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#Let's Beat Corona Together

Role of Technology in Promoting the Indian Knowledge Systems

Anjali Shokeen*

The release of National Education Policy-2020 (NEP-2020) by the Government of India highlights the significance of integrating traditional Indian knowledge into education and the importance of preserving and promoting rich cultural heritage. By integrating traditional knowledge systems with modern education, the NEP 2020 aims to create a more holistic and comprehensive learning experience for learners. The Policy also acknowledges the transformative role of technology in society and recognizes its potential to improve teaching and learning. It also emphasizes the use of technology to enhance the reach and effectiveness of education and make learning accessible to all learners anytime and anywhere. The focus of the present paper is on how technology can be used to promote and integrate traditional Indian knowledge in education and provide learners with a more inclusive and effective learning experience. This paper highlights that the use of technology in education can create immersive, interactive, and engaging learning experiences for learners. The use of e-learning platforms, mobile apps, digital repositories, online communities, educational games, simulations, AR and VR technologies, and social media can be effectively employed to promote and disseminate traditional Indian knowledge.

The Indian Knowledge System (IKS) is deeply rooted in the rich traditions and knowledge domains of India. During the colonial period, there was a significant impact of British policies and actions on the Indian knowledge system. The introduction of the Western education system in India focused more on the English language, science, and technology. The shift marginalized Indian knowledge which led to the decline in its prominence in the country and faced a lot of neglect and suppression in the colonial era. Despite the negative impact, there were also indigenous efforts to preserve and revive these knowledge systems. In recent years, there is a growing recognition of the values of traditional Indian knowledge. Many efforts are being made to integrate these traditional values into modern education and promote their relevancy in contemporary society.

The NEP-2020 has provided various suggestions for restructuring the curriculum and enabling a pragmatic approach to revamp the education system such as Curriculum reforms by integrating Ayurveda, yoga, Sanskrit, and Indian philosophy; promoting Indian languages; promoting research and innovation in IKS and collaborating with practitioners and community members, etc. It is high time to focus on the role of technology and technological

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#Let'sBeatCoronaTogether

Targets of National Education Policy-2020 Set for Gross Enrolment Ratio in Indian Higher Education: A Strategic Analysis

Sony Kuriakose*

The Gross Enrolment Ratio (GER), a widely recognized statistical tool, gauges the extent of participation in higher education. Defined as the ratio of students enrolled in higher education to the eligible population of the 18-23 age group, it provides a critical measure of educational accessibility and attainment. In India, GER for primary education reflects class 1-5 enrolment as a percentage of the 6-10 age group. Similarly, GER for upper primary education represents class 6-8 enrolment as a percentage of the 11-13 age group. For higher education, the All India Survey of Higher Education (AISHE) considers the 18-23 age group. Higher education entails study after 12 years of schooling, lasting at least nine months, or after 10 years of schooling, lasting at least three years, encompassing general, vocational, professional, and technical education.

Compared to the modest numbers of 27 universities and 578 colleges back in 1950-51, the landscape of Indian higher education has transformed rapidly in recent times. There has been a significant increase in the number of students and a proliferation of diverse colleges and universities. In 1950-51, there were around 396,000 students. Today, that number has skyrocketed to an astounding 41.38 million. Similarly, in 2000-01, there were 6.57 million students, which jumped to 27.5 million by 2010-11. According to the latest data from the AISHE Report 2020-21, India now has 1,113 universities and 43,796 colleges. Additionally, there are 11,296 Stand-Alone Institutions such as IIMs and institutes for Company Secretary and Chartered Accountants.

Despite significant growth in Indian higher education, with students and institutions increasing notably, the GER for higher education stands at 27.3% in 2020-21. In simpler terms, this means that out of all the people who could potentially attend higher education, only about 27 out of every 100 actually do. This lags considerably behind the global average of 40%, as per UNESCO data from 2022, indicating a substantial disparity. Based on UNESCO Report 2017, Mittal & Patwardhan (2020) reported that India's GER is substantially lower than the GER of higher-income countries such as the United States (88.2 %), Germany (70.3 %), and the United Kingdom (60 %). It is low even in comparison with other lower-middle-income economies such as Brazil (51.3 percent) and China (49.1 percent).

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Pooja Pandey

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Thoughts of Mahatma Gandhi with Relevance to Value Education

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Millets in Service of Food and Nutrition Security and Environmental Sustainability

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Finding Gandhi in the National Education Policy—2020

Pooja Pandey*

A few years back, for a young person who is deeply interested in the philosophies of education, Gandhian thoughts and perspectives don't come very naturally in mind but he does make some occasional appearances every now and then. Gandhi was known differently in different circles. He was a leader, a preacher but most importantly an educator and a practitioner. Despite the passage of time and age, Gandhi's worldview on education and what it meant to the world today is always going to be a significant question. The launch of the much-acclaimed National Education Policy (NEP-2020) has yet again given us a brilliant opportunity to find traces of Gandhi in the everyday realities of education in India.

Learning Transcends Education

For Gandhi, education was incomplete without the element of learning. For him, a person was made of three constituents, *the body, the mind, and the spirit*. Gandhi believed that the education system gave primacy to the mind and kept the body and spirit somewhere at the backburner. NEP-2020 after almost three decades of wait has exhibited a similar shift in philosophy wherein it holds that education in its primitive form of rote learning does not lead to the expected outcomes of human development. In order to alter this reality, the NEP has put this kind of education on a backseat and has given prominence to the idea of learning that is *holistic, integrated, inclusive, enjoyable, and engaging* (Section 4).

A very interesting idea of *learning how to learn* has also been coined in the NEP- 2020. Operationally, this will be made possible through a series of curricular and pedagogy reforms. For Gandhi too, the knowledge which is imparted through our education system mainly caters to the mind and hardly the body and the spirit. He was in fact a little unsure about the wholesome development of the mind too because the education system mostly bombards students with information that has no direct and obvious applications in their everyday lives and practices. As an awkward truth, it still very much holds true for the current Indian education system. To corroborate this with Gandhi's own words, "My experience has proved to my satisfaction that literary training by itself adds not an inch to one's moral height and that character-building is independent of literary training. I am firmly of opinion that the Government schools have unmanned us, rendered us helpless and godless. They have filled us with discontent, and providing no remedy for the discontent, have made us despondent. They have

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Priyan K M and A Ranganath

Regional Analysis of the 2023 NIRF University Rankings: Unveiling
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Regional Analysis of the 2023 NIRF University Rankings: Unveiling Geographical Trends and Patterns

Priyan K M* and A Ranganath**

India's geography unfolds into distinct regions, each with its own cultural and historical essence. South India boasts a tropical climate and Dravidian heritage, while the North is defined by Indo-Aryan influences and the majestic Himalayas. East India's coastal plains nurture diverse languages and traditions, contrasting with the arid landscapes and urban hubs of the West. Central India pulsates with a blend of cultures, and the Northeast showcases unique ethnicities and lush landscapes, from Assam's hills to Nagaland's tribal richness. These divisions encapsulate India's captivating diversity and intricate identity.

The higher education system within India presents itself as a multifaceted fabric, encompassing an array of diverse regions, each marked by its own individual attributes and contributions. In this context, the present study assumes the task of conducting a comprehensive comparative analysis among universities situated across South India, North India, East India, West India, Central India, and North East India, with a specific focus on the context of the NIRF ranking for the year 2023. Through a meticulous exploration of critical parameters including Teaching, Learning and Resources (TLR), Research and Professional Practice (RP), Outreach and Inclusivity (OI), Graduation Outcomes (GO), and Perception (PR). This research endeavors to illuminate the distinctive strengths and challenges encountered by institutions of higher education dispersed across these diverse geographical areas.

The National Institutional Ranking Framework-2023 (NIRF-2023) University Rankings were examined in this research paper to reveal regional disparities and influential factors in Indian higher education. By categorizing universities into six regions, their representation in the top 100 ranks was analyzed, highlighting trends and disparities. Additionally, the most significant parameters impacting rankings were identified, with "Research, professional practice, and collaborative performance (RPC)" being found to hold the utmost importance. The dominance of Southern Indian universities in the top ranks was uncovered, while the North-Eastern and Central regions lagged. This exploration provides insights into regional dynamics and factors shaping university rankings, aiding policymakers, and educators in enhancing higher education quality across India.

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on

DIGITAL TRANSFORMATION IN HIGHER EDUCATION

on the occasion of

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hosted by

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

on

OCTOBER 26-27, 2023

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