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# UNIVERSITY NEWS

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(D) (B2/PR) R

**M S Kurhade**

Freedom to Learn, Seek the Truth, Be the Light

**Pintu Modak**

Sports Engineering: A Perspective View

**Subhajit Panda and Navkiran Kaur**

Introducing Digital Humanities in Library and Information Centers:  
Ensuring Ethical Responsibility of Library Professionals

**Nitish Kumar Arya and Neha Kharai**

The Impact of COVID-19 on Micro, Small, and Medium Enterprises of  
Uttarakhand: A District-wise Analytical Study

**Senapathy "Kris" Gopalakrishnan**

Technological Innovation: The Engine of Progress

– Convocation Address

| In This Issue   |      |
|---|------|
| ITEMS   | PAGE |
| <b>Articles</b>   |      |
| Freedom to Learn, Seek the Truth, Be the Light  | 3    |
| Sports Engineering: A Perspective View  | 11   |
| Introducing Digital Humanities in Library and Information Centers: Ensuring Ethical Responsibility of Library Professionals | 13   |
| The Impact of Covid-19 on Micro, Small, and Medium Enterprises of Uttarakhand: A District-wise Analytical Study             | 18   |
| <b>Convocation Address</b>  |      |
| Indian Institute of Technology Jodhpur  | 29   |
| <b>Campus News</b>  | 32   |
| AIU News  | 35   |
| <b>Theses of the Month</b><br>(Social Sciences)   | 37   |
| <b>Advertisement</b>  | 43   |

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## Freedom to Learn, Seek the Truth, be the Light

M S Kurhade\*

*"You must begin by knowing  
That you have already arrived.  
Your true nature lives as perfect as  
an unwritten number, everywhere  
at once across space and time."*

- Richard Bach

We are privileged to celebrate the 76<sup>th</sup> anniversary of India's independence. In the midnight hour of the 14<sup>th</sup> -15<sup>th</sup> of August, 1947, 'the soul of India in the words of Pandit Jawaharlal Nehru, it's the long-suppressed found utterance, but not fully or substantially'. It is natural that we celebrate this defining moment in our national destiny with zeal. But, even as we do so, it is necessary that we engage with the meaning and discipline of freedom. What does it mean to be free? What are the dangers that the legacy of freedom faces today? What does it take to be good and faithful custodians of freedom? How can we ensure that freedom does not, under our watch, degenerate into tyranny and bondage?

These questions are pertinent, even pressing, because the birth of our freedom coincided with the outbreak of the most horrendous communal violence in the history of the Indian subcontinent. Many did not live to enjoy our hard-won freedom.

The founders of religions were fundamentally liberators of humanity. Prince Siddhartha who would later be the Buddha renounced earthly possessions and pleasures to illumine the path of human liberation from the sea of suffering in which earthly existence remains submerged. Rather than become the powerful king of a people, he chose to be the spiritual liberation for all humankind. Similarly, Jesus Christ prioritized the need for human liberation. I have come, he said 'to set the captives free'.

The liberation they addressed pertains to what philosophers call the native freedom of human beings. Native freedom is freedom that inherent in being human. We may call it species freedom. The native freedom of a bird includes the freedom to fly, which is not native to us. The critical awareness of the world and the self capacity for self-criticism- is native to us, but not to birds and animals. So, it is necessary that the scope of freedom we celebrate is understood in relation to what it takes to be human. What empowers and ennobles human beings, as against what corrupts and degrades them is the substance of freedom. The freedom to be sub-human endangers freedom.

\* Director, Sanskar Sarjan Education Society, Malad (E), Mumbai-400097 and President, Association of Non-Government Colleges, Mumbai. E-mail: principal@sanskarsarjan.org

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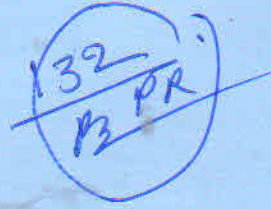
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मा.ला.स. विभागाध्यक्षालय  
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**B L Gupta**

The National Education Policy – 2020: Value Addition for Quality Education through Student Clubs and Quality Circles

**N Mani and R Revathi**

Innovative Assignment and Teaching Methods in Economics

**Sonali Jaiswal and Vivek Nath Tripathi**

Children with Cyber Bullying: A Parental Style for Their Children

**Bijaya Kumar Sahoo**

Efficacy of Online Support Services: A Case Study of Indira Gandhi National Open University Regional Centre, Raipur

**Droupadi Murmu**

Remarkable Marine Positioning of India  
– Convocation Address

## In This Issue

| ITEMS   | PAGE |
|---|------|
| <b>Articles</b>   |      |
| The National Education Policy– 2020: Value Addition for Quality Education through Student Clubs and Quality Circles | 3    |
| Innovative Assignment and Teaching Methods in Economics   | 14   |
| Children with Cyber Bullying: A Parental Style for Their Children   | 16   |
| Efficacy of Online Support Services: A Case Study of Indira Gandhi National Open University Regional Centre, Raipur | 19   |
| <b>Convocation Address</b>  |      |
| Indian Maritime University, Chennai   | 22   |
| <b>Campus News</b>  | 24   |
| <b>AIU News</b>   | 29   |
| <b>Theses of the Month (Social Sciences)</b>  | 31   |
| <b>Advertisement</b>  | 36   |

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## The National Education Policy– 2020: Value Addition for Quality Education through Student Clubs and Quality Circles

B L Gupta\*

Quality universities and colleges are the vision stated in the National Education Policy–2020 (NEP–2020). The wholesome development of the students is advocated in NEP 2020 (quality in totality). The graduates need to contribute to the economic and social development of the country (fitness for the purpose). The philosophy of outcome-based education needs to be followed for educational programmes (uniformity of education). Education needs to meet the aspirations of the students and graduates need to be work-ready to accept the challenges of the world of work (satisfying the needs of external and internal stakeholders of higher education institutions).

The NEP–2020 promotes the development of lifelong learning, learning to learn, critical thinking, collaboration, cooperation, and creative skills, and 21<sup>st</sup>-century skills (sustenance, innovation, and value addition). The NEP promotes the development of leadership, professional ethics, human values, constitutional values, and student character (learning community and learning organization).

The NEP–2020 advocates the concept of total quality management in education to achieve the quality vision. The quality vision is achieved through scientifically designed quality systems, effective implementation of systems, and evaluation of systems to continuously improve the performance of the quality systems. Thereby resulting in the achievement of quality vision. Quality assurance plays a significant role in ensuring quality at each significant phase of education. The quality of education is achieved formally and informally by HEIs. The NEP promotes the formation of students' clubs and student learning communities which are mentored, guided, and supported by facilitators.

The learning management system of the institute and social media may be used to form and make the learning community functional. Another approach to achieving quality goals is the quality circle approach which has been implemented in the industry and service industry at a large scale and has proven to be very effective, efficient, productive, and result-oriented in terms of quality. This QC approach resulted in significant tangible and intangible, direct and indirect benefits to the organization and stakeholders.

Students spend cream-of-the-cream (quality) time every day on the campus of the institute along with their co-learners. They face problems,

\*Professor, Department of Management Education, National Institute of Technical Teachers' Training and Research, Shamla Hills, Bhopal- 462002. E-mail: badrilalgupta72@gmail.com

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132  
PR

**Special Issue**

on

**INTEGRATING BHARTIYA KNOWLEDGE SYSTEM  
WITH HIGHER EDUCATION**

on the occasion of

**AIU EAST ZONE VICE CHANCELLORS' MEET-2023-24**

hosted by

**THE ASSAM ROYAL GLOBAL UNIVERSITY, GUWAHATI**

on

**NOVEMBER 21-22, 2023**

# Table of Contents

|  |    |
|--|----|
| Editorial  | 7  |
| – <i>Sistla Rama Devi Pani</i>   |    |
| Setting the Tone for AIU East Zone Vice Chancellors' Meet on Integrating Bhartiya Knowledge System with Higher Education | 9  |
| – <i>Pankaj Mittal and Sistla Rama Devi Pani</i>   |    |
| The Assam Royal Global University, Assam: A Profile  | 12 |
| 1. Bhartiya Knowledge System and North-East India  | 17 |
| – <i>S P Singh</i>   |    |
| 2. Embedding Bhartiya Knowledge System for Futuristic Education  | 20 |
| – <i>Ramesh Sharma and Suresh Garg</i>   |    |
| 3. Revitalizing Bhartiya Traditional Knowledge for Sustainable Development and Technological Advancement                 | 27 |
| – <i>Sagar Onkarrao Manjare</i>  |    |
| 4. Challenges in Communication and Dissemination of Traditional Knowledge  | 34 |
| – <i>Debabrata Das and Rashida T Noorain</i>   |    |
| 5. Significance of Indian Knowledge Systems in Evolving Modern Management Practices                                      | 37 |
| – <i>B Bhargava Teja</i>   |    |
| 6. Integrating Folk Literature in Higher Education   | 47 |
| – <i>Nalin K Shastree</i>  |    |
| 7. Decoding the Wealth of Tribal Knowledge: The Unique Ways of Understanding the Habitat, Culture and Contributions      | 57 |
| – <i>Gouri Srivastava</i>  |    |
| 8. Integrating Bhartiya Knowledge System in Higher Education for Potential Transmission of Our Culture and Tradition     | 63 |
| – <i>Abhijit Bora</i>  |    |
| 9. Return of <i>Vishwa Guru</i> Status: Strategies to Maintain and Propagate Ancient Indian Wisdom for Global Welfare    | 68 |
| – <i>Sarika Dixit</i>  |    |
| 10. Integration of Bhartiya Knowledge System in Higher Education for Preservation and Propagation                        | 73 |
| – <i>Jayantibhai V Patel</i>   |    |
| 11. Culture in Education and Education in Culture : Preserving and Transmitting Bhartiya Knowledge System                |    |

12. Music-Yoga Fusion Programme in Curriculum for Holistic Education  
– *Sri Arun Dubey*
13. Ancient Bhartiya Wisdom in Modern Context: Everlasting Relevance of Bhartiya Knowledge System Heritage for Human Development  
– *Meenu Sharma and Baishalee Rajkhowa*
14. Preserving the Legacy of the *Vishwa Guru*: Approaches to Sustain and Promote Ancient Indian Knowledge for Global Well-being  
– *Anjali Shokeen*
15. Between the Visual and the Verbal: Shri Sankardeva's Vision of Aesthetics  
– *Krishna Barua*
16. 18 Siddhars and Siddha Medicine: The Forgotten Indian Saints and their Medical Knowledge  
– *Arul Amuthan and Barathi S Subramaniam*
17. Literary Work of Sant Tulsidas : The Legend of Bhartiya Knowledge System  
– *Saraswati Ratkalle*
18. Paradigms of Learning the Traditions  
– *Kshama Pandey and Neetu Singh*
19. Harnessing Traditional Tribal Knowledge Treasure in India by Unlocking the Potential of Digital Platform  
– *Subhajit Panda and Navkiran Kaur*
20. Integrating Bhartiya Knowledge System in the Teaching-learning Framework for Holistic Development in Higher Education Institutions  
– *Aruna Dev Roy and Baishalee Rajkhowa*
21. Return of Bharat's *Vishwa Guru* Status: Understanding Ways to Maintain and Propagate Ancient Bhartiya Wisdom for Global Welfare  
– *Meenu Sharma and Arpee Saikia*

#### **Convocation Address**

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**Association of Indian Universities**

Vol. 61 • No. 49 • December 04-10, 2023

132  
PR

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**Anirban Ghosh**

Open Universities in India: The Concerns of Quality

**Hamis Juma and G S Patel**

Transformative Trends in Higher Education: Adapting to a  
Changing Landscape in a Disruptive World

**D Mano Stella Charling and Shobana S**

A Study on Changes in Study Habits after the Pandemic

**Rajiv Kumar**

Learning is the Life Force for Human Beings: Always Keep it Vitalised

– Convocation Address

**Aastha Srivastava**

Integrating Sustainable Education into Teacher Education Programmes

– Student Column



| ITEMS   | In This Issue | PAGE |
|---|---------------|------|
| <b>Articles</b>   |               |      |
| Open Universities in India: The Concerns of Quality   |               | 3    |
| Transformative Trends in Higher Education: Adapting to a Changing Landscape in a Disruptive World |               | 8    |
| A Study on Changes in Study Habits After the Pandemic   |               | 14   |
| <b>Convocation Address</b>  |               |      |
| Hemvati Nandan Bahuguna Garhwal University, Srinagar  |               | 19   |
| <b>Campus News</b>  |               |      |
| AIU News  |               | 21   |
| <b>Student Column</b>   |               |      |
| Integrating Sustainable Education into Teacher Education Programmes                               |               | 26   |
| <b>Theses of the Month (Science &amp; Technology)</b>   |               |      |
| Advertisement   |               | 31   |
|   |               | 36   |

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# Open Universities in India: The Concerns of Quality

Anirban Ghosh\*

Quality assurance in education means the practice of managing the way education is provided to make sure that it always maintains a high standard and meets social needs. Quality has become the defining element of education in the 21<sup>st</sup> Century in the context of the ever-changing needs of the workplace and also for the holistic and all-round development of the next generations. The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the prime mover of development in the new millennium and the Sustainable Development Goals-4 (SDG-4, 2015) ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The National Education Policy 2020 of India gives due importance to Lifelong Learning (Ch. 21) which is aligned with SDG-4. The NEP document also includes provisions for digital learning (Ch.23) and technology in education (Ch. 24). Without the use of technology in education the objective of providing lifelong learning cannot be fulfilled. The open and distance learning (ODL) system with its inherent features addresses the issue of accessibility in higher education.

The first open university was established in Andhra Pradesh namely, Dr. B.R. Ambedkar Open University in 1982. The national open university, Indira Gandhi National Open University (IGNOU) was established in 1985. Considering the importance of an open education system, different state governments of the country have established Open Universities (OUs) through their respective state legislature to impart higher education in their regional language with the objective of reaching the unreached at affordable costs. Currently, there are seventeen state-open universities, and over one hundred dual-mode universities are offering academic programmes through open and distance learning modes.

As per the report, the enrolment in the ODL system in the country is about 11.1% of total enrolment in higher education of which 44.5% are female (Annual Report 2021-22, Ministry of Education, (MoE), Govt. of India). The share of distance education in the GER in India is about 22-23%. Open and distance learning system plays a pivotal role in the higher education system in India because of their major contribution to enhancing the gross enrolment ratio and democratization of education to large sections of the population particularly to reach out to the unreached and to meet the demands of lifelong learning. The success of ODL in the country is due to its flexibility and accessibility. The New Education Policy 2020 has set a target to achieve 50% GER by 2035. This mammoth task can only be accomplished through an open and distance learning system with

\* Director, Centre for Internal Quality Assurance, Netaji Subhas Open University, Kolkata-700064 (West Bengal). E-mail: anirban1972@gmail.com



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132  
1R

**Shivasakthy Manivasakan**

National Education Policy—2020 and its Influence on the Health Professions Education

**J S Dorothy**

A Case-study of the Coastal Cleaning under Special Campaign 3.0 at IGNOU Regional Centre, Cochin

**Pritam Rajak, Sajal Roy, Manasi Roy and Priya Bhattacharjee**

An Analysis of Contribution of Universities of West Bengal in Shodhganga Repository

**Ashok G Matani**

Technology Enhanced Assessment towards Enhanced Productivity of Educational Systems Resources

**Vinai Kumar Saxena**

The Value of Education Reflects in Behaviour  
– Chancellor's Address

| ITEMS  | In This Issue | PAGE |
|--|---------------|------|
| <b>Articles</b>  |               |      |
| National Education Policy—2020 and its Influence on the Health Professions Education             |               | 3    |
| A Case-study of the Coastal Cleaning under Special Campaign 3.0 at IGNOU Regional Centre, Cochin |               | 7    |
| An Analysis of Contribution of Universities of West Bengal in Shodhganga Repository              |               | 13   |
| Technology Enhanced Assessment towards Enhanced Productivity of Educational Systems Resources    |               | 25   |
| <b>Chancellor's Address</b>  |               |      |
| Delhi Pharmaceutical Sciences and Research University, New Delhi                                 |               | 33   |
| <b>Campus News</b>   |               |      |
| AIU News   |               | 37   |
| <b>Theses of the Month (Social Sciences)</b>   |               |      |
| Advertisement  |               | 43   |

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# National Education Policy—2020 and its Influence on the Health Professions Education

Shivasakthy Manivasakan\*

The National Education Policy 2020, although not mentioned many points specific to Health Professional Education, (HPE) guidelines started changing the mode of functioning of the entire higher education system in India. Adding to this, the University Grants Commission has already issued several notifications to the higher education institutions and Universities on implementation mandates. It's high time to get sensitized on the key points of the policy which has already seeped into health professions education and the strategies to upgrade the health science university/ institution as we cannot stand alone on silos when the entire nation is moving towards a change. This paper is intended to provide better clarity for the administrators, and academicians on the influence of NEP on HPE.

## National Education Policy—2020 :Key Features

The principal aim of the National Education Policy—2020 (NEP—2020) is to provide Access, Equity, Quality, Affordability, and Accountability in the education system of the country. To achieve this, various strategies have been proposed. Some of the key strategies proposed include, Multidisciplinary under-graduation with research; implementation of the Academic Bank of Credits to facilitate credit transfer and mobility of the learners; Academic Flexibility with several lateral exit-entry options, integrated and dual degree programmes; Evaluation reforms with greater weightage to continuous internal assessment rather than the summative assessment; Online & open distance learning for enhancing the access to education and enabling the learners to pursue more courses simultaneously; Internalization of education to promote foreign institutions setting up their branches in India and vice versa and also to facilitate international students admission in Indian institutions and Indian students pursuing courses abroad; Institutional Autonomy to innovate and excel; Facilitating Merit-based faculty recruitment and career promotion and not merely by means of seniority in the work experience; Establishment of Single regulating body - National Higher Education Regulatory Authority (NHERA); Establishment of Single testing agency - National Testing Agency (NTA); Establishment of National Accreditation Authority (NAA), General Education Council (GEC), and National Higher Education Qualification Framework (NHEQF)<sup>1</sup>.

## Health Professions Education (HPE) - Explicit Details Provided in NEP—2020

There are a few details concerning health professions discussed