



विद्या भारती
उच्च शिक्षा संस्थान
Vidya Bharati
Uchcha Shiksha Sansthan

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REPORT

NATIONAL SUMMIT OF INSTITUTIONAL LEADERS

NSIL 2023

A Dialogue on Inter-Institutional Development

NATIONAL SUMMIT OF
INSTITUTIONAL LEADERS

NSIL 2023

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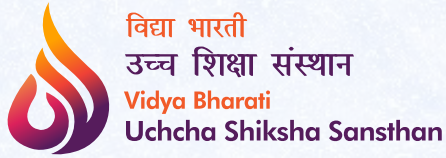
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About VBUSS

Since 1952, Vidya Bharati Uchcha Shiksha Sansthan (VBUSS) has significantly impacted the nation's educational landscape. It envisions building a competent generation for the nation by educating the youth and instilling cultural, moral, and social values. The curriculum and extracurricular activities of VBUSS are based on societal values and the Indian knowledge systems to develop the student's personality through knowledge, skill, and motivation along the lines of Indian educational philosophy.

VBUSS is running Saraswati Shishu Vatikas, Saraswati Shishu Mandir, Saraswati Vidya Mandir, and Senior Secondary Schools. 25 teacher training colleges are there for producing skilled and efficient teachers. Apart from these, there are 40 Degree Colleges also run by VBUSS. In this way, along with the school education system, VBUSS is also working in the field of higher education, and the work done by VBUSS has been acknowledged widely by the society.

VBUSS envisions to realise the concepts of quality education, with the goal of determining the ideal and activities of higher education. There is an urgent need to work towards bringing about a positive change by establishing contact, dialogue, and coordination with institutions in the field of higher education. VBUSS, therefore, strives to create centres of excellence that combine the traditional and the unconventional, the ancient and the modern, oriental and occidental.



**A DIALOGUE ON
INTER-INSTITUTIONAL
DEVELOPMENT**

PREFACE

Vidya Bharti Uchcha Shiksha Sansthan (VBUSS) in collaboration with Devi Ahilya Vishwavidyalaya, organised a two-day educational summit under the theme of 'Dialogue on Inter-Institutional Development'. The summit was supported by the Department of Higher Education, the Government of Madhya Pradesh, the Madhya Pradesh Private University Regulatory Commission and the Association of Indian Universities.

The NEP-2020 envisages bold, progressive, far-reaching and comprehensive reforms to bring a paradigm shift in higher Education. Universities and Higher Education Institutions have a crucial role to play in this trajectory of development of the policy. Therefore, The National Summit for Institutional Leaders (NSIL), 2023, aimed at bringing together Chancellors, Pro Chancellors, Vice Chancellors and leading professors of universities around India to share their views related to the innovative practices adopted at their institutions to incorporate a culture of reforms and move towards holistic development of students studying in the universities.

During the past few months, the idea of NSIL 2023 was conceptualised during the informal meetings of VBUSS academic council members, Vice Chancellors, and senior Academicians from different universities and states. In these discussions, a consensus emerged for holding formal deliberations among higher institution leaders under a single roof who have a critical and crucial role in implementing the recommendations of National Education Policy- 2020 to share their institutional practices and exchange creative solutions with one another. The leaders of higher education institutions made a strengthened and coordinated commitment to implementing the reforms envisaged in the NEP-2020.

I would like to extend my heartfelt gratitude to the Government of Madhya Pradesh, the organising committee from Devi Ahilya Vishwavidyalaya and members of Vidya Bharti Uchcha Shiksha Sansthan for bringing together all the institutional leaders and other stakeholders to ensure the successful completion of the Summit.

Dr. Kailash Chandra Sharma
National President
Vidya Bharti Uchcha Shiksha Sansthan

NSIL at a Glance

Today's dynamic society requires a change in the way of functioning of each individual, and education remains the most powerful tool for social change. In light of this change, the National Education Policy 2020 aims to warrant a behavioural revolution in the young generation to pave the way for establishing New India. Under NEP-2020, many progressive measures have been introduced in the higher education landscape, and many more are envisioned in the immediate future. The pace of reforms has been steady and seen a firm commitment from leaders of the higher education systems. Higher Education can be instrumental in bringing this necessary sea change to ensure that India's development occurs in consonance with the changing needs and aspirations of the dynamic society.

Vidya Bharati Uchcha Shiksha Sansthan organised the Dialogue on Inter-Institutional Development in collaboration with Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, in the furtherance of enhancing inter-institutional participation to implement the goals prescribed by the National Education Policy, 2020.

The Summit also aimed at coming up with ingenious solutions to new-age problems and developing a future-ready workforce. It further endeavoured to devise an approach for transforming the Indian Education System into a learning space by combining a top-down approach with a bottom-up approach and giving primacy to outcome-based learning. The institutional leaders came together for consensus-based decision-making related to implementing various provisions of the National Education Policy so that they could chart a suitable course of action for creating a society rooted in the Indian Knowledge System instead of Macaulay's education system.

The leaders of higher education institutions made a strengthened and coordinated commitment to implementing the reforms envisaged in the NEP-2020. Transforming classrooms from a 'zone of teaching' to a 'space of learning'; combining a top-down with a bottom-up approach in decision-making and collaboration in the learning, structures and processes of higher education institutions; assessing the performance on the basis of outcomes; a system of assessment that is transparent and assesses the learning not the learner; promoting socially sensitive and working with passion, lead with compassion and achieve with conviction were the other important commitments made by the higher education institution leaders assembled during the two days summit.

Total number of Delegates present - 1298 delegates

Number of Speakers- 54 speakers

Total Number of States represented - 23 states

Number of MP State institutions - 107 (Government) & 08 (Private)

SESSION PLAN

Day 1 - 16th January 2023

TIME	SESSION	SPEAKERS
10:30 am-12:30 pm	Inaugral Session	<p>Dr. Subhas Sarkar, Hon'ble Minister of State for Education, Government of India</p> <p>Dr. Mohan Yadav, Hon'ble Minister of Higher Education, Government of Madhya Pradesh</p> <p>Prof. M. Jagadesh Kumar, Chairman, University Grants Commission</p> <p>Dr. Kailash Chandra Sharma, National President, Vidya Bharti Uccha Shiksha Sansthan (VBUSS)</p> <p>Prof. Renu Jain, Vice Chancellor, Devi Ahilya Vishwavidyalaya (DAVV), Indore</p> <p>Prof. Bharat Sharan Singh, Chairman, Private University Fee Regulatory Commission</p>
1:30 pm- 2:45 pm	Parallel Sessions-1	<p>Group 1 Interaction with VCs and Directors Speakers Prof. M. Jagadesh Kumar, Chairman, University Grants Commission Session Moderator Prof. Prashant Gupta, Professor, IIM Nagpur</p>
1:30 pm- 2:45 pm	Parallel Sessions-1	<p>Group 2 Academic Bank of Credit: Multiple Entry and Multiple Exit Speakers Prof. S.K Gakhar, Former Vice Chancellor, Indira Gandhi University, Rewari Prof. R.P Tiwari, Vice Chancellor, Punjab Central University Prof. Navin Sheth, Former Vice Chancellor, Gujarat Technical University</p>

TIME	SESSION	SPEAKERS
1:30 pm- 2:45 pm	Parallel Sessions-1	<p>Group 3 Multidisciplinary & Holistic Education Speakers Prof. Ami Upadhyay, Vice Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad Dr. Gowrishha Joshi, Professor & Director, Centre for Education and Social Studies, Bengaluru. Prof. Vibha Singh Chauhan, Ex-Principal, Kirori Mal College, New Delhi</p>
1:30 pm- 2:45 pm	Parallel Sessions-1	<p>Group 4 Innovative Experiments in Higher Educational Institutions Speakers Prof. Pankaj Mittal, Secretary General, Association of Indian Universities Prof. D.P Goyal, Director, IIM Shillong Prof. B.V.R. Reddy, Director, NIT Kurukshetra</p>
1:30 pm- 2:45 pm	Parallel Sessions-1	<p>Group 5 Virtual University, Open and Distance Learning & ICT Speakers Prof. Nageshwar Rao, Vice Chancellor, Indira Gandhi National Open University Prof. Binod Kumar Kanaujia, Director, Dr. B.R. Ambedkar National Institute of Technology, Jalandhar</p>
3:15 pm- 4:30 pm	Technical Session 1 Future of Higher Education in India in Light of NEP 2020 Multidisciplinary and Holistic Education	<p>Speakers Prof. Bhushan Patwardhan, Chairman, National Assessment and Accreditation Council (NAAC) Dr. Ashwin Fernandes, Regional Director for Quacquarelli Symonds (QS) in the Middle East, Africa & South Asia, CEO for QS IGAUGE Rating System Session Chair Prof. Sandip Shastri, Vice Chancellor, Jagran Lake University, Bhopal</p>

TIME	SESSION	SPEAKERS
5:00 pm- 6:15 pm	Technical Session 2 Bharatiya Gyana parampara, Values and Ethos	<p>Speakers Prof. Shakti Prasad Mishra, Nivedita Chair, Ramakrishna Mission, Institute of Culture, Kolkata Dr. Nagesh Bhandari, President, Indus University, Ahmedabad Prof. T.V Kattimani, Vice Chancellor, Central Tribal University of Andhra Pradesh Session Chair Prof. K.N Singh, Vice Chancellor, Central University of South Bihar, Gaya</p>
6:30 pm - 7:45 pm	Technical Session 3 Internationalisation of Higher Education	<p>Speakers Mr. Ryuhei Nishi, First Secretary (Science and Technology), Embassy of Japan in India Mr. Yadu Nath Paudel, Counsellor (Cultural), Embassy of Nepal to India Mr. Balunya Barker, Education Attache, Uganda Embassy in India Session Chair Prof. Bhimaraya Metri, Director, IIM Nagpur</p>

SESSION PLAN

Day 2 - 17th January 2023

TIME	SESSION	SPEAKERS
9:30 am - 10:45 am	Technical Session 4 Research and Innovation	Speakers Prof. T.G Sitharam , Chairman, All India Council for Technical Education Dr. Virander S. Chauhan , Emeritus Social Scientist, International Centre for Genetic Engineering and Biotechnology Prof Neelima Gupta , Vice Chancellor, Dr Harisingh Gour Vishwavidyalaya, Sagar Session Chair Prof. V. Sudhakar Professor, EFLU, Hyderabad
11:15 am- 12:30 pm	Technical Session 5 Leadership and Governance	Speakers Prof. C Raj Kumar , Vice Chancellor, OP Jindal Global University, Sonipat Prof. Yogesh Singh , Vice Chancellor, University of Delhi Prof. S. Vaidhyasubramaniam , Vice Chancellor, Sastra University Session Chair Prof. K.B Das , Vice Chancellor, Central University of Jharkhand
1:30 pm- 2:45 pm	Parallel Session 2 Idea Exchange	Session Chair Group 1 Dr. Renu Jain , Vice Chancellor, Devi Ahilya Vishwavidyalaya (DAVV), Indore

TIME	SESSION	SPEAKERS
1:30 pm- 2:45 pm	Parallel Session 2 Idea Exchange	Session Chair Group 2 Prof. Bharat Sharan Singh , Chairman, Private University Fee Regulatory Commission
1:30 pm- 2:45 pm	Parallel Session 2 Idea Exchange	Session Chair Group 3 Prof. Pankaj Arora , Director, Institute of Lifelong Learning, University of Delhi
1:30 pm- 2:45 pm	Parallel Session 2 Idea Exchange	Session Chair Group 4 Prof. Ravindra Ramchandra Kanhere , Chairman, Admission and Fee Regulatory Committee, Madhya Pradesh
1:30 pm- 2:45 pm	Parallel Session 2 Idea Exchange	Session Chair Group 5 Prof. Chandra Charu Tripathi , Director, National Institute of Technical Teachers' Training and Research (NITTR), Bhopal

TIME	SESSION	SPEAKERS
3:15 pm- 4:15 pm	Special Lecture Education and National Development	<p>Dr.Krishna Gopal, Sah Sarkaryawah, Rashtriya Swayamsevak Sangh</p> <p>Session Chair Prof. K.N Singh</p>
5 pm- 6 pm	Valedictory	<p>Chief Guest Shri Ramesh Bais, Hon'ble Governor of Jharkhand</p> <p>Guest of Honour Dr Mohan Yadav, Hon'ble Minister of Higher Education, Government of Madhya Pradesh</p> <p>Shushri Usha Thakur, Hon'ble Minister of Tourism, Government of Madhya Pradesh</p> <p>Prof. T.G Sitharam, Chairman, All India Council for Technical Education (AICTE)</p> <p>August Presence Prof. Narendra Kumar Taneja, National General Secretary, Vidya Bharati Uchcha Shiksha Sansthan</p>

Speakers at NSIL

Dr. Renu Jain

Vice Chancellor, Devi Ahilya Vishwavidyalaya (DAVV), Indore, MP

Dr. Renu Jain is currently the Vice Chancellor of Devi Ahilya Vishwavidyalaya, Indore. She was a lecturer at Jiwaji University, Gwalior, till 1985 and then became a professor in 1998. She was awarded the UGC-JRF for her PhD in Mathematics, which she completed in 1983. She was also awarded the Nehru Centenary British (Commonwealth) Fellowship for working as a Post Doctoral Fellow at Imperial College, London, for one year.

Prof. Kailash Chandra Sharma

National President, Vidya Bharti Uccha Shiksha Sansthan (VBUSS)

Prof. Sharma is currently the National President of VBUSS. He was a former Vice Chancellor of Kurukshetra University. He has a teaching experience of over 35 years in different capacities as Assistant Professor, Associate Professor and Professor. He was also the recipient of the Need-Cum-Merit Scholarship during his B.Sc. and M.Sc. Courses. He has also received the UGC Junior Research Fellowship and CSIR Senior Research Fellowship. He holds the credit of supervising over 21 PhD scholars. He has 60 research papers published in National and International Journals and four books to his name.

Prof. M. Jagadesh Kumar

Chairman, University Grants Commission (UGC)

At present, Prof. Mamidala Jagadesh Kumar is the Chairman of the University Grants Commission (UGC). He has also served as the 12th Vice Chancellor of Jawaharlal Nehru University, Delhi. He has also been the Chairman of the Governing Body of the National Council of Science Museums, Ministry of Culture, Government of India. Prof. Kumar has also served as a professor in the Department of Electrical Engineering at IIT Delhi.

Dr. Mohan Yadav

Hon'ble Minister of Education, Government of Madhya Pradesh

Dr. Mohan Yadav became the cabinet minister in the Madhya Pradesh government headed by Shivraj Singh Chouhan on July 2020. Dr. Yadav is a PhD Scholar and was elected twice as MLA from the Ujjain Dakshin seat.

Dr. Subhas Sarkar

Hon'ble Minister of State for Education, Government of India

Dr. Subhas Sarkar was elected to the Lok Sabha in 2019 from Bankura, West Bengal, he is currently serving as the Union Minister of State in the Ministry of Education. Dr. Sarkar has also served as the Vice President of BJP, West Bengal, and has been a member of All India Medical Services, Kalyani.

Prof. Bharat Sharan Singh

Chairman, Private University Fee Regulatory Commission

Prof. Singh is the Chairman of the Madhya Pradesh Private University Regulatory Commission, Bhopal and a renowned biologist.

Prof. Madhulika Kaushik

Vice Chancellor, Usha Martin University

Prof. Kaushik is the Vice Chancellor of Usha Martin University, Ranchi. With an MBA and PhD focused in Management from Jai Narain Vyas University, she has been actively involved in the field of education for over 30 years, out of which 20 years have been dedicated to the Open and Distance Learning (ODL) system.

Prof. R.P Tiwari**Vice Chancellor, Punjab Central University**

Prof. R.P Tiwari is currently serving as the Vice Chancellor of Punjab Central University. Previously, he served as the Vice Chancellor of Dr. Hari Singh Gour Vishwavidyalaya Sagar, MP, for five and a half years. He has also been a member of UGC. He was conferred with L. Rama Rao Birth Centenary Award for significant contribution to Indian Stratigraphy and Palaeontology in 2012 by the Geological Society of India, Bangalore.

Prof. Navin Seth**Former Vice Chancellor, Gujarat Technical University**

Prof. Seth has served as the Vice Chancellor of Gujarat Technical University. He was a Dean of the Faculty of Pharmacy at Saurashtra University. He completed his M.Pharm and PhD in Pharmacognosy and Herbal Drugs technology from LM College of Pharmacy, Ahmedabad.

Prof. Ami Upadhyay**Vice Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad**

Prof. Upadhyay is the current Vice Chancellor of Dr. Babasaheb Ambedkar Open University, Ahmedabad. In addition to her distinguished tenure in this role, she has served as a member of the Planning and Monitoring Board for Central Sanskrit University in Delhi and the Advisory Board for Vidyadeep University, located in Surat, Gujarat. Her impressive research record includes the publication of 19 journal articles and 11 book chapters. She holds both an M.Phil and PhD from Saurashtra University. Prof. Upadhyay has received various esteemed awards, such as the Commonwealth of Learning Fellowship Award and the Gujarat State Leadership Award for 2022.

Dr. Gowrishha Joshi**Professor & Director, Centre for Education and Social Studies, Bengaluru**

Dr. Gowrishha Joshi is a professor and Director at the Centre for Education and Social Studies, Bengaluru. He has worked as Chief Consultant in the Technical Secretariat of the Committee to National Education Policy headed by the renowned scientist Dr. K Kasturirangan. He has also served as honorary secretary and treasurer of C-LAMPS, a Bengaluru-based NGO, and he is also a visiting faculty at the MBA department of Bangalore University.

Prof. Vibha Singh Chauhan**Ex. Principal, Kirori Mal College, New Delhi**

Prof. Vibha Singh Chauhan, formerly the principal of Kirori Mal College at Delhi University, has been a lecturer at Zakir Husain Delhi College for 34 years. She holds a Bachelor's degree in English (Honors), a Master's and M.Phil in English, and a PhD in Comparative Literature. Prof. Chauhan has also obtained a B.Ed, M.Ed, and pursued L.L.B from the University of Delhi. She has also authored and translated books like Eight Faces of Revenge, Beyond Black Waters, etc.

Prof. Ravindra Kanhere**Chairman, Admission and Fee Regulatory Committee, Madhya Pradesh**

Prof. Ravindra Kanhere is the Chairman of the Admission and Fee Regulatory Committee, Madhya Pradesh. He was the former Vice Chancellor of Bhoj University, Bhopal and Former Pro Vice Chancellor of IGNOU, New Delhi.

Prof. B.V.R. Reddy**Director, NIT Kurukshetra**

Prof. B.V.R Reddy is currently the director at NIT Kurukshetra. Prof. B.V.R Reddy has served as a professor at the University School of Information and Communication Technology, GGSIPU, New Delhi for the last 22 years. He has also served as the Chairman of the Centralised Career Guidance and Placement Cell of GGSIPU. He is also a fellow at IETE, IE and a member of other professional bodies such as IEEE, CSI and SEMCEI. Prof. Reddy has also been actively participating in educational reforms and value-based education, in tune with National Skill Qualification Framework, and is focussing on implementing the NEP 2020 at NIT Kurukshetra.

Prof. Pankaj Mittal**Secretary General, Association of Indian Universities**

Prof. Pankaj Mittal is the Secretary General of the Association of Indian Universities. With an experience of more than three decades in Higher Education in policy planning, she is also the Chief Commissioner (Guides) of Bharat Scouts and Guides. Prof. Mittal has also served as the first regular Vice Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur, and introduced a series of innovative practices and reforms.

Prof. D.P Goyal**Director, IIM Shillong**

Prof. D.P. Goyal is the Director at IIM Shillong and an internationally acclaimed academician and researcher. He has authored over a dozen books and has an experience of over 35 years in teaching and research. He has also held various leadership roles in India's finest institutions like MDI Gurgaon, IMT Ghaziabad and Thapar Institute of Engineering and Technology, Patiala. He is a visiting professor at Aarhus University, Denmark. Prof. Goyal has also been a member of various committees of National Bodies and is also on the Board of Governors of various business schools and universities.

Prof. Nageshwar Rao**Vice Chancellor, Indira Gandhi National Open University**

Prof. Rao is the vice chancellor of IGNOU and has served as the Vice Chancellor of Uttarakhand Open University (UOU), Haldwani and other universities. He has received his D.Phil from the University of Allahabad and ICWA from the Institute of Cost and Management Accounts of India, Kolkata. He was also the President of the Indian Accounting Association and has been conferred with the Saraswati Samman by the government of Uttar Pradesh. He has also written around eight books, including 'Administration of Public Enterprises in India' and 'Communication Skills'.

Prof. Binod Kumar Kanaujia**Director, Dr B.R. Ambedkar National Institute of Technology, Jalandhar**

Prof. Binod Kumar Kanaujia is serving as the Director of Dr. B.R. Ambedkar National Institute of Technology, Jalandhar. Prof. Kanaujia is primarily involved in research on Computational Electromagnetics and Biomedical telemetry. Along with that, he has published various papers in numerous journals and has supervised various doctoral scholars. Prof. Binod Kumar Kanaujia has completed his B.Tech in Electrical Engineering from KNIT, Sultanpur, UP. After that, he pursued his M.Tech and PhD in Electrical Engineering from IIT BHU, Varanasi, India.

Mr. Balunya Barker**Education Attache, Uganda Embassy in India**

Mr. Barker is the Education Attache from the Uganda Embassy in India.

Prof. Bhushan Patwardhan

Chairman, National Assessment and Accreditation Council (NAAC)

Prof. Bhushan Patwardhan is serving as the Chairman of NAAC. He is one of the top-cited biomedical scientists who is a Fellow of the National Academy of Medical Sciences India. He has also served as the Vice Chairman of UGC and chairman additional charge Indian Council of Social Science Research, Government of India. Having work experience of over 40 years in higher education, scientific research and institutional governance, he has worked on boards of several universities. He is a member of important national committees of the Ministry of Ayush, Ministry of Education, CSIR, DST, etc.

Dr. Ashwin Fernandes

Regional Director, QS Quacquarelli Symonds in Middle East, Africa and South Asia

CEO, QS IGAUGE Rating System

Currently, Dr. Fernandes is the CEO of QS I-GAUGE and also the regional director (Middle East, Africa and South Asia). He has also worked on multiple projects associated with QS. Dr. Ashwin Fernandes has completed his Bachelor's from Goa University. Thereafter, he completed his M.B.A. from Ulyanovsk State University and PhD from Amity University.

Prof. Sandip Shastri

Vice Chancellor, Jagran Lake University, Bhopal

Prof. Sandip Shastri is the Vice Chancellor of Jagran Lake University, Bhopal. He has served as the Pro Vice Chancellor, JAIN, Bangalore and the Director of the Centre for Research in Social Sciences and Languages (CERSSE) JAIN. He is an international consultant to the UNDP for its Political Party Reform Project in Pacific Rim countries, World Bank on its governance project in Nepal, etc. He has more than four decades of teaching and research experience in Election Studies, Federalism, Innovation in Teaching, etc., and is associated with several international research bodies in the same field. He is credited with 13 books and more than 51 chapters in edited books. He has also contributed over 90 articles in research journals and around 350 OpEd in newspapers.

Prof. Shakti Prasad Mishra

Nivedita Chair, Ramakrishna Mission Institute of Culture, Kolkata

Prof. Shakti Prasad Mishra is a highly respected educationalist and currently holds the prestigious Nivedita Chair at the Ramakrishna Mission Institute of Culture in Kolkata.

Prof. T.V Kattimani

Vice Chancellor, Central Tribal University of Andhra Pradesh

Prof. T.V. Kattimani is a renowned personality in the field of literature and higher education. Known for his contributions as a critic and translator, he has translated various literary and non-literary works from Hindi to Kannada, Kannada to Hindi, Gujarati to Kannada and English to Hindi. Prior to serving as the vice chancellor of CTUAP, he also served as the Vice Chancellor of Indira Gandhi National Tribal University, Amarkantak (MP). He has also been awarded Karnataka Rajyotsava Award: the second-highest civilian award in Karnataka for his remarkable contribution towards higher education.

Dr. Nagesh Bhandari

President, Indus University, Ahmedabad

Dr. Nagesh Bhandari is the President of the Indus University, Ahmedabad. He is a Doctor by profession specialised in Spine Surgery from the globally acclaimed Spine Centre 'Rehabilitations Krankenhaus', Germany. He has significantly contributed to developing novel instrumentation systems, ultimately adding to the cost-effective treatment procedures in his chosen field.

Prof. K.N Singh**Vice Chancellor, Central University of South Bihar, Gaya**

Prof. Kameshwar Nath Singh, the 3rd Vice Chancellor of the Central University of South Bihar (CUSB), Gaya has a rich professional experience of 32 years and has supervised many PhD students. Prior to joining CUSB, Prof. Singh was the Vice Chancellor of Uttar Pradesh Rajarshi Tandon Open University, Prayagraj and Prof. Rajendra Singh (Rajju Bhaiya) State University, Prayagraj.

Mr. Ryuhei Nishi**First Secretary (Science and Technology), Embassy of Japan in India**

Mr. Nishi is the first secretary (Science and Technology) from the Embassy of Japan in India.

Mr. Yadu Nath Paudel**Counsellor (Cultural), Embassy of Nepal to India**

Mr. Yadu Nath Paudel, Counsellor (Culture), has been working for India-Nepal Friendship and Culture for a long time. Yadu Nath was also the Chief District Officer in 3 districts of Nepal and has been associated with the government service for a substantial duration, holding diverse roles in multiple departments.

Prof. T.G Sitharam**Chairman, All India Council for Technical Education (AICTE)**

Prof. Sitharam is the current Chairman of the All India Council for Technical Education. He was the Director of the Indian Institute of Technology Guwahati, Assam, for 3.5 years (from July 2019 to December 2022). He worked as a lecturer at the University of Waterloo soon after his PhD and moved to the University of Texas at Austin, Austin, Texas, USA (1992-94). He is the Chairman of the Board of Governors at CIT, Kokrajhar and the Chairman of the Board of Management of North East Regional Institute of Science and Technology (NERIST), Nirjuli, Arunachal Pradesh.

Dr. Virander S. Chauhan**Emeritus Social Scientist, International Centre for Genetic Engineering and Biotechnology (ICGEB)**

Dr. Chauhan is an Emeritus Social Scientist at ICGEB. He has served at various institutions, including St. Stephens College, DU, and IIT Kanpur. He also served as the Chairman of UGC in 2017-18, Director of ICGEB, New Delhi. He has also worked as a J.C. Bose Fellow, DST, Govt. of India and EC Chairman, NAAC. He is a Padma Shri awardee for scientific and human resource development.

Prof. Neelima Gupta**Vice Chancellor, Dr Harisingh Gour Vishwavidyalaya, Sagar**

Prof. Neelima Gupta is the Vice Chancellor for Dr. Harishsingh Gour Vishwavidyalaya, Sagar. She has served as a Planning and Monitoring Board member at Mahatma Gandhi Central University, Motihari. She has also been a UGC nominee, Board of Governors, Gautam Buddha University, Greater Noida. She has also worked as a Research Scientist at I-NSA, DST and CSIR and has taken up numerous research projects of value amounting to Rs 1.8+ crores.

Prof. S.K Gakhar**Former Vice Chancellor, Indira Gandhi University, Rewari**

Prof. Surendra Gakhar retired as the Vice Chancellor of Indira Gandhi University, Rewari. He also served as the founding Vice Chancellor of Chaudhary Bansi Lal University, Bhiwani and Vice Chancellor of Sri Sri University in 2019. He has also acted as the Biotechnology Overseas Associate at UC Irvine. He has completed his PhD on developmental biology from Kurukshetra University.

Prof. V. Sudhakar**Professor, English and Foreign Languages University(EFLU), Hyderabad**

Prof. V. Sudhakar is serving as a professor at EFLU, Hyderabad. He has worked on multiple projects and articles and has received multiple awards like the National Merit Scholarship, ICPR Fellowship, Best Senior Scientist Award (IARE-2020), etc.

Prof. C Raj Kumar**Vice Chancellor, OP Jindal Global University, Sonipat**

Prof. (Dr.) C. Raj Kumar, a Rhodes Scholar, is the Founding vice chancellor of O.P. Jindal Global (Institution of Eminence Deemed To Be University) (JGU) in India. Professor Kumar is an accomplished legal scholar who works in human rights and development, comparative constitutional law, terrorism and national security, etc. Prof. Kumar has academic qualifications from the University of Oxford, Harvard University, the University of Hong Kong, the University of Delhi and Loyola College. He served as a faculty member at the School of Law of the City University of Hong Kong, where he taught for many years.

Prof. Yogesh Singh**Vice Chancellor, University of Delhi**

Prof. Yogesh Singh is the Vice Chancellor of the University of Delhi. He also has a proven track record and experience as the Vice Chancellor in leading prestigious institutions – including the Maharaja Sayajirao University of Baroda, Netaji Subhas University of Technology (erstwhile Netaji Subhas Institute of Technology) and Delhi Technological University. Prof. Singh is also the Chairman of Governing Board of the Information and Library Network (INFLIBNET) Centre, Gandhinagar, an Autonomous Inter-University Centre (IUC) of the University Grants Commission, New Delhi (Ministry of Education, Government of India).

Prof. S. Vaidhyasubramaniam**Vice Chancellor, Sastra University**

Prof. Vaidhyasubramaniam has been serving as the vice chancellor of Sastra University. He has also worked as the Regional sales executive at Johnson and Johnson Ltd, Madras. Prof. Vaidhyasubramaniam has also worked on various executive projects at Siemens Ltd, where he prepared a detailed report on the 'UNIQUE VALUE STRATEGY OF IMPLEMENTING SAP'.

Prof. B.R Sharma**Vice Chancellor, Sri Sri University**

Prof. Sharma is the Vice Chancellor of Sri Sri University. He is an Academician with over 38 years of experience in 'Yoga Education and Research'. He is still rendering his services as a Peer Reviewer Yoga Expert for "mYoga applications" development as part of the WHO's global 'Be Healthy, 'be Mobile' (BHBM) initiatives. He is currently the Managing Editor of a renowned Yoga Journal, Yoga Mimamsa, and the chairman of various committees. He has 13 books on his credit and over 50 research papers.

Prof. Alok Kumar Chakrawal**Vice Chancellor, Guru Ghasidas Central University, Bilaspur**

Prof. Alok Kumar Chakrawal is the current Vice Chancellor of Guru Ghasidas Central University, Bilaspur and served as a Professor of Commerce and Business Administration at Saurashtra University.

Prof. Gopal Pathak**Vice Chancellor, Sarala Birla University, Ranchi**

Prof. Pathak is a distinguished academician currently serving as Sarala Birla University's Vice-Chancellor in Ranchi, Jharkhand. He was the former Vice Chancellor of Jharkhand Technical University. He has also held the administrative positions of Dean and Head of the Civil Department at BIT Meshra.

Prof. Pankaj Arora**Director, Institute of Lifelong Learning, University of Delhi**

Prof. Pankaj Arora is the director of the Institute of Lifelong Learning, University of Delhi. He joined CIE as a professor of education in 2015 and became Dean of Admissions at the University of Delhi in 2019. Prof. Arora is a Member of the Advisory Board, The Journal of International Teacher Education and Teaching to be published in Chicago, USA. He published four books, 15 articles in indexed/peer-reviewed journals and more than 50 conference presentations. He has completed his PhD at Veer Bahadur Singh Purvanchal University

Prof. Alok Kumar Rai**Vice Chancellor, University of Lucknow**

Prof. Alok Kumar Rai is a Professor of Management at the Institute of Management Studies, Banaras Hindu University and is currently the Vice Chancellor of the University of Lucknow in his second term. He has been Vice Chancellor (additional charge) of Dr. BR Ambedkar University in Agra, Sampurnanand Sanskrit Vishwavidyalaya in Varanasi, Khwaja Moinuddin Chishti Language University and Dr APJ Abdul Kalam Technical University in Lucknow.

Prof. Akhilesh Kumar Pandey**Vice Chancellor, Vikram University**

Prof. Akhilesh Kumar Pandey is the serving Vice Chancellor of Vikram University, Ujjain. Before this, he was a professor at Rani Durgavati University, Jabalpur.

Professor P. S Shukla**Vice Chancellor, North-Eastern Hill University, Shillong**

Prof. Prabha Shankar Shukla is the Vice-Chancellor of North-Eastern Hill University (NEHU). Prof. Shukla formerly held the position of Professor at the G. B. Pant University of Agriculture and Technology in Uttarakhand. He has been teaching and conducting research for more than 29 years and has published 42 research papers, 50 articles, 17 book chapters and 5 books and manuals.

Prof. Ganga Prasad Prasen**Vice Chancellor, Tripura University**

He has been the Vice Chancellor of Tripura University since 2020. Previously he served as the Dean of Manipur University. He has worked as Dean of the School of Social Sciences and Professor of Commerce at Manipur Central University, Imphal. He has completed his M.Com and PhD from Banaras Hindu University, Varanasi. He has thirty-one years of teaching and research experience at the postgraduate level and fourteen years as a Professor at Manipur University, Imphal.

Prof. K B Das**Vice Chancellor, Central University of Jharkhand**

Prof. Kshiti Bhusan Das is currently serving as the Vice Chancellor of the Central University of Jharkhand. He served as the Pro Vice Chancellor of IGNOU, New Delhi and Central University, Odisha, before taking on the role of Vice Chancellor at the Central University of Jharkhand. He is a distinguished academician and a National Fellow of the Indian Council of Social Science Research (ICSSR), New Delhi. He holds a prestigious position as a member of ICSSR's Collegium of Eminent Social Scientists and as a member of the Advisory Committee of ERC-ICSSR. He is also a member of the Governing Council of the Nabakrushna Choudhury Centre for Development Studies, Bhubaneswar. He has also served as the former Professor, Head of the Department of Commerce, and Dean of the Faculty of Commerce and Management at Utkal University, Bhubaneswar. Additionally, he has held the Registrar and Director positions at the same university's College Development Council.

Prof. (Dr.) Vineeta K. Saluja

Vice Chancellor, Mangalayatan University

Prof. Saluja is the Vice Chancellor of Mangalayatan University since January 2021. Before assuming this office, she was an assistant professor and then the founding principal at Mata Gujari Mahila Mahavidyalaya, Marhatal, Jabalpur. In her professional career, she has also been a visiting professor at IIT, Jabalpur and a Lecturer at Rani Durgavati University.

Prof. Raghavendra P. Tiwari

Vice Chancellor, Central University of Punjab, Bathinda

Raghavendra P. Tiwari is the Vice Chancellor of the Central University of Punjab, Bathinda. He has also served as the Vice Chancellor at Dr. Hari Singh Gour University, Sagar M.P. He has also served as a Professor at the Department of Geology, Mizoram University.

Dr. Krishna Gopal

Sah Sarkaryawah, Rashtriya Swayamsevak Sangh

Dr. Krishna Gopal is a Joint General Secretary of Rashtriya Swayamsevak Sangh. He hails from Mathura of Uttar Pradesh; after looking after Sangh's work in various places of UP, Krishna Gopal moved to North-East to oversee the RSS work. He served as Kshethreya Pracharak (regional organiser) for nine years in North East. Thereafter, he was appointed Joint General Secretary in 2012. Dr. Gopal, having done a Master's in Environmental Science from Agra University, obtained a doctoral degree from the Council of Scientific and Industrial Research.

Prof. K.N Singh

Vice Chancellor, Central University of South Bihar, Gaya

Prof. Kameshwar Nath Singh is the third Vice Chancellor of the Central University of South Bihar (CUSB), Gaya. Before joining CUSB, Prof. Singh was Vice Chancellor of Uttar Pradesh Rajarshi Tandon Open University, Prayagraj and Prof. Rajendra Singh (Rajju Bhaiya) State University, Prayagraj.

Shri Ramesh Bais

Hon'ble Governor of Jharkhand

Shri Ramesh Bais is the Governor of Jharkhand. He has also served as the 18th Governor of Tripura from July 2019 to July 2021. He was elected to the Lok Sabha for seven terms and was in office till 2019. He began his political career as a councillor at the Municipal Corporation in Raipur in 1978. He held several important government positions, including serving as the Union Minister of State (Independent Charge) for Environment and Forests in Atal Bihari Vajpayee's government in 1999.

Shushri Usha Thakur

Hon'ble Minister of Tourism, Government of Madhya Pradesh

Ms. Usha Thakur serves as a Cabinet Minister for Madhya Pradesh. She holds a master's degree in history and is very interested in poetry and Indian literature.

Prof. Narendra Kumar Taneja

National General Secretary, Vidya Bharati Uchcha Shiksha Sansthan, VBUSS

Prof. Narendra Kumar Taneja is the National General Secretary of VBUSS and an annual member of the Indian Institute of Public Administration, New Delhi and the Indian Economic Association. He is a highly experienced educator and researcher with over 30 years of teaching and 25+ years of research experience. He has delivered numerous lectures and presented papers at various national universities. He directed two national seminars at different universities.

Prof. S. P. Bansal,

Vice Chancellor, Central University of Himachal Pradesh, Dharamshala

Prof. (Dr.) Sat Prakash Bansal joined Central University of Himachal Pradesh, Dharamshala as Vice Chancellor on 28th July 2021. In addition to this prestigious assignment, he is currently also acting as Vice Chancellor of Himachal Pradesh University, Shimla. He has been former Vice-Chancellor of Himachal Pradesh Technical University, Hamirpur; Indira Gandhi State University, Rewari; Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat & founder Vice-Chancellor of Maharaja Agrasen University, Solan, Himachal Pradesh.

Prof. Saroj Sharma

Chairperson, National Institute of Open Schooling (NIOS), Noida

Prof. Sharma is the Chairperson of NIOS, Noida. She holds multiple academic degrees including M.Sc. in Botany, M.A. in Sociology, M.Ed., MBA, M.Phil., and PhD in Education. She is an active member of multiple educational associations and participates in various projects for organizations such as UNICEF, UNESCO, NCERT, and ICSSR.

Prof. Prashant Gupta

Professor, IIM Nagpur

Prof. Prashant Gupta is a professor at IIM Nagpur with expertise in finance. He has held administrative positions and was a trained faculty member at Ivy Business School, Canada. He was also a member of prestigious committees including the Accounting Standard Board (ASB) and the committee on 'Sustainable Finance' at the Bureau of Indian Standards. Prof. Prashant Gupta has pursued B.Com, LLB, MMS(Finance) and PhD (Finance). With around 25 years of experience in industry and academics, he has conducted various training programs for around 40 companies.

Prof. Arun Bhatnagar, IRS

Director General, IIST-IIP-IIMR

Prof. Arun Bhatnagar is the Director general of the group of Indore Educational Institutes. He also worked as Principal Commissioner of Income Tax with the Indian Ministry of Finance. He was also the Director General of the National Academy of Direct Taxes (apex training institute for imparting training to IRS trainees as well as senior bureaucrats). He is a senior bureaucrat of the 1983 batch with an overall experience of 45 years and started his career in 1975 as an Assistant Professor in Economics. He has headed and coordinated international engagements with Foreign Universities & Governments as well as managed faculty and infrastructure of the Institute. He had spearheaded the Regional Training Institute (RTI), Bangalore as Commissioner of Income Tax.

Prof. Chandra Charu Tripathi

Director, National Institute of Technical Teachers' Training and Research, Bhopal (NITTTR), Bhopal

Renowned educationist, Prof. C.C. Tripathi is the Director of NITTTR, Bhopal and an experienced Professor and administrator with a demonstrated history of managing institutions in the higher education industry. He is a former director of the University Institute of Engineering and Technology (UIET) Kurukshetra University, an Autonomous Engineering Institute as Director with more than 1600 students, 90 plus faculty and 100 plus staff members.

SESSION 1: INAUGURATION

Speakers

- Dr. Subhas Sarkar, Hon'ble Minister of State for Education, Government of India
- Dr. Mohan Yadav, Hon'ble Minister of Higher Education, Government of Madhya Pradesh
- Prof. M. Jagadesh Kumar, Chairman, University Grants Commission
- Prof. Kailash Chandra Sharma, National President, Vidya Bharti Uchcha Shiksha Sansthan (VBUSS)
- Dr. Renu Jain, Vice Chancellor, Devi Ahilya Vishwavidyalaya (DAVV), Indore
- Prof. Bharat Sharan Singh, Chairman, Private University Fee Regulatory Commission



Abstract

The inaugural session focused on the significance of education and the role of various government institutions in the promotion of education at the grass-root level in India. The session emphasised the importance of holistic development in educational institutions under the National Education Policy 2020. It discussed the Academic Bank of Credit and the relevance of building research infrastructure through research and development cells in colleges and universities. The speakers also highlighted the evolution of education policies and the changes in their structure.

The inaugural session commenced with the resonant notes of the 'Kul Geet,' the university song that echoed the collective sense of pride for Devi Ahilya and the University. The lighting of the lamp ceremony was accompanied by the recitation of the Deep Mantra and Saraswati Vandana. Subsequently, Dr. Renu Jain, the Vice Chancellor of Devi Ahilya Vishwavidyalaya Indore, felicitated all the distinguished guests and extended a warm welcome to the attendees. Following the felicitation, Dr Jain addressed the gathering, delivering a riveting address that encapsulated the essence and significance of the summit.

Dr. Renu Jain

Vice Chancellor, Devi Ahilya Vishwavidyalaya

Dr. Renu Jain began her address by welcoming all the guests. She stressed the significance of NEP 2020 in laying a strong foundation for India in the 21st century and emphasised the policy's potential to make India Aatma Nirbhar and Vishwa Guru. The way DAV focussed on core values along with education helped it to get an A+ NAAC rating. She said that India has the capability to become a leader in the field of education in this Amrit Kaal. She emphasised the significance of policies like the Academic Bank of Credit to address issues in the education sector. She exclaimed that even the sky is no longer a limitation for India as the dark clouds have dissipated.



Dr. Renu Jain



Dr. Kailash Chandra Sharma

Dr. Kailash Chandra Sharma

National President, VBUSS

Dr Kailash Chandra Sharma began by welcoming everyone to the summit and expressing his gratitude to VBUSS and DAV for organising the NSIL. He congratulated DAV for acquiring the A+ NAAC grade. He emphasised the role of VBUSS by mentioning its achievements of having more than 12,000 centres, with 35 lakh + students and 3 lakh + teachers. In his opinion, there is a need for institutions to invoke nationalistic sentiment in the students via education. He highlighted the enduring impact of the British Raj on the Indian education system, which was subsequently whitewashed, resulting in long-term repercussions. Three challenges mentioned by him were (i) lack of direction, (ii) low levels of investment and (iii) no accountability.

Today, the highest authorities are taking responsibility and giving direction to the education policy. He also told the gathering about the features of NEP 2020 including multidisciplinary, holistic education, and the emphasis on the Indian Knowledge System (IKS). He believes that there is a need to induce willingness amongst the stakeholders, and it is their network and cooperation that will help strengthen the system.

Prof. M. Jagadesh Kumar
Chairman, University Grants Commission

Prof. M. Jagadesh Kumar, honorable chairman of the University Grants Commission began his speech by emphasising the increasing role of students in bringing societal changes. He stressed the fact that the students work as agents in bringing transformation by citing insights for the education sector. The speaker highlighted India's significant achievement in gaining the G20 Presidency, which he deemed a remarkable milestone in India's history. He emphasized the importance of the G20 by presenting key statistics, stating that it encompasses 60% of the global population, 74% of world trade, 85% of the Gross Domestic Product (GDP), and 70% of patents. He also focused on the infrastructural development that has taken place over a span of 8-9 years. Over the years, India has been a victim of many externalities such as geopolitical disturbances, lapse in the supply chain, economic backlogs, and environmental issues.

However, he highlighted the fact that India became the 3rd largest startup ecosystem behind only the USA and China which will go a long way to overcome these shortcomings. Moreover, out of the total startups, 47% are established by females. The startups are estimated to contribute about 4-5% to India's GDP over the next three to five years. Moving ahead with his insightful thoughts, he explained the significance of NEP 2020. The policy's core emphasis lies in providing greater flexibility and freedom to students, alongside expanding options for the people, thus rendering it more student-centric as opposed to institution-centric. He also mentioned the establishment of the First Programme University Connect and expressed his concern over the requirement of infrastructure, capacity building and training of the working professional as well as the institutions. The speaker posited that the policy's emphasis on upskilling would necessitate a shift in our approach towards education. Regarding infrastructure development, he stressed the need to prioritise research infrastructure, specifically research and development cells in colleges and universities. Additionally, he noted that several institutions cite lack of funds as a major impediment to the implementation of NEP in their educational establishments. The speaker elucidated the concept of the Academic Bank of Credits, highlighting its capacity to aid both students and educational institutions in earning credit points, ultimately facilitating overall development and enabling students to obtain their desired minor and major degrees from UGC-recognised colleges and universities.

The speaker emphasised the importance of a multidisciplinary and holistic approach to the development of the education system. While explaining holistic education, he stated that it is a combination of one-fourth of teacher's guidance, one-fourth of peer learning, one-fourth of experience and one-fourth of self-study. To improve the mechanism, he laid focus on the overall development of the teaching staff and announced the proposal of developing a programme to train teachers for higher education. Other than this, he also described the qualities of a good learner which comprise studying, retaining, and critical thinking. If an individual possesses these three qualities, they can be a good learner. He also explained the National Credit Framework scheme (NCRF) under the New Education Policy 2020 which is a first-of-its-kind framework in India that aims to integrate academic education and skilling in India.



He also emphasised the system of multiple entry and exit for the students which allows them to drop their course and resume it at a later stage as and when they desire or deem it worth pursuing. He emphasised the need for increased accessibility for students to international universities, as well as the potential benefits of foreign universities setting up campuses in India. Such developments, he noted, would facilitate greater collaboration between foreign universities and UGC-recognised universities in India.

Professor also introduced the gathering about the Panch Pran addressed by Honourable PM Modi which are as follows:

- Advance with greater conviction and the determination of a developed India.
- Get rid of any signs of slavery.
- Take pride in India's history.
- The power of unity.
- Duties of citizens, such as those of the PM and CM's.

Concluding his informative session, he laid stress on the role of UGC as the facilitator for all the universities across India for promoting education and life skills to the students as well as the practising professors.

Dr. Mohan Yadav

Hon'ble Minister of Higher Education, Government of Madhya Pradesh

Dr. Mohan Yadav started his address by praising Madhya Pradesh's efforts in the fight against Covid-19. He said that Madhya Pradesh (MP) Education Government created an Action Task Force of 23 people in difficult times of Covid when the whole nation was under a complete lockdown, and all the educational institutes were closed. The task force's foremost concern was to decide whether to conduct the examination or to give general promotions to all its students. Then it was decided that instead of giving general promotion, online examination of children should be conducted, and NEP 2020 should be implemented with full force. To quote the hon'ble minister, "I am very proud of the fact that all the educational institutions of Madhya Pradesh went ahead and supported the government in this decision. And Madhya Pradesh was one of the first states which proposed the idea of conducting online examinations for the board students and the final year graduation and post-graduation students during the first wave and was also successful in its initiative."



Dr. Mohan Yadav

He further noted that the MP education system needed an umbrella from institutions working in different parts of education to rely on each other's knowledge to combat the educational challenges in the Covid time.

Dr. Mohan Yadav thanked Vidya Bharti Uchcha Shiksha Sansthan (VBUSS) from the bottom of his heart and said that Vidya Bharati's efforts in organising new events to take the education policy to a higher level are highly commendable.

He concluded his address by thanking all the educational institutions and their dignitaries who participated in the summit and would play an important part in taking forward NEP 2020 and said, "In today's summit, we all will be moving forward with the discussions and deliberations that will result in the "Amrit Manthan" of ideas and strategies".

Dr. Subhas Sarkar

Hon'ble Minister of State for Education

Mr. Sarkar started his session with a brief introduction of Maharani Ahilyabhai Holkar who played a pioneering role in reviving various sites of educational importance. He also mentioned that she had been a great patron of religious places. He emphasised his key belief in the power of the mind. He mentioned that one can elevate his/ her life when this power is applied in the right direction since it is one of the strongest and most useful powers a human possesses. Laying focus on education, he quoted Swami Vivekananda and said, "Education is not filling the mind with a lot of facts. Perfecting the instrument and getting complete mastery of my own mind is the ideal of education". He laid stress on the origin of secondary and higher education dating back to the time when the first university was established in Nalanda and Takshashila. Dr. Subhas was of the opinion that the motive of "VASUDHAIVA KUTUMBAKAM" has been a catalyst of positive growth for India in every sector. As India gained the G20 Presidency in the month of December 2022, PM Modi said it will work to further promote oneness with the slogan "ONE EARTH, ONE FAMILY, ONE FUTURE".

The speaker outlined the objectives put forward by PM Modi that are set to be achieved during the "Amrit Kaal" of independence.



The objectives listed under the education sector are as follows:

- Students should have the knowledge of every subject to a certain level.
- The Indian Knowledge System is an innovative cell under the Ministry of Education at AICTE, New Delhi. It is established to promote interdisciplinary research on all aspects of IKS, and preserve and disseminate IKS for further research and societal applications.
- Thirdly, he also laid stress on students having historical knowledge, not precisely of the kings and their kingdoms, but of the Indian traditions, its rich culture and heritage, its origin and existence.
- The development of a holistic state-of-the-art infrastructure is required for students' learning.
- Moving forward with the Azadi ka Amrit Mohotsav, to celebrate the century of knowledge in the 100th year of independence.
- Requesting the students to upskill themselves to help them in the long run.

Vote of Thanks

Prof. Bharat Sharan Singh

Chairman, Private University Fee Regulatory Commission

Prof. Sharan expressed his gratitude to all the speakers and guests. He took this opportunity to highlight and add certain arguments to the ongoing discussion. He said that transforming teachers will impact the students which in turn will have a positive impact on the overall development of this sector.

He quoted Subhah Chandra Bose's idea that the youth has the capacity to make this world a better place. He informed the audience about the importance of summits like NSIL, saying that it is such summits that provide appropriate leadership for spearheading progress. Attempts made by VBUSS and DAVV are essential for development. He once again thanked everyone for being a part of this summit.

PARALLEL SESSION 1

GROUP 1: INTERACTION WITH VICE CHANCELLORS AND DIRECTORS

Session Moderator: Prof. Prashant Gupta, Professor, IIM Nagpur

Speaker: Prof. M. Jagadesh Kumar, Chairman, University Grants Commission



Prof. M. Jagadesh Kumar

The session moderated by Professor Prashant Gupta and featuring the UGC Chairman, Professor M. Jagadesh Kumar was a unique and interactive experience aimed at addressing the various challenges faced by higher educational institutions. The primary objective of the session was to provide a platform for the heads of various educational institutions to express their concerns and provide constructive feedback, with the aim of finding solutions that could help improve the state of higher education in the country.

Professor Kumar, in his opening address, emphasised the significance of the three key components of the New Education Policy (NEP) - holistic education, multidisciplinary, and flexibility in education. He encouraged the audience to adopt these ideas in their institutions and ensure that students receive an education that prepares them for the challenges of the future. He also highlighted the importance of multiple entry and exit options in education, as this would provide students with the flexibility they need to pursue their interests and passions.

One of the major topics that came up during the session was the issue of poor infrastructure in many institutions. Principals, faculty, and students of such institutions raised severe concerns regarding the lack of basic facilities, such as IT resources, insufficient classrooms, and a lack of access to the internet and computers. They portrayed their anguish by highlighting the fact that in a college with barely three rooms, not enough faculty, and no access to the internet or computer, ideas of holistic education, multidisciplinary, and flexibility in education seem to be futile.

To offer a patient and considerate response to these concerns, Professor Jagadesh spoke about his own experiences and emphasized that he understands the challenges faced by these institutions. He assured the audience that the UGC would take cognizance of these issues and that initiatives like the national digital university would help to address these challenges in the near future.

Further, the Vice Chancellor of Gurugram University raised the concern that smaller universities were not receiving government aid under section 12-B of UGC guidelines without having NAAC grading, which is a lengthy process. In response to this, Professor Kumar explained that NAAC grading was indeed an essential factor in recognising colleges and that the provisions under 12-B would act as an incentive for institutions to work on the accreditation process.

He also highlighted the need for teacher training and encouraged institutions to invest in research and innovative teaching methods that would help to improve the quality of education.

During the session, the issue of accessibility to educational resources across institutions was discussed, with a focus on how to make these resources available to a larger student population. Professor Kumar informed the audience about an upcoming project through which students and teachers will be able to access a massive library at a nominal price through a subscription-based model. This project is expected to provide students with access to a wide range of educational resources, which will help to improve their learning experience.

The validity of the Common University Entrance Test (CUET) was also discussed, particularly in the context of exams like NEET and JEE. Professor Kumar stressed the importance of a common test that would provide a level playing field for all students and reduce disparities among different education boards. He also emphasised the need for institutions to have autonomy over admission criteria and highlighted the importance of teacher training in preparing students for the future.

The session ended on a positive note and Professor Kumar encouraged everyone to reach out to him by email if they had any further questions. He also emphasised the importance of working together to address the challenges faced by higher education in the country and urged the audience to continue the discussion on how to improve the state of education in India.

In conclusion, the session moderated by Professor Prashant Gupta and featuring the UGC Chairman, Professor M. Jagadesh Kumar, was a productive and interactive experience that provided a platform for heads.

PARALLEL SESSION 1

GROUP 2: ACADEMIC BANK OF CREDIT: MULTIPLE ENTRY AND MULTIPLE EXIT

Speakers: Prof. S.K Gakhar, Former Vice Chancellor, Indira Gandhi University, Rewari
Prof. R.P Tiwari, Vice Chancellor, Punjab Central University
Prof. Navin Sheth, Former Vice Chancellor, Gujarat Technical University

Prof. S.K Gakhar

Former Vice Chancellor, Indira Gandhi University, Rewari

Prof. S.K. Gakhar commenced his session by thanking VBUSS and DAVV for inviting him to deliver his thoughts on the Academic Bank of Credit and the facility of Multiple entry and exit for students. He started his session by explaining the concept of Academic Bank of Credits. He explained that the academic bank of credit is a virtual platform that contains information of credits earned by individual students throughout their learning journey. It is a platform where the students will be able to open up their accounts.

Prof. R.P Tiwari

Vice Chancellor, Punjab Central University

Prof. R. P. Tiwari started the speech by expressing his gratitude to the panel and continued by saying that Prof. Gakhar covered the important aspects NEP such as multiple entry–exit options.

He went on to explain the ways in which the NEP 2020 differs from previous versions in two major ways: it is student-centric and Bharat-centric. It is Bharat-centric because it focuses on learning in the mother tongue as well as learning about the Indian Knowledge System and how to use it.

He pointed out two major changes made in NEP 2020 that make it more student-centric: an academic bank of credits and multiple entry/exit points. He stated that Prof. Gakhar discussed the key points and that he would like to add to them. He went on to discuss the credit bank, in which the student must open a Digi locker account into which the universities/institutions will transfer their credit points upon completion of each course that the student takes. This also allows students to work with a variety of institutions to complete their degrees based on the courses they want to take; this also changes the learning ecosystem for the students.



The multiple entry-exit points allow students to choose their courses and institutions. Even if the student is unable to complete the courses due to unforeseen circumstances, they will be awarded certificates for the courses they have already completed. He went on to say that students should be given more skill-based courses in their first year so that they can use their skills even if they leave the education system. As a result, he insisted on offering additional skill-building programs each year with the same credit score. He concluded his speech with some key pointers as a takeaway. If the Digi locker number is mentioned in the answer sheets, the credit points for the subject will be promptly added to the account.

Prof. Navin Sheth

Former Vice Chancellor, Gujarat Technical University

Prof. Navin began his speech by stating that India's Gross Enrolment Ratio is 26% (with only 26% entering higher education) and it is expected to be 50% by 2035 due to the implementation of the NEP. The speaker emphasised that universities are responsible for 70% of NEP implementation work and urged them to take action accordingly. He stated that all universities began gradually implementing the NEP based on their governing bodies or the resources available to them. He urged universities to register in the institutional registration system and to upload their students' certificates. There should also be some education sessions for the students on student Digi locker accounts.

He stated that multiple entry-exit points and the Academic Bank of Credit are two sides of the same coin, but some subjects have two parts in two different semesters, making the exit point for the student as well as the universities to provide certificates difficult.

He concluded his speech by stating that multiple entry-exit points are linked with the Academic Bank of Credit and that both must be done parallelly by educational institutions.

PARALLEL SESSION 1

GROUP 3: MULTIDISCIPLINARY AND HOLISTIC EDUCATION

Speakers: Prof. Ami Upadhyay, Vice Chancellor, Dr. Babasaheb Ambedkar Open University
Dr. Gowrishha Joshi, Professor & Director, Centre for Education and Social Studies,
Prof. Vibha Singh Chauhan, Ex-Principal, Kirori Mal College, New Delhi



Prof. Ami Upadhyay

Dr. Gowrishha Joshi

Prof. Vibha Chauhan

Prof. Ami Upadhyay

Vice Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad

Prof. Upadhyay thanked VBUSS and Devi Ahilya Vishwavidyalaya for organising the National Summit of Institutional Leaders- A Dialogue on Inter-Institutional Development. She described this as a great platform to discuss the New Education Policy 2020 and its implementation. She also admired the speakers and supported their points of view and arguments in the implementation of the NEP 2020. She described the NEP 2020 as a rigid framework which needs to be reviewed in order to make it more accessible to students and institutions. On the other hand, she also claims that the NEP has been drafted in a simplified form and can be understood by all.

As the Vice Chancellor of Dr. Babasaheb Ambedkar Open University, Ahmedabad, Prof. Ami highlighted the significance of distance education in her institution, which is an open university. She emphasised the relevance of distance education in relation to the New Education Policy, 2020, underscoring the critical role it plays in promoting greater accessibility and inclusion in education.

Moving ahead in her lecture, she said, “The NEP 2020 has been the first education policy that has been student-centric at the core”. Enhancing her point and getting the audience acquainted with the concept of the Academic Bank of Credit which goes as a “light in the dark” opportunity for the students. She explained that it is a virtual/ digital storehouse that contains information on the credits earned by individual students of Higher Education Institutes in India which are recognised by the University Grants Commission. She also explained the significance of ABC through the following points:

- The credits stored in the individual accounts of the students will give the students a much larger scope of freedom in terms of their academic/ career choices.
- The students will be able to drop out of their institute from any year/ semester and exchange the credits earned so far with a certificate/ diploma if eligible. They will also be able to redeem the credits and rejoin the same institute or some other institute of his/ her choice at the same time or some other time in future and continue from the year/ semester his education in pending form.

- It will not let the time spent by a student on his higher education go waste if he/ she decides to drop off the course/ institute for any reason.
- The scheme will do away with the coercive system adopted by some institutes to keep the student enrolled in their courses against their will, with the motive of earning money.

She also shed light on the SWAYAM, NPTEL, V-Lab and other schemes offering their courses, which will be eligible to avail the facilities provided by the Academic Bank of Credit, but brought to the notice that the courses are not available in all the regional languages which limit the access to the people who are known to the available languages.

The professor also stood in support of the establishment of Digital Universities that function completely through the digital mode. Currently, India has two digital universities- the Digital University of Kerala and the Digital University, established in Jodhpur, Rajasthan.

Concluding her speech, she introduced the tribal belts in Gujarat and how their ethnic culture is in the form of language, literature, pitora paintings and talked about the conversion of these subjects in the credit framework to promote the culture and keep it alive.

Dr. Gowrish Joshi

Professor & Director, Centre for Education and Social Studies, Bengaluru

The Director of the Centre for Education and Social Studies, Dr. Gowrish Joshi greeted the assembly of intellectuals with his kind words. He emphasised the increased role of the students while organising an event. He cited the importance of students since they get to learn about various domains and concerns and get the primary knowledge of subjects which would help them in the future. He presented his personal experience where he has visited a number of educational institutions, universities etc. and has seen students enriching themselves in various subject domains. He even cited the example from his own institution where the students from the commerce and management branch mould the subjects according to their own convenience and interest. "Skill development programmes" play the role of catalyst for both the students and the professors for enhancing their knowledge.

He explained an important and new concept of "T Shaped Professions". It is not an approach which starts from the alphabet T rather its a symbolic representation where the Horizontal hat of T represents and talks about areas other than one's core areas including the skill and the profession, whereas the vertical line represents the in depth study of the multidisciplinary areas.

Therefore, T-shaped skills refer to a special type of qualities that make an employee valuable. A T-shaped individual possesses excellent knowledge and skill in specific areas and is good at working with others in a collaborative way.

With the introduction of T-shaped professionals, the professor linked the session with the theme of the session which was multidisciplinary and holistic education. Explaining the concept of Multidisciplinary, he said that it has been present since older times and was previously referred to as "Liberal Arts". In modern times, however, it is regarded as knowing every nuance of learning, which the speaker argued should be rooted in the discipline without forsaking its origin. During his presentation, Professor Joshi emphasised the importance of discipline as a means of visiting reality. He observed that the implementation of the National Education Policy (NEP) 2020 has led universities to develop their own programs and portfolios, which could hinder the concept of multidisciplinary and holistic education. While acknowledging that multidisciplinary is not a substitute for discipline, he also noted that discipline is not just about content but also about thinking. Moreover, he expressed concern about the impact of artificial intelligence (AI) on students. He argued that AI may make students less competent as they rely too heavily on technology for solutions, leading them to put less effort into researching and finding answers on their own.

To counteract this, Professor Joshi emphasised the importance of learning by doing and encouraged institutions to take the initiative in providing both manual and digital learning and training to set a benchmark for other institutions to follow.

With this, he moved on to the conclusion and quoted, “ The Policy would only become effective and efficient when it is put into action”. Altogether his session was of various learning and more enhanced through personal experiences and observations.

Prof. Vibha Singh Chauhan

Ex. Principal , Kirori Mal College, New Delhi

Prof. Vibha Singh Chauhan former Principal of Kirori Mal College, New Delhi, expressed her gratitude to VBUSS and Devi Ahilya Vishwavidyalaya for inviting her to share her thoughts on the New Education Policy 2020. Presenting her thoughts on the New Education Policy, she started by stating that. “NEP is a vision and to reach there is a mission. It is a policy which has been formulated with strong base roots, thus it is a policy which is not rootless”. She also explained how the NEP 2020 is a forward-looking policy i.e. though it has been implemented in the present, it has its roots in the past. She drew inspiration from the 64 Kalas and 14 Vidyas, which Lord Krishna mastered in just 64 days, highlighting the significance of these forms of art and science in Indian culture.

Moving ahead, she explained the undergraduate curriculum framework of Delhi University where they have taken up 8 things that are listed below:

- DSC- Discipline Specific Course
- DSE- Discipline Specific Electives
- GE- General Electives
- AEC- Ability Enhancement Course
- IL- Pool of Indian languages in 8th Schedule
- SEC- Skill Enhancement Course
- IAPC- Internship| Apprenticeship| Project| Community outreach
- VAC- Value Addition Course

Professor went on to explain the eight factors that have facilitated the successful implementation of the NEP 2020 in Delhi University. She highlighted that 21st-century students, particularly those aged between 15 and 25, are concerned about super specialisation. The NEP is particularly relevant to undergraduates as it enables them to earn valuable credits that can contribute towards their majors. Additionally, the NEP provides the flexibility for students to temporarily discontinue their degree and resume it later with the necessary document verification. Her presentation was informative and geared towards the students, professors, and learned professionals in attendance.

Moving on to the next slide, she explained how Delhi University is working on introducing Value Addition courses for the first semester students. Some of the new programmes will even have academic progression. “ The 24 courses which were rolled out in the first semester will be offered again in the second semester. Students have to select only one course as they will have another 23 courses to choose from. For some courses with an academic progression, the degree of difficulty will be increased. For instance, If vedic maths is offered in the first semester, vedic maths II would be offered in the second semester” she explained. These courses would have their individual learning objectives and outcomes. Delhi University has also laid out the College Cluster Scheme under which DU is planning to create a cluster of colleges as a measure to offer a maximum number of its elective subjects under its four-year undergraduate programme. With these words, she concluded her sessions.



PARALLEL SESSION 1

GROUP 4: INNOVATIVE EXPERIMENTS IN HIGHER EDUCATION INSTITUTIONS

Speakers: Prof. B.V.R. Reddy, Director, NIT Kurukshetra

Prof. Pankaj Mittal, Secretary General, Association of Indian Universities

Prof. D.P Goyal, Director, IIM Shillong



Prof. B.V.R. Reddy

Director, NIT Kurukshetra

Professor B.V.R. Reddy began the parallel session Group 4 of the National Summit of Institutional Leaders 2023 by outlining its objective. He stated that the session aimed to explore the innovative practices of educational institutions across the country and how these experiences could strengthen the new education policy. He emphasised that the country was currently moving towards the goals outlined in the National Education Policy-2020.

He discussed the importance of NEP 2020 and how it is a coming-of-age document which is set to bring myriad positive changes to the country's education system, which the future generation will reap the fruits of. Prof. Reddy pointed out that for the longest time, students have been demanding changes which are important to them, which will equip them with the tools to succeed in the 21st century. Many policies have come since independence, but how we all collectively have been able to evaluate or implement them is very important, so this time a lot of emphases has been laid on the creation of documents in the new education policy and now after 3 years the time bound efforts made by every institution are visible. He stressed the importance of involving students, the true stakeholders, in the change, in order to guarantee that input is obtained from them. By using a multidisciplinary and holistic approach, the emphasis should be on delivering value-based learning and building entrepreneurial capabilities.

He further emphasised the growing importance of technology in the education sector, and how, now more than ever the institutions need to equip themselves with the latest technological methods and re-skill and up-skill their staff to equip them with the required skills and training of the 21st century. He gave the example of NIT Kurukshetra, which has recognised the job market in the technology sector and has restructured its curriculum in accordance with the innovative multi-disciplinary approach and imparting entrepreneurial skills as one of the core themes.

Prof. Pankaj Mittal

Secretary General, Association of Indian Universities

Professor Pankaj Mittal began by asking everyone if they were comfortable with the Hindi language as she wished to express her views in Hindi, which she said was her way of valuing the Hindi language.

She commenced her session by narrating a short instance where she went to a rural women's university. She said that the major issue she could see there was that the teaching method imparted by the teachers was merely “reading from the book,” where there was no eye contact between the students and the teachers. Such practices hinder the teacher-student relationship, an important part of the teaching-learning process.

She told the room about her institution’s innovative book called, “Discover Questions” which had a series of questions relating to their daily lives. The questions were framed because children were “compelled to think.” The students were asked to find the answer to one question at a time. And drop their answers in the common dropbox, which the school created. She highlighted that “not only students but teachers also actively participated in this fun learning activity.” Soon after, to make classes more engaging, the teachers of the institutions started teaching around those concepts which raised creative innovations among students.

Prof. Mittal also raised an important issue concerning the growing influence\adoption of ‘Chat GPT’. She said that with the invention of the Chat GPT, we educators need to come up with new innovations for teachers' involvement in the classrooms and the need for the development of new teaching methods. She pointed out the negative impacts of the ‘Chat GPT’ on how it restricts the growth of the children and the major difference between AI learning and classroom learning is. AI cannot provide personalised learning in contrast to classroom room learning. As every child is different, classroom learning provides them with personalised teaching and learning methods. She suggested the concept of “Blended Learning” in the classrooms which would blend AI and classroom learning together.

She ended on the note that very soon teacher’s role is going to completely change and we need to rapidly adapt to this change and come up with innovative solutions to make classroom learning creative and engaging”.

Prof. D.P. Goyal

Director, IIM Shillong

Professor D.P. Goyal expressed his gratitude by stating that the summit is a rare chance to engage in a substantial conversation with the audience. He said that today all the information is provided on google. The students have become accustomed to finding everything on the internet that they no longer require their teacher or parents to teach them anything. To quote him, “everyone is going through the information age and Students are not there to note down content on the classes as the content is already available on google”. Hence, the question arises, what innovative and creative ideas are institutions going to come up with to bring the students back to classes and make education interesting? He expressed his views on how we cannot keep using old tools and methods in this technology era and suggested changing our content, the curriculum equipped for today. He emphasised that there is no time left to take. Baby steps but big transformations in the sector are required. By giving the example of IIM Shillong, he told the concept of “engaging classrooms” where the student is a learner/a participant and the teacher is the facilitator. If teachers were to distribute PPTs to students a day before class, it will encourage engagement and trust between them. This practice allows students to ask questions and express concerns during class, resulting in a more interactive classroom experience.

He pointed out a few more concepts which he termed under “Fun-learning” process which were practical project-based learning, collaborations amongst students and also between students and society. He told about the “grass-root learning methods for students - 20 days in village”. This method helps the students connect to their roots and develop humility in them. He ended his note by saying that NEP 2020 has opened a door of opportunities and that we the institutions/stakeholders “need to implement the National Education Policy in the right spirit”.



PARALLEL SESSION 1

GROUP 5: VIRTUAL UNIVERSITY, OPEN AND DISTANCE LEARNING AND ICT

Speakers: Prof. Nageshwar Rao: Vice Chancellor, Indira Gandhi National Open University
Prof. Binod Kumar Kanaujia: Director, Dr. B.R. Ambedkar National Institute of Technology, Jalandhar



Prof. Nageshwar Rao



Prof. Binod Kumar Kanaujia

Prof. Nageshwar Rao

Vice Chancellor, Indira Gandhi National Open University

Professor started his speech by mentioning the three ways in which a virtual university can be established and further elaborated upon Open and Distance Learning (ODL) where the print material is supplied and teacher-student interactions are virtual. He highlighted the difference between “self-learning material” and “textbook learning” and suggested how the former can be encapsulated and properly utilised in virtual modes of learning.

In 2017, the UGC established regulations outlining how materials would be distributed, content would be managed, and other related aspects. The professor then discussed the recent NAAC accreditation, which was conducted for universities in 2021. He also described the "Hub and Spoke" Model, which involves digital universities acting as a hub or central point while other universities act as spokes. The distinction between program-based certification and course-based registration was highlighted by the professor, who discussed the Rashtriya Shiksha Neeti's recent move toward the latter. He emphasised the benefits of the course-based approach, particularly in terms of creating a multi-disciplinary environment for students.

Manav Sansadhan Vikas Mantralaya introduced the Swayam Portal that follows the “Four Quadrant Approach” namely material in soft copy, teaching via videos, discussion forum and evaluation wherein evaluation is supposed to be done by the National Testing Agency under the Ministry of Education. This brings in a comprehensive and innovative approach to digital education. A distinguishing feature described by him was the Academic Bank of Credit where the system will be functioning like a bank. With each passing course, it will be transferred to one’s credit. Swayam has 3000 courses where eligibility and age will not be seen proving as a boon to the students. Swayam Prabha channel has 34 channels on DishTV which again is an innovative way of education. The professor drew a comparison using Japan’s system of innovation and said that virtual universities would bring the same in our country where we can reach standards of quality, access and imagination.

Prof. Binod Kumar Kanaujia

Director, Dr B.R. Ambedkar National Institute of Technology, Jalandhar

Professor highlighted that it becomes difficult for human resources to reach people because of the high population despite various initiatives. According to him, the usage of Information and Communications Technology (ICT) becomes extremely mandatory in this regard so as to draw a network that is accessible to most people. It is well known that ICT is a concept but the way to understand its functioning is the more relevant one which still has a long way to go. Teachers have to create an environment which attracts and channelizes the students, hence it is more about the environment using the various ICT and online methods rather than the traditional pedagogy. It is important to build this web of students so that more and more people get access to these methods.

He also highlighted the greatness of Indian brains by talking about the CEOs of various multinational companies who have received education from Indian lands.

The best method, according to the professor is one that includes doubt clearing and discussions and where the students are given various assignments to work on so that it can be cross-checked by teachers. The same can be introduced in the virtual learning system to make it more all-encompassing.

There is a lack of digital devices which again becomes a structural problem that can be eradicated by the presence of online frameworks. Evaluation is also a challenge which makes it pertinent to focus on proper monitoring. He mentioned that the professors should be given incentives through promotions because the success of the online education system relies on them.

TECHNICAL SESSION 1

Theme: Future of Higher Education in India in light of NEP 2020 Multidisciplinary and Holistic Education

Session Chair: Prof. Sandip Shastri; Vice Chancellor, Jagran Lake University, Bhopal

Speakers: Prof. Bhushan Patwardhan: Chairman, National Assessment and Accreditation Council (NAAC)
Dr. Ashwin Fernandes: Regional Director for Quacquarelli Symonds (QS) in Middle East, Africa and South Asia, CEO for QS IGAUGE Rating System



Prof. Bhushan Patwardhan



Dr Ashwin Fernandes

Prof. Bhushan Patwardhan

Chairman, National Assessment and Accreditation Council (NAAC)

Prof. Patwardhan started by mentioning the importance of the NEP document as it is one of a kind and induces pride amongst Indians. It offers routes of learning in the mother tongue. He congratulated the people of MP since an institution in Madhya Pradesh started teaching medicine in Hindi. He mentioned that knowledge of English should not be equated with the knowledge of the discipline, since countries with top medical institutions don't teach in English but in regional languages. India has been a hub for multidisciplinary since the days of Nalanda and Takshashila. There is a need to promote the Indian Knowledge System (IKS). He also acknowledged the Patanjali School of knowledge as it had studied psychology even when western sciences did not focus on it. India right now needs to consider NEP as a gift. Sanskrit can be capitalised as a 'Gyaan' Bhasha along with the reinterpretation of IKS which will help India grow in the context of higher education and overall development.

Dr. Ashwin Fernandes

**Regional Director, QS Quacquarelli Symonds in Middle East, Africa and South Asia
CEO, QS IGAUGE Rating System**

Dr. Ashwin Fernandes shared a presentation titled "Tracking the Progress of National Education Policy -2020" towards making India a knowledge superpower. He noted that Indians should be proud of the accomplishments of NEP and look forward to the future prospects of NEP in India.

The presentation began with 'India on the Global Economic Stage,' which highlighted India's educational achievements. It displayed India's advancement rate compared to other countries as well as the country's GDP increase.

Dr. Ashwin also stated in his presentation that we must invest in higher education if we want our country to reach the 40 trillion dollar milestone by 2047.

Moving forward with his presentation, he put forth his opinion on 'Clear case of Higher Education playing a crucial part in sustaining the nation's economy'. To back up his point, Dr. Ashwin shared some statistics showcasing that only 40 to 50 thousand students return each year in comparison to more than five lakh students that leave India for the purpose of higher education. As a result, rather than an inflow, there is a billion-dollar outflow from higher education. Further, the figure is expected to rise further in the fiscal year 2024.

Dr. Ashwin went on to say that while India spends more on education than most other countries, there are still some elements that may be prioritised and achieved.

He brought forward the question, "Why do Indian Students choose to go abroad?". To answer his question he stated a few prospects:

- More options are available than Traditional courses.
- Accessibility.
- Better Research opportunities.
- Immigration.
- Career growth.

To tackle these issues, he enforced that India needs to work on the following options:

- Quality of Research
- Introduction of new courses
- Well-equipped Institutions
- Better Infrastructure.

Furthermore, he stated that rankings are a driving factor that will assist in reaching the target faster. Consequently, Indian colleges should focus on enhancing their worldwide rankings in order to recruit overseas students while simultaneously encouraging indigenous students to attend Indian universities.

Finally, Dr. Ashwin stated that India is on a stable route in its educational progress, as India outperformed other Asian countries and saw favourable growth in global economy rankings in 2022. "NEP is attempting to rebuild the years of harm inflicted on the education system and will play an essential role to make India a knowledge superpower," he says.

TECHNICAL SESSION 2

Theme: Bharatiya Gyana Parampara, Values and Ethos

Session Chair: Prof. K.N Singh, Vice Chancellor, Central University of South Bihar, Gaya

Speakers: Prof. Shakti Prasad Mishra, Nivedita Chair, Ramakrishna Mission Institute of Culture, Kolkata

Prof. T.V Kattimani, Vice Chancellor, Central Tribal University of Andhra Pradesh

Dr. Nagesh Bhandari, President, Indus University, Ahmedabad



Prof. Shakti Prasad Mishra

Nivedita Chair, Ramakrishna Mission Institute of Culture, Kolkata

Prof. Shakti Prasad Mishra stated that the 21st century belongs to India. With its digital, herbal and spiritual prowess, India can be a superpower and the global centre for innovation. With the unique IKS values ingrained in the Indian culture, we should consider the entire world as divine. He motivated the listeners to understand the values of working in consonance with the entire world by emphasizing the significance of Vaudhaiva Kutumbakam. He further said that India is acknowledging the fact that the idea of Vasudhaiva Kutumbakam shall be fruitful in re-uniting the world with the ethos of culture and the crucial nature of the concept is evident from its acceptance as the theme of India's G20 presidency. He also expressed hope for India to establish itself as the VishwaGuru by going back to its roots and incorporating the features of ancient Indian wisdom and ethos in the society. She emphasized that India would be able to develop itself as the Vishwaguru only with persistent efforts of the society towards the rejuvenation of the Indian Education system with the concepts of the Bhartiya Gyan Parampara as envisaged by the National Education Policy as well.

Prof. T.V Kattimani

Vice Chancellor, Central Tribal University of Andhra Pradesh

Prof. Kattimani started his speech by thanking the organisation for inviting him to present his ideas to the learned people. He started his lecture by establishing a relationship between knowledge and tradition. He explained how the traditions and the ethos help in developing the subject knowledge in the students and making them feel more connected to the Indian culture and traditions. He quoted one of the statements made by Hon'ble PM Narendra where he mentioned that the technical labs should reach every student i.e "Lab to land and land to lab".

This would make the country and the education system more research-oriented than simply mugging up the theory textbooks for getting the results. He focused on explaining the concept the students were more focused on doing research from the primary level itself and very not stuck with getting immediate results even in the previous times. Thus, there is a need to work on enhancing the research skills of the students.

He also explained the major role of women in developing and preserving the culture and tradition of India. "Many of them have been an integral part of the green as well as the white revolution", he stated.

Talking about the traditional ethos and culture, he stated the extensive contribution of tribals in building India. He talked about the existence of the tribals from the time even when the Dharma structure was not set up. They have always been in the belief of getting more and not settling for less. India was on a progressive track even when there was no record or calculation of the GDP in the olden times.

The professor began the gathering of scholars by introducing the theory of "Garbology," which originated in Japan and was introduced by William Rathje. This theory involves studying a country's culture by analysing its garbage. Continuing, the professor delved into the wrong perception of tribals people as "Jungli," thereby perceiving them as backward. However, he cited a book called "Jungli Kulopati Ki Jungli Katha," which defines "Jungli" as meaning pure, clean, self-reliant, and possessing a tendency to grow together. The professor then introduced the concept of "Ibantu," which is considered a religious concept in India. He highlighted the unique quality of tribal communities, who consume only what they need and do not waste any resources. This approach to consumption is a commendable practice that other communities can learn from.

The professor, therefore, emphasised that the aim of the economy in Amrit Kaal is self-reliance and development, which can only be achieved through collaboration, sharing of infrastructure, and abandoning outdated practices. He also stressed the importance of uplifting the tribal and backward classes and recognising their contributions. The professor thanked the organisers for giving him an opportunity to share his insights with the gathering.

Dr. Nagesh Bhandari

President, Indus University, Ahmedabad

Dr. Nagesh Bhandari began his address by discussing the destruction of Indian knowledge Systems throughout the years. He stated "We have forgotten our country's 1000-year-old traditions and cultures. We have become disconnected from our traditions because of the Mughal supremacy and the colonial era, which utterly ignored Indian traditions and education." He stated that decolonising our education system is necessary for the benefit of future generations and India.

He went on to explain that western influence has resulted in a greater emphasis on their traditions and knowledge systems than finding the roots of Indian Knowledge Systems. He stated that we must rebuild our curriculum with Indian philosophy in mind along with a need to focus on all subjects- History, Science, Culture, etc.

Discussing the possible strategies for the implementation of the Indian Knowledge Systems (IKS), he laid down three important steps:

- Creating Awareness
- Engaging Faculty
- Creating Talks, Lectures, etc.

Stating the mission of IKS to the people present, Dr. Nagesh remarked, "It is vital for every part of society to work to participate in this process." After more deliberation on the practical use of the IKS., according to him, the institution began gathering video lectures and posting them on its sites. The teachers began educating the kids about those concepts and developing the curriculum as a result of these videos. He went on to say that the implementation of the National Education Policy in 2020 would help their initiatives even more.

Special sessions such as music, art, and dance were also included in the IKS's practical implications. He stated that subject-specific course information was made available and made a mandatory part of the module, resulting in a change in students' attitudes towards Indian traditions. Dr. Nagesh boasted that the total number of students registered in these courses, both online and offline, had surpassed 4000.



TECHNICAL SESSION 3

Theme: Internationalisation of Higher Education

Session Chair: Prof. Bhimaraya Metri: Director, IIM Nagpur

Speakers: Mr. Ryuhei Nishi, First Secretary (Science and Technology), Embassy of Japan in India

Mr. Balunya Barker, Education Attache, Uganda Embassy in India

Mr. Yadu Nath Paudel: Counsellor (Cultural), Embassy of Nepal to India



Mr. Ryuhei Nishi

First Secretary (Science and Technology), Embassy of Japan in India

Mr. Ryuhei Nishi was the first speaker to address the gathering in the third technical session.

He began his speech by telling everyone about his fondness for India. In his presentation, he showed everyone pictures from his trip to India when he was a university student. After working for years in Japan, he was posted to India and was indeed glad to be back in India as a resident secretary from the embassy of Japan in India.

His presentation was aimed at highlighting the Indo-Japan relationships in the context of collaboration between higher educational institutions. To begin with he informed everyone about the rich culture of Japan. He emphasised the soft power and economic power of Japan by highlighting the MNCs from Japan. Japan is famous for its cuisine, anime, various temples etc. Mr Nishi expressed his concern over how there is a major lack of cooperation efforts between educational institutions in India and Japan.

Japan aims to welcome more than 30 Lakh students from abroad in an attempt to internationalise education. Japan according to him is a country known for its technological prowess and research with multiple Nobel laureates in the field of science, and collaboration between Indian and Japanese students and faculty will take it to even higher levels. Mr Nishi also encouraged Indian students to take initiative to learn the Japanese language via tutoring or classes and apply to programs in Japan. He also informed the audience about the programs like JASSO, Sakura Science Programs and JSPS scholarships which are great incentives for students from abroad to study in Japan. He finally discussed the lack of understanding and research on the topic of Japan and India and the importance of studying and understanding the culture and customs of other countries in order to have a better understanding of the world. The author expresses their frustration and confusion about the topic and mentions that often times people have a tendency to focus on the negative aspects of other cultures and countries. They also mention that comparing Japan's culture to that of India is not productive and that ultimately, learning and understanding other cultures is important for overall knowledge and growth. He ended his speech by Thanking everyone in Japanese and asking institutional leaders to encourage students to study in Japan.

Mr. Balunya Barker

Education Attache, Uganda Embassy in India

The lecture delivered by Mr. Balunya Barker pertained to the internationalisation of higher education and its role in global growth. He brought to the attention of the audience that the diversity in panelists was united on one platform and he further stressed on "One people, one place."

He defined Internationalisation on high education as a process of integrating international, intercultural, global dimension into the purpose, functions, and delivery of high education.

He indicated that the nations who began this initiative by exchanging students, courses, and teachers from different countries saw greater benefits.

He continued by saying that the Indian government has begun to offer scholarships and Indian universities also offer a variety of online courses abroad, and many students are benefiting from this.

He highlighted that about 1500 Ugandan students are placed in Indian universities and Indian professors are closely working with Ugandan institutions. While highlighting the challenges of food and culture shock, he said that this internalisation increased global competitiveness and network collaboration.

International organisations like the UN and UNESCO are funding the joint research carried out by different professors from various countries. These interventions helped academics from low-income countries. He also highlighted that the Indian government is proactive and it is evident India will take over the world in the next decade from the courses promoted by the Indian institutions.

He concluded by saying that education is not restricted by the boundaries of the nation due to online classes and Indian government using this program wisely to build long-lasting relations with other countries.

Mr. Yadu Nath Paudel

Counsellor (Cultural), Embassy of Nepal to India

Mr. Paudel from the Nepal embassy talked about 5 major criteria on which his session was pillared. The five criteria are listed below:

- Domestic education policy
- Sustainable use of resources
- Benefits of NEP and international collaborations
- The context of Nepal and its role
- General context

He described the NEP 2020 in detail by establishing a relationship between the Indian and the Japanese subcontinent. Firstly, he talked about the recent development in the higher education system in India which looks forward to the establishment of the campuses of renowned foreign universities taking into consideration their curriculum, quality of education and QS rankings. Other than this, the relations between India and Nepal can be strengthened by organising faculty and student exchange programmes and training programmes to enhance the partnership between the two nations. The institutes of Nepal and India can hold joint research projects and exchange programmes to put forward the culture and knowledge of their own. This would result in improving and broadening employee connectivity between the two countries. The faculties from India can share their experiences and modules and methods of teaching with the Faculty from Nepal and vice-versa. Further, good relations can be developed between the two countries through partnerships i.e. sharing the expertise, and resources of the two neighbours which would also help in the overall development of the nation. Sir also emphasised the point that India is a great hub for Nepali students and India should look after the needs of the students such as providing them with appropriate scholarships so that they can study with ease in India. Concluding his speech, he mentioned that India and Nepal have always had good relations and they would encourage the role of Indian government for providing them with valuable resources to aid the Nepali students to be an integral part of the education system and be a factor of the positive growth of the economy.

DAY 2

TECHNICAL SESSION 4

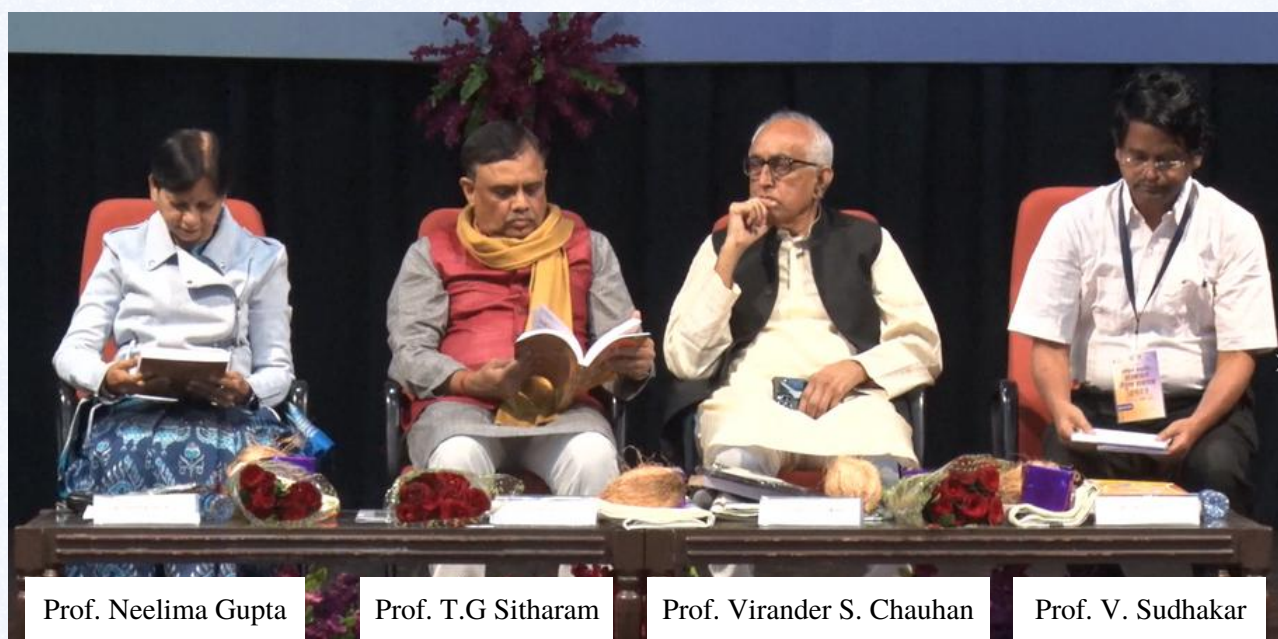
Theme: Research and Innovation

Session Chair: Prof. V. Sudhakar, Professor, EFLU, Hyderabad

Speakers: Prof. T.G Sitharam, Chairman, All India Council for Technical Education

Dr. Virander S. Chauhan, Emeritus Senior Scientist, ICBGE

Prof. Neelima Gupta, Vice Chancellor, Dr. Harisingh Gour Vishwavidyalaya, Sagar



Prof. T.G Sitharam

Chairman, All India Council for Technical Education

Prof. T.G Sitharam, the chairman of AICTE, highlighted India's achievements in the research and innovation sector by describing his academic and professional life. With a career in research spanning 27 years at the Indian Institute of Science, Bengaluru, he also mentioned his term as the director of the Indian Institute of Technology, Guwahati. Prof T.G Sitharam began his speech with a detailed insight into India's achievements in research despite the low share of Gross Expenditure on Research and Development (GERD). He highlighted that even though our GERD is not significant when compared to the world, it has tripled in the last decade. He talked about creating a rigorous research ecosystem, by gauging student's interest in research, thereby increasing our share in the number of patents and published papers.

He lauded the New Education Policy, 2020 for its multidisciplinary approach in instilling research awareness among students, and recommended the identification of students with exceptional interests in a particular subject. After that, he went on to speak about the way the IITs all over India have evolved from being mere Engineering colleges to hubs of innovation today. Concluding his speech, he mentioned the role played by AICTE in developing our research infrastructure. With 28 technology transfers during the pandemic and a focus on an outcomes-based model curriculum, he highlighted AICTE's importance. He spoke on AICTE efforts leading to an improvement in the accessibility of education, especially in the case of translation programme.

Dr. Virander S. Chauhan

Emeritus Senior Scientist, ICBGE

Dr. Virendra S. Chauhan began his address by speaking about three important personalities in the field of science and their views. He began by talking about John Desmond Bernal and his work 'The Social Function of Science (1939)'. Bernal, he said, wrote on the role played by science in history. He also quoted Bernal, stating that the use of scientific research should be directed towards society. The second person he talked about was Michael Polanyi. Polanyi was a scholar in Physical Chemistry, Economics and Philosophy. He talked about the way Science flourishes when scientists are allowed to do what they want to do. Accordingly, he claimed that Science is for the sake of science. Mentioning Polanyi, Dr Chauhan also talked about how Positivism in science can be toxic and can undermine our achievements as humans. The third personality talked about by him was Trofim Lysenko, a Soviet agronomist and biologist. Lysenko is known for his rejection of Mendelian genetics, and how Communist China followed his methods in the late 1950s, leading to bigger famines.

After this, Dr. Chauhan mainly spoke about the need for spending in the research and innovation sector. He highlighted that even though India has been able to use the amount allocated to research and development efficiently, the contribution at 0.7% is not enough per se. The research that happens in the country is scattered and needs to be organised appropriately, and hence, he urged the participants to address the issue at the university level.

Prof. Neelima Gupta

Vive Chancellor, Dr. Harisingh Gour Vishwavidyalaya, Sagar

Prof Neelima began her speech by congratulating and thanking VBUSS and DAVV for organising this summit. She clarified that she is an ardent believer in the fact that research and innovation are linked together, and it is the curious nature of the human mind which will lead to more and more innovation. She affirmed that research and development are essential for the progress of our country and we need to develop ways to commercialise this research and get it into the market. While speaking about the New Education Policy and the manner in which it would provide an impetus for R&D in our country, she mentioned the various research funds available in our country including UGC's STRIDE, IGSTC, etc. She also talked about career awareness in the research and development sector in India, and how Indian universities should make more efforts to increase research projects in our country.

She specifically pointed out the gender gap in R&D when it comes to India. Through graphs, she showed the widening gap among research publishing scholars. She also pointed out that even though the gap is still there, it is reducing. Women Scientists Scheme, Women Involvement in Science and Engineering Research (WISER), Gender Advancement for Transforming India (GATI), KIRAN etc are a few initiatives and schemes which Dr Neelima mentioned in her address. With the use of graphs, she also presented the data on the share of women in Science and Technology research-based occupations. She showed that while 29% of the STEM labour force constitutes women, the share reduces to 19% as we move to board members in STEM companies, and further to 3% for the post of CEOs in the STEM industry. Dr Gupta also highlighted the meagre contribution of India in R&D, which stands at 0.7% of the GDP. This abysmally low share is a hindrance for India to develop in research and development.

TECHNICAL SESSION 5

Theme: Leadership and Governance

Session Chair: Prof. K.B Das, Vice Chancellor, Central University of Jharkhand

Speakers: Prof. C Raj Kumar, Vice Chancellor, O.P Jindal Global University, Sonipat
Prof. S. Vaidhyasubramaniam, Vice Chancellor, Sastra University, Thanjavur
Prof. Yogesh Singh, Vice Chancellor, Delhi University



Prof. C Raj Kumar



Prof. S. Vaidhyasubramaniam



Prof. Yogesh Singh

Prof. C Raj Kumar

Vice Chancellor, O.P Jindal Global University, Sonipat

Professor Kumar began his address by extending his heartfelt thanks to the VBUSS for creating a platform that allows leaders to gather and share their thoughts and ideas. He shared his belief that PowerPoint presentations can often detract from the process of sharing and exchanging thoughts and preferred to speak without any visual aids.

The theme of his speech revolved around the crucial role of leadership in higher education, which can have a profound impact on the education sector. He went on to relate a story, rumoured to have taken place at the NASA centre, which showcases the intrinsic nature of leadership. The story was about a janitor who introduced himself as a leader and facilitator at NASA when he met former US President JF Kennedy. The janitor explained that he helped the scientists focus on their work by keeping the environment clean thereby contributing to the NASA mission.

This serves to emphasise the importance of recognising one's own leadership qualities and utilizing them for the benefit of stakeholders. In his opinion, educational leaders must possess exceptional academic excellence, serve as role models for students, actively encourage participation from all stakeholders, and play a role in creating new leaders. A streamlined, less bureaucratic approach to processes and increased engagement can lead to rapid growth and development for educational institutions.

The Professor also spoke about the need for leaders to embrace change and innovation in order to stay ahead of the curve. He stated that educational leaders must be open to exploring new ideas and technologies, and be proactive in anticipating the challenges of the future. He emphasised that leaders must be able to anticipate the needs of their students and stakeholders, and adapt their leadership style according to today's fast-paced and constantly changing world,

The Professor also spoke about the need for transparency and accountability in leadership. He stressed the importance of leaders being transparent about their decisions, policies, and processes and being accountable for their actions. This, he said, builds trust with stakeholders, and helps to foster a positive and collaborative environment within the educational institution.

Prof. S. Vaidhyasubramaniam

Vice Chancellor, Sastra University, Thanjavur

Mr. Vaidhyasubramaniam began his address by expressing his gratitude to VBUSS and DAVV for providing him with a platform to share his insights on the importance of leadership and governance in shaping an educational institution. He mentioned that although he is not fond of using PowerPoint presentations to convey his thoughts, he decided to utilize one due to the large size of the gathering and the fact that visual aids tend to be more memorable than words alone. Additionally, he noted that the rise of artificial intelligence (AI) has made the work of both young generations and working professionals easier in recent times.

Since the session had leadership and governance as the primary topic, he directly moved on to that topic and addressed the gathering on how the different models of leadership and governance will have to undergo transformational changes in order to deliver great results. There is a need for the creation of an efficiency board at both the individual and the institutional levels. to go through those transformational changes. We need constant contributions from individuals as well as institutions while following this model so as to make India a global leader. These constant efforts will help develop effective academic leadership efficacy. Moving ahead, he explained that developing effective leadership is not a one-step process, rather it is a complete chain process, with institutions as a value chain. For this, he gave the example of Michael Porter's value of chain model as an effective model for higher educational institutions. For making an institution a value chain, there are various activities that come into play. Four of the important primary activities mentioned in Porter's model are :

- Inbound logistics
- Operations
- Outbound logistics
- Marketing and sales

Other than these, there are other support activities that need to be given due consideration are listed below:

- Firm infrastructure
- Human resources
- Technology development

He emphasised that a combination of primary and support activities is essential for an educational institution to develop and create room for growth. He defined institutions as a superset of values and stressed the strong link between sustainability and replicability, where sustainability involves using resources judiciously, and replicability is necessary to replace outdated or scarce resources. He further explained that there is a close integration between the person and the role played by him. He also explained the meaning of efficacy which arises when the potential effectiveness of an individual rises while performing a specific role in an organisation. This overall efficacy has also been categorized into two types of efficacy i.e. personal efficacy and role efficacy. Personal efficacy is the potential effectiveness of a person and role efficacy is the potential effectiveness of a particular role on a person.

To stress and enhance the concept of role efficacy, he introduced the gathering to three dimensions :

- Role making v/s Role taking
- Role catering v/s Role entering
- Role linking v/s Role shrinking

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Moving forward he took up each dimension individually and explained them in detail.

- **ROLE-MAKING DIMENSION:** He explained the role-making dimension with the help of four points which are listed below:
- **SELF-ROLE INTEGRATION:** The self-role integration is comprised of two sub-parts which are the person who occupies the role and the functions performed under that role. This integration helps in promoting more opportunities to use personal strengths in the role and generate higher efficacy. It also helps in minimizing the difference between the self and the role performed.
- **PROACTIVITY:** Proactivity involves taking initiative to transcend the immediate causes. He also explained the difference between being reactive and proactive. Being reactive is responding to the expectations of others whereas being proactive is being able to anticipate the expectations of others.
- **CREATIVITY:** Creativity is an important characteristic/ feature which needs to be taken into consideration while developing the role of a person. An institute can flourish exponentially if they have a creative leader who has the ability to think out of the box and is not confined to limited resources and sources. A leader should be one who takes up extensive tasks and takes a deroute from the routine in order to absorb the best results from the institution.
- **CONFRONTATION:** An institute can grow when it has a leader who has the ability to confront the problems which come in the path of development or take decisions for the development of the institution. "Confrontation is taking the bull by the horns", One should therefore take on the problems and devise solutions rather than deflecting them or avoiding them for enhancing the leadership and governance in the institution.

He also displayed a well-dedicated slide to the audience about how creativity is a way out to find solutions to problems. He explained the Blue Ocean strategy, which involves exploring unexplored choices by leveraging one's creative intellect. The strategy was represented by an upward-sloping curve on a graph, with overwhelming demands on the Y-axis and insurmountable constraints on the X-axis, and the curve starting from the origin to represent the unexplored choices.

2. ROLE CENTERING DIMENSION: Sir explained the role centring dimension with the help of three sub-parts, i.e

- **CENTRALITY:** He emphasised the fact that no role in an organisation is small or big. “When it comes to performing a role in an organisation, the chowkidar is equivalent to the CEO i.e. the role and responsibilities that are bestowed need to be fulfilled and appreciated in the same manner.”
- **INFLUENCE:** “The influence of a leader plays an important role in shaping the framework of the organisation. It becomes really important to have an influential leader in the organisation since the actions of the leader influence the actions of the workforce.”, he explained.
- **PERSONAL GROWTH:** A leader should also pave the path of growth of their fellow workers since “Leadership should be as a learning and growth opportunity and not a stagnant point.”

3. ROLE LINKING DIMENSION

- **INTER ROLE LINKAGES:** “The higher education institutions are altogether a network of roles and in today's era the more you network the more you increase your net worth”, he said.
- **HELPING RELATIONSHIP:** “ The higher education institutions are an open source community which help in developing outsourcing relations with the society. It helps develop a give-and-take relationship on a personal level that is role-specific.
- **SUPERORDINATION:** “ This refers to presenting a bigger picture of the perspective that is more elaborative and self-explanatory”

Concluding the session, Mr Vaidhyasubramaniam explained that at the higher institutional level, there is a need for both personal and role development which comprises four components. The first being replication which means continuing the old behaviour, the second one being absorption meaning absorbing what others are doing, third being determination i.e. forming a rigid behaviour and the last one is exploration which means learning to meet new challenges. Also, he mentioned that any academic institution can improve its academic leadership scorecard by improving the role efficacy through individual value and chain efficacy through institutional value. For the same, there has been an introduction of a lot of models which look after global governance, which even recognise India and China as countries with a very high educational institutions ecosystem. India has always followed a mix-match approach or dealing with the institutional domain and has always established a coherent synergy between policy, process and people. With this, he concluded his valuable speech and once again thanked the organizers for inviting him and letting him share his valuable opinion.

Prof. Yogesh Singh

Vice Chancellor, Delhi University

Mr. Yogesh Singh commenced his speech by thanking the organisers for providing him with this valuable and recognisable platform or delivering platform. He started by describing his role as the Vice Chancellor of Delhi university as a very commendable job to perform in his professional career and being the Vice Chancellor of any Higher Educational institution is a matter of leadership and responsibility. “Since I am invited here to discuss a very engrossing and important topic of leadership and governance, I would like to start by asking the two most important questions i.e. what is leadership and governance?”, he said. Answering this question he defined governance as a system or tool of administration and leadership as the role of the leader in governance. He laid specific importance on the concept of leadership since he firmly believes that leaders are essential for success and good leaders help in producing successful outcomes.

Another important characteristic described by him for being a good leader is that “he or she should give hope and aspiration to the team. He or she should build confidence and trust among the team. He or she should continuously push aspirations and motivations in the team.”

He described that a leader can hold 2 types of attitudes:

- Whenever he or she joins with the mindset of what they can deliver to the system than his or her actions would be of a giving nature.
- The other mindset can be of what he or she can take from the system then their actions would be opposite i.e they would always want to get from the system rather than give to the system.

He urged the leaders present at the session to be a leader of the former category which is also taken as a principle of good governance. He delivered a very famous saying, “God gives the power and duty to that person only, one who stands firm and strong and with the person in their problem”.

Moving ahead he described how the four C’s become an important element of leadership and governance:

- Communication
- Courage
- Commitment
- Compassion

To explain the significance of these four elements, he drew out a comparison between Adolf Hitler and Abraham Lincoln on these four parameters. He explained how Adolf Hitler was a perfect man in communication, courage and commitment, whereas Abraham Lincoln was average in these characteristics.

But when it came to compassion, Hitler was a 0/10 whereas Lincoln was a 9/10 in compassion. Through this comparison, he explained that a leader without compassion is a dangerous leader. "Being a leader bestows you with great responsibilities and if you are not compassionate you cannot deliver to your team. Another important characteristic of a leader is his or her decision-making ability. A good leader is one who listens and takes advice from all but when it comes to making and taking decisions he takes into consideration all the parameters and then takes the decision from their own conscience."

Another important characteristic of being a good leader is that they should abide by their words and deliver what they say. “It’s not the words written on the paper which stay, it’s the words which stay”, he said. The true essence of leadership is felt when a leader stands strong and tall even in the storm, not worrying about what would happen to them, but rather taking into consideration the safety of their team.

“With great leadership and position, comes great responsibility, thus a leader should understand these responsibilities to the core”, he said. With this statement, he wanted to address the fact that it does not matter how big you become, or how high you rank as a leader in an institution, you should always stick to your values. “If a person comes and meets you when they leave the room they should have the words that this is what a person should be. Though he or she has attained great heights, still he is grounded to his values”, he added.

Another important factor for being an effective leader is that we need to broaden our mental horizon and start focusing more on quality rather than on numbers. “Quality is not in number, it is in people, so focus on people in and around ", he said. Therefore, it is important to start focusing on quality, the numbers will automatically increase.

Further, a good leader should have the quality of thanks-giving i.e. admiring the person who delivers results. A true leader always appreciates the work of others. This helps in building teamwork and confidence among the team and also pushes the team to work harder. We, therefore, need to develop the power of appreciation and goodness. This helps in bringing positive results and success. He also added, "Success is neither in guidelines nor in policies, it is in genes and having courage, kindness and actions". He says that the leader would not be able to deliver what he or she is expected to deliver if a leader is not able to take decisions in the larger hood of his team or the people.

A leader does not become a leader by destiny, it is their hard work, consistency, and the attitude of never giving up which makes them and shapes them into a leader. Being the leader of any higher educational institution also brings to you a larger population going against you and your decisions but always remember that an aeroplane takes off in the opposite direction of the wind and not with it." Therefore when everything seems to go against you, use that wind of opposition as your power to take off. This is the time when one needs to boost their potential and efforts and deliver the best results.

Summing up, he quoted a beautiful line by Charles Morris while explaining the power of leadership, "I am more afraid of an army of 100 sheep led by a lion than an army of 100 lions led by a sheep", If the leader stands strong in front of their team, the team also feels motivated to work unconditionally and deliver the best results. And a good leader always forms a system of their own governance and also works on improvising, modifying and taking decisions in the existing system of governance.

The speaker concluded his address by thanking VBUSS and DAVV for the opportunity to share his thoughts on leadership and governance in shaping educational institutions.



PARALLEL SESSION 2

GROUP 1 : IDEA EXCHANGE

Session Chair: Dr. Renu Jain, Vice Chancellor, Devi Ahilya Vishwavidyalaya (DAVV), Indore



Dr. Renu Jain

Vice Chancellor, Devi Ahilya Vishwavidyalaya, Indore

Dr. Renu Jain delivered a keynote address at a gathering of higher education institutions, emphasising the importance of cooperation among these institutions. She welcomed the guests and highlighted the role of collaboration in promoting the overall development of the education sector in Madhya Pradesh. The speaker encouraged all institutions to work together to create an environment that would foster innovation and enable students to acquire knowledge and skills relevant to the current job market. Jain also stressed the importance of adopting new economic policies to support the development of the education sector, citing Madhya Pradesh as the first state to do so. She emphasised the need to identify unique selling propositions (USPs) and share best practices to enhance the quality of education. Dr. Jain's speech provided valuable insights for stakeholders of the education sector, and her recommendations are worth considering for the growth and development of the sector.

Prof. B.R Sharma

Vice Chancellor, Sri Sri University, Odisha

BR Sharma delivered a talk on the "Roots of Indian Higher Education in the Indian Knowledge System." In his presentation, Mr. Sharma highlighted the need for an integrated system for holistic research and education in India.

One of the highlights of Mr. Sharma's talk was the inclusion of Yoga in their MBBS program. He talked Yoga being a significant part of their medical curriculum and the ways in which it has helped the students develop a better understanding of human anatomy and physiology.

Mr. Sharma also appealed to the University Grants Commission (UGC) for grants to help fund the development of their integrated research and education system. He emphasised that the Indian education system must move beyond the traditional silos of knowledge and adopt a more interdisciplinary approach to research and teaching.

Lastly, Mr. Sharma also mentioned the "Peace Studies" course offered by the university which aims to equip students with the knowledge and skills necessary to promote peace and harmony in society.

Prof. Alok Kumar Chakrawal

Vice Chancellor, Guru Ghasidas Central University, Bilaspur

Alok Kumar Chakrawal shared his thoughts on how to produce well-rounded graduates. In his view, a focus on holistic education for students is key to achieving this goal. This report will summarize his ideas.

Main Points:

- **Holistic Education:** According to Chakrawal, a holistic education approach is crucial to producing well-rounded graduates. This approach involves providing students with a broad range of experiences, including academic, social, and emotional learning. He believes that a focus on both cognitive and non-cognitive skills can help students develop into well-rounded individuals.
- **Interdisciplinary Learning:** Another important aspect of producing well-rounded graduates is encouraging interdisciplinary learning. This involves incorporating multiple subjects into a single course or project, which can help students develop a more comprehensive understanding of complex issues.
- **Practical Experience:** Chakrawal emphasized the importance of providing students with practical experience in their chosen fields. This could include internships, co-op programs, or research projects.

He believes that hands-on experience can help students develop important skills and gain valuable insights into their future careers.

Professor P. S Shukla

Vice Chancellor, North-Eastern Hill University, Shillong

Professor PS Shukla spoke about the importance of universities as ideation rooms, tribal education, and the use of Sanskrit in coding and computers. He stressed the need for universities to provide an environment that fosters creativity and innovation, and for tribal education to be used to preserve cultural heritage and promote inclusivity and diversity. He also emphasised the efficiency and effectiveness of using Sanskrit in developing programming languages. Additionally, he stated that Indian Knowledge Systems should have always been a part of education to help students appreciate the country's intellectual and cultural heritage. Professor Shirdi's ideas focused on promoting creativity and inclusivity while preserving cultural heritage, and using innovative approaches to educate students. His expanded on the importance of tribal education, Sanskrit, and IKS which reflected his belief in the richness of Indian culture and knowledge.

PARALLEL SESSION 2

GROUP 2 : IDEA EXCHANGE

Session Chair: Prof. Bharat Sharan Singh, Chairman, Private Fee Regulatory Commission



Prof. Bharat Sharan Singh

Dr. Gowrishha Joshi

Prof. Madulika Kaushik

Prof. Bharat Sharan Singh

Chairman, Private Fee Regulatory Commission

In light of the NEP 2020, Professor Bharat began by recalling Dr. APJ Abdul Kalam's book - India 2020 - A Vision for the New Millennium. He said that, at that time, Dr. Kalam did not know what would happen in 2020, but he did have a vision. In that book, he shared various ideas, including internal institutional development and, primarily, the involvement of intellectuals, a galaxy of experts, vice-chancellors, and professors, all of whom are involved in this committee.

Professor Bharat mentioned an essential reference about Dr. Kalam. Once, when he was having dinner with some eminent people, a conversation about rockets started, and he mentioned a rocket technology that came from China 1000 years ago and was used in India in the 13th century. Without any context, he brought China into the conversation. He said that he would give a reference later, and after some time, he presented a book - The Origins and International Economics of Space Exploration by Sir Bernard Lovell. He went on to suggest that this colonial mindset, a sense of inferiority, has become ingrained in Indian intellectuals to the point that when something good happens, people hesitate to take credit for it. This lack of confidence causes hindrance to progress.

Professor Bharat says we are the same intellectuals who can prepare the next generation, and IKS is one way to do this. In 2047, when the century turns, India will be in whose hands? And those who will be holding it need to be prepared today. We need to create our campuses and premises in such a way that they lead our students towards a better direction.

Prof. Madhulika Kaushik

Vice Chancellor, Usha Martin University, Ranchi

In her opening remarks, Prof. Madhulika Kaushik expressed her gratitude to the VBUSS for providing a forum for leaders to interact and exchange ideas. She went on to add that it was soon to share the results because their university was recently established and the NEP had just been introduced a year earlier. She shared that they implemented NEP initiatives from the beginning such as Credit based course design, credit transfer, blended learning system, flip classrooms multiple entry-exit.

They have a learner feedback system and a teacher self-assessment system, which they compare and use to evaluate the teacher's performance. Faculty Capacity building on OER, MOOCs, and new pedagogies and incentivisation of research through grants. She further presented their implementation plan for the following two years. As a part of activating the incubation and innovation centre, the adaptation of OER and Swayam resources, internationalisation efforts and also encouraging learners and preparing for dual degree provision. She went on to add that the goal of the NEP is to develop students who can think critically and solve problems in the 21st century and that OER aids in achieving self-directed learning. They have an internal quality assurance cell, however, they have applied IQA practices to their blended learning and industrial support learning to give different criteria for both practices to evaluate their faculties. She said they want to have many exit points, just as they have multiple admission points for the inter and intra students, as she added a last note to her remarks.

Dr. Gowrisha Joshi

Professor & Director, Centre for Education and Social Studies, Bengaluru

As Chanakya University was founded in 2022, it was designated as an NEP university, and they tried to follow the NEP's core principles in the college's planning. Prof. Gowrisha began to share his experiences with implementing the NEP in their institution. Additionally, they intend to apply the NEP in all aspects at their university.

They provide their UG and PG programs using the liberal arts approach, which means they are operationalized and take a holistic learning approach. They also have incorporated multi-entry-exit points, credit transfers, and flexibility to choose their courses to make their program. They were given the option of enrolling in the university without selecting a course and then selecting expertise later. They have an integrated method of learning with a diverse portfolio of courses that have multidisciplinary for the students, which they evaluate based on their accumulated credit points.

He described their academic advising system, which teaches students to create course portfolios and build careers based on the courses they choose. Their University aspires to be a research-oriented university, but for the time being, they want to be a teaching-oriented university rooted in the Indian education system. He also discussed their implementation of multidisciplinary courses in which students can go for different minor subjects within the same credit structure.

They are arranging regular interactions of students and faculty with national and international agencies, as well as industry mentors, to provide them with perspectives and trends in the field. To engage students in community-oriented activities, they have Seva and a rural immersion program embedded in the credit structure.

He concluded by stating that the goal of NEP is to bring Indian education by 2035, and their university is working to achieve that goal.

To conclude the session, Professor Bharat acknowledged all the speakers and their valuable speeches. He mentioned that the focus of the speeches was on the importance of institutional homework, creating a path with homework, and moving forward. Everyone emphasised skill development, incubation centres, and a self-reliant India.

He further talked about a trend among students to study and then apply for visas abroad, followed by looking for jobs in multinational companies and corporations. The effort should be to change this trend and become job creators and job providers, as requested by Prime Minister Narendra Modi. He emphasised that just as Gandhi ji said, "not mass production, but production by masses," the term "developing country" should gradually be replaced with "developed country." We have the potential and energy to do so, as evidenced by our recent acquisition of the G20 presidency. Using the foundation of IKS, we can move towards "Vasudhev Kutumbakam." He thanked everyone for their time.

PARALLEL SESSION 2

GROUP 3 : IDEA EXCHANGE

Session Chair: Prof. Pankaj Arora, Director, Institute of Lifelong Learning, Delhi University



Prof. Pankaj Arora

Director, Institute of Lifelong Learning, Delhi University

Prof. Pankaj Arora commenced the session by expressing his gratitude towards the organisers for giving structure and successful conduction to this summit, where the top institutional leaders gathered to discuss the New Education Policy 2020 and the development of education in the nation. He mentioned the establishment of the National Skilling Committee in July 2020 as per the guidelines of the NEP 2020. In the National Skilling Committee, the objectives and provisions have been rolled out for school education, higher education, technical education and adult education. “The structure has also been reformed for the schools and the higher education institutions. The schools will now have a 5+3+3+4 year structure, and the higher education institutions will have a 4+1 year structure where the MPhil will be scrapped, and the students can directly pursue PhD.”, he stated. As per the new education policy, curriculum initiatives have been made a priority for all institutions. Additionally, he remarked that there is a need for innovations in the curriculum. He also mentioned the policy of the introduction of the 4-year undergraduate programme with 100 value-addition courses and 100 skill enhancement courses adopted by Delhi University. He also talked about introducing the Competency Enhancement Scheme at Delhi University which will now allow the adults in the Delhi NCR region to pursue courses at Delhi University as regular students among other students. The adults can be of any background i.e. graduates, post-graduates or even working professionals. The scheme would provide the flexibility to take up to 2 courses offering 8 credits in one semester. The sole purpose of this scheme is to help the students to learn from the experiences of adults and working professionals. Concluding his remarks, Prof. Arora once again thanked the organisers for having him there and welcomed the first speaker for the session Prof. Alok Kumar Rai to the podium.

Prof. Alok Kumar Rai

Vice Chancellor, Lucknow University

The professor from the University of Lucknow expressed his gratitude to VBUSS and DAVV for inviting him to this stage. He commenced his session by stating one of the great milestones achieved by the University of Lucknow as it became the first university in the country to implement the NEP 2020 from the academic session 2020-21. “The university achieved all the targets that had to be achieved at the institutional level, and the regulatory and the governance proceedings are underway”, he stated. For the successful completion and implementation of the policy, the university has adhered to the framework and has revamped the entire curriculum and incorporated provisions proposed by NEP 2020 Clause 11.9, point 37 and clause 11.10, in letter and spirit. He talked about many features of the newly implemented policy but some of them specifically focused by him were as follows:

- **Uniform credit across all subjects:** Under this, uniform credit scores would be provided across all subjects, excluding the superiority of schemes. For a 4 year UG programme, the students will be provided with a total of 192 credits over a period of 4 years (48*4), whereas the students will be able to earn 96 credits in PG and 4+4 credits in PhD coursework.
- **Flexible Entry and Exit:** The students will be provided with the flexibility to exit and enter the course at their convenience. He also put forward an example for the same where 2 students, one from the Department of Business Administration and another one from the Department of Bio-Chemistry respectively were awarded PG Diploma certificates and they can continue their courses anytime in a span of 4 years according to the new ordinance.
- Internships and dissertations have been made compulsory for UG and PG students.
- The NEP 2020 will also provide inter and intra-departmental credit transfer, freeze and open elective courses, credited and non-credited value-added courses, and online course provisions.

Another important feature is that vocational and co-curricular courses will be provided 8 credits in different semesters. Now the university will be providing 32 papers exposure in one UG Programme that will provide a direct linkage to the PhD programme. Another important thing adopted by the university is the Student Support System as per Clause 12 of NEP 2020. The various categories of support encompass mentoring, financial support, wellness and counselling support and health and hygiene of female students. Apart from this, Research promotion schemes have also been brought into notice as per Clause 17 of NEP 2020. The university is also promoting online education for which the very first step has been taken in the form of launching its own Learning Management System (LMS) and Strategic Learning Applications for Transformative education. The objective of the university in 2023 is maturing NEP among different programs through the training of university and college teachers, creating greater awareness among different stakeholders, developing matching infrastructure and introducing student-centric initiatives in line with proposals of NEP 2020. The university has also come up with the introduction of 7 interdisciplinary research institutes across different disciplines. He also laid stress on the uprising of research as an important initiative and concluded by appreciating the NEP 2020 and the other universities as well who are extensively working towards the successful implementation of the policy.

Prof. Akhilesh Kumar Pandey

Vice Chancellor, Vikram University

Prof. Pandey focused on the importance of multi-language in universities. The University of Ujjain is extensively working on the intake of international students. The university has seen a footfall of students from all states except Nagaland and the university has therefore shared a special curriculum course for all the students. He explained how the university has laid stress on accommodating the new students along with the existing students, therefore, the authorities had not to built any new infrastructure.

He also elaborated on how the students are being trained right from their homes and how they are obtaining certificates by taking courses in multiple languages. “By getting these multilingual courses and certificates, the students can serve as a catalyst in the promotion of tourism since the city of Ujjain is a great tourist spot and it requires a high amount of tourist guides. These courses would help develop the required skill in the students thereby making them a valuable asset”, he added.

Prof. Pandey was of the opinion that though it is important to provide a diversity of knowledge to the students but the roots of ethnicity and value should never be left behind. Thus, ethnic and traditional knowledge has been included in all the courses irrespective of the subject and course. He believed that there should be value addition i.e practicality in every subject. He also proposed the idea of the "green graduate" where students admitted to the university should have basic knowledge about the environment. Upon admission, they would be given a sapling as part of the ANKUR ABHIYAN initiative and would be responsible for taking care of it during their course of study. Upon graduation, if they successfully complete their degree and maintain their sapling, they would earn the title of "Green Graduates" on their degree.

The students should also be encouraged to be a part of the LEARN BY EARN initiative where they can be a part of mushroom cultivation and organic farming and the students would get a part of the earning and would also get a certificate for the same.

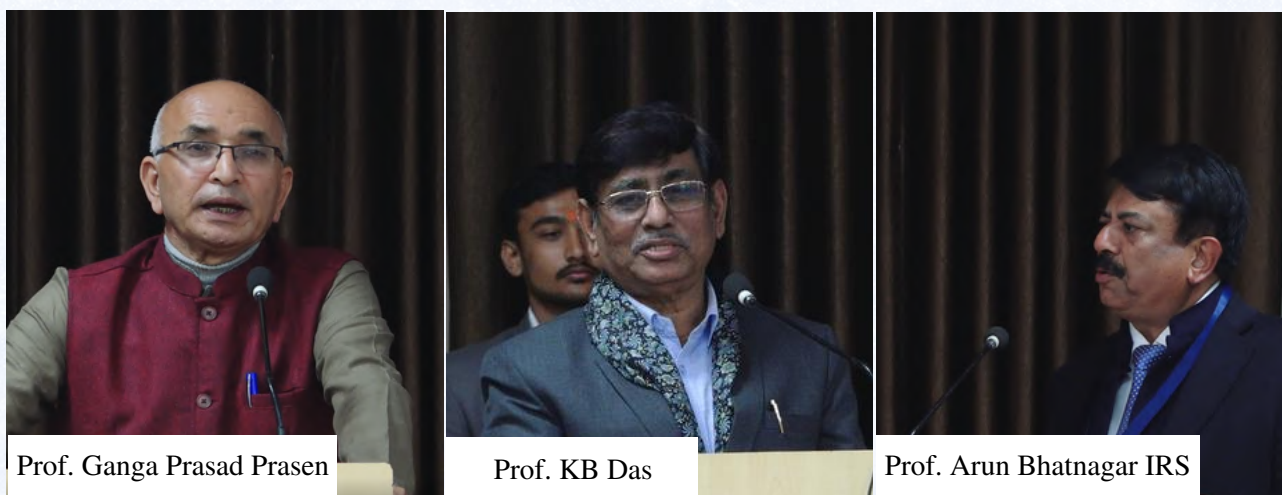
Moving forward, he mentioned some of the achievements of the university starting from the introduction of around 270 skill-based PG Diploma courses, the establishment of the medical college by 2024, and becoming the first university to have undergraduate courses for agriculture and postgraduate courses for horticulture and agronomy. Additionally, the university has established a research foundation which would get funding from the university and funds from past scholars and they would also take inputs from nearby industrialists through monthly meetings. Right now, the scholars have been provided with a salary of Rs 8000 which the university looks forward to expanding through their help.

Concluding his speech, he appreciated the efforts of the government and ensured that they would take all the necessary steps for the successful implementation of the policy.

PARALLEL SESSION 2

GROUP 4 : IDEA EXCHANGE

Session Chair: Prof. Ravindra Kanhere, Chairman, Admission and Fee Regulatory Committee, Madhya Pradesh



Prof. Ganga Prasad Prasen

Prof. KB Das

Prof. Arun Bhatnagar IRS

Prof. Ravindra Kanhere

Chairman, Admission and Fee Regulatory Committee, Madhya Pradesh

Professor Kanhere greeted the audience and welcomed them to the two-day workshop hosted with the cooperation of Vidya Bharati Uchcha Shiksha Sansthan and Devi Ahilya Bai Vishwa Vidyalaya of the Madhya Pradesh government. The speaker mentioned that since the release of the National Education Policy 2020, there have been ongoing discussions about various aspects of the policy. The implementation of the policy has already begun in Madhya Pradesh, Uttar Pradesh, and Karnataka. Additionally, several universities across the country have also initiated implementing this policy. Many universities have reported challenges with its implementation, whether for multidisciplinary purposes, continuous evaluation, or the Indian knowledge system. Despite these difficulties, many universities have performed admirably. Some universities have only made plans, while others have also implemented them.

Further, he prepared the session for the esteemed chancellors of some selected universities, who would speak about the primary challenges encountered in executing this strategy. They will not only enumerate these challenges but also discuss the measures taken to overcome them. To what extent have they successfully executed this strategy, and what modifications might be required in the future? Will there be a need for changes in some of the key elements of this strategy? What are discussions underway regarding the continuity of the implementation, whether online or offline, and whether or not any preparations have been made? In the same way, when there are any hindrances or deviations from the implementation, what are the alternatives being considered?

To discuss these in length, he called upon the vice-chancellors of different central and state universities who would make a positive impact in the implementation of the new education policy.

Prof. Ganga Prasad Prasen

Vice Chancellor, Tripura University

Professor Prasen greeted the audience on behalf of Tripura University and thanked Vidya Bharati Uchcha Shiksha Sansthan and Devi Ahilyabai Vishwavidyalaya for hosting the National Summit for Institutional Leaders. He began his address by discussing the National Education Policy that was announced on 29 July 2020 when the Covid-19 pandemic was at its peak. “We conducted a two-day online conference wherein we called many experts and vice-chancellors of the universities of North-East India and discussed in depth the implementation of the NEP”, said Professor Prasen. However, he said that the honourable education minister of Tripura, Mr Ratan Lal, called the vice-chancellors of three major universities of Tripura viz. Tripura University (a central university), Maharaja Vir Vikram University (a state university) and ICFAI (a private university) told us not to implement NEP in the state in 2022. He asked us to make and finalise a curriculum and implement it from the new session in July 2023.

The National Education Policy (NEP) aims to provide quality education to all students in India and to create jobs based on a new education system. In Tripura, the new curriculum was prepared with a new credit system, but it was reviewed in light of the new circular released by the University Grants Commission (UGC) on December 12th. Tripura University has partially implemented the measures for unregulated courses, and the full implementation will commence in colleges in the 2023 academic year. Being a central university, it has joined the Central University Engineering Test (CUET), and the admission process and curriculum have been devised accordingly.

In India, there are 54 central universities, 441 state-funded universities, and approximately 500 private universities. The education system must be in accordance with the National Education Policy to ensure quality education for all students.

The objective of the NEP is to create jobs by educating students in skill-based and vocational courses. In Tripura, where there are only micro and small-scale industries and there is a need for industrial development, it is challenging to cultivate entrepreneurship. There is a need for more facilities, such as ITIs, to facilitate education in vocational courses.

Unfortunately, some colleges and universities in Tripura, as well as in other North Eastern states such as Manipur and Nagaland, need more basic infrastructure, including classrooms, libraries, and teachers. Despite numerous vacancies for teachers, only 86 have been recruited by the Tripura Public Service Commission, while 200 posts still need to be filled. The situation is prevalent in other North Eastern states and requires immediate attention.

He concluded his speech by saying that the implementation of NEP 2020 in Tripura will commence this year, and all suggestions from stakeholders will be taken into consideration. He emphasised the need to address the lack of infrastructure and teacher recruitment to ensure a seamless implementation of the NEP. The professor expressed his gratitude once again to the organisers for having him as the speaker and brought his speech to a close.

Prof. KB Das

Vice Chancellor, University of Jharkhand

Professor Das thanked the organisers and began his speech by acknowledging the state of Jharkhand, which is dominated by tribes and is only 22 years old. He mentioned the establishment of the University of Jharkhand in 2009 and the ongoing efforts to address the issues.

He then highlighted the five "R's" he considers are the best practices for a Vice-Chancellor:

Recruitment: He acknowledged the challenge of recruitment, pointing out that the best candidates often leave for better and more renowned universities like BHU and JNU once an opportunity arises.

Retention: the importance of retaining good candidates.

- **Research:** the need to create an environment conducive to research, including obtaining funding and offering support for proposals.
- **Relationships:** the importance of maintaining good relationships, including with the state government and local communities, such as the tribals.
- **Relevance:** the need to stay relevant and make progress.

Despite the constraints and resource limitations, Professor Das emphasised that he had learned about resource optimisation and created a timeline for activities, assigning nodal agencies to monitor and maintain sustainability. He also discussed the difficulties in developing a five-year curriculum and described the consultative process used, including seeking input from experts and making the curriculum flexible to meet the requirements of the UGC.

He addressed the importance of orienting faculty on learner-centric pedagogical techniques and the use of technology in education.

Professor Das also mentioned the appointment of academic counselors and mentors in each department to assist students with career decisions and the implementation of exam reforms. He concluded by discussing the committee for campus development, which addresses infrastructure issues and expresses confidence in the smooth implementation of the initiatives.

Prof. Arun Bhatnagar (IRS)

Director General, IIST-IIP-IIMR

Professor Bhatnagar commenced his address by expressing gratitude to the hosts for the opportunity and extending his regards to the esteemed attendees of the conference.

He reported on the recent advancements in his institute's approach to education. The main focus of the institute has always been to provide students with a complete education that prepares them for both the expectations of the outer world and the challenges of the inner self. He mentioned that the institute believes that education should bring a feeling of tranquillity, harmony, and blissfulness to students and that it should equip them with the tools to take care of their bodies, mind, and soul.

He further discussed the initiatives the institute took to enhance the students' IQ, EQ, and HQ (happiness quotient). The institute has adopted various best practices in different fields and implemented 10 dimensions to its educational endeavours. These dimensions include being industry-ready for the 4.2 or 5.0 era, effective communication, physical health, connecting with nature, social responsibilities, technical sports and non-academic clubs, encouraging students to step out of their comfort zones, merit-based fee structures and performance-based scholarships, encouragement for start-ups and entrepreneurship, and a strong emphasis on self-discovery and personal growth.

Professor Bhatnagar also talked about the principles of quantum physics and how everything emits energy. He presented a graph depicting the vibrations of different emotions on the hertz scale and explained how negative thoughts could have a profound impact on our minds and emphasised the importance of adopting a holistic approach to educating students. He concluded his speech by stating that his institute is fully committed to providing students with a complete education that prepares them for the challenges of life and helps them reach their full potential.

Prof. Gopal Pathak

Vice Chancellor, Sarala Birla University, Ranchi

Professor Pathak began his address by expressing his gratitude towards teachers, whom he considers to be the most respected members of society and the creators of the next generation.

He then spoke about the launch of the National Education Policy (NEP) on 29 July 2020, under the effective chairmanship of Dr K Kasturirangam. He stated that with the launch of NEP, India got an important document, and all universities and educational institutions in India got an opportunity to take a new shape and fill the gaps left by previous educational policies.

Professor Pathak acknowledged India's rich history and the power of Sanatan Dharma, which has been the way of life for Indians. He also mentioned that the Sanskrit language has been emphasised in the new curriculum of NEP. He talked about an agreement made with the University of California, Berkeley, under which students can go there for training.

He also mentioned Swami Vivekananda's message, who spoke about taking knowledge from everywhere and improving one's thoughts and talked about the meeting where Swami Vivekananda addressed 7500 people in Chicago.

Professor Pathak stated that the vision of Sarala Birla University is to build an egalitarian global society based on integrity, nationality, equality, social justice, secularism, freedom, fraternity, and international understanding through various modes of teaching-learning process and supported by curricular and co-curricular activities. He further mentioned some of the initiatives taken by the university, including making the Sanskrit language compulsory for engineering students, introducing compulsory yoga classes, character-building of students, and encouraging talents.

Professor Pathak ended his valuable address by reiterating the university's vision of developing well-motivated global leaders who will be intellectually competent, morally upright, socially committed, and spiritually inspired to propagate the philosophy of Vasudhev Kutumbakam.

PARALLEL SESSION 2

Group 5: IDEA EXCHANGE

Session Chair: Prof. Chandra Charu Tripathi, Director, NITTR, Bhopal



Prof. (Dr.) Vineeta K. Saluja

Pro Vice-Chancellor, Mangalayatan University

The special lecture was addressed by Prof. Vineeta about the implementation of NEP and the benefits of executing it at Mangalayatan university.

She insisted on the need for the NEP in order to address the needs of key stakeholders in the 21st century. NEP's fundamental principles have a direct impact on student's curriculum, those are

- Recognise, identify, and foster the unique capabilities of each student.
- Flexibility for students to track their learning trajectories and choose their own path.
- Multidisciplinary education across sciences, arts, humanities and sports
- Rootedness and pride in India and its rich, diverse, ancient, modern culture, languages, and knowledge system.

Hence, she shared that they have added Indian values and history to their university curriculum, i.e., teaching management paradigm from Bhagavad Geeta.

Transformative initiatives to expose the students to ancient concept and contemporary concepts to widen their intellectual horizons of the students.

- Credit-based courses in community engagement
- Environment education and value-based education for the development of humanistic ethical, universal human values of truth.
- Internship opportunities with local industry and business

She emphasised that under NEP 2020, the university established numerous entry and exit points in academic programmes for UG certificates and diplomas delivered in higher education institutions based on the UGC, New Delhi. Additionally, students are free to choose between different academic fields, so they can follow their interests. Once a student has earned 120 credits—or 160 credits for honours students—they will receive their certification.

Prof. Vineeta shared in her conclusion that the NEP has changed the attitudes of both students and teachers. Additionally, if the NEP is adopted by all institutions, it has the power to reshape the nation.

Prof. S. P. Bansal,

Vice Chancellor, Central University of Himachal Pradesh, Dharamshala

Professor Bansal began his address by giving an overview of the NEP 2020, calling it an ambitious and futuristic policy that aims to meet the aspirations of the New Bharat by removing rigid boundaries and creating new possibilities for all stakeholders. The policy proposes a number of changes to transform the higher education system in India and make higher education more outcome-based. He further states that the Central University of Himachal Pradesh (CUHP) was the first Indian university to implement the recommendations of NEP 2020 in both undergraduate and postgraduate levels across all departments from the academic session of 2021-2022.

Professor Bansal also elaborated upon the steps taken by CUHP in the implementation of NEP 2020, which include: making higher education multi-disciplinary, creating a holistic undergraduate education, a creative, idea-based application and vocational education and a flexible curriculum through multiple entries and multiple exit systems. CUHP also introduced characteristic features of the Indian education system to place Bharat on the path to Vishwaguru. The university introduced a value system in each subject, multidisciplinary integration of subjects, and a holistic education system and also adopted the academic bank credit (ABC) system, which includes credit accumulation, credit recognition, credit transfers, and credit redemption.

Professor Bansal also highlighted the challenges faced by CUHP during the implementation of NEP 2020. These challenges included increased burdens on students, distractions, indecisiveness, and the difficulty of opting for multidisciplinary education at the cost of traditional core subjects. To overcome these challenges, CUHP constituted a committee to re-examine and reconsider the curriculum and workload distribution while promoting multidisciplinary education. The university also made multidisciplinary education more viable by blending subjects and creating more career opportunities for students. The university aims to develop diversity of thought among the learners for the successful execution of multidisciplinary education.

Prof. Saroj Sharma

Chairperson, National Institute of Open Schooling (NIOS), Noida

Prof. Sharma began her speech by sharing the mandate of the NIOS, the largest open schooling system in the world, as it is one of the school boards that work in high school distance education. She emphasised the crucial connection between school education and higher education.

She then highlighted NIOS's collaboration with Jan Shikshan Sansthan, through which they are providing training, skilling, and education to approximately 34 lakh unorganised sector labourers. This initiative also includes teaching adults who were displaced during the COVID-19 pandemic. UNESCO recognised this effort by awarding NIOS with the Literacy prize for Innovation in Education.

As per the vision laid out in NEP 2020, NIOS has also adopted a multidisciplinary and interdisciplinary approach over the past decade. This includes a Memorandum of Understanding (MoU) with the Ministry of Skills, which allows for a focus on vocational courses, as well as the establishment of study centres in Industrial Training Institutes (ITIs). Furthermore, the credit transfer system implemented by NIOS is applicable to all school boards and ITIs. NIOS has also signed agreements with all three defence organizations to provide Agniveer certifications. As part of a major project, they are working with the UN Second Chance for Women initiative. Furthermore, NIOS provides courses from the Commonwealth of Learning, which further enhances the quality of education they offer. She mentioned the features of NIOS that aligned with the NEP 2020 such as the subject choice facility, the combination of a vocational course with academic courses, virtual classes and On Demand Exam Systems (ODES).

She emphasised the NIOS's gender policies/inclusion policies, which are also mentioned in the NEP 2020. They have also developed courses on Indian culture and heritage, logistics, ISL, and tour guide training. In her concluding remarks, she ensured that we will prosper and develop which perfectly aligns with "Sabka Saath, Sabka Vikas". As the old adage goes, "the sword does not bring victory; it is the knowledge that helps us win the world," she added that by 2030, we will be able to achieve Mahashakti (major power).

Prof. Raghavendra P. Tiwari

Vice Chancellor, Central University of Punjab, Bathinda

Prof. Tiwari began by expressing his gratitude to Prof. Saroj Sharma, the previous speaker, for providing some key points on NIOS. He went on to discuss some of the crucial components that the university's implementation of NEP used to produce real impacts.

He claimed that we are currently living in the "education 4.0" era, in which learning is now outcome-based, as is also stressed in NEP 2020 i.e., how a student will be taught a domain-based knowledge or skill, what they will learn from it and how this will be assessed.

He classified the outcomes into two types: programme outcomes and course outcomes and the majority of the world's top 100 universities list their learning outcomes on their websites. The first step in defining learning outcomes for all courses is to ensure outcome-based education. The second step is to map the course content to the learning outcomes. The third step is to provide appropriate pedagogy for each of the course modules in order to benefit as many students as possible. The final step is to assess whether the learners achieved the applied learning outcomes.

He went on to say that their university provides basic research funding as well as a research infrastructure for faculty members. Within 15 days of joining, they will request study proposals, which will be evaluated and approved by a committee. Each faculty member who publishes more than 50 papers a year receives a reward of Rs. 5 lakhs, which they can use for educational purposes.

As envisioned in the NEP 2020, they will offer certificate courses and will also establish a centre for the study of Indian knowledge tradition. He distinguishes the NEP 2020 from its previous versions because it is more nation-centric and student-centric. Students with multiple entry and exit points, as well as interdisciplinary courses, benefit from credit-based certification. If students take on line courses from other institutions, the credits are transferred to their mother institution.

NEP 2020 ensures that the educational process is not disrupted; thus, it mandates three imperatives: intellectual, economic and social. Further, internship opportunities were also included for students to gain hands-on experience.

He concluded the lecture by emphasising that implementing all of these practices increased student placement and ensured their university's long-term self-sufficiency.

SPECIAL LECTURE

Theme: Education and National Development

Speaker: Dr Krishna Gopal, Sah Sarkaryawah, Rashtriya Swayamsevak Sangh

Dr Krishna Gopal

Sah Sarkaryawah, Rashtriya Swayamsevak Sangh

The special lecture delivered by Dr Krishna Gopal pertained to education and its role in national development. He began his lecture by talking about the idea of Nation, and how this idea that developed in the West differs from what India considers to be a 'Rashtra'. This definition, he stated, needed to be clarified before we look at education's role in national development. The term "Nation", he said, had its origins in the German struggle for national identity, and it was based on the idea of exclusiveness. That is, nations develop on the basis of a link that binds people together. This link can be language, culture, race, etc. He said that this 'exclusiveness' is the bedrock of Western civilisation. On the other hand, India is a 'Rashtra' that promotes inclusivity. In spite of our diversity, we have been able to live together in harmony.

The credit for this, according to Dr. Gopal, goes to the spirituality inherent in Indian tradition. Countering Winston Churchill's distrust of India working as a nation, he cites a few examples of how India has progressed over the years. From facing rampant food crises in the 1950s and 60s, today, we are the world's largest food grain exporter. He urges us Indians to delve into India's glorious past to realise our true potential. This history, especially the functioning of the ancient Indian economy, has been neglected by the contemporary Indian education system. And hence, in order to reconnect with our spirituality, we must teach a particular subject's history and India's contribution to it. This shall promote the assimilation of worldly knowledge and spiritual wisdom.

Dr Krishna Gopal also highlighted the fact that education in ancient India was free of cost, and that it did not discriminate between people. This was true of the Gurukul system. This system, he stated, was based on the reciprocity of responsibilities between the students and society. It was the responsibility of society to make education readily available to all students, and it was the responsibility of the students to use the knowledge that they gained for the betterment of society. He then spoke about the importance and respect that Indians in the past accorded to education. Giving an example of Dushyanta from Mahabharata, he emphasised how even the kings and lords used to respect the sanctity of educational institutions, and how spiritual wisdom played a role in inculcating these values. This spiritual wisdom is the basis of values like compassion, empathy, kindness, etc that nudge a student in the right direction with respect to utilising his or her learnings.



Another significant difference between the Indian knowledge system and the Western education system is the level of tolerance. While early western knowledge was restricted to Biblical thoughts, and any deviation from these was subdued by the Church, the same was not the case for India. Indian historical knowledge systems allowed an influx of heterodox ideas and ideologies as counterarguments, in order to refine the learning process. The intolerance of the Church was the main reason for protests all over Europe to separate the Church from education, making the education system more 'secular'.

Eventually, this idea of secular education was brought into India by the Europeans and propagated rigorously by them. However, Dr. Gopal notes that this secularisation of India separated spiritual and ethical values from education. Accordingly, as the nationalists realised this, they came up with schools providing Orientalist education that synthesised theoretical knowledge with spiritual knowledge. He cited the teachings of Pt. Madan Mohan Malaviya, who stressed that an education focused exclusively on career advancement and literary training fails to foster moral character. Rather, he advocated for a reform of education that emphasises the development of morality and ethics in individuals. Education should not be solely focused on obtaining a job, as there are greater goals and values that education should strive to instill in students.



VALEDICTORY

Chief Guest : Shri Ramesh Bais, Hon'ble Governor of Jharkhand

Guest of Honour: Dr. Mohan Yadav, Hon'ble Minister of Education, Government of Madhya Pradesh
Shushri Usha Thakur, Hon'ble Minister of Tourism, Government of Madhya Pradesh
Prof. T.G. Sitharam, Chairman, AICTE

August Presence: Prof. Narendra Kumar Taneja, National General Secretary, VBUSS



Shri. Ramesh Bais

Hon'ble Governor of Jharkhand

The Hon'ble Governor started his address by emphasising that the Summit is like the 'Mahakumbh' of academicians from all around India who have come together to analyse and deliberate on the education system of India. He expressed hope about the fruitfulness of such deliberations for bringing about a change in the education system. According to him, we need to focus on the quality of education instead of the quantity of educational institutions in India. He emphasised the lack of teachers in the universities and colleges by giving the example of Jharkhand University which was working with only 35 per cent of the required teachers. Universities and Colleges are still working without staff which is compromising the education of the students. Students are the assets of the state but they leave the state for the purpose of higher education. He stressed the creation of state-of-the-art facilities in the universities so as to curb the migration of students to other states for the purpose of education.

Further, he focused on the importance of the NEP 2020 and the pertinence of implementing it for the betterment of our education system. He talked about the challenges faced while incorporating changes but expressed hopefulness about the betterment of the education system after the successful implementation of these changes. The honourable governor underlined the differences between government and private education by talking about the meetings of Vice-chancellors. He underlined the need for incorporating the advantages of private universities into government universities so that we can work towards better education. The teacher-student ratio is still not good enough for providing proper education and we need to implement the provisions of the National Education Policy for the betterment of this ratio.

He focused on the provisions of the NEP that brings together theory and practice so as to take steps towards the skill development of the youth. The honourable governor also highlighted that the knowledge of other languages is necessary but our youth needs to take pride in their own culture and stop idolising the west. According to him, such behavioural change would be instrumental in the true development of India as a nation. Our education needs to be in consonance with the needs and skills of the demographic dividend and this summit's decisions would lead to the benefit of the students in particular and the society in general.

Dr. Mohan Yadav

Hon'ble Minister of Education, Government of Madhya Pradesh

The Honourable Minister of Higher Education, Dr. Mohan Yadav, expressed his gratitude to everyone gracing the occasion. He began his lecture by enlightening the guests with his thoughts on the characteristics of a University and the Chancellor of a University. He stated that the primary objective of education is the holistic development of the student and its purpose is to train the students to conduct independent decision-making. The art of independent decision-making can be exercised only with the holistic development of individuals. In his lecture, he mentioned that the Madhya Pradesh government in its New Education Draft tries to incorporate passages of significance from ancient history, and engagements through such conferences will assist in tackling minute issues affecting education. He said that such conferences help in connecting like-minded people that spin the wheel to achieve wide-ranging targets of education. He was grateful to everyone to be a part of such deliberations and acknowledged the pertinence of the summit in coming up with effective solutions to the problems faced by the education system of India.

Shushri Usha Thakur

Hon'ble Minister of Tourism, Government of Madhya Pradesh

The honourable Minister of Tourism, Usha Thakur, began her address with a warm and gracious welcome, acknowledging the audience and expressing her gratitude for the opportunity. She then went on to deliver a thought-provoking discourse on the state of the old education policy and the prospects of the new education policy.

She said that there is no land like India anywhere in the world. This “dev bhumi” is covered with 75,000 types of plant species, and 45,000 species of fauna maintain its balance. Every particle of it is Lord Shankar, and every drop is Gangajal. We have never considered it a piece of land but instead a living and conscious rashtra-purush. All the specialities of India that were there with the Vedic resolution were lost in hundreds of years of slavery, and the new education system played a significant role in establishing a better future.

She emphasised that the foreign education system has left no stone unturned in destroying our greatest values, and we have also suffered its negative consequences. Today, where children should be filled with enthusiasm and patriotism as young learners, we see that in the 75 years of independence, the entire nation's spirit and moral values, which were once firmly established with principles and traditions, have been left behind somewhere. The education system has been designed in a way that transforms young people into machines, devoid of emotions and overwhelmed with frustration and despair. While students who successfully complete their education according to the syllabus may be highly competent, they often lack self-confidence, passion for life, and an understanding of the importance of individuality and human values.



Shri. Ramesh Bias



Dr. Mohan Yadav



Shushri Usha Thakur

The honourable minister claimed that if India's glorious history is taught, she guarantees that even the dead will stand up with pride and fight for the respect and honour of their country. History has been taught in the name of Mughal and pre-Mughal regimes, where we suffered and were ruled by others. She said, “Just think if such a history that instils self-degradation is taught to future generations, how can they understand India's glorious history and establish its role in it?” Further, she expressed her pride for the Vidya Bharti organisation that when such atrocities were inflicted upon India when the facts and evidence were twisted to humiliate our revolutionary heroes, the Vidya Bharti leadership took the initiative to challenge them in court and to honour the patriotism of the revolutionaries through its means. Not just her but the entire future generation will be proud.

Lastly, the minister expressed how she can never be grateful enough for the new education system that is full of India and Indianness and prepares the Indian culture to once again lead the world.

Prof. T.G Sitharam

Chairman, AICTE

Prof. Sitharam highlighted the dearth of funds in the research and development sector despite the huge scope that it has. He shed light on the various initiatives pioneered by the Government of India through the All India Council of Technical Education (AICTE).

He navigated through the lacunae present in the status quo and underscored the urgent need to take steps towards eradicating them. He emphasised the Indian Knowledge System, clustering of unitary academic institutions, and community engagement in order to universalise the framework of education. The inculcation of emerging fields like Data Science, IoT, and Blockchain as minor subjects in engineering colleges. He also emphasised the significance of including mandatory internships and meditation to enhance student capabilities.

He goes on to talk about the importance of teacher training and mentions schemes like AICTE Teaching and Learning Academy (ATAL) that provide a platform to train, motivate and energise teachers. Language translation to make books more accessible, facilitation by enhancing the ease of doing business, and lifting of the moratorium on technical education are some of the steps in the right direction as well. He concluded by saying that the government is ready to support institutions in need, but at the same time, will maintain a monitoring and evaluation process to guide the educational environment.



Prof. Narendra Kumar Taneja



Dr. Ajay Verma



Prof. T.G. Sitharam

Prof. Narendra Kumar Taneja
National General Secretary, VBUSS

Prof. Taneja started his address with a note of thanks to the Hon'ble Governor of the state of Jharkhand, Ramesh Bais, hon'ble minister of higher education of Madhya Pradesh, Mohan Yadav, hon'ble minister of tourism of Madhya Pradesh, Usha Thakur, Vidya Bharti National President, Kailash Sharma, VC of Devi Ahilya Vishwavidyalaya, Renu Jain, and other esteemed guests. Then he went on to talk about how Vidya Bharti is working to make India's higher education system suit our needs.

While emphasising the importance of spiritual education, Prof. Taneja also made a note that spiritual education is complementary to Technical Education. Concluding his address, he talked about the Indore declaration and how NEP, with its multidisciplinary and multidimensional approach, shall help India strive towards quality higher education.



INDORE DECLARATION

We, the delegates, gathered at Indore for the National Summit of Institutional Leaders to take forward a dialogue on inter-institutional development and cooperation organised jointly by Vidya Bharati Uchcha Shiksha Sansthan and Devi Ahilya Vishwavidyalay; we commit ourselves with unlimited energy and total dedication to implementing this declaration in our Universities. As Chancellors, Pro Chancellors, Vice Chancellors and leading Professors at universities, we unequivocally endorse this declaration and its principles. We would like to declare our dedication to the 'Pragati Path ke Nau Ayam' प्रगति पथ के नौ आयम'. In our individual institutions, we define the same in terms of measurable and achievable goals with clear short-term and long-term priorities. As leaders of our institutions, we underscore our allegiance to the path outlined.

Culture of Reforms

NEP 2020 has seen two years of implementation. Many progressive measures have been introduced in the higher education landscape, and many more are envisioned in the immediate future. The pace of reforms has been steady and seen a strong commitment from leaders of higher education institutions. This needs to be strengthened and coordinated. We commit ourselves to usher in a 'culture of reforms'. NEP 2020 envisages bold, progressive, far-reaching and comprehensive reforms to bring a paradigm shift in higher education. This would require us to build a sustainable 'culture of reforms' within our institutions. If NEP 2020 is the content of reforms, a 'culture of reforms' is the context of reforms. While this culture of reform is about the structures and processes we put in place, it is fundamentally about attitudes. Culture is about beliefs and practices. It is about roles, expectations and credibility being part of the DNA of the system.

Teaching to Learning

NEP 2020 is about a key paradigm shift in higher education from 'teaching to learning'. When everything is said and done, academic and organisational leadership is the key to implementing NEP 2020 in both letter and spirit. In equipping students with 'how to think' rather than 'what to think', as emphasised by the Honourable Prime Minister in his address at the Conclave on 'Transformational Reforms in Higher Education', the policy's implementation by leadership and its style of governance would play a big role in ushering this change. We commit ourselves to lead this transformation and transforming our classrooms from a 'zone of teaching' to a 'space of learning'. This would involve reforms in our andragogy - facilitating self-motivated learning. The leadership also commits itself to strengthen multi-disciplinary learning and interdisciplinary interaction opportunities for faculty and learners.

Combining a top-down with a bottom-up approach

For NEP 2020 to be implemented in letter and spirit, we need both a top-down perspective as well as a bottom-up approach. A top-down framework in terms of leadership outlining to all stakeholders the key features of the architecture of the implementation of NEP 2020 (at different stages) would be ideal. Stakeholders could brainstorm on the nuts and bolts of the changes and present the same to the leadership before a final decision is taken and the relevant notifications and rules issued. Such an approach would allow all stakeholders to take ownership of the changes and reforms envisaged under NEP 2020.

Collaborative Decision Making

This goal is a natural corollary to the previous goal. The core of NEP 2020 is collaboration. We commit ourselves to ensuring that the spirit of collaboration permeates our thought processes and the way our institutional structures are designed. If this should not be the case, it would be like trying to fit a 'square peg in a round hole'. If NEP 2020 encourages collaboration in the learning process, the spirit of collaboration must be reflected in higher education institutions' structures and processes.

Primacy to Indian Knowledge Systems (IKS)

The core of NEP 2020 is 'rootedness' - being firmly grounded in Indian ethos and values. This declaration is mindful of the knowledge from ancient Indian wisdom as well as the need to mirror the same while crafting a 21st-century learning framework. This 'rootedness' enables us to leverage the country's rich traditions and heritage while addressing the present challenges. Academic leaders strongly endorse a commitment to the same. IKS have an integrated approach to the academic leadership of higher education institutions which includes a fundamental grounding in social sciences and also assured primacy to sustainability and environmental protection. Ancient knowledge systems spoke of the influence of the five elements - earth, water, fire, air and space and the need to respect the same. As academic leaders, we commit ourselves to sensitise all stakeholders to accept the importance of the five elements. The promotion of love for languages with a focus on indigenous languages is a commitment that we make to fulfil the mandate of NEP 2020.

Primacy to Outcome-based Learning

NEP 2020 focuses on Output and Outcome rather than mere Inputs and Intent. We, as universities, have been focusing on capturing the outcomes of our different activities and responsibilities. The importance of outcomes was central to the Prime Minister's appeal when launching NEP 2020. We commit ourselves to assess our performance on the basis of outcomes. When learning is the key, learning outcomes and its role in transforming our learners as skilled practitioners and professionals are the keys. We express our commitment to move in this direction with equity and compassion. Our commitment to outcome-based learning also requires us to ensure a better connection between academia and industry/ society.

Redefining goals of assessment

As Prime Minister Modi appealed to us educationists to focus on equipping our learners with the skills of 'how to think' rather than 'what to think', our assessment parameters require redefinition. Are we assessing the quantum of learning or the application of learning? Does assessment happen through a mere formal set of examinations? Should the assessment be to benchmark learners or assist them in identifying their strengths and areas of improvement? These are key questions that we, as academic leaders, need to address and resolve. Why is it that 'high achievers' in examinations might not necessarily be the 'best performers' in life? Do we in our education institutions prepare a new generation for life and living, and does our assessment system permit that? It is our commitment to an assessment system that is transparent and assesses the learning and not the learner.

Accountability Norms and Good Governance

As academic leaders, our adherence to accountability norms and good governance practices is key to the success of NEP 2020. NEP promises a regulatory system which is 'light but tight'. As we implement NEP 2020, we commit ourselves to 'tightness' on non-negotiable norms and 'lightness' to ensure flexibility in implementing context-specific responsibilities. Good governance is more than just about adherence to rules and regulations. It is about 'access' to those for whom the higher education system caters to. Good governance is about the leadership's accountability to all stakeholders and the higher education institution discharging its larger social responsibilities. We commit ourselves to this goal. We commit ourselves to promoting socially sensitive and ethical practices on campus.

Leadership that is sensitive to change

As the leaders of higher education institutions, we commit ourselves to the true spirit of implementing NEP 2020. This is a resolve that flows not on account of any mandate but is a result of self-introspection. We give a commitment to work with passion, lead with compassion and achieve with conviction. Ancient Indian culture has shown the importance of the 'guru' and their 'Margdarshan'. We commit ourselves to work in that direction.

SOME SNIPPETS FROM THE SUMMIT







2023