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FIRST YOU SEE AND THEN YOU HIT

Those who teach in colleges and universities will probably wonder what seeing and hitting has to do with teaching. A lot, let me add here, because good education is all about first learning to see what others cannot even see and then learning to hit what no one else can hit. You may also club this under talent.

Talent, lets admit, is not the domain of a privileged few. It is there for anyone to reach out, understand, grasp, and then use... and there is no secret formula for developing talent. All one needs is plain hard work. Even Emile Zola has written: 'The artist is nothing without the gift, but the gift is nothing without work.' But then, even a mule slogs his entire life and yet does not get to win any national award for being the most hard-working animal. This is because there is a lot more to nurturing talent than plain hard work.

Is it necessary to identify talent at an early age? Well, not really... and I say this because though an early discovery of your talent helps, it is never too late to find what you do best. By the way, when I talk about discovering talent I do not mean just music, art, photography, writing, cooking, athletics, or any of the other sports but nearly every other thing that you can think of. For instance, one can have a knack for calming people down and helping them with their anxieties or one can even find making the elderly and the not-so-tech-savvy people around feel comfortable with using gadgets. Believe me, every time you are able to do something better than the way others do you'll be seeing ways that no one else sees and you'll be knowing who and where and when to take actions that make life easier for someone.

Never even once must any of us assume that we have not been sent here without something exceptional... so yes, we all have talent, though many of us spend our entire life without bothering to identify it. I'd say, it is far better to discover your talent late in life than resigning to the fact that you have nothing to

contribute other than the mundane activities of earning a living. We all know of doctors who embraced acting, engineers who wrote best-sellers, architects who entered social activism, and a number of those living an ordinary life who began their journey into the world of leadership trainers.

Identifying your talent and then harnessing it to earn more money or become powerful or win awards may not always be possible... but then even one smile of someone who has benefitted because of you and your attention is enough, isn't it?

Thos who have understood the significance of talent know that the path begins with passion. I believe if one does whatever one is doing, with passion, the probability of one passionate encounter with another will finally lead one to that point where one will be able to identify that one passion out of many that is one's life calling. It is only once this stage has been reached that the more difficult stages reveal themselves. Talent is not something that one can simply pick and pursue. Talent is a fussy one and reveals itself only once a person displays a consistent love for passionately doing even mundane chores.

One can start in this search for talent any time. This, I believe, is what our educational institutes must aim for... making students believe in themselves. Belief that some talent is lurking within waiting to be discovered is a great motivation and awakening this fire is what can and must start at the school and college level. Well, even at home, because parents can also lead by example. It is good to remember Pablo Neruda's line: 'As if you were on fire from within. / The moon lives in the lining of your skin.' So yes, one does not need to travel far to unearth one talent.

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Best Emerging University-2021

Vijaybhoomi University

The University is India's first Liberal Professional University, which uses the liberal-professional framework of education to build a unique curriculum aligned to Industry 4.0.

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NATIONAL EDUCATION POLICY 2020

EXECUTION CHALLENGES

The National Education Policy 2020 is a welcome and ambitious re-imagining of India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come.

Given that there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. This presents substantial execution challenges, both quantitative and qualitative.

Summary of New Education Policy 2020

School Education:

1. It may be pointed out that many of the reforms suggested by the NEP 2020 are currently being followed in the private schools offering the CBCS pattern or the IB Board pattern or such programs.
2. The introduction of 5+3+3+4 grades is a welcome move and is on par with those available in the developed countries.
3. The mode of instruction in the lower classes/grades is a very good recommendation.
4. The real issue is availability of quality and talented teachers. Most of these talented teachers are absorbed by the corporate world and are not therefore available to schools. Again, the introduction of 50 hours of Continuous Professional Development (CPD) is a welcome move.

Higher Education:

1. All HEIs shall develop as multidisciplinary institutions and be classified as Research Institutions, Teaching Institutions or Autonomous Colleges.
2. All Universities shall be now known only as "University".
3. All Universities shall have a 3- or 4- year undergraduate program. The 3- year program will lead to a degree and a 4- year program could lead to "with research" degree.
4. Transfer of credits could now be possible through the creation of an Academic Bank of Credits.
5. Private HEIs will have to give scholarships ranging from 100% to 25% to at least 50% of the students.
6. This will automatically increase the fee structure of the students.
7. Teachers salary will have to be increased substantially. Teacher student ration shall be between 1:10 to 1:20.
8. All teachers must undergo Continuous Professional Development programs.
9. All multidisciplinary institutions shall conduct 4-year B. Ed program leading to Ph.D..



10. All Ph.D. students will be required to take credit-based courses in teaching / education/ pedagogy related to their chosen Ph.D. subject.
11. All Ph.D. students will have to undertake minimum number of hours of actual teaching.
12. All allopathic students must have a basic understanding of Ayurveda, Yoga, Naturopathy, Unani, Siddha and Homeopathy (Ayush) and vice versa.
13. For each HEI there shall be a Board of Governors (BOG) consisting of highly qualified competent and dedicated personnel
14. There shall be one regulatory body for the entire higher educational sector viz. National Higher Educational Regulatory Authority (NHERA).
15. The Government of India is expected to budget around 6% of the GDP to take care of the needs of the education sector.

Overall, the National Education Policy 2020 is laudable and is much awaited. It takes care of many of the ills of the current education system. The only challenge I see is in the implementation and specifically two areas 1. Merger of all the statutory bodies into one body (NHERA) and allocation of budgetary fund of 6% of the GDP.



Salient Features of the New Education Policy 2020

Preamble

The new education policy 2020 is a long and much awaited document on the education system in India. It is well documented and is far reaching in its approach. The policy comprises of 60 pages.

The policy has been divided into the following sections:

- School Education
- Higher Education
- Other Key areas of focus and
- Implementation /Make it happen.

School Education

The aim of the policy is to provide equitable access to all irrespective of the socio – economic background.

School education should include not only hard skills but also soft skills including cultural awareness, empathy, perseverance and grit, team work, leadership, communication etc. The policy is based on the principle that school education should be flexible, no hard separation between arts and science and should be multidisciplinary in nature. It should be holistic in nature. Conceptual thinking is a must along with creativity and critical thinking and knowledge of ethical

behavior, human and constitution values. The education system accepts that teachers and faculties are the core to the learning process.

Pre-Primary School

The Early Childhood Care and Education (ECCE) is dependent on the 1. Standalone Aganwadis. 2. Aganwadis attached to primary schools 3. Pre primary schools / sections attached to primary and secondary schools covering at least children up to the age of 5 / 6 years and 4. Standalone preschools.

Many of these pre-primary schools need to be strengthened with good infrastructure. Faculty should be at least 10 + 2 qualified.

Preparatory Classes

This is newly introduced i.e. class before Class 1. The learning would be more fun or play based with a focus on developing cognitive, affective and psychomotor abilities. Mid-day meals etc. should be continued in this class also.

Primary and Secondary Schools

The GER (Gross Enrollment Ratio) has been dropping significantly as one goes to the higher class. This needs to be curtailed. Three initiatives need to be taken to stop this fall in GER:

1. Upgrade or Provide good quality infrastructure and making the school safe and
2. Provide conveyances / hostels etc. especially for the girl students and
3. Use of Alternative and Innovative techniques to ensure that dropouts are reduced.

The school education will be restructured by a 5+3+3+4 structure where in

- ◆ Foundational (Class 3 years + Grade or Class 1 and 2)
- ◆ Preparatory (Class 3 to 5)
- ◆ Middle School (Class 6 to 8)
- ◆ High School (Class 9 to 10) and Class 11 and 12

The student can exit school after Class 10. The classes would follow a semester system. Arts and Sports

would be taught on alternate days. Up to Grade 5 the medium of instruction will be the mother tongue / home language. From Grade 6 to 8 additionally one could also use the local language as the medium of instruction. From Grade 6 to 8 students would participate in a fun project – “LANGUAGES OF INDIA”. Sanskrit will also be offered at all levels of school.

Curricular Integration of essential subjects and skills

Students will be given a choice of subjects, however certain subjects and skills have to be learned by all students. Thus, in addition to language subjects, students should develop skills which would help in the holistic development, constitutional values, ethics etc.

Students who are gifted and with special talents would be identified and developed. Topic centered and project-based clubs will have to be initiated in all schools, such clubs could be mathematics club, science club, music club, poetry clubs etc. Olympiads and competitions shall be encouraged at the national and international level.

All class-rooms shall be developed as smart phones and once internet and smart phones are available to all quizzes, competition, assessments enrichment materials and other online material would be available to the students.

Teachers

Teachers will be B.Ed. qualified – 4-year program. Transfers will be halted except for promotion and or leadership positions. All Teachers need to clear the Teacher Eligibility Test (TET).

Teachers will be involved in the governance of school/school complexes including as members school management committees etc. They will not be involved in non-teaching activities like cooking mid day meals or electioneering work etc.

Teachers should take part in Continuous Professional Development (CPD) programs of a duration of 50 hours per year.

Professional Standards for Teachers

A common guiding principle shall be prepared by 2022 by the National Council for Teacher Education.

All universities / colleges will offer B.Ed. / M.Ed. / Ph.D. programs in Education.

THE NATIONAL EDUCATION POLICY 2020 IS LAUDABLE AND IS MUCH AWAITED. IT TAKES CARE OF MANY OF THE ILLS OF THE CURRENT EDUCATION SYSTEM.

Accreditation System

A common system of accreditation will be developed and followed for all private and public schools.

National Health check up

A sample based National Achievement Survey (NAS) of student learning at all levels shall be periodically carried out by the National Assessment Centre for School Education in association with government bodies.

Higher Education

All Higher Education Institutions (HEI) shall be strive to become large multidisciplinary universities and HEI clusters. Over a period of time all HEIs will be classified into 1. Research Intensive Universities 2. Teaching Universities and 3. Autonomous Degree granting colleges. The Autonomous degree granting colleges may or may not be a part of a university.

All type of institutions will have the option to run Open Distance Learning (ODL) provided these institutions are accredited to do so. The present nomenclature of HEIs e.g. deemed to be university, affiliating university etc. shall be replaced by UNIVERSITY. Holistic development of students which includes soft skills, communication, discussion and debate etc. will be the hall mark in all undergraduate programs including those in professional technical and vocational disciplines. Lessons in community service programs will also be considered as part of holistic development.

The undergraduate program will be either a 3- or 4-year program with multiple exit points. Thus, a student can get a diploma (after 1 year), advanced diploma (after 2 years), a degree (after 3 years). A 4-year degree with multi discipline including 'with research' would however be preferred. There would be a creation of an Academic Bank of Credit (ABC) for digitally storing credits from recognized HEIs.

HEIs can design their own Master degree program (2 years) including the last year being fully devoted to research. Students with 4-year Bachelors program will have only one year of Masters program. Also, there could be an integrated Bachelor / Masters program (5 years). The minimum qualification for a PhD. Program would be a 4-year Bachelor's degree with research program or a Master's degree program. Additionally, gifted students shall complete their program in a fast track mode. All HEIs shall have topic centered clubs and activities dedicated to science, mathematics, language poetry music, sports etc.

High performing universities shall be permitted to start campuses outside India and also Top 100 universities in the world shall be allowed to start campuses in India.

Private HEIs will offer scholarship from 100% to 25% for at least half of the students.

Teacher compensation shall be increased substantially. The teacher student shall range from 1:10 to 1:20. Faculty excellence will be incentivized through appropriate rewards, promotions recognitions and movement into institutional leadership positions. Meanwhile faculty who do not deliver on basic norms will be held to account.

All teachers must undergo Continuous Professional Development programs. For this purpose, technology platforms like SWAYAM / DIKSHA could be used.

Transparent processes need to be developed for faculty recruitment, training etc. Suitable probation period will be put in place to improve productivity. Teachers with exceptional qualities will be trained to take up leadership position.

All HEIs must make plans to increase participation of students from all sections of the society by:

- ❖ Mitigate opportunity costs and fees for pursuing higher education
- ❖ Make admission processes more flexible
- ❖ Make curriculum more inclusive

THE NATIONAL EDUCATION POLICY 2020 IS IN MANY WAYS JUST WHAT INDIA NEEDS, AS IT BLOSSOMS INTO THE WORLD'S LARGEST WORKFORCE IN COMING YEARS.

- ❖ Increase employment potential by developing holistically
- ❖ Develop more degrees in Indian languages
- ❖ Make all buildings and facilities wheel chair and disable friendly.
- ❖ Develop bridge course for students of disadvantaged students
- ❖ Provide mentors and counsellors to student

All multidisciplinary institutions shall conduct 4-year B. Ed program leading to Ph.D. Faculty in the department of Education shall be Ph.D.'s and / or teachers with outstanding teaching experience.

All Ph.D. students will be required to take credit-based courses in teaching / education/ pedagogy related to their chosen Ph.D. subject. All Ph.D. students will have to undertake minimum number of hours of actual teaching.

Restructuring of certain courses e.g. vocational courses, agricultural courses, legal courses shall be encouraged.

All MBBS students must possess Medical skills, Diagnostic skills, Surgical skills and Emergency skills. All allopathic students must have a basic understanding of Ayurveda, Yoga, Naturopathy, Unani, Siddha and Homeopathy (Ayush) and vice versa.

Technical education shall call for closer collaboration with industry and institution to drive research and innovation. Cutting edge education for e.g. AI, data analytics, 3 D machining, machine learning process, genomics, nanotechnology, neuroscience etc. must be woven into the undergraduate programs.

For each HEI there shall be a Board of Governors (BOG) consisting of highly qualified competent and dedicated personnel. The BOG shall be responsible and accountable for the outcomes of the stake holders of the HEI. The members should demonstrate strong alignment to constitutional values.

There shall be one strong regulatory body for the entire higher educational sector viz. National Higher Educational Regulatory Authority (NHARA).

Higher Education Grants Commission (HEGC) will be created to take care of funding and financing of HEI.

Adult education, Promotion of Indian Languages, Arts and Cultures needs to be also encouraged. HEIs shall have to create strong departments with adequate expertise and design programs in Indian language, creative writing, translation and interpretation, web design graphic design etc.

The Government of India is expected to budget around 6% of the GDP to take care of the needs of the education sector.

Statutory bodies will be created to take care of the implementation.

Here are 5 major challenges in the implantation of NEP 2020:

1. Adding 1000 + More Universities in next 10 years is a herculean task

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years.

Opening one University every week on an ongoing basis is an undoubtedly massive challenge. The Government should allow Digital and Online skills. Universities to focus on more Digital Skills.

2. The numbers are no less daunting in reforms to our school system

The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.

This certainly requires a substantial amount of investment in classrooms and campuses. We need to

add 250-300 teachers every week.

Given that many teaching positions are going unfilled even in existing schools, this becomes a particularly interesting challenge.

3. Current focus on healthcare and economic recovery to lower the execution speed

Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer.

While the National Education Policy is a 20-year journey, one worries that we may be off to a stumbling start over the next 2-3 years, when government and budgetary priorities are claimed by the more urgent but equally important needs of healthcare and economic recovery.

4. Need to create a large pool of trained teachers

In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step.

But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs.

Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

5. Inter-disciplinary higher education demands for a cultural shift

In higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized.

This culture of disciplinary mooring runs very deep among scholars and professors alike, with few exceptions.

For the entire higher education system to be composed of "exceptions" professors who are curious about, respect and lean in to other disciplines while being experts in their own is no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

In summary, the National Education Policy 2020 is in many ways just what India needs, as it blossoms into the world's largest workforce in coming years.

To realize the dreams it contains, we must overcome substantial execution challenges in a sustained manner for years and decades to come. 🇮🇳



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NATIONAL EDUCATION POLICY 2020

AN APPRAISAL

National Education Policy (NEP) 2020 recently announced by the Govt. of India has become a subject of intense debate. What is not under discussion is the principle of NEP. The vision of National Education Policy is to transform India by building a fair, impartial and energetic knowledge society by providing high-quality education to all, hence making India a knowledge superpower. The curriculum and pedagogy of our institutions is aimed to develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values and bonding with one's country. The policy envisions to instill among the students a deep-rooted pride in being Indian in thought, spirit, intellect, and deeds. Further, the policy aims to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being.

Some of the key fundamental principles that will guide the educational system includes identifying the unique capabilities of each student and encouraging

teachers and parents to work on holistic development of each child in academic and non-academic spheres, abolition of strong barriers between arts and sciences and demolition of silos between different areas of knowledge, multi-disciplinary norms across sciences, arts, humanities etc to establish the unity of all knowledge, conceptual understanding instead of rote learning, ethics and human values such as empathy, respect for others, scientific temper, pluralism, equality and justice, formative assessment for learning in place of the currently used summative assessment.

Some other principles include ensuring that all students are able to thrive in the education system, teachers to be the heart of the learning process, their recruitment, continuous professional development to be monitored, innovation and out-of-the-box ideas to be encouraged through autonomy, good governance, and empowerment; for higher education, outstanding research as a requisite for outstanding education, and a continuous assessment of progress of research by experts in the field of education.

The vision of this policy is to convert India into a global knowledge superpower by providing quality education to all.

Let us first discuss the School education in part I since it the foundation of the whole education system.

School Education: Restructuring School Curriculum

The curricular framework for school education will be composed of a 5+3+3+4 design, consisting of the Foundational Stage, Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). The foundational stage is in two parts, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8.

The NEP has introduced for the first time three years of pre-schooling, age group of 3-6 years, and hence the new system will have 12 years of schooling with three years of Anganwadi/ pre-schooling. Since 85% of a child's brain development takes place before the age of six, Early Childhood Care and Education (ECCE) has the potential to enable all young children to flourish in the new educational system. ECCE consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning. It also includes development of social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. For access to high quality ECCE in the whole country, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/ teachers.

Foundational literacy and Numeracy – The ability to read and write, and perform basic operations with numbers, is an essential and a crucial prerequisite for all schooling and the whole learning process. The highest priority of the education system will be to achieve universal foundational literacy and numeracy, i.e., reading, writing, and arithmetic at the foundational level is first achieved in primary school by 2025.

Mother tongue as medium of instruction – The NEP document states that children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Hence the mother tongue as the medium of instruction is suggested even as it sticks to the 'three language formula' but also mandates that

no language would be imposed on anyone. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible.

From the experience of the developed countries, it has been found that being well educated in one's language, culture, and traditions is a huge benefit to educational, social, and technological advancement.

Mathematics as the core subject – NEP has stressed that mathematics and mathematical thinking will be crucial for India's future and India's leadership role in the numerous upcoming areas. The areas that will dominate will be artificial intelligence, machine learning, big data, data science, etc. Hence, mathematics and logical thinking will be given increased emphasis throughout the school years. Right from the foundational stage, a number of innovative methods involving the use of puzzles and games that make mathematics and logical thinking more enjoyable will be followed.

Internship for Vocational crafts – Students during Grades 6-8 will be provided hands-on experience of vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities. All students will participate in a 10-day bagless period during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. On the same pattern, internship opportunities will be provided to students during Grades 6-12 to learn vocational subjects. Bagless days will be encouraged throughout the year for various types of enrichment activities. Students will be exposed to activities outside school through visits to places/monuments of historical, cultural and tourist importance.

Assessment for Student Development – The emphasis of assessment of our schooling system will shift from one that is summative and tests memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests skills such as analysis, critical thinking, and conceptual clarity. The chief aim of assessment will be for learning; and the entire system will continuously

revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. The singular thrust of curriculum and pedagogy reform will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of memorization as is mostly present today.

Students with Special Talents – Every student has talents and it is the job of the teacher to recognize the student’s interest. Such talents must be nurtured and developed. Gifted children must be encouraged to pursue their interests. Students who show strong interests in any area must be encouraged to pursue that area which may be beyond the school curriculum.

Teachers – Teachers shape the destiny of our children – and hence the destiny of our nation. The quality of teacher education and motivation of teachers is not up to the standard to reach our goal of excellent teachers. In order to attract outstanding students to the teaching profession, a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programs. In rural areas, merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programs. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or National Testing Agency (NTA) test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. The service environment and culture of schools will be overhauled to increase the ability of teachers to do their jobs effectively.

As is clear from the above, there are excellent recommendations in NEP 2020. If all these are followed, our education system will put India on the world map. The problem lies in implementation not in intent. Some of the problem areas are as under.

Whereas the aims have been clearly defined in NEP 2020, but how to arrive at those aims is not made clear. The roadmap towards the goal is missing.

- ◆ Implementation of this policy will not be easy

and quick. It is going to take a long time for the policy to take practical shape.


- ◆ The Govt. schools in most states are in a total mess where 25% teachers don’t attend the school and 25% of teachers don’t teach. Rest of the teachers doesn’t have any motivation to teach or are unable to do their job.
- ◆ In many states, less than 10% teachers pass the Teacher Eligibility Tests.
- ◆ Govt. schools particularly in rural areas suffer from lack of proper building, laboratory infrastructure, toilet for girls, playing space etc.

All of the above acts as a serious dampener for the parents to send their children to Govt. schools. According to the Govt’s District Information System for Education (DISE) data, between 2011 and 2018, 2.4 Crore children left state schools and joined private schools. Today, almost half of India’s children (47.5%) are in the private school system, with 12 Crore children.

Out of 74 countries in the international Program for International Student Assessment, (PISA) test of reading, science and arithmetic, our children were ranked 73, and Kyrgyzstan was ranked 74 (lowest rank).

NEP mentions that private school system will be encouraged by Philanthropy by running the schools on a no-profit basis. This unrealistic stance will hit the system hard. The question is why should anyone run a school on a no-profit basis? What is his incentive?

Arun C Mehta (A study of Punjab based on DISE 2005 data) has discussed the elementary education in unrecognised schools across Punjab. A large number of unrecognised schools continue to function in India. This may be true for other parts of the country as well. Facility wise these schools are at par or even better than recognised schools. In fact, unrecognised schools mostly in rural areas are in great demand and these schools are popularly known as English medium schools. There is urgent need to register and recognise all unrecognised schools. In order to obtain true picture of enrolment we must obtain information about the unrecognised sector as well.

Finally, it must be remarked that if all the lacunae as mentioned above are taken care of, then NEP 2020 will have the greatest transformative effect over the whole country as Education is one of the largest social sector development programs. 

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NEP-2020

SILVER LINING FOR THE INDIAN EDUCATION SECTOR

The college canteen has suddenly transformed into a Barista outlet with Grande or Venti instead of plastic glasses, and brown sugar, or caramel cream substitute the over-sweet tea with samosas: Welcome to New Education Policy 2020 with a global outlook.

The Indian education sector has been recognized as a “Sunrise Sector” for investment in recent years. In the Union Budget 2020-21, the government’s allocation comes with Rs 99,300 crore for the education sector in 2020-21 and about Rs 3,000 crore for skill development. India has become the second largest market for E-learning after the US and is expected to reach US\$ 1.96 billion by 2021 with around 9.5 million

users. So most of the businessmen find this sector lucrative because of its never-ending demand, easy availability of teachers (population and unemployment) at less cost, and social recognition. The total amount of Foreign Direct Investment (FDI) inflow into the education sector in India stood at US\$ 3.24 billion from April 2000 to March 2020 according to the data released by Department for Promotion of Industry and Internal Trade (DPIIT).

The government kept on imposing policies in the education sector in bits and pieces from time to time with an aim to boost the growth and development of education sector. For instance, In May 2020, the government launched PM eVIDYA, a programme for multi-mode access to digital/online education. Other initiatives to be launched include Manodarpan, New National Curriculum and Pedagogical framework, National Foundational Literacy and Numeracy Mission. The government has also proposed apprenticeship embedded degree/diploma courses for 150 higher educational institutions. In order to boost the Skill India Mission, two new schemes, Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) and Skill Strengthening for Industrial Value Enhancement (STRIVE) have been approved by the Cabinet Committee on Economic Affairs (CCEA). The Government of India, with an outlay of Rs 6,655 crore (US\$ 1.02 billion) will be supported by the World Bank. The Ministry of Human Resource Development has started a campaign “The Ek Bharat Shreshtha Bharat (EBSB)” to increase engagement between states, union territories, central ministries, educational institutions and general public.

Structure of Indian Higher Education Sector

Higher education is referred to that education which is imparted after the 12th standard. There are three principal levels of qualification within the higher education system in the country: Graduation level, Post-graduation level, and Doctoral degree. The structure of Indian Higher Education Sector comprises of tertiary education, technical education, and vocational education. All education entities are regulated by competent autonomous bodies like University Grants Commission (UGC), All India Council for Technical Education (AICTE), Institute of Chartered Accountants of India (ICAI), Council of Architecture (COA), Distance Education Council (DEC), Indian Council of

Agricultural Research (ICAR), Bar Council of India (BCI), Directorate General of Training (DGET), and the National Council for Vocational Education and Training (NCVET) etc. In order to maintain high standards and quality in higher education, the regulatory bodies have made it mandatory for universities and institution to get assessed and accredited by the respective authority or council such as National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), and National Accreditation Board for Education and Training (NABET) etc.

New Education Policy 2020: Transforming higher education

The policy disdainfully projects the concept of opportunity and choice: a person can study botany and architecture together and become an architect, botanist, or even a physicist. It’s an immensely passionate thought not unlike having hot chocolate fudge. In 1986 the first National Education Policy was framed and later it was modified in 1992. Since then the noteworthy transformation in all aspects has happened in India and on the world-stage at large. The 21st century was demanding the Indian education sector to gear itself and assimilate the worth in the citizens. On 30th of July 2020, the New Education Policy of India was announced. Its center of attention was on quality, creativity, and research to make India a knowledge superpower.

New Education Policy 2020: Academic Structure

Four-year graduation program is proposed after 12th standard, with an exit point after every year. The fourth-year includes research work along with in-depth knowledge on one’s subject of choice. Master’s degree programs will continue to function, however, students have an option to complete one year or two years. The second year of the program is devoted to research. Candidates who have completed 4 years of graduation will be required to complete one year in post-graduation and only if three years graduation is complete will the student will be eligible to complete two years of post-graduation. Another salient feature of the policy is the multi-disciplinary approach. According to the draft an Academic Bank of Credit (ABC) would digitally store the academic credits earned from recognized HEIs which can then be transferred and

counted as a part of the final degree. Value-based education, environmental education, credit-based courses and projects in the areas of community engagement and service will be an important part of the curriculum of HEIs. It is generally said that one can “either convince a person or confuse them” because with so many choices it seems the student will be more confused rather than convinced.

Another pertinent question is if “the Universities and colleges have the required facilities and infrastructure” to work under the guidelines of NEP”. Moreover, the purpose of the choice is not defined. Why must a student choose a particular subject, is an important factor that should have been addressed. Breaking the continuity of education is further going to reduce the knowledge base. Until now students were compelled to complete five years of higher education, but now after every year chances of leaving the course will be a distinct possibility which may increase dropout ratio. What will be the utility of one year or two years of graduation as compared to three and four years? It seems that the draft bids legitimize and validate dropouts while boosting numbers on paper. The reasons and remedies for dropouts should have been addressed.

New Education Policy 2020: Research and Development

According to the new education policy of India, 2020 it is proposed to discontinue the degree of MPhil which


The academic structure seems good but what about the course structure? How will the students be made employable? The unanswered questions and the glaring infrastructural deficiencies in Universities and colleges will defy the objectives of the policy.

will be replaced by a four year graduation program instead of the conventional three years. Earlier, if anyone was interested to do research, the minimum qualification was post-graduation. M.Phil. was considered as a bridge between graduation and research. It gave the basic integrities for good research and in turn prepared students for a doctorate. The one year of Master of Philosophy (MPhil) is now merged with four year “multi-disciplinary” Bachelor’s program. So now the students opting for Ph.D can either complete their three-year graduation and two years post-graduation or four years of graduation.

The draft thus enhances research and discourages cramming mode of learning. The New policy incorporates the research component in the fourth year of graduation and a Master’s degree is touted to become more research-oriented as a basis to apply for research, thus increasing the quality of research. The policy claims the student will be in a better position to decide during graduation whether they want to opt for research or not. This is a little unprecedented. If after four years of graduation, a student can opt for Ph.D, will this justify the quality of research remains the big question. It remains doubtful if making research as a mandatory component is going to enhance quality.

Conclusion

NEP2020 was required for some time, and the changes are revolutionary though some issues have been brushed under the carpet. The most important issues include lack of infrastructure,

shortage of teachers, and the alarming rate of student dropouts that are not being addressed. One important aspect that is being overlooked is the industry-academia interface. On what basis will a student be inclined to choose a subject? Is it only the interest of the student or will it be based on the demand of the industry? Does the industry really need to combine physics with fashion designing? Does the Indian economy require jack-of-all-trades and masters of none? The academic structure seems good but what about the course structure? How will the students be made employable? The unanswered questions and the glaring infrastructural deficiencies in Universities and colleges will defy the objectives of the policy. It may so happen that the policy may finally result in a mere line drawn on water. The success of any policy is based on its implementation. If all the socio-economic factors along with state and central government are brought into one line, the policy will be implemented in its true sense. The policy will be a silver lining in the dark cloud of the education sector converting India to a knowledge superpower. 

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IN THE QUEST FOR THE PURPOSE OF EDUCATION

Prologue

Hello, my name is Ryan, Ryan Baidya. That is my popular name derived from my official name Narayan Baidya. I am a naturalized citizen of the United States of America. It gives me immense pride to call myself a *Bharatiya* (Indian) by birth and philosophy; and a citizen of a free world where merit and justice prevail in most parts and eventually.

I arrived in the U.S. in September 1987 with 24 years of grinding educational training, worth of hard work and a drive to learn and contribute to the betterment of humanity. I was not trained to go after money; in fact, the opposite was true. I was trained to dislike it. However, I was trained to worship education, knowledge and wisdom.

I spent 10 years in the nation's thriving institutions working with scientists, many of whom were later recognized by the National Academy of Science and the Nobel Foundation. Some of my close peers went on to become Professors, entrepreneurs and some of them may even be in-line for Nobel Prizes (CRISPER, I predict). At first, I wanted to be in education, but not the education that I am a product of. Since that was not possible, I went on to become an entrepreneur.

I am however, an educator. The education bug started growing in me since I was a seventh-grade student. During my middle school days, I used to teach some of my fellow classmates, and later to the junior classes with some honorarium (fancy word for lunch money).

During my doctoral time, I taught students from diverse academic, cultural and economic backgrounds. Most of us think that an educator teaches, and that is to some extent true. However, in reality, students teach many-fold more to the educators. An educator gets to learn from 20-30 students per class, while students get to learn from only one teacher per class. There is a very favorable ROI (return-on-Investment). Unfortunately, the contemporary system does not allow room for such learning philosophy.

I love to teach. I want to teach those who genuinely want to learn with an open mind. Those who want to challenge, question and progress uninhibitedly. I believe freedom of a human soul is not only by abolishing monarchism, autocracy, dictatorship, pseudo-democracy, asymmetric financial policies, religious boundaries, and blindness but also through "holistic education of souls" taught by a free mind uninhibited by ignorance, bias, fear, greed, and lust.

I believe education should be a separate state of affairs that is free from all of the above issues and



completely independent of anyone's influence. Education should flow forward as "Time" does. Rivers used to flow on their own. We managed to interrupt them and change their directional flow. Winds used to blow on their own and we learned to manipulate them. However, time remains free of any interruption. Education should and must be of the same category as time. The human race will perish if we do not honor Education's right to be free and absolutely free.

Could this be possible?

An answer to this question is both, Yes and No, depending upon how one approaches addressing the question. If one is truly seeking an answer, one will find the means and goals to make things work. If one starts with a negative answer, they will have nothing to worry about and his/her quest would

be short and simple – over.

In the U.S., we have many institutions of higher learning who have achieved significant freedom, but not all. And, that "not all" is hindering our progress as a human race. The outcomes breed multiple episodes of failure of democracy, financial inequality, and a lack of understanding of skin pigmentation, confusion in understanding the differences and similarities in race, culture, ethnicity, skin-tone, mother tongue, and physical appearance. Thus, the result is myopic Tribalism. "Tribalism" entails focusing on accumulation of food, wealth, and power – that create economic and social inequality, disenfranchisement and oppression.

In India, we have semi-autonomous educational systems for the masses with composite of philosophy – leftover British model, the American educational aspiration and intrinsic traditional *guru-siksha*. Meaning, teachings imparted by a guru, or a master.

During the British occupation British introduced



requires much larger percentage of the GDP for Education. And, when a country is aspiring to achieve higher growth in order to alleviate its population out of poverty, the country needs to allocate over 25% of its GDP for at least seven consecutive years. A spectacular outcome will very likely be visible within the first three years.

Now the question is why wouldn't these nations spend a large chunk, say 25-30%, of their budget in building nations' future? Today's students are the nations' foundation of tomorrow. We do not build a skyscraper with a weak foundation. A nation is bigger than a skyscraper. Could this be because education sets a human soul completely free? Free souls are good for the universal progress of peace and prosperity. However, free souls may not necessarily follow the minor tribal activities. Free souls always rise above the tribalism and serve the humanity for greater good.

Understanding the Purpose of Education

In truly understanding of my affinity towards education I grappled with the question "what is the purpose of education". Many scholars and educators have had to struggle with this same question before my time. And, I believe, long after today many will ask the same eternal question. Why? You may wonder! The "Purpose of Education" is simply not a static issue, it is a dynamic goal which is and should be changing with the progress of humanity and technological developments. In fact, philosophers and educators have put forward their views and perspective on the purpose of education since the beginning of time.

Philosophers and educators as diverse as Vyasa, Chanakya, Adi Shankara, Aristotle, Plato, Rousseau, Mozi, and Confucius gave their theses on the purpose of education in their respective time and societies. They shared many common characteristics and principles about what it is that education's role should be in human development. Each of them also had their own unique views on the role of education within a given time and society.

In ancient India, education was a holistic learning process. Meaning, the goal of obtaining an education was to develop a fully-functional and adept human being. The *guru-shishya* or teacher-student *parampara* or tradition outlines immersion learning. Students in ancient India used to live in an ashram or a dedicated

place for growth and development of the self. Trust in the guru was an important aspect in learning and teaching. Students would not only learn skills but also important life lessons via experiential methods. Examples of this are seen in the stories of the Ramayana and the Mahabharata.

Sri Krishna, in his dialogue with warrior Arjuna states that one should employ yoga in one's life and one of the *yogas* he discusses is Karma yoga. The gist of Karma yoga is to perform action without expecting any fruits in return. Therefore, students should study for the sake of studying and not with the aim of getting a good grade. The grade will happen as a byproduct, not as a primary goal or desire. A student's *dharma* - translated as duty or internal moral compass - is to be the best student s/he can be. For example, the dharma of a teacher is to impart the best education possible; not discriminate or favor students' and be a guiding light which removes any form of darkness and doubts during the student's academic career.

Maharishi Patanjali codified the *Yoga-Sutras* based on many ancient texts and one of the subcomponents of disciplines he lists is self-study, or *swadhyaya*. Introspection and getting to know one's self plays a significant role not just in yoga but in most of the Indian thought and philosophy. This philosophy of learning later was spread all over Asia and beyond.

Simplistically, the purpose of education according to ancient seers and gurus is to develop good citizens who are trained to exercise their dharma in society, whichever functions they might end up performing. Development of a holistic, well-versed and skillful student begins with the right type of teachers and environment.

For Today's World

Educational systems are a function of time. The contemporary times cannot be directly compared to ancient India. Immersion learning and living with a guru is not a possibility in today's world. However, it



is possible to modify the environment to where the students and teachers are in a near-ideal space so that teaching and learning become smooth and organic in nature.

Today, the purpose of education is geared towards learning specific skills, finding employment and making money. There is nothing wrong with wanting to be self-sufficient and fulfill one's karma

as a provider. However, the education system today contains gaps which must be addressed; the system does not create a full-fledged human being. The educators themselves are not equipped to train holistic students and the environment also is not feasible to allow either - the guru-teacher to adequately train the shishya-student.

Some examples of views on the purpose of education from contemporary philosophers and thinkers are listed below:

According to John Dewey, "Individual Psychology and Education," *The Philosopher*, 12, 1934,

"The purpose of education has always been to everyone, in essence, the same—to give the young the things they need in order to develop in an orderly, sequential way into members of society. This was the purpose of the education given to a little aboriginal in the Australian bush before the coming of the white man. It was the purpose of the education of youth in the golden age of Athens. It is the purpose of education today, whether this education goes on in a one-room school in the mountains of Tennessee or in the most advanced, progressive school in a radical community. But to develop into a member of society in the Australian bush had nothing in common with developing into a member of society in ancient Greece, and still less with what is needed today. Any education is, in its forms and methods, an outgrowth of the needs of the society in which it exists."

Views of Martin Luther King Jr., speech at Morehouse College, 1948,

"The function of education is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to

its model of education to create subjects to serve their administration and economic interest of Britain. It was a boiler plate system of soul-less education process. What survived from that 200 years' process is the essence of *guru-siksha* model, and we are the beneficiary of that model.

Our current education systems are forced to fail to clear the cloud that our leadership has put in the beautiful mind of our children 24/7. We have mistaken that education only happens inside the school's wall. In fact, education is a 24/7 affair. Our children - as well as we, the adults - learn every day and every moment from all the information that we absorb from all the means that we encounter. The higher the value source, the greater the impact is on our children's mind and their education.

Economic Investment in Education

Every country in the world is in a failed State of Education. In the economic sense, education is a collective investment that ensures all aspect of our lives - the state's safety, security, peace and happiness, economic prosperity and growth, and global tranquility and harmony. Yet, every country in the world dedicates a small fraction (average around 5%) of their Gross Domestic Product (GDP) to education. Moreover, some countries; such as, India, Brazil, Indonesia and the USA, have larger percentage of young students that naturally

society. The most dangerous criminal may be the man gifted with reason but no morals. ... We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education.”

An opinion of Arthur W. Foshay, “The Curriculum Matrix: Transcendence and Mathematics,” *Journal of Curriculum and Supervision*, 1991,

“The one continuing purpose of education, since ancient times, has been to bring people to as full a realization as possible of what it is to be a human being. Other statements of educational purpose have also been widely accepted: to develop the intellect, to serve social needs, to contribute to the economy, to create an effective workforce, to prepare students for a job or career, to promote a particular social or political system. These purposes offered are undesirably limited in scope, and in some instances, they conflict with the broad purpose I have indicated; they imply a distorted human existence. The broader humanistic purpose includes all of them, and goes beyond them, for it seeks to encompass all the dimensions of human experience.”

Philosopher and educator Mortimore Adler (1982) advocated that the purpose of education has three major components:

Individual growth or self-improvement

Trade/occupational preparation

Development of societal membership

Professor David Tyack (1988), an educator and historian, viewed the purpose of education as being related to the social and economic needs.

More recently, sociologists D. F. Labaree, K. B. deMarrais, and M. D. LeCompte (1995) collective views can be summarized into four major purposes of education:

Academic purposes such as the development of mathematical and reading skills;

Economic purposes such as trade/job preparation; and

Political purposes such as the integration of immigrants;

Collective purposes such as the development of societal and ethical responsibility.

More Recently...

Dr. Philip J. Guo, Professor of Cognitive Science, University of California, San Diego (2010) stated,

“the main purpose of education is to strengthen your mind so that you can more easily learn to deal with

specific challenges you will face throughout your life. Even though you will forget most of what you learned in school, the intense effort you spend struggling with difficult academic material tones your mind, just like how physical conditioning tones your body (even though it serves almost no practical purpose).”

Kwame Anthony Appiah wrote,

“College is about building your soul as much as your skills. Students want to test out their ideas and ideals in the campus community. College, in this view, is where you hone the tools for foundational American Project, the pursuit of happiness” (*The New York Times Magazine*, Sept 8, 2015).

These contemporary thinkers, philosophers and educators are unanimous with the views of our early sages and gurus that the development of souls of the students are as important if not more as building skills of any particular trades.

... And, in the politics

What is the purpose of education? The question came to life in early 2015 in politics within the U.S. political climate when Wisconsin Governor Scott Walker tried to modify the century-old mission of the University of Wisconsin system by replacing the words in the state code which mandate the university to “search for truth” and “improve the human condition” with “meet the state’s workforce needs” (Strauss, 2015). Governor Walker backed off when the issue sparked intense criticism from academics and others. This issue remains an unresolved topic of national debate even today. This type of tinkering with the purpose of education has been a regular phenomenon globally since the world’s nations are experimenting with restrictive and tribal political ideologies.

Moving Forward Together

Poet, singer, painter, educationist and Nobel laureate Rabindranath Tagore once wrote:

‘Jaretumi niche phalo se tomarebandhibe je niche, poschaterekhechojare se tomareposchatetanche.’

Literally, this means: “Those whom you put down will tie you down; those whom you leave behind will pull you back.” In other words, who we put down will hinder our societal progress; and those we leave behind will pull the whole nation back. Every soul needs a mission for its existence. And, a holistic educational system with true purpose of education can only build a soul with a mission. Without a mission the soul falls

behind. Work ethics are the mission for entrepreneurs. Climbing mountains, finding new lands, oceans and stars are the missions for the explorers. Inventing the existence of new processes in sciences, and materials to defeat the attacking pathogens are the missions for scientists. And so on.

Those souls that could not set missions are those who need assistance in finding their missions. If a society fails to provide them assistance, opportunists will exploit them and harm the society. These opportunists come in different shapes, forms and sizes with different colors and aromas. They come as educators, preachers, religious guides, politicians, and business persons.

These groups of opportunists turn those souls without mission into terrorists of all grades, into corrupt business persons, into fanatical political leaders, into out-of-order bearers of laws-and-order, into flawed law-makers, into justices who hold themselves as being above the law, and even to many - to far too many who become corrupt rulers of nations.

Why might Souls fail to find a Mission?

Like a plant, every soul comes from a seed. Like a germinated plant seedling, the soul needs simple, clean and a nurturing environment. Every soul receives its nourishment for the body and mind through food, shelter and education. Education means a learning process that goes on for an unending 24-7 nonstop duration. Learning happens even in sleep. Learning takes place actively and passively.

It is the lack of positive passive learning that harms a soul and deprives the soul from realizing its mission. It is observed that the places where passive learning is recognized, respected and protected, souls are flourishing; and happiness is of higher order of magnitude. Social and political discourses are harmonious and directed to greater goods. Whereas, in places where no respect for positive passive learning exists, what thrive are: corrupt leaders, dishonest politicians, immoral business people, and injustice. Unfortunately these personages are far too prevalent.

Nation’s purpose of education should be to give sincere attention to the realization of mission of one’s soul. Educational institutions should also provide an environment where students either find their life’s mission or strengthen their own-defined mission. We believe an educational institution acts as a catalyst in this process. The school refines the good which the student finds.

The students should have the opportunity to acquire not only the subject knowledge to economically sustain their livelihood, but also take part in building an equitable and sustainable peaceful society. They should be able to avoid emotionally expensive and professionally disastrous circumstances with relative ease if they are given the correct tools and wisdom to take over the steering-wheel of their life-journey. The content of the subject knowledge acts as the bearer of the educator’s life-lessons and wisdom, which in turn is the essence of the knowledge that students receive.

An educational system should invoke and awaken the seeker in every soul. Educational process helps students formulate their lives’ cardinal rules which will guide them for years to come to be bonafide citizens of this world. Unfortunately we have experienced that many individuals even with the highest accolades fail to perform as authentic citizens of our highly delicate societal framework. These individuals without the preparation to be a part of this society are prone to bring chaos and instability to society. Sometimes they even harm our global system to an extent which takes decades to repair. 📖

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RANK*	NAME OF INSTITUTES	ACTUAL VALUE							MULTIPLICATION WEIGHTS							WEIGHTED INDEX VALUE								
		PLACEMENT WEIGHT	QUALIFICATION WEIGHT	ENTRANCE TEST WEIGHT	WORK EXPERIENCE WEIGHT	FACULTY WITH PHD WEIGHT	FACULTY WITHOUT PHD WEIGHT	ACCREDITATION WEIGHT	PLACEMENT	QUALIFICATION	ENTRANCE TEST	WORK EXPERIENCE	FACULTY WITH PHD	FACULTY WITHOUT PHD	ACCREDITATION	X	PLACEMENT	ENTRANCE QUALIFICATION	ENTRANCE TEST	WORK EXPERIENCE	FACULTY WITH PHD	FACULTY WITHOUT PHD	ACCREDITATION	TOTAL WEIGHTED INDEX
1	INDIAN INSTITUTE OF MANAGEMENT, CALCUTTA	90	80	90	94	90	59	93	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	12.0	13.5	9.4	13.5	3.0	9.3	87.65
2	INDIAN INSTITUTE OF MANAGEMENT, BENGALURU	90	75	80	94	90	94	91	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	11.3	12.0	9.4	13.5	4.7	9.1	86.95
3	INDIAN INSTITUTE OF MANAGEMENT, AHMEDABAD	90	75	80	94	95	20	91	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	11.3	12.0	9.4	14.3	1.0	9.1	84.00
4	INDIAN INSTITUTE OF MANAGEMENT, INDORE	88	75	80	89	98	19	90	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	11.3	12.0	8.9	14.7	1.0	9.0	83.20
5	INDIAN INSTITUTE OF MANAGEMENT, LUCKNOW	88	75	80	89	95	19	90	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	11.3	12.0	8.9	14.3	1.0	9.0	82.75
6	IIFT, NEW DELHI	90	80	85	79	80	30	88	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	12.0	12.8	7.9	12.0	1.5	8.8	81.95
7	XLRI, JAMSHEDPUR	90	80	80	94	79	24	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	12.0	12.0	9.4	11.9	1.2	8.3	81.75
8	INDIAN SCHOOL OF BUSINESS, HYDERABAD	92	80	85	89	65	34	88	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.6	12.0	12.8	8.9	9.8	1.7	8.8	81.50
9	MANAGEMENT DEVELOPMENT INSTITUTE, GURGAON	90	80	95	84	65	26	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	12.0	14.3	8.4	9.8	1.3	8.3	81.00
10	INDIAN INSTITUTE OF MANAGEMENT, KOZHIKODE	85	79	80	84	75	72	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	11.9	12.0	8.4	11.3	3.6	8.3	80.90
11	SHAILESH J MEHTA SCHOOL OF MANAGEMENT, IIT BOMBAY, MUMBAI	88	78	80	99	65	54	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	11.7	12.0	9.9	9.8	2.7	8.3	80.75
12	VINOD GUPTA SCHOOL OF MANAGEMENT, IIT KHARAGPUR, KHARAGPUR	88	78	90	89	60	54	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	11.7	13.5	8.9	9.0	2.7	8.3	80.50
13	INDIAN INSTITUTE OF MANAGEMENT, RAIPUR	88	80	87	84	60	64	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	12.0	13.1	8.4	9.0	3.2	8.3	80.35
14	INDIAN INSTITUTE OF MANAGEMENT, ROHTAK	88	75	85	94	60	64	83	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	11.3	12.8	9.4	9.0	3.2	8.3	80.30
15	S P JAIN INSTITUTE OF MANAGEMENT AND RESEARCH (SPJIMR), MUMBAI	85	75	90	94	60	69	80	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	11.3	13.5	9.4	9.0	3.5	8.0	80.10
16	GREAT LAKES INSTITUTE OF MANAGEMENT, CHENNAI	90	78	90	82	60	70	70	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	11.7	13.5	8.2	9.0	3.5	7.0	79.90
17	WOXSEN SCHOOL OF BUSINESS, WOXSEN UNIVERSITY, HYDERABAD	87	80	90	80	55	75	70	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.1	12.0	13.5	8.0	8.3	3.8	7.0	78.60
18	NATIONAL INSTITUTE OF INDUSTRIAL ENGINEERING (NITIE)	80	80	85	74	65	64	65	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	24.0	12.0	12.8	7.4	9.8	3.2	6.5	75.60

PARAMETERS

- PLACEMENT
- QUALIFICATION
- ENTRANCE TEST
- WORK EXPERIENCE
- FACULTY WITH PHD
- FACULTY WITHOUT PHD
- ACCREDITATION

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		PLACEMENT WEIGHT	QUALIFICATION WEIGHT	ENTRANCE TEST WEIGHT	WORK EXPERIENCE WEIGHT	FACULTY WITH PHD WEIGHT	FACULTY WITHOUT PHD WEIGHT	ACCREDITATION WEIGHT	PLACEMENT	QUALIFICATION	ENTRANCE TEST	WORK EXPERIENCE	FACULTY WITH PHD	FACULTY WITHOUT PHD	ACCREDITATION	X	PLACEMENT	ENTRANCE QUALIFICATION	ENTRANCE TEST	WORK EXPERIENCE	FACULTY WITH PHD	FACULTY WITHOUT PHD	ACCREDITATION	TOTAL WEIGHTED INDEX
19	INDIAN INSTITUTE OF MANAGEMENT, KASHIPUR	85	75	80	64	55	64	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	11.3	12.0	6.4	8.3	3.2	6.3	72.90
20	DEPARTMENT OF MANAGEMENT STUDIES, IIT DELHI, DELHI	90	75	90	74	30	34	67	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	27.0	11.3	13.5	7.4	4.5	1.7	6.7	72.05
21	INSTITUTE OF MANAGEMENT TECHNOLOGY, GHAZIABAD	85	60	90	84	40	64	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	9.0	13.5	8.4	6.0	3.2	6.3	71.90
22	FACULTY OF MANAGEMENT STUDIES, UNIVERSITY OF DELHI	85	60	90	94	30	44	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	9.0	13.5	9.4	4.5	2.2	6.3	70.40
23	INTERNATIONAL MANAGEMENT INSTITUTE, NEW DELHI	85	63	90	94	29	37	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	9.5	13.5	9.4	4.4	1.9	6.3	70.35
24	INDIAN INSTITUTE OF MANAGEMENT, TRICHY	88	70	90	64	28	54	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	26.4	10.5	13.5	6.4	4.2	2.7	6.3	70.00
25	NMIMS SCHOOL OF BUSINESS MANAGEMENT, MUMBAI	85	70	90	94	20	34	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	10.5	13.5	9.4	3.0	1.7	6.3	69.90
26	BIMTECH, GREATER NOIDA	85	70	80	59	40	59	68	0.30	0.15	0.15	0.10	0.15	0.05	0.10		25.5	10.5	12.0	5.9	6.0	3.0	6.8	69.65
27	TAPMI, MANIPAL	85	70	70	64	40	59	68	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	25.5	10.5	10.5	6.4	6.0	3.0	6.8	68.65
28	LAL BHADUR SHASTRI INSTITUTE OF MANAGEMENT, NEW DELHI	82	60	90	94	35	19	58	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	24.6	9.0	13.5	9.4	5.3	1.0	5.8	68.50
29	INDIAN INSTITUTE OF MANAGEMENT, NAGPUR	82	65	80	84	40	24	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	24.6	9.8	12.0	8.4	6.0	1.2	6.3	68.25
30	INDIAN INSTITUTE OF MANAGEMENT, RANCHI	77	67	85	89	35	34	58	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	23.1	10.1	12.8	8.9	5.3	1.7	5.8	67.55
31	INDIAN INSTITUTE OF MANAGEMENT, SHILLONG	77	60	80	94	35	34	61	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	23.1	9.0	12.0	9.4	5.3	1.7	6.1	66.55
32	INDIAN INSTITUTE OF MANAGEMENT, VISAKHAPATNAM	76	70	80	69	40	39	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	22.8	10.5	12.0	6.9	6.0	2.0	6.3	66.45
33	SCMHRD, PUNE	80	68	60	64	50	54	63	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	24.0	10.2	9.0	6.4	7.5	2.7	6.3	66.10
34	LOYOLA INSTITUTE OF BUSINESS ADMINISTRATION (LIBA), CHENNAI	77	65	68	69	42	44	68	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	23.1	9.8	10.2	6.9	6.3	2.2	6.8	65.25
35	INSTITUTE OF MANAGEMENT, NIRMA UNIVERSITY, AHMEDABAD	77	65	57	54	50	55	80	0.30	0.15	0.15	0.10	0.15	0.05	0.10	X	23.1	9.8	8.6	5.4	7.5	2.8	8.0	65.05

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MAHATAMA GANDHI AND NEP 2020

“What is really needed to make democracy function is not knowledge of facts, but right education.”

“Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit.”

“Live as if you were to die tomorrow; learn as if you were to live forever.”

“I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible.”

The above four quotations from Mahatama Gandhi are relevant even today. Education is a great enabler. It has a key role to play in realizing the aspirations of 1.4 billion population of India. Though we have made some progress as compared to our past, we could easily accelerate progress with the right education.

The New Education Policy 2020 is a lengthy document with various aspects. It introduces changes in school education, college education and higher education. I would like to focus on three changes.

Vocational Education & Internships starting from class 6

The NEP says every child to learn at least one vocation and is exposed to several more such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by the States and local communities during Grades 6-8. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

This is a welcome step. As quoted above from Mahatama Gandhi “What is really needed to make democracy function is not knowledge of facts, but right education.” Besides providing theoretical knowledge, education should also teach life skills including vocational skills that can be used for making living.

No rigid separations between Science, Arts and Commerce

The NEP will allow students to choose between subjects in Arts, Commerce, and Science programmes. The idea is to have well-rounded development of the students by helping them choose which combination of subjects they wish to opt for.

This is a good step. As quoted above from Mahatama Gandhi “Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit.” In real life, one needs to know stuff from as diverse fields as possible for overall development. As research shows, innovations happen when different disciplines come together.


The NEP will allow students to choose between subjects in Arts, Commerce, and Science programmes.

Top foreign universities will be allowed to set up campuses in India

The NEP says foreign universities in top 100 will be allowed to set campuses in India.

This is a good step. As quoted above from Mahatama Gandhi “I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible”. Whereas Indian education has lots of strengths, it can learn from the strengths of foreign universities. A level playing field of competition, should result into overall quality of Indian higher education.

And as quoted above from Mahatama Gandhi “Live as if you were to die tomorrow; learn as if you were to live forever.” In this fast changing world, more internationalization of Indian education both by Indian institutions going abroad and foreign institutions coming to India, is a good way to make sure we have best of educational resources and inputs to learn.

One concern though is that I am a die-hard optimist and positive thinker, I need to also play the devil’s advocate to make this article realistic. And that is an issue of implementation and the inclusion of regular review and update. Policy formulation is not easy but it is the implementation where the real fun begins. For example, we have seen that on paper we have probably the best constitution in the world but it mostly remains on paper due to lack of proper implementation. So my concern is about proper implementation of good ideas in the right spirit. I hope and pray this is how implementation happens. 



Arvind Passey

THE STORY OF NEP 2020 IS READY TO CHANGE MINDSETS

National education Policy 2020 is now a story where the plot has already been decided, the theme is clear, and even the pace at which incidents will happen and weave a form has been given a format. The NEP2020 isn't any more in the ideation stage but will soon have words and sentences falling in place where the story moves ahead at a brisk pace. This story is all set to change mindsets and lives.

The new education policy lays special emphasis on both teachers as well as students and the process of transformation begins and continues with advancements in both areas. If on one hand we have the specifics of teacher training and teaching methodologies being subject to upgrades

that lead to valued degrees, there are elements where salaries and increments get some attention. So far as students are concerned, the policy wishes to walk the talk about transformation of a learner into one who has an orientation towards analytical thinking and the encouragement towards skill development. Somewhere in between are intentions to continually evolve the curriculum according to contemporary needs, rigorous entrance exams and assessments that are free from any sort of biases. Factors like having classroom strengths that aren't overwhelmingly counter-productive and the linking to regulatory bodies that do not over-step each other have the potential to convert the entire education system into one where efficacy is promoted because of creative thought processes meandering effectually.

How the opinion leaders interpret the policy?

Amita Mulla Wattal, Principal, Springdales School, Pusa Road, clarifies in her article 'Own the disruption' that 'much of the energy that will drive the economy will be generated in the classrooms. It is clear that without a skilled workforce, no community will prosper and no industry will thrive'. Quite obviously, the stress is not so much on rote learning that has been plaguing our education system so far and the attempt is to bring in a huge amount of cerebral interactions that will have their way when the research positioning is considered. Disha Nawani, Professor and Dean, School of Education, TISS, Mumbai in her article 'New policy old mindset' writes that 'the one remarkable feature which stands out is the implicit belief that teaching, caring and educating children is a highly demanding job and cannot be measured by quantitative measures alone. Therefore, even if students do badly, unwavering trust in teachers ensures that they are never in the radar of suspicion.' Throughout the policy document, words and concepts emerge that revolve around keywords like collaborative learning, critical thinking, problem-solving, decision-making, and an independent outlook that isn't governed by vested interests. This is, of course possible only if the coupling with digital literacy and information technology happens seamlessly. The entire process of re-engineering isn't going to be an easy task and definitely poses challenges at all levels.

The new education policy lays special emphasis on both teachers as well as students and the process of transformation begins and continues with advancements in both areas.

It is not surprising at all to find the industry, media, and those involved with teaching in any way have both upbeat opinions as well as rather circumspect analytical comments. Let us take the opinion of Azeez Gupta and Vishal Suri expressed in their article titled 'NEP ignores a key aspect: The critical role of parents' where they are apprehensive about the right degree of involvement of both parents as well as teachers. The element of involvement is subjective and thus carries with it the unsaid and undocumented role of people actively involved with the teaching process because a fair amount of unlearning of all the ways things were done in the past will be required. Their article talks about the political-economy aspects of the NEP and how this could have disruptive powers and mentions that 'we need initiatives and technology that achieve both educational and political success'. They go on to specify that 'technology can play a key role in bringing about this behavioural change by implementing the Aspiration, Information, & Measurement (AIM) framework'. This is actually what the present Covid conflict has already ushered in and people at the teaching and taught level have slowly become accustomed to the transformational role of the social media and other aids that depend a lot on internet. We know now that India is poised to have 820 million smartphone users by 2022 and this

will include both urban as well as rural population. It is apparent now that this advance into the digital technology arena that has begun, is going to remain unstoppable even after the Covid menace has died down. However, 'the outcomes of digital learning will be visible once a mass scale adoption happens' mentions Gaurav Garg in another article and goes on to add that only universal accessibility and 'an uninterrupted power supply and free internet' reaching out to the remotest village will actually do the magic.

NEP 2020 is all about restructuring and reenergizing

There is a certain section of thinkers who believe that this policy is not going to be as revolutionary as envisaged. P Chidambaram in an article titled 'NEP 1: Elephant in the room' points out the flaws so far as language and school education are concerned. Calling the policy 'mostly

A creative interpretation of NEP 2020 points to humans and technology coming together for the sake of learning, skills, flexibility, and productive thoughts where rejigs and restructuring is not going to be viewed with suspicion. This education policy has all the elements of practicality and the system is poised to be positioned to make implementation free of glitches.

motherhood and apple pie' he writes that 'the policy of home language as the medium of instruction faces spirited opposition because (1) it goes against the prevailing view of a very large proportion of the people; (2) it cannot be implemented unless private for-profit schools are banned; and (3) the government itself is not sure whether the objective of quality education will be realized if classes beyond grade 5 or grade 8 are taught in the home/local language'. Mr Chidambaram probably forgets that it is the prevailing situation that needs an overhaul and that the mis-governance of past governments has to be restructured and reenergized. The elephant, some will quip, is a figment of his mindset that needs a critical DNA infusion. Kapil Sibal, a former Union

HRD Minister, writes in another article that 'a syllabus is not important' and that 'textbooks limit the contours of knowledge'. The right approach, Mr Sibal, is to have a syllabus and curriculum that is continually evolving according to contemporary needs and books, including textbooks, are as much like collaborators and facilitators 'in the child's journey of discovery' as teachers and parents who have an evolved involvement in education. Education, I believe, is more like a parent-teacher partnership where policies go on and create roadmaps that are not stagnant. Mr Sibal, however, does raise the issue of public investment in education and mentions that 'expenditure on education as a percentage of the union budget has declined from 4.14 percent in 2014-15 to 3.2 percent in 2020-21. Expenditure on education by the Centre and States as a proportion of GDP is 3.1 percent in 2019-20 which remained stagnant at 2.8 percent since 2014-15'. The NEP, let me add here, does mention a rise in public investment to 6 percent of the GDP to start with... and this, I am sure, is going to be revised in

subsequent budgets and as the policy actually comes in force. So yes, budgets are vital and the decision-makers need to keep an eye on this perspective because implementation of revolutionary changes cannot happen on a starving budget.

We need to understand that the NEP isn't flung at us with magical potions flying willy-nilly between the lines but is a document that talks about the system being purged of past imperfections and injected with new energy with plausible outcomes being obvious in around twenty years. The policy mentions on page 34 that 'this policy envisions a complete overhaul and re-energising of the higher education system...' by 2040. Shyam Menon, in his article published a few days back, writes that 'all

HEIs will eventually become "independent self-governing institutions" (p. 49) with considerable "faculty and institutional autonomy" (p. 34), having complied with a series of regulatory exercises that are "light but tight" (pp. 34, 47) operated by a large number of private accreditors overseen by a new set of regulatory institutions at the national level. By 2035, India's higher education system will have doubled the Gross Enrolment Ratio to 50 per cent. The doubling of enrolment will be made possible by larger student strength in each HEI, a large number of new HEIs mostly in the private sector, by a refurbished Open and Distance Learning system and through the use of technologies including online modes.' It is obvious that the NEP isn't a head-in-the-clouds policy but is firmly stationed to change and to accept reasonable changes.

What is the fight really against?

The real conflict is not because of all the wonderful things that the policy sets out as its target but because the process of weeding out mediocrity that has been a part of education in India. These elements of mediocrity aren't simply a part of HEI but are there in a great measure in school system as well. If the structures and mechanisms do not change and if people and their attitude remains without the addition of unlearning and then learning a new way, the planned revolution in the ecosystem isn't going to do much. The fight, therefore, is for a complete transformation.


It is past actions and past notions that must go. Shyam Menon is apprehensive about NEP 2020 becoming a mere 'exercise of imposing uniformity and standardisation along a single axis of control and power, which is paradoxical given India's size, population, diversity and constitutional federalism' but there are others who believe that giving a quiet burial to Rashtriya Shiksha Sahyog and other parallel bodies in the states is a good omen. Arvind Panagariya, a Professor of Economics at Columbia University, believes that 'the starting point for bringing about these changes is the Higher Education Commission of India (HECI) Act. The policy provides the broad contours of this act. The HRD ministry has done extensive consultation and ground work for drafting the act. Rather than drag its feet, the ministry must now get down to the task of finalizing the draft act that would empower the

proposed commission to implement the changes'... and we all know that the HRD ministry is now the Ministry of Education. The signs are positive. The speed of action is perceptible. The real fight thus is with thought processes that try to create obstacles through politically motivated action plans as well as the blundering bureaucracy besides the notions of mediocrity that I have already mentioned. Trust and freedom of fearless decision-making are among the keywords that are going to matter most. The time for old slow-moving thoughts and old debilitating cultural ideas is over.

Imagine a scenario where HEIs understand their core strengths and have the freedom to choose between research and teaching, where students are free to opt for courses across a wide range, where the country is open to foreign universities, and where vocational studies make sure that students are industry-ready for jobs that really matter. To top it all, the policy has also envisaged the formation of a National Research Foundation. The future is certainly looking forward to this productive phase in Indian education where research intensive institutions co-exist without any conflict with those that are teaching intensive. Both are needed.

Creative education

No, this does not mean we will have students of engineering walking out with large portfolios having watercolour paintings or that accountancy aspirants will have their manuscript of flash fiction ready to get published. This simply means that 'access, equity, quality, affordability, accountability' will converge harmoniously in the near future to gift the country an education system for this century. Creative education happens when students are able to think beyond traditional borders in this laterally integrated world.

A creative interpretation of NEP 2020 points to humans and technology coming together for the sake of learning, skills, flexibility, and productive thoughts where rejigs and restructuring is not going to be viewed with suspicion. This education policy has all the elements of practicality and the system is poised to be positioned to make implementation free of glitches. Surprises will certainly be there... let us hope they aren't the ones that throw the proverbial spanner in the works. 



Shri Suresh Prabhu
Member of Parliament & Chancellor



Sahil Aggarwal
Co-Founder & CEO



R

ishihood University is an impact-oriented initiative established in India. The university believes in an 'ecosystem' approach to learning rather than isolated training and research. Rishihood actively engages and nurtures an ecosystem for our academic areas as well as for the larger growth of the nation and society.

Our learning environment inspires people to achieve 'Rishihood'. Our programmes and projects are designed so that each person associated with the university is motivated to contribute to society positively.



Located in Sonapat, the 'hub for higher learning and research', Rishihood University, with a vision to reimagine higher education in India for the next 100 years, aims to integrate lifelong learning transcending age, subject choice, and society by closely working with school students, individuals pursuing higher education and working professionals. Sahil Aggarwal, who also serves on the board of Vision India Foundation and the Rashtram School of Public Leadership has brought together an esteemed panel of advisors to help tackle asymmetry between learning and employability. "We are creating a learning environment that inspires people to achieve 'Rishihood'. Our programs and projects are being designed so that each person associated with the university is motivated to contribute to society positively. At Rishihood University, we believe that we cannot educate students in isolation. For holistic development,



Prof. Kamlesh Misra
Vice Chancellor

students should be exposed to all possible disciplines," explains Sahil Aggarwal.

Rishihood University is developing an 'ecosystem' approach to learning rather than isolated training and research, which actively engages and nurtures a conducive environment for our academic areas as well as for the larger growth of the nation and society. Some of the esteemed board of advisors of the University include Shri S. Gurumurthy, Journalist and Chartered Accountant, Ajay Gupta, CEO of Bachpan Play Schools (chain of 1000+ playschools) and Academic Heights Public Schools (chain of 100+ formal K12 schools), Maj General (retd) DN Khurana who also continues to be on the board of Indian Institute of Management (Lucknow), Dr. Harsh Mahajan, Padma Shri awardee and the President of the Indian Radiology and Imaging Association (IRIA). The university



has also brought in Mr Suresh Prabhu, Member of Parliament and Former Cabinet Minister as the Founding Chancellor and Dr. Kamlesh Misra, a well-known and reputed strategist and innovative leader in conceiving, organizing and managing educational and research organizations, as the Vice-Chancellor.

“India’s spiritual wisdom provides solutions to many of the pressing problems of today such as sustainability, mental health, global peace, and harmony. As the name signifies, our objective is to inspire the students, faculty, and the community to reach ‘Rishihood’, the state of being a Rishi. Passionate and conscious individuals can create prosperous and harmonious societies.” asserts Mr Suresh Prabhu.

“Academic topics do not develop in isolation. Knowledge is integrated and interdisciplinary. We prepare our learners to think holistically and provide a learning environment closer to real life,” opines Dr. Kamlesh Misra. Rishihood University believes in four kinds of interactions in academic disciplines to provide a holistic learning environment: Crossdisciplinary (viewing one curricular subject from the standpoint of another), Multidisciplinary (the combination of several content areas that are concerned with one problem, but without intentional integration, like intellectual property law and food technology), Pluridisciplinary (the combination of content areas that are somewhat related, like food and agriculture) and Transdisciplinary (beyond the

scope of the disciplines; that is, to start with a problem and bring to bear knowledge from the disciplines). “Our schools are being established in a way that encourages all the four kinds of interaction and can collectively bring a larger impact” shares Dr. Misra.

Rishihood University believes in the philosophy of the Gurukul System, where a learning system is created and centred around the students. Here, everyone in this system is a learner, some at the basic level of understanding and others at a very advanced level. They all work together to create a curious mind which is in search of a deeper meaning of the subject and life in general. “Every student is important and we ensure that no one is left out from the process of change taking place. Teachers are role models where students see them working hard with them to ensure good learning and by engaging them through a hands-on process,” states Dr. Misra.

Rishihood is a new concept in higher education and everything that is done on the campus is centred around the student community. “We are on a mission to bring about a major transformation in the thinking of our students by focusing on two major elements. The first being the training of the mind, and second is the focus on character building. These two elements result in four different types of outcomes which are essential

for the future of our youth and their careers,” explains Dr. Misra. Acquisition of knowledge and understanding are essential components of success and Rishihood University. Its faculty and its corporate affiliates work with students to ensure that they ignite the curiosity of the students to go deeper and deeper in search of new knowledge.

“It is important for our students to have the right attitude for success and we at Rishihood will work with students in groups and individually to help them approach life in a very systematic way, to understand our culture and society, to develop a sense of national pride, and have a balanced understanding of our rights and responsibilities as a citizen, says Sahil Aggarwal. Rishihood University believes that knowledge is not enough for success in the marketplace.

Instead, it is their firm conviction in the ability of a student to convert his knowledge into

on industry-based projects, and spend time with industry mentors who bring to the university the latest developments of the corporate world. This ensures that the faculty members are updated with the latest trends in the industry. Industry-connect is an important aspect of the new-age higher education degree programs at Rishihood University. “We are building a network of corporate connect with the objective of not only having students do their training and placement but also to ensure that there is a good deal of knowledge sharing,” pinpoints Dr. Misra. The industry faces several problems that need immediate solutions based on research. Such research work that benefits the industry will be conducted at the various schools of the university and will involve high-quality researchers and students who will provide research-based solutions to the existing problems. For this purpose, Rishihood University is setting up the All



marketable skills that will determine his future in the corporate world. The university has specific programs and training to ensure that all its students have the right set of marketable skills which can give them a good start in the corporate world.

Rishihood faculty members will forge research alliances with the industry, work with students

India Researcher’s Home on the campus with all the facilities.

The University is also putting in place a system to receive research-based projects from the industry such as feasibility study, analysis of markets, pricing strategy, and helping in building prototypes for new products for the industry.




“There is also a process in place to bring high profile speakers from the industry to share their experience and knowledge with students and faculty members. This is an important development in the area of higher education,” opines Sahil Aggarwal. Rishihood University has planned Executive Development Programs in collaboration with industry under the banners of the Corporate Knowledge Center at the campus.

Students who are seeking higher education qualifications today are going to be living in a world that is going to be defined by innovation and creativity. “We at Rishihood University have taken steps and have put processes in place where we will support innovation and creativity at all levels. To us, innovation means invention and commercialization. This implies that inventions or ideas already exist but what is missing is our ability to commercialize that idea,” explains Dr. Misra. To support and encourage innovation and creativity, Rishihood University has set up the School of Creativity and the School of Entrepreneurship for the first time in the country where students will work hand-in-hand along with their mentors from academics and the industry to identify a new or existing idea for commercialization, design and develop prototypes, and work on creating new markets for their products and services.

The university has planned the delivery of the program in such a way that they can move students from a system of dependent memory to a system of independent thinking and problem-solving. Dr. Misra adds, “This is possible when we allow our students to go into a learning mode rather than the teaching mode of delivery. We have set up labs and studios which are designed to get the best of the creative thinking of the student.”

The School of Entrepreneurship at Rishihood University has been set up with a clear objective of disrupting the field of entrepreneurship education. “Conventionally, entrepreneurship education in India has been just a simple MBA with a few courses in managing a family business and basic principles of entrepreneurship. We are introducing new age programs which differ both in content and delivery,” shares Dr. Misra. The objective of the MBA Entrepreneurship program at Rishihood is to prepare job creators for the new economy.

Undoubtedly, Rishihood University is an institute to look upon in the future, as it provides a very conducive environment for students to think outside the box and not use 20th-century solutions to solve the problems of the 21st century. 

MAKING TODAY BETTER THAN YESTERDAY

By Arvind Passey


I’m unsure if Yesterday, Today, and Tomorrow are brothers but they certainly hang out together in the pub where only time cocktails are served. This may sound rather mundane, boring, and repetitive but it is not. The three, I believe, are just data collectors who neither create nor act on anything, smartly stay away from accountability and responsibility, and funnily do not lead target-bound or time-bound lives. In fact, I suspect they don’t live at all, except in over-ripe imaginations.

Some of us assume that Yesterday is factual and comes laden with statistics and information bits that may be used to complete the jigsaw puzzle of life. Does it really? But look at the debates over every little incident that happened in the past and you will know how ineffective is the way that Yesterday guards its truth. Hundreds of people from Bose to Bruce Lee and hundreds of incidents from the murder of Arushi to what really happened at Uri remain, at best, unsolved enigmas. Yesterday is like form changing illusion that forces interpretations to digress, meander, and sometimes be outright crazy expressions. I have known this fellow to smile and frown at the same moment leaving me completely foxed as well as disillusioned. The truth is that each of us has an intimate relationship with Yesterday and yet every time we turn to it for support, it hands us a different set of data for one specific point in time. It is almost like every moment being filmed from multiple angles and poor Yesterday just dips its hands into its filing system and pulls out whatever it manages to clutch when asked to. This is similar to what people mean when they talk about multiple interpretations of religious texts. This is like a number of cameras set around a monument to click at the same moment... and what we get to see is a myriad display of the infinite range of the play of light and dark and subtly differing hues. An interpretation is far more mind-boggling than the spelling of the word. Sometimes I am convinced that Yesterday is actually truth playing games where fantasy, fictional ingresses, and non-fiction bits remain in a permanent state of random permutations and combinations.

Yesterday is history... and I mean this literally. It forever exists in text references that Today refers to and, therefore, there will always be a queue of distractors, detractors, dissuaders, and dissenters besides the ones who are thoroughly confused or want to force in a

point to prove or have an axe to grind wanting their subliminal dactylogram or mental fingerprint to travel to their tomorrow. Look at the recent hullabaloo that Bloomsbury India is surrounded with. According to a report published in Live Mint, ‘Monika Arora, one of the authors of Delhi Riots 2020, blamed “leftist-fascists” for applying pressure on the publisher, and one web portal and a few commentators (including Agnihotri) zeroed in on William Dalrymple, whose books Bloomsbury has published, implying that a few authors on Bloomsbury’s list (including Dalrymple) had instigated the publisher’s parent to act. The book will appear; another publisher, Garuda Prakashan, has stepped in.’ The two books being compared are ‘Delhi Riots 2020 – the untold story’ and ‘Shaheen Bagh – from a protest to a movement’ and both have allegedly taken a different stance of what happened at Shaheen Bagh and later. Obviously then, it is the story of Yesterday that is being tossed around and this is how we treat what could have happened some day that was once Today. Tomorrow is mercilessly dragged in every big and small conflict as Yesterday loves influencing Today and Tomorrow.

The question then is if Today can ever be better than Yesterday because we learn from Yesterday and hope for Tomorrow, as Einstein wrote and then went on to say that ‘the important thing is not to stop questioning’. It is only questions that have the power to dissuade distortions from dictating their terms any day.

The only way Today can be better than Yesterday is for us to let questions and the spirit of questioning stay on. I have always imagined questions to be like a sieve that painstakingly separates fattened lies from truth that has already gone through the grinder of time. And yes, there are no right or wrong questions ever... because right answers never die. Right answers live on until someone stumbles upon them. This is why I have no problem with Yesterday, Today, and Tomorrow going on collecting good, bad, and ugly data as it is their job to do just that. 

Reference:

News report published in Live Mint: <https://www.livemint.com/mint-lounge/features/bloomsbury-india-s-refusal-to-publish-delhi-riots-2020-doesn-t-amount-to-a-ban-11598239449689.html>



VIJAYBHOOMI UNIVERSITY

OVERVIEW

Vijaybhoomi University is India's first Liberal Professional University, which uses the liberal-professional framework of education to build a unique curriculum aligned to Industry 4.0. The curriculum facilitates the process of self-discovery in the initial year and thereafter choice of majors and minors to prepare oneself in high-demand careers in data science, artificial intelligence, business, law, and design. The university is located in Karjat, Greater Mumbai, and nurtures holistic, socially responsible, and continuously employable professionals who can make a positive difference in the world.

LIBERAL-PROFESSIONAL CURRICULUM ARCHITECTURE

Vijaybhoomi's curriculum and pedagogy revolves around the process of self-discovery and is built on the foundation of liberal framework of education. At Vijaybhoomi, teachers think of themselves as enablers and mentors, allowing students to develop their learning pathways. The freshmen or first-year enables the discovery process by exposing the students to multiple disciplines across different bits of intelligence of the student. The sophomore and later years help the students to opt for courses to meet the requirements of a professional degree that the student would like to graduate with. The Junior and Senior years enable the student to attain proficiency in the professional course of one's choice. The freshmen and sophomore years are also designed for developing new age contemporary skills.

The curriculum design for imparting a broader understanding of theory and application of knowledge in the initial years of study coupled with the specialization in the Junior and the senior years is expected to groom a "T" shaped professional.

Our goal at Vijaybhoomi is to liberate students from making career choices based on peer or parental pressure. The curriculum is designed to re-ignite the joy of learning and to catalyze the process of discovery (through exposure to Multiple Intelligences) for enabling the student to choose a career that is fully aligned with their aspirations.

Students who are inducted into VU will have the option of exploring a wide range of courses and pathways. For instance, a student who has opted to study commerce can pass out with a data science major or minor by acquiring credits in the data science area. Once students have chosen the path they want to take, they can work towards the credit requirements to graduate with a degree of their choice.

POPULAR COURSES

- ◆ **Business:** BBA
- ◆ **Design:** B Des and M Des in Communication Design
- ◆ **Law:** BBA LLB (5 Years Integrated)
- ◆ **Data Science:** Bachelor of Science (Data Science), BE (Artificial Intelligence), Master of Science (Data Science), MTech (Artificial Intelligence)

VU also offers many unique award-winning curriculum interventions that have been developed by IFIM over the last 25 years:

- **Personality Enhancement Program (PEP)** – This program is focused on learning to manage oneself and develop a good lifestyle.
- **Research/Innovation Incubation** – This program is designed to impart research and analytical skills required for real-life business problem solving and innovation.
- **Social Immersion Program** – This program is designed to sensitize students to developmental



Vijaybhoomi University is devoted to nurturing holistic, socially responsible, and continuously employable professionals who make a positive difference in the world.

Mr Sanjay Padode
President, Vijaybhoomi University



Vijaybhoomi's campus situated in Sahayadri foothills offers an ideal setting for learning to the student.

Ms Surekha Shetty
Registrar

Vijaybhoomi professors think of themselves as enablers, rather than teachers, thus allowing students to develop their own learning pathways.

Dr A Parasuraman
Pro-Chancellor Academics



The curriculum at Vijaybhoomi is designed to catalyze the process of discovery through the Multiple Intelligences Framework for enabling the student to choose a career that is fully aligned with their aspirations.

Dr Navneet Sharma
Dean, IFIM Business School, Greater Mumbai

Vijaybhoomi campus is situated in the lap of nature, and yet it is close to the commercial capital of the country.

Dr Ashwini Kumar Sharma
Pro-Chancellor Compliance and Administration



Vijaybhoomi offers many unique award-winning curriculum interventions that have been developed by IFIM over the last 25 years.

Prof Rakesh Mediratta
Dean – Business School

The curriculum design for imparting broader understanding of theory and application of knowledge in the initial years of study coupled with the specialization in the Junior and the senior years is expected to deliver a "T" shaped professional.

Dr Atish Chattopadhyay
Vice-Chancellor



Our aim is to develop DESIGN LEADERS – courageous young people who think innovatively, who can stand on the shoulders of tradition and build a whole NEW WORLD. A world that they had not even imagined was possible!

Prof. Pravin Mishra
Dean, Vijaybhoomi School of Design



challenges in society and providing them an opportunity to engage in real-life social problem/s.

- Industry Internship Program –This intervention is designed for providing an opportunity for the students to have a prolonged industry engagement in a real-life work environment.
- Building student culture on campus – Providing an opportunity for students to own and work on issues that will help develop their alma mater.
- Personalized Mentorship Program- Students are allotted professional mentors to help them carve their career paths.
- International Learning Pathways with some of the best Universities and institutions: Partnership with globally well-known names such as the University of Texas,(Arlington), SUNY (Albany), ESCP Europe, University of Wollongong (Australia), Darden School of Business, Carolina University. The faculty resources at Vijaybhoomi include some of the best well known from academia and industry.

LOCATION AND INFRASTRUCTURE


The University campus is a three-hour drive from Mumbai and Pune's airports and the nearest railway station, Karjat, is about 30 kilometers away. Spread across sprawling 53 acres of land, the Vijaybhoomi campus is designed on multiple axis systems, each corridor, passageway, or window frames has expansive views of the mountain range that serves as a backdrop

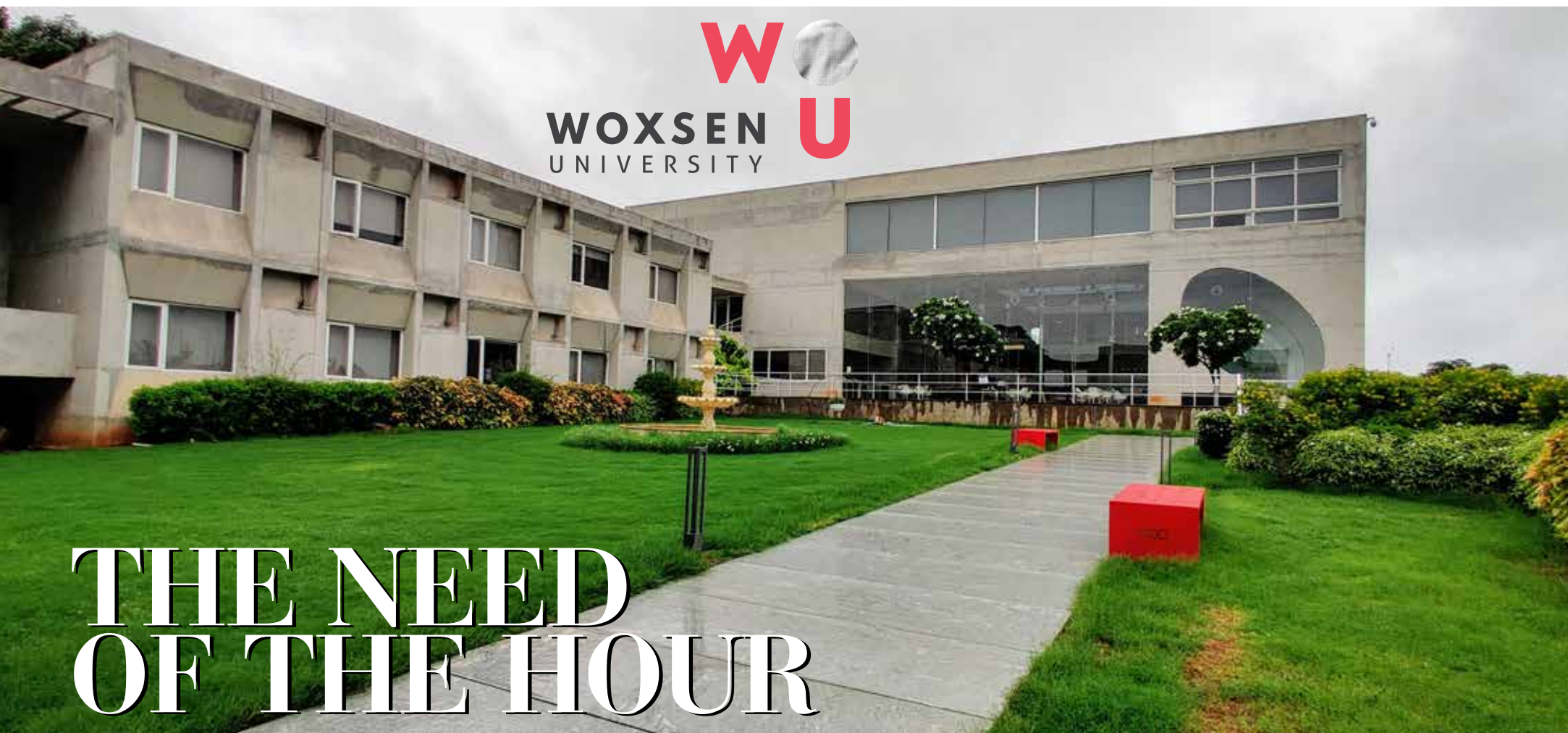
to this beautiful site. This also helps create light wind tunnels that bring in cross ventilation to every part of the campus, minimizing the need for air conditioning systems. The campus has modern learning infrastructure – including classrooms, computer labs, design lab, well-stocked library in addition to sports facilities and student residences.

SPORTS INFRASTRUCTURE

Vijaybhoomi campus boasts of a full-fledged sports complex called Revive, short-course swimming pool along with indoor basketball, badminton, tennis court and squash courts, a football field, and a 10 m shooting range. Revive is also equipped with state-of-the-art cardiovascular and strength training equipment. Revive is supported by qualified sports trainers and coaches.

STUDENT RESIDENCES

The campus provides comfortable shared accommodation for the students. The student residences have been designed to provide co-living spaces for nurturing lifelong relationships with their peers. After all friendship and co-living help one develop respect for individuality builds tolerance and teach everyone to coexist. Each student will be provided with a uniquely designed self-contained living unit consisting of a comfortable bed, storage space, and a cozy tucked in study space. The programs being offered by Vijaybhoomi are residential programs and a student can opt to stay on campus or at outside facilities provided by the University. 



W
WOXSEN
UNIVERSITY **U**

THE NEED OF THE HOUR

A FOCUSED B. TECH. PROGRAM IN AUTOMATION AND ROBOTICS



Industry 5.0 ushers the world to a new era of challenges and opportunities as the industrial processes and machines will be interconnected with humans in the loop. Industrial and consumer products will come not just with superior technology, design, and aesthetics but with in-built intelligence as well powered by Artificial Intelligence.

Technology is no more going to be for the industry. Mass transportation is

no more mean cost-effective travel but shall meet the utmost requirements of speed, comfort, safety, and connectedness. Personal transportation shall no more mean driving yourself but driving driverless. The physically-challenged and the elderly will be enabled by Technology and become less reliant on people to support.

Technology has already impacted our lives in the nook and corner of the world. Banks, Businesses and Machines are driven by intelligence, internet and immeasurable quantity data. Automation and Artificial Intelligence have become imperative not just in industrial operations but also in making timely and correct business and financial decisions.

Indian heavy industries, especially the

automotive industries, have employed industrial robots significantly with the result that cars today are quite affordable to the middle-class buyer. Nevertheless, the field of robotics is as huge as highly varied.

Despite the enormous potential in areas such as space, surgery and societal needs, the application arena of robotics is getting diversified at a comparatively slow pace. One possible reason could be because the Robot Technology is highly interdisciplinary, depending on the available talent and technological breakthroughs in multiple fields.

Robotics is also entering to a changing era

A robot is basically a computer-controlled mechanical system. A machine. The role of electronics is in sensor integration and controlling power delivery to the motors.

- ◆ Robots are no more individually-installed machines, but devices that connect, cooperate and collaborate with each other and with other entities in the manufacturing system.
- ◆ Robots are no more industrial equipment alone but are now sought for a wide variety of applications such as autonomous cars and unmanned aerial vehicles, popularly known as drones.
- ◆ Robots are expected to operate fast in reaction to unknown and unpredictable unprogrammable environments such as surveillance, relief and rescue, rehabilitation, brain-computer interface and entertainment.
- ◆ The robot has to be slim and consume less power yet be energetic, as one might expect a healthy human to.

In a variety of modern applications, it is impossible to programme a robot in advance. For a large part, the robot has to learn itself and function as an intelligent, autonomous entity that will cohabit among other machines, systems and people. The programming is restricted to the hardware level and minimal logic related to acquiring and reacting to sensory inputs.



Let us consider the following:

- ❖ A robot playing tennis against a human player. It has to be swift in action and quick in visual judgement.
- ❖ Many robots playing a big team sport such as soccer, basketball or cricket.
- ❖ A few robots together carrying a patient in a stretcher.
- ❖ A driverless car.

The above systems exhibit high-speed motion, carry significant loads or both. All of these are examples of single- or multi-robotic systems that have to behave intelligently and not just “robotically”. Such applications cannot be realised purely from the point of view of dealing with robots as programmable mechanical systems. Any modern curriculum in Robotics must factor this interdisciplinary aspect.

In the 80’s, Robotics was mostly part of Industrial Engineering departments in US universities as Robotics were considered an important part of industrial automation while researchers in other departments were working on theoretically involved topics such as Control Theory, Fuzzy Logic, Computer Vision and Neural Networks. A decade later, a quantum jump in theoretical and applied research outcome in Robotics emanated from

Electrical Engineering and Computer Science Departments of the Universities.


The scenario in India was somewhat similar. For decades, in most Universities in India, too, Robotics had been offered as a single theoretical course in the Mechanical Engineering Department. In the recent past, only with approval from AICTE handful of universities have introduced exclusive B.Tech. Programs in areas such as Mechatronics or Robotics and Automation, one of the few being Woxsen University.

A close observation of the curricula gives an impression that the courses have significant bias towards Mechanical Engineering barring a few courses related to electronics and microcontrollers. Students, even at Master’s level, of these highly interdisciplinary courses apparently intended to remain in the comfort zone of their undergraduate studies. It might not an overstatement to say that the interconnect between these varied courses is largely missing. Woxsen University aims to fill up this gap through B.Tech. Programs in three cutting-edge disciplines.

B.Tech. Program in Automation in Robotics at Woxsen University couples the courses in applied and advanced robotics with strong foundation in Computer Science. Courses related to basic robotics



and mechatronics provide ample insight into the industrial standards, practices and applications. Courses on mobile robots and exoskeletons focus on the emerging area of field robotics. Added to this will be the significant theoretical and practical exposure in computer science, artificial intelligence and computer vision.

Heroic and intelligent deeds of robots in the emerging scenario will remain unrealised without a significant role of computer science. That also requires a large computing power. How the technology is going to address this need is another story. 





ORCHHA ON RIVER BETWA

By Arvind Passey

Water connects people, architecture, religion, mythology, and society to each other in many ways... and this happens not just in India but the world over. Water carries with it hundreds of stories of existence, survival, traditions, rituals, and explanations for that which remains unexplained so far just as easily as it brings to the border of visibility a million other unexplained things. Water is vital. Orchha does all of this without batting an eyelid. The place is as much an enigma as it struts around with definitions of things.



Orchha is a place... and though I wouldn't call it a city yet, the truth is that it is far grander than a mere village. The drivable nearness to Jhansi makes it easily accessible for everyone. The Betwa river with its large boulders lends it an adventurous spirit meandering through photogenic sunrises and sunsets. The temple bells and all the chanting around distributes a sublime sermon to the mind, the presence of ancient monuments and cenotaphs act like history conduits connecting time, and almost everything else here and around weave hundreds of stories that can hold the mind spell-bound. Places like Orchha, I believe, are forever secular and liberal... and I am sure the water of river Betwa is what Holy water is for Christians, Amrit for Sikhs, and is as sacred as Zamzam well is in Islam, or the Ganges is in Hinduism. It comes as no surprise that Orchha too has its own special tale that brings to it a temple where Ram isn't a mere deity but remains there as Raja Ram worshipped as divine king or the ruler with the powers of God.

The tale of Ram Raja Shrine



The story clarifies why the idol of Ram is in the Rani's mahal and not in the Chaturbhuj temple that was constructed for it. The story talks about the time when Ganesh Kunwari was challenged by her husband, King Mudhukar Ju Dev in the sixteenth century to return only if she came back with Lord Ram as her child. The king was a Krishna bhakt and the queen was a Ram bhakt and this tussle finally led to her performing penance in Ayodhya and throwing herself in the Saryu river as a final bid... and this is when Ram appears as a little child. The queen then travels for eight months and twenty-seven days sometime in 1575 during the pushya nakshatra (Hindu vedic Astrology describes this period as the one in which Goddess Lakshmi was born, implying that birth during this period ushers in good luck and prosperity.) The twist to the tale happens when she reaches Orchha and goes first to her mahal. The child transforms



into an idol and establishes his position here, making it impossible to move him to the temple that had been specifically constructed for it. It is for this reason that Ram here has all the privileges of being worshipped as a king, stays in a palace, has his own guard of honour and even a gun salute! Another interesting factoid related to this temple of Ram Raja is that though Ram spends the day at Ayodhya (his mythical place of birth), he spends the night at Orchha.

It wouldn't be incorrect to say that this palace temple is a treat for the tourist though photography isn't allowed inside its precincts. Another strange story about this temple is that only if a worshipper manages to get a glimpse of Ram's big toe on his left foot will the trip be really blessed. This is difficult as the entire idol is covered with different

Orchha is a UNESCO heritage site that came into existence because the Bundelkhund rulers wanted to remain unnoticed by the Tughlaqs in the 15th century.

fabrics and flowers and locating the big toe in the short time one gets in front of the idol can be challenging... and this is because the Lord is sitting in padmasan or lotus position with only the left leg



crossed over the right thigh. Another interesting factoid about this idol is that Ram holds a sword in his right hand and a shield in the other.

The tourism angle

Orchha has a combination of history, mythology, and religion running through its lanes and by-lanes. It is believed that well over half a million domestic tourists and more than 25,000 foreign tourists visit the place. This is besides the nearly two thousand daily temple goers which goes up during Hindu festivals like the Makar Sankranti, Basant Panchmi, Shivratri, Ram Navami, Kartik Purnima and Vivaha Panchami.



Besides the mythologically interesting Ram Raja temple, this place has a number of ghats, the most known being Kanchana ghat, a number of Cenotaphs, and the fort with its Raja and Rani Mahals. An early morning walk over the rapta towards the forest reserve took us to a spot where we could photograph the Cenotaphs in soft light... and by the time we walked back we could see a number of devotees bathing in the Betwa, pujaris in bhagwa clothes briskly going towards their posts in various temples, tourists on bicycles, and chai-tapris ready with the water boiling for tea and ready with their simple inventory of biscuits and pasties. The devotees were already out for the morning aarti but we decided to explore the fort.

Orchha is a photographer's delight

Cross the Advara bridge and enter the Orchha fort through its only entrance, the Katila gate and you're in a photographer's heaven. This bridge with



pillars with arches was built in the 10th century AD and connects the citadel zone with the outer side and represents Bundela architectural prowess.

Orchha is a UNESCO heritage site that came into existence because the Bundelkhund rulers wanted to remain unnoticed by the Tughlaqs in the 15th century. No wonder then that the name Orchha or Urchha means 'hidden'. Once inside the fort, one can discern both Bundelkhundi and Mughal influences in the structures. The Jahangir mahal, Raj mahal, Sheesh mahal, Jan Bhavan, Rai Praveen mahal, two gardens and baths are a part of the Orchha complex.

The steep stairs can be quite a pain... but once you are on the top floor, the views are unbeatable. Domes, brackets, arches, pillars, roofs, niches, and squinches are spread all over and this is besides the varying kinds of jharokhas or lattice-work here. The turquoise tiles in Jahangir mahal (specially built by Raja Bir Singh Deo, for a visit by Mughal emperor Jahangir in the 17th century) and the paintings of Ram and Krishna, incarnations of Lord Vishnu, nayak-nayikas, rag-raginis are some of the other gems that are impressive.




It is not just the Chhatris and the fort besides the Ram Raja temple that make up the wonder of Orchha... all across the town are little shrines and memorials and each of them come with a stimulating tale of its own. The 14 stone Chhatris or the cenotaphs on Kanchana ghat are dedicated to erstwhile kings of orchha and have spires similar to those found on temples... an exception being the Raja Bir Singh Deo chhatri that has a distinct Islamic influence.

There is a lot more here...

The open-air crafts market here has batik textiles, jute craft, terracotta and jewellery besides Pithora and Gond paintings, saris from Chanderi, dhokra metal cast artworks... and besides all this



are the fascinatingly fluorescent walls of the quaint houses here, the lanes that lead you through houses with khapraels on the roof, doorways with kundis, and one really mustn't miss sipping Sannata, the local version of chhach that redefines spicy. If you're lucky or have the right connections, you might happen to meet people from the royal family. Well, as my trip to Orchha was with the Times Passion Trails, I not only had the advantage of a short discussion with the Royals over lunch but also a peep into the history of the royal family in their own words.

Orchha is a place where culture, heritage, mythology, religion, architecture, and nature are as accessible as comfortable and classy places to stay with all modern-day amenities. 

MATHEMATICS CHALLENGE

CMT - SERIES PROBLEMS - by GANIT MATH (गणित मठ)

CMT – 2020 / 3.

For $0^\circ < \beta < 45^\circ$ and $n \in N$, if

$$m = \tan \alpha \sqrt[7]{\cot^2 \alpha} + \cot \alpha \sqrt[7]{\tan^2 \alpha} ;$$

$$1 - 1 \div n = 1 \div \sqrt[3]{45 + 29\sqrt{2}} + 1 \div \sqrt[3]{45 - 29\sqrt{2}} ;$$

$$p = (\sin^7 \beta + \cos^7 \beta) \div (\sin^5 \beta + \cos^5 \beta) ; q = \operatorname{cosec}^2 \gamma + \sec^2 \gamma ;$$

where, $\tan \alpha + \cot \alpha = 843$; $8 \sin \beta + 9 \cos \beta = 12$; and,

$$2^{25} (\sin^{32} \gamma + \cos^{32} \gamma) (\sin^{22} \gamma + \cos^{22} \gamma) = (2 \sin \gamma \cos \gamma)^{27} ; \text{ then,}$$

$$\frac{5}{mn} \{p(1+q)^2(m+n^2+9) - 10n\} = ?$$

- composed by -
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$$\text{For } (x, y) \in R^+, \text{ if } \frac{x^4(x^4 - 28y^{-4}) + y^{-8}}{57x^4y^{-4} - 2(x^8 + y^{-8})} - 11 = \frac{m}{n},$$

where, (m and n are co - prime natural numbers) ;

$$x^{12} + y^{12} + 3x^2y^2 \{2(x^6 + y^6) + 3x^2y^2\} = 1 - 2x^6y^6 ;$$

$$\text{and, } \frac{(x^7 + y^7)}{(x^5 + y^5)} + \frac{(x^7 - y^7)}{(x^5 - y^5)} = \frac{182}{121} ; \text{ then, } \frac{9m^2 - 4n^2}{25 + 4n} = ?$$

ANSWERS : CMT-2020/1: $5\sqrt{5}$; CMT-2020/2: $290 m^2$

Answers will be published in the next issue . You can ask any queries and send your solution to

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