course to till doctoral degree. The national council which inspects the institution every year ensures the standard and stability unlike the five-year accreditations. Such regulation is an integral part of the NEP 2020. For instances the Pharmaceutical Council of India regulates the practices of Pharmaceutical Academic institutions in India. The offered supportive health related professional courses create employability as assistant practitioners with a diploma certificate. Such professional UG and PG programmes ensure the graduates with their license to practice in the rural setup where no doctors are appointed. The Clinical Doctoral programme and Doctor of Pharmacy have been offered in many universities under such provision. The cross-credit system allows a





Cognitive Psychologist to pursue Neurological Science to do research for innovative and breakthrough investigations. The council has the final say in giving permission for graduates to practice by issuing license certificate to serve in health centres. The cross-credit system also allows dropouts and students who have failed in the final semester to pursue their dream under the NEP 2020's ambit.

The speaker concluded by requesting all the universities should come forward to give justification to those dropouts and unsuccessful students by adapting to the NEP's cross - credit system.

**Dr. Ramakrishnan K. Sundaram**

Dr. Somaiya Vidyavihar University, Mumbai



**Prof. V. Bharathi Harishankar**

Vice-Chancellor, AIHS &amp; HE, Coimbatore

Prof. Bharathi said that the spirit of NEP and the implementation process should not be underestimated. The chief goal of NEP is to make rightful transaction in a comprehensive manner.

She insisted that the online class education can be harnessed to attain Gross Enrollment Ratio of 50 as a mode of realizing the NEP 2020. Though generations of ICTs based teaching and learning have already been utilized predating pandemic period, ICTs have become very handy during the pandemic period by mandating and propelling the application of ICTs to the fullest, to facilitate uninterrupted online mode of education making it a watershed moment for digital teaching and learning. Intended and non-intended transactions have led to a paradigm shift in teaching and learning trajectory and it happens as a parallel task involving both facilitators and learners together. Before pandemic, the ICT application was sought by those who were inclined to use it in their regular class room teaching and learning. At the national level, digital India had the proposal to move the nation towards knowledge economy.

The transaction on ICTs and Digital India happened together which has modified the position of teachers and learners altogether. Teachers have become facilitators, education has become learner centric. But the important challenge is the process of conversion of information and data into knowledge resources which requires rearrangement of the position of teachers and learners frequently to achieve the intended result. Earlier ICTs brought the best teacher,





the best teaching practice and the best resources into class room but now the focus is holistic in reaching the hitherto unreached in terms of accessibility, cultural factors, class and caste barriers for attaining GER 50.

Matching pedagogy with technology is the next biggest challenge which could be resolved by using choices in teaching and learning with options available in the dissemination of knowledge. This offering is greatly supported by digital learning by incorporating online classes, web-based technological teaching and learning; Multi-disciplinary courses through MOOCs and SWAYAM portal paved way as open choice mode of learning in excelling digital learning which helped India to realize the concept of 'Vishwa Guru' to disseminate the Indian sources to the world.

The speaker insisted on the need for check box templates to evaluate the standards of pedagogy used in online mode of teaching, the list of pedagogies to be made available digitally and the difference between online sources and the existing pedagogies. These check lists are required to maintain quality of education. Unless and until these templates are not made available in the technology based learning mode it will be considered as a false learning.

The ICTs based learning encourages life-long learning which orient the learners to skilling, re-skilling and up-skilling. This self-paced learning provides scope for seamless





multiple entries and exits. Providing skills through online is comparatively easier than competencies which mandate a class room teacher and peer learning. The attributions of virtual transnational education need to be converted into competencies. To attain that, she suggested a global concept called 'Glocal' referring to the individual, local, national and global work requirements and competencies that would enable the students survive the global challenges.

She highlighted the salient features of the NEP as striking bi-directional relationship between technology and education by using new and disruptive technologies and by fostering critical thinking and creativity. It sets forth national educational alliance for technology as a portal to provide enhanced learning, assessment, planning in higher educational institutions visualizing the teacher and student entrepreneurship beyond the notion of placement. She pointed out the scope for online education which is more flexible as its accessibility is available all-time to any-time and any-where learning platform. The sole mission of education is to acquire knowledge and skill enhancement since education throws light on practical orientation by means of entrepreneurship and equity access. Empowerment seems to be the final rung of achievement but to reach there she suggested a '4E' road map for it- Education, Employment, Entrepreneurship by Engulfing the concepts like digital access, digital natives, international models and quality regulations.

**Prof. V. Bharathi Harishankar**  
Vice-Chancellor, AIHS & HE, Coimbatore





**Prof. Prabha Shankar Shukla**

Vice-Chancellor, Nehu, Shillong

Prof. Shukla mentioned that the NEP 2020 is the new architecture of higher education in India by pin pointing on the need for quality higher education which is an enlightenment to create productive human resource for the society. He made sweeping reference to India's oldest universities like Takshashila and Nallanda and its relevance in the present scenario to reconstitute the pattern which made them internationally popular universities. There are certain weaknesses in our present educational system which has to be fixed to regain the greatness across the world. The whopping number of 1050 universities and 45000 colleges in India cannot produce many Noble Laureates. India has produced only 9 noble laureates so far among them only 2 are from Indian universities. This statistical reality is so alarming compared to the number of universities that are there in India. The barriers and weaknesses in our educational system reflect in the setbacks in technology, sciences, and agriculture of which we could not attain top positions despite the fact that we have experts in each of them.

There are three types of universities like research universities, teaching universities and autonomous universities. The universities both Central and State universities have produced many new technologies based on their research. But the mooted question is that how many of them are commercialized? The speaker emphasized that a research requires a certain basic requisites like recognizing the relevance and importance of a particular topic on which the





research is executed by setting hypothesis which should address and resolve the problems prevailing in that particular region/ state/ nation.

Restructuring the curriculum has been the central discussion in recent times but the discussion should provide data on the need of the graduates in particular domain than the number of graduates produced every year; and the need of the technology in the present situation which should match the prevailing educational system. The position of Indian universities or colleges should be ranked in terms of their infrastructure and autonomy of the college

The Indian Universities and college are in dire need of better infrastructure to fulfill the expected results. The speaker mentioned that to produce one lakh graduates the United Nations of America spends USD 16 trillion per year. This status reveals the differences and lacuna between two countries. Indian Higher Education System has to seriously speculate upon to provide better environment, infrastructure, technology and resources to Indian students to pursue their higher education which will enable and support them to excel in their research and quality education. Such scaffolding will create world class scientists, innovators, educators and creative writers. By providing such strong educational support, students not only fulfill their parents' dreams but also build their confidence in representing India in the international forum as great scientist, Noble Laureates and Technocrats etc., from job seekers their position will become job providers, and likewise from knowledge seekers to knowledge providers. To





bring out this transformation, Indian Universities should indulge in futuristic discussion from the perspective of students to suggest policies to the government in structuring and restructuring Indian curriculum and to make Indian Universities on par with international universities.

We have yet another situation which invites foreign universities like Oxford and others to establish their campuses/institutions in India; at the same time can India envisage such an option of establishing institutions with similar facilities provided by those foreign universities. India should prepare itself for such challenges by promoting immediate transformation and restructuring as support system by offering quality education for career development, service condition, leadership qualities, new technology, and new skills. It is mandatory for the universities to advocate new objectives based on the need of the hour since the objectives have to reflect the current requirements and fulfill both the short and long term goals set out under NEP 2020.

The NEP provides an opportunity to think and discuss one's creative ideas and ideologies in their own mother tongue. Those contributions can further be rendered in national and international languages by translating them. For instance, Prof. Shukla mentioned how Japanese people have the technology and support system to translate all the knowledge available in other languages into their language. Capability building commission is constituted by India to regulate system. He concluded his speech by referring to the major components of the NEP as accessibility, quality, and accountability. The policy aims to create good citizens by imparting rationality and intellectual thinking, compassion and empathy, courage and resilience, scientific temper, creative thinking, application and ethical values in the minds of younger generation.

**Prof. Prabha Shankar Shukla**  
Vice-Chancellor, Nehu, Shillong





**Prof. B. P. Veerabhadrapa**

Vice-Chancellor, Kuvempu University, Shankaraghatta

Prof. Veerabhadrapa started his speech on how to does NEP meet out the challenges and rectify the weakness in implementation of NEP 2020 and said that it requires immediate action plan at multi –focal level. By reflecting upon the effective measures to address intensively on the limitations would only pave way for the faster implementation of NEP. The hardcore issue to be addressed here is that there are only few or no colleges in many places and the deficient number of teaching faculty would nullify the efforts of successful launching of NEP. For all the tall goals of Digital Learning, Artificial Intelligence and Machine Learning the expert teachers are the prerequisites. The deeper part of India hardly realized any advancement in higher education as there are major drawbacks to provide facilities to the students’ community located in such regions.

Though Karnataka was the first state in implementing NEP, it posed greater difficulties and challenges to the Vice-Chancellors due to the conditions stated above. NEP upholds an inclusive approach by stretching out the rigid borders into borderless knowledge sharing the educational system under one single umbrella imbibing the older system where a student had to integrate himself with multi-disciplinary episteme. But the provison is to enhance the infrastructure to make it inter or intra or multi-disciplinary. Even globalization seems nearly impossible under such lacuna. He alarmed that liberalization aimed by NEP does require more attention because cosmopolitan cities in India could design and prepare themselves as facilitators of all those advancements to make education global and multi- disciplinary in focus,





whereas this is only remotely possible with rural set-up. Hence he insisted that boosting is required to provide equal opportunities to the rural students.

Even at 2030, the speaker was apprehensive that India would never want a situation like this where 50% of population would still remain outside the purview of the NEP and how are we prepared to bring them under one single umbrella as proposed by the NEP.

He suggested the measures suggested should be implemented from bottom to top as critical issues are existing at the bottom level which needs to be addressed immediately. Multi-entries and exists in varied courses should be implemented starting from school education level. He questioned on how the incorporation of indigenous knowledge sources like 'Nyaya Shastra' 'Sutras' in the academic curriculum will enhance the system? He raised a few critical questions like how and why India will produce super-intelligent people and whether India is prepared for such vision when there are many weaknesses in the system, which pose the major challenges from all fronts. He opined that it requires more responsibility at every level. The logistics is setting up the time limit in fulfilling all these requirements for creating Indian super-intelligence or super human beings. India has to sustain by preparing the Indian society to taste the fruits of a well-being society enlightened by the super educational system to make Indian universities to enter into top 100 universities ranking.

**Prof. B. P. Veerabhadrapa**

Vice-Chancellor, Kuvempu University, Shankaraghatta





The rapporteur highlighted on the Prof. Aithal's strategic implication was already started from the bottom in Art and Science Colleges, whereas in Engineering and Medical Colleges have to start implementing the NEP. He appreciated Prof. Aithal's presentation on the NEP 2020 education model as one of the best models for high quality education with low cost. Prof. Rao also appreciated Prof. Aithal's 4.0 disruptive innovations in educational system.

The rapporteur mentioned that his institution BITS Pilani has introduced educational reforms in 1972 which made this institution as the institution of eminence from its humble beginning under the aegis of Prof. C. R. Mitra. He appreciated Prof. Ramakrishnan's core focus on health related certificate courses that could create job opportunities at different levels of qualification.

Prof. Rao appreciated Prof. Bharathi Harisankar's speech which is centered on harnessing online education and reaching to GER 50. Next he gave his report on Prof. Prabha Shankar Shukla who mentioned the reasons for Indian universities not reaching top ranking, and he also appreciated his statement on the essence of conducting a research only after knowing on its utility and purpose to the society.

He appreciated Prof. B. P. Veerabhadrapa's critical view and perspective on the NEP by pin pointing how to reach the unreached students placed in the remotest villages through online education system. Prof. Rao concluded by giving his confirmation that only by putting strong and committed work together that the aims and objectives of NEP 2020 can be reached.

**Prof. Vajja Sambasiva Rao**  
Vice-Chancellor, SRM University, AP





**GLIMPSES FROM  
THE SESSION - 7**





## FEEDBACK FROM DELEGATES

The excellent hospitality arrangements extended by the CUTN and special thanks to the Research Scholars and the Technical Team for the efforts rendered by them in organizing the event smoothly.

**-Prof. Ramakrishnan,**  
Dr. Somaiya Vidyavihar University, Mumbai

My heartfelt congratulations and wishes to the students and NEP team in conducting the Two-Day National Conference. I always believe, students are not only the future of India, but they are the present of India who are responsible to build the nation to the next level.

**-Prof. Timir Tripathi,**  
Regional Director, IGNOU, Kohima





I had the privilege to organise the Golden Jubilee Celebrations of NITT with involvement of the students. The then Hon'ble President of India, Dr. Pranab Mukherjee attended the celebrations and appreciated the efforts. He appreciated the Hon'ble Vice Chancellor for being the role model for the organisers of this event and students for carrying out their responsibilities diligently.

**-Prof. G. Kannabiran**

Director, IIT Sricity, Chittoor

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It is a National Enriching Programme where many ideas were exchanged between the participants. Heartfelt thanks for the Hospitality extended by the University. The way the students appreciate the human value system is highly commendable.

**-Prof. Shivakumar**

Sri Mathi Indira Gandhi College, Trichy

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### **GENERAL FEEDBACK FROM THE DELEGATES**

- The Hospitality by CUTN is highly commendable during the entire days of conference.
- Both the students and faculties received the delegates always with cheering smile, until they leave the station.
- The served food is more traditional and highly delicious



- The entire transport and accommodation arrangements are meticulously planned and appreciable.

## **Q&A SESSION**

### **Introduction:**

We are on the phase integration of Trans Disciplinary / Inter Disciplinary Course / Programmes for innovation.

Presently, in our State (I am not aware of other States) Teachers / Candidates with cross majors are not eligible for appointments, though they have required qualification (Ph.D. / NET / SET)

### **Example:**

- a. Management / Commerce / Economics / Finance Graduates / P.G. / with Integrated Discipline with all required / essential qualities are not given opportunities.
- b. Computer Science / IT / Computer Applications Graduates / P.G. / with Ph.D. in ID / TD title are denied – though they have all talents required.
- c. English / Tamil – P.G. – Ph.D., NET and Language based Post Graduate Candidates with Ph.D. are denied.

### **Suggestion:**

Inter Disciplinary / Trans Disciplinary / Multidisciplinary Candidates have to be considered for appointments provided that they have required qualification.

**Prof. P. Chandra Sekaran**

Retired Principal

Director, Sri Sarada College of Education for Women

Tirunelveli





TWO-DAY NATIONAL  
CONFERENCE OF  
CENTRAL UNIVERSITY  
VICE-CHANCELLORS  
ON **DEVISING ACTION  
PLAN FOR FASTER  
AND SMOOTHER  
IMPLEMENTATION  
OF NEP 2020**

## VALEDICTORY FUNCTION INVITATION

Venue: **Media Theatre, Department of Media**

Date: **28 May 2022**

Time of commencement: **4:00 pm**

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Chief Guest

**Shri A. Namassivayam**

Hon'ble Minister of Education  
Government of Puducherry

Guest of Honour

**His Holiness Sri La Sri Sathiyagnana  
Mahadeva Desiga Paramacharya Swamigal**

Velakurichi Adheenam Thirupugalur

Felicitation

**Shri Vinod Karuvarakundu**

National Monitoring Committee Member  
Ministry of Education, Govt. of India

**Prof. M. Krishnan**

Vice-Chancellor  
Central University of Tamil Nadu

**Prof. Sulochana Shekhar**

Registrar (in-charge)  
Central University of Tamil Nadu

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CONFERENCE CONVENERS

**Prof. S. Nagarajan**

Controller of Examinations (in-charge)

**Dr. Velmurugan P.S.**

Dean, School of Legal Studies



Dr. Velmurugan P. S., Dean, School of Legal Studies and Co-Convener for NEP 2020 Conference welcomed Prof. M. Krishnan, Vice-Chancellor, CUTN, Shri. A. Namassivayam, Hon'ble Minister for Education, Govt. of Puducherry, His Holiness, Velakurichi Aadheenam, Shri. Vinod Karuvarakundu, Member, NEP National Monitoring Committee, Ministry of Education and Smt. Indirani, State President of Shiksha Sanskriti Utthan Nyas.

He said that the Central University of Tamil Nadu has the responsibility to organise a conference on NEP 2020 under the leadership of Prof. M. Krishnan in the CUTN Campus, who has been the resource person throughout the country to advocate and enlighten others about the importance of implementing NEP 2020. With the support of all the stakeholders of the University, the two day conference has made intellectual deliberations on NEP 2020 for the past two days which will have significant impact in implementing NEP across the country.

The educational experts from IIT, NITs, IIMs, IITDM, Central, State & Private Universities across the nation made the two day deliberations very fruitful. Tamil Nadu is a role model state in higher education system of our country which has crossed 50% GER and Central University of Tamil Nadu has the responsibility to disseminate the importance of faster and smoother implementation of the NEP. He welcomed all the dignitaries on the dais, Vice-Chancellors, Directors, Experts, Dean of Schools, Faculty and staff members present for the valedictory function.





Hon'ble Vice-Chancellor honoured Shri. A. Namassivayam, Minister of Education, Govt. of Puducherry, Prof. Sulochana Shekhar honoured His Holiness Velakurichi Aadheenam who has granted 200 acres of land for establishment of CUTN, Shri. CMA. V. Palani, Finance Officer honoured Shri. Vinoth Karuvakundu, Member, National Monitoring Committee, MoE and Dr. R. Parameswaran honoured Smt. Indirani, State President of SSUN.



Hon'ble Vice-Chancellor **Prof. M. Krishnan** honoured **Prof. S. Nagarajan** and **Dr. Velmurugan P.S.** Conveners of the Conference





Prof. Sulochana Shekhar, Registrar (in-charge) delivered her valedictory address. She thanked all dignitaries in the dais, galaxy of educational experts for their valid inputs during the conference. She said that successful implementation of NEP 2020 lies in the concerted efforts and synchronised action in a phased manner. This depends on the co-ordination of human resources, infrastructural and financial resources, co-ordination and cooperation from the State and Central Governments. These aspects were discussed in the two day conference and hoped that this will help in achieving the goal of bringing out the best from the students. She once again thanked all the dignitaries and educational experts for participating in this two day National Conference.



Smt. Indirani, Convener, Shiksha Sanskriti Uttan Nyas, Tamil Nadu delivered her felicitation address. She briefed that SSUN is a voluntary organisation committed to imparting value and Indian culture based holistic education. She said that SSUN is functioning from the year 2017 with thirteen teams. SSUN has actively involved in this two day conclave in identifying the resource person and inviting chief guests. She placed on record her sincere appreciation to the Hon'ble Vice-Chancellor, Registrar, Organising Secretaries, Faculty & Students for organising the event in a grand manner. She also assured that SSUN will extend all necessary help in organising such events in future.



Shri. Vinod Karuvarakundu, Member, National Monitoring Committee, Ministry of Education addressed the gathering. He began that Malayalam is his mother tongue and Tamil is his Grandmother language, but due to modernisation of Education System, the languages, our culture, and our tradition have been compartmentalised. But now, there is a paradigm shift in the outlook of everybody in India. Earlier everything in India was looked in segments and now we are looking everything as a whole. Till now, Anganwadies are not considered as part of Education system. But now, NEP 2020 has included Anganwadi as part of our education system. India is a very big ocean of knowledge and the Indian Knowledge system is preserved in the Indian languages. In the NEP 2020, the medium of Higher Education will be in the regional language. He offered his opinions for implementation of the NEP 2020, firstly at society level, then at Institutional level and then at personal level.



The Gross Enrolment Ratio for Higher Education should be increased to 50% in the next 10 to 15 years. For achieving this, the number of educational institutions should be increased. To make this in a democratic system, public should demand for quality education. Every State Government should establish a model public funded college at each district, which will have Multi-disciplinary Education and Research University (MERU) with a capacity of 3000 – 5000 students. In the coming years, the rise of education expenses should be 5 to 6% of our GDP.

At Institutional level, quality education, research and values should be prioritised. Apart from publications in research journals, he urged the academicians to be the ambassadors of NEP and make publications in public magazines for the benefit of common man. Working base pedagogies should be prepared in every area of subject thus transforming the relationships between teacher, student & society. This transformation will happen only when we look from inside. Let change happen from ourselves.

The two day conclave made us to look inside and this is not the end of the conclave but starting of a transformation. He concluded that this conclave is a wonderful result of co-ordination and appreciated the Hon'ble Vice Chancellor for being a role model for his team members for making this Two-Day Conference a success.





Hon'ble Vice-Chancellor gave the presidential address. He appreciated all the faculty members, students and staff for making this conference a success. The valedictory function is witnessed by more than 10000 people online, apart from gathering at the venue. He thanked the media persons for covering the speech of His Excellency Hon'ble Governor widely and celebrating this conference as a festival and taking CUTN to the next level.

There was a time where parents tell to children study well, get a job, earn well and settle. But now time has changed, we have to tell our students, get a job and do something to the society. Mahatma Gandhi said, if, we are not going to give something for the society, I don't want to respect the Higher Education. So we want some product from higher education which should benefit the society. Our Former President of India Dr. APJ Abdul Kalam requested teachers to kindly create employability for the students. Only 7% of the educated youth are getting employment as of now. Hence, the presence of a University should not only benefit the students but also to the society as a whole. Still there are villages without proper drinking water and electricity. Our University as part of Unnat Bharat Abhiyan has provided drinking water facilities and solar lamps in the nearby villages. Students should bear three things in mind, should come out the curricula, collaborate and practice sustainability. We are not able to find vaccine for HIV even after 50 years. But we are able to find vaccine for COVID by collaboration in just two years. We are also able to supply to many countries.





Globalisation is not something we get from foreign countries. The real meaning of Globalisation lies when Indian products reach all parts of the globe. These are all possible when NEP is implemented. Though it is not possible to implement all the provisions of NEP immediately, CUTN has taken steps to implement few aspects and will study the pros and cons of the Policy and will surely implement NEP 2020. He concluded with a special thanks to the students for their efforts in conducting this event.



His Holiness Velakurichi Adeenam started his address by quoting the Thirukural

“அகர முதல எழுத்தெல்லாம் ஆதி பகவன் முதற்றே உலகு” and  
கேடில் விழுச்செல்வம் கல்வி யொருவற்கு மாடல்ல மற்றை யவை.

Learning is the true imperishable riches; all other things are not riches, rightly said by Thiruvalluvar. Thiruvavur is not only a holy place but also a place of diverse culture and a place where Thirukailaya Parambarai Aadheena Mudhal Kuravar Sree Sathiyagnana Desigar, the founder of Velakurichi Adheenam and Dharumai Adheenam founder Sree Gurugana Sambandar lived. Not only this, ancient Tamil literature, Sanskrit & Marathi Literature flourished in Thiruvavur region. Thiruvavur Temple itself is a place used as padasalas and Nayanmars fed the people, dug ponds and did more charity works for the people. மக்களின் தொண்டே மகேசன் தொண்டு. Following this, Dr. Kalaingar M.



Karunanidhi, the then Chief Minister of Tamil Nadu was instrumental in bringing this University in the land of Thiruvarur where our Velakurichi Aadheenam had an opportunity to participate in bringing this Great University. I appreciate our beloved Vice-Chancellor who has taken along with his colleagues in implementing NEP 2020 at Central University of Tamil Nadu. Our land is known for Unity in Diversity. A land where people of different races, religion, language live in harmony with Nationalistic spirit and Divinity. We have proven that we are not inferior to anyone be it Technology, Agriculture, Knowledge or Education. Covid vaccine from India has proven this.

A person who is educated and disciplined alone can be a good devotee of God. Our land is instilled with holiness, perseverance, brotherhood and love for others. The NEP 2020 is a welcoming policy as it provides opportunity for multidisciplinary learning in their regional language. He thanked the Central University for giving this opportunity and blessed the gathering present in the Conference. Hon'ble Vice-Chancellor informed the gathering about the proposal of starting Disaster Management course in Nagapattinam or Karaikal in collaboration with National Institute for Disaster Management and submitted a proposal for allotting land for starting these courses.



Hon'ble Minister for Education, Govt. of Puducherry Shri. A. Namassivayam delivered the valedictory address of the two day conference. He expressed his happiness for participating in the Two-Day National Conference on New Education Policy. The change is inevitable and change is unchanged. The present education policy was formulated way back in 1986 and being



followed all these years. Our Hon'ble Prime Minister keeping in mind about the necessity for change in the Education system and was instrumental in formulating the New Education Policy to suit the changing needs. The NEP 2020 under the Chairmanship of Shri. Kasturi Rangan was formed in the year 2019 and the Committee submitted its report on 2020. He put forth two questions to the audience. Why we should learn. It is for two reasons. It is to enhance our knowledge and to support our livelihood. Mere academic knowledge will not be sufficient to compete in this world. We should equip ourselves to compete and overcome the challenges ahead us. The worlds' leading countries like USA, Europe are leading in terms of technology, education and standard of living. This is because these countries have adapted to the changing needs of the world. Hon'ble Prime Minister in his recent visit to Chennai has reiterated that the Higher Education should be in the regional language. Medicine and Engineering will be taught in their regional language itself. The people opposing New Education Policy has to read the document completely before commenting. The Start-up India and Make in India initiatives of the Hon'ble Prime Minister has made our country less dependent on the Foreign Countries. The New Education Policy is reiterating that researches should begin in our Country for the benefit of every citizen of our Country. Our country is not deprived of any resources and we have abundant resource in terms of wealth, spirituality, family values, human resources, etc. The mind-set of people should be changed from job seekers to job creators. The NEP facilitates inter-disciplinary courses from Artisan jobs to research or innovation for the benefit of the society. The implementation of NEP should be planned in such a way to overcome the hurdles in implementation. It is just a beginning here at Thiruvavur and surely this will be a boon to the society when it is implemented. I wish all success and hope the God's blessing will take it to the next level.





Prof. S. Nagarajan, Convener of NEP & Controller of Examinations (in-charge) delivered his vote of thanks. He thanked the Hon'ble Minister for Education, His Holiness Velakurichi Aadheenam, Shri. Vinod Karuvarakundu, MoE, Smt. Indirani, SSUN for sharing their thoughts in implementation of the NEP. He thanked the Hon'ble Vice-Chancellor being a role model for all in conducting this grand event. He thanked the faculty, students and non-teaching staff for their co-operation and efforts during the last two days.

The conclave ended with National Anthem.





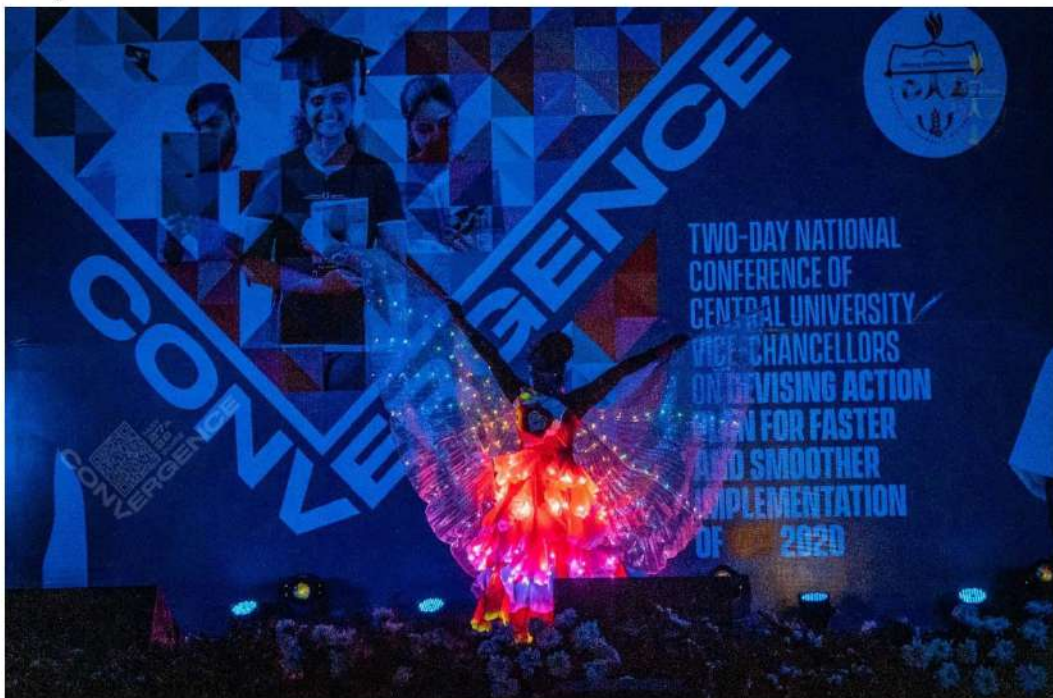
The cultural activities were conducted at the Multi-Purpose Auditorium of the Central University of Tamil Nadu, Thiruvavarur. The cultural began with Mangala isai, which is a traditional form of invocatory music that occupies a very important place in our Tamil Culture. Taval and Nadaswaram Artists from Tamil Nadu Rural Arts Development Centre, Madurai, performed the Mangala isai. The 15 minutes musical concert was soulful and very refreshing.





**TWO-DAY NATIONAL CONFERENCE OF CENTRAL UNIVERSITY VICE-CHANCELLORS ON DEVISING ACTION PLAN FOR FASTER AND SMOOTHER IMPLEMENTATION OF NEP 2020**

Then followed by Bharathanatyam dance by Varna Music School, Thiruvavarur, E. Madhulekha, 8<sup>th</sup> standard and S. Kavinmalar, 7<sup>th</sup> standard presented Ganesha Stuti in the raga Hamsadhvani set to Adi talam, Choreographed by Shri Guru Jayaprakash and Shri Narayanan to the composition of Shri Karur Sivalokanathan.



Next was a unique LED dance performed by Ms. Varsha, a Transgender, Former Student, at Madurai Kamaraj University, Madurai. She mesmerized the audience with her amazing performance.



Folk artists from Tamil Nadu Rural Arts Development Center, Madurai performed various forms of Folk Dances of Tamil Nadu. Karakattam, Kavadi attam, kaali aatam, mayilaattam, kaalaiyattam, thappaattam and Nayyandi melam kept the audience unmoved.





Dr. Udaya Kiran, Assistant Professor, Department of Music, Central University of Tamil Nadu rendered a spellbound classical music performance.



Ms. Karpagam, II M.A Tamil CUTN performed Silambattam a weapon-based Indian martial art originating in South India in the Indian subcontinent Silambattam is mentioned in Tamil Sangam literature which has a main focus on the bamboo staff.





Ms. Niki Kumari Pegu, 1<sup>st</sup> Year MSc Microbiology, CUTN, performed Sattriya Nritya, a dance-drama performance art with origins in the Krishna-centered Vaishnavism monasteries of Assam, and attributed to the 15th century Bhakti Movement scholar and Saint Mahapurush Srimanta Sankardev.



With this the cultural events came to an end. The audience present in the auditorium relished the performance of artists, students and faculty. Hon'ble Vice-Chancellor Prof. M. Krishnan honoured the Artists with shawl and memento. Dr. V. Rajendiran, Convener, Cultural Committee delivered the vote of thanks.







**PRE-PRESS CONFERENCE**

**NEP-2020 IN PRESS**



**பரந்த கல்வித்திட்டம் தமிழகத்தில் இல்லை**

**மத்திய பல்கலை, துணைவேந்தர் கவலை**

திருவாரூர்: நன்னிலம் அருகே நீலக்குடியில் அமைந்துள்ள தமிழ்நாடு மத்திய பல்கலைக்கழகத்தில், இன்று தேசிய கல்விக் கொள்கை தொடர்பான கருத்தரங்கம் நடக்கிறது. இது தொடர்பாக, பல்கலை, துணைவேந்தர் கிருஷ்ணன் திருபுகளிடம் கூறியதாவது:

தேசிய கல்வி கொள்கை தொடர்பான கருத்தரங்கில், கவர்னர் மற்றும் இந்தியாவில் உள்ள 38 மத்திய பல்கலைக்கழகத்தின் துணை வேந்தர்கள் கலந்து கொள்கின்றனர். தேசிய கல்வி கொள்கையை சிக்கல் இன்றி செயல்படுத்துவது தொடர்பாக இந்தக் கருத்தரங்கில் ஆலோசிக்கப்படும். தேசிய கல்வி கொள்கையை தமிழக அரசு முழுமையாக ஏற்கவேண்டும். அதில் தேவையான அம்சங்களை ஏற்றுக் கொள்வோம் என தெரிவித்துள்ளது.

எனவே இந்த கருத்தரங்கில் முயற்சி கொள்கை தொடர்பாக பேசப்பட்டது. திருவாரூர் மாவட்டம் விவசாய மாவட்டம் என்பதால் பல்கலைக்கழக பாடத்தில் விவசாயம் சார்ந்த பாடத்திட்டம் கொண்டு வரப்பட்டுள்ளது. அதேபோல், தானை மாவட்டம் கோடியக்கரையில் உள்ள பறவைகள் சரணாலயம் தொடர்பான பாட்படிம ஏற்படுத்தப்படும். விரைவில் பெரிட் தொடர்பான பாடத்திட்டமும் கொண்டு வரப்பட உள்ளது. தமிழகத்தில் பரந்த கல்வித்திட்டம் இல்லை. ஆனால் குடிமைப்பணி தேர்வுகளில் தமிழக மாணவர்களால் வெற்றி பெற முடியவில்லை. தேசிய கல்வி கொள்கை வழியாக இதை பூர்த்தி செய்ய முடியும். இவ்வாறு அவர் கூறினார்.

**திருவாரூர் மத்திய பல்கலை, பில் இன்று தேசிய கல்விக் கொள்கை குறித்த கருத்தரங்கம்**

● ஆளுநர் ஆர்.என்.ரவி பங்கேற்கிறார்

திருவாரூர் அருகே நீலக்குடியில் உள்ள தமிழ்நாடு மத்திய பல்கலைக்கழகத்தில் இன்று (மே 27) நடைபெறும் தேசிய கல்விக் கொள்கை குறித்த கருத்தரங்கில் தமிழக ஆளுநர் ஆர்.என்.ரவி கலந்துகொள்கிறார். இதற்குறித்து மத்திய பல்கலைக் கழக துணைவேந்தர் கிருஷ்ணன் செப்பிரியான்களிடம் நேற்று கூறியது: தேசிய கல்விக் கொள்கை குறித்து பல்கலைக்கழகங்களில் கருத்தரங்குகள் நடைபெற்று வருகின்றன. அடிப்படி, நீலக்குடியில் உள்ள தமிழ்நாடு மத்திய பல்கலைக்கழகத்தில் இன்று தேசிய கல்விக் கொள்கை குறித்த கருத்தரங்கு நடைபெறுகிறது. இதில், தமிழக ஆளுநர் ஆர்.என்.ரவி கலந்து கொள்கிறார். தேசிய கல்விக் கொள்கையில் உள்ள நல்ல தன்மைகளை ஏற்றுக் கொள்வோம் என்று தமிழக அரசு கூறியதுடன், ஆளுநரின் கருத்து மூலமும் அமைந்துள்ளது. இந்தியா முழுவதும் உள்ள மத்திய பல்கலைக்கழகங்களில் சேர்வதற்கான விண்ணப்பங்களின் எண்ணிக்கை திகழாண்டு உயர்ந்துள்ளது. ஏறத்தாழ 80 ஆயிரம் விண்ணப்பங்கள் வந்துள்ளன என்றார்.







**தேசிய கல்வி கொள்கையில் கல்வித்துறையில் புதிய சிந்திக்கும் ஏற்படும்**

**திருவாரூர் மத்திய பல்கலைக்கழக கருத்தரங்கில் கவர்னர் ஆர்.என்.அறி பேசும்**

தேசிய கல்வி கொள்கையில் கல்வித்துறையில் புதிய சிந்திக்கும் ஏற்படும். திருவாரூர் மத்திய பல்கலைக்கழக கருத்தரங்கில் கவர்னர் ஆர்.என்.அறி பேசும். கவர்னர் ஆர்.என்.அறி, திருவாரூர் மத்திய பல்கலைக்கழக கருத்தரங்கில் கல்வித்துறையில் புதிய சிந்திக்கும் ஏற்படும். திருவாரூர் மத்திய பல்கலைக்கழக கருத்தரங்கில் கவர்னர் ஆர்.என்.அறி பேசும்.

**NEP-2020 IN PRESS**

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**Take up NEP implementation in right spirit: Governor R N Ravi**

TIRUVARUR, Governor R N Ravi has asked academicians to come up with an action plan for the implementation of National Education Policy 2020. Addressing a two-day national conference of central university vice-chancellors on the subject at the Central University of Tamil Nadu at Tiruvarur on Friday, he said the two-day conference is very relevant and timely.

"The spirit behind the NEP is important. If the spirit is not understood, then policies are lost in the letters," he said. Ravi said the policy vision at the political level is drafted in a language largely impenetrable to the bureaucracy, but thereafter it is left and left to it. This is what is happening even today. He said the country had a visionary and dynamic leadership under Prime Minister Narendra Modi who has fundamentally changed the way we look at its problems.

Vice-chancellors from several central universities from across the country participated.

**திருவாரூர் மத்திய பல்கலைக்கழக துணைவேந்தர்கள் இரண்டு நாள் தேசிய மாநாடு நடைபெற்றது.**

திருவாரூர் மத்திய பல்கலைக்கழக துணைவேந்தர்கள் இரண்டு நாள் தேசிய மாநாடு நடைபெற்றது. திருவாரூர் மத்திய பல்கலைக்கழக துணைவேந்தர்கள் இரண்டு நாள் தேசிய மாநாடு நடைபெற்றது.

**நாடு மிகப்பெரிய வளர்ச்சியை பெற்று வருவதால் உலக நாடுகளின் பார்வை இந்தியா மீது இருந்து வருகிறது**

**தேசிய கருத்தரங்கில் கவர்னர் ஆர்.என்.அறி பேசும்**

நாடு மிகப்பெரிய வளர்ச்சியை பெற்று வருவதால் உலக நாடுகளின் பார்வை இந்தியா மீது இருந்து வருகிறது. தேசிய கருத்தரங்கில் கவர்னர் ஆர்.என்.அறி பேசும்.

**Diversity is construed as 'differences', says Governor**

These differences are part of our rich heritage.

Diversity is construed as 'differences', says Governor. These differences are part of our rich heritage.

**திருவாரூர் மத்திய பல்கலைக்கழகத்தில் நடைபெறும் இரண்டு நாள் தேசிய கல்விக் கொள்கை கருத்தரங்கம் : தமிழ்நாடு ஆளுநர் ஆர்.என்.அறி துவக்கி வைத்தார்...**

விளம்பரம் செய்ய தொடர்பு கொள்ளவும்

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NEP 2020

# NEP-2020 IN PRESS



**Key Recommendations made at the CUTN Vice-Chancellors Conference for smoother, faster and effective implementation of NEP-2020**

The Vice-Chancellors and Directors of various central institutions experts participated in the conference unanimously expressed that quick necessary steps should be taken for implementing NEP 2020 as India is rapidly progressing at the global level and as a knowledge superpower and economy. The greatest challenge is to devise the action plan for implementing NEP in the “Mindset of the Stakeholders”

NEP 2020 do not look at problems in higher education system in segments, rather it took a holistic approach by giving a revolutionary outlook by looking at the country as one entity. Hence, the provision of NEP cannot be implemented in one go. Instead, it has to be implemented step-by-step in phased manner for which educationists need to understand the policy and device suitable action plan for its smooth implementation.

**Indian Indigenous Knowledge System (IKS)**

The syllabus and the course content need to be oriented with incorporating Indian Knowledge System, to make it holistic. Whatever knowledge in technology available today is because of our strong cultural, traditional and civilizational structure. Proper and timely implementation of NEP will help Indianising our education system towards globalisation.

**Documenting the IKS**

Efforts should be taken to document the IKS which is existing orally, deplorably in the minds of Indian society and families, especially with elderly Indians, particularly in rural areas which

is rich in content bearing the cultural and territorial knowledge. This has to be transferred into practical discourse with supporting documents and passed on to the future younger generations by creating a knowledge repository, which is the need of the hour in our educational system.

**Integrating IKS with other knowledge systems**

Efforts should be initiated to integrate IKS with other knowledge systems. For example, Indian knowledge on health such as home remedies, food therapy, therapeutic fruits and vegetables, medicinal food consumption for prevention of disease, tribal ethno medicinal practices, forest management, traditional organic farming, philosophy, psychology, yoga and consciousness studies, mathematics with astronomy, architecture, rural sports, governance etc., should come to Indian Universities through accepted manner.

**Pedagogy to be framed with the pride of IKS**

Curriculum should have adequate space for Indian diversity, local context such as tribal knowledge and traditional ways of learning. Pedagogy should be framed keeping in mind the sense of pride of our rich, diverse, ancient culture and knowledge system.

**Integrating Gurukula form of Traditional Education System with the Formal Education System**

Gurukula system of education should be integrated with formal education within the current cultural context to meet the aspirations of the millennial students.



### **Curriculum should cater to the needs of Rural Development**

At least 30% of the University curriculum should adopt an inclusive approach to cater to the needs of the rural development and to the social requirement of the rural and local surroundings. For instance, curriculum of Tamil literature should be included tribal literature, fine arts with local culture, biological sciences with local flora and fauna, agricultural science with 'ethnovedic' medicinal plants.

### **Nodal desk at the apex regulatory body to coordinate and internationalize IKS**

There should be a nodal desk at the apex regulatory body to coordinate and internationalize Indian ideology, Indian languages, Ayurveda, Siddha, Yoga, Naturopathy, Unani and Homoeopathy (Ayush) system of medicines, arts, history, culture, etc.,

### **Doing away with failed western theories**

The problem with the present day education system, for example in Management education, is that the failed western theories are still taught to the students. The existing education system has become irrelevant and hence the University education system should be aligned with the realities, Indian industries & Management.

### **Focus on Skill-based Education**

As NEP 2020 is devised to meet India's requirements for the 21<sup>st</sup> century education system, skills required for getting employed and to overcome the challenges of life has to be the primary focus of teaching-learning process in higher education. Necessary caution has to be taken to impart skill component in each and every course.

While implementing the policy, priority should be given to industry excellence for innovation, skill development, and personalized teaching and learning.

Every HEIs should focus on imparting certain primary skills such as professional skills, life skills, social skills, research skills, communication skills and industry-based workshops, etc.

Upskilling is needed for people with 0-5 years of experience which includes basic communication listening; and critical thinking; Cross-skills is needed for people with 6-10 years of experience which includes functional jobs and manufacturing skills; Reskilling is needed for people with experience of 10 years and above based on their role demand.

HEIs should concentrate on course designing and curriculum framing with employable skills to ensure the success of implementing of the NEP 2020.

### **Importance for Vocational Education**

Skill Development is the vital goal of NEP 2020 and skilling at graduate courses is key for improving the employability of students. As of now only 5% of our workforce receive vocational education as compared to 96, 75 and 52% in South Korea, Germany and USA respectively. Though it is imperative to strengthen job-oriented courses, vocational courses are held at low esteem in India.

A pragmatic approach should be adopted to integrate vocational education with general education into the mainstream education in universities and colleges. Vocational courses for skill development need to be popularized and



linked to the skilling authorities for the government.

#### **Industry – Institution Collaboration**

HEIs should move fast from a mark based approach to a competency based approach as envisaged by NEP 2020. For this, every HEI should ensure strong collaboration between academic and industry so enable students to experience the new inventions and update their skills to make themselves more employable.

#### **Periodical training for the teachers to overcome the knowledge gap**

Teachers and leaders of the institutions should play an important role in transforming NEP 2020 into reality which is designed to empower students to be entrepreneurs or employable.

Teachers are responsible for the professional developments of the students and periodical training for the teachers is the best way to overcome the knowledge gap between 20<sup>th</sup> and 21<sup>st</sup> century teaching. Students should be trained with suitable skills so that they could confidently face the drastically shifting employment market.

The world is shifting form an industrial economy to a knowledge economy and there is a dire need for transforming Indian education system. Due to the increased use of virtual reality, continuous training should be ensured to impart new knowledge and skills.

HEIs should emphasize on periodical faculty training and development. Performance based incentives for faculty members can ensure active teaching-learning process.

#### **Scaling up Open and Distant Learning**

The NEP allows only those Universities which have NAAC score of more than 3 to offer Open Distant Learning (ODL) and deprives the Universities that have the NAAC rank of less than 3 from offering courses in ODL mode. It is the need of the hour to improve the infrastructure of the Universities that do not have enough NAAC raking.

HEIs which have sufficient NAAC score to offer ODL programs should be properly monitored for adequate infrastructure e.g. faculty, self-learning study materials, IT infrastructure, mode of examinations, timely and proper assessment of assignments, imparting skill component in ODL system and above all the employment opportunities.

To achieve the GER level envisioned in NEP 2020, central policy and funding should be adequate to open new public HEIs, encourage privately funded HEIs, encourage ODL and online mode of education.

#### **Harnessing online mode of education to attain the GER target**

Online mode of education using ICT and digital facilities should be harnessed to realize the NEP's Gross Enrollment Ratio target of 50. UGC has to take necessary steps to mandate and propel the application of ICTs to the fullest, to facilitate uninterrupted online mode of education to reach the hitherto unreached in terms of accessibility by overcoming the economic, cultural, caste and class factors for attaining the GER 50.



### **Setting up standards for Pedagogy used in online mode of education**

Matching pedagogy with technology is the next biggest challenge in ICT based online mode of education. It can be resolved by using choices in teaching and learning with options available in the dissemination of knowledge.

There is a need for check box templates to evaluate the standards of pedagogy used in online mode of teaching, the list of pedagogies to be digitally make available and the difference between online sources and the existing pedagogies. These checklists are required to maintain the quality of online education. For effective technology based teaching-learning process, these templates should be made available at the earliest possible.

### **Consortium of HEIs at regional level for successful implementation of ABC and MEES.**

The primary focus for the effective implementation of NEP 2020 should be on the Academic Bank of Credits (ABC). HEIs leaders should have possess good understanding of ABC and its nuances. To facilitate multiple entry and exit scheme, each University should come up with a roadmap.

The credit completion should be from a basket of courses. Identifying these courses can be achieved through the Board of Studies collecting the stock of courses. It needs a broader deliberation among academic leaders of different institutions to find out the equivalent set of courses and mapping had to be done form the basket of courses to enable proving the degree.

A consortium of HEIs at regional level can be created to successfully implement ABC and MEES.

### **Need for careful planning for effective implementation of NEP 2020**

Careful planning and alignment is critically important for effective implementation of NEP 2020 particularly it should address issues such as curriculum overload, time lag in curriculum reforms, decision making, implementation and impact assessment.

### **Importance for Physical Fitness and Sports**

HEIs should give adequate importance for physical fitness and sports. Sports talents of students should identified and fine-tuned to excel in national and international sports.

### **Institution Development Plan**

Every HEI in India should come out with a Institution Development Plan (IDP) in sync with the NEP 2020 reflecting in its curricula, teaching-learning, evaluation, research, extension, publication, sports, multidisciplinary, international students admission, sports, and cultural components.

### **Sharing the resources between HEIs**

The success of the NEP 2020 lies in sharing the resources available such as e-books, e-journals, and other primary resources between the HEIs. HEI should start working together and by sharing resources for mutual development.

### **Overcoming the challenges in achieving Global Ranking**

With enormous spending on education since independence, India still faces stern challenges in achieving global raking. Education which does not contribute to national development is not what India requires anymore.





To be on par with world class Universities, reformation and revamping of our education system to have international profile, dual degree programs, joint certification programs, multinational projects, international faculty and students exchange, world-class publications, multi-racial/multi-religious/multi-cultural/multi-disciplinary campuses is the primary need.

#### **Internationalization of Admission of Students**

To take Indian higher education to the global level, each HEI should have an international students' office, which will facilitate foreign students. Suitable scheme should be floated at national level for encouraging international students' admission in Indian HEIs.

#### **Appointment of outstanding international faculty in Indian HEIs**

Appointment of outstanding international faculty members is key for internationalization of higher education in India. An enabling ecosystem to ease the process of hiring international faculty should be rolled out w.r.t tenure of appointment, type of appointment, compensation procedure, tax compliance etc.,

#### **Competing with foreign university campuses in India**

As an outcome of NEP 2020, reputed foreign universities will be allowed to open campuses in India very soon. Consequently, students who can afford higher fees for education may migrate to Indian campuses of foreign universities and whereas the public universities will be left with students who are from financially poor, rural and remote parts of the country.

Teachers in public universities should be mentally prepared to nurture such students to be skillful.

To compete with foreign university campuses to be established in India, Indian HEIs are in dire need of support system with similar facilities provided by foreign universities.

HEIs should be funded for better infrastructure and speculate upon to provide better environment, technology and resources to enable quality education and research.

#### **Need for launching Region-specific Courses**

Region-specific courses should be introduced after studying the data on demand and supply by agencies such as Labour Market Information System (LMIS). Ministry of Skill Development and Entrepreneurship and Ministry of Education need to act in perfect coordination in this respect.

#### **Establishing Community College @ Universities and College**

Each and every university / college should open Community College on its campus to run Certificate, Diploma and B.Voc courses which aim at skilling, re-skilling and up-skilling. The courses to be chosen in Community Colleges should be relevant to the job market.

The Community Colleges should evolve a system of Recognition of Prior Learning (RPL) and develop competency based on modular courses for smooth transfer of recognized learning at the very start of the course.

#### **Need for establishing HECI and NHERC as early as possible**

To expedite the implementation of NEP 2020, HECI and its core verticals such as National



Higher Education Regulatory Council (NERC) should be established as early as possible to restructure, consolidate, and define precise criterion for transition into MU-R, MU-T, MU-AC and HEI clusters etc., in line with the features of NEP 2020.

The present system which has multiple regulatory and accreditation agencies for Higher Education need to be abolished at the earliest and to be replaced with a single regulatory body for HEIs in India.

#### **Timeline for University-specific NEP implementation plan**

Development Plan (IDP) i.e., University / College specific implementation plan to restructure and consolidate their institutions with NEP 2020 with timeline for completing the implementation of transition in accordance with the provisions of NEP 2020.

#### **Need for Mentor-Mentee HEIs and NEP Audit team**

For effective and speedy implementation of NEP 2020, it is suggested to have a decentralized mechanism for monitoring the implementation process through a regional mentor-mentee HEIs. Further suggested for setting up of separate academic Audit Wing for monitoring the progress in implantation of NEP at every HEI.

#### **Need for increased Central allocation to Higher Education**

To meet the ambitious targets set out in the NEP 2020 and in order to bring more meaningful innovations, there should be substantial increase in the Central funding say 5 to 6 % of GDP and all HEIs, whether public or private, should be treated equally w.r.t funding

opportunities. Similarly, State governments should be encouraged to fund research in HEIs.

#### **Bottom-up approach needed for better implementation of NEP 2020**

The process of implementing NEP should be reversed. That is, instead of top-down approach, it is suggested to reverse the process to bottom-up approach for better result because critical issues mostly exist at the bottom level which needs to be addressed immediately.

#### **Need for faster implementation of NEP 2020**

As newer and newer technologies are surfacing very frequently, there is a need for faster implementation to improve the quality of life in society, before the current provisions of NEP 2020 becomes obsolete and irrelevant.

#### **NEP 2020 to be upgraded for expected future technological changes**

When it comes to the future of NEP 2020, it is integral that it would undergo changes based on technological forecasting and predictions and should be upgraded to meet the expected future changes.

#### **Thrust for commercializing the research outcomes**

The whopping number of 1050 universities and 45000 colleges in India so far produced only 9 Noble Laureates and among them only 2 are educated from Indian Universities. This statistical reality is so alarming compared to the number of HEIs in India and showcased the weakness in our research based educational system.

The technologies produced by our HEIs were not able to be commercialized. Hence, more care should be taken in approving a research work based on the relevance and importance of



the research work. The hypothesis should address and resolve the problems prevailing in the region / state / nation and the outcomes should be commercialized.

#### **Need for equal opportunity for Rural HEIs and Rural Students**

The hardcore issue in implementing the ambitious features of NEP is that there are only few or no colleges in several rural and remote segments of our country. Efforts should be taken to provide better and equal higher education in deeper parts of India which hardly realized any HEI. Even deficiency in number of teaching faculty in such areas would nullify the efforts of successful implementation of NEP 2020.

#### **Need for proactive steps without waiting for regulators**

HEIs should take proactive steps to internally audit their current status in terms of admission, infrastructure, teaching and research, and work closely with the regulators to make changes to bring their institution in line with the requirements of NEP 2020.

#### **State-wise Strong Advisory Support for implementing NEP 2020**

Effective implementation requires strong advisory support in the form of a Vice-Chancellors' standing committee consisting of highly accomplished academics and HEI leaders with a strong reputation, significant experience of managing HEIs and a strong understanding on the NEP 2020.

#### **Need for broader consultation among HEIs**

The success of implementation of NEP 2020 relies on key considerations like what an expert should do in the process of implementation.

Individual expert should not be allowed to impose one's expertise in the curriculum framing. Rather it should be with broader consultation with experts, empathizing with the students and fulfilling their needs and carrying out background integration based on visualizing the final product.

#### **Closing Remarks**

The higher education system of Bharat is a sleeping giant which needs to be made into a proactive, dynamic and responsive sector capable of churning out good quality human resources by galvanizing it into action on the measures proposed hereinabove, as envisaged by the National Education Policy 2020.



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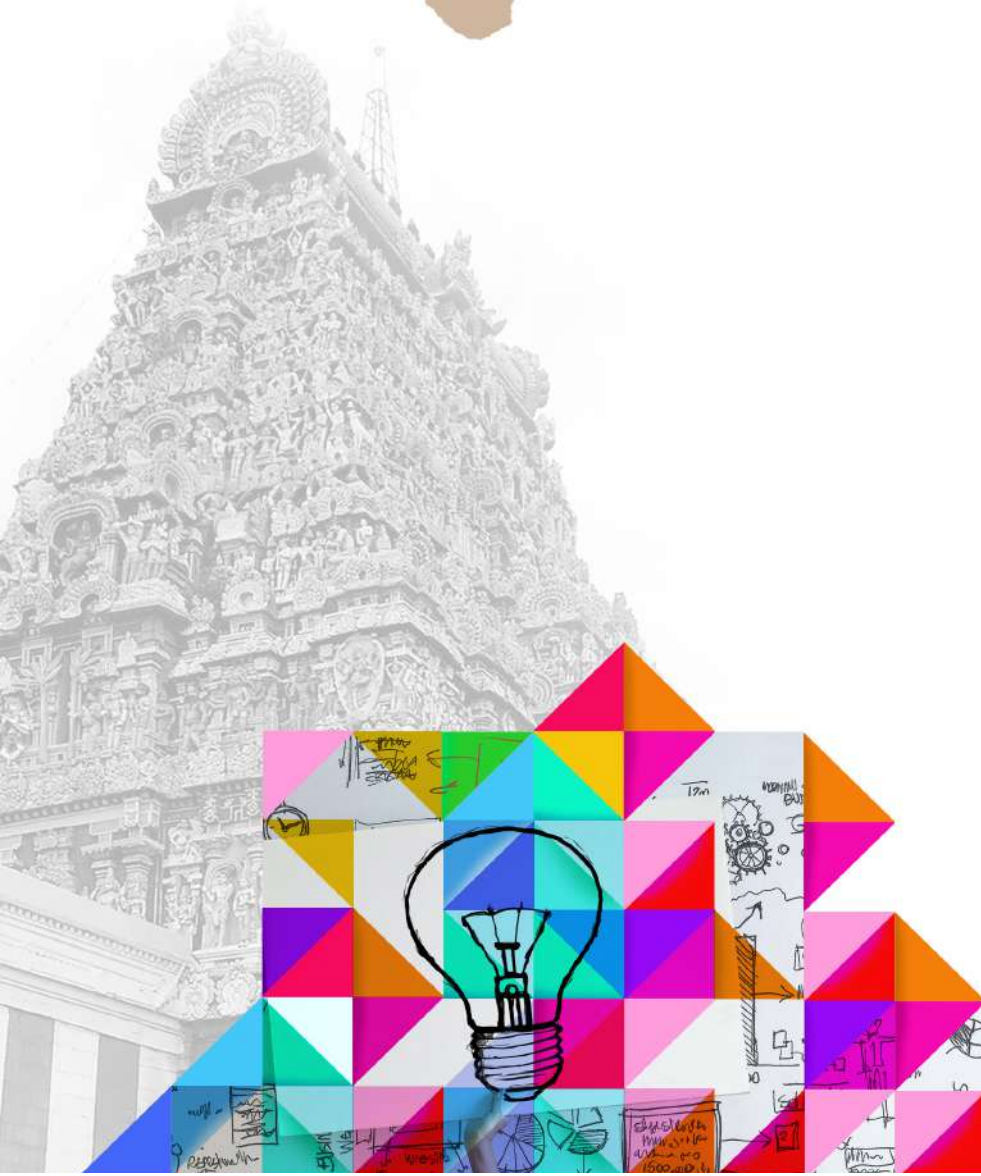
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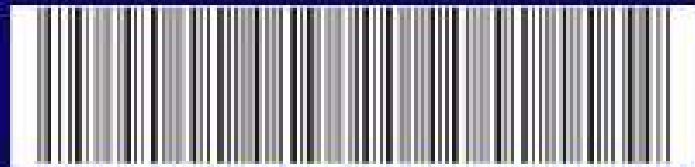
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