REPORT OF SILVER JUBILEE CELEBRATION
&
25th National Conference of
Indian Colleges Forum
&
Higher Education Summit, 2019
on
"Transforming Higher Education to Meet Future Challenges"
15th – 16th November 2019
India Habitat Centre, New Delhi-11003

Organised by
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Silver Jubilee Celebration
25th National Conference of Indian Colleges Forum and Higher Education Summit, 2019
On
"Transforming Higher Education to Meet Future Challenges"
(15th – 16th November 2019)
at
India Habitat Centre, Tamarind Conference Hall, Lodhi Road, New Delhi-110003

Introduction

The need for the transformation of higher education to meet the future challenges of human resources development and R & D has been felt very strongly for almost a decade or so. A recently submitted Draft New Education Policy 2019 by Dr. K. Kasturirangan recommended for the overhaul of the system of higher education by introducing the concept of UG, PG, and Research program under the concept of socially relevant multidisciplinary and liberal education in the framework of Type-1, Type-2, universities/institutions, and the Type-3 -with degree-granting status. This future model of higher education has also to respond to challenges emerging from 4.0 Industrial Revolution of Artificial Intelligence (AI), *Internet-of-Things* (IoT) and Blockchain Technology, Cloud Computing, and Digitization. The 4.0 revolution will change the world of work, way of living, and communication.

India and similarly placed developing countries have to deal with dual demand for development so far left out areas and people and grappling with fast-growing technology of 4.0 industrial revolutions. This will require the system of higher education to educate students in new knowledge, skills, and the ability of analytical and critical thinking, decision making, and the ability to work in teams. It will require teachers and scholars to engage in innovations and development that are closely linked with the development of society. It will also require education leaders to become a transformational leader to transform the system.

It was, therefore, considered appropriate to deliberate and make recommendations on (a) issues of future and far-reaching implications of proposed policy changes and the impact of emerging technologies on institutions of higher education and their stakeholders; (b) impact on management and finances of government -central and state-managed institutions, private- aided and self-financing colleges and universities as also on the sponsoring bodies namely, trusts, foundations, and Industries.

Accordingly, the theme of the 25th Annual Conference of Indian Colleges Forum and Higher Education Summit was:

The Theme

"Transforming Higher Education to Meet Future Challenges"

Sub-themes:

Transforming higher education for :(a) Converting autonomous colleges as type 3 universities and affiliated colleges as autonomous colleges /degree-granting institutes;

1. *introducing a multidisciplinary liberal arts 3 and 4-year degree program linked with industry and society with flexible choices to students and evaluation based on the outcome of learning as proposed by Draft NEP,2019; and*
2. *Recruitment, retention, career, and professional development of teachers and educational leaders for higher education transformation.*
3. *Challenges of preparing students to manage, harness, and develop 4.0 technologies namely, AI, IoT, Blockchain, Cloud Computing, and Digitization that are transforming the world of work and life of people.*
4. *Challenges of mobilization of financial resources for the transformation of public and private institutions of higher education.*

Inaugural Session

The Conference was inaugurated by Shri J. Veeraraghvan, Former Secretary, Human Resource Development, Government of India. Dr. Prasant Bhalla, Chairman Education Council, ASSOCHAM, and Shri Nipun Goenka, Vice-Chairman, ASSOCHAM welcomed the Chief Guest Shri Veeraghan. Dr. Bhalla while welcoming the chief guest highlighted the importance of the conference in the light of the announcement of draft education policy by the Government of India. He emphasized on the need for making higher education relevant to future needs. He also said several structural and process changes are proposed in the policy, but there is a need to work out an action plan and adequate resources to implement the policy. He also said the government has to work out an implementation strategy to involves private education providers more cooperatively. Professor MM Pant, Chair LNMP Trust, also stressed a long term vision in particularly taking note of changes likely to be caused by emerging technologies under the fourth industrial revolution. Dr. G.D. Sharma, President SEED-ICF said that Draft New Education Policy is proposing to change structure, processes, a system of evaluation linking education society and industry. He said the draft policy needs a wider discussion and debate, in particular, for working out a strategy for its implementation. He said this 25th ICF Silver Jubilee conference is, therefore, focusing on draft national education policy with its broader and sub-themes. He also thanked ASSOCHAM in particular Dr. Prasant Bhalla for readily agreeing to support the holding of the conference in Delhi. He also thanked Professor MM Pant for spontaneous voluntary support of holding a conference in India Habitat Centre.

Shri J. Veeraraghvan while inaugurating the conference congratulated organizers and said: "policy is what policy does". It is an implementation that matters. He said, "you, who are present here, will implement the policy and will give the real shape to it". He highlighted seven challenges of implementation of the policy. These are (i) Challenge of consolidation, (ii) Challenge of Academic Reorientation, (iii) Challenge Research and Innovation, (iv) Motivated and Energized Faculty, (v) Regulatory Transformation, (vi) National/State Regulatory Authority, and (vii) Financial Resources. While highlighting salient issues under each of these aspects he said the draft

policy does not spell out the role of the private sector in education. Although it has a few good words to say about private philanthropy sector in education, it has no specific suggestions for incentivizing and encouraging the private sector in education" In his concluding remarks he said, The new education policy has several valuable suggestions and quite a few of radical reforms. It is essential to implement the same effect and with speed so that India can emerge from less developed country status to middle-income country status. Text of address of Shri Veeraraghavan is given proceedings of the conference.

Dr.K..E Radhakrishan, former Principal Surana College and Dr. BK Tyagi, Secretary ICF proposed a vote of thanks to all.

Group Photo Inaugural Session : From left to right- Professor NV Varghese, Dr. G.D. Sharma, Dr. Bikas C. Sanyal, Shri Nipun Goenka,Shri Prasant Bhalla, Shri J. Veera Raghvan, Col. A Garg, Kunwar Shekhar, Professor M. Anandkrishnan , Dr. B.K Tyagi and Dr. Ganesh

Inaugural Address

Address by Shri J. Veerarahavanm Former Secretary, MHRD, GOI : Text

 I wish to thank Prof. G.D. Sharma, Indian College Forum, SEED, and all assembled scholars, for this opportunity to reflect on India's New Education Policy and our Educational Future. But one may wonder if it is not too late to reflect on the policy, as the same is more or less already finalized and about to be officially announced. But the policy is never written in stone and it is never too late. Also, the policy is what policy does. It is the implementation that matters. You who are present here will implement the policy and will give the real shape to it.

What is the Education Policy? From the Government's point of view it sets a new direction; partly to correct present deficiencies and more importantly to meet the needs of the future. The proposed policy has identified these deficiencies and challenges and defines priorities and measures for the future unlike past statements of education policy it has also made specific recommendations on the financial resources needed for implementation.

I will, in this brief inaugural, refer to some of the challenges which I consider most important and highlight the same for your consideration.

1.Challenge of Consolidation

The first and perhaps the most difficult challenge is that of consolidation and reorganization.

There are presently 50,000 Higher Education Institutions (which will undoubtedly increase by normal growth).

Many of these have enrolments of less than 100 and often have only a single discipline and there are, according to Kasturirangan Report, quite a few are commercial and hardly any education takes place at all in such institutions. The policy proposes to consolidate and reorganize the existing institutions and the new ones into much fewer numbers of large multi-disciplinary institutions with at least 3000 students. Some of these would be major universities with very large numbers.

These re-organized institutions will cater to the existing and growing enrolment which is expected to become 50% of the relevant age group from the present 25% in 2017-18.

Although many of the existing small institutions could be included as part of the clusters of the new institutions, reorganization on this scale will pose a great challenge and besides requires a large scale investment in physical infrastructure, residential hostels, and all other related facilities. Appropriately the policy suggests a long term framework for this reform.

2. Challenge of Academic Reorientation

Comprehensive and holistic liberal arts approach to four year undergraduate programmes with options for those who wish to exit after two or three years, is envisaged.

Since the courses would be offered in multi-disciplinary universities or colleges, there would be wide choice including science and technology courses, with semester systems, internal assessment and integration of vocational courses. Desirable as these goals are,

reorientation of the existing faculty (and the new ones) to adapt 5to the new pedagogical approach (including adoption of new technologies) will require herculean and patient effort, if the spirit and aims of the new pedagogy is to be achieved.

3. The Challenge of Research and Innovation

There has been much talk over the years of encouraging Research and Creation of new knowledge within the university system. The proposed policy stresses this approach to a much higher degree encouraging the questioning and research approach from school level onwards, including research competences at each level of education, and providing labs and facilities for original research of a high order, in select universities.

To facilitate the growth of both basic and applied research National Research Foundation has been proposed to seed and promote research and establish linkages and synergies.

Since applied research is often more attractive and remunerative, to get committed scientists for basic research will be even more difficult and will need special attention. International collaboration is vital for successful basic and applied research.

4. Motivated and Energized Faculty

The policy devotes much attention to recruitment, training, working conditions, teaching load, career management and motivation of teachers. It recognizes the importance of merit and performance based promot6ions, use of objective criteria in selection processes, identification and grooming of teachers for leadership positions. It also makes a terse observation that non-performing teachers will be held to account although how this will be done is not very clear.

Career management is important for attracting and retaining talent in the universities and colleges. Since comparable talent in industry and commerce get highly paid, and the beneficiaries from such sectors define the expensive lifestyle of future younger generation, academic professions need to be adequately compensated.

There is need for a two or three track models in career management: (i) a time-bound promotion for all; (ii) a fast track for the meritorious and (iii) special identification of the outstanding, rewarding them with opportunities for further growth.

In this connection, the policy warns against nepotism and bribery. Since every meritorious selection could lead to suspicion of nepotism, a robust system of selection that is fair and seen to be fair will be a major requirement of successful career management. The introduction of time bound promotions will facilitate the general acceptance of speedier advancement of the meritorious.

5. Regulatory Transformation

Major recommendations have been made in the new policy. The first is to have a single regulatory agency for all of Higher Education including medical, legal and agricultural education. The New Policy wants the professional bodies such as the Medical Council of India to set standards for entry into profession and professional practices. While the academic regulator will focus upon education through which those standards can be attained.

Time alone can tell if regulation of professional education by a single academic body will be better than the present regulation by professional body. The second reform is to make regulation "light but tight" which means regulator will focus on a few major parameter rather than go into details which should be left to the institutions (universities/colleges). This is an important reform to make regulation more effective and meaningful.

The third reform is to have a large number of accrediting agencies under an Accreditation Authority; Accreditation will be the main method of ensuring quality, but it must be ensured that accrediting themes are knowledgeable and not ad hoc visiting squads. Accreditation must also focus on major parameters and not act as auditors verifying various details.

6. National/State Education Authority

To assist the Ministry of Education, there will be a National Education Advisory Board (RSA) with thirty members, two thirds of whom will be eminent educationists. The Minister of Education will chair the same.

This will replace the present Central Advisory Board of Education.

While the CABE has no permanent Secretariat, the new R.S.A will have a permanent secretariat. RSA is a mechanism of the think tank which can give new ideas and monitor implementation of programmes and policies; similar bodies have been suggested at state levels.

To be effective and successful, these bodies should be genuinely autonomous and should not become "endorsing bodies" of the Ministries / Departments of Education.

Since the Ministry of Education will chair the RSA, and its members have also been nominated by the Minister, special efforts will be needed to establish a tradition of independent reflection.

7. Financial Resources

There is no separate estimate of resources to be provided for higher education and the policy recommends that the over all annual outlay on education from central and state budgets should be increased from the present 10% to around 20% over the period of 10 years. Since this is only an adhoc figure one cannot say whether it would be adequate or it would meet the norms of 6% of the GDP. It must be ensured that a fair share of this outlay is made available for higher education and the percentages mentioned above would not only apply to the Revenue Budget and also apply to the Capital and Loans budget. Without good quality higher education there cannot be further growth of the economy or competitiveness. Cutting funds needed for research and higher education would be self-defeating.

The policy does not spell out the role of the private sector in education. Although it has a few good words to say about private philanthropy sector in education, it has no specific suggestion for incentivizing and encouraging the private sector investment in education.

To Conclude

The New Education Policy has a number of valuable suggestions and quite a few radical reforms. It is essential to implement the same effectively and with speed so that India is able to emerge from less developed country status to middle income country status. While it is true that education is not for economic development and the goal of education goes beyond economic goals, nevertheless there is a strong connection between the two. Both educational and economic growths are necessary to provide requisite prosperity to large numbers of our citizens. I am sure your deliberations on education policy would effectively contribute towards this goal.

Technical Session- I: "Transforming Higher Education to Meet Future Challenges"

Key Speaker: Professor NV Varghese

Prof. N.V.Varghese brought out the following 4 issues for discussion :

5. How we can reduce inequalities in higher education?
6. How can we make Higher Education affordable quality education?
7. Quality and relevance of higher education
8. Changing modalities for funding for future Higher Education

He rightly said that in the 21st century with positive economic growth, India is experiencing the highest growth of higher education in terms of size by contributing 21% of higher education share globally. Today, we have 220 million students in higher education which is a dramatic achievement since India had only 8.3 million students in 1990, 1.6 million is added every year. However, inequalities in education are increasing and rich and poor are equally benefited from the massification. However, there felt the need to analyze who are the real benefits of the massification of higher education in the country.

He further said that the regional inequality in India is wider now though there is a tendency to narrow down GPI. Regarding, social inequalities, he said, there is parity change due to the growth system. Single OBC is benefiting from the expansion of higher education others are in a fixed quota system for the future. There are also economic inequalities in higher education as well inequalities also exist among the students within the same classes. There is also language issue as English is the language of elite institutions. The transition from school to college or higher education institution, there is no language in which you can transmit the curriculum. Those who come to the job are the English speakers. Transform the system for bringing equality in terms of learning outcome and employability.

Further, he said that if India wants the higher education system to be globally competitive, then the curriculum has to be revised. He also felt that for curriculum development, the system needs to take the concern of Indian Diaspora and to tap with them for research collaboration. Moreover, the higher education system needs to do something for both who go abroad and who don't go abroad. He rightly mentions that global ranking is not the solution to improve the overall quality of education as ranking follows different ranking methods. Accreditation is the only solution for

improving the quality of higher education; therefore, we have to make our accreditation improve by focussing more on quality assurance mechanisms.

On the relevance of Education, he rightly mentions that universities should train people to the job market but train for which job and who will train the students is a big concern. Since the job-specific function is the training function not the function of the university. Thus, the corporate sector must give training of employability skills to the youths. UG students should be trained in such a way that after completing their education, they should be able to express in one own language. One has to look into the relevance of education and needs to be ready in terms of picking up skills for employability.

Referring to the financial crunch of the education sector, he mentions that higher education financing arrangement needs to take place. A fee reimbursement scheme is another way of saving the private sector. Many people consider that the private sector is the solution but it has to further look into it. Today, 78% of higher education institutions are aided or unaided. We need to have a financing policy, public funding targeting students who are coming from a poor family. The argument is that where do we put our public money? Are we putting to the poor students?

While giving the chairman's remarks Dr.Bikas C. Sanyal observed that the spread of higher education in developed countries is very high. In OECD countries an attempt is being made to universalize higher education. India needs to strive to catch with the developments in the world while addressing issues of Equity, Relevance, and Quality.

Dr. Vinysheel Gautam, Co-Chair while praising the organizers said that in India we need to develop a culture of promoting positive thinking through higher education against the present culture of fault finding and negating the positive initiatives.

Dr. Sangeeta Angom acted as a rapporteur of the session and prepared above the technical report.

Session Group Photo:From Left to Right – Dr.Sangeeta Angom, Professor NV Varghese, Dr. Bikas C.Sanyal, and Professor Vinayshil Gautam.

Technical Session - II "Converting Autonomous colleges as Type-3 universities and affiliated colleges as autonomous colleges/Degree-Granting Institutes"

Key Speaker : Prof. M. Anandkrishnan

Professor Anandkrishnan mentioned about the structural weaknesses of the Indian Higher Education system and also reflected on the daring suggestion made by NEP on practicality and difficulty of the affiliation system. He also reflected on the academic and examination burden of the affiliating universities due to huge enrolment in the affiliated colleges. Moreover, better colleges feel stifled by the university bureaucracy – delays, control, and inadequate support – the better universities are affected by the limited thinking of college leadership. He also mentions the recommendations of the National Knowledge Commission reports on the restructuring of the affiliation system either by providing autonomy to colleges or by remodeling them as community colleges. Further, he also noted NPE 1986's proposal for discarding affiliation system and replacing with autonomous colleges.

On the drawbacks of affiliation system, he mentions DNEP 2019's proposal for drastic changes like the college system such as following a central syllabus, curriculum, pedagogy, and textbook. He also noted that the affiliation system has made the colleges as tutorial institutes and teachers as tutors. Furthermore, on DNEP-2019's proposal on the transition of higher education institutions-affiliating universities to a Type 1 or 2 institution; all affiliated colleges to develop into an autonomous degree-granting college (Type 3) by 2032, or merge completely with their affiliating university or develop into a university themselves (Type 1 or 2), he is of the concern that there will be a jump in the degree-awarding institutions as converting affiliating colleges to autonomous colleges will increase DAIs to over 15000. He raised the legitimate concerns of organizing the existing institutions of more than 40000 into 15000 institutions will be difficult administratively and financially. Another concern is regarding the governance system, in which the appointment of the members of owns boards of governors of HEIs are to be made based on the merit. However, merit is not defined properly and nobody knows who will decide it. Moreover, there will be no space for representatives of students and teaching faculty on these boards. And there will be no single structure that could be applied to colleges in the entire nation. Each educational institution and each board will have its own set of rules.

On the magnitude of the problem relating to the abolition of the affiliation system, taking the case of Tamil Nadu after the abolition of the affiliation system, he rightly said that there will be a total of 2371 degree-granting colleges. Some of these colleges will be relatively small in size. Moreover, there will be a wide range of subjects in which colleges will offer degree and many will find difficulties moving beyond the narrow specialties.

Finally, he expresses that it is a bold and commendable initiative to get rid of the affiliation system in one stroke, provided this could be achieved effectively. However, there are several imponderables as pointed out.

1. The DNEP-2019 envisages a period of until 2032 to achieve this. Anything may happen during this period to hamper the conversion efforts.

   1. It is the responsibility of the proposed National Board of Accreditation to license the electoral college to the degree-granting status. Considering that the number of colleges

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will be more than 15000, the feasibility and reliability of the process raise serious doubts.

1. A substantial number of affiliated colleges will have bare bone facilities in terms of faculty and infrastructures. Many will be single-discipline colleges. For them to become a multidisciplinary institution with an adequate number of faculty will be a far cry.

1. The variation in quality even in a single discipline among colleges will be unavoidable.

As per National Policy, thousands of type 3 colleges may certainly run ODL which may create a chaotic situation, hence it will be advisable to confine ODL to open universities treated as type 2-universities. The delegate speaker Dr. Neeru Snehi spoke on the topic, "Changing Trajectory of Autonomous Colleges: Opportunities and Challenges". She rightly mentions that lack of academic and administrative autonomy of colleges is the drawbacks of the affiliating system. On basic issues of autonomous colleges, she mentions that such colleges have only autonomy for framing the syllabus, system of teaching, conduction of examinations, and evaluation. She also reflected on the core features of decentralized management culture as a delegation of responsibility with accountability, willing and honest participation of stakeholders and management, creative and innovative ambiance, sufficient financial resources, capacity to mobilize resources. However, the spirit of autonomy was found to be missing in such colleges.

She rightly mentions that despite various initiatives and recommendations relating to the establishment of autonomous colleges in the country, their number has remained small, belonging to very few universities in few states. On the leverages of autonomy, she mentions the following: i). good use of the academic freedom in an innovative manner to achieve better standards in teaching, research, consultancy and extension, ii) successfully implementation of learner-oriented approaches in teaching and learning; the autonomous status has contributed to raising the level of efficiency in operations along with capability; teacher empowerment; creating a new educational environment for all the stakeholders; role model for other institutions; it gives benefits to the Students of Rural Areas; introduction of a wide range of programs from certificate to post-doctoral research programs. Moreover, the introduction of self-financing courses—leading to generating of finances, utilization of the teaching, manpower to its fullest extent and increasing the academic inputs, and better placements and could design and adhere to a well-planned admission, academic and examination schedule

She mentions the roadblocks faced in managing and implementing autonomy are relating to: granting autonomy to Government colleges; the dichotomy between UGC guidelines and University Provisions, multiple regulatory bodies;

slow attitude change of bureaucracy in University, absence of Conflict Resolution Mechanism, non-clarity about the concept of Autonomy, absence of representation of Autonomous Colleges in the University bodies; difficulty in establishing brand image; more work and responsibility; parent university's traditional attitude, fear of competition and loss of good colleges and state aid and transfer policy for Autonomous Colleges, low motivation by State & University, difficult in orienting the staff and students to the concept of autonomy, setting up of various statutory and non-statutory bodies, getting approval for new courses and combinations, gearing up the administration to take up the additional responsibilities under autonomous set up, faculty crunch, investing in staff training and development, setting up the necessary infrastructure and technology to enable ICT usage, designing new methods of teaching and training the staff, designing appropriate continuous examination system and setting up a comprehensive review and

evaluation system for the courses, financial constraint and delays in getting grants and large scale opening of self financing educational programmes with higher user fee.

Reflecting on Draft NEP 2019 recommendations on colleges that all colleges shall eventually become autonomous colleges of multidisciplinary institutions of higher learning primarily focused on undergraduate teaching. A college should therefore either be an autonomous degree-granting institution or a constituent college of a university - in the latter case, it would be fully a part of the university.

At the end she pointed out some of the challenges of converting autonomous colleges into type 3 degree-granting universities may be related to the enactment of Acts, Statutes, and ordinances; issues may arise due to different management status; issues regarding introduction of PG and Research Programmes; conversion to multidisciplinary university requires setting up of various

equipped departments; issues of financial investments and infrastructure; faculty recruitment and development and sustenance of quality.

Dr. Kavita Sharma former Vice-Chancellor, South Asian University in her chairperson's remarks said there is a need to work out a plan for autonomy to college and giving degree-awarding status. Delhi University has not yet given autonomy to any of its affiliated colleges. Therefore there is a need to do careful planning before attempting to give autonomy and degree-granting status to colleges.

The Co-Chair, Shri Baldev Mahajan, in his remarks said that after converting affiliating colleges into vibrant multidisciplinary large HEIs, the affiliating system will go, but where do such college go is a big answer. It is a kind of impossible proposition he notes and also expressed his concern about how to change the affiliating system into a multidisciplinary institution.

Dr. Sangeeta Angom was a reporter of the session and prepared the above report.

Session Group Photo:From Left to Right – Dr. Sunita Angom, Dr. Kavita Sharma, Professor M. Anandkrishanan, Dr. Aarti Srivastav, and Shri Baldev Mahajan.

Technical Session - III : "Introducing Multi-disciplinary Liberal Arts 3 and 4 Year Degree Programme linked with Industry and Society"

Key Speaker: Prof. Bhushan Patwardhan, Vice-Chairman, University Grants Commission

Professor Bhushan Patwardhan to begin with explained the term multidisciplinary. He said he comes from a state university that has a large number of affiliating colleges. Therefore, he had closely seen the affiliating system and was also responsible for introducing interdisciplinary themes within the university. One such school is the school of health sciences which he had chaired for a long time. He said a most frequent question that was asked from him in the meeting Senate of the University was that 'when so many colleges offering medicine then why should Pune university invest in establishing the interdisciplinary school of health sciences?'And he addressed the question by focusing on the reason that because health is not discussed in medical sciences schools in our country. We are considering health and medicine as synonyms. Which is not? Hence, it is important to introduce the school of Health Sciences.

According to him, there are differences between the three terms namely, multidisciplinary, inter-disciplinarily, and transdisciplinarity. In UGC we are using the term-transdisciplinarity. Essentially multidisciplinary is coming just to bring different disciplines together. It is that there should be some interaction between the disciplines, but from this, the question that arises is that 'Is it enough?' and he said here comes transdisciplinary, which means that there should be mutual respect.

Addressing the condition of India- he said - what is happening is that in disciplines we continue to do that kind of discrimination for academics by putting STEM at some higher position and humanities at some lower position. He said STEM is an original idea that came from the US because of certain fears that why Indians are coming to the US and becoming so much success because of the strong foundation of mathematics and physics and subjects of sciences.

So they decided to teach these three subjects to bridge that gap in the US. He said but we already had that strong position here per se STEM is fine, but we need to make it to STEAM by adding A and make it more powerful. And that A comes from ARTS.

There are very new opportunities for colleges for strengthening their presence in arts and humanities. In UGC, I have started questioning myself when I first went to college. I observed that there is pressure on the college to do research publications. so what happened is this compulsion of research publication in academia it created a huge problem and desperation of doing research and desperation to do publication. And we noticed how rapidly it increased publication in higher education. So what we did is that we are fixing the mess by having UGC approved list of journals.

UGC came out with a new scheme called a scheme of transdisciplinary research in India's developing economy called -STRIDE. In which they give a grant of 1 crore for research capacity building in colleges. This money is used for research capacity building. And also by only providing the objectives for the research and by not giving any format, thereby giving the researcher a scope for the development of one's research format. Here, we don't dictate anything, and the researcher comes out with his scheme and can divide money after justifying the scheme.

The second component of that is the kind of enhancement of what you called minor and major research. We were first given a very small amount of money and were expecting a big researcher to come and do research. Due to small funds given for the research a copy-paste culture arrived and by and large the quality of research remained very poor. So, what we have done is- now the project grants have been raised to around 50 crores. But we are looking forward to things in a trans-disciplinary manner. The outcome of the research should be something useful for people in any discipline. We believe every discipline has to contribute something to people.

The third component which is exclusive and came for the first time is the focus on research opportunities for humanities that were absent for a long time. And also increased grants for humanities from 1 to 3 crores to enable the researcher to do high impact research with a network of institutions and not focusing on one person. He said we are receiving phenomenal responses to STRIDE of which first calls are closed and other calls will get open in April. We will give preference to those emerging colleges which are very seriously interested in strengthening research.

Professor Bhusan Patwardhan said the second term which is proposed to be discussed in this session is liberal arts. The focus was given on liberal education, it implies to make students centric and student-friendly system. There are times when there are discussions about it, but we are unable to practice it. We are not giving students the chance or opportunity to think on their own, to choose from their own, and to do something on their own. We are just giving them prospectus, we are just giving them syllabus, we are giving them question banks, and we stop them to reflect. So in the whole process, we don't give them liberty. We are just saying that this is the course, you have to complete it in these numbers of years. This we do irrespective of knowing the fact that there are many bright students, who have the potential of completing it before time. So multidisciplinarity gives liberty to choose what is right. Also, it will lead to a student-centric system. At UGC, he said, we have started doing is without even waiting for those good elements, where there is consensus, without waiting till NEP is finally approved. He said there should be an initiative to make the system student-centric. For this, we, in UGC, have taken various steps. These are called quality mandates, for which we have asked for feedback.

HE said quality mandate also includes CBCS-choice based credit system. The question which arises from it- is it a choice or compulsory? How to give it choice-based education? How to enable students to learn and earn credits at their own pace? University can decide by forgetting this degree how many credits are necessary and how many of those credits are necessary e.g. B.A in English how many for English credits are necessary and rest you give it to the students.

He said why students have to wait for such time, after getting admission in college. So there is a scheme called national academic credit bank (NAC Bank) for this. Student can open their account in any bank and it is credited by putting credits at their own pace anywhere from the world and as soon as the student is eligible to pick up a degree as per the rules of that university. He said, UGC today is interested to look at that how they can deal with it? How UGC can empower more colleges and universities by creating a faith-based system. So we are trying to renew their system and presentations also based on various bodies. UGC is trying to reduce visits of their inspectors and also focusing on voluntary disclosure. He said there is another scheme we are coming out with it. It is called Semester Outreach Programme to remove the mindset of people that learning can only happen in the academic institute.

He said making 75% attendance compulsory, is the failure of the system. Because no tuition classes are making attendance compulsory, they are paying much higher fees and there is no attendance compulsion. Why we have to make attendance compulsory? He said when students can start liberally earning credits this change will happen automatically.

He said students are much sharper these days. They don't want teachers to burden them with information. They also want to contribute. Therefore, teachers mustn't monopolize teaching-learning. He said we must convert the teacher-centric system to a student-centric system by using a multidisciplinary approach and liberal education.

He said students are keeping pace with changing needs because they know that the future is much nearer than we may think. This is because the technology revolution is taking place. He said the great entrepreneur Khosla has predicted that several jobs will be reduced because of robotics for doctors and teachers. This technology can be used for enhancing a teacher's capability. He said robots cannot replace teachers but they can certainly help us to perform better and that future is very near.

He said, there has to be a blended model so you cannot have colleges where exclusively online 100% will happen and on the other hand, there are colleges that don't even have that component. According to him, information giving will go away from the teacher's hand. The teacher's role will be soon to make sense of the information by keeping her own experience for making learning enjoyable.

He said, education cannot remain in isolation and we cannot say that technology would not disrupt the education sector. It will automatically come with changing time, therefore it's important for us to also adapt to changing needs.

Dr. M. Usman – Delegate Speaker - Principal, M.I.C Arts &Science College,Kerala.673 642

Dr.M.Usman started by saying that Institutional restructuring and consolidation in higher education have been emphatically and elaborately discussed by speakers at the conference. It is a somewhat improbable proposition. Problems to these restructuring are as follows:

The first one is a large higher education system that our country has. We may require more institutions for achieving the objective of a GER of at least 50%.It could be 35% if we are interested in the multiplication of institutions. We have reservations about how 15000 more institutions can help to achieve 50% GER.

Second is that we have a highly diversified system of higher education. So, the concern is how we have to address this issue in restructuring the HEIS.

The third is that we have a diversity of the stakeholders' interests.

We need to come up with the conclusion of resolving these issues.

Reflecting upon the reality of the system:

The Affiliating system in our country has wider acceptance because the students save their time.

The concept of degree-granting colleges is not popular in the country and it may cause resistance to transition from the present system. If we create a structure of 15,000 colleges in the country it will lead to the creation of oligopoly in hgher education.

There are multiple numbers of regularity bodies created to address the need of the hour. These bodies were created to address special needs and it is not easy to establish a new body replacing all these.

Higher education is a concurrent subject with state-level plans and plans of state universities. The transition is to be a part of state-level plans. It is problematic to merge colleges with universities.

Challenges for obtaining global competitiveness - the efforts of institutions to achieve global competitiveness are influenced by institutional structures. They should ensure that the new structure is a positive force to change in technology at global standards and changes in the system of governance of higher education institutions.

Professional Vocational Education

The integration of professional education with Higher education will be difficult both structurally and academically. We already have a distinct and well developed professional institutions and structure for them.

There is a need for more public investment in higher education and the system should ensure equitable opportunity for public institutions to grow and develop. The system should be transparent to pre-announced criteria for different categories of higher education institutions. Encouragement should be given for Private HE and PPP.

Moreover, as discussed earlier, there is a need for catering to the needs of educationally backward regions. Proposals are there, but the new institutional architecture should have special provisions for catering to the needs of educationally backward regions.

To conclude, innovation and reformation in architecture require resources in a time-bound manner.

The session was Chaired by Professor Kamlesh Joshipura, former VC Saurashtra University, Rajkot Professor Joshipura, while making the chairman's remark observed that oldest universities namely, Nalanda, Taxshshila and VikramShila were having liberal arts and multidisciplinary approaches in education processes. He said universities in developed countries namely, the USA and European countries have multidisciplinary programs of studies. The draft policy, therefore, rightly focuses on this aspect.

Professor Kumar Suresh Co-Chair of the session while making his remarks said that approach of multidisciplinary courses, Academic credit banking suggested by Professor Patwardhan is need of the time. However, while conceptualizing the Multidisciplinary programs of studies ground-level problems of governance, resource availability; processes and evaluation of students need to be addressed carefully.

Dr. Anupan Pachori was the rapporteur of the Session

Session Group Photo: From Left to Right: Dr. Anupam Pachori, Professor Kumar Shuresh, Professor Kamlesh Bhai Joshipura, Dr.M. Usman, Professor Bhushan Patwardhan

Technical Session – IV: "Recruitment, Retention, Career and Professional Development of Teachers for Higher Education Transformation"

Key Speaker-1: Professor Sudhanshu Bhusan

Prof. Sudhanshu focused his deliberation on three major aspects. The first point raised relates to the NPE 2019- What is the diagnosis concerning the teacher recruitment, promotion, and professional development? What is the ideal support system? And what strategy it suggests? He reported that NPE2019 states that there is an inadequate mechanism for appointment of merit-based recruitment and management of career progression of institution faculty and leaders. There is a low level of motivation, lack of basic facilities and infrastructure, and many other areas of concern. The strategies suggested by NPE2019 are autonomous institutions, clearly defined transparent process, merit-based promotion, and differentiated salary structure for incentivization. Therefore, it is visible that more differentiation will result in teachers who are even in the same rank based on different parameters. Similar concerns emerge in case of merit-based promotions within the rank too. Support systems for faculty too would be developed. How far this approach will be right and feasible to be adopted is a critical concern.

The second aspect relates to the field realities. What are the field realities that exist concerning teacher recruitment, the shortage of teachers, temporary teacher phenomenon as compared to what is discussed in NPE 2019? The current situation in universities and colleges reflect that teacher cadre is already highly differentiated. The presence of guest/contract teachers is already much higher than the UGC guidelines of 10 percent, long delays in the appointment of guest faculty, higher workload also. Thus variation in the existing scenario and as envisioned by NPE-2019 is a critical concern.

Thirdly, based on the perspective of students what kind of teacher is needed? Based on the student satisfaction surveys conducted by him, Prof. Bhushan pointed out that nearly 50 percent of the students in higher education institutions are first-generation learners and secondly based on NSSO data nearly 50 percent of students in the sector are from low-income families. He emphasized that these students have very little say in the system, many are slow learners and even many are not aware due to various language, socio-economic barriers. The students, he pointed out, require teachers who can become their support system not only in class but for their needs outside the class too. Therefore, recruiting and developing teachers who are responsible for the needs of students and society is a serious challenge.

Key Speaker -2: Professor Saumen Chattopadhyay

Professor Chattopadhyay observed that teachers being the center of all the academic activities are influenced by the changes taking place in the publicly funded and privately funded and managed higher education institutions. The system in private institutions is based on cost recovery, corporatization, and a new management system. On the other hand, finance or funding is the major source of concern in public institutions as it gets triggered due to scarcity of funds, the need for technology, funds need to be generated, etc. This situation in the public institutions has initiated a move from trustworthy and accountable teachers to the teachers who are managed and monitored, required to generate resources for funding and research. Thus the important concern is the questioning of the trustworthiness of teachers in public institutions. Secondly, he noted that academics enjoy a lot of privileges in terms of flexible hours, enjoyment of learning, creativity, and enthusiasm to pass knowledge to younger generations. However, he noted that this bottom-up approach doesn't get reflected in NPE 2019, while the top-down approach is implied through the graded autonomy regulation. The categorization of institutions based on the NAAC, and ranking/NIRF has an impact on faculty autonomy and creates conflict with institutional autonomy. Further, in the case of financial autonomy/ generation of resources, academic freedom gets compromised and financial autonomy. Thirdly, the emerging performance/ output based (API system) quality of output is a serious concern as there is inadequate time and motivation on part of teachers is left after completion of teaching load and accumulation of API scores. He emphasized the major concerns arising due to the graded autonomy regulation and as implied through NPE. Incentivisation tor faculty is inadequate. Developing and nurturing quality human capital requires high-quality motivated faculty. Who to approach for negotiating incentivization in the present situation is a big question. The second major concern is contractual appointments. Efficiency, productivity, and competition form the basis of policymaking yet they cannot ensure the quality. Cost-cutting through the contract and guest teachers may be efficient but the quality may not be delivered as it directly influences the motivation of teachers. Tenure and career progression is another grave concern. Earlier, the faculty gets the tenured position after the probation of one or two years as per the rules/regulations of an institution. The benefits or the drawbacks of the proposal to enhance the period of probation to five years need to be discussed, yet accountability of the teacher is being questioned. The monitoring of the accountability of faculty by university leaders as recommended by NPE 2019 implies the shift of space towards administrators and not academic authorities. This may result in compromising academic freedom. The teachers need space and freedom to deliver, to fulfill their responsibilities towards society. The chairperson also reflected on the public and private higher education in the USA, UK, and Canada and suggested that takeaways from their functioning can be adapted to get the expected output from the institutions.

Dr. Aarti Srivastave – Delegate Speaker: looked into the recruitment, retention, and development of faculty through the perspective of transformational leadership. The need to develop a self-regulating system with clearly defined output was stressed. Furthering the line of thought, Prof. Bhattacharya from Shillong observed that the professional development of teachers is very important. She noted that teachers in rural areas get very little exposure or few opportunities for professional development. She emphasized the need to develop a strategy for incentivization, professional development, and healthy competition among faculty members of colleges. Prof. Upadhyay from Nagaland reported a disconnect among the faculty of colleges from the state and faculty at the national level. He reiterated that the mandates of the 1968 and 1992 policies have not been achieved. Besides, the NPE 2019 recommends for the introduction of the semester system in school grades 9-12, he raised questions regarding its implementation and implications when we are not able to fully institutionalized the semester system in higher education. He also suggested reviewing the parameters of the affiliating system.

Prof. Jitendra Das Director Fore School of Management, New Delhi chaired the session and In his remarks, mentioned that recruitment of quality Professors is essential for quality higher education. Citing the procedure of recruitment of Professors for the teaching of management, there is no advertisement and those who wish to work in their institution send their bios through their website. Further, appointed faculty are required to continuously update themselves by undertaking research and other activities. There are defined KRAs and performance is linked to the output. It was observed that in some countries such as the USA and UK students are required to give their options for being assessed based on their chosen field - research or teaching. Consequently, their profiles developed are in sync with the requirements of recruiters. This reflects that a strong feedback system, regular revision of curriculum, and learning outside the classroom is very important for the students. He was of the view that all academics need space and freedom and therefore the environment of the institution plays a significant role. He summed up his views by emphasizing that for selection, recruitment, and development of motivated faculty, institutions should provide academic freedom, space to work, and produce output.

Dr. KK Upadhya, Co-chair said the problem often occurs in colleges when freedom is given. Therefore, the challenge is to balance freedom and accountability.

The rapporteur of the session was Dr. Neeru Snehi she prepared the technical report

Session Group Photo:From Left to Right- Dr. Neeru Snehi, Professor Chattopadhyay, Professor Sudhanshu Bhusan, Dr.KK Upadhyay, Dr. Jitender Das, Dr. Arti Srivastav and delegates

Technical Session - V: "Challenges of Preparing Institutions of Higher Education to Manage, Harness and Develop 4.0 Technologies"

Key Speaker-1: Professor MM Pant

Professor Pant began his argument in preparing higher educational institutions to develop 4.0 technologies by citing the "Learning 321" model which he developed to aid real learning which is relevant for the 3rd decade of the 21st century. According to him learning needs change and alter with time so there is a brain-computer interface within individuals that needs to be supported. Schools, colleges, and universities constituted in the past few years according to him would be redundant in 2035 and replaced by institutions of learning that would be virtual or open. For example, the IITs created in the 1960s were built on unconventional ideas of a purely technical institution space. At that time, IIT-Kanpur had a computer which set the institution apart from the rest, some engineers new computers and programming versus those who had never seen a computer system. This was the vision of the technical revolution, to create an army of individuals who would be different in respect of skill sets and knowledge from the rest. An essential vision for 2035 should, therefore, be delivery of language-neutral content to all individuals at the press of a button 24x7. To support augmentation of a technically developed economy the prime minister Shri Narender Modi has envisioned a trajectory delineation as part of "Technology Vision 2035" to deliver a quality full life for the economy and to boost the comprehensive national power. Today, even though the framework of activities in the industrial era is same but there have been new technologies such as Artificial Intelligence, Machine Learning, Internet of Things, Blockchain, 3D printing, Cloud Computing/ edge computing, 5G, Quantum Computing which requires new competencies such as Complex Problem Solving, Critical Thinking, Creativity, People Management, Co-ordination with others, Emotional Intelligence, Effective Decision Making and good judgment, Service Orientation, Negotiation, Cognitive Flexibility. However, this doesn't mean that the role of an educator would be eliminated, instead, AI-enabled technology would aid self-directed learning and seek teachers who would enable self-directed learning. It would thus strengthen the learning power i.e. aid learners to do things that they would not be able to do based on just learning but based on training gained via educators. Therefore, educators and learners both need to integrate and share their vision to transform the industry with AI analytics. The role of computers which involved transforming data and programs to deliver output has been revamped by AI to deliver the program or functional form when one would enter data and output to it. The picture is cited below:
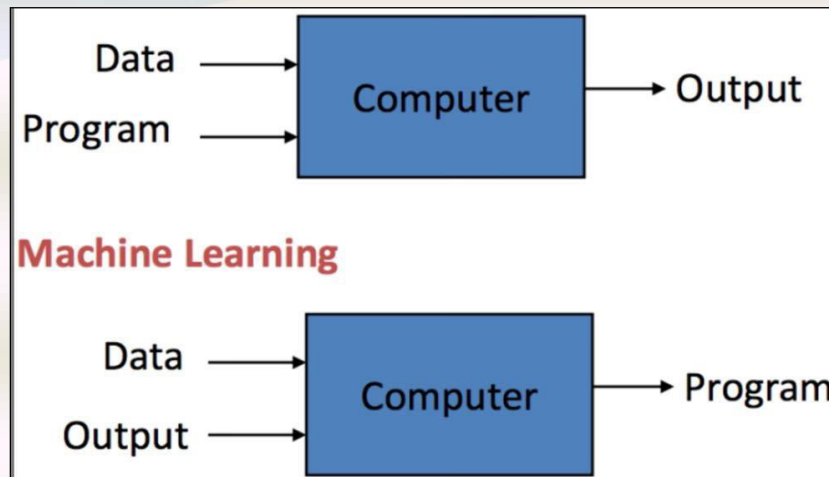
Thus, one should narrow down the focus on strengthening and recognizing the elements of an AI-enabled ecosystem which may range from, learning objects, recommendation engines, automated machine translation, flipped learning, braided learning, blockchain for credentials, augments, and virtual reality and lifelong learning as a continuum. To aid this development an AI learning facilitator should focus on content creation as well as curation, structuring as reusable learning objects, delivering linked learning objects in a flipped model, and lastly facilitating tagging to train an AI-driven educational software.

Key Speaker-2: Professor Nupur Prakash

Professor Prakash discussed nuances on the Challenges and Opportunities for training students in AI, IoT, BlockChain technologies. She cited a study by Ernst & Young and NASSCOM which predicted that by 2025, around 46% of the workforce will be engaged in entirely new jobs that do not exist today and they will be deployed in jobs with new unknown skills. Therefore, industry 4.0 is driving many countries to invest in Science, Technology, Engineering and Maths (STEM) talent pool and build the future workforce in emerging technologies, through training and research in AI, IoT, Blockchain, Cloud Computing, etc. Countries around the world have adopted measures to incorporate technical training into its curriculum, for example, the U.K. government has announced Turing fellowship to support 1,000 Ph.D. scholars by 2025 in AI and IoT research, China has launched a university program to train min. 500 teachers and 5,000 students on AI technologies every year. Alongside these developments many countries now have dedicated public offices, Ministry of AI (UAE), AI Research Centres under METI (Japan) and AI Council (U.K.), The **Korean** Ministry of Science, ICT and Future Planning (MSIP) has launched an **Artificial Intelligence**, Information, Industry Development **Strategy** in 2016. Many National governments have also significantly increased public funding for AI by increasing the R&D spend, setting up investment funds in AI start-ups, and AI infrastructure. In India, the planning body or Niti Ayog has prepared at National Strategy on AI-for-All in 2018, UGC, DST, Ministry are funding research projects in AI, IoT and other Emerging Technologies and Indian Industries are also developing various AI Platforms and AI tools. A PWC report according to the statistics she cited predicted that artificial intelligence could add as much as $15.7 trillion to the global economy by 2030 (equal to the combined output of China and India). India would thereby act as AI Garage for 40% of the world as a solution provider to emerging and developing economies (ex-China) across the globe as it would free employees from mundane/repetitive tasks, offer new work opportunities, improve human decision-making and forecasts. If we trace the economic system one finds that artificial intelligence is applied in healthcare, intelligent traffic monitoring system, social media analytics,

stock market prediction, banking, and financial security, video streaming platforms such as Netflix, Amazon Prime, and e-commerce websites often to see customers choice and buying patterns and provide recommendations in correlation with that choice. However, a major challenge faced in implementing AI has been machine learning and deep learning techniques requiring a huge number of calculations to be made very quickly which involves a lot of processing power. Alongside this, the expensive **GPU Cloud and TPU systems required** for AI-related applications, as data volumes continue to grow with deep learning using complex algorithms. Overall, there has been a stringent shortage of trained manpower to handle AI systems and processes as very few organizations are willing to invest money to develop these skills. With the explosion of interest in the last few years, data science courses for acquiring AI skills (which require knowledge of mathematics, computer science, and statistics) have become popular and are generally over-subscribed. But there are still not enough people to enable every business or organization to unleash their vision of AI-powered progress. Thus, there is a skills shortage of people familiar with AI platforms and AI Application Development. Need for a massive drive towards providing platforms and tools which enable AI-driven work **"as-a-service"**. Organizations need ready-made solutions to simply plug in their data instead of building everything from scratch. Presently, the following easy-to-learn AI platforms are available, Microsoft Azure Machine Learning, Google Cloud Prediction API, TensorFlow, Infosys Nia, Wipro HOLMES. To fulfill this skill-shortage gap she recommended that, Courses on AI and Machine learning should be made compulsory for all engineering students of CSE and IT and optional for other branches, On-line courses on AI should be offered on various MOOCs platforms and SWAYAM Platforms for competency building of students and teachers, Python language which is the most suitable one for developing AI application may be introduced in the curriculum and Practical could be introduced on Jupyter platform and Tensorflow Collaboratory.

Delegate Speakers:

Professor Ashis Bhardwaj, Director IT, BMU, NCR Delhi

Prof Bharadwaj presented his argument on the theme by stating that the concept of the university has revamped over time. He gave an example of a higher educational institution, "University 2035" in Russia that has developed the institution in such a manner that it would cease to exist beyond that year. He thus, postulated with this example, that institutions of knowledge cannot stay forever as knowledge is dynamic and thus educators, learners, technology, and expertise need to be constantly re-worked to align to the changing world order. In the 3rd decade of the 21st-century era, pedagogy has become hybrid and fully online, so the need of the hour is to build digital content, utilize digital teaching-learning methods and analytics. The 4rth industrial revolution would utilize automation application to mental tasks unlike the first three where automation as applied physical tasks, hence he called out for viewing the changing world with a much broader lens. He cited examples of the ever-changing technology such as Netflix which recommends movies and shows based on past viewing choices and the thumbnail of the account changes with your gender which many of us fail to notice but this is the real technical revolution. The new development of the age has been optometry where intraocular lenses are out on human-eye which garner 20/20 vision, so one can read and view distant things too. Thus, he concluded, that when the industry is evolving at such a great pace, educational institutions too need to adopt and adapt their learning, training, teaching, and research development needs to integrate individuals with the changing industrial world.

Colonel A Garg, KIET Group of Institutes, Gaziabad

Col. Garg started the thematic discussion by stating the exam-based nature of the Indian Education System which calls for the adoption of Education 4.0. However, there are various challenges involved in preparing students for 4.0 technologies as well as challenges in implementing ML, AI, DS, IoT, Blockchain, and Cloud Computing in particular. In respect of students, the challenges range from the industry-academia gap in the curriculum, lack of exposure to recent technologies, lack of knowledge about evolving trends among syllabus design committee members lack skill-oriented

training among faculties needs of training and management leadership abilities, lack of research culture, project-oriented teaching, and learning where the education system is built on rote-learning and exam-oriented basis and under-utilization of established training/skill centers of excellence. This not only weakens the research and development basket of the country but also prohibits most Indian MNCs to employ students with just degrees lacking the competency skill-sets which are required in the real world. A solution given by him was the development of a center of excellence that would be established to carry out research work and industrial project development by maintaining adequate infrastructure and thereby aid students in training. To conclude his argument, he stated how his institution, KIET group of institutions had undertaken steps to overcome the challenges such as inducing an internship policy in alignment with AICTE, developing a research culture by devising research-oriented faculty and introducing value-added courses to overcome the industry-academia gap in the curriculum. A few development initiatives which the institution has taken ranges from development of technical clubs to overcome challenges of developing blockchain, Internet of things, etc.; development of centers of excellence and innovation centers which deal in product making such as Drones, 3D Printer, Air purifier at the student level and collaborative strategies with industries to develop technical expertise among students.

Dr.Sandip Paul, Principal, City College of Management Studies, Kolkata

Dr. Paul initiated the discussion by emphasizing on the existing system of a direct and ever-lasting relationship between students and teachers. In the current system of education, the chalk and talk relationship exist where there is minimal usage of technology owing to the stratified and heterogeneous population at state, central and regional levels (in both urban and rural areas). The challenges according to him are manifold, first is to shift from a knowledge-based learning framework to skill-based education. The second is to integrate governments at both center and state level to open up private institutions to hone-competency skills of graduate or post-graduate individuals which cannot be academically developed by the higher education institutions and lastly to encourage the development of business schools, engineering schools not only in cities and metros but also in rural and remote rural areas. The success of the industrial revolution at the higher education level although it depends on the adoption of a blended learning approach where machines and technology are the tools of automation human interface and interaction is the key to its development.

Dr. P.Mohammed Ali, Principal, Majilis Arts and Science College, Kerala

Dr. Mohammed Ali brought forward his ideas by presenting technology as the transformational tool for services and business models such as education, healthcare, energy, manufacturing and construction, food and agriculture, and space research. According to him, developing 4.0 technologies for the higher education sector would be a step-by-step process ranging from local to linear to global to an exponential development. In the education sector, he stressed the need to integrate digital technology into the teaching-learning process to leverage the potential of information and communication technologies. This according to him is an important aspect as new processes and practices are constantly evolving and many educators are adopting the technique of flipped classroom where human interface is not required at all. There has been a new digital pedagogy in teaching curriculums too as the future generation learners are digital kids who are multi-media learners and electronic communicators. Thus, the need of the hour is to master ICT skills to create new learning skills as well as utilize e-content platforms such as MOOCs (Indian origin developed SWAYAM). This would solve a troika of learning challenges such as address analytical and problem-solving skills, boost innovative and creative minds, and strengthen higher-order thinking among individuals.

Chair and Co-chair Remarks: Chairman-Professor J.B. Nadda, Director, Consortium of Educational Communication, New Delhi

Prof. Nadda observed that the maximum contribution to the GDP over the world is made by the service sector. This puts the education sector in focus and traces the revolutionary developments taking place to advance the field. For instance, online courses have gained popularity over the traditional and formal courses; however, they are not yet being effectively delivered owing to lack of experience and knowledge. Thus, efforts need to be put to train individuals towards technically developed education.

Co-Chairman: Dr, Ganesh Director, Crescent Institute of Science and Technology, Chennai

Dr. Ganesh said that given the structure of the society some key jobs with traditional roles would get eliminated in 5-10 years giving way to the creation of new and innovative job roles. It is hard to envision the pace of automation and AI-based technologies adoption or to sharply predict the dynamics of the job market. Thus, the focus of higher education institutions should be on adopting new strategies to cope up with these futuristic changes by focusing on altering the course structures, including video conferencing, self-learning techniques, knowledge finding and filtering rather than knowledge transfer, simulations, big data analytics, augmented reality via a robotic lens and skill development of individuals as a whole. Alongside these developments, university-industry collaboration and integration of techniques would help to reshape current degrees

Rapporteur: Kriti Dagar prepared the above report.

Session Group Photo:From Left to Right: Dr. Sandip Paul, Profesor Nupur Prakash, Professor MM Pant, Professor JB Nadda, Dr. P.Mohmmed Ali, Dr. Ganesh, Col. .A Garg, Dr. A. Bhardwaj.

Technical Session - VI: "Challenges of Mobilization of Financial Resources for the Transformation of Higher Education for Public and Private Institutions of Higher Education"

Key Speaker: Professor Bikas C. Sanyal, Former Higher Education Specialist, IIEP, UNESCO, Paris

9. Bikas Sanyal said that the happiness index of India according to the UN report was 133 whereas Sri Lanka at 16, Pakistan at 75, Nepal at 101 and Bangladesh at 115. He said that a direct result of the economic crisis is the financial crisis facing the transformation of higher education in India. Due to the insufficiency of allocation of funds from the state, the challenges occurred face the financial crisis. He suggested that to mobilize funds from additional sources for transforming the public and private institutions in higher education. Prof. Sanyal emphasized the following issues and challenges on the role of the private sector in financing higher education.

Typology of the private sector in respect of mobilization of funds: The private sector institutions are classified into three types viz. self-financed non-profit private higher education, state-financed private higher education, and for-profit higher education.

The merits of the for-profit sector are given by him as follows:

2.   They claim to be serving an underserved student population
3.   Custom made flexible instructional programs concerning their organization not available in the public sector
4.   Built-in accountability in the management of the for-profit sector
5.   Reduction of the burden of the state and making those payable for the education who can pay

Demerits of the for-profit sector

2.   Most vulnerable to corruption and fraud
3.   Completion rate is lower
4.   Defaults in repaying student loans were much higher
5.   Quality of education offered is often very low, contrary to what we have noted above

6. Students unqualified for higher education are often pushed to enroll under pressure. They also become victims of false publicity
7. Gives only limited attention to costly disciplines of national importance, available only to those who can afford it resulting in increased social disparity
8. Hijacking the best teachers from public institutions paying higher salaries

Cross-Border Higher Education and Financial Implications: Financing cross –border education takes two forms: non-profit and for profit. Non-profit component of cross-border higher education is financed mostly by bi-lateral aid called overseas development assistance (ODA). Only three countries France, Germany, and Japan, together contributed more than 80 percent of the total bilateral aid in 2004 for cross –border higher education (Bashir 2007).In recent years the major part of cross-border higher education has taken a commercial turn and has become 'for profit'. Country-wise China was the most important importer with 343 thousand students abroad followed by India with 124 thousand students abroad. Most important for-profit exporters the United States with 573 thousand, the United Kingdom with 300 thousand and Australia with 167 thousand students from abroad. Cross–border higher education also includes publicly traded companies such as Apollo, Career Education Services, University of Phoenix, in the United States, Informatics in Singapore, NIIT, Tata InfoTech and APTECH in India, corporate universities such as those run by Motorola, and Toyota and networks of universities, professional associations, and organizations.

Six forms of cost-sharing through parental and student contributions: have been identified in public universities. They are (i) Introduction of tuition fees (ii) Introduction of a dual tuition track many countries including India (iii) A very sharp rise in tuition, IIMs and IITs (iv) Imposition of user charges many countries in both East and West (v) Diminution of student grants or scholarships (India, the UK among others) (vi) An increase in the cost recovery of student loans through an out-sourcing agency has been introduced in Rwanda.

Resource allocation mechanisms in public higher education: There are two major types of allocation. i) Direct public funding of institutions and ii) indirect funding of students. The approaches for funding instruction, operations, and investment. These include negotiated budgets, formula-funding, demand-side vouchers, performance-based funding, funding for specific purposes, and use of ICT resources.

Key Speaker -2: Professor MM Ansari, Former Member UGC

Professor Ansari made the following points:

2. The Indian New Education Policy draft document reveals that the importance is not given to vocational education in higher educational institutions (5 percent) compared to other countries (50 to 90 percent) and producing general higher education graduates is not good for the modern economy.
3. Gross Enrolment Ratio of India in higher education should be 50 percent by 2030 with the help of spending 6 percent of GDP on education. National policy on Education also recommended establishing a National Research Foundation to strengthen the research and development in India. Emphasized the need for establishing research universities and teaching and research universities in India.

2. Collecting the Cess 2 percent for school education and 1 percent for higher education from taxpayers is not being properly used by the government as per the CAG report. Most of the State and central universities are not getting sufficient funds from the government.

- Students, who enrolled in IITs and IIMs are being sanctioned loans by the banks, industries rather than the students enrolled in general educational institutions. Cost recovery is raising 80% of students coming from SC, ST, and OBC communities. They are eligible for the loan from minority finance commissions and SC& ST finance commission etc. Most of the students not getting a loan from the government because they are not getting employment.

- Seventeen central universities in India, still they are not able to take the loans from the HEFA because they are not having an adequate source of income (tuition fee, etc.) to repay the loans. There are only 40 central universities like BHU, AMU, JNU, etc able to manage finances.

- Funding to their institutions by the industries, not funding to other public institutions in India is a big issue. Industries are showing more interest to give funds to political parties than public educational institutions.

- Even RUSA is not able to allocate 100% funds to state higher educational institutions and insisting the institutions generate the funds themselves. Some universities like Delhi University started 4 years of integrated courses but not able to sustain the courses due to frequent policy changes by the GOI and political interferences.

Chairman and Co-chairman' Remarks

Prof Furqan Qamar, Chairman

Professor Qamar made the following observations:

India is spending less amount on higher education as compared to other countries of the world so it is affecting the quality of higher education.

In Canada, there is a system of full cost recovery basis by the student, in the context of India it will be all student except SC, ST and economically poor to repay the full while we talking about the budget allocation for the higher education it is not quite sufficient that's political parties are not taking so much consideration on it.

Our policymakers and government must be increased budget allocation and also looking forward to the alternate source of the fund to increase the public fund investment in education. Because 77 percent of the population is still poor, we have to do something for them. To make higher education more inclusive we need an investment.

Professor NV Varghese – Chairman

Professor Vargheges made the following observations:

- In India, the profit universities can make surplus and reinvest. There are 43 international institutions out of 47 that are not ready to register under industrial law in South Africa. They also commented on doctoral students returning public money through teaching.

- In developed countries, financing of higher education through public education massified higher education. In India, private education is massified higher education.

- Prof.Varghese highlighted three types of financing in higher education the First one is the privatization of higher education (cost recovery model of UK), the second one is mixed patterns and the third one is public sector privatization.

• In India institutional finance is different from industrial finance.

Rapporteur - Dr. Raju prepared the above technical report.

Session Group Photo:From left to right: Dr. VP Raju, Professor M.M Ansari, Professor NV Varghese, Professor Furqan Qamar, Professor Bikas C. Sanyal, Dr. Kirti Dagar, Professor Kamlesh Bhai Joshipura

Group *Work*

The delegates and resources persons worked in groups on the three major sub-themes namely: (1) Higher Education Transformation, (2) Meeting challenges of 4-0 technology, and (3) Mobilizing resources for the transformation of state and private universities. Group made several recommendations on these sub-themes.

These groups were chaired by Professor M. Anandkrishan and Co-chaired by Dr. Melchias Gabriel – Group-1, Profesor Nupur Prakash chair, and Dr. Budhin Gogoi Co-Chair –group-2 and Professor Bikas C. Sanyal - Chair and Dr. S, C. Sharma Co-Chair group-3.

Recommendations of three group reports are given below:

Group-1 Report: Higher Education Transformation

1. Transformation of higher education should be a continuous and dynamic process and not a one-time affair. It should be able to respond to economic, social, and technological changes. The process should include experiential learning and self-learning functions such as flip classroom and learning by doing should be adopted. It should be student-centric, trans-disciplinary, and participative.
2. The CBCS should allow for wide choice for the learners. The cost of higher education must be affordable and should involve financial booking. The quality should not be compromised. The process should not adversely affect the equity issues.
3.Teaching-learning should include a change in evaluation techniques and methods of teaching. The restructuring of higher education according to the draft NEP 2019 involves three types of institutions:

Type-I Research Institutions with Teaching

Type-II Teaching Institutions with Research

Type-III Autonomous Colleges with Degree Awarding Powers.

4. The transition from the past to the transformed higher education system should be carefully negotiated to be a smooth process.

5.The process should include exposure of students in higher education to programmed such as internships in relevant fields within the country and even abroad, rural development programs, social works, etc.

6. The enabling condition for efficient transformation forecasts is equitable funding for teaching and research, infrastructure facilities, etc.

7. To facilitate healthy transformation a visionary academic leadership is essential.

8. Type-III colleges with degree awarding powers must ensure that they have a sufficient number of qualified and competent faculties and research facilities.

9. As healthy academic autonomy will be helpful. Evidence of successful transformation will be the improvement of job creation, entrepreneurship, and skill development. A strong connection between industry and academics is to be established.

Group-2 Report: Meeting Challenges of 4.0 technologies

Chairman: Prof. M.M. Pant, Former, Pro-Vice-Chancellor, IGNOU, New Delhi

Co-Chair: Dr. Buddhin Gogoi, Principal, Margherita College, Assam

The group made the following recommendations:

1. to meet the future challenges we must adopt the fourth-generation technology.

2. to incorporate the technology in our education system where awareness in the community and all stakeholders is a must.

3. government policy should support this and act of law to policy adoption and amendment is also needed for technology development.

4. without a strong infrastructure for the use of such technology is not possible. So at all levels, we need the basic infrastructure.

5. through technology new processes and practices can be possible in all ways of life. There is a revolution in the field of communication. Technology is powerful in transformation in education where students get a center role.

6. proper use of fourth-generation technology will enable us to face the overcome of equally access quality in the relevance in higher education.

Group-3 Report: Mobilizing resources for transformation – state and private section

Chair Bikas C. Sanyal Co-Chair Dr. S.C. Sharma

As there is the heterogeneity of the category of higher education institutions, therefore, no uniform suggestion can be provided for the solution for mobilization of financial resources for the transformation of Higher Education.

Accordingly, the group observed that.

1 the cases of private self financial institutions are quite different in their function in comparison to govt. and aided institutions.

2. there are difference private section professional higher education institutions and general higher education institutions rural and urban areas

By considering all these differences , the following avenues for mobilization of resources were suggested:

(i)   college fee, in general, may be allowed to increase by 0.5% periodically.

(ii)   Colleges should seek sponsorship/donations

(iii)   Colleges may be encouraged rent infrastructure, wherever applicable

(iv)   Colleges may introduce self-finance courses as add-on income such as skill development courses

(v)   Colleges should make development proposals to get student at attracted to their colleges,

(vi)   Colleges may start cost recovery distance learning courses depending on the possibility

Silver Jubilee Celebration

Silver Jubilee Cake

Dr. Nalini Bhatt, Director HMV College, Una, Gujarat and an active member of ICF brought a 25th year Silver Jubilee Cake to celebrate the event. The cake was cut by President SEED-ICF in the presence of delegates during the lunch time.

From Left to Right Dr. Budhin Godoi, Dr. Saikia, Dr. P.K Saxena, Er. Katoch, Dr. Bikas Sanyal Dr. BK Tygi,Dr. GD Sharma, Dr. Varghese and Dr. SC Sharma. On right Dr. Nalini Bhatt and Dr. Tyagi Bk

Cultural Programme and Field Visit

Days deliberations were followed by an evening of cultural program rendered by artists of Ganesh Natalya. The performance and composition of the program were par excellence. Artists enthralled the audience by presenting

Shiva stuti- the adi guru and concluding it by Alaripu. Audience congratulating the artist, choreographer, and light and sound person. The program was sponsored by Kawa Group of Institutes, J&K. Er. MS Katoch thanked the chairperson of the program Dr. M. Annndrishnan, Dr. KE Radhakrishana thanked the artist in his artistic style.

Manav Rachna University, Faridabad, NCR hosted the dinner to participants, resource persons, and artists at the site of cultural program- The Andhra Association Campus. Delegates thanked the host for a very sumptuous dinner and positive gesture.

A field visit was arranged to the important places in Delhi.

Valedictory Session

Valedictory Session was presided by Professor Furqan Qamar, Former Secretary-General, Association of Indian Universities, New Delhi.

The Chairman/co-chair of the three groups constituted draft recommendation on the themes mentioned under the Group work presented their reports in the valedictory to the general house. Followed by presentation of Group Reports the Delegates were given a certificate of participation.

Presidential Remarks: Professor Furqan Qamar in his presiding address lauded the work done by delegates during the conference and recommendations on several aspects made by the group. He also praised organizations for holding a very timely conference on the draft National Education Policy. He said recommendations given in draft education policy are very bold in transforming higher education. However, it has to been seen: how these recommendations are implemented and in particular allocation of resources to institutions of higher education and how an appropriate system of governance is evolved. I am sure delegates will further deliberate these recommendations in the context of their specific situations. In the end success of the policy on education will lie with the implementers and you are implementers at the institutional level. If proper support from government and management you will be able to implement all positive aspects of the policy. I wish you all a great success in your endeavors.

Ms. Kriti Dagar very ably compeered the program for two days. She was thanked by all the delegates.

Closing

The conference was closed by Dr. G.D. Sharma President of SEED-ICF by thanking all the resource persons and delegates for their contribution in making the conference successful. The conference ended with a group photo and singing of the National Anthem

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Group Photo of delegates and Resource Persons

G.D. Goenka Uuniversty, Sohna, Gurugram NCR hosted dinner to participants and resource persons at their G.D. Goenka Public School, Vasant Kunj in a very cosy ambiance with running soft music. Participants thanked the host for excellent arrangements sumptuous dinner.

Collaboration and Support

25th Annual National Conference of ICF was organized in collaboration with Industry Association – Education Council, ASSOCHAM, New Delhi with the Support of LNP Education Trust, Delhi NCR, Manav Rachna Education Institute, Delhi NCR, GD Goenka University, Delhi NCR, National Institute of Educational Planning and Administration (NIEPA), New Delhi, and with education technology support of Consortium of Educational Communication (CEC), New Delhi.

Programme Schedule

Tentative Programme Schedule is given as <u>Annexure-A</u>

Resource Persons

Profile of resource persons is given as <u>Annexure–B</u>

List of Paper and PPT presentation is given in <u>Annexure-C</u>

Participants

The two-day conference is being attended by Vice-Chancellors, College Principals, Deans of Colleges and Key leaders of institutions of higher education drawn from different parts of the country and invited dignitaries from India. Tentative list of participants is given as <u>Annexure-D.</u>

Venue of Conference

India Habitat Centre, Tamarind Conference Hall, Lodhi Road, New Delhi-110003.

Stay Arrangements

Stay arrangements for participants from places other than Delhi was made in:

1. Sage, Hotel, 4 Navjeevan Vihar, Opposite Gitanjali Enclave,
   New Delhi, 110017 Phone, 91-9717555516, 011 26691084

Transport Arrangements

Hotel to Venue of the conference is provided by Manav Rachna University, Delhi-NCR

on 15th November, 2019 and by GD Goenka University on 16 and 17th November,2019.

Logistics

Logistics were managed by Shri Deepak Chhabra   and Shri Sudhir Dagar Mob.:

Conference Schedule[1]

15th November 2019 (1st Day, Friday)

0930-1000 Hrs	**Registration**
1000-1130 Hrs	**Inaugural Session**

- Arrival of the Dignitaries on the Dias
- Presentation of Bouquet to the Guests
- Lighting of Lamp by the Chief Guest

Welcome Address

- Chair and Co-Chair, Education Council, Assocham
  Dr. Prasant Bhalla and Shri Nipun Goenka
- Chair LMP Education Trust
  Professor M.M. Pant
- Dr. KE Radhakrishna, SEED-ICF
  Introduction of Conference Theme by
- Prof. G.D. Sharma
  President, SEED-ICF

Speech by Guests of Honor

- Professor M. Anandkrishnan
  Former, Vice-Chancellor, Anna University
- Dr. Bikas C. Sanyal
  Former, Specialist Higher Education
  IIEP, UNESCO, Paris
- Dr. Manoj K. Arora, Vice-Chancellor, BML University
- Dr. Kunwar S. Vijandra, Chancellor Shobhit University

Inaugural Address by Chief Guest

- Shri J. Veeraraghavan
  Former Secretary, Ministry of HRD, GoI
  Vote of Thanks
- General Secretary, SEED-ICF Dr. BK Tyagi

1130-1200 Hrs	*Coffee*/Tea Break
1200-1300 Hrs	**Transforming Higher Education to Meet Future Challenges**

Chair	**Professor Bikas C. Sanyal, Specialist HE UNESCO**
Co- Chair	Professor Vinay Sheel Gautam Former Director, IIM, Kochi
Key Speakers	Dr. N.V. Varghese Vice-Chancellor, NIEPA, New Delhi
Rapportuers	Dr. Sangeeta Angom Assistant Prof. NIEPA

1300-1400 Hrs	**Lunch Break**

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[1] **General Format would be 5 Mts each for Chair and Co-Chair, 15-20 Key Speaker, 10 mts other speaker and 10 mts for floor questions and answers.**

1400-1500 Hrs	(1)	**Converting Autonomous Colleges as Type-3 Universities** **and Affiliated Colleges as Autonomous Colleges/Degree Granting Institutes**	

Chair — Dr. Kavita Sharma, President , South Asian University, New Delhi

Co-Chair — Shri Baldev Mahajan Former Director, NIEPA

Key Speaker — Professor M. Anandkrishnan

Delegate Speakers — Dr. Neeru Snehi Associate Prof. NIEPA

Rapporteurs — Dr. Sangeeta Angom Assistant Prof. NIEPA

1500-1600 hrs (2) **Introducing Multi-Disciplinary Liberal Arts 3 and 4 Year Degree Programme Linked with Industry and Society**

Chair — Professor Kamesh Joshipura, Former Vice-Chancellor Saurashtra University, Rajkot, Gujarat

Co-Chair — Prof. Kumar Suresh Prof. & Head Deptt. of Educational Administration, NIEPA, New Delhi

Key Speaker — Professor Bhushan Patwardhan Vice Chairman, UGC, GoI

Delegate Speakers — Dr. Usman Mohammed Director, Amal College, Kerala

Rapporteurs — Dr. Anupam Pachori, Assistant Professor, NIEPA

1600-1630 Hrs **Coffee/Tea Break**

1630-1730 hrs. **(3) Recruitment, Retention, Career and Professional Development of Teachers for Higher Education Transformation**

Chair — Prof. Jitender Das, Director Fore School of Management (FORE) New Delhi

Co-Chair — Dr. KK Uphdhayay, Director College Development Council Nagaland University, Kohima, Nagaland

Key Speakers — Prof. Sudhanshu Bhushan Professor & Head Department of Higher Education NIEPA, New Delhi Prof. Saumen Chattopadhyay Prof. Zakir Husain Centre for Educational Studies, JNU, New Delhi

Delegate Speaker — Dr. Aarti Srivastava, NIEPA

Rapporteurs — Dr. Neeru Snehi, NIEPA

1730-1800 hrs. **Discussion on the above Themes**

1800-1900 Hrs **ICF Executive Committee Meeting**

1830-2030 Hrs **Cultural Programme by** **Troup of Ganesh Natyalaya** **Headed by Guru Saroja Vaidyanthan, Padma Bhushan** **Coordinator- Ms. Mrinal Sharma**

The Cultural programme is sponsored by
Kawa Group of Institutions, Jammu, J&K
at Andhra Association, Lodhi Road, New Delhi

2030-2130   **Dinner - Hosted by**
Manav Rachna Education Institutes, Delhi-NCR
Andhra Association Open Space

16th November, 2019 (2nd Day, Saturday)

1000-1130 hrs.   *Challenges of Preparing Institutions of Higher Education to Manage, Harness and Develop 4.0 Technologies*

Chair	Prof. J.B. Nadda
	Director, Consortium of Educational Communication, New Delhi
Co-Chair	Dr. Ganesh, Director,Cresent Institute of Science and Tech. Chennai
Key Speakers	Prof. M.M. Pant
	Former, Pro-Vice-Chancellor
	IGNOU, New Delhi
Delegate Speakers	Prof. Nupur Prakash
	Former Vice-Chancellor, IG Tech Uni.
	Prof. Ashis Bhargva, Director, IT, BMU
	Col. A Garg, KIET, Gaziabad
	Principal, Moihammed Ali, Kerala
Rapporteurs	Ms. Kriti Dagar
	Research Scholar, NIEPA

1130-1200 Hrs   **Tea/Coffee Break**

1200-1330 Hrs   *Challenges of Mobilization of Financial Resources for the Transformation of Higher Education for Public and Private Institutions of Higher Education*

Chair	Prof. Furqan Qamar
	Former Secretary-General, AIU
Co-Chair	Professor NV Varghese, VC, NIEPA
Key Speakers	Prof. Bikas C. Sanyal
	Prof. Kamalesh Joshipura
	Former, Vice-Chancellor
	Sauraashtra Univisers
	Rajkot, Gujarat
	Prof. M.M. Ansari
	Former, Member UGC, GoI
Rapporteurs	Dr. V.P.S. Raju
	Assistant Professor, NIEPA

1330-1430 Hrs   **Lunch Break**

1400-1530 Hrs	**Group Work on:**
	(1) Higher Education Transformation (Group-1)
	(2) Meeting Challenges of 4.0 technologies (Group-2)
	(3) Mobilizing resources for transformation- state and private sectors (Group-3)

	Chair – Group-1	Professor M Anandkrishnan
	Co-Chair	Dr. Melchias Gabriel
		Dy. Principal, Loyala College, Chennai
	Chair – Group-2	Prof. Nupur Prakash
	Co-Chair	Dr. Budhin Gogoi
	Chair – Group-3	Professor Bikas C Sanyal
	Co-Chair	Dr.S.C. Sharma, Former Principal
		RLA College, DU, New Delhi
	Rapporteurs	Each Group choose the Rapporteur

1530-1600 Hrs	**Tea/Coffee Break**

1600-1730 Hrs	**Valedictory Session**	
	Chief Guest	Professor Furqan Qamar,
		Former Secy Gen. AIU.
	Guests of Honour	Prof. M. Anandkrishanan
		Mr. V.M. Bansal
		Chairman, NIDM, New Delhi

Presentation of Group Reports

	Address by	*President SEED*
	Distribution of Certificate to Participants	
	Remarks by	*Guests of Honour*
	Address by	*Chief Guest*
	Vote of thanks by	*ASSOCHAM & SEED-ICF*
	National Anthem	
	Group Photo with Chief Guest and Delegates	
	Closing Announcement	

1930 -2030	**Dinner - Hosted by GD Goenka University, Sohna, Delhi-NCR**

17th November (3rd Day, Sunday)

Field Visit sponsored by GD Goenka University
Delhi - Parliament, India Gate, Qutub Minar and Lotus Temple Etc.

Profile of Resource Persons – In Brief

Professor M. Anandakrishnan, Chairman, Board of Governor of Indian Institute of Technology Kanpur, was a member of the faculty of the Civil Engineering Department at Indian Institute of Technology Kanpur. He was the first Science Counselor at the Embassy of India Washington, D.C. from 1974 to 1978. He was Chairman of several Academic bodies such as Science City, Tamil Nadu State Science and Technology Centre, Chennai; Madras Institute of Development Studies (MIDS), Chennai; High-Power Committee for the Review and Reorientation of the Undergraduate Engineering Education in India; Board of Undergraduate Studies of AICTE, New Delhi. He has published more than 100 papers in various journals and contributed several articles in edited volumes.

Dr. Bikas C Sanyal, An alumnus of Presidency College and Calcutta University (1953-59). Ph D in Econometrics from Jadavpur University in 1965, Dr Bikas C Sanyal was elected Fellow of Royal Statistical Society of UK in 1969, appointed UNESCO Professor of Higher Education (1969-98); Special Adviser to UNESCO Director General (1999 -2015), worked in 77 countries of the world, directed the largest Higher Education- Employment Survey until 1995 assessed by International Association of Universities, developed an ideology free higher education strategy for development, was decorated as Knight of the Legion of Honour by French President in 2007, was awarded Indian President's Gold Medal as an outstanding NRI in 2014. UNESCO has digitalized 104 of his publications.

A lifelong Indian national Dr Sanyal changed his official residence from Paris to Kolkata in 2017. His email id is sanyals24@gmail .com

Shri. J. Veeraraghavan, Director, Bharatiya Vidya Bhavan, Former Secretary, Ministry of HRD, GoI. He is Director, Bharatiya Vidya Bhavan, Delhi Kendra, and Formerly Secretary to the Government of India, Ministry of Human Resources Development and Secretary, Department of Culture. He was also the Regional Advisor, Social Development, UNESCAP, and Consultant in Education, UNESCO, Bangkok. In 1986 he was appointed Consultant for reorganization of the Development of Education of the Govt. of Ghana and from 1983-1986 he was advisor (Education), Planning Commission, Govt. of India. From 1978-83 he was Executive Director, National Institute of Education Planning and Administration and member, HRD Academy, Ahmedabad. He has held various Honrary Positions such as Member, Executive Council and Honorary Treasurer, University of Delhi 1975-1980; Member Governing Body, Institute of Economic Growth Editorial Advisor, Fiscal News, Journal and Fiscal research Foundation Chairman, Governing Bodies of several colleges of Delhi University. He has published and edited various Books, Articles and presented papers in several national and International seminars.

Dr. Kavita Sharma, is President, South Asian University, and New Delhi She was then Director, India International Centre, New Delhi (2008-2014). She has been a recipient of Indo Canadian Shastri Fellowships twice (1991-92 and 2002-2003) and has also been awarded the Fulbright Fellowship New Century Scholar (2007-08) for research on 'Higher Education in the 21st Century: Access and Equity by the J. William Fulbright Foreign Scholarship Board. She has several published books to her credit, including, Windmills of the Mind (2006), Queens of Mahabharata (2006) and Birds, Beasts, Men and Nature in Mahabharata (2008), Internationalization of Higher Education: An Aspect of India's Foreign Relations (2008), Sixty Years of the University Grants Commission; Establishment, Growth and Evolution (2013), Hindu College, Delhi – A People's Movement (2014), National University of Educational Planning and Administration, A Transformational Journey, NUEPA (2015).

Shri Baldev Mahajan, formerly Joint Secretary, Ministry of HRD, GoI (Retired in June 1991). He held key positions in the erstwhile Ministry of Education and the Department of Education, Ministry of Human Resource Development; and as Commissioner in Kendriya Vidyalaya Sangathan (Central Schools Organisation); Secretary in the Central Board of Secondary Education and Programme Officer in the Asian Institute of Educational Planning and Administration (sponsored by UNESCO). Served as a member of the Indian delegation to the Sessions of the General Conference of UNESCO held at Paris in 1982, 1983, at Sofia in 1985 and at Paris in 1987, Confer-ence of the Ministers of Education and Culture of NAM countries, 1983 (Pyongyang, D.P.R. Korea), Commonwealth Education Ministers' Conference, 1984 (Nicosia, Cyprus) and represented the Government of India at the meetings of the Council of International Bureau of Education, Geneva.

Prof. Bhushan Patwardhan, is a biomedical scientist who is Fellow of National Academy Sciences (India) and National Academy of Medical Sciences (India). He was Director, Interdisciplinary School of Health Sciences, at Savitribai Phule Pune University. He has been member of important national committees of the University Grants Commission, All India Council for Technical Education, Council for Scientific & Industrial Research, Science and Engineering Research Board, Department of Science & Technology, Department of Biotechnology, and Indian Council of Medical Research. He has worked on several policy making bodies including Taskforces of National Knowledge Commission, Planning Commission and consultant to the World Health Organization Geneva. He is Editor-in-Chief of Journal of Ayurveda and Integrative Medicine published by Elsevier and is on Editorial Boards of many reputed Journals.

Professor N.V. Varghese, is currently Vice-Chancellor, NIEPA and the Director of the Centre for Policy Research in Higher Education (CPRHE), New Delhi. He holds a doctoral degree in Economics with specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris till October 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Master's programme in educational planning and management. In the 1990s he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has directed several research projects; published more than 20 books and research reports, and nearly 150 research papers and articles in areas related to educational planning, financing and higher education.

Dr. Vinay Sheel Gautam, is an institution builder. Having helped to initiate 2 IIMs; 1st statutory Management Dept in the IIT pantheon&an Academy at KPMG in India,his profile is unique.A Founder Director:IIM-K; Leader Consulting Team: IIM-Shillong;1st Head: Managment Dept, IIT-D;ex-Head: Tr.Centre,DCM Eng&Elect Division;ex-Faculty:St Stephen's College & Visit.Faculty:Sussex Univ,UK;Ex-Sr Adv:KPMG& Hon Dean:KPMG Acad;Hony Adv.IPA; Currently Sr Adv TRIFED;Chair DKIF. With many national and international Fellowships & Awards he is a globally acclaimed thinker, consultant & author.He was visitor to the Univ. of Cambridge, Brunnel, Manchester, Hull, London,UK; Minnesota, Duke, Penn State,Dominican,USA; Inst of Developing Economies,Tokyo;York, Toronto,Canada; LA & Central Univ,Venezuela; China Campuses of Victoria Univ,Switzerland.

Prof. Manoj K. Arora, Vice Chancellor Prof. Manoj K. Arora holds a Ph.D in Remote Sensing from Swansea University, UK. He was a post-doctoral research fellow for about two years in a NASA sponsored project in Electrical Engineering and Computer Science Department, Syracuse University, USA. He completed B.E. in Civil Engineering in 1984 from Punjab Engineering College (PEC) and M.E. in Civil Engineering in 1986 from IIT Roorkee. He has more than 30 years of teaching, research and administrative experience in academic institutions in India, UK and USA.

Prof. Jagat Bhushan Nadda, who has taken over the charge of the post of Director, CEC – a Central University Vice Chancellor level post - is an accomplished Academician, Administrator and a Scholar who has the distinction of being appointed Professor in Management at the young age of thirty-seven and has since worked as a faculty in eight different reputed Universities and Institutes of high standing across the country. He has vast and varied experience - spanning over thirty-two years - in the areas of Management by virtue of which he has been nominated on the Board of Governors of IIMs Udaipur and Kashipur and on the Executive Council of many Central and State Universities. He is also a Member of All India Board of Management Studies, AICTE; Planning Board, Jamia Millia Islamia University. Prior to joining CEC Prof Nadda was with Institute of Management Studies, Himachal Pradesh University, Shimla.

Prof. M.M. Pant, former Pro-Vice-Chancellor, IGNOU, is an internationally renowned expert specialising in pedagogy, technology and the development of tools and curricula for 21st enhance the pedagogy using latest available technologies. He is especially noted for his efforts in leveraging social media for improving learning and bringing the mobile into the classroom where it has been traditionally banned. Prof. Pant's current work and interests revolve around the development, delivery and promotion of educational products, processes and services that cater for the needs and interests of future learners, a framework that is named "Learning 221". His past roles include being the Former Pro-Vice Chancellor, Indira Gandhi National OpenUniversity (IGNOU) and being on the faculty of IIT, Kanpur (the premier engineering institution in India, Visiting Professor, University of Western Ontario, Canada.. Prof. Pant is the founder of the LMP Education Trust, an organisation that supports under privileged learners.

Prof. Nupur Prakash, is the founder Vice Chancellor of Indira Gandhi Delhi Technical University for Women established by Govt. of Delhi in 2013 as the first Women's Technical University. She possesses a work experience of around 30 years in research, teaching and academic administration, with several years spent holding key leadership positions. She has been educated at IIT Roorkee (erstwhile University of Roorkee) and possesses a brilliant track record as an academician and administrator in the field of Engineering and Technology.

Dr. Furqan Qamar, is presently Professor of Management at the Centre for Management Studies, Jamia Millia Islamia, New Delhi. He has served as the Secretary General of the Association of Indi-an Universities (AIU), the largest and one of the oldest network of universities in the world. In his illustrious career, Dr. Qamar has held the position of the Vice Chancellor of the University of Raja-sthan and the Central University of Himachal Pradesh. He has also served as Advisor (Education) in the Planning Commission of India. Essentially a Professor of Management, he has keen research interest in public policy, planning, administration and financing of higher education.

 Professor Kamlesh Joshipura, former Vice-Chancellor of Saurashtra University, Rajkot, and the first V-C of the Indian Institute of Teachers' Education, Gandhinagar, The Indian Institute of Teacher Education Act is established in Gujarat . He has been nominated a member of Board of Nehru Memorial and Museum Library,New Delhi headed by Prime Minister of India.

Shri Vishwa Mohan Bansal, the Chairman of New Delhi Institute of Management, has been a senior civil servant and served Govt. of India, Governments of Punjab and Delhi, several Public sector undertakings and the Industry for 43 years at the highest levels. He is perhaps the only civil servant ever to occupy a Statutory position, that of Secretary DDA, for 17 long years, where he also headed the most sensitive assignments of Commissioner & Principal Commissioner of Housing, Lands, Personnel, Training, Vigilance for as many years. His global experience at highest levels, innovative management techniques, have put NDIM on the world map. Mr. Bansal is the President of alumni associations of 50 year old NIT Kurukshetra and Sainik School Rewa, and is the recipient of Honorary Doctorate in Business Administration by KEISIE International University, South Korea.

Prof. Jitendra K. Das, Director, He has been a Professor of Marketing and the founder Dean (Noida Campus) of the IIM Lucknow. With a B.Tech. and M.Tech. both from the IIT Delhi, and a Doctorate from the University of Toronto, he has to his credit many national and international publications. He has been a consultant to the World Bank, IDRC (Canada), GWB (for GTZ Germany), Coal India Ltd., GlobeCaste India (a division of France Telecom), various ministries of the Government of India, etc. and member of a few policy committees of the Government of India. In academics he has been associated with teaching at IIM Ahmedabad, Kozhikode and Lucknow, and at Danube Business School, Danube University Krems, Austria.

Prof. Kumar Suresh, Prof. & Head, Department of Educational Administration, specialization in Public Policy and Diversity Management, Federalism, Educational Policy and Governance. M. Phil in Sociology from Jawaharlal Nehru University; Ph.D. in Federal Studies from the Centre for Federal Studies, New Delhi; Diploma with *Suma cum Laud* (High Distinction) in federalism, decentralization and conflict transformation from the Institute of Federalism, University of Fribourg, Switzerland; published research papers, monographs and books on the theme of policy response to diversity, multiculturalism and inclusion, federalism and multilevel governance, human rights education etc.; served as co-editor and as a member of the editorial committee of *Indian Journal of Federal Studies*.

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Prof. Sudhanshu Bhushan, Prof. and Head, Department of Higher Education, specializes in Internationalisation of Higher Education, Policy issues in Higher Education and Educational Planning. His recent contributions include Quality Assurance of Transnational Higher Education: Australia and India Experiences, Public Financing and Deregulated Fees in Indian Higher Education, and Restructuring Higher Education in India. He is the co-editor of a book on Teaching and Learning in Higher Education in India and Australia to be published by Routledge in 2018. His book on the Future of Higher Education in India is under publication by Springer.. He is the recipient of Amartya Sen Award 2012 for distinguished Social Scientist, an award instituted by Indian Council of Social Science Research, New Delhi.

Dr. A Garg, Director, KIET Group of Institutions, completed his B.E. in Mechanical Engineering from Delhi College of Engineering in 1986 and joined the Indian Army. During his long service period of close to thirty years, he has served the armed forces in various capacities of training officer/faculty in Electronics and Mechanical Engineering Schools and Colleges of defense Institutions. In addition, he served as Maintenance Manager, Director Personnel & Training, Director of Defense Security Corps, Director Administration and Director (Technical Support Group) with the Directorate of Standardization, New Delhi. Dr. A Garg was also the Director of Sikkim Manipal Institute & Technology under Sikkim Manipal University for a period of two years before joining KIET Group of Institutions in March 2018.

Professor M.M. Ansari, An eminent Economist, Ansari was one of the first Information Commissioners to be appointed at Central Information Commission in October, 2005. After serving for a period for five years at the transparency panel, he was appointed as one of the three interlocutors on Jammu and Kashmir by the Home Ministry. "The Central Government appoints Prof M M Ansari, Economist, former CIC and interlocutor for Jammu and Kashmir, Government of India, as a member of the University Grants Commission Ansari has served several institutions in senior positions and provided research and consultancy service to national and international organizations.

Shri Kunwar Shekhar Vijendra, is the Chancellor of Shobhit Meerut and Shobhit University, Gangoh and is the Founder- Executive Trustee of NICE Society Trust, a not-for-profit organization.. For the last 28 years, he has been instrumental in the development of a number of educational, social and health organizations including two universities in the country.. Acknowledging his contribution to society in the areas of education and other concerns he has been copiously honored and awarded. He has traveled widely in India and to the countries like

USA, UK, Germany, Australia, Russia, China, South Korea, Vietnam, Mongolia, UAE, and Mauritius to participate in various programmes.

Dr. G.D. Sharma, was born on 1st March, 1942 and has done his Ph.D. in Economics from Bombay University and Masters in Economics from Jodhpur University. He was awarded Honorary Degree of Doctorate of Letters, Nagarjuna University in 1999. He retired as Director, Consortium for Educational Communication (CEC), New Delhi autonomous organization of University Grants Commission (UGC) New .He was Secretary, University Grants Commission (UGC), New Delhi from 1996 to 1999. Also has served as Director, Indian Institute of Education (IIE), Pune and as a Consultant of UNESCO, UNDP and IIEP, Paris. He was Honorary Professor of Kyung Hee University, Seoul, Korea, Founder Member of International Year of Peace and Founder President, of Society for Education of Economic Development, New Delhi.

Professor Saumen Chattopadhyay, Zakir Husain Centre for Educational Studies, School of Social Sciences, Ph.D. (Economics) awarded in 2002 from Jawaharlal Nehru University, New Delhi. His Areas of Interest/Specialization: Economics of Education with focus on education policy, governance and financing of education; Public finance with focus on tax evasion and the black economy. He worked as: .a consultant to the project The Role of Tax Heavens: In Global Governance and Regulation In the External Finance Equation for Economic Development funded by the Institute for Research in Economics and Business Administration (SNF), Breiviksveien 40, 5045, Bergen, Norway and Principal Researcher (PI) of a project entitled 'Doing Research-Assessing research Environment for Social Sciences in India and Bangladesh' being funded by Global Development Network (GDN).

Dr. K.E Radhakrishna, Former Principal of Seshadipuram College, Bangalore, an eminent kannada literature and has writtern several books in Kannada and English. He is exponent of Yakshgana.

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List of paper and PPT presentation

List of Papers

1. Complex of Professional Development , Dr Chandana Bhattacharjee Women's College ,Shillong, Meghlaya
2. Challenges of Mobilization of Funds for Public and Private Higher EducationBikas c Sanyal, Former Specialist Higher Education IIEP, UNESCO Paris, France

3. Recruitment, retention, career and professional development of teachers for higher education transformation. ,Dr. Anita Bali   Principal, Bhartiya college of Education, Udhampur J&K

4. Education 4.0 – Transforming Higher EducationDr. Sandip Paul, Calcutta

5. Implications of Transforming Autonomous and Affiliated Colleges asDegree Granting Institutions M.Anandakrishnan, Former Vice-Chancellor, Anna University, Chennai and Former Chairman, IIT-Kanpur

6. Technology- The Future
Dr. P Mohamed Ali Principal Majlis Arts and Science College,Puramannur, Kerala

7. Challenges of Higher Education Policy – Shri J Veeraraghvan – inaugural Address

8. GD Sharma

List of Power Point Presentation

1. Transformational Leadership : Addressing changes in Higher Education.

   Aarti Srivastave, National Institute of Educational Planning and Administration, New Delhi

2. 4.0 Technological Challenges and KIET 's initiatives to overcome these challenges

   Col. Garg, Director, KIET, Gaziabad

3. Challeges to Prepare Students for 4.0 technologies . A Garg. Director,KIET group of institutes, NCR Gaziabad

4. Draft National Education Policy,2019, Institutional Restructuring and Consolidation in Higher Education: Challenges Ahead, Dr.M Usman

5. Transforming Higher Education for Meeting Future Challenges, Dr.K Ganesh, Director, Training and Placement, Cresent Institute of Science and Technology, Chenia,

6. Implications for transforming autonomous and affiliated colleges as degree granting institutions, Professor M.Ananadkrishanan, former, Chairman IIT Council, Kanpur and former VC Anna University, Chennai, Tamil Nadu,

7. Learning -321 , Professor MM Pant, Chair LMP Trust, Gurgoan, Delhi NCR

8. Changing Trajectory of Autonomous Colleges ,Opportunities and Challenges, Dr.Neeru Snehi. National Institute of Educatinal Planning and Administration, New Delhi

9.   Challenges and for training students in AI,IOT and Blockchain Technologies,, Professor Nupur Prakash, Former Vice Chancellor, Indiira Gandhi Delhit Technical University for Women, New Delhi

10.   Transforming Higher Education to meet future challenges, Professor Kamlesh P. Joshipura, Former VC Saurastra University, Rajkot, Gujarat

11.   Technology – The Future, P. Mohammed Ali,

Note: Papers and PPTs are available on www.seededu.org

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